

## **BROOKLYN COLLEGE PERFORMANCE GOALS (2007-2008)**

### ***Goal 1: Raise Academic Quality***

*Objective 1: Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix*

College Target 1: Resources will be shifted to University flagship and college priority programs to support the University's commitment to become a research-intensive institution.

Proposed Outcome 1: The College will continue to enhance priority and flagship programs that advance the goal of becoming a more research-intensive institution:

Honors Academy: The search for a second incumbent of the Zicklin Endowed Chair is under way; a Zicklin Visiting Scholar will join the program to conduct faculty workshops and interdisciplinary seminars for students. Compact funding will provide further opportunities for students to publish their academic and scholarly work (a new e-zine for research; a professional journal of public health). Students entering the CUNY Teacher Academy in fall 2007 will have choices from an expanded array of majors including Biology, Chemistry, Geology, Physics, or Mathematics education. The program will continue to feature a supportive learning environment, peer assisted learning workshops, block scheduled classes, and one-day a week residence at host schools.

Core Curriculum: Goals for the coming year have been shaped by the discussions of the Second Annual Core Review Conference held this month with the College's faculty and a distinguished guest speaker. A variety of approaches, including the Core Sampler series and the Core Review Conference, will be employed to deepen faculty engagement in the new curriculum next year. Emphasis on assessment will continue and a 3-year cycle for assessing Core goals will be implemented. An e-portfolio pilot will be launched to support assessment of Core, information literacy and computer literacy goals utilizing best practices identified by the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL).

School of Education: To address NCATE recommendations, the School of Education will continue its restructuring process. A new program head for the Childhood Program will lead completion of the program's national recognition process; the Early Childhood Center will be integrated into the Early Childhood teacher preparation program; and the Early College model will be implemented at the Brooklyn College Academy. Three new faculty will be hired—one for School Psychology in response to NASP recommendations, and two to support increased enrollment in the Childhood Program resulting from articulation agreements with KCC and BMCC. The College will continue to build on the extraordinary success of the Science, Technology and Research (STAR) Early College High School by increasing the number of students completing college courses and further developing enrichment activities through two NSF grants—the Course Curriculum Laboratory Improvement (CCLI) and the Grades Kindergarten through Twelve (GK-12).

Sciences: New faculty will be recruited in photonics (semi-conductors and environmental toxicology), and the search for two candidates with strong interdisciplinary credentials in computational science and neuroscience will continue. Under the new leadership of an ocean scientist of international reputation from Columbia University, the Aquatic Research and Environmental Assessment Center (AREAC) will begin discussions with the Environmental Analysis Core Center (EACC) to chart a new direction for interdisciplinary research. The creation

of new masters programs aligned with this emerging interdisciplinary research agenda will be explored. Based on the merged resources of Brooklyn College science programs and the reach and reputation of the School of Education, a new NSF GK12 project (New York City as Lab, funded at \$3.2 million over five years), will pair doctoral and master's science students with high school science teachers that will ultimately grow and enrich the science pipeline. An endowed chair in the sciences will be recruited in the coming year and, to expand existing doctoral training, the College will recruit at least one senior Chemistry faculty member with Compact III funding.

College Target 2: Draw greater recognition for academic quality

Proposed Outcome 2: Recruitment of outstanding faculty, including searches for a Distinguished Professor and for an endowed chair (in the sciences), will be a priority. Efforts to garner publicity and recognition for high-achieving faculty and premier programs will continue. A few recent examples: Distinguished Professor Michael Cunningham's (English/MFA Fiction) screenplay, Evening, to be released as a major motion picture; recently appointed Distinguished Professor Eric Alterman's (English/Journalism) two-book contract with Viking Press for The Cause: American Liberalism from World War II through the War on Terror; and Professor Margaret Ellen Pipe's ground-breaking research on best practices in forensic interviews with child abuse victims funded by the U.S. Department of Justice. In all disciplines, outstanding faculty and students will be identified and mentored in their pursuit of fellowships, awards and other distinctions.

