GOAL 1: RAISE ACADEMIC QUALITY

Objective 1. Strengthen college priority programs and continuously upgrade curricula and program mix

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies


Health & Nutrition Science: Didactic Program in Dietetics accredited by ACEND through 1/1/2017; graduate Dietetic Internship accreditation pending review spring 2014.


School of Business: finalized the AACSB-compliant Assurance of Learning Plan and completed assessment of the written communications goal. Hired a writing tutor to support students and "closed the loop."

Strategic Plan: Mid-course review of Strategic Plan 2011-2016 will be complete by June 2015.

Outcomes Assessment: Outcomes Assessment Plan adopted in spring 2014; Assessment Council convened per the plan; the School of Humanities and Social Sciences made significant progress in its planned multi-year assessment project.


Doctoral Program Review: The Dean of the School of Natural and Behavioral Sciences and 3 senior faculty members served on university committees exploring restructuring; Biology, Chemistry & Physics prepared profiles of publications, grants and doctoral student progression in preparation for continued discussions.

Program Revision: In the School of Education, bilingual education, childhood education (aligned with STEM/special education) and the early intervention program were re-designed and are awaiting governance approval in fall 2014. In the School of Visual, Media, and Performing Arts, Broadcast Journalism program was revised; a new advanced certificate in Museum Education received SED approval; revision of the BFA in Studio Arts is in progress.
1.3 Colleges will use technology to enrich courses and improve teaching

**Main Indicator**: 9.2% of instructional FTEs were offered partially or totally online.

*Information Technology Services (ITS) Committee Report And Recommendations* were made public at Stated Meeting of the Faculty (April 2014); implementation committee will begin work in 2014-15. ITS has already begun to address priority recommendations. *(President’s Letter, 9/27/13)*

*Information Technology Services (ITS)*: 25 new smart classrooms (delayed due to procurement/contract issues) are in progress and will be complete by August 2014; 25+ earlier generation smart classrooms were upgraded to current standards; reported user satisfaction with IT services increased dramatically—e.g., 94% satisfaction with overall smart classroom experience; 96% satisfaction with ITS training. *(President’s Letter, 9/27/13)*

*Library/AIT*: completed 5 graduate level Research Loops to support research at the masters’ level; expanded the technology workshop program for faculty, staff, and students by adding more targeted faculty workshops on In Your Class.

*School of Business*: Bloomberg financial terminals were installed in the Library and integrated into the corporate finance class in spring 2014 (375 separate logons reported).

**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

*Faculty Hiring* *(President’s Letter, 9/27/13)*: Hired 33 new faculty for fall 2014, based on strategic needs and important curricular directions, including 5 professionally qualified business faculty (in support of AACSB accreditation effort) and 3 STEM faculty, the Lyons Chair (History), the Zicklin Chair (Honors Academy), and the Newman Chair (Philosophy).

*Associate Provost for Faculty and Administration*: updated the Faculty Handbook; expanded participation in New Chairpersons’ Orientation to include other emerging department and college leaders; initiated formative assessment of how processes and data for faculty professional evaluation are functioning. A random sample of 33% of the files of faculty who underwent annual reappointment in fall 2013 revealed that documentation was uneven, and reference to student evaluation results was often missing. These issues will be addressed in the next reappointment cycle.

*Faculty Development*:
- In the School of Business, 75% of adjunct faculty are professionally qualified as defined by the AACSB and this number will rise in 14-15.
- The School of Education (SOE) completed second year of Race to the Top program and prepared for third year activity—i.e., data driven assessment and hosting a major conference.
- In the School of Humanities and Social Science, the Medical Humanities Working Group planned 5 seminars for 2014-15, of which 2 will focus on design of an interdisciplinary Medical Humanities curriculum.
- The Roberta S. Matthews Center for Teaching and Learning offered 39 workshops on a variety of topics related to the science of teaching and learning, including team-based learning, quantitative reasoning, and assessment. The Center administered the CUNY-funded Team-Based Learning Project (TBL); trained three cohorts of TBL faculty participants; conducted program assessment; and hosted a CUNY-wide TBL conference (June 2d).
2.2 Colleges will increase creative activity and research productivity, including for pedagogical research

Main Indicator: Average pieces of scholarship or creative activity per full-time professorial faculty member in 2013 was 1.0.

