BROOKLYN COLLEGE YEAR-END PERFORMANCE REPORT (2004-2005)

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 will be recruited to flagship/premier programs

Outcome 1: 13 of the 22 searches for tenure-track faculty positions in flagship/premier areas have been filled as of this date: 6 in Education and 4 in the Arts; 1 in the sciences; 1 in Psychology; and 1 in the Honor's Academy as the College's first endowed chair (a senior scholar and teacher). Of the remaining searches, 4 are still in progress and 5 have been deferred until next year.

The incoming faculty have impressive credentials -- books, peer-reviewed publications, artistic exhibits and creations, external awards, grant funding, and degrees from prestigious universities. Three examples: George Rotham (Music), a Grammy Award nominee, has been the conductor for the Columbia University Orchestra and the Yale Symphony Orchestra, and is the founder and conductor of the Riverside Symphony; Terry Lynne Dowd (Chemistry) has received over a million dollars in direct costs to support research on the effects of toxicity at the molecular level; and David Troyansky (History) is an internationally recognized scholar of 18th-century French history.

The College has appointed four named professors and is in the process of preparing a nomination for a Distinguished Professor.

College Target 2: Prominent programs will draw greater recognition

Outcome 2: Efforts to identify and recommend faculty for prominent fellowship opportunities have led to Guggenheim, Fulbright, MacArthur, and Whiting awards. Faculty honors: election to the College of Fellows of the American Theater, one of the highest honors bestowed on professionals in the world of theater and the stage; exhibit in MOMA last summer; the Samuel Belkin Literary Award; appointment as the Weinstock Visiting Professor at Harvard University; awards by ASCAP, the American Society of Composers, Authors, and Publishers; the national Clinical Educator Award, presented by the American Academy of Audiology, in recognition of major contributions to the field; and the Golden Gladiator Award from the Provincia de Benevento, in Italy, for achievements as author and critic.

Student honors: A Rhodes Scholarship, a Mabelle Arole Fellowship (the only one given this year), a Fulbright award, an honorary Salk award, and a Newman Master Teacher Fellowship from Math for America. And once again, a student in the Honors College published a book (*Innocence, In a Sense*, by Elizabeth DePasquale).

The College ranked in the top ten in the Princeton Review's *America's Best Value Colleges* for the second year in a row and was one of two institutions honored with a 2005 national NACADA Outstanding Advising Program Award (for the TOCA program).

As part of Phase II of the Foundations of Excellence in the First College Year, a 42-member task force evaluated the philosophy, structure, curricular and co-curricular programs, and overall effectiveness of Brooklyn College's Freshman Year College, using as an organizing principle the nine Foundational Dimensions developed during Phase I by the Policy Center in consultation with 219 higher education institutions nationally. This culminated in a campus-specific self-improvement plan, with action steps that are shared with the college constituencies responsible for implementing them.

Under the leadership of Pulitzer Prize-winning journalist Professor Paul Moses, the Center for the Study of Brooklyn held an inaugural conference in February to engage Brooklyn leaders in helping set the Center's agenda and solicit ideas for future funding. In March, commemorating the 50th Anniversary of the closing of the *Brooklyn Eagle*, the Center sponsored a conference for editors of Brooklyn newspapers. An advisory board of prominent Brooklynites is being established.

The Center for the Study of Religion in Society and Culture has received a "Senior Research Grant" from the Louisville Institute, the top award the Institute makes in the field of Religious Studies.

College Target 3: Faculty research awards/scholarships will increase from 2003-2004 levels (see also the Contract/Grant Awards section)

Outcome 3: The College continues its efforts to increase research awards and scholarship, and funds were set aside for that purpose. About 30% was directed to new faculty start-up expenses; the rest went to support collaborative and department-based faculty research.

A newly-formed Provost's Research Council met several times to engage and support the science faculty in their pursuit of grant funding. Initiatives by the Office of Research and Sponsored Programs have led to a 19% increase (from 124 to 148) in grant submissions as compared to last year.