The College's long-prominent MFA programs in Creative Writing will continue to garner awards and recognition such as the forthcoming inclusion of the MFA Fiction program in Ted Delaney's Atlantic Monthly article on nationally ranked MFA programs [Fiction Issue, summer 2007]. The MFA programs attract students from all over the country, and applications continue to rise in quantity and quality. Six second-year students will spend a month as writers-in-residence at the Espy Foundation in January 2008 (Oysterville, WA); the expanded Himan Brown Award will provide tuition or expense support to 12 MFA students; and the Lainoff Prize, a competition judged by a prominent writer, will again be offered to second-year students.

College Target 3: Program reviews, with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations

Proposed Outcome 3: The College will continue to use multi-year plans, annual reports, and full Academic Department Profiles (i.e., the College's executive dashboard introduced in 2006-2007) to inform decision-making. Four departments (Art, Music, Physical Education and Exercise Science, and Theater) will undergo external evaluations in 2007-2008. An additional nine departments will submit initial drafts or revised multi-year plans for approval. Progress in implementing multi-year plans will be monitored through a revised annual report format. Self-study guidelines and descriptions of the external evaluation process will be reviewed and updated.

College Target 4: Use technology to enrich courses and teaching.

Proposed Outcome 4: In 2006-2007, 2.4% of instructional FTEs were offered partially or totally online, with 1.6% partially online and 0.8% totally online. The percent of instructional FTEs offered partially or totally online will increase incrementally. The College will continue to advance the integration of appropriate technology into courses and teaching:

- Assessment activities in four major IT service areas that support the use of technology in teaching and learning outlined in the College's IT Plan (adopted March 2007) will be implemented under the guidance of the Teaching Learning Technology Round Table IT Plan Subcommittee.
- A Distance Learning Task Force will be appointed to review online learning related activities, policies, and programs and create a plan for sustained and coordinated development of online courses and programs.
- Online course and program development will continue through participation in CUNY Online and under the aegis of the Provost's Online Program Initiative. Three Brooklyn College faculty will participate in CUNY Online in 2007-2008. An online certificate in Educational Leadership will be completed and development of an online certificate in Grief Counseling will continue.
- The Library and the Department of Computer Information Science will work with all academic departments to embed computer and information literacy goals and assessment strategies into the curriculum, to be tracked by the e-portfolio.
- The Center for Teaching will continue its series of workshops for faculty on best practices in the integration of technology into their teaching, incorporating opportunities to field test and assess results of each technology introduced.
- An additional 6-8 smart classrooms, designed based on feedback from faculty focus groups and faculty/student surveys, will be outfitted to accommodate increasing demand.

*Objective 2: Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity*

College Target 5: Continuously upgrade the quality of faculty as scholars and as teachers

Proposed Outcome 5: Efforts to promote the highest standards of teaching and scholarship among Brooklyn College faculty will include:

- The Center for Teaching will (1) develop a strategic plan to enhance pedagogy, (2) launch a program to mentor colleagues in the creation of teaching portfolios, and (3) work with faculty interested in the scholarship of teaching and learning to seek funding for identified projects.
- An online process for student evaluation of faculty as a means of increasing efficiency and accuracy will be implemented. Inclusion of questions that address college-wide learning objectives will be explored. Student feedback will be organized into a searchable database to improve accessibility and utility.
- To enhance scholarship and increase faculty publications, support groups and a mentoring system to provide feedback on research projects, papers, and books in-progress will be employed. The funding for the Provost's Committee for Un-sponsored Reassigned Time to support research will be increased by 20%.
- The Dean of Graduate Studies and the Office of Research and Sponsored Programs will increase activities that foster grantsmanship including: developing new in-house workshops and hosting targeted workshops run by recognized consultants; assisting faculty in grant administration by providing expanded support in the use of RF systems; supporting innovative science pedagogy through participation in programs run by Project Kaleidoscope and disciplinary science organizations.

College Target 6: Faculty research/scholarship will increase

Proposed Outcome 6: The 2006 CUNY Scholarship Report for Brooklyn College included 374 allowed entries. Utilizing the strategies outlined in Outcomes 2 and 5, the College will continue to encourage faculty in the production of scholarly works and to report these accomplishments for publication on the College website, in the College's planned journal of research, and in the CUNY Scholarship Report. A significant number of scholarly projects are in progress but it is impossible to predict scholarly production with any exactitude because of the number of external factors involved. Nevertheless, a 2% increase in faculty scholarship activity is anticipated in 2007-2008.