- Appointed Professor Peter Lipke (former chair of the Biology Department and recently elected Fellow of the American Academy of Microbiology) to coordinate all research activities in the School of Natural and Behavioral Sciences and pursue new research funding opportunities.

- Finalized plans for construction of 9 new research labs (Ingersoll renovation project); awarded $1 million in start-up funding for newly hired STEM faculty.

2.3 Instruction by full-time faculty will increase incrementally

Main Indicators: 47.7% (+3.6%) of instructional FTEs in undergraduate courses were delivered by full-time faculty. Mean teaching hours of veteran full-time faculty was 16.0.

Team-Based Learning Project (funded by CUNY OAA, providing effective strategies for teaching groups of students from 20 to 100+): TBL program was administered by Roberta S. Matthews Center for Teaching; 3 cohorts of faculty were trained; formative assessment was conducted; CUNY-wide conference was held June 2d.

Learning Communities: Recruitment of additional full-time faculty participants in learning communities was deferred pending replacement of First College Year Program Director (hired February 2014).

School of Business continued to encourage shift in deployment of full-time faculty to larger section introductory courses, with the result that the school’s average class size is now 38 students.

2.4 Colleges will recruit and retain a diverse faculty and staff

- Participation of junior faculty in university-sponsored programs that support diverse faculty in pursuit of tenure and promotion increased from 6 in previous reporting period to 7 in current period.

- Office of Diversity and Equity Programs worked closely with employee affinity groups to sponsor numerous events in 13-14; planned the opening of a new LGBTQ Resource Center in fall 2014.

GOAL 2: IMPROVE STUDENT SUCCESS

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

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

Main Indicators: 84.1% of SEEK students earned a C or better in Freshman Composition and/or Gateway Mathematics. 90.5% of ESL Students earned a C or better in Freshman Composition. USIP participation rate of entering freshmen and transfers with initial remedial need was 1.2%. College data, submitted June 2014, indicates that 98.1% of SEEK freshmen were proficient in reading and writing and 83.9% were proficient in Math by the end of summer 2013.
SEEK: 88.2% of participants in voluntary June 2013 workshops for incoming freshmen to improve their mandatory summer program completion rates passed their remedials. The voluntary June workshop series is being offered again this June.

Opportunities for Success (OSS/SOP): 96.7% of OSS students (i.e., 59 of 61) who completed a workshop in summer or fall 2013 were math certified by the end of fall 2013.

Unified Science Bridge (USB, NIH-funded pre-freshman summer program): Enrolled 31 admitted pre-freshmen students in its summer program (12 of them entering NIH-RISE program students and 19 from the general entering freshmen cohort) and student satisfaction with college prep activities was very high. The proposed iPad mini project in pre-calculus was deferred pending WiFi accessibility; assessment of pre-calculus performance over multiple summer USB programs identified specific predictors for pre-calculus success among RISE and non-RISE program students.

STEM & Pre-Law Initiatives: hired two Center for Academic Advancement and Student Success (CAASS) advisors to support first- and second-year pre-med students and students interested in pre-health and pre-law programs.

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

Main Indicators: 91.1% of students passed freshman composition with a C or better; 78.8% of students passed gateway mathematics with a C or better. Value-added as measured by the CLA was “Near.”

General Education Curriculum Review (President’s Letter, 9/27/13): Faculty Council appointed a general education review committee that conducted several town meetings and focus group sessions and reviewed assessment data. The committee issued its findings in late June with the expectation that Faculty Council will review in fall 2014.

