

## 2007-2008 Brooklyn College Campaign for Student Success Plan

*“Brooklyn College measures its success to no small extent by its ability to attract and retain top-quality students and in due course, launch them confidently into the future.”*  
(Strategic Plan 2005-10)

The first guiding principle of the *Brooklyn College Strategic Plan 2005-10 (SP)* is succinct and uncompromising: “Students come first.” The second and third principles, “Centrality of the liberal arts” and “Commitment to high standards,” complement and define our commitment to student success. Informed by these vital principles, we have arrived at our 2007-08 Campaign for Student Success plan by mapping key challenges identified in our 2006-07 PMP indicators onto corresponding goals and objectives set out in the Strategic Plan. The Campaign plan organizes the College-wide response to these challenges in retaining and graduating our students under four complementary and interdependent goals. The goals target areas for improvement that, based on our quantitative and qualitative data, will make the greatest difference in our undergraduate student success: academic advisement, the quality and student-centered delivery of instruction, and the academic and developmental needs of students in their first 60 credits of study and of transfer students. The Campaign goals, together with the plan for achieving them, have been entered into the College’s Strategic Action Plan (SAP), which we use to monitor our progress on goals and outcomes established for each academic year.

### **PART 1: Our 2007-08 Campaign Goals**

Goal 1: Develop a coordinated, comprehensive institutional approach to academic advising.

“The work of professional advisers must be complemented and enhanced by faculty and staff who, as part of their responsibilities to students, offer formal and informal advice suitable to the occasion, accurate, and timely. The goal is to establish a culture of advisement on campus--coordinated, user friendly, and service oriented.” (*SP*) In 2007-08, the College will streamline the advising process for first- and second-year undergraduates and make it more effective; improve coordination of entering student advisement, testing, and registration through the use of enhanced online services and deployment of professional staff; continue CUE-funded early warning and intervention programs; add professional advisement staff to better serve transfer students; devise targeted advisement for unaffiliated students in the critical second year; foster links between professional advisers, faculty advisers, and student affairs staff through a dean’s council on undergraduate advisement; revitalize TOCA; communicate more effectively the College’s expectations, academic policies, college-wide requirements, and the resources available to students; and provide faculty and staff development in best practices in advising, communication, and ‘customer service’.

The retention literature confirms that advising is the most important component of any institutional retention effort; recent studies show that institutions similar to ours with higher than expected graduation rates have proactive and intrusive advising systems (Pell Institute, 2007).

Brooklyn College's ongoing effort to promote proactive, intrusive, timely, and accurate advisement will thus address the following key challenges:

- In the 2006 CUNY Student Experience Survey, satisfaction with academic advising was lower than the senior college average, with a difference of -8.6.
- Brooklyn College students accumulate fewer credits in their first year than do students at some other CUNY senior colleges.
- Brooklyn College falls below the senior college averages for one- and two-year retention rates for entering freshmen and transfer students.
- Brooklyn College's 4- and 6-year graduation rates for full-time first-time freshmen are lower than Baruch's and Queen's.
- A Freshman Survey, taken at the end of the first semester of study, revealed that a significant percent of entering first-year students had difficulty organizing their time and devising effective study habits; further, over 80% indicated that they spent 10 hours a week or less in study outside of class, despite carrying at least 15 credits.

We expect that Brooklyn College student satisfaction with academic advisement will rise incrementally. Entering first-time full-time freshmen will complete an average of 24 credits in the first twelve months. TOCA membership will be maintained at approximately 10% of the undergraduate population. Student handbooks for pre-law and pre-health professions students will be published. Symposia will be held to develop advisement staff both in communication and customer service skills and in best practices in academic advisement. One-year retention rates for first-time freshmen will increase to 80% (fall 2006 entering class) and two-year retention rates to 67.3% (fall 2005 entering class); retention rates will continue to rise incrementally. We anticipate that one- and two-year retention rates for entering transfers in the falls of 2006 and 2005 will maintain at approximately 70% and 61.6% percent respectively but that they will increase incrementally by fall 2008. Four- and six-year graduation rates will increase incrementally.

Progress on the operational plan for Campaign goals will be tracked by the Academic Affairs administrative group, the Campaign for Student Success task force, the CUE Director and Coordinator, and Student Affairs; quantitative outcomes will be tracked by institutional research staff. Outcomes will be assessed quantitatively by tracking retention and graduation rates, especially for students in targeted advisement programs; by tracking the accumulation of credits by entering first-year students; and qualitatively through student satisfaction surveys.

