

BROOKLYN COLLEGE PERFORMANCE GOALS (2008-2009)

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:

- *Endowed Chairs:* Louis Quadri (Cornell Medical School) assumes the Zicklin Chair in Science [Biology] in spring 2010; Lewis Gordon (Temple University) will be the Visiting Newman Chair in Philosophy (spring semester). Recruitment of named professors deferred to arrival of new president.
- *New Faculty:* 19 faculty (including 3 adjunct conversion lines) in, *inter alia*, internet journalism, music composition, early childhood, and early childhood bilingual, appointed as of fall 2009.
- *Research Support:* 12 research labs were renovated to support research-active faculty (including new hires) in Biology, Chemistry, Geology, Health and Nutrition Sciences, Mathematics, and Physics. Some \$1.4 million in start-up funds (including \$375,000 in CUNY funds) supported 11 new faculty in the natural and applied sciences.
- *Approved Programs:* B.S. in Exercise Science; Advanced Certificate in Parallel and Distributed Computing; M.A.T. in Adolescence Science Education (7-12). *Programs Pending Board Approval:* B.A. program in Children's Studies; Joint A.S. degree program in Biotechnology at Kingsborough C.C./B.A. or B.S. degree program at Brooklyn College. *Letters of Intent in Progress:* M.S. program in Educational Technology; M.A. in Human Resource Management.
- *School of Education:* (1) Outcomes Assessment: participating in a pilot of a shared database on student performance in partnership with NYSED and NYC DOE (pilot housed at Hunter); (2) Clinical Models of Practice: led a CUNY-funded, CUNY-wide series of clinical discussions with Teacher Academy faculty and campuses on use of video performance feedback. (3) Curriculum Resources: developed and implemented extensions on partnership work with National Parks of NY Harbor (online faculty guide to place-based learning for BC & CSI faculty); (4) awarded a GATE America's Best Idea grant to develop a student-directed film to be presented as part of Ken Burns's PBS special on national parks; (5) completed negotiations with Bronx Zoo and American Museum of Natural History to provide course work for science education credit for undergraduate and graduate programs respectively; (6) a team of Brooklyn College, STAR, and BCA faculty developed "Democracy Walk" curriculum at the Summer Institute of the National Network for Education Renewal.
- *Environmental Research & Partnerships:* Received \$470,000 for restoration of the campus greenhouse. Submitted proposals to support research on Jamaica Bay and on new forms of fuels to local congressional delegates. Relationships being forged with New York Aquarium, Brooklyn Botanic Garden, and Prospect Park Alliance for research collaborations and educational programs and activities.
- *Doctoral Students:* Engaged in CUNY-wide and campus outreach activities to attract new doctoral students in the laboratory sciences for fall 2008; developed new doctoral program pages on the college web site; distributed recruiting video and print materials about lab science doctoral programs. Subsidized participation of doctoral students in college-sponsored grant workshops.

College Target 2: Draw greater recognition for academic quality

Outcome 2:

