

The City University of New York  
College/President Performance Goals and Targets  
2003-2004 Academic Year

Brooklyn College  
President Christoph M. Kimmich

Goals	Objectives	Indicators	2003-2004 University Targets - REVISED – August 12, 2003
<p>Raise Academic Quality</p>	<p>1. Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.</p>	<p>Outstanding faculty hired Recognition/validation from external sources Research awards and faculty publications Documented efforts to move flagship/ premier college programs to the next level Evidence of renewed attention to examining the goals and organization of general education</p>	<p><u>Outstanding Faculty</u> The College has authorized 37 faculty searches (32 new and 5 continuing) for 2003-2004. New hires are expected to have strong credentials -- books, peer-reviewed publications, artistic creations, external awards, grant funding, and degrees from prestigious universities.</p> <p>The College's premier programs are given special attention. Lines have been allocated to Psychology, Computer Science, and Media Arts. Five searches alone are in Education: three in Adolescence Education, one in Childhood Education, and one in Early Childhood/Special Education. Other searches intended to support Education are being conducted in Chemistry, Mathematics, and Political Science.</p> <p>Eight searches, including three cluster hires, are in the natural sciences. They are linked strategically to produce multidisciplinary research groups that address the University's and the College's priorities in research. The cluster hires are in Urban Environment Science: in Environmental Chemistry at a junior level and in the Aquatic Research and Environmental Assessment Center (AREAC) at a senior level. A cluster hire in Biology may be recast to link with the AREAC position to leverage a growing concentration of strength in Environmental Science. The five other searches are in Biology (Structural Biology), Chemistry (Physical Chemistry, Inorganic Chemistry, and Chemical Education), and Health and Nutrition Sciences.</p> <p>The College anticipates appointing two named professors. The appointment of a Distinguished Professor will be effective in September 2003.</p> <p>Two senior appointments, not included in the total number (37), are in the planning stage – a senior scholar-teacher to occupy the College's first endowed chair (to be established in the Honors Academy) and a senior scholar-teacher-administrator to chair a department.</p>

		<p><u>External Recognition</u></p> <p>The College has a record of being recognized for the achievements of its faculty and students and for various institutional distinctions, and it expects that to continue. A process initiated in 2001-2002 to identify and recommend members of the faculty for national fellowship opportunities has proved productive and will continue.</p> <p>The College has been chosen to take part in Phase I, and applied to be a foundation institution in Phase II, of the Hallmarks of Excellence in the First Year of College, a project sponsored by the American Association of State Colleges and Universities (AASCU). See the section on <u>Increase Retention Rates</u>.</p> <p>The College is participating in the AAC&amp;U “Liberal Education and Global Citizenship: The Arts of Democracy” project and in the “The Democracy Project” of the AASCU.</p> <p><u>Research Awards and Faculty Publications</u></p> <p>To stimulate increased research awards and faculty publications, the College will develop a process (in consultation with chairs, selected faculty, and professional associations) to identify best practices both within and outside of CUNY. To increase faculty publications, the College will build on earlier experience and develop support groups and a mentoring system to provide feedback on research projects, papers, and books-in-progress.</p> <p>The Office of Research and Sponsored Programs (ORSP) will work with new and established faculty to increase grants and contracts submitted and awarded. Established faculty with a history of success in obtaining grants will be recruited to review new faculty grant proposals before submission and to evaluate rejected grants to improve the chance for funding upon resubmission. For staffing plans in ORSP, see the <u>Contracts/Grant Awards</u> section.</p> <p>The College will continue the proactive strategy begun in 2002-2003 for grants development and will set a 10% target for increased submissions over last year’s base line of 95 applications.</p> <p><u>Documented Efforts to Move Flagship/Premier Programs to Next Level</u></p> <p>Faculty positions are being directed to premier programs (see <u>Outstanding Faculty</u> section).</p> <p>Education: In addition to tenure-track faculty lines, 10 substitute positions will be allocated to the School of Education. Reassigned time and adjunct funding will continue to be provided to support administrative functions relating to accreditation efforts.</p> <p>The Science, Technology, and Research (STAR) Early College High School will open in September. Funded by the Bill and Melinda Gates Foundation, STAR is a joint project of Brooklyn College, the Department of Education, and the Gateway Foundation.</p>
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	<p>2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.</p>	<p>Programs reviewed externally, and jointly agreed upon recommendations implemented Accreditations, licensures, certifications Evidence of progress on outcomes assessment Student survey on use of computers/internet in instruction and access to computers on campus Show and pass rates on CUNY proficiency exam</p>	<p><u>External Reviews</u> In the fall, the Periodic Review Report (PRR) Steering Committee and its subcommittees (composed of faculty, administrators, and students) will consolidate their separate reports into a draft PRR, disseminate it college-wide, and conduct open hearings. The report will be revised and edited in the spring and submitted to the Middle States' Commission on Higher Education in June 2004.</p> <p>Departmental self-studies will be completed in the fall by the science departments: Biology, Chemistry, Geology, and Physics. Site visits and external evaluation reports will follow in the spring.</p> <p>Pursuant to the external evaluation in spring 2003, the Department of Economics will prepare a multi-year plan during AY 2003-2004.</p> <p>The multi-year plans of Sociology, Mathematics, and Women's Studies will be reviewed, with appropriate follow-up. Based upon an external review, the Department of Sociology has developed an action plan and will be eliminating a number of courses from its curriculum.</p>

