

BROOKLYN COLLEGE PERFORMANCE GOALS PROGRESS REPORT (2007-2008)

Goal 1: Raise Academic Quality

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

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

Outcome 1: In 2007-08, the college continued its commitment to University flagship and college priority programs:

Sciences: Interdisciplinary faculty appointments in college priority programs included two in photonics, one in computational science, and one in environmental toxicology; a mid-career hire in chemistry was chosen to impact program growth and development over the longer term. Biology was augmented by three new faculty and began a search for an endowed chair that will bring to campus a nationally prominent microbiologist. To further advance research in flagship programs, the College increased start-up support for new science faculty in these programs by 25% in 2007-08 and built a neuroscience lab, an advanced genetics lab, and a Geology lab equipped with GIS software. AREAC focused on launching its research agenda—a team of AREAC geologists and biologists, hired within the last two years, is in discussion with city and federal partners on environmental assessment and remediation in Jamaica Bay. An NSF-funded GK-12 Project placed nine doctoral students in five partner schools; students are doing field research and reporting results at conferences and in the community at large; school teachers are using equipment and resources previously unavailable to them, and doctoral students are developing strong teaching skills.

Honors Academy: Dr. Tammy Lewis was recruited as the Zicklin Endowed Chair in the Honors Academy effective in fall 2008. Her widely-acknowledged expertise in sustainability issues is expected to lead an already strong grassroots faculty and student interest in sustainability to new outcomes in curriculum and scholarship.

Core Curriculum: Faculty and students are now fully engaged in the new courses and pedagogies of the revised Core Curriculum. Dr. Elizabeth Minnich (keynote speaker at the 2d annual Core Conference) returned as Carol Zicklin Visiting Scholar (see Outcome 2) to work with faculty and advise them on how to assess one of the Core's ten common goals, the ability to make sound moral and ethical decisions. Core coordinators supported the assessment program and focused on professional development issues for adjuncts who teach in Core. The first "Core Abroad" course, based on the Silk Road course developed a year ago, will be offered in China in summer 2008. The annual Core Review Conference featured Randy Bass (Georgetown), who spoke on general education and the new media. Core and General Education program goals were aligned on a newly released web page and an extensive review of general education (including Core) as part of the Middle States self-study yielded a number of recommendations for future development.

School of Education: Resources were allocated for new, research-oriented faculty appointments in Special Education, Early Childhood, and School Psychology. In order to address NCATE concerns about the dual role of dean-cum-department chair, the School has begun to restructure itself: a report with potential models for reorganization was presented to and will be acted on by the faculty in 2008-09. A new Childhood program head was appointed, and all requirements for the program's national recognition by ACEI are in place. The Early Childhood Center and the

Early Childhood Teacher Preparation Program are being integrated according to plan. The on-campus Brooklyn College Academy adopted the Early College model and completed a “critical friends” review of first-year efforts. The Teacher Academy, ably led by an interim director, will have a permanent director as of this summer.

College Target 2: Draw greater recognition for academic quality

Outcome 2: The College brought in accomplished senior faculty and promising junior faculty this year. Forty-four searches resulted in the appointment of 39 new faculty, with three searches still in process and two deferrals. Joining the faculty this fall will be Distinguished Professor Ursula Oppens (Music), an internationally-renowned piano virtuoso; Teresa Snider-Stein (Theater, Yale Drama School), a 20-year veteran costume designer with an impressive array of Broadway, off-Broadway, film and television credits; Brett Branco (AREAC, the University of Connecticut) whose research interests include coupling between physical transport and biogeochemical reactions in dynamic environmental systems; Christopher Warren (History, Brandeis), an urban environmental historian who until recently was Academy Historian at the New York Academy of Medicine; and Brian R. Gibney (Chemistry, University of Michigan and NIH Postdoctoral Fellow at the University of Pennsylvania), whose research focuses on understanding how proteins fold, incorporate metal ions, and perform catalysis.

The MFA program in fiction continues to attract writers of distinction to its faculty as well as top-notch students from across the country. It was ranked one of five “up-and-coming programs in the country” (*The Atlantic Monthly*, July 2007). Noted author Amy Hempel, recipient of the Hobson Award and a Guggenheim Fellowship, will replace Michael Cunningham as coordinator in fall 2008. Six MFA students spent a productive month in residence at the Espy Foundation retreat. MFA graduates received numerous prizes and honors, including another Obie; their works continue to be published by prestigious literary houses.