- *Middle States:* Self-study published and widely discussed; Middle States site visit took place on March 29-April 1; College found to be in full compliance with all standards; re-accreditation is pending Commission action in June 2009.
- *NCATE-recommended restructuring:* The SOE faculty submitted to the Provost in spring a proposal to create three separate departments within the School of Education. Responses to all but three SPA applications are anticipated by mid-July. Pending SPA filings include School Counseling (June 30), Educational Leadership (September), and Teachers of Social Studies (September). Next NCATE accreditation visit scheduled for April 2010.
- *Academic Standards.* (1) Undergraduate admissions standards have been raised (Outcome 17). First-time freshmen must have a minimum SAT score of 1000 and a minimum CAA of 81; transfers with >25 credits through Associate degree must have a minimum GPA of 2.0; transfers with <25 credits must have a minimum GPA of 2.0 and meet all first-time freshman criteria. (2) Accounting program standards have been raised. Undergraduate accounting majors must earn at least a C (not C-) in prerequisite accounting courses in order to take a more advanced accounting course. Both the GMAT exam and a 3.0 GPA will be required for admission to the MS in Accounting program as of fall 2009.
- *Science:* Through Project Kaleidoscope (P-KAL), the College is leading a national dissemination grant for engaged pedagogies in science education and has become an affiliate of a new partnership between P-KAL and the American Association of Colleges and Universities. The NSF-funded GK-12 program engages doctoral students with science teachers and classes in Brooklyn high schools. Brooklyn Science Research Day showcases independent research by BC undergraduates and graduate students, as well as high school students from Brooklyn area schools.
- *Communications:* The Office of Communications, in consultation with the President and SVC Hershenson, formulated an image campaign in support of an overall marketing and communications strategy. Informed by surveys by the University and Carnegie Communications, posters and ads were designed with a tag line (*Brooklyn College. Brooklyn Edge*) to support recruiting. Other efforts to raise campus visibility and access include a LED signage project and a transportation study (in progress). Institutional Advancement has prepared and designed a case statement for its next fundraising campaign.
- *Faculty and Student Honors.* Faculty awards this year include Fulbright and Whiting Fellowships, an American Book Award, and a Rea Award for short story. Student awards include a Salk award, Watson fellowships (3), and scholarships/fellowships at prestigious professional and graduate schools. The College continues to receive accolades from *The Princeton Review* for its academic programs and diversity.

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

Outcome 3:

- External reviews were conducted for Anthropology and Archaeology; Physical Education and Exercise Science; and Television and Radio.
- The Physics multi-year plan was approved. Revised multi-year plan drafts were submitted by Art and by the Library. Speech Communication Arts and Sciences is revising its initial draft.
- Initial drafts of multi-year plans are being developed by the Conservatory of Music; Film; Health and Nutrition Sciences; Psychology; and Theater (assisted by an expert outside consultant).
- Academic department profiles, prepared and updated regularly by the Office of the Assistant Vice President for Finance, Budget and Planning/Comptroller, are used for assessment, planning, and decision-making.

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

Outcome 4:

- The percentage of instructional (student) FTEs offered partially or totally online increased to 10.5%: 1.3% totally online and 9.2% partially online.
- The search for a Chief Librarian/Director of Academic Information Technologies (AIT) was concluded; appointment effective July 1.
- Fourteen smart classrooms will be completed by fall 2009; the retrofit of department labs will commence in fall 2009 (construction bid delay).
- The report of the Task Force on Distance Learning was reviewed and voted down by Faculty Council in March 2009. Further action deferred.

College Target 5: Continuously upgrade the quality of full-time and part-time faculty as scholars and as teachers

Outcome 5:

- *Teaching Portfolios:* 11 faculty members participated in a four-day Teaching Portfolio Workshop led by Dr. Peter Seldin, bringing the total of trained faculty to a critical mass of 28 potential mentors. Creation of a formal mentoring program is the next phase of the project. (One element of the portfolio, the statement of teaching philosophy, has been used as a model for P&T applications.)
- *New Faculty:* The new faculty orientation program, commended by the Middle States Evaluation Team as a best practice, continued its year-long series of programs and events. The Office of Research and Sponsored Programs worked individually with new faculty to plan their grant ladder and develop proposals. An ad hoc Affordable Housing group arranged for a multi-session workshop on campus for those interested in becoming first-time home buyers.
- *Faculty Development:* Workshops, programs and seminars were conducted, among others, by the Center for Teaching, the Library/AIT, the WAC program, the Office of Research and Sponsored Programs, and the Wolfe Institute for the Humanities on such topics as Writing A Teaching Philosophy Statement; Peer-Led Tutored Learning (PLTL); Curriculum Design for Authentic Assessment; Faculty Development Grants; and Ingredients of Effective Course Design.
- *Place-based Learning:* 7 faculty members participated in a Transformations seminar on place-based (community-engaged) education in conjunction with a seminar on sustainability education. Outcomes include an inventory of faculty working with community partners in courses across the disciplines; a mission statement for place-based education at Brooklyn College; and a joint panel with the sustainability education seminar at Faculty Day. A vision statement, a place-based web site, and plans to co-sponsor workshops with the Center for Teaching are in progress.
- *Adjunct Faculty:* Planning for an adjunct orientation/development program will carry over to 2009-2010.
- *Online Student Evaluations* were fully implemented in fall 2008 and achieved a 73.3% response rate, exceeding the rates for the in-class paper questionnaire.
- *Faculty Recognition:* On Faculty Day, 11 faculty received college awards/fellowships for teaching, creative achievement/scholarship, and campus citizenship.
- *Promotions and Tenure Process.* Following lengthy consultation and review, faculty governance proposed changes to streamline the existing process. An appropriate amendment to the College's governance plan was approved by the Board of Trustees (February 2009).

