

## **BROOKLYN COLLEGE YEAR-END PERFORMANCE REPORT (2003-2004)**

### ***Goal 1: Raise Academic Standards***

*Objective 1: Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.*

#### College Target 1: Outstanding faculty hired

Outcome 1: As of this date, of the 37 faculty searches mentioned last year, 24 positions have been filled; 4 offers have been made and are pending; 5 searches are still in progress; and 4 have been deferred until next year. Additionally, 8 other searches were approved and completed – 4 cluster lines, 1 deferral from the previous year, and 3 in response to faculty leaving unexpectedly in the course of the year.

New faculty hires have impressive credentials that include books, peer-reviewed publications, awards, grants, and exhibits in leading venues. A few examples: Elizabeth Murray is a recipient of a MacArthur Foundation Award in 1999 and has paintings in the collections of the Museum of Modern Art, the Whitney Museum of Art, and the Metropolitan Museum of Art. Pat Cronin, a sculptor, was awarded a fellowship by Yale University and has exhibited at the Brooklyn Museum of Art and elsewhere. Emily Brady, a philosopher, is an internationally recognized expert in environmental aesthetics; her recent book on this subject is becoming a standard in the field.

Thirteen (or 41%) of the filled lines are in the College's premier programs -- Education, Psychology, Computer Science, and the Arts.

Eight searches 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. Three positions have been filled, offers have gone out for two others. Of the remaining three positions, two were deferred when the College was unable to hire the preferred candidate. The third, a macromolecular cluster hire in Biology, has (at the suggestion of the University) been recast as a junior position in the Urban Environmental Science initiative.

The College appointed a Distinguished Professor in September 2003. Three named professors were also appointed.

Searches for the College's first endowed chair (to be established in the Honors Academy) and for a senior scholar-teacher-administrator to chair a department are still in progress.

#### College Target 2: Recognition/validation from external sources

Outcome 2: Faculty: The process begun in 2001 for identifying and recommending members of the faculty for national fellowship opportunities has resulted in Guggenheim, Fulbright, NEH, and Whiting awards. Other honors of note: an appointment to the Federation of European Chemical Societies Analytical Division; a designation (by the French Prime Minister) to the highest rank of Commander of the Order of Academic Palms (*Commandeur dans L'ordre des Palmes academiques*) bestowed on academics who have made outstanding contributions in spreading French culture; an induction into the American Academy of Arts and Sciences; an election to the presidency of the Association of Chinese Professors of Social Science in the United States; the Italian National Translation Prize awarded annually by the Italian Ministry of Cultural Affairs; the John H. Moss Award for Excellence in College Teaching, from the National Association of Geoscience Teachers, Eastern Section; the 2004 Hollis Hedberg Medal in Energy; honors from the Metropolitan New York Chapter of the Association for Women in Science

together with the Women in Science Forum of the New York Academy of Sciences for work in support of women in science and from the New York Chapter of 100 Black Women.

Students: Among the honors are a Fulbright award, a Jonas E. Salk Scholarship, Mellon Mays awards, an Andrew W. Mellon Fellowship in Humanistic Studies, and a Young Latina Leadership Scholarship Award from 100 Hispanic Women, Inc. The Chess Team ranked in the top five in an international competition; a team of students won the Northeastern College Programming Contest, an intercollegiate competition in which 24 colleges participated; and a team of Students in Free Enterprise (SIFE) took first place in the Northeastern regional competitions. A student in the Honors College published a book on *The Simpsons*.

College: The Princeton Review ranked the College third among *America's Best Value Colleges* (2005 Edition). The College maintained its high ratings in the Princeton Review's *Best 351 Colleges*.

The College was chosen as one of twelve Founding Institutions in Phase II of the Foundations of Excellence in the First College Year, a partnership between the Policy Center on the First Year of College and the American Association of State Colleges and Universities. See the section on Increase Retention Rates.

The College participated in the "Liberal Education and Global Citizenship: The Arts of Democracy" project. Under that rubric, a number of courses were offered and students were engaged in co-curricular activities. It also participated in the American Democracy Project that brought together a number of initiatives including paired courses, faculty development, and service and experiential learning.

