

BROOKLYN COLLEGE PERFORMANCE GOALS PROGRESS REPORT, 2012-2013

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

- a. Launched preparations for submission of *Middle States Periodic Review Report (PRR)* due June 1, 2014. *Graduate Program Review* (due with PRR): completed departmental reviews in March; school-based reports will be released in fall 2013.
- b. *School of Education Program Recognition: SPA Recognition granted to:* English Education Secondary Level, BA & MA; Mathematics Education Secondary Level, BA. *SPA Recognition with conditions granted to:* Special Education Childhood MSED, Special Education Middle Childhood MSED, Secondary Education Mathematics MA. *CACREP Accreditation: School Counseling. Further Development Required for* Educational Leadership, Middle Childhood Mathematics Education Middle MSED, and Secondary Education Social Studies BA & MA. Completed mandatory National Council of Teacher Quality Review in early childhood and secondary education (publication by NCTQ anticipated June 2013).
- c. *Health & Nutrition Science:* ACEND site team evaluation report on undergraduate DPD program (spring '13 visit) pending; graduate DI program site visit scheduled in spring '14.
- d. *Speech, Communication Arts & Sciences:* self-study submitted to ASHA (February for fall '13 site visit).
- e. *School of Business:* completed its Assurance of Learning Plan and Strategic Plan, including mission, values and vision, in pursuit of AACSB accreditation.

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

- a. *Strategic Plan and School Alignment Plans:* All schools conducted a review of graduate programs to ensure excellent academic offerings. Visual, Media and Performing Arts began a review of its undergraduate programs, re-conceptualizing the Broadcast Journalism program, re-evaluating the credit to course hour ratio in all undergraduate theater programs, and reviewing the BA/BFA program to identify enhancements that will facilitate graduates' acceptance into MFA programs. School of Business completed its Assurance of Learning Plan and Strategic Plan. Mid-course review of college strategic plan scheduled for 2013-14.
- b. *IT Needs Assessment:* Convened a presidential advisory committee and hired a consultant experienced in higher education technology issues to conduct an environmental scan of administrative and academic computing services, and to make recommendations about future directions, strategic investments, and organizational alignments. Consultant's report submitted and under review; committee report pending.
- c. *Barry R. Feirstein Graduate School of Cinema:* the Letter of Intent for the MFA and MA programs in Film was completed and the curricula, approved by Faculty Council, was submitted to EVC Logue for review. The Director of the graduate program was hired. Dattner Architects has been hired to develop the architectural plans with CUNY for the school at Steiner Studios. Over \$18M has been raised to support the program and additional corporate funding will be sought for student scholarship, equipment and curricular development. The Conservatory of Music completed the Letters of Intent for new graduate programs in Media Scoring and Sonic Arts to complement the film programs.
- d. *Office of Communications and Marketing* was reorganized and developed a new project management methodology that facilitates partnerships with key campus units such as enrollment management and advancement, resulting in improved service delivery and product quality.
- e. *Ad Hoc Committee On Campus Communications* (comprised of students, faculty, and staff) delivered its report, including a series of recommendations to improve internal and external communication.

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

- a. Focused all academic departments on the Graduate Program Review (28 departments in 5 schools) and provided deans with the opportunity to prioritize the external review process at the school level by suspending departmental self-studies and external reviews scheduled for 2012-13. Reviews of Mathematics and

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Sociology will be conducted in 2013-14 and revised guidelines and a revised evaluation timetable will be issued in fall 2013.

- b. Strategic investments (faculty lines) were made in Physical Education and Exercise Science (based on Content Specialty Exam results), Biology, Business (AACSB accreditation), Chemistry (to enhance doctoral capability and research infrastructure), and Film (Director of the Barry R. Feirstein Graduate School of Cinema). With CUNY support, hired an Associate Dean for the School of Business to coordinate AACSB accreditation preparations.
- c. Facilities in the Arts: To enhance the learning experience, a new HD TV Studio will open in fall 2013, the new Tow Performing Arts Center will be ready for classes in spring 2015, the new graduate film facilities will open in fall 2015. Renovation of the lower levels of the Whitman Theater, that currently serves the Department of Theater and Music, will begin in 2013.

1.4 Colleges will use technology to enrich courses and improve teaching

Main Indicator: The percent of instructional FTEs offered partially or totally online was 8.4% (a decline of 6.9% in the number of partially online courses offered, due to a change in calculation of the metric); however, campus statistics indicate a significant increase in the number of Blackboard and Sakai course sites supported by our Library/AIT. In 2013-14, a review of reporting procedures for online courses will be conducted.