College Target 6: Faculty research/scholarship will increase

Outcome 6:

- *Scholarly and creative productivity in 2008:* 34 authored books, 18 edited books, 65 book chapters, and 8 book prefaces/introductions; 210 peer-reviewed articles and 81 other articles and abstracts; 75 other creative works; 491 conference presentations and invited lectures, which includes 32 published as proceedings – as reported by 48% of full-time faculty. Of faculty in their first annual appointment, 53% produced scholarly or creative work.
- *Grants.* Grants mentoring is expedited through programs and communications of ORSP and the Office of the Dean of Research and Graduate Studies. New faculty mentoring is provided by the NIH-funded SCORE project, which includes pre-proposal review by two external reviewers and counseling based on results. Seasoned faculty are encouraged to participate as mentors in the internal review process, as named mentors on grant applications submitted by new faculty, and as participants in collaborative proposals (Outcome 25).
- *Publications Support.* (1) General Education: The Dean of Undergraduate Studies and the Center for Teaching, supported by CUE (Outcome 9), sponsored 4 faculty fellows and a faculty mentor to conduct research on an aspect of general education and submit articles on the scholarship of teaching and learning for publication in refereed journals. One article has already been accepted; 3 more are in stages of submission and revision. (2) Scholarship of Pedagogy: 3 faculty teaching portfolios have been selected for inclusion in the next edition of Peter Seldin's Teaching Portfolios (Outcome 5). (3) Departmental Efforts: School of Education, English, and Health and Nutrition Sciences offer programs aimed at promoting published scholarship.

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

Outcome 7: Full-time faculty (adjusted n=512) delivered 44.9% of instructional FTEs; 43.9% of undergraduate instructional FTEs; and 49.8% of graduate courses. The number of FTE part-time faculty rose by 19% (2007 n=247; 2008 n=295).

So as to increase instruction by full-time faculty, the Provost developed and presented a study of the allocation of faculty teaching power to the Council on Academic Policy. Steps were taken toward the creation of a multi-year course schedule, and the sabbatical application process and the allocation of independent study workload are targets for adjustment. Review of graduate programs, identified as a college priority in the self-study and endorsed by the Middle States visiting team, will focus also on the issue of teaching power and program size in the graduate division. (Note that a shortage of large lecture halls limits the possibility of offering large sections to offset lower enrollment courses.)

College Target 8: The percentage of underrepresented faculty and staff will meet or exceed the percentage available

Outcome 8: The College adopted recommendations in the *Brooklyn College Diversity and Inclusion Plan*, including such proactive outreach efforts as encouraging all search and appointments committees to conduct robust networking to further diversify applicant pools. The Office of Affirmative Action, Compliance and Diversity and the Office of Human Resource Services stepped up efforts to inform search committees about best practices within CUNY and at other comparable public institutions to counteract beliefs that the “pipeline problem” is an impediment to recruitment. Efforts to increase staff diversity continued to focus on job groups where underutilization exists.