College Target 7: Instruction by full-time faculty will increase incrementally

Proposed Outcome 7: In fall 2006, full-time faculty taught 50.4% of instruction in undergraduate courses and 48.1% of instruction in graduate courses. For the same period, the mean teaching hours of 353 veteran full-time faculty were 7.6 and the mean teaching hours of 64 new full-time faculty (eligible for contractual release time) were 7.5. The College strives to maintain a reasonable balance between the goal of increasing the percent of instruction by full-time faculty and the goal of increasing faculty research and scholarship that is addressed through the incentive of reassigned time. For the undergraduate program, the goal is to increase instruction by full-time faculty incrementally. The College will analyze the distribution of full-time faculty in the graduate program and develop a plan to increase student FTE contact with full-time faculty. The CUE Transformations Faculty Development Seminar (see Outcome 9) will encourage participation of faculty in interdisciplinary teaching and learning and full-time faculty, supported by a faculty retreat, will be recruited to participate in first-year Learning Communities.

College Target 8: More underrepresented faculty and staff will be recruited

Proposed Outcome 8: The College will maintain its commitment to recruiting faculty and staff from underrepresented groups. Proactive outreach efforts to diversify applicant pools will be enhanced by ongoing efforts to educate search chairs and committees about appropriate recruitment sources. The Office of Affirmative Action, Compliance and Diversity and the Office of Human Resource Services will alert search committees to best practices and maintain its practice of providing up-to-date information on the College's procedures for conducting searches.

***Goal 2: Improve Student Success***

*Objective 3: Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study*

College Target 9: Implement approved CUE plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in teaching and support

Proposed Outcome 9: In fall 2006, 76.6% of students passed freshman composition and gateway mathematics courses with a grade of C or better. In fall 2007, 78.6% of students will pass these courses with a grade of C or better. In fall 2006, 87% of baccalaureate students declared a major by the 70<sup>th</sup> credit; 49.3% of lower division FTEs was taught by full-time faculty. In fall 2005, 33.8% of freshmen and transfers took one or more courses the summer after entry and entering freshmen took an average of 22.9 credits in the first 12 months. In fall 2006, first-time full-time freshmen will complete an average of 24 credits in the first 12 months.

The CUE proposal will be implemented, Campaign for Success indicators will be maintained or improved, and learning outcomes will drive improvements in teaching and support. Selected strategies will include:

- A new Pre-Freshman Academy will be required for conditionally admitted students and will be available to all Immerse students.
- Intensive Language Acquisition Institute for entering and continuing ESL students.
- 0-60 credits retention initiatives: Student Academic Progress Alert (SAPA, an intervention designed to channel students experiencing difficulty to appropriate academic advisement and Learning Center services); for-credit first year seminar; Freshman Academic Success Teams (FAST, a January session intervention for first-time freshmen who did not do well in their first semester); Steps to Success (which provides benchmarks for the first four semesters); and the 7 Habits master classes (targeted to sophomores with GPAs of 2.2-2.7).
- General Education initiatives: enriched Learning Communities; publication of a Writing Across the Curriculum handbook; the freshman common reading project; and the development of a menu of Quantitative Reasoning assignments/outcomes.
- E-portfolio project to support Core and computer and information literacy learning outcomes.
- Faculty Development (Transformations seminar, Center for Teaching workshops on using technology in teaching and on assessment).
- STEM initiatives: Peer Led Team Learning and Supplemental Instruction sections; early intervention projects; on-line math support; summer science enrichment for transfers into organic chemistry; and advanced CIS courses.
- The First-Year Philosophy, the 10 Brooklyn College Goals, and the Steps to Success will be published widely.
- Assessment plans for all services, programs, and activities sponsored by the Office of the Dean for Undergraduate Studies will be fully implemented.