- a. *Associate Provost for Faculty and Administration:* deferred the goal of providing web-based access to information about Classroom Assessment Techniques (CATS) for formative assessment of courses mid-semester until migration to CUNYfirst is complete.
- b. *Library/AIT:* Launched new, more user-friendly, and more research-oriented Library/AIT website in fall 2012; developed draft Research LOOPS (i.e., discipline-specific graduate versions of the Library's successful Library Online Orientation Program (LOOP) in consultation with faculty in English, Speech and History to broach the subject of higher-level information literacy/research skills; expanded technology workshop program for faculty, staff, and students, including "Library in a Nutshell" workshops for specific schools and disciplines and faculty workshops to support use of "In Your Class."
- c. *ITS:* By the end of summer '13, 30+ additional nextgen smart classrooms are scheduled to be upgraded and 15-20 new smart classrooms (initially delayed by procurement rules) will be completed. Labs constructed included 3 new general purpose labs with individual student workstations and "smart" infrastructure, a new Sociology/Political Science collaborative learning lab, and an enhanced Worker Education classroom and computer lab infrastructure. ITS expanded evening and weekend support for instructional spaces and implemented photo-rosters to better enable faculty to recognize and interact with their students.
- d. *School of Business:* 11 Bloomberg terminals are being acquired and will be operational for integration into the school's finance curriculum by fall 2013.
- e. *School of Education:* Completed training of faculty and students on the TK20 e-portfolio system, and will implement the system in all SOE programs in fall 2013 (students already set up in CUNYfirst) and completed phase one of training faculty in the use of the CLASS system, edTPA certification, and Common Core. Trained half of the cohort in Danielson online system (balance to be trained in '13-14) and increased the number of faculty using videotape to examine and critique teacher-candidate interactions with 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

- a. Based on strategic needs and important curricular directions, hired 27 faculty and 1 Belle Zeller Visiting Professor.
- b. *School of Business:* reviewed its adjunct faculty to ensure compliance with AACSB standards as "professionally qualified." Further review to meet newly released standards will be conducted in '13-14.
- c. *Associate Provost for Faculty and Administration:*
 - *Tenure & Promotion Process:* Implemented multiple internal process revisions. *Key developments:* laid groundwork for a fall '13 proposal to clarify the role of the Dean in meeting with school P&T committees

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and modified the P&T calendar so that candidates for tenure and promotion to associate professor are reviewed in fall and candidates for promotion to full professor are reviewed in spring.

- *Peer Observation Methods* used at other colleges and universities were examined as the first phase of review and revision of peer observation procedures at the college.
- *Leadership Development*: expanded the training for new department chairpersons to include a module on Classroom Assessment Techniques (CATS) and provided enhanced coverage of contractual requirements of peer observation and information about alternative peer observation methodologies; supported one female faculty member and one female dean in the HERS leadership institute; expanded the college's Faculty Fellows program to 3 schools. Deferred delivery of a faculty development program for faculty interested in department administration.
- *Adjunct Faculty and GTFs*: established an Award for Excellence in Teaching for adjunct faculty (stipend of \$3500) and expanded the orientation and mentoring program for GTFs and adjunct faculty.
- Workshops on the implications of the science of learning for teaching were planned and are scheduled for fall 2013.

2.2 Increase faculty research/scholarship

Main Indicator: Average pieces of scholarship or creative activity per full-time professorial faculty members remained constant at 1.0 (100% reporting).

- a. *Sabbatical Application & Reporting*: a record number of faculty (32) submitted post-sabbatical reports. Each of the five schools hosted its own Faculty Fellowship Seminar.
- b. *Faculty Start-ups*: Total start-up funding committed to newly hired research faculty over a three-year period (AY 2013-2015) was \$1.63M.

2.3 Instruction by full-time faculty will increase incrementally

Main Indicators: Percentage of instructional FTEs delivered by full-time faculty in undergraduate courses increased by 0.4%. Mean teaching hours of veteran full-time faculty were 15.9 (0.5 increase).

- a. *School of Business*: In the first phase of a planned shift to larger section size in the deployment of full-time faculty, the Accounting Department increased student seat count in large sections and the number of courses taught in large section format, and the Economics Department increased seat count in the Elementary Microeconomics course.
- b. The number of full-time faculty engaged in teaching First College Year learning communities increased by 3, representing 44% of instruction in FCY learning communities.
- c. Impact of the new workload formula for larger sections was assessed and found to be cost neutral. It was determined that the new formula established more reasonable cut-points for compensation, distributed the extra-compensation over more departments, treated adjuncts/GTFs more equitably, and compensated faculty proportionally with the number of credits associated with each section.
- d. *Team-Based Learning Project (funded by CUNY OAA)*: trained 46 faculty (representing courses to be implemented in fall '13 and spring '14 in all 5 schools) in this evidence-based pedagogy for effective student engagement in classes ranging in size from 20 to 100+ students.

2.4 Colleges will recruit and retain a diverse faculty and staff

- a. A draft of the 2014-2019 Diversity and Inclusion Plan, guided by the members of the Presidential Advisory Committee for Diversity and Inclusion, will be submitted to the Central Office this summer. The plan highlights 3 to 5 areas as strategic foci over the next 5 years.
- b. Efforts to expand recruitment of minority candidates continued; 15 of 22 hires in fall 2012 were from underrepresented groups.