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 academic support and student learning

Outcome 9:

- *Fall 2008 Indicators (2007):* 77.6% (-0.6%) passed freshman composition and gateway mathematics courses with a C or better; 31.7% (+0.9%) of freshmen and transfers took one or more courses the summer after entry; the average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months was 24.3 (-0.2%); 83.8% (-6.3%) of baccalaureate students declared a major by the 70th credit; 40.7% (-3.6%) of instructional FTEs in lower division courses delivered by full-time faculty.
- *CUE plan* was implemented; the 3-year cycle of assessment in Core Curriculum was initiated (Brooklyn College CUE Report, 2008-2009, submitted separately).
- *0-60 Credit Academic Program:* First phase of revised, coherent, and scaffolded program implemented and initial assessment conducted.
- *First-year learning communities:* Expanded to 26 in 2008-2009 (+3), linked to first-year success course enhanced by new peer-mentor program; new environmentalism learning community and a STEM gateway learning community designed and scheduled for fall 2009.
- *Transfer Transitions:* Transfer Interest Groups were continued; two Transfer Welcome Days were offered to provide one-stop transfer evaluation; a pre-registration orientation was introduced; a transfer guide was issued.
- *Rubrics:* Writing Benchmarks Task Force convened; objectives and outcomes at benchmarks ACT test, English 1, CPE, Writing Intensive course(s) in the major examined; common objectives adopted and formulation of rubric begun; proposals for integrating Quantitative Reasoning and Computer Information Literacy requirements deferred.
- *STEM:* Existing summer STEM bridge programs were assessed (ineffective programs eliminated and new ones being designed); supplemental instruction continued in STEM gateway; student response system (clickers) piloted and assessed in Core Chemistry and acquired for implementation in Biology Gateway courses in fall 2009. For summer 2009, CUE is joining forces with grant-funded science initiative to provide joint pre-calculus course with supplemental instruction and a science careers workshop.

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

Outcome 10:

- *Fall 2008 Indicators (fall 2007):* 91.2% (+6.1%) of non-ESL SEEK students passed all basic skills test within one year; 89.3% (+12.4%) of ESL students passed all basic skills tests within two years
- *ESL Program Review:* Assessment of academic profiles of ESL students who passed, failed, or stopped out proved inconclusive; retention plan (including peer-mentors and career connections) has been designed and will be implemented in fall 2009.
- *Student Affairs* hosted Adult ESL courses and events designed to support ESL student success.

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

Outcome 11:

- *CPE fall 2008 (fall 2007):* CPE Show Rate was 82.6% (-1.7%); the CPE Pass rate was 94.8% (+1.4%).
- Required no-shows to see an academic advisor, sign a contract, and take a workshop (used Dean's Office stop); Writing Benchmarks Task Force reviewed failing exams to identify and address problem areas; CPE workshop leaders trained in effective pedagogies and in reading exams; pass rates of students enrolled in workshops is regularly monitored.

Objective 4: Increase retention and graduation rates

College Target 12: Retention rates will progressively increase

Outcome 12:

- *Retention and Persistence, fall 2008 (fall 2007):* Overall gains in transfer retention and persistence reflect success of efforts aimed at this population (slippage in 1-year full-time, first-time freshman rate is a priority in 2009-2010).
 - ❖ full-time, first-time, freshmen: 1-year—77.2% (-3%); 2-years—68% (+0.6%); persistence through 5/25/09—70% (+2.9%);
 - ❖ full-time transfers: 1-year—72.7% (+1.9%); 2-years—63.2% (0); persistence through 5/29/09—63.8% (+4.8%).
- CUE plan was implemented and assessed (Outcome 9).
- Maintained effective academic advising initiatives, including a symposium for all professional staff and faculty advisors and publication of pre-registration orientation handbooks for freshmen and transfers. Continued to counsel qualified entering students to take 15 credits in fall/spring and accumulate credits during winter intersession/summer.
- Transcript evaluation process being streamlined; two Transfer Evaluation Days (on-site transcript evaluation) were held; new version of the online articulation database released on the student channel of BC WebCentral portal.
- *Student Affairs Initiatives* maintained and expanded, reflecting the results of a full-scale divisional outcomes assessment and a major thrust to promote consistent high-quality student communications across all divisional units. Accomplishments: student orientation reached 1200 freshmen and transfers; Transfer Orientation Program provided a co-curricular "Transfer and Succeed" booklet, hosted multiple events for transfer students, and implemented a Peer Initiative for Transfers to assist transfers from private institutions; "Cool Calls" expanded activity to reach students who had not registered and non-CUNY transfers; Veterans Affairs adopted the "Cool Calls" model; town halls and focus groups addressed issues such as the CUNY Budget, the Middle States Self-Study, the Middle States site visit, and NSSE survey results; a new Student Coaching Initiative was launched; the peer-to-peer Health and Wellness Information Assistance program reached over 1600 students.