Visiting scholars engaged the community in thinking about cutting edge interdisciplinary research, notably in neuroscience and in the humanities. In April, Dr. Marc Shell, Harvard’s Irving Babbitt Professor of Comparative Literature and Professor of English and American Literature and Language, spent a week on campus as the seventh Robert L. Hess Scholar-in-Residence, exploring such diverse themes as the relationship between art and money, and nationhood, politics and language difference. The Carol Zicklin Lecture series stimulated thought and discussion on new knowledge in the field of neuroscience with Marc Hauser (Harvard—the human mind/human morality), Robert J. Zatorre (McGill—the brain/music), and Robert Moses (the Algebra Project, Inc—mathematics as an organizing tool). Dr. Elizabeth Minnich (AACU Senior Fellow) spent a week in residence as a Zicklin Visiting Scholar, sharing her theories of “teaching thinking.” Harvard Law Professor Alan Dershowitz (’59) celebrated the publication of Finding Jefferson: A Lost Letter, A Remarkable Discovery and the First Amendment in an Age of Terrorism (John Wiley Sons, 2007) at the College in May.

Notable faculty accomplishments included: the discovery of new, more direct pathways from outside of cells to cell nuclei by Professor Ray Gavin (Biology) and his team (heralded by the NSF last summer); Distinguished Professor Eric Alterman (English) published Why We’re Liberals: A Handbook for Post-Bush America (Viking, 2008); his two-volume The Cause: American Liberalism from World War II through the War on Terror is under contract to Viking Books; Distinguished Professor Tania Leon (Music) was appointed the U.S. Artistic Ambassador to Madrid; K. C. Johnson (History) was appointed Distinguished Fulbright Chair in the Humanities at Tel Aviv University; Juergen Polle (Biology) received wide attention and a large venture capital award (\$1.67M over two years) to investigate bio-fuels.

Brooklyn College students continue to garner scholarships and awards: a Marshall finalist, two Jonas Salk scholars, two Jeanette K. Watson Fellows, two Fulbrights, and a Macaulay Honors College Thesis Award recipient.

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

Outcome 3: Computer and Information Science, English, and Political Science completed and received administrative approval for multi-year plans. The Library, Physics, and Speech Communication Arts and Sciences submitted draft multi-year plans. Film, Health and Nutrition Sciences, and Psychology are preparing draft plans for submission. Music, Art, and Theater completed self-studies and site visits. Anthropology and Archaeology, Physical Education and Exercise Science, and Television and Radio were selected for external evaluation in 2008-2009. Indicative of the value of the process: Computer and Information Science devised an advanced certificate program in parallel and distributed computing, an undergraduate program in multimedia computing, and a new master's program in educational technology; Political Science identified five priorities responding to student interest as well as external advice, including a plan to establish a master's concentration in International Affairs with a trans-national focus. Departmental self-studies are informed and given substance by academic profiles (an executive dashboard with department and college trend data) prepared and released each fall. Annual report, external review, and self-study guidelines were revised so as to monitor more effectively progress by department faculties in implementing multi-year plans and outcomes assessment plans.

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

Outcome 4: In 2007-2008, 7.3% of instructional FTEs were offered partially or totally online, representing an increase of 4.9% over 2006-2007. Partially online FTEs rose from 1.6% to 6.1%, totally online FTEs rose from 0.8% to 1.2%. To advance the integration of technology into courses and teaching, the following activities were undertaken:

- A Distance Learning Task Force was appointed in fall 2007 and presented its preliminary report to the Provost and the Faculty Council.
- Online course and program development continued through participation by faculty members in Economics in CUNY Online. Courses in the educational leadership certificate program were developed under the aegis of the Provost's Online Initiative.
- A draft of college-wide information and computer literacy goals is under review. In spring 2008, the Library (along with ten other CUNY libraries) participated in a CUNY Faculty Development grant-funded pilot of the ETS iSkills Information and Communication Technology Literacies test. Results will be published in fall 2008.
- The Center for Teaching continued its series of workshops on best practices in the integration of technology into teaching.
- Eight entirely new smart classrooms were put on line and nine existing smart classrooms were retrofit with additional instructional support tools.
- Assessment activity outlined in the IT Plan was initiated.