The College exceeded its target regarding the number of books published by faculty. Faculty members published 40 books this year as compared to 36 books last year. Additionally, the faculty had over 300 articles in refereed journals, over 80 book chapter contributions, and over 30 journal editorships. There were also over 75 creative works/performances in the fine or applied arts.

College Target 4: New resources will be shifted into flagship/premier programs

Outcome 4: Faculty positions are being directed to premier programs (see section on Outstanding Faculty will be recruited to flagship/premier programs).

The School of Education was allocated 10 tenure-track lines (six have been filled; some searches are still in progress or deferred) and given 10 substitute appointments in the fall and 13 in the spring. Additional adjuncts, reassigned time, and OTPS were funded to support the NCATE effort.

The MFA Program in Fiction, led by Distinguished Professor Michael Cunningham continues to attract prominent authors and teachers. Susan Choi and Ernesto Mestre (both 2004-2005 Guggenheim Fellows), Colson Whitehead (winner of a MacArthur Foundation Award), Mary Morris, Stacy D'Erasmo, and Ramona Lofton (aka Sapphire), taught Fiction Workshops. Jenny Offill gave a review tutorial in the fall. Funds from a generous alumnus were used to: (a) inaugurate a *Novel Writing Workshop*; (b) award the first "Lainoff Prize" for the best short story or novel (judged by Elissa Schappell, the editor and novelist) to a second-year student; and (c) expand the number of students in the program.

Effective fall 2005, and following a national search, the College has appointed Dr. Lee Quinby as the first Carol Zicklin Chair in the Honors Academy. The suite of the Honors Academy and the Honors College is being expanded and refurbished in time for the fall semester. Mentorships/internships were increased.

Media Arts received two grants in 2004: (a) an NSF Major Research Instrumentation Grant for $299,750 [*Acquisition of CAVE for Experiments in the Creation of Collaborative Learning Environments]*, and (b) a CUNY Collaborative Incentive Research Grant [*Design and Implementation of Virtual Networked and Mobile Collaborative Spaces*].

College Target 5: Demonstrate a comprehensive approach to strengthening undergraduate education (CUE initiative)

Outcome 5: In December 2004, Faculty Council approved a new model for a Core Curriculum. The outcome of a year-and-a-half review involving extensive campus-wide discussions by faculty and students, the new model retains the strongest aspects of the existing Core while modifying areas that had not been as effective:

- All Core courses are now 3 credits, rather than the original mix of from 1.5 to 4 credits, providing both for more intense study and for easier scheduling for students.
- There are now 11 Core courses, rather than the original 13, and the total number of credits is now 33, rather than 36.
- There is now a lower and an upper tier, with a set of culminating courses in the last year of college (already envisaged in the original concept).
- There is now some limited choice – among the natural sciences and among the upper-tier courses.
- Transfer students, who often chose the one Core course they were required to take at random, now have some coherent options by which they can satisfy the Core requirement. They are exempt from lower tier courses, but will be required to take two of three upper tier courses.

Every Core course will include an assessment component that indicates the goals and objectives of the course, their relation to the goals of the Core Curriculum, and the specific ways in which fulfillment of course goals and objectives will be measured. The new Core is expected to be operational in fall 2006.

The College's 2004-2005 Coordinated Undergraduate Initiative (CUE) advances the CUNY 2004-2008 Master Plan, which calls for the improvement of undergraduate education through the development of an integrated, well organized, student-centered learning program that addresses academic quality and the improvement of student life and learning. Major accomplishments this year: (a) approval by Faculty Council of a new version of the Colleges' acclaimed Core Curriculum (see above); and (b) approval of revised guidelines for Writing Intensive courses and programs. Pass rates in gateway courses showed improvement; a common freshman reading was introduced; and the successful immersion programs, CPE preparation, and advisement programs such as the Student Academic Progress Alert (SAPA) and the On Course Advantage (TOCA) were continued. (See sections on Increasing retention and graduation rates)

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 action plans from external review recommendations

Outcome 6: Modern Languages and Literatures, Political Science, and Psychology produced self-studies in the fall and had site visits in the spring. Reports from the external evaluators have been received and are currently being reviewed by the departments as they prepare their multi-year plans.