### College Target 3: Research awards and faculty publications

Outcome 3: The College continues to identify and adapt best practices to stimulate research awards and faculty publications. The new Director of the Office of Research and Sponsored Programs (ORSP) attended national and regional conferences and consulted with counterparts at other CUNY colleges. Presentations were made to department chairs and faculty. An advisory committee with representation from all of major disciplinary areas has been formed. In ORSP, policies are being reviewed and brought up to date, text describing the College's strengths has been drafted for inclusion in proposals, and staff responsibilities have been revised to better serve faculty. ORSP hosts a weekly open-house for faculty and has revamped the monthly newsletter for wider and more useful distribution. Faculty proposals are being reviewed closely so as to provide local feedback to faculty, and funding decisions from sponsoring agencies are scrutinized to inform future submissions.

Established research faculty continues the mentoring system developing to provide feedback on research projects, papers, and books-in-process. Faculty members published 36 books during the academic year.

The continuation of the proactive strategy begun in 2002-2003 for grants development has led to 124 submissions during AY 2004 -- a 30.5% increase over last year's baseline of 95 applications.

### College Target 4: Documented efforts to move flagship/premier college programs to the next level

Outcome 4: Faculty positions are being directed to premier programs (see section on Outstanding Faculty).

In addition to 8 tenure-track faculty lines, 11 substitute positions were allocated to the School of Education. Substitute lines, additional adjunct funds, and reassigned time were awarded to support the NCATE effort.

STAR opened to a strong start with 76 students. High school students worked in the College's science laboratories, attended workshops, and will participate in an archaeological dig this summer.

The MFA Program in Creative Writing and Michael Cunningham attracted a full roster of distinguished readers: Nathan Englander, Colson Whitehead (winner of a MacArthur Foundation Award), Caryl Phillips, and Jenny Offill. Funds from the Donald I. Fine Professorship in Creative Writing and a generous donation from an alumnus were used to employ well-known writers as adjunct professors. Examples include Susan Choi and Ernesto Mestre (both 2004-2005 Guggenheim Fellows), and Dennis Nurkse (former Poet Laureate of Brooklyn). The MFA students continue their publication of *Brooklyn Review* (Volume 21), a literary magazine featuring writers and artists from all over the country.

Media Arts: Two new courses were offered in fall 2003. The director was successful in securing external funding (\$36,400).

A large gift for the Honors Academy will support the College's first endowed chair (search underway) and technology.

The RISC (Study of Religion in Society and Culture) Center proposal was approved by CAPPR and is on the June 2004 BOT calendar for approval. A proposal for a Center for Auditory Research has been implemented, following approval by the BOT in January 2004. It is expected that both centers will attract external funding and recognition.

College Target 5: Evidence of renewed attention to examining the goals and organization of general education

Outcome 5: Faculty committees representing all academic departments held meetings throughout the academic year to review the current core curriculum and make suggestions for change. Seven models, representing the work of six faculty subcommittees and one student group, were presented at Faculty Council for discussion and approval in principle. Two proposals received a majority of favorable votes and a faculty task force, consisting mainly of senior members of the faculty, was elected to refine these models and present them to Faculty Council in fall 2004.

Concurrently, a separate task force, which included members from the College's Outcomes Assessment Committee, developed sample outcomes for the skills and competencies goals of general education. After the task force completed its work, a focus group of faculty discussed the results. The feedback is driving substantial revision in the *Outcomes Assessment Resource Manual*, which will be distributed in printed form in fall 2004 and available online on the College's Center for Teaching website.

*Objective 2: Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.*

College Target 6: Conduct external program reviews and implement agreed-upon recommendations

Outcome 6: Self-studies and site visits were completed for four science departments: Biology, Chemistry, Geology, and Physics. The Department of Economics prepared its multi-year plan. In accordance with its action plan, the Department of Sociology has begun to revise its curriculum.

The Periodic Review Report was prepared by a Steering Committee and its subcommittees. Comments from the College community were solicited through public forums and web postings. A final report was prepared and submitted to the Middle States' Commission on Higher Education in June 2004.