DegreeWorks (President’s Letter, 9/27/13): a comprehensive re-scribing effort resulted in a completely updated, Pathways-aligned degree audit tool that supports academic planning. Faculty and staff have been trained in its use; a DegreeWorks link has been added to the Registrar’s web page to support usage and troubleshooting; Enrollment Advocacy promotes use for degree planning. Result: 60.1% of degree students used DegreeWorks for degree audit.

First Year Seminar (INDS 1011): incorporated the new Pathways curriculum as a standard component of the INDS syllabus; reinforced Pathways information in the in-class presentation made by the CAASS Freshmen Specialist, and initiated early career exploration through Magner Center Career Ambassadors sessions (total of 27).

Gateway Mathematics: devised a placement scheme for Math 1011, 1026 and 1201 to be implemented in fall 2014 and implemented Project MaGI (an alternate instructional modality supported with CUNY OAA funding, in Math 1011). In fall 2013, withdrawal rates from Math 2011 declined (project assessment results still being finalized). A one-credit course, Math 1010 Problem Solving for College Mathematics, was created to support early childhood education majors.

3.3 Colleges will reduce performance gaps among students from underrepresented groups (President’s Letter, 9/27/13)

Main Indicator: One-year retention rate gap of first-time freshmen in the entering class of fall 2012 between URM and non-URM students was -5.3% (an improvement of 3.0% over 2011).

Black Male Initiative Program (BLMI): continued its outreach to enrolled Brooklyn College students (especially in the Urban Community Teachers program), and partner schools (including a new relationship with Kingsborough’s BMI program) to support transfer students. Undergraduates admitted in fall 2012 achieved a 100% 1-year retention rate and completed a mean of 18.8 credits in their first year of study with an average GPA of 2.93. The three graduate students enrolled in the BLMI in fall 2012 achieved a
100% persistence rate and completed a mean of 14.7 credits in their first year of study with an average GPA of 3.42.

**BC Bound: from GED to Degree** (successfully piloted in spring 2013): fall and spring cohorts remained steady at approximately 20 students. 47% of students (8 of 17) completed the fall 2013 semester with an average cumulative GPA of 3.29. In the spring 2014 cohort, 4 students attained a GPA of 3.83 or higher.

**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:** 25% of freshmen and transfers entering in fall 2012 took one or more courses the summer after entry; the average number of credits earned by full-time first-time freshmen in the first 12 months was 26.8 (+1.4); the ratio of FTEs to headcount in the baccalaureate program was 0.815.

**Summer Enrollment Initiatives** (President’s Letter, 9/27/13): Following a briefing to the Brooklyn College Foundation on the need for financial assistance to support summer enrollment and progress to degree, Carol and Lawrence Zicklin provided $150K in summer stipend support over the period 2014-17 for qualifying students. This summer, 15 students received Zicklin Summer Fellowships. Financial Aid Office continued its practice of identifying and informing students who are eligible to utilize summer Pell funds with the result that 850 Pell-eligible students are enrolled in summer 2014 programs to date.

**Course Plan Project:** Three-year course plans were collected for all schools and a common reporting format is being designed. Course plans will be released in fall 2014.

**School-based Advisement Infrastructure:** Hired two academic advisors in the School of Business in fall 2013 who advised 2,113 students over the spring semester.

**Center for Academic Advisement and Student Success (CAASS):** supported faculty in the use of eNotes, ePetitions, and online grade change tools to facilitate problem resolution through workshops and private orientation sessions, and conducted three CAASS on the Quad programs (piloted in spring 2013) to acquaint students with college resources and policies.

4.2 Retention rates will increase progressively

**Main Indicators:** The one-year retention rate of first-time full-time freshmen was 86.4% (+2.2%) and the difference between their actual and predicted one year retention rate was 3.5. The one-year retention rate of full-time transfers was 76.7 (+2.2)%.

**First Year Seminar (INDS 1011) & Learning Communities:** offered customized INDS sections to specialized programs (e.g., SEEK, Black Male Initiative, BC Bound, etc.) and one discipline-based INDS section in music. Discipline-based learning community programs were offered in fall 2013 in psychology (2), and business. In spring 2014, a computer science and business learning community was created. Further expansion of affiliated and unaffiliated learning community participation was deferred pending replacement of the Director of First College Year Programs (hired February 2014).

