

BROOKLYN COLLEGE YEAR-END PERFORMANCE REPORT (2006-2007)

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 and to support the University's commitment to become a research-intensive institution.

Outcome 1: The College continued to strengthen priority programs and to advance the University's commitment to become a research institution.

Honors Academy: The search for the second holder of the Zicklin Endowed Chair was launched and will continue in fall 2007. A new Honors Academy director was hired to further coordinate and focus the activities of the nine honors programs. Two part-time Scholar's Program advisers were hired to improve advisement and student services. A new program to incorporate more opportunities for science research and science disciplines was initiated. Other initiatives include a two-semester course by the Zicklin Chair for students writing senior theses, a student academic conference, a student-produced professional journal, workshops for seniors applying to graduate school, funded student travel to conferences, monthly lecture series, and the Zicklin Faculty Seminar on Governmentality and Globalization featuring Aihwa Ong (Berkeley) as the keynote speaker. The CUNY Teacher Academy was successfully launched, offering majors in Biology, Chemistry, Geology, Physics and Mathematics Education.

Core Curriculum: The new Core curriculum was implemented under the direction of a newly appointed Core Director; assessment was initiated under the leadership of a new Director of Academic Assessment. A transformation seminar engaged faculty in the development of integrated first-year learning communities that connect English 1 and two Core courses. The Center for Teaching sponsored several Core Samplers and assessment workshops. The academic year culminated in the second annual New Core Curriculum Conference on 1 June, featuring nationally-renowned speaker Elizabeth Minnich (AAC&U).

School of Education: Five new faculty members have been hired; one search is still in progress. Changes recommended by NCATE were implemented: assessments were developed to follow graduates/program completers; work was continued with NYSED to track placement in the schools over time; and a program head was hired to lead the Childhood Education program towards national recognition (SPA). Student advisement was reorganized into three distinct units—Early Childhood, Childhood, and Adolescence Education. Professional and support staff were realigned to serve the large number of students from KCC and BMCC who transfer into the Early Childhood and Childhood programs. The Bridges K-16 Conference, co-sponsored with the Dean of Undergraduate Studies, engaged faculty from the School of Education and the liberal arts and sciences in conversations with K-12 teachers from Brooklyn schools about work across the disciplines, curriculum alignment, and new teaching strategies. Keynote speakers were Dan Fallon (Carnegie Corporation) and George Mehaffy (AAC&U).

Science: A working group of interdisciplinary science faculty met frequently and intensively with architects to program the new science complex. The newly-hired Director of the Environmental Analysis Core Center (EACC) has begun to form a shared-use core center, with renovation of EACC space to commence in the fall. The search for a Director of the Aquatic Research and

President Christoph M. Kimmich, June 15, 2007

Environmental Analysis Center (AREAC) was completed and the new director will take over in the fall. Other hires in support of the College's research programs are in Geology and Physics; searches are still under way in Biology, Physics, Urban Environment and Neuroscience. Efforts to assist new science faculty to attract external funding have led to two new NIH SCORE-funded projects and a number of external proposals currently under review. Research equipment from a grant from the US Department of Energy has brought new equipment to support research by new and existing faculty.

College Target 2: Draw greater recognition for academic quality

Outcome 2: The College continues to attract outstanding faculty whose accomplishments enhance the reputation of both the College and the University. Two Distinguished Professors will be presented to the Board of Trustees for approval at its June meeting: Ursula Oppens (Music), virtuoso pianist and currently John Evans Distinguished Professor of Music at Northwestern University, and Eric Alterman (English), a prolific journalist and scholar. Forty-four searches have resulted in the appointment of 31 new faculty with impressive credentials. Among them: an internationally renowned researcher and leader in ocean science (AREAC Director/Geology); a 19th and 20th century Latin American Literature scholar from the University of California, Davis (Puerto Rican and Latino Studies); a 1990 Rhodes Scholar and Shakespeare specialist (English); and a Stanford University Humanities Fellow (History).