### College Target 7: Accreditations, licensures, certifications

Outcome 7: The School of Education (SOE) has made progress in securing accreditation. The School Psychology Program submitted an accreditation folio to the National Association of School Psychologists and is awaiting final approval. The School Counseling Program (formerly Guidance and Counseling) submitted and received approval for its new curriculum from the NYSED. Next steps are to prepare material for national accreditation:

- All required undergraduate and graduate programs submitted folios for review. Three (Special Education, Math, and Science) received national recognition on the first submission. Two (Early Childhood and Childhood) will submit rejoinders in September. Other programs are awaiting responses to their rejoinders.
- The compilation of evidence of candidates' performance is underway. An evidence room has been set up where faculty document their work with students based on outcomes assessments. Surveys were mailed to graduates and their employees. New graduates are participating in the Pathways Study (conducted by Stanford University and SUNY Albany).
- A draft of the Institutional Report will be ready for SOE review in September 2004. The final draft is due for review by a mock NCATE team in November 2004.

The "fast track" proposal to establish a bachelor's degree program in Business Administration with five concentrations (Finance/Investments; International Business; Law and Real Estate; Management; Marketing) will be submitted to CAPP in the fall.

The Office of Continuing Education, in collaboration with the Department of Health and Nutrition Services, is in discussions with Coney Island Hospital about an initiative to offer the MPH program onsite. The hospital has been working on establishing a cohort for this project

The Committee on Accreditation for Dietetics Education of the American Dietetics Association approved the status of "initial accreditation" to the College's Didactic Program in Dietetics and the related Dietetic Internship. This approval, effective for a ten-year period, will enable students who complete the accredited program to take the Registered Dietician exam.

The School of Education and the Department of Speech Communication Arts and Sciences have offered the courses that will become part of the proposed Advanced Certificate programs in Autistic Spectrum Disorders and in Assistive Technology. The two departments expect to finalize the courses as permanent in fall 2004 and submit formal proposals.

The College's Letter of Intent to establish a new B.A. degree program in Communication was approved by EVC Mirror. The full program proposal will be submitted to CAPP in fall 2004.

### College Target 8: Evidence of progress on outcomes assessment

Outcome 8: The College continued in the implementation of its Outcomes Assessment Plan, which has been cited by Middle States as a model for other institutions.

A number of academic departments have made substantial progress on outcomes assessment. They have clarified their missions, articulated program goals, developed objectives, and identified the courses in which those objectives are reached. Four divisional outcomes assessment meetings were held, each with faculty presentations; feedback from these sessions suggests that they proved helpful to departments working on assessment. The Center for Teaching hosted events on grantsmanship in disciplines other than the sciences, strategies for the prevention of e-plagiarism, learning styles/disabilities (co-hosted with the College's

ADA/504 committee), and developing students' analytical reading skills (a general education goal). Results from the NSSE and FSSE were presented throughout the year.

Assessment of institutional effectiveness was further expanded. Units within Academic Affairs, Student Life, Institutional Advancement, and Finance and Administration have developed comprehensive plans and outcome measures consistent with the College's strategic goals. Presentations and training occurred throughout the year, and an Institutional Effectiveness website was developed to serve as a resource. These efforts were informed by numerous institutional and unit-level surveys, data analyses, and qualitative measures.

The College's Periodic Review Report (see above) detailed progress in learning and institutional outcomes assessment efforts.

College Target 9: Student survey on use of computers/internet in instruction and access to computers on campus

Outcome 9: The spring 2004 Student Experience Survey indicates increases in the frequency of student use of computer technology and in the satisfaction students experience with access to computer technology.

The Teaching-Learning-Technology Roundtable (TLTR), composed of a broad range of faculty, staff and students, serves as a clearinghouse for policy discussions and processes concerning technology. Meeting twice a semester, it is currently working on a draft software acquisition policy and has also posted a policy on using the Internet for instruction.