GOAL 2: IMPROVE STUDENT SUCCESS

Objective 3: Ensure that all students receive a quality general education and effective instruction

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3.1 Colleges will provide students with a high quality general education and major experience within the framework of the Pathways Initiative:

- a. *Pathways*: submitted college Pathways curriculum for Board of Trustees approval in March 2013; developed an opt-in plan for enrolled students and created a module on opt-in plan for inclusion in fall '13 First Year Seminar course (INDS 1011) to promote student awareness; implemented a communication plan to inform the entire college community about Pathways program, including Pathways website and targeted emails, faculty briefings, student workshops at registration, and all-day event on the college quad; completed renumbering, renaming, and scribing approved Pathways courses into Degree Works; prepared enrollment management staff, professional (CAASS) and faculty and staff advisors in the majors for the transition to Pathways requirements and opt-in plan in a series of workshops. Report on alignment of BC courses in large majors is in preparation for submission in June '13.
- b. *Learning Communities*: unified the first year experience at BC by coordinating affiliated and unaffiliated learning community programs; expanded participation of all first-time freshmen in unaffiliated and affiliated learning communities to 85%, with a notable increase in participation in spring learning communities from 21% in spring 2012 to 39% in spring '13; piloted special learning communities to Psychology majors, Business majors and to Brooklyn Bound (the new post-GED success program).
- c. *First Year Seminar Assessment Results*: students who reported on achievement of each learning objective in the adequately to extremely well range increased from a range of 91-98% in fall 2011 to a range of 97-99% in fall 2012. However, by Faculty Council mandate, the freshman seminar was not linked to learning communities in fall 2012. This resulted in a decreased participation rate of 48% and an increased withdrawal rate of 4.1% in the first year seminar course in fall 2012.
- d. *CUE*: Deployed CUE funds to support undergraduate retention rates through *First College Year*, ESL, USIP, transfer transitions, advising, peer mentoring, learning center, and gateway pass rate support.
- e. *Writing Across the Curriculum*: introduced Writing Benchmarks, the college-wide writing rubric, to faculty and learning center tutors in multiple workshops and at a CUE conference; supporting web site materials and an online version of WAC Faculty Handbook are in preparation; initiated discussion with School of Business regarding pilot of Writing Benchmarks in their writing intensive courses.

3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses

- a. *ESL*: Percentage of total credits earned of credits attempted by ESL students was 93.4% (0.6% decrease).
- b. *SEEK*: Percentage of total credits earned of credits attempted by SEEK students was 94.5% (1.8% increase).
 - The Acting Chairperson of the SEEK Department was hired in summer 2012.
 - Implemented a more rigorous and comprehensive first-year experience, starting with a 6-week pre-freshman summer program; blocked all freshmen into learning communities including the first year seminar (INDS 1011); and introducing a new pre-freshman summer component in June '13—voluntary 20-hour workshops in reading, math and writing designed to enable entering students to start the mandatory 6-week program at a higher level than originally tested.
 - To improve counseling and tutoring services, a full-time SEEK Tutorial Coordinator was appointed in fall, and 3 SEEK counselors (sub lines) will be hired by September. Follow-up assessment was conducted with students in spring 2013 and will shape additional improvements.
- c. *Opportunities for Student Success (OSS/SOP)*: 97% of OSS cohort who attended the summer program were math certified by the end of fall 2012 (exceeded college target by 12%).

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

Main Indicators: Percentage of students passing freshman composition with C or better was 89.0 (7.3% increase); percentage of students passing gateway mathematics with C or better was 64.1 (18.1% decrease). 100% of CLA target sample were administered the CLA test.

- a. *Gateway Math*: Students who withdrew from gateway math in fall reported their main reason as the number of topics covered. As a result, a diagnostic exam was administered in all gateway math sections in the first spring class session. Students who did not demonstrate pre-calc readiness on the diagnostic were transferred

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to the two-semester pre-calc course. A new instructional approach to teaching pre-calc, funded by CUNY OAA, will be piloted and assessed in the fall.

b. *Unified Science Bridge (USB) Assessment Results:*

	USB 2011	2011 Comparison Group	USB 2012	2012 Comparison Group
Second Semester Retention Rate	100%	96%	95%	94%
Average Credits Earned	39.5	35.7	16.7	13.6
Average GPA	3.14	2.85	2.66	2.94

c. *STEM:* Assessment of pre-health learning communities supported program modifications implemented in fall 2011. Pre-health LC students were retained at a rate nearly 5% higher than the comparison group; average credits attempted were slightly lower but average credits earned were slightly higher. First term GPA for the pre-health LC cohort was 2.99 versus a 2.90 GPA for the comparison group.

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

Main Indicator: URM/non-URM 1-year retention gap was 8.3% (5.4% decrease).