Geology and Chemistry have submitted multi-year plans for review. Biology and Physics are at work completing theirs.

Sociology has revised its undergraduate curriculum in keeping with its multi-year plan. Its proposal for restructuring its graduate program will be submitted to Faculty Council this fall. Economics, Mathematics, and the Women's Studies Program have revised and resubmitted multi-year plans.

College Target 7: Professional programs will be certified/accredited

Outcome 7: The College had its NCATE review visit in April and was found by the team to have met every standard. The team's recommendation was forwarded to the Unit Accreditation Board, which will make the official decision on accreditation in October 2005.

- All required undergraduate and graduate programs submitted folios for review. Early Childhood passed. Childhood and Physical Education are working on improvements for resubmission.
- School Counseling is preparing materials for national accreditation.
- Early Childhood, Childhood Education, English Education, and Literacy are preparing for accreditation by their respective professional organizations. English Education and Literacy are addressing areas that fall short of the standards.
- The Educational Leadership program received NYSED approval and is now preparing for national standards.

The proposal to establish a B.B.A. in Business Administration was submitted to CAPPR and approved by the Board of Trustees at its meeting in April 2005.

Discussions with Coney Island Hospital about plans to offer the MPH program onsite have continued. Future collaboration depends on the hospital's success in procuring funding for the project.

Efforts to establish Advanced Certificate programs in Autistic Spectrum Disorders and in Assistive Technology have moved forward. The SoE and the Department of Speech Communication Arts and Sciences are currently collaborating on the final internship component.

It is expected that the B.A. in Communications proposal will be submitted to CAPPR in fall 2005.

At its February 2005 meeting, the Board of Trustees approved a program in Audiology (effective fall 2005) offered jointly by the Graduate School and University Center, Brooklyn College, and Hunter College leading to the Au.D. degree to be awarded by the Graduate School and University Center.

The dual/joint program in Speech Communication leading to the A.S. degree at Kingsborough Community College and the B.A. at Brooklyn College was approved by the Board of Trustees at its meeting in November 2004, effective for January 2005.

The College has sent forward a proposal for an Advanced Certificate program in Grief Counseling.

College Target 8: Show progress in implementing learning outcome plans

Outcome 8: Following a review of their progress on outcomes assessment, departments were grouped according to their accomplishments and invited to workshops tailored to address their needs and help them move towards the creation and implementation of departmental outcomes assessment plans. An *Outcomes Assessment Resource Manual* was distributed in fall 2004.

Assessment efforts also continued for non-teaching areas: over 60 units are engaged in some level of assessment. Data analyses, focus groups, surveys, and other assessments were utilized; training sessions and presentations were given.

College Target 9: Use of technology to enhance instruction and student access to computer technology will increase

Outcome 9: The College expanded the use of technology in instruction still further and expects this to help maintain and grow student satisfaction as measured by surveys and other assessments. As a result of the Online Pedagogy Project, 5 faculty members have introduced online materials into their courses. The TLTR (Teaching-Learning-Technology Roundtable) developed a software procurement and utilization policy which will result in an improved process for the acquisition of instructional software.

The Advisory Committee on Academic Computing has been enlarged by the Technology Representatives of all academic departments. The Faculty Training and Development Lab served 1,037 clients during the academic year. AIT designed and built a Math Chat Tutoring system for the College's Learning Center, worked with classroom faculty to create 5 gateway-to-the-major course supersites, and, in conjunction with a professor in Education, developed a proposal for a fully online graduate certificate program for high school principals. A total of 86 student workshops and 72 faculty workshops in four series (online pedagogy, course site design, creating digital media, and Blackboard) were conducted.

The College successfully migrated to the enterprise version of Blackboard in the spring. The new system currently has 277 active courses, 2,038 active users, and 11,494 average page views per day.

Underwritten by City Council, construction is underway to double the size of the Library Café. Secure wireless connectivity has been installed throughout the exterior quadrangle, the Library, and the Library Café. Initiatives such as consolidated file and print services, WebDAV "web storage locker" systems, and enhanced inbound VPN facilities were completed.