The Online Pedagogy Project (implemented in fall 2003 under the aegis of the Center for Teaching) consists of nine faculty participants led by three faculty mentors. The participants were charged with developing a set of educational materials that addressed student needs and served a multi-departmental audience. Examples of online topics being developed include *Romance Language Morphology* (a battery of interactive, self-scoring drills and achievement tests for self-placement in language) and an interactive guide to *Writing a Lab Report*.

The College continues to expand and modernize its computing infrastructure. Portable computing/display carts and portable roll-in laptop labs are in use and have enabled legacy spaces to access technology. Secure authenticated wireless network access is available in public computing labs, the Library Café, the Faculty Training and Development Lab, the AIT workroom, the Boylan Hall Cafeteria, the Honors College suite, in multimedia classrooms, and in the Student Center. Wireless access will be completed for the exterior quadrangle in summer 2004.

Faculty development: Thirty-six faculty development workshops were offered each semester. A new workshop series, "Multimedia and More," was developed and delivered. Six new Just-in-Time series of online asynchronous tutorials were offered and will be available university-wide. A pilot project exploring teaching-and-learning-with-technology uses of handhelds/PDAs was mounted.

A total of 45 student workshops (16 in the fall and 29 in the spring) for beginners and for more advanced learners were offered in the combined settings of the Library Café and the New Media Center.

Blackboard: Level 6 has been implemented; two Blackboard Institutes were held (summer 2003 and intersession 2004); the number of Blackboard courses has doubled; and Blackboard has been incorporated into the orientation for new students.

A digital multimedia distribution system, TEAMS, has been implemented. More than 12,000 items (including more than half of the Library's 2,500 disc CDs) have been digitized. The Library is also actively digitizing materials from the archives. Digital Supplemental Instruction (DSI) has been expanded. See section on Increase Graduation Rates.

Real-time online library reference services using chat software were implemented and are running from the Library website.

College Target 10: Show and pass rates on CUNY proficiency exam

Outcome 10: The percentage of required test-takers actually taking the CPE rose from 71.4% to 74.5%; the percentage of required test-takers passing it dropped from 84.3% to 82.3%. The increase in the number of students now required to take and to pass the CPE makes it difficult to compare data from 2002-2003 and 2003-2004. But the College's results on both measures exceed the Senior College outcomes.

Successful practices continued and new strategies utilized. These include:

- Implementing online CPE registration.
- Offering CPE workshops for day, evening, and weekend students; two-hour preview workshops for students taking the exam for the first time; longer intensive workshops for at-risk populations; CPE tutoring; and formation of student study groups that focus on the CPE reading.
- Requiring students who fail the exam to meet individually with a counselor.
- Offering the exam in July 2003 to reduce the burden on students.
- Scheduling a CPE Town Hall Meeting (coordinated with the Office of the Dean for Student Life) to give students the opportunity, in a group setting, to get additional information about the exam, ask questions, and learn more about available resources.

*Objective 3: Increase instruction by full-time faculty*

College Target 11: % of instructional hours taught by FT faculty

Outcome 11: The College increased the percentage of instructional hours taught by full-time faculty to 70.1% from the 64.7% of the year before. This ratio balances the goal of instruction by full-time faculty and the goal of supporting faculty in their research careers.

College Target 12: Increase recruitment of under-represented faculty

Outcome 12: Of the new faculty hired, 66% are from underrepresented groups. The Office of Affirmative Action, Compliance, and Diversity, in cooperation with the Office of Human Resource Services, the Task Force on Faculty Diversity, and individual academic departments engaged in proactive recruitment efforts and activities to achieve this goal. Strategies included the diversification of search committees so as to assure as broad a perspective as possible and the improvement of applicant pools through targeted advertising and personalized letters.

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

*Objective 4: Increase retention and graduation rates*

College Target 13: Increase retention rates

Outcome 13: The College's one-year retention rate for first-time freshmen is 83.8%, that for entering transfer students, 76.8%. The freshmen rate represents a 1% increase from the weighted average retention

rate from the previous three years. For transfers, the rate declined by 1.2% from the three-year weighted average. The fall 2003 tuition increase may have contributed to some attrition.