College Target 13: Graduation rates will progressively increase, in baccalaureate /masters programs

Outcome 13:

- *Baccalaureate Program Graduation Rates, fall 2002 Cohort (fall 2001):* Gains in the transfer rates reflect success of programming directed at this population; gains in 4-year rates are consistent with the long-term goal of achieving a 60% 6-year rate among freshmen and transfers:
 - ❖ Full-time first-time freshmen: 4-year rate, 23.2% (+5.9%); 6-year rate, 43.7% (-3.2%)
 - ❖ Full-time transfers: 4-year rate, 44.8% (+1.8%); 6-year rate, 54% (+1.2%)

- *Master's Program Graduation Rate, fall 2004 Cohort, (fall 2003):* 4-year rate, 69.6% (-.4%)
- The On Course Advantage (TOCA), which promotes 4-year graduation rates for entering freshmen and 2-year graduation rates for entering transfer students, enrolls ca. 10% of the undergraduate population.
- The Office of Graduate Studies worked with departments to reduce the number of admits who require a large number of undergraduate prerequisites; instituted a new registration stop for students on probation; and enhanced training for graduate deputies.
- Student Affairs continued to provide student leadership development training and sponsored activities promoting shared learning goals with academic departments such as the Student Center-Entrepreneurial Project (40 Student Center interns ran a small business; focused on learning marketing and leadership skills and generating revenue for student programming); "Story Corps" (an independent oral history project that enables students to share their own stories as part of a Library of Congress national archive initiative); BC Volunteer Days (bonding with peers and community through service and volunteerism); Student Center Photo Exhibit (highlighting student artists); Learning to Lead in a Global Society (including a guided discussion on immigration and the U.S. Constitution and an international education roundtable with Dutch educators).

Objective 5: Improve post-graduate outcomes

College Target 14: Professional preparation programs will improve or maintain high numbers of successful graduates

Outcome 14:

- *Teacher Certification 2007-2008: Pass Rates (2006-2007):* LAST rate of 94% (+1%) and ATS-W rate of 97% (-1%) are likely to increase when results of ELL retakes are available in September. CST rate of 87% (-1%) remains a problem. Early Childhood, Childhood, Mathematics, Modern Languages, Science, Disabilities, and Music program completers are all above 90%; Physical Education declined to 79% and Social Studies to 69%. Preparation workshops were continued; additional measures to address CST performance will be undertaken with the affected academic departments in 2009-2010.
- *Uniform CPA Exam 2007 (2006):* 45.3% (+2.4%) passed at least one segment of the Uniform CPA Exam.
- *Graduate Exam Results Obtained by the College, 2007-2008 (2006-2007):*
 - ❖ *GMAT:* 471.9 (+0.4), the highest mean score since 2004-2005;
 - ❖ *LSAT:* 150 (+1), the highest mean score since 2002-2003;
 - ❖ *MCAT* 26.3 (+2.6);
 - ❖ *mean GRE:* 918 (-44), downward trend related in part to increased number of test takers (selection effect).
- *Graduate Admissions Support:*
 - ❖ *Magner Center:* Implemented Virtual Career Center (VCC) and increased fall 2008 student registrations by 40%. Expanded Professional Skills Training Program to include 12 workshops (400 participants). Expanded Pre-Law Program included 12 workshops (240 participants), 75 individual counseling sessions, a new FOCUS Approach LSAT Prep Course--and 37 law school acceptances.
 - ❖ *MCAT* test prep program was assessed and improvements were introduced;
 - ❖ *Student Affairs' Senior Transitions* program provided information about graduate study options to seniors.