The process that began in 2001 to identify and recommend members of the faculty for national fellowship opportunities produced Guggenheim, Fulbright, NIH, and Whiting award recipients. Other selected honors include: ASCAPPLUS awards, a Foundation of Contemporary Arts award, the Ordre des Francophones d'Amérique (Quebec); and elections and appointments to national and academic honor societies and associations.

Brooklyn College students earned recognition for outstanding achievement, receiving support from the scholarship office and the honors academy. Among the awards: a U.S. Department of State Benjamin A. Gilman International Scholarship, two J.K. Watson awards, Biomedical Research Conference for Minority Students Award for Excellence in Biomedical Research, a New York City Urban Fellowship, Jonas E. Salk scholarships, Peter Jennings Laurel Awards, Young Latinas Leadership Institute Scholars, the Annual Biomedical Research Conference for Minority Students Award for Excellence in Biomedical Research, and the Asian-American Film Festival Best Documentary Award.

The MFA programs continue to attract external funding and recognition. Highlights include: a writer's residency from the Espy Foundation to support six second-year students, additional funds for the Himan Brown Scholarship, and the coveted Lainoff Prize contest judged by a prominent writer. An MFA student was featured in the May issue of *New York Magazine* and students and recent alumni garner prestigious awards (2007 Obie for Emerging Playwrights; *Iowa Review* poetry and short fiction prize, inclusion in the University of Virginia anthology *Best New Poets*; and the *Mississippi Review* Fiction Prize).

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

Outcome 3: The program review process traditionally leads to a multi-year plan that shapes academic decisions and budget allocations. The Departments of Chemistry and of Modern Languages and Literatures completed and received administrative approval for their multi-year plans. Computer and Information Sciences, Physics, Political Science, and Speech

President Christoph M. Kimmich, June 15, 2007

Communication Arts and Sciences submitted draft multi-year plans; Health and Nutrition Sciences and Psychology are in the process of doing so. English, Film, and the Library completed self-studies and site visits. Art, Music, Physical Education and Exercise Science, and Theater have been selected for external evaluation in 2007-2008 and were provided with instructions on the process and on preparing a self-study. Academic Department Profiles (an executive dashboard representing department and college trend data) were released in the fall and used to inform the allocation of full-time faculty lines, temporary services, and OTPS (and to assist departments working on their self-studies). Graduate Program Profiles were piloted to facilitate decisions on enrollment targets for graduate programs.

College Target 4: Expand online course and program offerings and use technology to enrich teaching

Outcome 4: In 2006-07, 2.4% of FTE instruction was offered online (0.8% totally online and 1.6% partially online). Online course labeling has been introduced in the schedule of classes.

Through faculty development programs sponsored by the Library/AIT and the Center for Teaching, three faculty members participated in CUNY Online and developed totally online courses for the Masters in School Counseling and the Advanced Certificate in Grief Counseling. Four totally online courses in the Advanced Certificate in Educational Leadership have been developed; two of them were piloted in spring 2007. Both the Library/AIT and Center for Teaching offered multiple workshops for faculty interested in developing greater expertise with technologies and pedagogical techniques. Planning of e-portfolio projects for students to document the acquisition of core competencies as well as computer and information literacy skills was initiated. A checklist of the latter skills received approval from the college-wide Teaching Learning Technology Roundtable, and an inventory of credit- and non-credit experiences that address each of the skills identified in the checklist is being compiled in cooperation with department chairs.

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

Outcome 5: Nine members of the faculty were awarded named professorships; two received externally-funded teaching excellence awards. Efforts to stimulate faculty scholarship and research were expanded. The Provost's Initiative for Excellence in Research (PIERS), a program that supports science faculty in efforts to obtain funded research, resulted in two grants awarded, four proposals awaiting decision, and three proposals still in preparation. A parallel activity for the support of faculty research and achievement in the arts and humanities sponsored nine faculty projects in spring 2007 and identified 13 participants for fall 2007. The New Faculty Fund supported the costs associated with creative and scholarly activity of over 25 untenured faculty. (See also Outcome 24 [contract/grants awards].)