Goal 2: Continuously upgrade the quality of instruction through faculty development and assessment of student learning, and ensure that the delivery of instruction is driven by student need.

“Brooklyn College has a reputation for good teaching and is known for innovative pedagogy--collaborative learning, writing across the curriculum, paired courses, team teaching, and Web-based technology in instruction.” (SP) Consonant with our traditions, we will take several steps to foster an institutional culture dedicated to improving and strengthening learner-centered teaching and delivery: develop faculty in effective pedagogies, especially in STEM disciplines and in college writing; advance the integration of appropriate technology into courses and teaching, increasing incrementally the percent of instruction offered partially or fully online;

increase the percentage of FTE instruction delivered on Friday, evenings, and weekends; and create a sustained, efficient and useful culture of evidence in order to inform improvements in teaching, learning, and support, especially in general education.

This sustained focus on the quality, assessment, and student-centered delivery of instruction addresses, directly and indirectly, the following key challenges:

- In 2006-07, 2.4% of instructional FTEs were offered partially or totally online, with 1.6% partially and 0.8% totally online.
- In fall 2006, the percentage of FTE instruction delivered on Fridays, nights, or weekends was 46.3%, slightly below the senior college average.
- The percentage of Brooklyn College students passing freshman composition and gateway mathematics courses with a C or better is below the senior college average. Our preliminary data suggest that so-called Generation 1.5 students perform worse than control groups in English 1 (3.04 GPA in fall 2006 as compared to 3.11 for all other students) and that there is a correlation between performance in English 1 and retention (students who achieve a C or higher in English 1 in their first enrollment in the course are retained at a rate of 86.2% as compared to students who achieve a C- or lower, who are retained at a rate of 34.3%). ('Generation 1.5' is commonly used to refer to students who attended high school in the United States, but whose first language is other than English.)
- The current pass rate on the CST is below the senior college average.

We expect the following outcomes as a result of the focus on quality of undergraduate instruction, assessment, and student-need based delivery of instruction. The Transformations seminar will develop faculty in improving college writing skills of Generation 1.5 students; in fall 2007, 78.6% of students will pass gateway courses with a grade of C or better. CST scores, which dipped due to a combination of factors including a high percentage of English Language Learners in the Early Childhood program, will rise to 91%.

A Distance Learning Task Force will review online learning related activities, policies, and programs and create a plan for sustained and coordinated development of online courses and programs. The Center for Teaching will sponsor workshops for faculty on current scholarship in teaching and learning, including best practices in the integration of technology into teaching. An e-portfolio pilot will be launched to support assessment of Core, information literacy, and computer literacy goals. The Library and Department of Computer Information Science will work with all academic departments to embed computer and information literacy goals and assessment strategies into the curriculum. Assessment activities in four major IT service areas that support the use of technology in teaching and learning outlined in the College's IT Plan (adopted March 2007) will be implemented under the guidance of the Teaching Learning Technology Round Table IT Plan Subcommittee. And an additional 6-8 smart classrooms, designed based on feedback from faculty focus groups and faculty/student surveys, will be outfitted to accommodate increasing demand. As a result, the percentage of FTEs offered partially or totally online will increase incrementally.

The College will explore the functionalities in DegreeProgress for performing curriculum mapping; the percentage of FTE instruction delivered on Fridays, evenings, or weekends will increase by 1%.

A process will be implemented for the creation of a common rubric for the direct assessment of student writing in general education. Student Affairs, working with select faculty,

will develop a rubric for the college-wide goal “Understanding the necessity for tolerance and appreciating individual and social diversity.”

Goal 3: Conduct a 0-60 credit student success study and design coherent, evidence-based 0-60 credit programming.