- a. Reconfigured the BMI program to include a writing-focused summer program, expanded peer mentoring, and a First Year Seminar for BMI. Successfully piloted a post-GED first-semester learning community, “BC Bound: from GED to Degree.”
- b. *Co-curricular Programs* (Associate Provost for Academic Programs and Vice President for Student Affairs): First Monday Cultural Series promoted broader participation in cultural awareness and diversity programs through partnership with student clubs. Series spanned fall and spring and included 15 clubs. Events focused on cultural celebration of four different countries. Brooklyn College Passport Program (CLASE, which develops student awareness of college services that promote success and foster engagement) was redesigned and implemented in versions for freshmen and transfers. CLASE enrolled 570 new students in ’12-13.

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

- a. Implemented the draft *Learning Outcomes Assessment Status Rubric* in graduate programs and introduced the rubric in all undergraduate programs in Schools of Humanities and Social Sciences, Natural and Behavioral Sciences, and Visual, Media and Performing Arts as part of a series of 3 workshops (attended by 28 faculty). By fall ’13, departments will approve specific plans for completing, refining and/or restarting assessment (including the rubric) for incorporation into PRR and other reporting venues.
- b. A draft learning outcomes assessment plan that includes the creation and charge of an Outcomes Assessment Council was developed for review and approval in fall ’13
- c. *School of Business:* deferred implementation of the assessment methodology adopted as part of the school’s Assurance of Learning Plan until 2013-14.

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

4.1 Colleges will facilitate students’ timely progress toward degree completion

Main Indicators: 26.5% of freshmen and transfers took one or more courses the summer after entry (2.9% decrease). 88.6% of baccalaureate students declared a major by the 70th credit (2.5% increase). Average number of credits earned by full-time freshmen was 25.4 (0.3 increase). Ratio of FTEs to headcount remained stable at 0.822.

- a. *Academic Leadership:* Terence Cheng will assume the position of Associate Provost for Academic Programs in August and will direct academic services that support undergraduate and graduate students.

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- b. *General Education Program Assessment:*
 - Results of assessment of reduction to a 1-credit optional First Year Seminar course (formerly a 2-credit required component) on credit completion rates of full-time freshmen will be available in 2013-14.
 - Conducted initial review of summer program offerings to determine causes (other than economic) that prevent students from enrolling in summer session; this activity will continue and conclude in fall '13.
 - Outlined responsibility for assessment of general education programs in the draft Learning Outcomes Assessment Plan; focused faculty on assessment of general education in the June Core Conference featuring Barbara Walvoord as key note speaker and workshop leader.
- c. *Curriculum Mapping:* All departments in Natural and Behavioral Sciences submitted 3-year course plans; all departments in School of Education submitted 2-year course plans; all departments in Visual, Media, and Performing Arts submitted 1-year course plans with second year due in September. All submitted course plans will be posted on the department web pages over the summer.
- d. Incorporated a module on Declaration of Major into the First Year Seminar.
- e. *Transfer Services:*
 - Enhanced *TransferNation*, an integrated advisory and support service team for transfer students under the aegis of the Office of the Associate Provost for Academic Programs. Hosted six programs for students, and 255 participants were supported by peer mentors throughout the academic year.
 - Streamlining the process of transfer credit evaluation by implementing an enhanced version of the B.E.S.T Transfer Student Articulation and Processing system was deferred pending CUNYfirst implementation.
- f. *Degree Works* was updated to comply with CUNYfirst; Enrollment Management hired a full-time scribe and completed scribing Pathways requirements. Scribing of degree program requirements is in process.

4.2 Retention rates will increase progressively

Main Indicators: The 1-year retention rate of full-time first-time freshmen was 84.2% (2.2% increase). Pending final APM and predicted 1-year freshman retention rates (to be issued in 2012-13), the gap between actual and predicted retention closed by 1.4. The 1-year retention rate of full-time transfers was 74.6% (2.7% decrease).

- a. *Transfer Student Center:* further improvements in the transfer evaluation process are under review pending full implementation of CUNYfirst. The current goal is to provide an initial transfer evaluation to new transfer students at their registration appointment.
- b. *High Impact Practices:*
 - *Study Abroad* program activities included: 3 completed letters of intent; 3 letters of intent in process; 1 completed study abroad agreement; 5 study abroad agreements (PSI group) submitted for CUNY review, and 3 pending exchange agreements. In 2012-13, 235 students (total of BC, CUNY, and non-CUNY) participated in study abroad programs, representing an 11% increase over the previous year.
 - *Magner Center for Career Development and Internships* implemented the 5 strategic priorities of their new 3-year plan. Student usage increased by 32%; internship placements increased by 10%; new employment contacts increased by 1300; focused graduate career workshops were added to overall programming. Created career liaison positions with each of the five schools; implemented first round of assessment associated with the 3-year plan.