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

Outcome 10: The percentage of required test-takers passing the CPE rose from 90.7% to 93.5%; the percentage of required invitees who took the CPE dropped from 84.1% to 80.4%. 2003-2004 was the first time previously exempt students were required to take and pass the exam. CPE has become part of the college culture and many students are opting to forfeit one opportunity because they have three attempts and are confident they will pass the exam when they take it. The College continues to provide workshops for first-time test takers and for at-risk students.

Objective 3: Increase instruction by full-time faculty

College Target 11: Instruction by full-time faculty will be maintained or increased incrementally

Outcome 11: The percentage of undergraduate instructional hours taught by full-time faculty was 62.5%. This is below fall 2003 (70.1%) and roughly comparable to fall 2002 (64.7%). The decrease may be attributed to a 2.59% increase in undergraduate FTEs (including a 4.4% increase in business, accounting, economic majors); released time given to School of Education faculty to prepare for NCATE; released time given to untenured new faculty (as per the PSC contract). The College attempts to balance the goals of instruction by full-time faculty and support of faculty research and institutional priorities.

College Target 12: Efforts to recruit under-represented groups to the profession will be made

Outcome 12: The College has continued aggressive recruitment efforts of underrepresented minority and women faculty by intensified outreach so as to ensure a diverse applicant pool. The Office of Affirmative Action, Compliance, and Diversity, the Office of Human Resources Services, and the Task Force on Faculty Diversity coordinate this recruitment effort.

Representatives from Affirmative Action, Compliance, and Diversity and from Human Resource Services met with each appointments/search committee and department chair to educate them about the benefits of

a diverse faculty, review CUNY's affirmative action policies, and go over best practices in recruiting and interviewing. 60% of new hires were either women or from underrepresented minority groups.

Since the applicant pools for most staff positions reflect the gender, racial, and ethnic composition of the benchmark availability figures, the College focused on the few job categories showing underutilization. The Office of Affirmative Action, Compliance, and Diversity monitors all searches to ensure intensive outreach efforts. Of the 37 full-time permanent staff members hired in 2004-2005, 78% were either women or from under-represented minority groups.

The University audited the College's affirmative action practices and has submitted positive feedback.

Goal 2: Improve Student Success

Objective 4: Increase retention and graduation rates

College Target 13: Retention rates will increase by 2 percentage points

Outcome 13: The College's one-year retention rate for first-time freshmen is 78.6%, for full-time entering transfers 73.5%. First-time freshman showed a decrease of 1.0% from the previous year, entering transfers a 1.7% increase. Strategies implemented during the year include:

- Strengthening the orientation process. The COPAS (College Orientation Program for All Students) college-wide committee used best practices to shape new initiatives. Pre-registration academic orientation workshops are now mandatory for entering students (different for freshmen and transfer students), dealing with institutional expectations, the core curriculum, graduation requirements, career planning, study skills and time management, academic integrity, and college resources (including online systems, such as degree progress). The Orientation Project (TOP) offers mini-orientation programs to new students throughout the year. It implemented a "cool call" program – two personal telephone calls to each entering student with general information and answers to specific questions. A website for orientation and welcoming activities and a printed calendar of activities is now in place.
- Customizing initiatives for entering transfer students. Transfers have their own Presidential Welcome/Convocation and their own advisement workshops to address their needs (see above). 10 Transfer Interest Groups (TIGs) workshops were conducted during the year, with over 200 in attendance. TIG students are required to meet regularly with departmental advisors and encouraged to remain in contact with the TIG advisor. Student surveys show extremely high satisfaction with the TIG experience.
- Supporting entering freshmen by continuing our proven programs in the Freshman Year College (immersion, learning communities, and the learning center). To bond students to the College and build community, a common reading (Frank McCourt's Angela's Ashes) for first-year students was inaugurated in summer 2004.
- Self-study results from the Foundations of Excellence in the First College Year are used to inform practices and identify areas for improvement (see External Recognition section).