College Target 10: Draw upon degree and adult and continuing education resources to improve basic skills and ESL outcomes

Proposed Outcome 10: 90.2% of the fall 2005 entering class of non-ESL SEEK students passed all basic skills tests within one year (the fall 2005 cohort was 29% larger than the 2004 group) and 83.7% of ESL students (SEEK and regular) entering in fall 2004 passed all basic skills tests within two years, an increase of 15.5% over the previous cohort. Proven strategies will continue: Second semester ESL Learning Communities; SEEK pre-freshman and first-year initiatives; SEEK and ESL Immerse pedagogy will be integrated into academic year Learning Communities; and ESL faculty will be included in Learning Communities retreat and activities.

College Target 11: Show and pass rates on the proficiency exam will rise

Proposed Outcome 11: In fall 2006, 78.5% of required invitees took the CUNY Proficiency Exam (CPE) and 92.6% of required test takers passed the exam. Show and pass rates on the proficiency exam will rise. Adherence to the 60-credit registration limit will be enforced. Assessment of CPE test preparation workshops will be conducted to ensure effectiveness. Performance and characteristics of students not passing the CPE will be reviewed to develop additional strategies.

The Office of Testing and the Learning Center will renew their cooperative coordination of CPE workshops.

College Target 12: Readiness of high school students will be improved by meeting 95% of enrollment targets for College Now, achieving a 75% successful completion rate and implementing College Now strategic plans

Proposed Outcome 12: College Now will meet established retention and enrollment targets and will implement its strategic plan, focusing on improved retention. Strategic efforts will be directed at building relationships with high school-based liaisons and piloting high school-based courses.

*Objective 4: Increase retention and graduation rates*

College Target 13: Retention rates will progressively increase

Proposed Outcome 13: For the entering class of fall 2005, the one-year retention rate was 78.4% for freshmen and 70.3% for transfers. For the entering class of fall 2004, the two-year retention rate was 64.9% for freshmen and 61.6% for transfers. Retention rates will increase. The CUE proposal (Outcome 9) will be fully implemented; coordination of entering student advisement, testing, and registration will be improved through the use of enhanced online services; successful academic advisement initiatives will continue and be expanded; an adviser to support advisement for entering transfer students will be recruited for the Center for Academic Advisement and Student Success (CAASS); a student handbook for pre-law and pre-health professions students will be published; and a Mellon grant to study “Sophomore Slump” will inform the design of a coherent 1-60 credit experience that will incrementally improve 2nd to 3rd year retention.

Successful Student Affairs programs, such as the “Cool Call” (phone and e-mail) peer outreach program for entering students and the Peer Ombudsperson Initiative, will continue to proactively engage students in navigating the system and obtaining information and assistance at critical junctures. A new Student Handbook will be produced in CD format for incoming students.

College Target 14: Graduation rates will progressively increase, in baccalaureate /masters programs

Proposed Outcome 14: The 4-year graduation rate for freshmen and transfers in the entering class of fall 2002 were 19.9% and 44%, respectively. The 6-year graduation rate for freshmen and transfers in the entering class of fall 2000 were 44.3% and 50.6% respectively. For master’s students entering in fall 2002, the 4-year graduation rate was 67.6%.

The College will continue to support students in the timely completion of their degrees, and graduation rates will progressively increase. Selected strategies to support undergraduates include:

- Qualified entering students will be advised to take 15 credits, and enroll in Learning Communities and the new first year seminar.
- The On Course Advantage (TOCA), a program designed to help students graduate in four years, will maintain its enrollment at 10% of the undergraduate population, continuing to attract new eligible students.
- SERVA Volunteer Registry and the Annual Student Leadership Retreat, successful Student Affairs programs that bond students to the institution, will continue.

For graduate students, strategies include:

- Deploy staff from the Office of the Graduate Dean to work with academic departments on proactive reviews of graduate student transcripts, with special attention to incipient academic problems such as INC and ABS grade resolution.
- Develop and pilot formal contracts with students on academic probation that detail steps and strategies to resolve academic difficulties.
- Increase communications with students regarding financial aid and scholarship assistance, and increased career-related programming with the Magner Center.
- Train graduate deputies and program heads in the use of electronic tools to increase the quality of student advisement.