**Transfer Student Services** (President’s Letter, 9/27/13) continued to focus on student satisfaction and improving communication among students, faculty and staff. Multiple workshops presented in partnership with TransferNation, Peer Mentoring, SEEK Admissions, CUNY Early College Initiative and the Center for Academic Advisement and Student Success (CAASS) addressed transfer student issues and Pathways requirements. Transfer credit deadlines were fully implemented to encourage submission of materials in time for registration and to comply with federal financial aid guidelines (TAP). Transfer Center website was updated to include articulation agreements and important forms.
TransferNation: Increased number of transfer students supported by approximately 69%. Attendance at drop-in lunches, workshops, and “Conversation” series events in 2013-14 exceeded previous attendance by 50%.

Peer Mentoring: Mentors conducted 26 webportal/CUNYFirst workshops for INDS students and 4 Pathways workshops for transfer students. Created the “Conversations with Faculty” series, consisting of 10 events open to transfer and first year students and held 2 professional development workshops featuring outside speakers—a professional employment recruiter and an expert on financial literacy for students.

4.3 Graduation rates will increase progressively in associate, baccalaureate, and master’s programs

Main Indicators: 23.4% of full-time first-time freshmen entering in fall 2009 graduated in 4 years; difference between their actual and predicted graduation rate was -4.1; the 6-year graduation rate of full-time freshmen entering in fall 2006 was 51.2%. 49.1 % of full-time transfers entering in fall 2009 completed their degrees in 4 years. 72.3% of master’s students completed their degrees within 4 years.

Enrollment Management: Registrar reconfigured CUNYfirst academic groups to reflect new school structure and assigned a specialist degree audit staff member to each school. Transfer Student Services Center continued to align transfer credit evaluation process with CUNYfirst; conducted an assessment of the effectiveness of Transfer Center operations; will publish a Transfer Student Services Center brochure targeted to new and continuing students in ’14-15. (President’s Letter, 9/27/13)

Graduate Program Review: was published in May 2014. A priority implementation plan, including review of under enrolled programs in the School of Education, will be launched in 2014-15. Revision of graduate program policies will be addressed in the implementation phase in 2014-15. (President’s Letter, 9/27/13)

Objective 5. Improve post-graduate outcomes

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

Education: The number of credentialed teachers was 430. College data indicates that 100% of all Teaching Fellows who took the Content Specialty Test passed. Overall, 84.4% of all test-takers passed the CST. Low performing areas included multi-subject, physical education, music and social studies. Faculty development and other interventions are in progress in June and planned for 2014-15. 91.53% of students who took the new edTPA exam passed (54 of 59).

Accounting: 40% of first-time test takers passed the Uniform CPA exam.

5.2 Job and education rates for graduates will increase

Alumni Satisfaction: In 2013, 94.6% of recent graduates reported that they felt Brooklyn College had prepared them for their future occupation; 69.8% reported that they were already employed, and 69.8% of those who were employed were working in jobs related to their major; 31.7% reported that they earned salaries in excess of $40,000 per year.

School of Education: 87% of Brooklyn College graduates employed as teachers in the New York City Department of Education (DOE) from 2008-09 through 2011-12 were rated by the DOE as effective or highly effective (June 2013). Statistics for 2012-13 are not available as of mid-June.

School of Visual, Media, and Performing Arts (SVMPA): Partnered with the Magner Center to sponsor two highly successful career events focused on entrepreneurship in arts and media and careers in commercial art, with the expectation that 5-10 summer internships will result. Developed partnership with Brooklyn’s BEAT Festival (Brooklyn’s emerging artists in theater), allowing graduate students in PIMA, Music and
Theater to perform as festival members; the Lee Strasberg Theater has offered the MFA Acting students two scholarship opportunities upon graduation; SVMPA continues to partner with dance companies and the Department of TV/R will film a new dance piece by Armitage Gone! Dance and the Armitage Foundation.