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: Efforts to promote the highest standards of teaching and scholarship among Brooklyn College faculty included:

- The Roberta S. Matthews Center for Teaching developed a five-year strategic plan (approved on March 5, 2008).
- In January 2008, ten faculty participated in a week-long Teaching Portfolio Workshop led by Dr. Peter Seldin, a pioneer in the teaching portfolio movement. As a result, trained mentors are now available to assist faculty in developing teaching portfolios in a program that will commence in 2008-09.
- Student Evaluations of Faculty are now posted on the College website and on the WebCentral portal in a new searchable database (and student evaluation of faculty questionnaires are administered online). That enables departments and individual faculty to assess student satisfaction both for individual sections and across all sections of a course and will be used to inform improvements in delivery and/or course content.
- To support increased scholarly productivity and grantsmanship, the Provost's Committee for Un-sponsored Reassigned Time and the Provost's Initiative for Excellence in Research and Scholarship met the target for allocation of faculty reassigned time. PIERS participants work with senior faculty mentors who review proposal drafts and provide guidance.
- Through participation in a national Project Kaleidoscope (P-KAL) program, best practices to enhance the adoption of "pedagogies of engagement" in science curricula are being evaluated and selectively introduced. Actions to date include the acquisition of chemical modeling software, exploration of Process Oriented Guided Inquiry Learning (POGIL) methodology, and increased engagement with Peer-Led Team-Learning (PLTL) in gateway science courses.
- The Office of Research and Sponsored Programs (OSRP) increased the number and frequency of grants workshops. A Compact-funded workshop by GrantWriters, Inc., focused on research proposal preparation with specialized sessions on the arts, humanities and science. Individual tutorials on RF systems and a new campus grants management guide provided enhanced support.

College Target 6: Faculty research/scholarship will increase

Outcome 6: For 2007, the total scholarly productivity reported within specific categories was 29 books, 37 edited books, 70 chapters, 271 peer reviewed articles, 130 other articles and abstracts, 106 creative works, and 788 "other works." Of a cohort of 588, about 61% responded with reports on their scholarship.

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

Outcome 7: In fall 2007, full-time faculty taught 48.5% of all instructional FTEs and 48.9% of all instructional hours, 47.8% of all undergraduate instructional FTEs and 48.6% of undergraduate instructional hours, and 52% of all graduate instructional FTEs and 49.7% of graduate instructional hours. For the same period, mean teaching hours of veteran full-time faculty (n=314) were 7.9; mean teaching hours of full-time faculty eligible for contractual release time (n=75) were 7.3. The College intends to increase the percent of instructional FTEs and percent of instructional hours taught by full-time faculty but will continue to reach out to field practitioners who, as "expert adjuncts," provide invaluable depth and breadth to specialized programs, particularly at the graduate level. For fall 2008, increased presence of full-time faculty in the classroom will be effected by limiting independent study courses and by even more closely managing the number of class sections staffed by adjuncts.

The CUE Transformations Seminar engaged 17 full-time faculty in research on “Generation 1.5” (U.S.-educated immigrant English language learners) and composition. Participants applied best practices in their spring classes and are actively disseminating results. Engagement of full-time faculty in learning communities was encouraged and a new learning community of Geology, Classics, and English 1 was implemented.

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

Outcome 8: Working together, the Office of Affirmative Action, Compliance, and Diversity and the Office of Human Resource Services have stepped up recruitment efforts directed at eliminating underutilization identified in the Affirmative Action Plan (AAP). *Faculty:* This year over 55% of the faculty hires are women and 13 new hires are from federally designated minority categories. Most of these hires address areas of underutilization identified in the AAP. *Staff:* Our staff generally mirrors the gender, racial, and ethnic composition of the availability figures in the AAP. Efforts to increase staff diversity were focused on the few job groups where the percentage of women and minorities is less than would reasonably be expected given their availability in the requisite labor pool. In these instances, the Office of Affirmative Action, Compliance, and Diversity works with the hiring official to ensure the broadest and most diverse pool of applicants is recruited. Almost 50% of new hires this year are women and more than 55% are under-represented minorities, including Italian Americans.

Goal 2: Improve Student Success

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

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

Outcome 9: In fall 2007, 78.2% of students passed freshman composition and gateway math courses with C or better; 80.9% passed freshman composition with C or better, and 69.6% of students passed gateway math courses with C or better. In fall 2007, 90.1% of baccalaureate students declared a major by the 70th credit and full-time faculty taught 44.2% of lower division FTE instruction. In fall 2006, 30.8% of freshmen and transfers took one or more courses the summer after entry and entering freshmen took an average of 24.5 credits in the first 12 months.