*Objective 5: Improve post-graduate outcomes*

College Target 15: Professional preparation programs will improve or maintain high performance of their students on certification/licensing exams

Proposed Outcome 15: Current pass rates on the LAST, ATS-W and CST were 95%, 98%, and 89%, respectively. Number of test takers for each of these examinations was increased by 48%, 54% and 51.5% respectively. Student performance on the LAST and ATS-W has consistently improved over the past three years. LAST scores will increase to 96% and ATS-W scores will be maintained or incrementally improved. CST scores, which dipped due to a combination of factors including a high percentage of English Language Learners in the Early Childhood program and poor student performance in the now suspended Literacy program, will rise to 91%. The School of Education will continue strategies initiated in 2006-2007 to prepare students for NYS teacher certification examinations.

In 2005, the percentage of first-time test takers without an advanced degree who passed at least one segment of the Uniform CPA exam was 34.7%. The Department of Economics will implement a mini-review class for students taking the Uniform CPA exam.

College Target 16: Colleges will report performance on graduate exams

Proposed Outcome 16: The College will report on the average test scores and number of test takers for undergraduates who take standardized exams required for entry into graduate/professional programs (GRE, GMAT, MCAT, LSAT). Baseline mean scores are 499 for the GMAT; 457 verbal and 556 quantitative for the GRE; 148 for the LSAT; and 28 for the MCAT.

College Target 17: Job and education placement rates for graduates will rise

Proposed Outcome 17: The CUNY Office of Institutional Research and Assessment will conduct a survey of baccalaureate graduates. The College will continue to administer its own surveys to alumni. A survey of recent graduates is administered regularly. Results from 2005-2006 show that about 40% of baccalaureate recipients are employed full time, 35% are pursuing a graduate-level degree (with 50% more intending to), and 80% believed that Brooklyn College had prepared them well for the future. Improvements in satisfaction of 1% are anticipated in each category.

Alumni surveys are administered annually to graduates with degrees from selected academic departments on a rotating basis over a 10-year period. Selection of departments is cycled to

coincide with external evaluations (see Outcome 3). In 2006, over 80% of respondents said that courses in their major departments were very valuable in helping them succeed in their chosen fields, over 60% were employed full time, and more than 70% believed that Brooklyn College had prepared them well for their occupations. The 2007 survey will be completed during fall 2007 and will form the baseline for the next departmental alumni survey, currently scheduled for 2017.

*Objective 6: Improve quality of student support services*

College Target 18: Student satisfaction with academic support services, student services, academic advising, and use of technology to strengthen instruction will rise

Proposed Outcome 18: In the spring 2006 CUNY SES, out of 4.0, students reported 2.90 satisfaction with academic support services (library services, science labs and learning labs); 2.65 with student services (personal counseling, career planning/placement, health services); and 3.24 with access to computer technology. This survey will be administered again in spring 2008 and incremental increases are anticipated in all categories. Specific strategies to improve student satisfaction include:

- Center for Academic Advisement and Student Success (CAASS) will implement an electronic appointments system.
- Graduate Studies Office will survey student satisfaction with walk-in services and continue and expand GIP-funded activities in support of master's students.
- Information Technology Services (ITS) will implement an upgraded BC WebCentral portal to facilitate student access to common services, to target services to specific user populations, and to introduce new student services including web-based Faculty Evaluations Reporting, and online course book lists.
- International Student Services will develop a web-based tutorial to promote the use of online enrollment services functions, with particular emphasis on status-checking and self-monitoring.
- Library/AIT will provide tutorials, hardware, and software for faculty who wish to incorporate podcasts into their teaching, and will publish online tutorials for the CUNY Portal, the BC WebCentral portal, and BlackBoard.
- The Learning Center will "field" writing tutors to academic programs and coordinate Learning Center writing tutoring with WAC initiatives.
- The Magner Center for Career Development and Internships will launch a Virtual Career Services Center.
- Student Affairs will promote greater awareness of and participation in both Health and Wellness Consortium programs and Ombudsperson Services. Updates regarding student programs and services will be sent to student e-mail address. Orientation programs will focus on the needs of the both traditional and non-traditional student groups.