College Target 14: Graduation rates will rise by 2 percentage points

Outcome 14: The six-year graduation rate of the 1998 entering freshmen class is 43.5% as compared to 36.2% for the 1997 entering class. For 1998 entering transfer students, the six-year graduation rate increased to 49.7% from 44.1%. The College's persistence efforts rely on programs that ensure progression beyond the first year, such as:

- The TOCA program, honored with a 2005 national NACADA Outstanding Advising Program Award, currently serves 1,047 and is expected to increase by another 50 by the start of the fall semester. Some 400 students have graduated from the program; another 115 are expected to do so by September 2005. Workshops are available to TOCA students throughout the year.
- Under the Gateway Tutoring Program, in-person and online tutoring and advisement programs are available in biology, chemistry, computer and information science, economics, health and nutrition science, math, and psychology for introductory courses with traditionally high failure and withdrawal rates. Honors Academy students serve as peer mentors and tutors.
- SERVA increased the number of registrants over the previous year by nearly 1.5%. 7 workshops were given by faculty and outside institution representatives. Volunteers provided service to 17 off-campus organizations. Over 21,000 hours of volunteer service were documented for the year. SAVI student volunteers serve as student facilitators and ushers at major campus events. To disseminate its peer development/training program, the Information Booth organized workshops for other student information workers employed by various departments (student labs, student center, etc.).
- The Office of Adult Degree Programs implemented a new recruitment strategy featuring a series of information sessions rather than a single open house. The focus has shifted away from offering information about adult degree programs and toward providing information about all programs, including non-credit courses, in which prospective adult learners may be interested. A faculty committee is drafting a proposal for a Bachelor of Liberal Studies for this population.

The four-year masters program graduation rate for the fall 2000 cohort increased to 61.9% from the 60.6% rate for the fall 1999 cohort, thanks in part to the following:

- Graduate students on probation or in academic difficulty are counseled individually by graduate chairs and the assistant dean of graduate studies. Individual plans are constructed to get students off probation and into good academic standing. Academic Success workshops are offered by the graduate dean's office in collaboration with the office of personal counseling to address other than academic reasons for poor performance.
- An experientially-based graduate division course was offered during intersession. Other courses were offered based on sufficient student demand.
- Communications on financial aid were distributed even more broadly, especially at open houses and orientations.
- To improve graduate student satisfaction, graduate deputies and other department staff received increased training on how to raise student satisfaction and enhance academic performance. Student manuals were updated. Materials were developed for counseling and advisement, notably a career counseling booklet, and a seminar on doctoral programs was expanded.
- Qualitative and quantitative reviews of graduate programs continue. Enrollment, admissions, and student progress analyses are reviewed by the dean's office and academic departments.

Online services, under the Title III-funded Virtual Student Support Center (VSSC), continue to expand. Feedback from surveys and other assessments indicate a high level of student satisfaction and use. A new student web portal environment, using uPortal, integrates all major student web applications and provides students access through a secure and personal interface. The new degree progress system (DegreeWorks) allows students to access a list of their completed and remaining degree requirements on the web.

Objective 5: Increase post-graduate outcomes

<u>College Target 15</u>: All teacher education and accounting programs will improve performance on certification/licensing exams

Outcome 15: The College improved the pass rate on the LAST to 91% (from 90%) and on the ATS-W to 95% (from 92%). The baseline for the CST was set at 97%. The School of Education continues to collaborate with the dean of undergraduate studies and with liberal arts faculty in the college-wide review of general education. Test preparation workshops continue to be offered.

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 14.8% to 16.4%. The pass rate for repeat test-takes without advanced degrees who identified themselves as Brooklyn College graduates and passed all of the attempted parts of the CPA examination went from 30.1% to 31.0%. In both indicators, the College's results exceeded the senior college average.

College Target 16: Establish baselines on graduate entrance exams and seek improvement

Outcome 16: The College collected the baseline information on the GRE, LSAT, GMAT, and MCAT and will continue to seek incremental improvement in graduate entrance exam results. In 2000-2004, the College ranked first in the University in medical school applicants and medical school matriculants.