Supported in part by a Mellon Sophomore Success grant, the Campaign for Student Success task force, in conjunction with the Provost, the Dean of Undergraduate Studies, and the Dean of Student Affairs, will disaggregate data 1) on patterns of attrition in first- and second-year students, focusing especially on identified at-risk populations--including transfer, so-called Generation 1.5, and low-income students, and 2) on pass rates in first- and second-tier Gateway courses, including English 1 and Math 2.9. (A 2007 Pell Institute Study on graduation rates in large, public institutions with high percentages of Pell-eligible students suggests that they should track retention and graduation rates of low-income students; the study provides data showing that whereas retention and graduation initiatives aimed at the general student population will increase retention and graduation rates in select populations only, retention and graduation initiatives reaching low-income student populations will produce a rise in success rates across all student populations.) We will assess the effectiveness of all ongoing pre-freshman and first- and second-year curricular and co-curricular initiatives, identify gaps and duplications, and devise a coherent 0-60 credit plan for improving retention and progress toward the degree during the critical first two years of college. The study and design will also take into account quantitative and qualitative data collected from the freshman mid-year survey, the freshman success course pilot, and from the 7 Habits of Highly Successful Students program. Student Affairs will assess efforts to outreach, coach and guide students to personal and academic success; a particular focus on the civic impact of Town Halls will drive the co-curricular assessment for this year.

The study and implementation of coherent programming will address the following key challenges:

- The percentage of Brooklyn College students passing freshman composition and gateway mathematics courses with a C or better is below the senior college average. Preliminary data show that our Generation 1.5 students do not perform as well as other groups in English 1 and, moreover, a correlation between first-time English 1 pass rates and one-year retention rates (students who achieve a C or higher in English 1 in their first enrollment in the course are retained at a rate of 86.2% as compared to students who achieve a C- or lower, who are retained at a rate of 34.3%). We will further examine our data on English 1 pass rates and will break out data for Math 2.9 in the course of the study.
- Brooklyn College students accumulate fewer credits in their first year than do students at some other CUNY senior colleges.
- Brooklyn College falls below the senior college average for one- and two-year retention rates for entering freshmen and transfer students. One- and two-year retention rates for transfer students fall 8.1 and 3.3 percent respectively below those of full-time first-time freshmen.
- Although still above or near the senior college average, CPE show and pass rates declined from fall 2005 to fall 2006.
- A Freshman Survey, taken at the end of the first semester of study, revealed that a significant percent of entering first-year students had difficulty organizing their time and devising

effective study habits; further, over 80% indicated that they spent 10 hours a week or less in study outside of class, despite carrying at least 15 credits.

We expect, as a result of the Task Force study, to design effective and coherent programming that will transition all students, including and especially identified at-risk populations, successfully through the first 60 credits and into affiliation with a department and steady progress toward graduation. In 2007-08, we expect that 78.6% of students will pass freshman composition and gateway mathematics courses with a grade of C or better; entering first-time full-time freshmen will complete an average of 24 credits in the first twelve months. Show and pass rates on the CPE will rise. One-year retention rates for the fall 2006 entering first-time cohort will increase to 80% and two-year retention rates for the fall 2005 cohort to 67.3; retention rates will continue to rise incrementally.

Progress on the operational plan will be monitored by the Dean of Undergraduate Studies and the Dean of Student Affairs, in conjunction with the Campaign for Student Success task force. Outcomes will be assessed quantitatively by tracking retention rates, both generally and for targeted populations, gateway pass rates, accumulation of credits, and show and pass rates on the CPE.

#### Goal 4: Improve services to transfer students

The College will improve services to transfer students to ensure their successful transition into the College, especially from AA and AS programs, and improve their retention and graduation rates.

Improving services to transfer students will address the following key challenges:

- The percentage of TIPPS evaluated courses designated as non-transferable is above the senior college average;
- One- and two-year retention rates for transfer students fall 8.1% and 3.3% below those of full-time first-time freshmen.

We expect that improving services to transfer students will show an incremental increase in one- and two- year retention rates by fall 2008. 85% of transfer evaluations will be complete by the end of the first semester of transfer. The College will work with the University to identify courses that are designated as non-transferable at Brooklyn but are accepted by other CUNY senior colleges and will begin the process of reevaluating identified courses; continue successful CUE-funded transfer initiatives, such as TIG (Transfer Interest Groups); hire an academic advisor specifically to address the needs of entering transfer students; and participate in a study of KCC transfer preparation for and persistence in Math 2.9 and 3.3 (CASTL).