### ***Goal 3: Enhance Financial and Management Effectiveness***

*Objective 7: Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs*

College Target 19: Meet enrollment targets for degree and adult and continuing education; mean SATs/CAAs of baccalaureate entrants will rise

Proposed Outcome 19: The overall enrollment target for fall 2007 is 16,165, representing a 1.4% increase in total enrollment. Steady growth in the undergraduate degree and non-degree population is anticipated; the number of transfers from outside of CUNY will rise. In fall 2006, the mean SAT score of regularly admitted first-time freshmen was 1058 and the mean CAA was 84.4. Incremental increases are targeted for both. Selected initiatives for 2007-2008:

- Market research conducted in 2006-2007 will inform recruitment and shape marketing and communications strategies (both e-mail and print) for prospective undergraduate and graduate students.
- Guided by the latest CUNY data, outreach to suburban markets for transfer students will be expanded.
- Offers of fellowships and internships will be used to facilitate the recruitment of high-achieving freshmen and to improve conversion rates.
- The automated transfer evaluation system will be revamped to include foreign and graduate course articulations and to allow students to view transfer evaluation status online.

At the graduate level, the College has been striving to reverse a decline in enrollment over the past several years. New program development aimed at career practitioners, such as the successful new Mental Health Counseling program, is a high priority but long-term activity that will ultimately attract new graduate student audiences. An environmental scan and market research study conducted in late spring 2007 will inform this continuing effort. Over the past several years, the College has introduced a number of enhancements and revisions of the graduate enrollment process in an effort to attract and speed conversion of applicants into enrolled students. The priority with respect to graduate enrollment in 2007-2008 is to review all of these disparate measures, to assess their effectiveness, and to develop a strategic plan for graduate enrollment. A consultant has been engaged to lead this effort.

Continuing Education will meet established enrollment and revenue targets (a 5% increase in seat count and a 3% increase in revenue) and will coordinate with admissions to facilitate movement of students from non-credit to degree programs.

College Target 20: Increase the percentage of TIPPS equivalency evaluations by May 1, 2008

Proposed Outcome 20: The College will maintain its high rate of TIPPS equivalency evaluations. 30.1% of evaluated course have been designated as non-transferable. The College will work with CUNY to identify courses that are designated as non-transferable at Brooklyn that are accepted by other CUNY senior colleges and will begin the process of reevaluating identified courses.

*Objective 8: Increase revenues and decrease expenses*

College Target 21: Alumni-corporate fundraising will increase 10%

Proposed Outcome 21: The College will seek a 10% increase in voluntary support. Having reached the capital campaign goal of \$75 million, a new campaign will be designed. Continued development of alumni relations, targeting graduates of the 1970s and 1980s, will be a priority. Strategies to strengthen contact with alumni prospects include the formation of communities of practice and advisory councils.

College Target 22: Achieve the productivity savings target and apply savings to student instruction-related activities

Proposed Outcome 22: The College will meet the productivity target indicated in its Compact plan. Savings will be applied, in accordance with Compact requirements, toward the hiring of full-time faculty, full-time CLTs and other academic and student affairs related activities.

College Target 23: Lower or hold constant the percentage of tax-levy budget spent on administrative services

Proposed Outcome 23: The College will lower or hold constant the 27.9% of its budget that was spent on administrative services (ISS) in FY2006. Ongoing construction and an aging campus remain as challenges.

College Target 24: Have and implement a financial plan with a balanced budget

Proposed Outcome 24: The College will continue to submit financial plans with a balanced budget to the University Budget Office.

College Target 25: Contract/grant awards will rise 5%

Proposed Outcome 25: Grants and contracts will increase by 5%. Activities to promote increased grant funding will include:

- Set individualized plans for grant development by new faculty, including a ladder from early grants to more competitive, full-overhead grants.
- Target and develop constituencies for writing institutional grants that support college priorities, particularly in science and diversity areas.
- Build teams for collaborative research grants in targeted interdisciplinary research areas.
- Continue efforts to secure funding for science projects that align with the philosophy and emerging design of the new 21<sup>st</sup> century science complex.
- Continue faculty development activities to improve science pedagogy by testing and evaluating best practices in science education at Brooklyn College.
- The School of Education (SoE) will seek grant funding to conduct research on important initiatives such as induction programs.