Objective 6: Improve college readiness

College Target 17: Improve % of immersion students who pass skills tests or enter Prelude program

Outcome 17: The percentage of non-ESL, regularly-admitted first-time freshmen enrolled in immersion who pass all required skills assessment tests by the completion of USIP or enroll in Prelude to Success is 92.0% compared to 95.0% in summer 2003. The senior college average is 80.6%. 96.0% of non-ESL, SEEK first-time freshmen enrolled in immersion demonstrated progress toward basic skills proficiency by the end of the summer 2004 program; in summer 2003 the percentage was 90.0%. The percentage of ESL, first-time freshmen (SEEK and regular) enrolled in USIP who demonstrated progress in skills proficiency by the end of summer immersion increased to 83.5% from 65.9% in summer 2004.

College assessments show that programs continue to provide language immersion for ESL students and to prepare non-ESL first-year students for all required assessment tests. Instruction is delivered in an intensive, modular format. The undergraduate dean's office and the director of the learning center work closely with immersion faculty to ensure that the curriculum addresses the goals and objectives of the program. Syllabi were refined for the COMPASS math workshops in an effort to identify the level of mathematical skill required for crucial science, social science, and mathematics study.

College Target 18: Maintain or improve the % of SEEK/ESL students who pass skills tests in the allowed time

Outcome 18: The pass rate for non-ESL, SEEK students passing all three basic skills tests within one year was 89.3% (a slight decrease from 91.9%, but higher than the senior college average). The rate for ESL students passing all three basic skills tests within two years increased to 86.4% from 72.5%.

College Target 19: Meet College Now enrollment targets, and 70% of participants will complete courses and earn grades of A, B, or C

Outcome 19: Estimated 2004-2005 College Now enrollment is 906, compared to 228 for 2003-2004. 85% of summer 2004 and fall 2004 participants received grades of C or better. The program's college cohort courses increased to four sections in three departments (up from one section in 2003-2004).

Objective 7: Improve quality of student support services

College Target 20: Student satisfaction with academic support services and student services will rise

Outcome 20: Efforts continue to enhance student satisfaction with academic support services and student services; progress is measured using University and local assessments. Strategies in 2004-2005:

- Expanded services in academic advisement and the learning center. The academic advisement center serves about 1,000 students per month (appointments and walk-in visits). The new Virtual Student Services Center has automated many routine functions and freed the professional staff to provide more in-depth and proactive interactions with students. In the learning center, 125 tutors worked with about 3,500 students in over 14,000 tutoring sessions; a cohort of several hundred students attended special workshops to prepare for course examinations and the CPE.
- Upgrading of computers and materials for the library and computer labs is discussed in Student Satisfaction with Administrative Services and Facilities. Wireless connectivity has been installed throughout the library and in the Library Café.
- Increased services in the Magner Center for Career Development and Internships. E-Recruiting software was purchased and implemented; a new full-time position was created to provide career education and training; a career resource center (with 12 dedicated computers) was opened; alumni came to campus as part of an effort to connect current students with successful alumni; outreach to prospective employers has increased.
- Establishment of a Health and Wellness Consortium in fall 2004. The consortium (comprised of leadership from several offices) seeks to improve communication, protocol, and support for health-related and counseling programs on campus. A health and wellness brochure was produced in the fall; protocols for emergency situations were reviewed and expanded; 42 companies and community groups participated in the spring 2005 CUNY Wellness Festival.
- Campus events were sponsored for veterans returning and enrolled at the College; a new Manual for Student Veterans and Families was produced and will be distributed in fall 2005.

Goal 3: Enhance Financial and Management Effectiveness

Objective 8: Meet enrollment goals

College Target 21: Enrollment will rise incrementally while mean SATs and CAAs continue to improve

Outcome 21: Fall 2004 undergraduate enrollment increased by 212 students while graduate enrollment declined by 341 students (attributable mostly to a decrease in UFT-funded waivers by the Department of Education). Fall 2004 FTEs increased by 211. Spring 2005 total enrollment increased by 598 students from spring 2004 and FTEs increased by 520.