Progress on achieving objectives will be tracked using the SAP. Outcomes will be assessed by tracking retention and graduation rates of transfer students and by tracking the percentage of TIPPS evaluated courses designated as transferable

## **Part 2: Applying the Lessons of Last Year's Campaign**

The 2006-07 Brooklyn College Campaign for Success was launched as a matrix in which a wide array of continuing and new programmatic initiatives in support of Campaign goals and the Strategic Plan could be owned by the entire campus community, assessed, and improved. In addressing broad issues of undergraduate student success, the Campaign provided a vehicle for linking complementary and overlapping curricular and co-curricular initiatives. A revised Campaign plan was submitted in April, which responded specifically to two challenges pointed out by Executive Vice-Chancellor Botman—accumulation of credits in the first 12 months of study and graduation rates.

Progress on the Campaign was monitored by the academic affairs administrative group, student affairs, the Foundations of Excellence self-improvement task force, the CUE Director, institutional research, and the Campaign for Student Success task force. Progress on the related 2006-07 CUE plan was tracked by the CUE Coordinator and Director, using indirect assessment as well as quantitative data provided by institutional research; CUE outcomes were reported, together with supporting data, in the 2007-08 CUE proposal. The College reviewed the performance indicators for 2006-07, reported our outcomes in the University Targets report, and submitted data-driven plans and specific benchmarks for improved performance in the 2007-08 University Targets Projected Outcomes. Under the guidance of the Director of Academic Assessment and the Core Director, the College institutionalized assessment of learning outcomes in the Core Curriculum, beginning with the common goal of critical thinking. Finally, we assessed the success of the Campaign qualitatively and indirectly, by administering the National Survey of Student Engagement and a mid-year first-year student survey. The results of the NSSE were received in mid-August and are currently being analyzed. The results of the mid-year freshman survey demonstrated that although our first-semester freshmen were making satisfactory progress on declaring a major (32.8%), learning to use the library (69%), accessing the BC WebPortal (87%), making their way to academic advisement (76%), learning their way around the campus (86.4%), making connections with faculty outside of class (68.5%), and understanding college expectations (73.7%), just over half (56.6%) had been able to establish effective study skills or felt they were able to manage their time effectively, and, most worrisome, over 80% reported that they studied 10 hours or less outside the classroom. The CUE and the Campaign for Student Success plans for 2007-08 represent a coordinated effort to build on the successes of 2006-07 and to address specifically the challenges we have learned that our students face, including study and time management skills of students in the critical 0-60 credit population.

The 2006-07 Campaign, together with CUE, produced many positive outcomes and achievements, including but not limited to the following. One- and two-year retention rates for first-time, full-time Baccalaureate degree seeking freshmen increased from 75.5% and 61.3% (fall 2005) to 78.4% and 64.9% respectively (fall 2006); current data projects further increases in both metrics. One- and two-year retention rates of full-time transfers increased from 69.6% and 60.9% to 70.3% and 61.6% respectively. The number of entering first-year students attempting 15 or more credits in the first semester of study increased from 179 in fall 2005 (13% of the cohort) to 590 in fall 2006 (43% of the cohort); of those groups, the number completing 15 or more credits increased from 139 in fall 2005 to 441 in fall 2006. The percentage of instructional FTEs offered partially or totally online in fall 2006 was significantly above the senior college average (2.4 compared to 0.9) and lower than Lehman only (2.4 as compared to 3.8). Our fall

2006 undergraduate student-faculty ratio fell below only that of Baruch and Hunter and the percentage of lower-division FTEs taught by full-time faculty was above the senior college average. The percentage of freshmen and transfers (fall 2005) taking one or more courses the summer after entry increased slightly from fall 2004 and was above the senior college average. The percentage of baccalaureate students who declared a major by the 70<sup>th</sup> credit is ten points above the senior college average and lower than York only. The percentage of non-ESL SEEK students who passed all basic skills tests within one year was well above the senior college average (entering class of fall 2005), as was the percentage of ESL students who passed all basic skills tests within two years (entering class of fall 2004). Six-year graduation rates for full-time first-time freshmen increased from 39.4% (entering class of fall 1999) to 44.3% (entering class of fall 2000); four-year and six-year graduation rates of full-time transfers increased slightly, from 43.3% (entering class of fall 2001) to 44% (entering class of fall 2002) and from 47.1% (entering class of fall 1999) to 50.6 (entering class of fall 2000) respectively. The percentage of TIPPS evaluations is substantially above the senior college average (94.5% as compared to 78.9%).