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

Main Indicators: 24.5% of full-time first-time freshmen in baccalaureate programs graduated within 4 years (0.4% increase). The gap between actual and predicted retention remained stable at 1.1. 51.3% of transfer students graduated within 4 years (4% increase). 75.5% of master's students graduated within 4 years (3.5% increase). *Context Indicator:* 53.8% of full-time first-time freshmen graduated within 6 years (5.4% increase).

- a. *Graduation Audit:* deferred review of current practice for auditing students for graduation and improving process to provide more timely information regarding outstanding requirements for graduation pending full implementation of CUNYfirst.
- b. *Seamless Academic Advisement Initiatives:* continued SMART to Finish activities with main focus on Pathways implementation; designated a CAASS liaison to each school and met with school deans to plan for facilitating student transition to the major and discuss possible alternative advisement models relevant to each

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school. Deferred creation of school-based advisement hubs to support timely progress to degree pending outcome of external NACADA review.

- c. *Graduate Programs:* The Faculty Council Committee on Graduate Admissions and Standards (CGAS) brought the grade appeal policy for graduate courses in line with the policy for undergraduate courses, began enforcing the limit on the number of times graduate students may take the comprehensive exam, and sought extensive feedback about further policy improvements to be implemented in the 13-14 academic year

Objective 5: Improve post-graduate outcomes

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

Main Indicators: The number of credentialed teachers was 475 (157 increase) and 88% of test takers passed the CST (9% increase).

a. *School of Education:*

- Worked with Physical Education and Exercise Science, Earth and Environmental Science, and undergraduate Early Childhood dual certificate (students with disabilities) programs to address curriculum deficiencies that affected CST performance.
- Childhood, Bilingual and Special Education reviewed current standards for bilingual programs and will redesign existing bilingual curriculum to address changes in the field in summer 2013.
- Early Childhood completed its research project with Lincoln Center, expanded Jumpstart, and implemented CLASS assessment practice throughout the Early Childhood program.
- Secondary Education initiated review of its student teaching rubrics and practices and will continue to address alignment of programs with the new NYS standards in partnership with liberal arts and science program colleagues.
- School Psychology, Counseling, and Educational Leadership completed the first year of a 2-year project designed to integrate coursework across all three graduate programs.

b. *Post-Graduate Exam Results:*

- 36.8% of first-time baccalaureate test takers passed at least one section of the Uniform CPA Exam in 2012 (increase of 1.1%).
- In 2011-12, GMAT=466; LSAT=150; MCAT=25.1; GRE (V) = 442; GRE (M) =576; GRE (combined) =1018. 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. Workshops to support enrolled students taking post-graduate exams were continued.
- Center for Teaching offered an Effective Strategies for Enhancing Student Learning workshop to support the incorporation of critical reasoning skills into all aspects of the undergraduate curriculum.

5.2 Job and education rates for graduates will increase

- a. In 2012, over 94% of recent graduates reported that they felt Brooklyn College had prepared them for their future occupation; 68.6% reported that they were already employed, and 70% of those who were employed were working in jobs related to their major; 29.3% reported that they earned salaries in excess of \$40,000 per year.
- b. Efforts to improve data collection regarding alumni accomplishments/post-graduate outcomes continued. Deferred developing a locally administered alumni survey pending results of spring '13 CUNY survey.
- c. 110 Brooklyn College students achieved post-graduate admission to programs in health professions (exceeded college target of 100).

Objective 6: Improve quality of campus life and student and academic support services

6.1 Colleges will improve the quality of student life and campus climate

Main Indicators: Baseline satisfaction ratings of relevant Noel-Levitz scales was established: Campus Climate: 4.85 Responsiveness to Diverse Populations: 5.08; Safety and Security: 4.36; Student Centeredness: 4.83;

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Campus Life 4.74; Academic Advising Effectiveness: 4.84; Campus Support Services: 5.28; Concern for the Individual: 4.61; Academic Services: 5.07)