			<p><u>Accreditations/Licensures/Certifications</u></p> <p>The School of Education will continue its efforts to secure accreditation. Specifically:</p> <ul style="list-style-type: none"> <li>• The School Psychology program will submit an accreditation folio to its national association in fall 2003.</li> <li>• The Guidance and Counseling program will submit an accreditation folio to its national association in spring 2004.</li> <li>• All undergraduate and graduate programs that submitted accreditation folios to their national associations in February 2003 will submit rejoinders in 2003 and 2004.</li> <li>• Faculty will begin the compilation of evidence of candidates' performance in 2003 and 2004.</li> <li>• Work on the first draft of the Institutional Report, as required for NCATE accreditation, will begin in 2004.</li> </ul> <p>The Department of Economics will submit in the fall a “fast track” proposal to establish a B.B.A. degree program in Business, with four concentrations: Finance/Investments; International Business; Management; and Marketing.</p> <p>The Office of Continuing Education and the Department of Health and Nutrition Sciences will secure Coney Island Hospital as an additional venue for the College’s nationally-accredited Master of Public Health Program.</p> <p>The Committee on Accreditation for Dietetics Education (CADE) of the American Dietetic Association will decide on whether to grant “initial accreditation” status to the College’s Didactic Program in Dietetics and the related Dietetic Internship. If granted, it would be effective for a ten-year period and would enable students who complete the accredited program to take the Registered Dietician examination.</p> <p>The Office of the Dean of Research and Graduate Studies has begun initial planning for the development of new Advanced Certificate Programs in Autism Spectrum Disorders and in Assistive Technology, in cooperation with the School of Education and the Department of Speech Communication Arts and Sciences.</p> <p>If the College’s Letter of Intent to establish a new B.A. Program in Communications is approved by EVC Mirror, the College will prepare and submit a full program proposal.</p> <p><u>Outcomes Assessment</u></p> <p>The College is already engaged in outcomes assessment and will continue to move towards the implementation of its Outcomes Assessment Plan, which has been cited by Middle States as a model for other institutions. For goals for General Education, see the <u>General Education Outcomes Assessment</u> section.</p>
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	3. Increase instruction by full-time faculty	% of instructional hours taught by FT faculty	<p><u>Instruction by FT Faculty</u> The College will maintain (and seek to increase incrementally) the current ratio of 64.7%. This ratio balances the goal of instruction by full-time faculty and the goal of supporting faculty in their research careers. The College will adjust the reported ratio by the hours associated with new faculty release time provision in the PSC contract.</p> <p><u>Recruitment of Under-Represented Groups</u> The College will continue to actively recruit under-represented minority and female faculty so that 40% of next year's faculty hires fall into these categories. The strategy to meet this goal will focus on increased outreach efforts, to be coordinated by the Office of Affirmative Action, Compliance, and Diversity, the Office of Human Resources Services, and the Task Force on Faculty Diversity.</p> <p>In early fall, the College will run composite advertisements in <i>Black Issues in Higher Education</i> and <i>Hispanic Outlook</i>, describing all available faculty positions. At the same time, department chairs will send personal letters to individuals listed in <i>The Minority and Women Doctoral Directory</i>, informing the candidates of upcoming positions and inviting them to apply. The Director of Affirmative Action will coordinate recruitment efforts at Historically Black Colleges and Universities. Appointment committees that serve as search committees must have a member of an under-represented group actively participate in the search. If a department does not have an appropriate representative, someone from a similar department/area must be invited to participate in the search.</p> <p>The Task Force on Faculty Diversity will implement the action plan it devised on the basis of the University's <i>Proposal for the Revitalization of the University's AA, EO, Compliance, and Diversity Programs</i>. The goal is to raise awareness about the importance of faculty diversity, to encourage search committees to cast a wide net when recruiting, to identify best practices elsewhere, and to minimize institutional barriers to diversity.</p>
Improve Student Success	4. Increase retention and graduation rates	Fall to fall retention rates Six year AA, AS, BA, BS graduation rates; four-year MA, MS & certificate grad rates	<p><u>Increase Retention Rates</u> The College has improved its retention rates for the previous two years and is committed to continued efforts in this area. While the goal is to improve the one-year retention rates for first-time freshmen and entering transfer students by 2% from the result of the fall 2001 cohort, a more realistic target would be to improve the retention rates by 2% from the weighted average of the one-year retention rates from the last three years. The College's three-year weighted average retention rate for first-time freshmen is 82.8% and for entering transfer students is 78.0%. (The pending tuition increases may cause some attrition.)</p> <ul style="list-style-type: none"> <li>Proven programs that contribute to successful retention -- the Freshman Year College block programs, the Sophomore Academic Progress Alert (SAPA), second- and third-semester learning communities, and the Learning Center -- will continue and be further enhanced. Initiatives include a new feature in WebGrade that allows faculty to record midterm grades so as to enable early intervention by academic advisers and to expand workshops and services for students on academic probation.</li> </ul>