College Target 15: Job and education placement rates for graduates will rise

Outcome 15: The College regularly administers surveys to recent graduates and alumni regarding graduate outcomes and job placement. In fall 2008, over 94.2% of recent graduates reported that Brooklyn College had prepared them for the future. This is reflected in current employment as well as long term plans. 73.7% of students (surveyed when they received their diplomas) reported that they were already employed. 75% of those who were employed reported that this job was related to their major. Overall, 55.3% of students graduate with a job related to their major. 34.7% of these respondents reported that they earned salaries in excess of \$40,000.

Objective 6: Improve quality of student support services

College Target 16: Student satisfaction with academic support services, academic advising, and use of technology to strengthen instruction will rise

Outcome 16:

- *SES 2008 Results*: Out of 4.0, student satisfaction with overall academic support services—2.93; with student services—2.78; with access to computer technology—3.23.
- Learning Center expanded number of field writing tutors to W courses/departments and to select student services (e.g., the Women's Center and ERIS/BMI); installed 3D molecular modeling software for organic chemistry and provided a tutor to assist students in using it.
- Center for Academic Advisement and Student Success (CAASS) sponsored its annual Academic Advisement symposium featuring an in-house panel on general education requirements, advising entering students, and academic policies (Outcome 9)
- Student Affairs continued its comprehensive outcomes assessment program, conducting assessments and implementing feedback loops across all units. A consistent standard for student contacts across all divisional units was introduced. Initial assessment (survey n= 488) indicates strong positive student response to improvements: 98.57% indicated that staffs were courteous and professional; 97.54% were satisfied with services; 98.36% would recommend the service to other students (Outcomes 13 and 14).
- The Library introduced service improvements based on departmental assessments conducted in fall 2007 and spring 2008 and on the 2008 SES. A generous donation from an alumna will yield expanded study space, 2 more group study rooms, and additional space for computers in the reference area.
- ITS continued its program of smart classroom construction and upgrade (Outcome 4) and the release of applications in the student portal to support a variety of academic and student support services (Outcomes 9 and 29).

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 17: Increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

Outcome 17:

- *Fall 2008 Enrollment* (fall 2007): total enrollment 16,689 (+3.7%); FTEs 12,243 (+3.2%); first-time freshmen 1,358 (+2.7%); transfers 1,699 (+0.3%); total undergraduates 13,011 (+4.1%); new graduates 1,174 (+16%); total graduates 3,678 (+2.4%)
- *Admissions Standards fall 2008* (fall 2007): mean SAT—1040 (-10); mean CAA—85.9% (+0.8%).

- *Adjustments to fall 2009 admissions index:* minimum SAT of 1000; minimum CAA of 81. Exceptions that permitted admission of applicants with high CAAs and low SAT scores were eliminated (Outcome 2).
- The search for an Assistant Vice President for Enrollment Services continues; an undergraduate admissions director was hired.
- Released an online system to allow graduate applicants to monitor application status, receive notification of admission, and respond to the offer; enhanced the articulation database to support transfer students (Outcome 12 and Outcome 18).
- Directors of the MHC and the Brooklyn College Scholars Program met with the Dean of Undergraduate Studies and the Directors of Scholarships and of Admissions to define a clear and mutually agreeable honors admissions process for the College.
- PACE enrollment increased by 18.5% (15.3% above target). Emphasis was placed on ESL, young people, and lifelong learners (Outcome 27).