Several initiatives piloted with Campaign funding, such as the 7 Habits of Successful Students series, were notably effective in improving student performance among targeted groups. The 7 Habits of Successful Students workshops targeted second-year students with a GPA of 2.0-2.5. Of the invitees who participated in the workshops, 73.4% increased their GPA in spring 2007 by an average of 1.5 points, while 25% decreased their GPA by an average of -0.85; of invitees who did not attend, 52% increased their GPA, but only by 0.79 and 46.6% decreased by an average of 0.89. In addition to CUE-funded retention initiatives, student success initiatives funded by the Campaign and Compact 1 included a wellness project sponsored by the Women's Center and the Health Center; graduate school workshops; curriculum revision projects aimed at improving student success; a Director and additional advisors for the Honors Academy; field writing tutors assigned to writing intensive courses and to other student service venues (e.g., the Women's Center); and additional advisors and student seating in the Center for Academic Advisement and Student Success. Campaign- and Compact-funded staff and faculty development initiatives included a Joy of Advisement conference; travel to PLTL (Peer-Led Team Learning), pre-law advisement, pre-Health advisement, and academic assessment conferences as well as travel to observe the UTEP Circles program (STEM success). Materials purchased to communicate a message of success to faculty, staff, and students included *Engaging Ideas* for WAC seminars, a new Student Handbook published by Student Affairs, the *Miniature Guide to Critical Thinking* for Core faculty, and *How to Get Good Grades in College* for entering students. A poster and postcard campaign was linked to student success initiatives—the success of the connection was evinced in a student newspaper editorial acknowledging the College's united Campaign effort to put students at the center. In General Education, assessment of student learning was institutionalized and a new Core Curriculum book was published; a Core Director was appointed and the first Core Curriculum office was established; several Core pedagogy and outcomes assessment workshops were held, as well as a campus-wide Core Review day. A CUE-funded faculty-development seminar focused on Learning Communities, where several new faculty were recruited to teach in Learning Communities; a CUE-funded faculty coordinator for learning communities held our first retreat on the first-year experience, attended by over 20 faculty and staff. At the same time, a non-credit first-year success seminar was piloted. As a campus-wide, visible, and coordinated effort, the

Campaign for Student Success resulted in the noteworthy advances in student success mentioned above.

Unlike the 2006-07 Campaign, however, the 2007-08 Campaign for Student Success plan does not encompass the full range of initiatives by which the College seeks to advance its goals of enhancing academic excellence and becoming a student-centered campus. In accordance with new guidelines, the 2007-08 Campaign plan is limited in scope. It prioritizes improvements in 10 University targets we have identified as 'key challenges' to undergraduate student success at Brooklyn College:

- Target 4: In 2006-07, 2.4% of instructional FTEs were offered partially or totally online, with 1.6% partially online and 0.8% totally online.
- Target 5: Efforts to promote the highest standards of teaching [and scholarship] among Brooklyn College faculty will continue.
- Target 9: In fall 2006, 76.6% of students passed freshman composition and gateway mathematics courses with a grade of C or better. In fall 2005, entering freshmen took an average of 22.9 credits in the first 12 months.
- Target 11: In fall 2006, 78.5% of required invitees took the CUNY Proficiency Exam and 92.6% of required test takers passed the exam.
- Target 13: For the entering class of 2005, the one-year retention rate was 78.4% for freshmen and 70.3% for transfers. For the entering class of fall 2004, the two-year retention rate was 64.9% for freshmen and 61.6% for transfers.
- Target 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 2002 were 44.3% and 50.6% respectively.
- Target 15: Pass rates on the CST was 89%.
- Target 18: In the 2006 CUNY Student Experience Survey, satisfaction with academic advising still exhibited a significant negative difference score (compared to the senior college average) of -8.6.
- Target 20: 30.1% of evaluated TIPPS courses have been designated as non-transferable.
- Target 30: In fall 2006, the percentage of instruction delivered on Fridays, nights, and weekends was 46.3%.