			<ul style="list-style-type: none"> <li>• The COPAS (College Orientation Program for All Students) college-wide committee will review orientation practices to ensure a seamless transition for incoming students. Goals for 2003-2004 include the publication and dissemination of a listing of the College's orientation programs, contact persons, and available resources in printed and online formats. A scheme will be developed for the inclusion of "common experience" activities in a fuller and broader orientation program to be planned and articulated in partnership by Student Affairs and Academic Affairs.</li> <li>• The College will participate in <i>Hallmarks of Excellence in the First Year of College</i>, a partnership between the Policy Center on the First Year of College and the American Association of State Colleges and Universities (AASCU). The goals of this project are to develop a research-based, comprehensive model of the first college year to increase student learning, success, and retention as well as to develop a method to assess levels of achievement.</li> <li>• Retention-related analyses will continue. The College will utilize institutional data and survey results to assess efforts and inform the campus community. Participation in Consortium for Student Retention Data Exchange (CSRDE) will continue.</li> </ul> <p><u>Increase Graduation Rates</u>  Improvements in graduation rates are based on persistence and steady progression beyond the first year. The College will build on the retention programs mentioned above to meet graduation targets. Initiatives will affect currently enrolled students but not leavers from entering cohorts of prior years.</p> <p>As with retention rates, the tuition increase will likely have an adverse impact on graduation rates. The College will strive to increase the six-year baccalaureate graduation rates for entering freshmen and entering transfer students cohorts from fall 1996 by 2%. A more realistic goal will be to increase the three-year weighted average graduation rate for these cohorts, which are 36.9% and 44.0%, respectively.</p> <p>The following programs support improvements in graduation rates:</p> <ul style="list-style-type: none"> <li>• TOCA, entering its fourth year, allows qualified freshmen and transfer students to graduate in four or two years, respectively. The program expects to grow by 10% from its current level of 808 students.</li> <li>• The Gateway Tutoring Program and the Digital Supplemental Instruction initiatives provide students in introductory courses and gateway-to-the-major courses with additional academic support. The College will coordinate and continue to expand these efforts and assess their effectiveness.</li> </ul>
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	5. Improve post-graduate outcomes	Pass rates on licensure/certification exams	<p><u>Post-Graduate Outcomes</u> The College will incrementally improve the pass rates of 89% on the LAST and 92% on the ATS-W. The School of Education will continue to offer test preparation workshops to students and collaborate in the college-wide review of general education.</p>