The College revised its fall 2004 admissions index in collaboration with the University to further raise the mean CAA to ensure academic quality. The mean CAA of enrolled students increased to 84.5 from 82.8; the mean SAT rose to 1059 from 1046. Both these metrics exceed the senior college average. While the number of fall 2004 enrolled first-time freshmen decreased slightly (as anticipated), spring 2005 retention of these students increased.

The Office of Enrollment Services implemented strategies that focused on admissions and enrollment for undergraduate degree, graduate degree, and non-degree students, including the following:

- Stepped-up improvement of outreach and communication at the inquiry/prospect phase.

- Enhanced marketing efforts, including the creation of a new viewbook, the development of a DVD; and an enhanced admissions website. In all, the emphasis is on academic value, exceptional faculty, and successful graduates.
- Expansion of early registration and development of targeted pre-registration workshops for entering students. Feedback from surveys was positive and first-semester retention improved.
- Increase of outreach to high school juniors through high school visits, open houses on campus, and mailings. The communications flow to prospective students is continually being assessed and fine-tuned to maximize the pool of qualified applicants and improve yields.
- Utilization of current CUNY Honors College students in the recruitment process has been successful and will be expanded.
- More strategic and aggressive advertisement of scholarships directed to high academic achievers using new brochures and mailings.
- Strengthening of graduate recruitment through a more segmented marketing approach with new brochures and increased collaboration with academic departments; new masters programs continue to be explored (mental health counseling, human resources management, bioethics, TESOL); the graduate admissions process continues to be reviewed and, where appropriate, streamlined.

College Target 22: Take actions to better coordinate and facilitate movement from associate to baccalaureate level

Outcome 22: The number of CUNY associate degree program transfers increased by almost 10% from fall 2003. Implemented strategies include:

- Expansion of the Domestic Institution Transfer System to provide preliminary credit evaluations to prospective students and official evaluations to enrolled students.
- Assignment of an additional transfer counselor at feeder community colleges to aid recruitment and conversion efforts.
- Continuation of the electronic transcript project with KCC and BMCC to assist in the advisement of new transfer students. Discussions are underway with KCC for a faculty exchange program that allows junior KCC faculty to teach advanced electives at the College.
- Collaboration with the Central Office to implement the Community College Teacher Education Transfer Protocol in 2005-2006. Articulation agreements with KCC and BMCC continue.

Objective 9: Increase revenues from external sources

College Target 23: Alumni/corporate fundraising will increase 10%

Outcome 23: Fundraising continues to be successful. A 10% increase is expected -- using a three-year weighted average of $6.3 million based on $5.1 million for fiscal year 2002 (based on a 10% increase of fiscal year 2001 giving), $6.2 million for fiscal year 2003, and $7.6 million for fiscal year 2004. The President continues to focus on top prospects and the development staff increased their efforts to grow major gift and annual fund support through new philanthropic instruments, cultivation, and stewardship.

A plan to raise matching funds from private donors and foundations for the new performing arts center was completed and is being implemented (currently several asks are in progress). The Best of Brooklyn gala dinner in October 2004 had revenues 12.8% higher than for the previous event. A targeted planned-giving mailing in June 2004 was successful, and will be refined and expanded in the coming year. Events related to the College's 75th anniversary generated enthusiasm from alumni. Emphasis was placed on targeting recent graduates and current seniors to improve participation rates and build toward the future.

College Target 24: Contract/grant awards will rise 10%

Outcome 24: The mid-July addendum will report the amount of grants/contracts distributed through the Research Foundation. An unusually large number of funding decisions are still outstanding because of legislative delays on the federal and state levels. The Office of Research and Sponsored Programs made significant progress in implementing program development strategies to increase proposal writing and grant-getting. Workshops have been designed and offered to faculty; plans are underway to develop workshop series targeted to faculty at different levels. The director met with faculty hired within the last two years and continues to assist them in honing their proposal presentation skills. Intense efforts are on track to interact with faculty one-on-one to improve proposal writing and grantsmanship.

The assistant director position, recast as a senior grant specialist and recently filled, will strengthen outreach and broaden program development initiatives. Recordkeeping has been enhanced and a database developed to allow forecasting and enable the office to modify and refine strategies for further growth.