- Proven programs that contribute to successful retention -- the Freshman Year College programs, the Sophomore Academic Progress Alert (SAPA), the Prefreshman Summer Institutes, first, second- and third-semester learning communities, and the Learning Center -- were refined and expanded. New initiatives include a feature in WebGrade that allows faculty to record midterm grades so as to facilitate early intervention by academic advisers; expanded outreach, workshops, and services for students on academic probation; and special registration advisement sessions for transfer students.
- The COPAS (College Orientation Program for All Students) college-wide committee reviewed orientation practices to ensure a seamless transition for incoming students. Newly implemented pre-registration workshops enable entering students to make informed academic choices by providing them with an academic orientation before they register. Workshops cover planning a course schedule based on individual educational goals, understanding academic policies and procedures, using support services and programs, and developing time management skills. A website for orientation and welcoming activities and a printed calendar of activities are scheduled for fall 2004.
- The Foundations of Excellence in the First College Year project used a research-based, comprehensive aspirational model to increase student learning, success, and retention as well as to devise a method to assess levels of achievement. A campus-wide committee completed a year-long self-study on the effectiveness of the College's programs.
- Institutional data and survey results were expanded to assess retention efforts and inform the campus community. Participation in the Consortium for Student Retention Data Exchange (CSRDE) continues.

#### College Target 14: Increase graduation rates

Outcome 14: The six-year baccalaureate graduation rates for the fall 1997 entering freshmen cohort is 39.1%, those for the fall 1997 entering transfer students cohort, 47.9%. For both, the increase was more than 2% compared to their three-year weighted average graduation rate, which are 36.9% and 44.0%, respectively.

Improvements in graduation rates are based on persistence and steady progression beyond the first year. The College builds on the retention programs mentioned above to meet graduation targets. Initiatives affect currently enrolled students but not leavers from entering cohorts of prior years.

The following programs support improvements in graduation rates:

- TOCA, now completing its fourth year, allows qualified freshmen and transfer students to graduate in four or two years, respectively. The program has grown to 1,030 students in spring 2004. To further increase enrollment in this program, it is now introduced to incoming students during their initial registration session and highlighted at various events during the semester. 250 TOCA students have graduated since the inception of this innovative program (with 49 more expected to graduate in summer 2004).
- The Gateway Tutoring Program, devised as a way of addressing students' difficulties in introductory courses with traditionally high withdrawal and failure rates, successfully completed its third year. Data show that students in this program are more likely to complete gateway courses successfully. The Digital Supplemental Instruction (DSI) initiatives provide students in introductory courses and gateway-to-the-major courses with additional academic support. DSI increases student competency and skills mastery by appealing to different learning styles. Five course "super sites" have been developed, each designed to accommodate all three student learning styles (visual, auditory, and kinesthetic). Each site includes an Interactive Syllabus (software built at the College) offering concept links to additional resources such as audio files, video files, learning objects, full online texts, MS Excel spreadsheet problems and solutions, and animations.
- Co-curricular programs (TOP, SERVA, and SAVI) continue to complement academic initiatives as they bond students to the institution and provide out-of-classroom learning opportunities. The College

enhanced WebGrade to enable faculty to recommend students for co-curricular college service opportunities. TOP provides ongoing mini-orientation events throughout the year to entering undergraduate students. Attendance at events substantially increased from the prior year and assessment results indicate that over 70% of attendees rated the overall program as above average. SERVA participants logged in over 27,000 hours of volunteer service during the academic year and SAVI students were involved in numerous campus events.

The four-year masters program graduation rate for the fall 1999 entering cohort is 60.6%. This improves upon the fall 1998 four-year graduate rate of 57.7% and the three-year weighted average graduate rate of 56.6%.