**Undergraduate Research:** 23 Brooklyn College students presented papers at the National Conference on Undergraduate Research, 10 proposals were accepted for presentation at regional honors conferences, and 4 students presented papers at professional conferences in their disciplines.

**Pre-Law and Pre-Health:** Increased frequency of pre-health workshops utilizing the newly formed Pre-Health Peer Mentoring network; continued subsidized on-campus MCAT course and a critical thinking course to improve the verbal reasoning skills of lower classmen. Pre-health programs will achieve a target of 100 admissions to advanced programs in health professions schools. Magner Center created materials to support law school application and LSAT preparation and implemented a pre-law management system to track student involvement in pre-law activities. Participation in pre-law events increased by 67%; internship placements rose by 20%; LSAT course participation rose by 25%.

**Objective 6. Improve the 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:** Spring 2013 Noel Levitz baseline satisfaction ratings:

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<td>Campus Climate</td>
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<td>Safety and Security</td>
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<td>Student Centeredness</td>
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<tr>
<td>Campus Life</td>
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</table>

**Division of Student Affairs** concentrated on the following activities to support targeted improvements in the quality of student life and campus climate:

- **Student-Hosted Events (President’s Letter, 9/27/13):** Collaboratively developed and implemented the Event Planning and Implementation protocol to manage student hosted events. Published the protocol online and trained staff and student club leaders in its use. In 2013-14, there were 163 registered student clubs and over 900 club events were hosted in the Student Center. A random survey of 30 club presidents revealed that student leaders were satisfied or very satisfied with guidance provided in planning and implementing student events.

- **Student Program Advisory Committee** was established the to provide input to the Vice President regarding topics of interest and “best practice” programming models. Overall, 25% of the student body was reached through a variety of campus events, from orientation to targeted training and leadership programs, all designed to improve campus climate.

- **Title IX Training:** Student Affairs staff were trained by the Office of Affirmative Action regarding new mandates for Title IX.

- **New Student Orientation & Co-Curricular Transcript:** 58% of incoming freshmen and 27% of new transfer students participated in the fall 2013 new student orientation program. Nearly 1000 entering students were introduced to the Civic Learning and Student Engagement (CLASE) Passport Program at Orientation by Brooklyn College peer volunteers. Again in the spring, 40% of incoming freshmen and 31% of new transfers were introduced to the CLASE Passport by trained student volunteers. The co-curricular transcript to document student engagement was piloted.
Project Retain: This project, initially developed by the Associate Provost for Academic Programs, was implemented by the Office of Student Assistance and Referral/SAR and supported 51 students in the resolution of complex problems, thereby fostering the development of problem-solving skills and increasing awareness of college resources and services. It was expected that the program would serve mostly freshmen but Project Retain served more sophomores and upperclassmen than freshmen.

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

Main Indicators: 60.1% of degree students used Degree Works for degree audit (see 4.1). Spring 2013 Noel Levitz baseline satisfaction ratings:

- Academic Advising Effectiveness: 4.84
- Campus Support Services: 5.28
- Concern for the Individual: 4.61
- Academic Services: 5.07

Associate Provost for Academic Programs:

- Center for Academic Advisement and Student Success (CAASS): developed a 3-year strategic plan focused on implementing best practice recommendations resulting from spring 2013 NACADA external review; supported development of school-based advisement in School of Business through collaborative programming, including training and orientation of new professional advisors and faculty; supported increased use of DegreeWorks through Smart-to-Finish advisement workshops for faculty and staff advisors; offered 12 student workshops on the re-launched DegreeWorks tool for enrolled students and trained incoming students at spring 2014 pre-registration workshops.