The following CUE/Campaign for Success activities have been implemented and assessment is in progress:

- Pre-Freshman Academy was launched and required for conditionally admitted students
- 0-60 credit initiatives: Student Academic Progress Alert (SAPA) efforts to channel students experiencing difficulty to academic advisement and Learning Center services continued; a first-year success course was created and launched; Freshman Academic Success Teams (FAST) were run in January for first-time freshmen who did not do well in fall; Steps to Success (benchmarks for the first four semesters) have been published and widely distributed; and 7 Habits master classes (targeted to sophomores with GPAs of 2.2-2.7) are in progress
- General Education initiatives: fully integrated learning communities and a freshman common reading project were implemented; a Writing Across the Curriculum handbook is in production; guidelines for quantitative reasoning courses are under review
- The proposed e-portfolio project to support Core and computer and information literacy learning outcomes was, on closer review, determined not to be cost effective

- Transformations Seminar and Center for Teaching programs were implemented
- STEM initiatives: Peer-Led Team Learning (PLTL) and Supplemental Instruction (SI) sections increased and assessment of PLTL is in progress; early intervention project for Chemistry 1 is complete; summer programs for transfers in organic chemistry and Computer and Information Science are in progress
- The First-Year Philosophy was published on a freshman common reading project bookmark, the 10 Brooklyn College Goals, and the Steps to Success were publicized through direct mail, in orientation, and by the Center for Academic Advisement and Student Success (CAASS)
- All departments in the Office of the Undergraduate Dean are implementing assessment plans and strategic data-driven planning and annual reports.

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

Outcome 10: In fall 2006, the percentage of non-ESL SEEK students who passed all basic skills tests within one year was 85.1%. The OIRA database was reloaded recently and new data indicates that the pass rate is 86.7% (i.e., 26, not 29, members of the cohort failed). Of these 26 students, internal records indicate 6 passed within one year. These students may not have been counted because of clerical issues (for example, the time lapse between passing the final test and entering this information into the CUNY IR database). Nonetheless, these students began their second year at the college with the knowledge that they had completed their skills assessment tests. Of the remaining 20 students, 15 had not met the criteria for admissions into Brooklyn College, and should not have been admitted. Because our admissions standards are tailored to admit students who are likely to succeed in college, it was unlikely that they would achieve the same level of success ordinarily expected of entering SEEK students. This matter was brought to the University's attention in a memo from Provost Roberta Matthews to Dean Robert Ptachik dated July 24, 2006.

The percentage of ESL students (n=52) entering in fall 2005 who passed all basic skills tests within two years was 76.9. College records indicate that two additional students passed within the time limit, raising the overall pass rate to 80.8%. Proven strategies were continued: second semester ESL learning communities; ESL Immerse pedagogy was integrated into academic year learning communities; and ESL faculty were included in learning communities activities.

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

Outcome 11: Fall 2007 show rates increased by 5.8% and pass rates increased by 0.8% over fall 2006. Fall 2007 results exceeded the total university show rate by 4.6% and the total university pass rate by 2.4%. A communications plan was used to improve show rates: students with a history of multiple failures were required to take a preparatory workshop and class size was reduced. Assessment to determine the effectiveness of the workshops (i.e., comparative success rates for completers versus those that did not participate) was initiated.

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: In 2007-08, estimated College Now enrollment was 441. College data indicate that College Now met 76.4% (n=208) of its college course enrollment target (n=272) and 84.5% (n=284) of its high school course enrollment target (n=336), or 80% of the combined enrollment

target. The combined pass rate for college and high school courses in summer and fall 2007 was 82%. The decline in enrollment is attributable to the planned transition of Brooklyn College Academy (BCA) to an Early College high school model (120 students in this program would have previously been enrolled in college courses in our College Now program) and to a lack of familiarity with College Now among new leadership at Midwood High School (historically the largest partner school with the strongest college course completion rates). Work to maximize enrollments for both schools in 2008-09 is currently in progress. Partnering with BCA in the transition to an Early College High School resulted in 11 new BCA college courses this year. Successful completion rates for BCA college courses in fall 2007 (not included in the aggregate College Now program results above) were 98% (n=52). The long-range plan to graduate BCA students with 30 college credits calls for strong collaboration between College Now and the BCA Early College High School. College preparatory courses were also offered at EBC-Bushwick High and the Academy for College Prep and Career Exploration.