- The Graduate Student Satisfaction Survey (GSSS), administered in spring 2003, enabled the College to deal with challenges such as course variety and availability and to build on strengths such as the faculty and overall quality of the programs; the library; and the website and online services.
- The College has begun a comprehensive and thorough quantitative and qualitative review of all graduate programs. Profiles have been created that include information on applications, admissions, enrollment, retention, graduation, and curriculums.
- The Office of the Dean of Research and Graduate Studies reviewed academic advisement and counseling procedures in an effort to improve student success. A multi-pronged approach to advisement, employing both faculty and administrative staff, has been adopted. Workshops were conducted on use of the library, doctoral programs, the comprehensive examination, and writing a thesis. Individual advisement and workshops were available to students on probation. The percentage of students on probation has dropped to 7.5% compared to over 10% several years ago.
- A graduate-level writing course for ESL graduate students was created. A series of workshops on writing using technology were conducted. The workshops had a positive impact and led to requests for more.

Both undergraduate and graduate students will benefit from the Title III-funded Virtual Student Support Center (VSSC) under development. DegreeWorks (the degree progress system that allows students to access a list of their completed and remaining degree requirements using a web browser) is currently undergoing pilot testing. A new web portal environment is scheduled to debut by fall 2004 with a substantial amount of online services. The portal is built on top of the popular uPortal open source project and will provide centralized access to all of the College's major web applications through a secure and personalized interface.

#### *Objective 5: Increase post-graduate outcomes*

##### College Target 15: Pass rates on licensure/certification exams

Outcome 15: The College incrementally improved the pass rate on the LAST to 90% and maintained a 92% pass rate on the ATS-W. The School of Education continued to offer test preparation workshops to students, and collaborated with the Dean of Undergraduate Studies and liberal arts and sciences faculty in the college-wide review of general education.

The 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 went from 17.6% to 14.8% -- exceeding the 9.0% senior college average. Given the small number of test-takers, had but one additional student passed all attempted parts, the pass rate would have exceeded last year's result.

As requested, the College will include CPE examination results from repeat test-takers without an advanced degree and establish baselines for graduate entrance exams as part of the FY 2005 performance indicators.

#### *Objective 6: Improve college readiness*

College Target 16: % of immersion students who pass skills tests or enter Prelude program

Outcome 16: The College increased to 74.5% (from 64.8%) in the percentage of immersion students who pass the CUNY basic skills tests or enter the Prelude to Success program. For the third year in a row, the College offered a four-week Summer Science Institute for prospective science majors whose high school preparation, as indicated by Regents scores and grades in science, was weak. Assessment indicates that these students perform better than the general population in the foundation Chemistry course. The College also offered a Summer Science Enrichment Program for pre-med students, all of whom completed the preparatory course successfully.

College Target 17: % of SEEK students who pass skills tests in one year; % of ESL students who pass skills tests in two

Outcome 17: The pass rate for non-ESL, SEEK students passing all three basic skills tests within one year increased incrementally to 91.9%. The rate for ESL students passing all three basic skills tests within two years decreased slightly to 72.5%. (It should be noted that, if two additional students had passed, the percentage would have increased from the previous year.)

College Target 18: # of College Now course/workshop participants; course completion and pass rates

Outcome 18: College Now enrollment targets were met and 81% of the participants completed their courses with appropriate grades. The program has thrived under the leadership of a new director.

*Objective 7: Improve quality of student support services*

College Target 19: Student survey results on satisfaction with academic and student support services

Outcome 19: CUNY Student Experience Survey indicated increases in student satisfaction with academic support services to 3.05 from 2.55, and with student services to 2.65 from 2.60.

For strategies for improving academic support services, see the sections on Technology in Instruction and Student Access to Computers, Increase Retention Rates, and Increase Graduation Rates. Advisement for pre-professional students has been expanded.

Initiatives for increasing student satisfaction with student services are also addressed in these sections. They are part of the College's integrated strategy. The Magner Center for Career Development and Internships has strengthened its services. Recruiting software has been installed and will be activated for the fall 2004 semester; internships have been expanded; new programs are available. The Office of Personal Counseling, the Health Clinic, and the Center for Disability Student Services also offer programs to support students.

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

*Objective 8: Meet enrollment goals*

College Target 20: Enrollment/SAT/CAAs

Outcome 20: Undergraduate degree enrollment, first-time freshman enrollment, and entering transfer enrollment all increased from fall 2002, though overall enrollment dropped by 119. The decline is

attributable mainly to the decrease in UFT-funded waivers by the Department of Education, which affected graduate enrollment.