College Target 26: Improve indirect cost recovery ratios

Proposed Outcome 26: Optimizing indirect cost recovery ratios will be a continuing priority. For all applicable research grants that permit overhead recovery, the policy of not permitting waiver of overhead rates established by the funding agency will be continued. Indirect cost recovery ratios will continue to be affected by the number and amount of equipment and training grant awards that carry low or no overhead provisions.

College Target 27: Meet agreed upon revenue targets for adult and continuing education

Proposed Outcome 27: Continuing Education (PACE) will meet targets—a 5% increase in enrollment and a 3% increase in revenue. Course offerings at the College's lower Manhattan location will be expanded on Friday, Saturday, and Sunday to improve market presence at that

location and maximize utilization of this facility. To increase utilization, PACE will engage in partnerships for specialized training that address workforce needs such as paralegal studies and real estate in lower Manhattan. PACE will explore possible sites for additional off-campus training to increase accessibility, and will continue to develop partnerships for credit-bearing training.

*Objective 9: Improve administrative services*

College Target 28: Complete restructuring of philanthropic foundation to comply with CUNY guidelines and document participation in the CUNY Compact

Proposed Outcome 28: The Brooklyn College Foundation is in full compliance with CUNY guidelines and will continue to support College initiatives as articulated in the CUNY Compact.

College Target 29: Student satisfaction with administrative services will rise or remain high.

Proposed Outcome 29: The spring 2006 CUNY SES measured student satisfaction with administrative services at 2.78 (out of 4.0). This survey will be administered again in 2008 and incremental improvements in all categories are anticipated. Selected strategies to increase student satisfaction with administrative services include:

- Increased training to students in using online services; new ID validation kiosks; presentations and remote ID creation to new students during registration; better signage; expanded communications by the Enrollment Services Center in providing “one-stop shopping” services.
- Online self-service transactions will be expanded and improved further; selected applications will be assessed under the aegis of the IT Plan (see Outcome 4).
- Efforts to streamline the external web site, the BC WebCentral portal, and academic department web sites to deliver institutional information in a consistent, accurate, and easily maintained fashion will continue.
- A uniform print management system that allows students to use a free quota of printouts will be expanded from ITS labs to include the Library and the Library Café; a new version of lab management software that enables students to message for help desk assistance will be implemented.
- Online Enrollment Services functions within the external website and the BC WebCentral portal will be realigned to provide even greater accessibility and clarity for prospective and enrolled students.

College Target 30: The % of instruction delivered on Fridays, nights, and weekends will rise, to better serve students and use facilities fully

Proposed Outcome 30: In fall 2006, the percentage of FTE instruction delivered on Fridays, nights, or weekends was 46.3%. A 1% increase in the percentage of FTE instruction delivered in targeted periods is projected. Scheduling to serve evening and weekend students and to utilize facilities fully will be closely monitored. New sections in fall 2007 will be added only in targeted hours. Starting in spring 2008, departments will be required to offer a specified percentage of courses during targeted hours.

College Target 31: Develop a chemical inventory and hazardous waste management system. All faculty/staff working with chemicals or other hazardous substances will participate in hazardous waste training sessions.

Proposed Outcome 31: The College will establish procedures for faculty and staff working with chemicals or other hazardous substances to access and utilize a new chemical inventory management system in accordance with University guidelines. Training in use of new chemical inventory and hazardous waste management system will be implemented as part of hazard communication, chemical hygiene, and other required environmental health and safety training. Approximately 175 staff members will participate in this training.

College Target 32: Make timely progress in ERP implementation

Proposed Outcome 32: The College will continue to participate in all ERP collaboration opportunities and will work with CUNY on all established project activities. In the interim, if applications the College has developed and tested provide solutions to widespread problems experienced by others, the College will continue to share these applications with interested partners until the ERP solution can be fully implemented.