Objective 4: Increase retention and graduation rates

College Target 13: Retention rates will progressively increase

Outcome 13: One-year retention rates for students entering in fall 2006 increased to 80.2% for freshmen and 70.8% for transfers. For students entering in fall 2005, two-year retention rates increased to 67.4% for freshmen and 63.2% for transfers. The CUE proposal (see Outcome 9) was implemented. Entering student advising/registration was restructured while SMART technology made for better coordination of entering student advising, testing, and registration. Various initiatives -- staff development, online appointments, direct communications -- were implemented. The Campaign for Success/Mellon Sophomore Study is in progress and a coherent, data-driven 0-60 design is being written. A new Student Handbook was produced (print and CD formats) and included in every new student orientation folder. Student handbooks were published for pre-law and pre-health professions. The "Cool Calls" program (peer outreach to entering students to elicit and address concern) logged nearly 500 conversations in Spring 2008. SERVA, a registry program that encourages and documents volunteer involvement on campus and in the local community, registered 164 students in spring 2008 and 1500 over the life of the program. SERVA engages students in becoming informed and responsible citizens, in promoting creative thinking and problem solving skills, and in promoting effective communication and interaction in a pluralistic society.

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

Outcome 14: The four-year graduation rate for freshmen and transfers entering in fall 2003 were 17.3% and 43% respectively. The six-year graduation rates for students entering in fall 2001 were 46.9% for freshmen (an increase of 2.6%) and 52.8% for transfers (an increase of 2.2%). For master's students entering in fall 2003, the four-year graduation rate was 70.0 (increase of 2.4%). Undergraduate Initiatives: all entering students are advised to take 15 credits each semester, to use January/summer to accumulate additional credits, to enroll in a learning community program, and to take the new first-year success course. Membership in the On Course Advantage Program (TOCA) increased by 11% and now represents adult as well as traditional college-age students. Graduate Initiatives: Graduate Investment Program (GIP) funds supported expanded information services for graduate students in the "one-stop" Enrollment Services Center, a Learning Center Graduate Writing Assistance program, numerous professional skills workshops, and the successful pilot of a "concierge" staff member who provides academic

support (including initial work on contracts with students on academic probation) to specified programs.

Objective 5: Improve post-graduate outcomes

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

Outcome 15: The ATS-W pass rate remains at 98%. The LAST pass rate was 94% (as of May 2008), the CST pass rate 88%. Number of test takers increased again—32.8% for the ATS-W, 37.8% for the LAST, and 26.1% for the CST. Performance on the CST Multi-Subject Exam (taken by 63% of all CST candidates) increased to 88%, the result of workshop preparation and curriculum adjustments. Performance in CST reflects first-time passing scores of 78% in Physical Education and Social Studies. By May 2008, 94% of Physical Education program completers and 87% of Social Studies program completers had passed the CST. Students who fail teacher certification exams on the first attempt are English language learners and those with GPAs below 3.0. Our analysis indicates that transfer students, especially those enrolled in strong articulation programs with BMCC and KCC, score as well as “native” students.

The following interventions are in place: Compact-funded prep workshops are offered fall and spring for all eligible test takers; program advisement has been restructured and students are advised to take exams after completing general education and most of their major coursework; test results are reviewed with liberal arts faculty and new NYSED materials on licensing exams are provided for curriculum revision; assessment of test results to identify and address specific problems is on-going.

In 2006, the percentage of test-takers without an advanced degree passing at least one segment of the Uniform CPA exam increased to 42.9 (an 8.9% improvement over 2005).

College Target 16: Colleges will report performance on graduate exams

Outcome 16: The mean score for students taking the MCAT in 2006-07 was 26.3, the second highest mean score since 2003. The mean score for students taking the LSAT in 2006-07 was 149, a slight increase over the 2005-06 mean of 148. LSAT and MCAT test prep courses, some targeted especially at verbal reasoning skills, were Compact-funded. GRE mean scores in 2006-07 were 417 (verbal) and 545 (math). The math score is up 8 points from the previous year. The mean score for students taking the GMAT in 2006-07 was 471.5, an increase over the 2005-06 mean; the number of students taking the exam who identified themselves as current or former Brooklyn College students increased by 24%.

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

Outcome 17: A College-administered alumni survey (2007) indicates that 79% believe that they were well prepared for their current occupations and that 80% regard the courses in their major to have been very valuable in helping them succeed in their careers.

