

October 29, 2020

Chancellor Felix Matos Rodriguez
The City University of New York
205 East 42 Street, 18th Floor
New York, New York 10017

Dear Chancellor Matos Rodriguez,

I am pleased to submit the Brooklyn College Performance Management Process (“PMP”) letter with our FY21 goals herewith. This letter specifies four-year targets for each goal and identifies the strategies we will adopt this year to advance those targets. We have aligned our goals, targets, and strategies with PMP directives, as well as key performance indicators in the Brooklyn College Strategic Plan 2018-23.

As requested, this letter addresses the following PMP goals: diversity of first-year fulltime students; retention; graduation; career success; faculty, staff, and ECP diversity; transfer outcomes; academic momentum; and pedagogical professional development linked to student success. It then addresses the College’s anti-racist agenda, communications, and fundraising goals.

A. DIVERSITY OF FIRST-YEAR FULLTIME STUDENTS

For the third straight year, *U.S. News and World Report* ranks Brooklyn College #1 as the Most Ethnically Diverse College Campus in the region, with the College earning the highest diversity index among all colleges nationwide. About 75% of our entering students come from Brooklyn, so the borough provides a reasonable comparative data set when analyzing first-year fulltime students. According to the census, African-Americans make up 29.9% of the borough population and Hispanic/Latinx make up 19.1%.¹ According to IPEDS data, African-Americans are 15.6% of our first-year fulltime entering class and Hispanic/Latinx students are 22.9%.²

¹ According to the census, in N.Y.C. overall, African-Americans make up 21.7% of the population and Hispanic/Latinx make up 29.1%.

² Transfer students greatly enhance our overall student body diversity. According to IPEDS data, African-Americans are 22% of our entire undergraduate student body and Hispanic/Latinx students are 24.1%.

Relative to the borough, then, African-American students are under-represented in our first-year fulltime class and Hispanic/Latinx students are slightly over-represented. Based on this data, we believe we need to focus on African-Americans. Over the next four years, we will increase the African-American representation in our first-year fulltime class from 15.6% to 18%. We will adopt the following strategies to meet this target:

1. Temporarily Eliminate SAT and ACT in Admissions

Because of the pandemic, CUNY has suspended SAT and ACT scores in admissions. In the coming year, therefore, we will admit students based on a more wholistic view of their admissions files. A 2018 study by the National Association for College Admission Counseling found that suspension of the SAT and ACT tended to increase both the number and diversity of college applicants and admits without decreasing the academic quality of the enrolled student body or the college's graduation rate. We will evaluate our admissions process without the SAT and ACT and track the academic success of students admitted thereby, with an eye toward possible reform of our admissions process longer term.

2. Expand CUNY College Connect Program

Brooklyn College is one of four CUNY colleges participating in the grant-funded College Connect pilot program, which provides underrepresented minority (URM) students with interventions and support to overcome obstacles and enroll in college. The pilot indicates a solid increase in yield for participating students. In summer 2020, 84 admitted students participated in College Connect, and 94% of them matriculated in the fall, as compared to 80% of admitted students matriculating who did not participate in the program. We will expand the College Connect cohort for fall 2021 and begin recruiting for the program earlier in the admissions cycle.

B. RETENTION

Over the last five years, Brooklyn College's one-year retention rate for first-year fulltime students has remained relatively stable at 80%. Per our Strategic Plan, over the next four years, we will increase our one-year retention rate to 83%. We will adopt the following strategies to meet this target:

1. Coordinate Strategic Interventions

We will develop a subcommittee of our Strategic Enrollment Group (SEG) to focus on retention and to coordinate efforts between Student Affairs, Academic Affairs, and Enrollment Management. The subcommittee will to work to retain special student populations served by the Black and Latino Male Initiative, Center for Students with Disabilities, CUNY Edge, Honors Program, Immigrant Student Success Office, SEEK, and Veterans and Military Programs. Leaders of Student Affairs, Academic Affairs, and Enrollment Management will meet bi-monthly to coordinate communications, interventions, and assessment and report on their collective efforts to the SEG.

2. Improve Second-Semester Advising

We will improve our second semester advising by placing advisement holds on all first-year fulltime students' registration accounts to require them to meet with an advisor prior to enrolling in their second semester. We will also require individual advisement sessions rather than group advisement. We will develop a Second Semester Advisement Guide to help students stay on track to graduate in four years, and an Areas of Interest Guide so new students can explore possible majors.

3. Extend Academic Empowerment Program

Last year, the College piloted an Academic Empowerment Program to assist students facing academic dismissal after their second semester. The program served 150 students who were close to meeting the criteria for good academic standing and helped them remain enrolled. Overall, 85 students remained enrolled. This year, we will extend the program to reach more students, including those who would have otherwise been dismissed, those who are on academic probation, and those who have been readmitted.