Last year's positive outcomes, together with targets identified as 'key challenges' to student success, show us where to focus our efforts and, in some cases, how to focus them. For example, student surveys demonstrate the need for guidance in how to succeed in college, and pilot interventions—such as first-year success courses and the 7 Habits workshops—improved those competencies, as evinced in improved GPAs of participants compared to a control group. Additionally, national studies and our student satisfaction, retention, and credit accumulation data point to a need for improvements in academic advisement, especially for unaffiliated first- and second-year students. One- and two-year retention rates indicate a need to study our data further in order to target our efforts more effectively. In response to the lessons of last year, the College has established four Campaign priorities, or goals, set forth in Part 1. The first two Campaign goals focus on creating optimal conditions for success by improving academic advisement and improving the quality and student-centered delivery of instruction; the second two on identified and targeted student populations (0-60 credits and transfer students at all levels) and courses (first- and second-tier gateway). We expect, as a result of studies and programming carried out in support of the four goals, to marshal our resources effectively and improve our performance on all ten targets and, consequently, our students' opportunity to achieve their goals.

### **Part 3: Our Campus Organizational Response**

Each fall, Brooklyn College formulates a Strategic Action Plan that sets forth in detail the College's prioritized action steps for making progress on our PMPs and our Strategic Plan. The Strategic Action Plan, which incorporates Campaign goals and priorities, will guide our allocation of human and budgetary resources, assessment of data, and, moreover, our strategies for improvement in 2008-09. Progress on the Strategic Action Plan will be monitored by all units involved, including the Campaign for Student Success task force. Following is a concise overview of the organizational structure for achieving our Campaign goals, which is set forth in more fine-grained detail in the Strategic Action Plan.

Goal 1: Develop a coordinated, comprehensive institutional approach to academic advising.

In his September 2006 stated address to the faculty, the President of Brooklyn College pronounced academic advising one of the College's four top priorities. In support of that goal, the College has spent two years restructuring the academic advisement center (CAASS), developing it into a full-service advisement center with a highly-trained professional staff and an effective network of communication with departments and with other advisement venues. TOCA, adult student advisement, and pre-health professions advisement have already been incorporated into CAASS; appointment of an Associate Director in fall 2007 will improve coordination and communication. Additionally, a search will be conducted in the fall for a Transfer Specialist to support transfer student advisement. In fall 2007, advisement staff are receiving development in communication and 'customer service' skills; they will receive additional training in the second annual Joy of Advisement symposium. CAASS and departmental advisors will meet through the fall to discuss entering and transfer student advisement issues; the Dean's Council on Undergraduate Advisement will facilitate improved communication between departments and CAASS. CAASS will take over entering student advisement beginning with registration for spring 2008. Entering first-year students will again be urged to see a CAASS advisor in their first semester of study to develop an academic plan and to chart their progress on the Brooklyn College Steps to Success. By spring 2008, collaborations and communication with departmental advisors, Women's Center, the Honors Academy, the Learning Center, TIG (Transfer Interest Groups), and the Magner Center for Career Development and Internships will increase. Over the course of the 2007-08 academic year, CAASS will assume responsibility for CUE early intervention initiatives such as SAPA (Student Academic Progress Alert) and Gateway advising. Student Affairs will focus on developmental advising issues, in particular on 'ethics' and what it means in an academic setting. Progress will be monitored throughout the year by the Provost's Administrative group, using the SAP.

The Dean of Undergraduate Studies, working closely with the Dean of Student Affairs on developmental advising, will be responsible for reaching this Campaign goal. The Dean's Council on Undergraduate Advisement is the unit that facilitates communication and dissemination of accurate information about academic advisement; this council will take primary responsibility for implementing improvements in academic advising. Sitting on the council are the Director of CAASS, the Director of the Honors Academy, the Director of the Magner Center for Career Development and Internships, the Director of the Women's Center, the Director of the Learning Center, and the CUE Coordinator, all of whom report directly to the Dean of Undergraduate Studies/CUE Director. Also sitting on the council are representatives of the

Registrar's Office, the Testing Office, and Student Affairs. The Dean will report its progress to the Provost (SAP) and to the Campaign for Student Success Task Force.

Targets that will be assessed in relation to this goal are: student satisfaction with academic advising; accumulation of credits in the first 12 months of study; one- and two-year retention rates of entering freshmen and transfer students; four- and six-year graduation rates; first- and second-year student progress on the Steps to Success.

Goal 2: Continuously upgrade the quality of instruction through faculty development and assessment of student learning, and ensure that the delivery of instruction is driven by student need.