The Center for Teaching sponsored faculty development programs throughout the academic year. These included presentations and multi-session workshops featuring national experts in student success (Barbara Tewksbury), learning outcomes assessment (Linda Suskie), and faculty mentoring/teaching portfolios (Peter Seldin). Results of student evaluations of faculty were published in the BC WebCentral portal.

College Target 6: Faculty research/scholarship will increase from 2005-2006 levels

President Christoph M. Kimmich, June 15, 2007

Outcome 6: The CUNY Scholarship Report for Brooklyn College (submitted separately) included 566 activity entries from 178 faculty. Approximately one third of this year's entries were in the new conference presentations category, while the remaining two-thirds represented activities in the traditional scholarship categories. Total submissions increased, though book and article production declined somewhat (in part the result of the long lead-time associated with scholarship production and the transition to a new web-based self-reporting system for faculty scholarship activity). Efforts to increase faculty participation in the self-reporting system are underway and data collection for 2007 has already begun, with some 154 individual faculty already reporting scholarship activity for the first half of the year.

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

Outcome 7: The proportion of (the adjusted) student FTEs taught by full-time faculty decreased from 56.4% in fall 2005 to 51.8% in fall 2006. The College had a 4.82% increase in FTEs in fall 2006 which required additional adjunct instructors. For example, double digit FTE growth in Economics contributed to a decline of 6.5% in the proportion of student FTEs taught by full-time faculty, even though full-time faculty were teaching 3% more of the FTEs than in the prior year. The hiring of five full-time Economics faculty members in fall 2007 is in direct response to student demand for courses in this department. Another important factor is the 86% increase in the number of instructional faculty on paid leave in fall 2006 in comparison to fall 2005.

The targeted initiative to engage more full-time faculty in teaching in the Core was advanced by having the annual Transformations seminar focus on teaching in interdisciplinary learning communities and by appointing a full-time faculty member as coordinator of interdisciplinary teaching teams for freshman learning communities. These efforts resulted in a 2.8% increase in the proportion of student FTEs taught by full-time faculty in Core courses.

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

Outcome 8: Over 50% of new faculty hires are women; more than 40% are under-represented minorities. The College undertook proactive recruitment measures to improve the presence of under-represented minorities, including Italian Americans and women. The Office of Affirmative Action, Compliance, and Diversity collaborated with the Office of Human Resources Services on recruitment efforts that set out to increase outreach to a diverse applicant pool and to educate department faculty about the benefits of a diverse faculty.

Over 45% of new staff hires are women; more than 40% are under-represented minorities, including Italian Americans. Since the staff by and large reflects the gender, racial, and ethnic composition of the benchmark availability figures, efforts to increase staff diversity focused on job groups where the percentage of women and minorities is less than, given their availability, would reasonably be expected. In these instances, more extensive outreach was undertaken and the Office of Affirmative Action, Compliance, and Diversity worked with the hiring official to ensure that the broadest and most diverse pool of applicants was recruited.

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

President Christoph M. Kimmich, June 15, 2007

Outcome 9: The CUE proposal was fully implemented, with particular emphasis on the first 60 credits (critical junctures), faculty development, and student success in STEM disciplines. Proven strategies were expanded, as detailed in the College's Campaign for Student Success Revised Operational Plan, 2006-2007, and the Brooklyn College CUE Proposal, 2007-2008.

In fall 2006, 76.6% of students passed University-defined core courses (i.e., credit-bearing math and composition) with a grade of C or better; 87% of baccalaureate students declared a major by the 70th credit; 49.3% of lower division FTEs were 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. College data indicate that in fall 2005 10% of first-time full-time freshmen earned 15+ credits whereas in fall 2006 32% of first-time full-time freshmen earned 15+ credits—an increase of 317%.