In collaboration with CUNY OIRA and UAPC, the College revised the fall 2003 freshman admissions index so as to strengthen student quality, academic performance, and diversity. In addition to the strong admissions levels, mean SAT and mean CAA increased compared to fall 2002. Mean SAT increased by 25 points to 1,093; mean CAA increased to 84.7. The fall 2004 admissions index was designed to further raise the mean CAA.

The Office of Enrollment Services continued to develop and assess enrollment activities. Accomplishments include:

- Expanded utilization of Recruitment Plus including the downloading of web inquiries into the system and the tracking of prospective student visitors to campus through the allocation and enrollment stages to measure the effectiveness of recruitment efforts.
- Strategic surveys and tracking of walk-in applicants and open-house participants to inform future recruitment and targeted advertising efforts.
- Assessing interest level at high schools to insure resources are being channeled accordingly and prospects targeted by recruiters.
- Extended outreach aimed at students in grades 9 and 10 through the College Now program.
- A health careers open house that was well-attended by both faculty and prospective students.
- Greater utilization of current Honors College students in the recruitment process so they can provide first-hand testimonies to prospective students about the merits of the program.
- Fine-tuned communications to strengthen the sequential flow of information to prospective students. Among these efforts: new communications from faculty, students, and alumni; a successful faculty phonathon; additional open houses involving faculty; a successful barbecue event with alumni and admitted students.

College Target 21: Demonstrated actions to better coordinate student transfers from CUNY associate to baccalaureate institutions

Outcome 21: Transfers from CUNY associate programs increased by over 18% from fall 2002. The College implemented several strategies including:

- Online delivery of electronic transcripts from KCC and BMCC to facilitate the evaluation of transfer credits from the College's two largest feeder colleges.
- The development of the Domestic Institution Transfer System to assist in the evaluation of transfer credits from CUNY and non-CUNY institutions.
- Customized advisement sheets for KCC transfers.
- Preliminary evaluations of transfer credits for all domestic transfers prior to first-semester registration.
- Continued assignment of an admissions counselor to KCC and BMCC to serve as a liaison; recruitment of an additional transfer admissions counselor to further expand efforts.

*Objective 9: Increase revenues from external sources*

College Target 22: Alumni/corporate fundraising (CAE-VSE report)

Outcome 22: Success in fundraising from private donors continues and the College anticipates reporting an increase in the mid-July addendum. The President broadened his outreach to top prospects and secured numerous pledges and gifts. Development staff continues to identify new alumni prospects and cultivate them through communications and outreach. The extraordinary accomplishments of the Campaign for Brooklyn College have led to a decision to increase the working goal. Staff worked toward building depth in major gifts and annual fund support. Stewardship activities continue and the database is regularly refined and

updated. The College developed new philanthropic instruments, including a planned giving program initiated in June 2004 with a mailing to targeted alumni from the classes of the 1940s to the 1960s. The College is finalizing a plan to seek matching funds from private donors and foundations in support of the \$10 million pledge for a new performing arts center on campus. The Best of Brooklyn dinner, the College's signature fundraising event, was rescheduled from May 2004 to October 2004.

College Target 23: Contract and grant awards (RF Report, July 2004)

Outcome 23: The College hired a Director for the Office of Research and Sponsored Programs (ORSP) and commenced a search for an Assistant Director. The Director and the Dean for Research and Graduate Studies developed and began implementing an operational plan to increase faculty grants and contract activity. In less than a year, the Director met individually with nearly 20% of the faculty, more than half of them from the arts, humanities, and social sciences, all disciplines that previously had limited interaction with the office. Two sessions on grant development for new faculty took place in fall 2003, one for faculty in the sciences and social sciences, the other for faculty in the arts and humanities. A concerted effort is underway to provide ongoing assistance to faculty writing their first proposal. Faculty members also participated in a CUNY-run workshop on developing successful institutional proposals and a workshop in preparing NSF and NIH proposals. Three female faculty members will be taking part in a Council of Undergraduate Research workshop this summer and will continue to work together as a grant development "pod" when they return, a model the College plans to emulate for other faculty members across departments.