- International Education and Global Engagement (IEGE): In spring 2014, a China trip led by the President resulted in a strengthened relationship with Yangzhou University and in new relationships with Communication University of China, Beijing Institute of Fashion and Technology, Beijing Film Academy, East China Normal University, Shanghai Theater Academy, and the North China University of technology. IEGE 3-year strategic plan was finalized and approved; agreements were also reached with Universidad Autonoma de Barcelona, Tel Aviv University, and University of Sussex. Additional staffing supported a 40% increase in study abroad participation in 2013-14.

- Magner Center for Career Development and Internships: addressed goals and implemented assessment of activity outlined in Year Two of its strategic plan; created and implement a comprehensive marketing plan, resulting in a 20% increase in downloads of the Magner Center application, a 33% increase in Magner Center site visits; a 43% increase in Facebook likes, a 61% increase in Twitter followers, and 2,128 LinkedIn Magner Group memberships.

Library/AIT:

- Installed Bloomberg terminals and supported their integration into School of Business curriculum in spring 2014.
- Increased programming on Open Access, Open Source, Open Data, and other scholarly communications matters; supported a Music faculty member in creation of a Core course textbook; identified and is seeking support for five additional faculty interested in materials development.
- Completed updated disaster plans for technology and collections.
- Successfully continued commercialization activity (i.e., scanner licensing project and hosting of Guttman Community College Library services).
Information Technology Services/ITS:

- Implemented new systems and workflows: document imaging in support of SEEK and CAASS; workshop enrollment system for CAASS; secure online submission of undergraduate grade changes (with CAASS). Introduced a system to produce and manage student co-curricular transcripts.
- WIFI has been installed throughout Whitehead Hall, Ingersoll Hall, and New Ingersoll Hall. WIFI coverage in the Library and the WEB building have also been enhanced (President’s Letter, 9/27/14).
- Completed cell phone amplification (DAS) in Boylan Hall.
- ITS, working with the Offices of Communications and Student Affairs, has implemented an online event management tool and enhanced the online calendar to allow for student submission of events.

GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFICIENCY

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: Total FTEs: 12,589. Total headcount: 17,004. Total undergraduates: 13,596. Total graduates: 3,408. Mean SAT score: 1109. Mean CAA: 86.3. Percentage difference between actual and target FTE enrollment: 2.0.

Admissions: continued to focus on CUNYfirst implementation/improved processing. Graduate Admissions Facebook page to more effectively communicate with students will launch in summer 2014.

Enrollment Advocacy: expanded virtual services through increased interactive chats, video resources, and online presence. A new video tutorial to support use of DegreeWorks (see 4.1) is in preparation; use of BlueJeans and other interactive resources under investigation.

Enrollment Services Center: implemented a coordinated campaign, including in-person, social media and other channels, to improve communication to students about college policies and procedures, with enhanced attention to online services. Increased staff training was a major part of the effort.

International Students (President’s Letter, 9/27/13): International Student Services streamlined the international admissions process with hiring of new SEVIS coordinator, incorporated Spanish and Chinese language content into its website, and hired a Chinese-speaking part-time staff member to support improved outreach to potential students in China. The American Language Academy was launched to attract prospective degree-seeking students with special attention to partner institutions in China and France.

Initiatives To Attract And Retain Underrepresented Students (President’s Letter, 9/27/13) included BLMI and BC Bound programs (see 3.3) as well as a locally and nationally focused Black and Hispanic Recruitment Initiative; collaborative programs and events sponsored by Enrollment Management, the Center for Achievement in Science Education and BLMI to create awareness of college resources and services; a partnership with the Department of Probation (under their NYCYES initiative) to provide admissions counseling to youth who are under the department’s jurisdiction; an honors and scholarship initiative that broadened outreach beyond top feeder schools to identify prospective students from underrepresented groups.
**Viewbook and Recruitment Materials** *(President's Letter, 9/27/13)*, including a digital viewbook and social media program to make it easier to obtain application information, were revised for the upcoming recruitment season.

**Barry R. Feirstein School of Cinema Studies Marketing and Promotional Campaign** *(President’s Letter, 9/27/13)* to create awareness, recruit, and retain our fall 2015 inaugural class is in preparation.