C. GRADUATION

Last year, Brooklyn College's four-year graduation rate was 30.7%. Consistent with our Strategic Plan, over the next four years, we will increase it to 32.5% with the fall 2019 cohort. Last year, our six-year graduation rate was 53.9%. We will increase it to 65% for the fall 2017 cohort, and 68.1% for the fall 2019 cohort, which is the CUNY momentum campaign target. In addition to those listed above, we will adopt the following strategies to meet these targets:

1. Provide More Opportunities for Completion in High Failure Courses

The Provost and Deans will review high D/F/W/I/NC rate courses taken by first-year fulltime students and work with departmental Chairs to offer more of them in the winter intersession and summer session. We will also work to ensure that students are aware of these opportunities, as well as the concomitant availability of Financial Aid.

2. Implement Sophomore Advising

We will utilize two newly-hired sophomore advisors to provide second semester students with the support they need to remain enrolled, complete 30+ credits, and transition to their majors. These advisors will assist students with degree maps and degree works, and emphasize completing their degrees in a timely manner.

3. Enhance Advisement with New Technology

We will introduce Schedule Builder in fall 2020, and require students to use the program in spring advising sessions to register for summer and fall 2021.

D. CAREER SUCCESS

According to CUNY 2019 survey data, the percentage of Brooklyn College undergraduates who participated in a paid internship was 13.3%, which was below the senior college average of 14%. Over the next four years, we will increase our number to 15%. We will adopt the following strategies to meet this target:

1. **Develop Relationships between Career Center and Departmental Chairs**

This year, our Magner Career Center will partner with a significant number of departmental Chairs to share information and understand the obstacles to and opportunities for student participation in paid internships. Our career staff will collaborate with faculty on their relevant industry contacts to identify new internships. These relationships will also encourage faculty to connect their academic work to our students' career aspirations.

2. **Develop Paid Internship Communication Plan**

The Magner Career Center will develop a paid internship communication plan for alumni, employers, and prospective employers. The Center will thereby encourage more alumni and active corporate recruiters to share paid opportunities with the College.

3. **Increase Internship Funding**

The College will increase and strategically deploy internship stipends through a fundraising effort in Institutional Advancement. It will create a new fundraising appeal for internship stipends, prioritize 25% of stipends for students in majors with low internship participation, and develop a fundraising plan to raise an additional \$1 million in endowment for internship stipends.

E. FACULTY, STAFF, AND ECP DIVERSITY

Last year, we hired 40% minority faculty. Over the next four years, as we are able to hire fulltime faculty, we will aim to hire 30% minority faculty, per our Strategic Plan, and strive to maintain a 40% level in hiring, with a focus on URMs. In 2019, the *Chronicle of Higher Education* ranked Brooklyn College as having the 16th highest racial and ethnic diversity in managers among all public four-year colleges. We will maintain the diversity of our staff ranks at 60% minority. We will also enhance the diversity of our ECP ranks with a goal of 40% of those hires being minority.³ We will adopt the following strategies to meet these targets:

1. **Improve Faculty Mentorship to Retain Diverse Faculty**

We will appoint a Faculty Mentor to analyze the representation of African-American faculty and

³ We note that, with a small n, the percentage of minority ECP may be more variable than that percentage for other employees, and the goal for hiring may be harder at times to meet.

faculty of color in each school and department at the College, enhance the professional development and retention of faculty of color in our ranks, and help the College revise its policies on promotion and tenure to reflect hidden workload that faculty of color often carry. The Faculty Mentor will also evaluate mentoring practices across departments and help them improve their mentoring plans.

2. Improve Staff Mentorship to Retain Diverse Staff

We will appoint a Staff Mentor to analyze the representation of African-American staff and staff of color in each title and at each level at the College, support staff advancement, and make recommendations for additional supportive measures, particularly for staff of color. The Staff Mentor will also ensure that staff are aware of professional development and promotional opportunities.

F. TRANSFER OUTCOMES

Over the last two years, Brooklyn College's graduation rate for transfer students increased from 49.8% to 52.5%. Over the next four years, we will increase it to 55% with the fall 2019 cohort. In addition to those listed above, we will adopt the following strategies to meet this target:

1. Improve Transfer Student Advisement

Student Affairs and Enrollment Management will ensure that incoming transfer students are aware of the resources available through a new video transfer orientation. Academic Affairs and Student Affairs will also develop school-specific orientation videos, welcoming all new students and focusing on the needs of transfer students. The Enrollment Management Office will also pilot a streamlined process to connect transfer students with advising in their field of study sooner.

2. Develop Transfer Success Partnership with Community Colleges

The College was recently awarded a \$300,000 Transfer Success Grant from the Petrie Foundation. This grant will enable us to establish a bridge advisement program with Kingsborough Community College and the Borough of Manhattan Community College. We will hire two transfer advisement coaches to work with our future transfer students while they attend community college. We will also hire two transfer completion coaches to work with transfer students upon their arrival at the College. This grant will allow us to serve approximately 1,000 incoming transfer students in this way.