The 2006-2007 Recent Graduate Survey shows that the percentage of recent graduates who are pursuing a graduate-level degree increased to 36 (and that about 50% intend to do so at some point in the future). The same survey shows that the percentage of recent graduates employed full time has increased to 45.

Objective 6: Improve quality of student support services

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

Outcome 18: Respondents to the CUNY SES in spring 2008 indicated a level of satisfaction of 2.93 with overall academic support services, of 2.78 with student services (a slight improvement over 2006), and of 3.23 with access to computer technology.

Academic Support Services:

- The Center for Academic Advisement (CAASS) implemented electronic appointments
- GIP funding supported numerous specialized workshops for graduate students, a Graduate Writing Assistance Program in the Learning Center, and a GIP Research Award program
- The Learning Center assigned 13 field tutors to work in 11 different departments with faculty and students on course-specific assignments in classroom, small group, and individual settings
- The Magner Center for Career Development and Internships developed a Virtual Career Services Center and the Office of International Student Services (OISS) developed a web-based tutorial.

Use of Technology:

- The latest release of the BC WebCentral Portal included course-specific email addresses; online student elections; online submission of course/faculty evaluations
- Library/AIT introduced an e-Reserves system and released several online tutorials, simplified EZProxy services provide improved access to online journals, and ITS public lab hours were expanded

Student Support Services:

- The Health and Wellness Consortium distributed over 400 Health and Wellness kits, made in-class presentations throughout the year, and held its annual Health and Wellness Fair in spring 2008. Programming continues to target evening, weekend and graduate students.
- The annual three-day Student Leadership Retreat included student leaders ranging from freshmen to graduate students and focused on promoting a sense of unity, community building, and teamwork.

Goal 3: Enhance Financial and Management Effectiveness

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

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

Outcome 19: Total enrollment in fall 2007 was 16,087. The mean CAA of baccalaureate entrants rose to 85.1 from 84.4; mean SAT scores remained stable at 1058 for first-time freshmen excluding ESL students, and 1050 for all freshmen. In consultation with the university, the College raised admissions standards for fall 2008.

A search for an AVP for Enrollment Services is underway; the office itself is being reorganized. To ensure smooth day-to-day operations, the College has engaged Maguire Associates, a consulting agency specializing in enrollment management, to supply assistance in admissions. Goals and objectives for 2007-08 were revised and implemented, with priority given to improving services for transfer and graduate program applications. Major accomplishments: completing the

design of a new transfer evaluation system; streamlining and re-staffing of graduate admissions processing; automating the communications flow (both print and email) using the Recruitment Plus Tracking System; consolidating Basic Recruitment Plus and SIMS entries, along with imaging of documents, in a central receiving/processing function.

As of April 1, PACE met and exceeded its enrollment and revenue targets (see Outcome 27).

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

Outcome 20: TIPPS equivalencies remain high at 92.7%. A complete review is being done of all courses designated as non-transferable; the percentage of such courses has declined by 6.5 over 2007 to 23.6.

Objective 8: Increase revenues and decrease expenses

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

Outcome 21: The College expects to meet or exceed the established fundraising target. Among the year's accomplishments: the transition from a consultancy-led fundraising operation to a fully-staffed development office was completed; the total number of gifts for the fiscal year increased by 140% to 7,211 (as of mid-June); major gifts rose by 10%; IRA rollovers increased by 30%; a charitable annuities program was launched; gifts, pledges, and bequests were secured to establish three endowed chairs (in science, philosophy, and political science); online communities of practice targeted to the baby boomer generation (alumni of the 1970s and 1980s) are being designed; advisory councils (for Computer Science and for the Magner Center for Career Development and Internships) were formed and a pre-law advisory council is in formation. A new capital campaign plan was designed with a provisional target of \$100 million for FY2008-12.

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

Outcome 22: Established productivity targets have been met and, in accordance with Compact requirements, applied toward the hiring of full-time faculty, full-time CLTs, and other academic- and student affairs-related activities.

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

Outcome 23: The percentage of the budget spent on ISS in FY 2007 decreased slightly to 27.6.

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

Outcome 24: The College has submitted and implements a financial plan with a balanced budget.