A Foundations of Excellence self-improvement plan was prioritized and implemented by the Dean of Undergraduate Studies and the Dean of Student Affairs. A Director of Academic Assessment was hired. The new Core was launched and assessment of WAC and the new Core was initiated. These activities, along with the new admissions requirement of 30 points in the COMPASS math score, will inform efforts to increase student success in “core courses.” The fall 2006 change in the College's Core requirements (i.e., all Core courses are now a standard three-credits so that students take the same number of courses but take a full 15-credit program) and associated changes in student advisement resulted in a significant increase in the number of first-time, full-time freshmen who attempted and earned 15+ credits in the fall semester.

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

Outcome 10: The Dean for Undergraduate Studies gave priority to improving the performance of basic skills and ESL students, with particular attention to addressing the decline in performance by ESL students who entered in fall 2003. As a result, 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); 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).

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

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. A slight decline in CPE show and pass rates is being addressed by the new testing director who has re-instituted an aggressive student awareness campaign.

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

Outcome 12: College Now enrolled an estimated total of 494 students in 2006-07, met 98% of its high school credit and non-credit enrollment projections, and exceeded its enrollment target for college credit classes by almost 7%. In summer and fall 2006, 84% of participants achieved a successful completion rate in College Now courses. The program met the goals of its strategic plan by thorough coordination of efforts within the College's Braiding Resources Group to maximize services provided to partner schools and to increase on-campus program visibility.

President Christoph M. Kimmich, June 15, 2007

Objective 4: Increase retention and graduation rates

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

Outcome 13: Increases in the one-year retention rate for freshmen and transfers were 2.9% and 0.7%, respectively. For the entering class of fall 2005, the one-year retention rate was 78.4% for freshmen and 70.3% for transfers. Increases in the two-year retention rates for freshmen and transfers were 3.6% and 0.7%, respectively. For the entering class of fall 2004, the two-year retention rate was 64.9% for freshmen and 61.6% for transfers.

The Center for Academic Advisement and Student Success (CAASS) increased evening and weekend hours, and hired an adult student advisor and a counselor specializing in the first year. Steps-to-Success included having students visit an academic adviser in their first semester. Improved services, resulting from staff development, produced a 27% increase in student visits to CAASS. Undergraduate academic policies and procedures were improved by extending Student Academic Progress Alerts to freshmen implementing Steps-to-Success (i.e., benchmarks for the first four semesters of the undergraduate career), FAST (Freshmen Academic Success Teams), and The Seven Habits of Highly Successful Students. Other proven programs, such as Transfer Interest Groups (TIGs), the freshmen common reading, workshops targeted to adult and evening students, and learning communities, were continued. Entering students were offered a new summer science institute in computing; entering transfer students were given workshops in how to succeed in the sciences. A non-credit, first-year seminar was piloted for an identified group of at-risk students and participants and non-attendees will be tracked for four semesters. A study of sophomore retention, funded by a grant from the Andrew P. Mellon Foundation, was initiated.

Kool Call program volunteers telephoned ca. 800 entering undergraduate students, allowing for more in-depth interactive communication, with follow-up assistance provided to address individual concerns. Orientation programs were tailored to meet the individual needs of incoming undergraduate, transfer, veteran, evening, and graduate students. New orientation program offerings included “Returning Adult & Evening Student Coffee House,” Transfer Student Sharing Workshop, and increased peer-mentoring initiatives sponsored by Student Affairs.

College Target 14: Graduation rates will rise by 2 percentage points in baccalaureate /masters programs

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, and increase of 4.9% for freshmen and 3.5% for transfers over the entering class of 1999. For master’s students entering in fall 2002, the 4-year graduation rate was 67.6%, an increase of 7.3%.