a. *Student Affairs:*

- Through the “Orientation & Leadership for All Students (O.L.A.S.)” program, 186 student ambassadors were trained to welcome 529 graduate students, 744 freshmen and 942 transfer students in fall ‘12 orientation programs, with support from CUNY’s grant for Improvement of the Quality of Student Support Services.”
- The Wellness Information through Student Education (WISE) program was incorporated as an option into the freshman seminar course (INDS 1011); 129 students enrolled. Student participants have since established a Yoga student club.
- Two workshops for international college students were held in October to provide information on accessing campus resources and community services.
- The CLASE Passport program enrolled 570 new students in its database.
- The Malave Leadership Academy recognized 6 exceptional campus leaders at its annual event. Leadership training was held throughout the year, including participation in the CUNY Emerging Leader Conference. Interest in the 2013 leadership academy and the national NASPA internship program is high.
- The Global Competencies Program (“Civic Engagement WENT Global”) was incorporated into the Campus Conversations program.
- An RFP grant (\$7.8K) supported the training of 24 students, staff and faculty in the creation of LGBTQ Safe Zones, and resulted in the establishment of a resource library and an online LGBTQ presence.
- The Office of Veteran Affairs’ *Kognito Project*, including the *Veterans On Campus* webinar, an online, role-playing training simulation designed to educate faculty and staff on how to create a supportive campus environment for veterans, was implemented.
- *Health Fair Assessment*: 65.4% of participants in the Health Fair event reported that they would now focus on improving their health.
- The Collaborative Autism Spectrum Program (CASP, coordinated by the Office of Disabilities Services and including 5 graduate student mentors) was launched and now serves 55% of eligible students at BC.
- “EmPowered Athletes Serving Others (EPASO) Program”: supports the growth of the student-scholar athlete cohort—107 student athletes achieved a GPA of 3.0, and an additional 81 achieved a GPA of over 3.2. Three students were named CUNYAC Scholar Athletes of the Month.
- A Student-Athlete Advisory Committee (SAAC), advised by Recreation, Intramurals and Intercollegiate Athletics, provided insight on the student-athlete experience and advised on the rules, regulations and policies that affect student-athletes’ lives. SAAC advisement contributed to greater participation in team sports and the successful launch of a women’s soccer program.
- 56 student leaders were recommended to participate in the Glazer Fund Financial Literacy and Student Services Online. Participants completed Financial Literacy101 and a minimum of 8 hours of on- or off-campus volunteer service.
- *RezLife* (Residential Life and Housing) implemented a comprehensive training manual for new and returning Resident Assistants. The manual resulted in improved incident resolution processes and engagement of 60% of student residents in programs.

b. *Enhance Campus Infrastructure:*

- Leonard and Claire Tow Center for the Performing Arts: demolition completed Nov.’12; foundation will be complete in August; on schedule for spring ’14 occupancy.
- Roosevelt Science Commons: design and development phase completed.
- Re-zoning of the Nostrand Avenue property: certified by City Planning (May); Community Board 14 voted to recommend approval (June); final approval expected by end of 2013.
- Barry R. Feirstein Graduate School of Cinema: Lease Term Sheet signed; formal lease expected in summer. Dattner Architects selected; programming and schematic design begun; completion anticipated in fall 2015 (first class).

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- Ingersoll Hall Renovation: completed schematic design; design & development document begun in May; construction will begin in first half of 2014; completion projected for late 2015/early 2016.
- c. *Enhance Technology Infrastructure (ITS)*:
- Completed installation of ubiquitous, secure WIFI service in James and Boylan Halls.
 - Installed cell signal amplification systems James Hall and the lower level of Boylan. Completion of Boylan scheduled in 2013-14.
 - Enabled printing from WIFI devices via the college's campus-wide OCS print management system.

6.2 College will improve the quality of student and academic support services, including academic advising and use of technology

Main Indicators: Baseline satisfaction ratings of relevant Noel-Levitz scales were established: Academic Advising Effectiveness: 4.84; Campus Support Services: 5.28; Concern for the Individual: 4.61; Academic Services: 5.07)

- a. *Academic Advisement (Center for Academic Advisement and Student Success—CAASS):* A comprehensive external assessment of CAASS services was conducted by a NACADA consultant in spring '13. Results of the evaluation will be used to develop a three-year plan for enhancement of CAASS services.
- b. *Library/AIT:*
- Completed extensive upgrades of physical facilities in the Library and Library Café to provide enhanced access to power and data for laptop/mobile device charging; server upgrades to improve reliability of access to resources are scheduled in summer.
 - Completed participation in the national Return-On-Investment study. *Findings:* the Library/AIT unit was heavily used by both faculty and students, it provided \$204.2 million in value of time and money to faculty and students annually, and the ROI was \$54.02 for every \$1 spent.
 - Initiated sharing and commercialization of locally developed technologies, such as a management tool for electronic resources web pages, an easy-to use book scanner and a library inventory management system. Eight CUNY libraries are using the electronic resources management tool; BC is hosting the Guttman Community College Library & Information Commons, and the scanner product is being test marketed within CUNY and the NY Metro library community. The inventory management system has been demonstrated at the CUNY/IT Conference.
 - Piloted and adopted IDS Search, a simplified catalog interface, to augment student and faculty options for searching, and make it easier for them to find research resources.
- c. *Technology (ITS):*
- Upgraded all online services, applications, and transactions to provide students with an option to receive notifications and alerts via SMS text messages.
 - Developed a system to make course syllabi available in the college web portal, alongside the course's book requirements, faculty office hours, and related information.
 - Facilitated delivery of detailed financial aid award information online to incoming students via the Myenrollment admissions portal, and to continuing students via the WebCentral portal.
 - Expanded a successful pilot using data-linked e-reader devices to speed the process of application review and award decisions in collaboration with the Scholarship Office.
 - Implemented, with Student Affairs, an online system to manage the process of inviting incoming students to various orientation sessions and to better manage those complex events. The CORES system resulted in a 100% increase in fall orientation attendance and a 200% increase in spring orientation attendance and reduced registration wait time by 95%, resulting in a more individualized orientation experience.
 - Implemented, with CAASS, an imaging system to digitize and easily reference advisement-related documents, to facilitate more timely and accurate advisement.
 - Implemented, with International Student Services, an online tool to allow students to make appointments, and an ACD phone call management for support lines to improve handling of support calls.

GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS

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

7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

Main Indicators: FTE enrollment was 16,524; percentage difference between actual and target FTE enrollment was -1.5; total FTEs were 12,281; total undergraduates were 13,099. Total graduates were 3,425. Mean SAT of full-time first-time freshmen was 1111 (decrease of 23); mean CAA of full-time first-time freshmen was 86.2 (0.7 decrease). **College Data:** In Fall 2012, there were 1,148 total first time freshmen. 101 (8.8%, a decrease of 17.6%) were SEEK; 117 (10.1%, an increase of 5.8 %) were OSS; 78 (6.8%, a decrease of 0.4%) were Macaulay Honors College. Excluding OSS, mean SAT was 1124 (decrease of 10) and mean CAA was 86.5 (decrease of 0.4).

- a. Maintained efforts to expand our encatchment area by appealing to previously untapped neighborhoods in Brooklyn and also in the greater tri-state area.
- b. Enhanced the services of the International Student Services Center by creating and implementing a strategic plan for recruitment of international students, with an initial focus on China. Hired a part-time staff member who is fluent in Chinese, partnered with Zinch to produce and market a recruitment website in Chinese. Anticipated start date of Center Manager is July 1.
- c. Reviewed graduate program enrollment in the Graduate Program Review process (PRR deliverable) at the department and school levels.

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

- a. Continued hosting BMCC classes during underutilized periods: 742 BMCC students enrolled in this program (380 in fall, 396 in spring—total of 776, including 34 attending both semesters).
- b. With a CUNY-funded diversity grant, the Women’s Center conducted a cross-campus survey of 800 students and hosted 9 focus groups. This unprecedented research revealed that 84% of respondents attributed their retention in college to the services provided by women’s centers. The CUNY Division of Student Affairs extended the project to document individual student experiences and create a manual on assessing women’s centers for university-wide use.
- c. School of Education faculty initiated collaboration with Queens College faculty in creation of a PSY D program. Joint letter of intent is being drafted; curriculum development activity has been initiated.

7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the College’s mission

- a. College Now met 94% of its enrollment target, exceeding projections for both college credit and pre-college courses but not for Cross Campus Gateway Courses (i.e., developmental courses offered to some of its partner schools by community college College Now programs).
- b. As of spring 2011, current enrollment in Adult and Continuing Education program (PACE) is limited to RF sponsored adult literacy programs. Discussions to establish a robust ACE program at the Midwood campus and 25 Broadway were initiated.

Objective 8: Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase 10%

Main Indicator: Total voluntary support in FY 2012 was \$16,313,760 based on a weighted, rolling three-year average, which included the anticipated donation of a rare book collection (valued at \$15.2M) which has not materialized. The voluntary support data for FY 2012 should be corrected to reflect this change. Voluntary support data for FY 2013 will be available in the final edition of the FY2013 PMP Data Book.

- a. The Brooklyn College Foundation participated in raising \$11.7M in FY ’13 (including a \$6.7M grant from the Mayor’s Office), representing a 10% increase over its internal college target.
- b. School fund-raising efforts focused on the School of Business (a blue ribbon commission chaired by BCF Trustee Marty Sass focused on developing a full case and plan to support AACSB accreditation) and the

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School of Visual, Media, and Performing Arts (continued focus on plans for the Barry R. Feirstein Graduate School of Cinema; CUNY BOT Subcommittee approved naming of the school and establishment of the program; full BOT approval anticipated at June Board meeting.

- c. *Brooklyn College Night* (annual gala) achieved its purpose of intensifying the relationship of donors and potential donors to the college. Event proceeds were \$350,000 (decrease of \$50,000).

8.2 Colleges will make progress within a declared capital campaign

- a. Secured a \$6.7M commitment from the Mayor's Office of Film, Theater and Broadcasting to support digital media in the new cinema school. Conversations with Time Warner and other corporations were initiated. Conversion of these gifts will occur upon the arrival of the new director of the Barry R. Feirstein Graduate School of Cinema and approval by the CUNY Board of Trustees.
- b. Continuing negotiations for the transfer of the rare book collection gift ceased in late spring '13 when the College was informed that the donor was unable to transfer the collection.
- c. Progress with the *Foundation For Success* capital campaign has concentrated on Fostering Innovation in Teaching and Research (\$1.4M) and Promoting Student Success (\$1.4M).