College Target 18: Achieve and maintain high levels of program cooperation with other CUNY colleges

Outcome 18:

- TIPPS equivalencies remained high at 90.6%. Percentage of courses designated non-transferable was 21.6%.
- A new version of the transfer articulation database and enhanced transfer evaluation initiatives for entering students (Outcome 9) were the foci of service improvements directed at transfer students
- *Collaboration with KCC: Joint Degree Programs:* A.S. in Biotechnology/B.A. or B.S. in Biology (pending Board approval). A.S. in Earth and Planetary Science/B.A. or B.S. in Geology approved by Brooklyn governance, pending submission to Board of Trustees this fall (Outcome 1). *Events:* The Student Center sponsored a joint community-building workshop in collaboration with KCC faculty, BC Alumni, and BC students.
- *Articulation Agreements with LaGuardia* (pending Board approval): A.A. in Philosophy/B.A. in Philosophy; A. A. in Communication/B.A. in Speech (Outcome 1).
- *Collaboration with BMCC:* To alleviate crowded conditions at BMCC, provided classroom facilities for BMCC courses on evenings, Fridays, and weekends for a second year (Outcome 30).

College Target 19: Enrollment of underrepresented groups will increase

Outcome 19:

- The diversity of the student body was cited as a major accomplishment by the Middle States site visit team.
- The ERIS program continued to attract at-risk underrepresented students through high school recruitment efforts; maintained a learning community in a dedicated lab and library; provided faculty, peer mentoring, and social service resources; collaborated with pipeline programs in education, STEM and social science disciplines. The 2008-09 ERIS cohort consisted of 54 full-time students, including 28 first-time freshmen.
- The Center for Advancement in Science Education (CASE, grant-funded) continued efforts to attract and support underrepresented students, particularly those in the research science pipeline.

College Target 20: Meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the students who participate in more than one college credit course and/or precollege activity

Outcome 20

- Enrollment in college credit courses in summer and fall 2008 exceeded the target by 3% (projected 265; actual 273)

- 82% of CN participants earning grades of A,B,C in college and HS credit courses in summer and fall 2008 (target was 80%).
- Close collaboration with Midwood and BCA continued. Supported transition of BCA to early college high school model while meeting CN targets; plans in place for a specially targeted Midwood class (spring 2009).
- In collaboration with CAMBA, secured a three-year Teagle Foundation grant in spring 2009 to implement “Leading to College” program that provides pre-college and college courses together with enhanced support networks.
- Expanded existing relations dating from summer 2008 with two CBOs—Mixteca Organization Inc., and Center for Urban Pedagogy

Objective 8: Increase revenues and decrease expenses

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

Outcome 21:

- 2008-2009 has proved to be a challenging year for fundraising, due to the economic downturn. Emphasis has been on maintaining relationships and the overall numbers of gifts. It is anticipated that the total voluntary support received in FY2009 will not meet the 10% target.
- A campaign case statement has been completed, including an independent case statement for a Graduate School of Film. Public launch awaits the approval of the new president.
- Named gift opportunities in the \$10,000-\$100,000 identified and intensive marketing has begun through such annual fund initiatives as telemarketing using Ruffalo-Cody, name-a-brick campaign, and the Boylan Society monthly giving club.

College Target 22: *Achieve the productivity savings and revenue targets set by UBO*

Outcome 22: Productivity savings and revenue targets set by UBO were met.

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

Outcome 23: Administrative services as a percentage of total tax levy budget increased by 0.7% as a consequence of increased investment in maintenance and operations costs. Savings were achieved in general administration (0.3%) and general institutional services (0.5%).

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

Outcome 24: Implemented a financial plan with a balanced budget.

College Target 25: Contract/grant awards will rise

Outcome 25: Final grant income will be available in the supplemental report issued in July. As of late May, 60% of all proposals submitted in FY2009 are still pending a decision and submission of additional proposals is anticipated. Of proposals submitted in FY2009 on which action was taken, 72.3% were successful and 27.6% were denied. By comparison at this time in FY2008, 61% of submitted proposals were still pending; of those funded, 72% had been awarded, 26% denied, and 2% withdrawn.