To accelerate the progress of undergraduate students toward graduation, a new adult student track was added to The On Course Advantage (TOCA) program; the Dean’s Council on Undergraduate Advisement developed a plan for on-going staff development; NACADA training was provided for 100 CAASS and faculty advisers; a pre-health professions/STEM student success coordinator was hired. Advisers were trained in the use of electronic advising tools (such as DegreeProgress) and are using them regularly. A planned curriculum-mapping project was suspended upon notification by SunGard that it would no longer support the DegreeWorks platform. Welcome Back to Brooklyn, a program aimed at recapturing students in good standing who left the College

prior to graduation but did not transfer, was discontinued when assessment showed results below expectations.

A revamped website for graduate programs to provide increased support for graduate students was designed and is being implemented.

Student Affairs programs (SERVA, SAVI and SLICC) that bond students to the institution were continued and expanded.

College Target 15: More students from under-represented groups will be retained and graduated.

Outcome 15: Activities and strategies described in Outcomes 9, 13, and 14 (CUE, Retention and Graduation) address students both in under-represented groups and in the general student population.

Activities directed at building a campus community of students from under-represented groups were coordinated by the E.R.I.S. (Educating, Recruiting, Investing, and Supporting) Project. The “E.R.I.S. Profile for Success” was developed to provide common guidelines, benchmarks, and objectives for peer mentoring. SERVA (the student volunteer registry) increased its outreach to student clubs and organizations, including ethnic and multicultural clubs, by 10% and assisted in recruiting peer mentors. Recruitment efforts focused on attracting academically prepared applicants from under-represented groups to CUNY Pipeline and Mellon programs and resulted in a 50% increase in applications. To address the needs of unaffiliated entering freshmen and transfer students from historically under-represented groups, a study of best practices in college peer-mentoring programs was conducted.

Objective 5: Improve post-graduate outcomes

College Target 16: Professional preparation programs will improve performance of their students on certification/licensing exams or maintain high performance

Outcome 16: Current pass rates on the LAST, ATS-W and CST are 95%, 98%, and 89% , respectively. The number of test takers for each of these examinations increased by 48%, 54% and 51.5%, respectively. The percentage of first-time test takers without an advanced degree who passed at least one segment of the Uniform CPA exam is 34.7%.

Analysis of CST results revealed that test performance declined in two areas—the Multi Subject CST, taken by Early Childhood, Childhood and Bilingual Childhood students, and the Literacy CLT, taken by students in the graduate literacy program which has not admitted students for the past two years. An analysis of results indicated that many students who did not pass the Multi Subject CST last year on the first administration were English Language Learners. This spring, a specialist was hired to conduct test prep sessions to address these concerns. Staffing in the graduate program in literacy has been a critical issue; the program will be suspended until highly qualified faculty can be hired.

College Target 17: Establish performance baselines on graduate exams

Outcome 17: The College collected baseline information on standardized exams required for admission to graduate/professional programs. The mean scores are 499 for the GMAT; 457 verbal and 556 quantitative for the GRE; 148 for the LSAT; and 28 for the MCAT.

President Christoph M. Kimmich, June 15, 2007

College Target 18: Job/education and satisfaction rate baselines will be established for baccalaureate graduates

Outcome 18: University baselines are not yet established. The College regularly conducts surveys of recent graduates when they come to get their diplomas. The last such survey, administered to spring and summer 2006 graduates, indicates 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.

Alumni surveys are administered over a ten-year period to graduates with degrees from selected academic departments, cycled to coincide with external evaluations (see Outcome 3). The summer 2006 version includes alumni from the departments of Computer and Information Sciences, English, Film, Health and Nutrition Sciences, and Speech Communication Arts and Sciences. Over 80% of respondents said that courses in their major departments are very valuable in helping them succeed in their chosen fields, over 60% are employed full time, and more than 70% believed that Brooklyn College had prepared them well for their occupations. A survey is being conducted currently and will include responses from alumni in the departments of Art, Music, Physical Education and Exercise Science, Sociology, and Theater.