8.3 Each college will achieve its revenue targets and improve or maintain high collection rates

Main Indicators: Degree-credit revenue as a percent of target was 100.1. Non-credit/ACE revenue as a percentage of target was 6.5%. (As of 2011, the ACE program currently serves only RF-funded literacy programs.) Collection rates improved by over 2%; the increase will be confirmed in final PMP data book. Implemented check-scanning software to enhance payment processing.

8.4 Colleges will improve or maintain sound financial management and controls

Main Indicator: General Administration was 5.3% of total tax levy budget. The College's A-133 and related entity audits had no exceptions. The College responded to the State's audit of Communication Audio Visual and is working with the University on developing procedures to review the payment of prevailing wages by outside vendors.

8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve

Main Indicator: 2.8% of allocated budget was retained as reserve.

8.6 Contract/grant awards will increase

Main Indicator: \$13,148,033 grants and contracts were awarded (administered by the RF) based on a weighted, rolling, three-year average (\$409, 231 decrease).

- a. Sponsored a full-day Grantwriters, Inc. Proposal Writing Seminar (that is widely acclaimed for its coverage of practical and conceptual aspects of proposal writing) for all faculty/staff.
- b. Proposal submissions remained consistent at a level of approximately 200. FY12 submissions have thus far yielded 48% in grants/contracts.
- c. Expanded our federal, state, city, and private funding base through increased outreach.

8.7 Indirect cost recovery ratios will improve

Main Indicator: Indirect cost recovery was 17.3% (1.3% increase.)

Objective 9: Improve administrative services

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

Main Indicators: Baseline satisfaction ratings of relevant Noel-Levitz scales were established: Admissions and Financial Aid Effectiveness: 4.67; Registration Effectiveness: 4.69; Service Excellence: 4.96.

- a. *Bursar:* Improved Bursar processes have led to better outcomes. All processes are being adapted to work within CUNYfirst Student Financials.
- b. *Enrollment Management:* Admissions continued to employ webinars, live chats, and instant messaging to reach a broader applicant pool, both domestic and international, teamed with Zinch to connect with students in China and is currently working to design updated print recruitment materials. To improve degree progress

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report accuracy and provide a more effective tool for determining students' eligibility for TAP, Financial Aid hired a full-time staff member to re-scribe degree programs and make the degree progress report work with the FACTS system. The Office of Student Enrollment Advocacy reviewed policies/procedures/practices to facilitate student enrollment, and is serving as an advocate for students seeking assistance with enrollment issues.

- c. *Technology (ITS)*: implemented, with the Associate Provost, a fully online workflow system to facilitate the evaluation and approval of multiple position requests; designed and partially implemented a campus-wide online workflow to track and audit the many processes and tasks applicable to incoming and exiting employees; implemented, with HR, an online system to request, collect, and manage letters of recommendation and other documents, for applicant searches.

9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs

Main Indicator: 36.2% of FTEs were offered on Fridays, evenings or weekends.

- a. Per findings of the Master Plan Amendment, high priority renovation projects included classroom and lecture hall renovations (to increase flexibility and cross-departmental use), planned or rehabilitated student lounges, building systems infrastructure projects (particularly in the sciences)
- b. *Leadership*: hired Francis X. Fitzgerald as Assistant Vice President for Facilities Planning and Operations.

9.3 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws, and develop business continuity plans

Per CUNY requirements, the Office of Environmental Health and Safety (EHS) performed periodic inspections of designated facilities and monitored environmental compliance during renovation and construction projects. Conducted safety training sessions, including the handling of hazardous materials, emergency response, and an overview of the CUNY Laboratory Safety Manual, for faculty and staff working in specified facilities. Submitted a revised Risk Management Plan to the CUNY Office of Environmental, Health, Safety and Risk Management. Continued operations of the Tobacco Free Committee. Completed the IT business continuity and disaster recovery plan. Outreach to engage campus constituency in drafting a college-wide business continuity plan was deferred pending full implementation of CUNYfirst.

9.4 All colleges will make timely progress on CUNYfirst implementation

Performed all tasks associated with scheduled system migration to Campus Data Solutions platform;; participated in all university-wide collaborations and trainings associated with the utilization and development of reporting facilities in CUNYfirst; retired all BC systems superseded by CUNYfirst; adapted local systems that provide functionality not currently available in CUNYfirst to work with CUNYfirst data until retirement is possible.

9.5 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan

- a. *Ten-Year Sustainability Plan Activity*: New and ongoing projects to improve energy efficiency included the design of Ingersoll Hall fume hood upgrades and planning for LEED certification of the Leonard and Claire Tow Center for the Performing Arts. The college sustainability web site and a new educational push are planned this summer.
- b. Reconfigured public-access computers (1000+), shared printers, and the associated OCS printing management system, to default to duplex printing in order to reduce printing. Expanded the number of advanced scanning kiosks (i.e., based on proprietary scanner technology developed by the Library) to encourage students to copy images of reference materials onto portable storage devices. This activity resulted in a 37% decrease in printing over the previous year (a total of 2 million pages).