		VTEA job placement rates	The College will incrementally improve the 17.6% pass rate for first-time candidates without advanced degrees who identified themselves as Brooklyn College graduates and passed all of the attempted parts of the CPA examination.
	6. Improve college readiness	Senior colleges: % of immersion students who pass skills tests or enter Prelude program; % of SEEK students who pass skills tests in one year; % of ESL students who pass skills tests in two. # of College Now course/workshop participants; course completion and pass rates	<p><u>Immersion Programs</u> The College will improve by 1% the percentage of immersion students who pass the CUNY basic skills tests or enter the Prelude to Success program. The Summer Science Institute for prospective science majors will continue and development will begin on a summer science bridge learning community. The College will continue to assess the effectiveness of its immersions programs.</p> <p><u>Skills Test Pass Rates</u> The College will seek to maintain the pass rate for non-ESL, SEEK students passing all three basic skills tests within one year and to improve by 1% the pass rate for ESL students passing all three basic skills tests within two years.</p> <p><u>College Now</u> College Now enrollment targets will be met and 70% of the participants will complete the courses with appropriate grades. Improved academic advisement, together with implementation of recommendations of an external evaluator, will contribute to an increased success rate.</p>
	7. Improve quality of student support services	Student survey results on satisfaction with academic and student support services	<p><u>Student Satisfaction with Support Services</u> The College will improve student satisfaction with student support services. The CUNY Student Experience Survey baseline for student satisfaction with academic support services is 2.55; for student satisfaction with student services it is 2.60.</p> <p>Some strategies for improving academic support services are indicated in the sections on <u>Technology in Instruction and Student Access to Computers</u>, <u>Increase Retention Rates</u>, and <u>Increase Graduation Rates</u>. Advisement for pre-professional students will be expanded.</p> <p>Initiatives for increasing student satisfaction with student services are also addressed in the sections mentioned above. They are part of the College's integrated strategy for improvement. Other examples include the strengthening of services offered by the Center for Career Development and Internships (including new recruiting software) and programs offered by the Office of Personal Counseling and by the Health Clinic.</p>

<p>Enhance Financial And Management Effectiveness</p>	<p>8. Meet enrollment goals</p>	<p>Enrollment/SAT/CAAs</p> <p>Demonstrated actions to better coordinate student transfers from CUNY associate to baccalaureate institutions</p>	<p><u>Enrollment Targets</u></p> <p>The College continues its commitment to meeting fall 2003 targets for enrollment and academic preparation of first-time freshmen. The goals are to achieve the Master Plan enrollment of 16,142, improve mean SAT by 10 points, and mean CAA by 0.5 points.</p> <p>Collaboration with CUNY OIRA and UAPC led to a revised fall 2003 freshman admissions index. The updated index builds on the prior index, which was derived by correlating student success with admissions criteria. The current index enables the College to strengthen student quality, academic performance, and diversity. Current allocations show increases in both the number of admitted students and the academic preparation indicators.</p> <p>The Office of Enrollment Services will continue to develop and assess enrollment activities. Goals for the year include:</p> <ul style="list-style-type: none"> <li>• Expanded utilization of the available features in <i>Recruitment Plus</i>, including the routing of web admissions inquiries directly into the system.</li> <li>• Assessment of recruitment and conversion activities for walk-in applicants and open house participants.</li> <li>• Assessment of outreach efforts in high schools.</li> <li>• Development of new outreach programs aimed toward students in grades 9 and 10.</li> <li>• Continuation of successful outreach efforts.</li> <li>• Focus on health programs recruitment.</li> <li>• Even greater focus on Honors College recruitment.</li> <li>• Improve prospective student communication flow.</li> <li>• Assessment of advertising initiatives.</li> <li>• Expanded telephone communications (admissions, financial aid, faculty).</li> <li>• Issuance of temporary Brooklyn College ID card to admitted students.</li> </ul> <p><u>Transfers from CUNY Community Colleges</u></p> <p>The College will expand efforts to improve the coordination and transfer of CUNY associate degree recipients.</p> <p>Strategies for the coming year include:</p> <ul style="list-style-type: none"> <li>• Development of transfer evaluation project with KCC to generate customized advisement sheets for KCC transfers. Electronic posting of the official transfer credit evaluation will be implemented in SIMS.</li> <li>• Expansion of articulation agreements with KCC, BMCC, and other community colleges to facilitate transfer from associate degree to baccalaureate degree programs. The School of Education will implement a revised articulation agreement with KCC and will formalize an articulation agreement with BMCC.</li> </ul>
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	9. Increase revenues from external sources	Alumni/corporate fundraising (CAE-VSE report) Contract and grant awards (RF Report) Indirect cost recovery as ratio of overall grant/ contract activity	<p><u>Alumni/Corporate Fundraising</u></p> <p>The College will continue to build on its success in fundraising from private donors. The President will broaden his outreach to top prospects while development staff will work to build depth in major gifts and annual fund support. Stewardship activities will continue. The College will also develop new philanthropic instruments, including programs in planned giving, trusts, and annuities that resonate with targeted alumni from the classes of the 1940's, 1950's, and 1960's. In addition, ongoing cultivation events will be hosted by an ever-growing and enthusiastic group of volunteers, many of whom have already made their first gift to the College.</p> <p>The College will seek matching funds from private donors and foundations in support of the \$10 million pledge for a new performing arts center on campus. A <i>Best of Brooklyn</i> dinner will build on the success of the spring 2003 event. The event, where a prominent alumnus is honored, attracts a broad group of donors, raises visibility, and enhances the profile in the minds of key supporters.</p> <p>Using a three-year weighted average based on \$4.6 million for fiscal year 2001, \$5.1 million (\$4.6 million plus a 10% increase) for fiscal year 2002, and the actual amount for fiscal year 2003, the College's target is to increase fundraising by 15%. This growth will be the result of continued outreach as part of the <i>Campaign for Brooklyn College</i>, which is expected to go public in 2003-04. In addition, continued stewardship of current friends and alumni will aim to increase giving by current donors. In targeting alumni to increase the number of major gifts, the College can leverage its 85,000-name database, its extremely high number of local alumni, and its continuing academic and physical revitalization.</p> <p><u>Contract/Grant Awards</u></p> <p>The reorganization and restaffing of the Office of Research and Sponsored Programs (ORSP) will be completed, and an operational plan to increase faculty grants and contract activity will be implemented. The plan includes education of new faculty in grantsmanship; more proactive and aggressive outreach to faculty regarding grant opportunities in their field of interest; and a strategic approach to institutional grants for projects that will promote the achievement of the College's goals. These activities will increase both submissions and awards of faculty grants.</p> <p>The ORSP will refine its information systems to allow for quarterly assessment of progress toward annual goals and for a more nuanced evaluation of progress toward the overarching goal to increase grants and contracts from all types of funded activity.</p>