Objective 6: Improve quality of student support services

College Target 19: Student satisfaction with academic support services, student services, personal counseling, and use of technology to strengthen instruction will rise

Outcome 19: 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 updated in spring 2008.

Efforts to improve satisfactory services to our students in 2006-2007 included:

- **Library services**: Introduction of the Assignments That Work! Databank (student assignments that either support or develop information literacy skills); expanded functionality of library beaming stations to include downloadable files, both text and audio; heightened search functionality of the library's dynamic database-driven research resources by subject database (installed at four additional CUNY libraries this year—City, Staten Island, Queensborough and Medgar Evers).
- **Information Technology Services**: 9 new Smart classrooms and 450 new public lab computers were installed.
- **Magner Center**: 40 late afternoon and evening workshops were held for adult and returning students, with over 1,100 students over the age of 25 attending. Workshops included resume writing, interview practice, e-recruiting, finding the right major, graduate career strategies, human resources careers, and secrets to career success.
- **Learning Center**: Friday afternoon hours were expanded, evening hours were maintained, and the range of subject-matter tutored during those hours was increased. Web forums that allow for posting and answering questions any hour of the day were created. Supplemental instruction was offered for seven courses, and a "field" tutoring program was implemented in which writing tutors were assigned to Writing Intensive departments.
- **Student Affairs**: A "Getting the Word Out" campaign alerted students to campus media used to communicate important information; e-bursts and smart calendars were used to announce important campus events; the number of town hall meetings and dean's hours was increased. A Compact-funded Health and Wellness Student Information Assistant Project provided peer

President Christoph M. Kimmich, June 15, 2007

health information and resources to approximately 1300 students on evenings and weekends. Personal Counseling and Veteran's Counseling provided expanded service hours, and Athletics strengthened the volunteer component of their programs through a new EPASO project (EmPowered Athletes Serving Others).

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 20: Meet enrollment targets for degree and adult and continuing education; heighten recruitment efforts for black males; mean SATs/CAAs of baccalaureate entrants will rise

Outcome 20: The College exceeded its enrollment target of 15,659 for fall 2006, with total enrollment at 15,947 and total FTEs at 11,530. Total new undergraduates were up, with an increase in transfer students but a small decrease in first-time freshman. Mean SAT scores of regularly admitted first-time freshmen declined slightly, by 3 points; the CAA for this group increased slightly.

In an effort to improve the quality of the entering class, and in consultation with the Central Office, the College modified its admissions index for fall 2007, raising both the minimum CAA and the SAT for regular freshmen. The College also created a summer 2007 program to address conditionally admitted students; launched three market studies (directed, respectively, at students who enrolled, who were admitted but did not enroll, and who were qualified and inquired but did not apply) to refine and improve marketing materials and strategies; improved self-service features for students to register and enroll, including expansion of the SMART (Self-Managed Appointment and Registration Tool) for registration and other enrollment services. Planned expansion of collaboration with KCC by streamlining transfer processes was delayed by KCC's concerns with application security; revision of applications forms to the honors program has been deferred to 2007-08. Activities directed at recruitment of underrepresented groups are described in Outcome 15 above.

Total graduate enrollment in fall 2006 was 3,836 (90 students over the projected target, representing an increase in non-degree students); the number of new graduates was 901 (81 below the projected target). So as to deal with a decline in new graduate students, the College commissioned an environmental scan of the graduate division market that will shape marketing strategies and inform new program development; created a series of publications including a new enrollment booklet and 8 graduate program fact sheets; increased use of e-mail communications to prospective graduate students; and redirected advertisement to online search engines such as gradschools.com, Princeton Review, Petersons and the NY Times Online. A graduate application imaging pilot was launched with 7 participating programs and will be required for all programs in the fall 2008 application cycle. The Office of International Student Service expanded its service hours.

Enrollment and revenue for PACE (Adult and Continuing Education) are reported in July. Summer program enrollment and revenue generated to date indicate significant growth in this successful program.