In FY08, 68% of all grant submissions and 52% of all awards (+ 8% from FY07) were for research purposes; in FY08, 37% of both these submissions and these awards were by and for seasoned faculty. The latter continued

to serve as mentors to junior faculty and are on occasion included as collaborators in their proposals. Efforts to support new faculty in the acquisition of grants remained a high priority of the Office of Research and Sponsored Programs (Outcomes 5 and 6).

College Target 26: Improve indirect cost recovery ratios

Outcome 26: The policy of not waiving allowed overhead rates to achieve the maximum indirect cost recovery ratio was strictly enforced and the College expects to meet the targeted indirect cost recovery ratio.

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

Outcome 27: Increased PACE revenue by 17% by emphasizing programs for ESL, young people, and lifelong learners (Outcome 17).

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 fully in compliance with CUNY guidelines and has met the Compact philanthropic target.

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

Outcome 29:

- Student satisfaction with administrative services was 2.76 (out of 4.0).
- *Portal-based applications to support student services:* BC-Feedback (online student evaluation of their faculty and courses), BC Course Materials (online access to book and other materials requirements for every course), Online Career Advisement tools, Pay Tuition and Fees Channel, BC Feedback, Student Government Elections, Schedule an Advisement Appointment, The Virtual Career Center, TranscriptsPlus, and a Single Sign-On to WebSIMS.
- *Unified Call Center (ACD):* The ACD system has been expanded to include Financial Aid, PACE, Residency, and the Bursar's Office (which together have fielded some 24,000 inquiries since implementation). Besides these new areas, the ACD supports the Enrollment Services Center, Registrar, ITS Help Desk, ITS Network Support, WebCentral Portal Support, and Immunization.
- *West Quad Building,* scheduled to open this summer, will house the Enrollment Services Center, the Offices of the Registrar, of Financial Aid, of the Bursar, of Admissions, and of Scholarships as well as the Department of Physical Education and Exercise Sciences together with athletic facilities.

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 2008, the percentage of instruction offered on Fridays, evenings and weekends was 42.7%. Targeted strategies to increase this utilization, including offering new sections of closed courses only at these times, were employed but not well received. Use of facilities during targeted underutilization periods by BMCC programs (30 sections in 2008-2009) continued (Outcome 18).

College Target 31: Establish a risk management committee chaired by the University Risk Management Council designee

Outcome 31: A Risk Management Committee, chaired by the College's designee on the University Risk Management Council, has been appointed and charged. Membership includes the directors of Environmental Health and Safety, of Campus & Community Safety Services, of Internal Audit and Property Management, and of Legal Services as well as representatives of Academic Affairs and Student Affairs. A campus risk management plan, integrated in the University's and with measures that also control risk during planned facilities upgrades, is being prepared.

College Target 32: Make timely progress in CUNYfirst implementation

Outcome 32:

- *Implementation:* (1) Financial System: entering tuition and fees data; member of core planning team for Planning and Budget module. (2) HCM: fully committed to on-time rollout of HCM and related modules, with support teams in place and regular coordination meetings. (3) Student System: Launched (and completed) a massive course re-numbering project to achieve compatibility with CUNYfirst formats. A new 4-digit numbering system will be ready for final approval in fall 2009; all related systems will be fully converted by Summer 2010.
- *Training and Communications:* (1) CUNY: BC continues to serve with distinction as a borough training center. (2) College: A series of campus town halls were held to familiarize clerical staff with project goals and timelines; campus-specific status is communicated regularly via a campus-based CUNYfirst web site.

College Target 33: Set up a sustainability committee and have a validated plan

Outcome 33:

The College participated in the University's Sustainability Task Force and appointed a new representative (the Director of EHS/Risk Management), effective July 2009. A campus Sustainability Council, established in the course of the year, developed a set of recommendations for a multi-year sustainability plan to be published in 2009-2010. Supporting this venture is the College's Center for the Study of Brooklyn, whose EcoBrooklyn initiative engages environmental and economic development groups to articulate a green products and services study for the borough.