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

Outcome 25: Final grant income will be available in the supplemental report issued in July. As of early June, 61% of all proposals submitted in FY2008 are still pending a decision. Of those on which action was taken, 72% have been awarded and 26% were denied (2% withdrawn). By comparison, at this time last year (FY2007), 59% of proposals had been awarded and 28% were

denied (2% withdrawn). Despite federal budget constraints that continue to affect grant income adversely and delay the receipt of many awards, *research* grant income in fact is down by only 1% compared to this time last year. (Among School of Education grants, the NYC Earth Science Teachers Summer Institute received renewed funding from NYSED, representing more than double the first year allocation. Additional teacher induction proposals totaling \$2.1M are currently pending.)

Proactive measures to ensure successful proposals include:

- Ascertaining the research focus and grants expertise of new faculty prior to their arrival and developing customized strategies for grant development, including a ladder approach for inexperienced grant writers
- Acting as a clearinghouse for interdisciplinary and multi-disciplinary team formation and proposal development
- Seeking opportunities for institutional grants, developing concepts, compiling data, and supporting design and development of programs that respond to campus priorities

College Target 26: Improve indirect cost recovery ratios

Outcome 26: The College expects to meet or exceed the FY2007 indirect cost recovery rate of 20.9%. For all applicable research grants that permit overhead recovery, the College strictly enforces its policy of not permitting waiver of overhead rates.

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

Outcome 27: As of June 2008, enrollment increased by about 14%, revenues by about 13%. The PACE Advisory Board is drafting recommendations to build enrollment for PACE programs in lower Manhattan. PACE and the Center for Worker Education (25 Broadway) piloted a program of off-site courses, and a pilot CPA exam review course (co-marketed by PACE and the AICPA) was developed in spring 2008.

Objective 9: Improve administrative services

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

Outcome 28: The Brooklyn College Foundation is in full compliance with CUNY guidelines and continues to support College initiatives as prescribed in the CUNY Compact.

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

Outcome 29: In spring 2008, the CUNY SES rated student satisfaction with administrative services at 2.76 (out of 4.0), down by .02 compared with spring 2006. Aggressive corrective actions have already been taken in Enrollment Services to address identified student concerns (see Outcome 19). The following initiatives were also undertaken:

- A college call center was established as a pilot in early 2008 in four offices—Registrar, Admissions, Enrollment Service Center (ESC), and ITS—enabling them to handle 80,000 calls in the first six months, with as many as 1,000 on peak days. Associated with this project were increased staff coverage and a staff training program.
- The BC WebCentral portal was updated and new online services were introduced. Where appropriate, parallel entries were posted on the college website and in the portal—e.g., a

- “Financing Your Education” post addresses prospective students on the external website and, suitably customized, continuing students on the portal.
- ESC service improvements include expanded Saturday hours, ID distribution to new students; creation of a task force to streamline print and online communications to students; correction of signage problems. In a student survey (spring 2008), two-thirds of the respondents reported satisfaction with the new services of the ESC and the number of those reporting familiarity with ESC’s online services increases steadily.
 - The Bursar’s Office completely revamped its phone services, staff coverage, and online student communications strategy (e-mail, website and portal) to ensure that students receive timely notice of all bursar-related deadlines.
 - The uniform print management system was extended to the Library and the Library Café.

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

Outcome 30: In fall 2007, the percent of FTE instruction offered on Fridays, nights, or weekends was 45. In spring 2008, courses offered on Fridays, evenings and weekends increased (but held steady for in-demand courses during the day). At the same time, in a collaborative effort, twelve BMCC courses, with a total of 266 students, were offered at Brooklyn College during the targeted underutilization period.

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

Outcome 31: Training in hazardous waste management and safety was provided to 261 faculty and staff members, a 49% increase in the anticipated training audience. Training covered proper storage, use, and disposal of hazardous materials, and use of the new CUNY chemical inventory management system, Chemtracker. A CUNY triennial internal environmental compliance audit in March 2008 found the College in full compliance with requirements pertaining to training, hazardous waste management, and other environmental regulations.

College Target 32: Make timely progress in ERP implementation

Outcome 32: College staff participated in all aspects of CUNYFirst, fielded a complete team of project leadership and subject matter experts, and met all CUNYFirst deadlines. An on-campus CUNYFirst project team briefing was hosted in November; campus team meetings are held regularly. The College is the Brooklyn borough training center and began its training program in April. General Ledger and HR staffs are ready to implement based on project timetables. In order to comply with prospective CUNYFirst course numbering conventions, extensive research was conducted and a new course numbering schema is under review.