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

**The Science and Resilience Center at Jamaica Bay** *(SRC@JB)*, a multi-institutional collaborative representing CUNY, the National Parks Service, the New York City Department of Parks, and private colleges and universities, at Brooklyn College was established (two agreements). National search for an executive director (assisted by Isaacson, Miller) is in progress. Submitted a proposal to CUNY2020 to support this major scientific, environmental and educational initiative *(President’s Letter, 9/27/13)*.

**School Psychology-PSY-D** *(SOE)*: faculty continued to collaborate with colleagues in School Psychology at Queens College to develop a proposal for a consortial PSY-D program.

**Team-Based Learning Project** *(CUNY OAA-funded)*: completed its activity cycle; trained 3 faculty cohorts; hosted a CUNY wide conference (25% of participants non-Brooklyn College); summative assessment will be complete in fall 2014.

**CUNY-Wide International Student Affairs Conference** on international student services and global education was deferred at the university's request.

### 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

**Main Indicator:** 100.8% of the target enrollment for College Now was met; relationships were established with four new partner schools—Eagle Academy for Young Men, HS for Medical Professions, Millennium Brooklyn HS, and The Young Women's Leadership School of Brooklyn.

**Adult and Continuing Education:** A new Assistant Dean, who will be responsible for developing a strategic plan for the college's additional location and 25 Broadway and re-vitalizing our continuing education program, will join the staff on July 1, 2014 *(President's Letter, 9/27/13)*. The American Language Academy (ALA) was re-launched in fall 2013 to offer full-time, intensive English Language instruction. Over 80% of the ALA participants are international students. In consultation with the new Assistant Dean, ALA plans to offer courses (including the possibility of a new TOEFL course) at 25 Broadway in 2014-15.

### Objective 8. Increase revenues and decrease expenses

#### 8.1 Colleges will increase revenues *(President’s Letter, 9/27/13)*

**8.1.1** Data for Total Voluntary Support (weighted, rolling 3-year average) will be available in July.

As of June 2014, achieved 87% of the Campaign for Success fundraising target of $200 million and 107% of the target for the Barry R. Feirstein Graduate School of Cinema Studies project; developed a business case for support of AACSB accreditation of the School of Business and presented it to the Brooklyn College Foundation (June 3, 2014); anticipate an increase in unrestricted and restricted gifts as a result of the annual Brooklyn College Night event *(May 2014)*.

Submitted by President Karen L. Gould

June 20, 2014
Successfully lobbied the New York State Legislature for support of the Roosevelt Science Undergraduate Teaching Commons ($35 million in 2014-15 budget); successfully lobbied the Brooklyn Borough President and the New York City Council for funds to purchase musical instruments and specialty equipment for the Tow Performing Arts Center and made the case (pending) to New York City for funding to support construction of the Barry R. Feirstein Graduate School of Cinema Studies at Steiner Studios.

8.1.2 FY 2014 preliminary grants/contract awards (weighted, rolling 3-year average) was $9,505,234. Final FY 2014 data will be available in July.

8.1.3 Tuition and fee collection rate (weighted, rolling 3-year average) was 96.9% (+0.4%, double the targeted increase)

8.1.4 3-year weighted rolling average of alternative revenue sources was $615,704 (FY2011-13). Includes income from the last year of Adult and Continuing Education (ACE) and reflects decline in Performing Arts Center Organization rental income due to construction of the Tow Center. Increased oversight and management for the Graduate Center for Worker Education (GCWE) and the Brooklyn Center for the Performing Arts (BCBC) will be provided by a new assistant dean (start date July 1) for the GCWE and the executive director of the BCBC who joined the staff in 2013-14.

8.2 Colleges will prioritize spending for student academic and support services

8.2.1 Spending on instruction and departmental research as a percentage of tax levy budget was 59.8%. Using the Revised Results (June 18, 2014), spending ratio was flat and did not increase. This was the result of a pilot program allowing schools to roll forward adjunct savings into a future year to encourage efficacy.