Faculty development in improving the quality of instruction will occur throughout the 2007-08 academic year, beginning with the new faculty orientation to teaching at Brooklyn College in August. Task Forces and administrative groups--including the Distance Learning Task Force, the Campaign for Student Success Task Force, and the Provost's Academic Affairs Administrative group--will study the relevant data in the fall and winter; they will complete their analysis and recommend or implement improvements by the end of the academic year. In spring 2008 the Transformations seminar will study the data on Generation 1.5 students' performance in writing and any correlation to retention; they will explore approaches to helping this population succeed in college writing and will share their findings with faculty in a Faculty Day panel and at the annual Core Review Day.

The timeline for fostering a "culture of evidence" is part of the larger project of creating a sustained, efficient, planned, and effective system of assessment in order to improve student learning and meet the evolving accreditation standards of MSCHE. Throughout fall and spring, faculty will work on a common writing rubric. The goal is to have a writing rubric by the end of spring semester 08, to be used in fall 08 for the direct assessment of student writing. Similarly, the effort to create a common rubric for learning goal #8 (diversity appreciation) will be coordinated by the Director of Academic Assessment in collaboration with Student Affairs, who will be responsible for student development and outreach in this area.

This goal falls primarily under the oversight of the Provost, who will monitor progress in all areas in conjunction with the Provost's Administrative group (including Deans, Associate Provost, and AVP for Enrollment Services), the Director of the Center for Teaching, the Director of Academic Assessment, Department Chairs, the Distance Learning Task Force, and the Campaign for Student Success Task Force.

Targets that will be assessed in relation to this goal are: instructional FTEs offered partially or totally online; percentage of FTE instruction delivered on Fridays, nights, or weekends; percentage of Brooklyn College students passing gateway courses; and current pass rates on the CST.

Goal 3: Conduct a 0-60 credit student success study and design coherent, evidence-based 0-60 credit programming.

The Office of the Dean of Undergraduate Studies and the Office of Student Affairs, in collaboration with the Campaign for Student Success Task Force, will disaggregate the relevant

data in fall 2007. Representatives from the Dean of Undergraduate Studies attended conferences on 0-60 success last spring; the Dean will attend another such conference in fall 2007. In January 2008, in conjunction with a Mellon Sophomore Success initiative, a retreat will be held for the task force and select faculty, who will work with invited consultants to review the data and make recommendations for coherent and effective 0-60 credit curricular, co-curricular, and academic support programming. Student Affairs will focus especially on the Peer Ombuds Initiative, Cool Calls, and a campaign targeting unaffiliated students, as well as on making the Student Center a customer-friendly and student-focused space. Changes indicated by the study will be reflected in the 2008-09 CUE and Campaign proposals and will be implemented beginning summer 2008.

Accomplishment of this goal falls primarily to the Dean of Undergraduate Studies and the Dean of Student Affairs. They will work closely with the Campaign for Student Success Task Force, the Learning Communities Coordinator, with academic and co-curricular student services—such as the Student Center, the Magner Center, Academic Advisement, and the Learning Center—and with select faculty (especially gateway chairs and faculty).

Targets that will be assessed in relation to this goal are: the percentage of students passing freshman composition and gateway mathematics courses; accumulation of credits in the first 12 months of study; one- and two-year retention rates for entering freshmen; CPE show and pass rates; first- and second- year academic competencies as reported in survey instruments.

#### Goal 4: Improve services to transfer students

The Provost's Administrative group and Student Affairs will examine services to transfer students in the fall and winter; their recommendations will be implemented in spring 2008 where possible and will be reflected in CUE, Campaign, and Compact planning for academic year 2008-09.

Responsibility for achieving this goal will be the responsibility of the Provost's Administrative group, in collaboration with Student Affairs and with departmental chairs and curriculum committees (who evaluate transfer courses). They will monitor progress using the SAP and will report recommendations and actions to the Campaign for Student Success Task Force.

Targets that will be assessed related to this goal are: the percentage of TIPPS evaluated courses designated as non-transferable and one- and two-year retention rates for transfer students.

#### **Conclusions:**

Brooklyn College's vision for the future, as articulated in the 2005-10 Strategic Plan, aspires for the College to be 'an institution in which all can become their best selves.' The 2007-08 Campaign for Student Success represents our determination to examine how well we are achieving our aspirations for student success and to focus our efforts on key challenges without losing sight of hard-won achievements. In so doing, we are confident that we are taking up our role of being a model citizen in the borough of Brooklyn, 'alive to our civic responsibilities and unwavering in our educational leadership.' (SP)