College Target 21: Complete TIPPS equivalency evaluations for 90% of courses by June 30, 2007; install DegreeWorks by June 30, 2007; raise the number of students accessing Degree Works by 1% for each month this planning and advisement tool is installed

President Christoph M. Kimmich, June 15, 2007

Outcome 21: The College continues to take a lead in the completion of TIPPS equivalencies. As of May 2007, 93.7% of TIPPS equivalencies were completed based on all courses; 94.5% of course evaluations were completed excluding special courses, electives and non-credit courses; 30.1% of evaluated courses were designated as non-transferable. In 2006-2007, there were 10,709 unique logins to Degree Progress/DegreeWorks and 66,863 sessions, representing an increase of 15.9% and 20%, respectively. Students received training in DegreeProgress from the Enrollment Services Center (ESC) and the Center for Academic Advancement and Student Success (CAASS). CAASS advisers and faculty advisers also received extensive training in the use of DegreeProgress.

Objective 8: Increase revenues from external sources

College Target 22: Alumni-corporate fundraising will increase 10%

Outcome 22: Final results for voluntary support for FY 2007 will be published in July. The President and the VPIA focused on top prospects through a regular round of meetings and conversations supported by a new Principal Gifts officer of the Foundation. A major gift initiative to address solicitations in the \$10,000-\$100,000 range was established and realized over \$350,000 in mid-range gifts. An Annual Fund Associate, hired as of July 2007, will develop a strategic plan for the annual fund and for unrestricted gifts. A prospect research office was created. Presidential scholarships and student prizes have been successfully marketed to external funders during the year, and a targeted fundraising event raised approximately \$400,000. Extensive planning for the public fundraising phase of the performing arts center project has commenced and a Kresge Foundation decision on a challenge grant proposal is pending. The Foundation's Planned Giving Committee developed a business plan for marketing and administering charitable gift annuities.

College Target 23: Complete agreed-upon re-structuring of philanthropic foundation to comply with CUNY guidelines and document participation in the CUNY Compact

Outcome 23: The Brooklyn College Foundation is fully in compliance with CUNY philanthropic foundation guidelines. The VPIA was a member of the Chancellor's Foundation Task Force, which resulted in a best-practice manual for CUNY. Foundation Board committees were activated and charged; Board committees have been reorganized and energized. The philanthropic target for the CUNY Compact was met and documented

College Target 24: Contract/grant awards will rise 5%

Outcome 24: The total of Brooklyn College grants and contracts administered through the Research Foundation will be reported in the mid-July RF addendum. Here as elsewhere, the cutbacks in research funding by the Federal government, particularly at NIH and NSF, have affected the number of grants received. Both agencies have delayed decisions on new grants and implemented painful cuts (15% and up) on previously awarded projects. An unusually large number of 2006 and 2007 submissions (36 and 76, respectively) are still outstanding as of June 2007. By comparison, while 45% of grant proposals to these agencies in 2006 were funded, only 30% have been funded to date in 2007. Obtaining increased support for doctoral students on externally funded projects has been a priority in 2006-2007. A new NSF grant to partner doctoral students with public school teachers in developing research-based teaching materials for K-12 science instruction will support ten doctoral students a year for up to two years each with funding equivalent to that received by NSF Graduate Research Fellows.

President Christoph M. Kimmich, June 15, 2007

College Target 25: Improve indirect cost recovery ratio

Outcome 25: The Office of Research and Sponsored Programs makes every effort to improve the indirect cost recovery ratio and does not permit the waiving of overhead rates. About 35% of current grants are not research but equipment, training, or institutional grants and these award categories do not allow for indirect cost recovery. According to Research Foundation data, the recovery rate for grants in the sciences where full overhead is available has increased from 31.06% to 32.72%. Efforts to increase the number of faculty research grants that carry indirect cost recovery opportunities are described in Outcome 5.