The ORSP has begun to refine its information systems to allow for 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.

College Target 24: Indirect cost recovery as ratio of overall grant/contract activity

Outcome 24: The Research Foundation will report the indirect cost recovery rate as part of the addendum in mid-July. With the strategies mentioned in the Contract/Grants Awards section, the College anticipates an incremental increase in this ratio.

*Objective 10: Make administrative services more efficient, increase entrepreneurial efforts, and apply savings/new revenues to student instruction-related activities.*

College Target 25: Productivity targets

Outcome 25: The College continues to achieve productivity savings and apply these to instruction-related and student-services activities. Details of the specific initiatives implemented to meet the CUNY FY 2004 productivity target will be found in the mid-July addendum. Efficiencies were achieved in mailroom operations, technology, telecommunications, hardware/software acquisitions, and workflow redesign.

College Target 26: Survey of student satisfaction with administrative services

Outcome 26: As measured by the CUNY Student Experience Survey, the College showed improvement in student satisfaction with administrative services and with facilities. Student satisfaction with administrative services increased to 2.90 from 2.71, with facilities, to 3.14 from 2.58.

Implemented strategies include:

- The rollout of online CPE registration and course withdrawal modules. Assessment indicates the students' satisfaction with the online CPE registration system.

- Improvements made in the financial aid office using results from the financial aid survey. Proactive outreach to potential financial aid recipients.
- The opening of the YESS Center (“Yes to Evening Student Services”) to provide one-stop services for students in evening programs. Feedback has been extremely positive.
- BCNN (Brooklyn College News Network) and additional installations of campus-wide electronic kiosk systems have enhanced campus-wide communication.
- Lecture halls, classrooms, student services offices, computer labs, and student clubs were renovated and rehabilitated.

College Target 27: Percent of budget spent on administrative services

Outcome 27: The College spent 29.8% of its tax levy budget on administrative services in FY 2003 compared to 29.6% in FY 2002. There was a 0.5% decrease in general institutional services. In FY 2003, the College was obliged to assume elevator maintenance costs previously paid for by DASNY. Additional extraordinary costs arose through construction to expand the Honors College, build the YESS Center, and rehabilitate classrooms, and through clean-up related to the February 2004 snow storm (over \$40,000).

College Target 28: Percentage of instruction delivered at night, on Fridays or weekends

Outcome 28: The College increased the percentage of Undergraduate FTEs taught on Fridays, weekends or evenings to 42.0% from the fall 2002 baseline of 34.9%. A new class pattern was implemented in fall 2003. The Dean of Undergraduate Studies collaborated with the Office of Adult Degree Programs, the Registrar, and academic departments to monitor enrollment and increase evening, Friday, and weekend course offerings, as needed to meet demand and improve facilities utilization.

College Target 29: Compliance with CUNY/EPA Audit Agreement

Outcome 29: In response to the pre-audit on environmental issues and in preparation for the EPA self-audit scheduled to be conducted in spring 2005, the College implemented the following:

- All recommended corrective actions, identified in the O’Brien & Gere campus-wide environmental review. The College’s Environmental Health and Safety (EHS) staff worked closely with College and University personnel to correct more than 200 items. The preparation and submission of an air emission permit application for the heating plant, fuel dispensing station, and print shop – a major accomplishment -- led to the NYS Department of Environmental Conservation issuing a permit in January 2004.
- A representative Environmental Self-Audit Committee, chaired by the College’s Director of EHS, to help coordinate necessary preparations for the upcoming audit and expedite the implementation of any follow-up actions.
- A review of campus environmental policies and procedures. These include the chemical hygiene plan, hazardous waste management and disposal guidelines, radiation safety plan, and hazardous materials emergency response. Training workshops were conducted for laboratory faculty and staff on the safe handling, storage, and disposal of hazardous materials used on campus. The Office of EHS has established a 24-hour emergency response protocol. As part of this protocol, campus security officers received awareness level safety training required for initial responders in the event of a hazardous materials emergency.