8.2.2 Spending on student services as a percent of tax levy budget was 10.2%. Using the Revised Results (June 18, 2014) this spending ratio increased by 0.4%, twice the target increase.

8.2.3 Spending of technology fee as a percentage of technology fee revenue was 77.9%. Ratio decreased due to deferral of new SMART Classroom construction to summer 2014 and beyond. Existing vendor contract voided by New York State due to prevailing wage violations; new contract award, protracted due to heightened CUNY legal scrutiny, effective summer 2014. (President's Letter, 9/27/13)

Objective 9. Improve administrative services

9.1 Colleges will improve the delivery of administrative services to students

Main Indicators: Spring 2013 Noel Levitz baseline satisfaction ratings:

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<th>Service</th>
<th>Rating</th>
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<tr>
<td>Registration Effectiveness</td>
<td>4.69</td>
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<tr>
<td>Service Excellence</td>
<td>4.96</td>
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Submitted by President Karen L. Gould
June 20, 2014
Enrollment Management: Reviewed and, as appropriate, re-purposed all trusts and gifts associated with student financial support; participated in a coordinated effort with Bursar to ensure smooth transition during transition to CUNYfirst financial aid system. Together, Enrollment Management and Communications updated financial aid materials and outreach to improve student awareness of financial aid resources and management tools. An aggressive outreach campaign will be launched in summer 2014. (President’s Letter, 9/27/13)

Information Technology Services/ITS: Campus WIFI extended to all buildings except Roosevelt, which is scheduled for completion in summer 2014 (President’s Letter, 9/27/14). Instructional, helpdesk, and network support are provided throughout all teaching hours including evenings and weekends. ITS student labs are open for student use and WIFI support is available 7 days a week (President’s Letter, 9/27/14). Created an employee intake/exit management system for HR, and online tools to facilitate tracking the progress of adjunct appointments by HR, deans, and chairs. Created an online collaboration site, scheduled to launch summer 2014, installed BlueJeans desktop videoconferencing tools for users who need that capability, and equipped three major VC meeting room facilities that are used by faculty and staff for meetings, interviews, and training. All BC online services and tools, not subsumed into CUNYfirst functionality, were adapted to work with CUNYfirst data and processes. Services now included in CUNYfirst (such as the College’s former online attendance and grading) were retired.

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

Main Indicator: Percentage of FTEs offered on Fridays, evenings and weekends was 34%.

Capital Projects (President’s Letter, 9/27/13): Made progress in all priority projects (aligned with instructional priorities in the Facilities Master Plan): received $35M from New York State in support of the new Roosevelt Science Commons; completion of the Tow Performing Arts Center is projected for spring 2016; planning of Barry R. Feinstein Graduate School of Cinema at Steiner Studios is in progress and design will be complete by the last quarter of 2014 in anticipation of fall 2015 opening; design of biology and nutrition labs and new ventilation system in Ingersoll is complete and phase 1 construction will begin summer 2015; schematic designs for Lecture Hall Renovation project are complete, and phase 1 construction will begin summer 2015; completed Whitman Basement/Theater access project schematic and construction will begin summer 2015; received approval for property re-zoning and de-mapping of a section of Campus Road to facilitate development of the Nostrand Avenue property (future home of the School of Business). Transfer of de-mapped Campus Road property from the City of New York to DASNY is pending.

9.3 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan (President’s Letter, 9/27/13)

Main Indicators: Energy use intensity in 2013-14 was 27%. Ratio of recycling to tons of total waste was 31.7. Pounds of regular waste per FTE were 52.0.

Recycling: New dining services contract in place for 2014-15 includes increased recycling requirement. Campus Sustainability Committee was re-established with a focus on trash recycling strategies and education of campus community on recycling and conservation issues. Brooklyn College Garden: Completed an underground irrigation system; built a new three-bin composting system, developed a volunteer composting system, and constructed a shed for storage and to hold proposed rain water collection and solar panels.