College Target 25: Indirect cost recovery ratios will improve

Outcome 25: The mid-July addendum will report on the indirect cost recovery rate as a percentage of overall activity at the Research Foundation. The College expects to maintain this ratio or increase it incrementally, notwithstanding awards that do not allow full recovery (NYS, NYC, USDoEd, and private foundations). ORSP continues its practice of reviewing requests for reduced F&A in proposed budgets on a case-by-case basis and applying stringent and equitable criteria in making determinations. Waivers have decreased to a very small number.

Objective 10: Improve productivity, service to students, and environmental health and safety

College Target 26: Achieve productivity savings target and apply those funds to student-instruction related activities

Outcome 26: The College achieved its share of the University's $6 million target for productivity savings and applied these savings to both instruction-related and student services activities. Details of specific initiatives will be submitted as an addendum.

College Target 27: Student satisfaction with administrative services will rise; a faculty satisfaction baseline will be set

Outcome 27: Efforts continue to improve student satisfaction with administrative services and with facilities. Information from the CUNY SES and other assessment instruments was used to inform planning.

- The highly successful Y.E.S.S. (Yes to Evening Students Services) Center offers and expands services to students, such as an on-site financial aid counselor and extended hours for student ID validation. An interactive student suggestion box has been added to the Center's web page.
- Online services related to registrarial functions (web registration, degree progress, transcript request, and withdrawal online), testing (CPE registration request online), and bursar functions (online bill payment service) continue to increase in popularity and use. On average, over 700 students access the degree progress module each day.
- The College continues to expand the number of instructional and public computer facilities and computers on campus. There are now 47 facilities with 1,747 computers. Facilities construction and improvements continue. There are 85 computers in L^4 (Library Lower Level Lab), which opened in spring 2005. Construction is in progress to double the size of the Library Café.

The University did not administer a faculty satisfaction survey to measure faculty satisfaction with administrative services.

College Target 28: Lower the percentage of tax-levy budget spent on administrative services

Outcome 28: The College lowered the percentage of tax levy funds spent on administrative services to 29.3% in FY04 from 29.8% in FY03. General administration showed a 0.4% decrease, general institutional services a 0.9% decrease, the result mainly of productivity initiatives in technology and mailing services. The 0.8% increase in maintenance and operations is attributable to the cost of relocating several offices due to the demolition of the Plaza Building (part of the West Quad project) and the increased costs associated with maintaining an ageing campus.

College Target 29: Increase the percentage of instruction delivered on Fridays, nights, and weekends, to better serve students and make fuller use of facilities

Outcome 29: The College increased the percentage of undergraduate FTEs generated on Fridays, evenings, and weekends to 37.1% from 36.5% in fall 2003. The implementation of a new class pattern in fall 2003 has contributed to an improvement of 32.6% from fall 2002. The dean of undergraduate studies continued to work with academic departments, the Registrar, and the Office of Adult Degree Programs to monitor (and, if appropriate, increase) courses meeting at these times.

College Target 30: Hire or assign a dedicated environmental health and safety officer to assess compliance and correct findings

Outcome 30: The College's Office of Environmental Health and Safety (EHS) assures compliance with federal, state, and local environmental regulatory requirements and successfully prepared for the CUNY/EPA audit in spring 2005.

- In accordance with the CUNY/EPA Audit Agreement, the College's overall compliance with environmental requirements was audited by the consulting firm of O'Brien & Gere in April 2005. The diligent efforts of the EHS staff, which worked closely with University and College personnel, resulted in a dramatic reduction in non-compliance items from 302 in 2001 to 19. Of the 10 CUNY campuses audited so far, the College ranked second overall in EPA compliance, and first for a CUNY college of its size.
- All of the 19 audit findings have been corrected. 11 were EPA-reportable violations; the rest pertained to state or local requirements.
- Hazardous materials emergency procedures have been reviewed, updated, and combined as part of the Brooklyn College Emergency Procedures Manual.
- An environmental health and safety web page was developed as part of the new human resources website, which was launched at the start of the spring 2005 semester.