			<p>While the impact of the reorganization and strategic efforts may not appear fully within the coming year, the College is striving for a 10% increase.</p> <p><u>Indirect Cost Recovery Ratio</u> The College will incrementally increase its indirect cost recovery rate. Strategies mentioned in the <u>Contract/Grants Awards</u> section include ways to increase this ratio.</p>
	<p>10. Make administrative services more efficient, increase entrepreneurial efforts, and apply savings/new revenues to student instruction-related activities.</p>	<p>Productivity targets Survey of student satisfaction with administrative services Percent of budget spent on administrative services Percentage of instruction delivered at night, on Fridays or weekends</p>	<p><u>Productivity Targets</u> The College will continue to achieve productivity savings and will apply these savings to instruction-related and student services activities. To meet the CUNY FY 2004 productivity target of \$1,133,381, the College will leverage the use of technology. Efficiencies will also be achieved in the areas of mailroom operations, telecommunications, and hardware/software acquisitions.</p> <p><u>Student Satisfaction with Administrative Services</u> The College will improve student satisfaction with administrative services and with facilities, as measured by the CUNY Student Experience Survey and other local instruments. The baseline for student satisfaction with administrative services is 2.71 and the baseline for student satisfaction with facilities is 2.58.</p> <p>Some examples of strategies include:</p> <ul style="list-style-type: none"> <li>• Implementation of online CPE registration.</li> <li>• Analysis of financial aid survey to assess current service and inform future improvements.</li> <li>• Opening of YESS Center (Yes to Evening Student Services) to provide one-stop service for students in the evening programs</li> <li>• BCNN (Brooklyn College News Network) and additional installations of campus-wide electronic kiosk systems.</li> <li>• Renovation and rehabilitation of lecture halls and classrooms.</li> </ul> <p><u>Percentage of Budget Spent on Administrative Services</u> The College will incrementally lower the percentage of its tax levy budget spent on administrative services. The College expended 29.7% and 29.6% of its total tax levy budget on administrative services in fiscal years 2001 and 2002, respectively. As mentioned in the <u>Productivity Targets</u> section, the College will continue to examine all administrative costs, including those in the general institutional services category.</p> <p><u>Percentage of Instruction Delivered at Night, on Fridays, or Weekends</u> 32.1% of instruction was offered on Fridays, weekends, or evenings in fall 2001, 34.9% in fall 2002. The College will implement a new class pattern in fall 2003. This will increase the number of students taking Friday classes. The Dean of Undergraduate Studies will work with Adult Degree Programs, the Registrar, and academic departments to monitor enrollment and increase evening, Friday, and weekend course offerings as needed to meet demand. The target is to increase this percentage by 1%.</p>

			<p><u>CUNY/EPA Audit Agreement</u></p> <p>The College has undergone a pre-audit on environmental issues. It plans to implement the following goals in 2003-2004, in response to issues raised in the audit and in preparation for the EPA self-audit scheduled to be conducted in Spring 2005:</p> <ul style="list-style-type: none"><li>• Continue implementing corrective actions identified in the O'Brien &amp; Gere campus-wide environmental review.</li><li>• Appoint environmental self-audit committee.</li><li>• Review and update current environmental health and safety policies and procedures.</li></ul>
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