College Target 26: Meet agreed upon revenue targets for adult and continuing education

Outcome 26: Final PACE enrollments and revenue, including summer program revenue, are reported in July. A 60% increase in newspaper marketing produced a 30% increase in potential leads, with the greatest impact anticipated in summer youth program enrollment. Non-credit and credit training programs for non-profit workers in fiscal management and in information technology have been developed in partnership with Non-Profit Help Desk. Summer youth and after school programs for children have been expanded. The American Association of International English Programs approved the accreditation of the ESL program in late spring. A new Career Development Center, funded under the Compact, was established to provide continuing education and literacy students with resources, including counselors, to assist in achieving career and educational goals. Evening and weekend workforce programs included, among others, renal dialysis training, healthcare management, legal assistant training, real estate salespersons licensing, fiscal management for non-profits, and childcare assistant certificate program.

Objective 9: Improve productivity, service to students and environmental health and safety

College Target 27: Achieve the productivity savings target and apply savings to student instruction-related activities

Outcome 27: Productivity targets were met and reported as part of the Compact implementation. Savings, generated largely through technology and facilities, were used to support the College's Compact initiatives.

College Target 28: Student satisfaction with administrative services will rise or remain high

Outcome 28: The spring 2006 CUNY SES measures student satisfaction with administrative services at 2.78 (out of 4.0). This survey will be administered again in 2008. The College has implemented the following selected strategies in 2006-2007:

- **Enrollment Services Center (ESC)**, designed to provide students with "one-stop shopping" in a single location, opened in summer of 2006. Renovated space provides improved traffic flow, particularly at peak registration periods. Current services include a registrar's information counter, tuition and fees payment processing, general financial aid information, ID, and check distribution functions. Training students in the use of the WebCentral portal and creation of portal accounts is an ongoing strategy to shift students to the convenience of regularly expanding online services for simple transactions. Student newspapers have positively reviewed ESC service offerings and survey results indicate that student satisfaction increased by 13%.

- ITS successfully launched the following services: speech screening online registrations in support of our Speech and Hearing Clinic; enhancements to SMART, the online registration appointment system for freshmen and transfer students; and online registration for Open House and Campus Tours.
- Improved communications via the use of chat facilities were implemented in the ASKME Information Booth, in Network Support, and in Portal Support functions.

College Target 29: Lower or hold constant the percentage of the tax-levy budget spent on administrative services

Outcome 29: 27.9% of the FY2006 tax levy budget was spent on administrative services (ISS). This represents a reduction from FY2005. The College continues to seek efficiencies that yield potential savings.

College Target 30: Have and implement a financial plan with a balanced budget

Outcome 30: The College submitted financial plans with a balanced budget to the University Budget Office.

College Target 31: The % of instruction delivered on Fridays, nights, and weekends will rise, to better serve students and use facilities fully

Outcome 31: In fall 2006, the percentage of FTE instruction delivered on Fridays, nights, or weekends was 46.3%. Increased scheduling on Fridays, evenings and weekends was encouraged throughout the academic year. The fall 2007 schedule as currently constituted plans an increased utilization of 13.5% in the evenings, 4.2% on Fridays, 27.5% on Saturdays, and 19.2% on Sundays. While cancellations are inevitable, additional sections responding to unanticipated demand will be added to the schedule only during targeted periods. On a policy level, the class patterns committee endorsed increased scheduling during these periods and recommended a college-wide implementation strategy and monitoring system. The planned curriculum-mapping project has been suspended in light of news that SunGard no longer supports the DegreeWorks application.

College Target 32: 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.

Outcome 32: Through participation in the CUNY ChemTracker pilot project, the College's existing chemical inventory and hazardous waste management was reviewed and updated. The Office of Environmental Health and Safety reviewed existing training programs and developed new training modules for faculty and staff working with chemicals or other hazardous substances in laboratories, art studios and buildings and grounds areas. Training sessions were conducted at the beginning of fall and spring semesters for all new and existing employees assigned to these areas in accordance with applicable regulations.