G. ACADEMIC MOMENTUM

At Brooklyn College, the percentage of our fall 2018 cohort earning 30+ credits in the first year was identical to the average senior college rate of 55.6%. Over the next four years, we aim to increase that number to 60%, which is the CUNY momentum campaign target. The percentage

of our first-year fulltime students who successfully complete gateway English at Brooklyn College has remained high and steady at 90%. We will maintain this rate over the next four years, which is the CUNY momentum campaign target. By contrast, the percentage of first-year fulltime students who successfully complete gateway math in their first year is lower than the University average by more than 20 points. Over the next four years, we will increase our gateway math completion rate from 53.1% to 75%, which is the CUNY momentum campaign target. In addition to those listed above, we will adopt the following strategies to meet these targets:

1. Increase First-Year Gateway Math Enrollment

We will encourage all incoming fulltime students to complete gateway math during their first year. Historically, only 55% to 66% of our incoming students have attempted a gateway math course in their first year. We will also explore ways to support the larger number of students taking gateway math in their first year.

2. Enhance Advisement in Gateway Math

This fall, we will pilot the Education Advisory Board (EAB) advising alerts in a section of College Algebra and in a number of classes with SEEK students. We begin with math because of its relatively high D/F/W/I/NC rate. This spring, we will scale up EAB early alerts in additional gateway math and other courses. We will coordinate efforts on these course-level alerts between the faculty and the advisement office.

3. Emphasize *Your Future in Four* Campaign

We will encourage students to increase their academic momentum by taking classes in the winter intercession and summer session. We will highlight and emphasize our campaign for students to stay on track to timely degree completion through a *Your Future in Four* campaign. Our advisors will include the *Your Future in Four* campaign in our Open House events and emphasize its importance to both parents and students. They will also emphasize the campaign in all meetings with students this year.

**H. PEDAGOGICAL PROFESSIONAL DEVELOPMENT
LINKED TO STUDENT SUCCESS OUTCOMES**

In working to enhance academic momentum and student success, we have noted performance gaps for our URM students that we must address. Our data indicate that URM students suffer from performance gaps of 3.6% in gateway English completion, 9% in gateway math completion, 8.2% in earning 30+ credits in their first year, 12.5% in four-year graduation rates, and 12.5% in six-year graduation rates. Over the next four years, we will decrease these gaps by 50%, per our Strategic Plan. Many of the strategies listed above will help to ameliorate these gaps, and we have focused our pedagogical professional development to meet the target as well:

1. Train Faculty Teaching High D/F/W Courses

We are participating in the CUNY NASH-ACUE “Scaling Instructional Excellence for Student Success” grant to improve outcomes in large, high D/F/W courses with performance gaps. We will support 60 faculty members teaching these target courses in the Association of College and University Educators’ Effective Online Teaching Practices (EOTP) course. During and after the training, these faculty will engage in communities of practice offered in all five schools at Brooklyn College to reinforce and deepen the impact of the training.

2. Enhance Online Teaching Programs for Faculty

We will evaluate and enhance the quality of our new BC GO Program (Brooklyn College Guide to Online Pedagogy), which we created at the onset of COVID-19. In addition to about 185 faculty members who took faculty development programs from the CUNY School of Professional Studies in online teaching, more than 150 faculty members will participate in our BC GO program, which will train them not only on the technology of online modalities, but also on the pedagogy of remote learning.

3. Offer Training on Bias in Remote Teaching

Since the move to a remote learning environment, the number of complaints of bias incidents in the classroom submitted to our Office of Diversity and Equity Programs has doubled (to about 20 complaints). The Office will develop specialized training for faculty to address bias against minority students in remote learning environments. We will offer this training on multiple occasions and encourage faculty to take it.

I. ANTI-RACIST AGENDA

In response to recent uprisings for racial justice, Brooklyn College has developed a robust Anti-Racist Agenda for the campus. In addition to those listed above, we will adopt the following strategies to implement this agenda. We will establish a broadly representative Implementation Team for Racial Justice, conduct listening sessions for students, staff, and faculty, and solicit additional feedback. The Implementation Team will develop strategies to reform public safety, increase faculty diversity, support staff professional development, improve the campus climate, better train students, staff, and faculty in bias, and encourage faculty to improve their curricula and pedagogy to be more inclusive and responsive to the needs of our diverse student body.

J. COMMUNICATIONS

Through dedicated funding secured by the Brooklyn College Foundation, the Office of Communications and Marketing will develop an updated College website. Among the results anticipated from this initiative will be a 5% increase in student satisfaction with the College’s website among students, per our Strategic Plan.

We will also develop a Communications Task Force to review communications sent to first-year fulltime, transfer, and graduate students to ensure that there is consistent and coordinated campus-wide information dissemination to clarify the curriculum and relevant College policies.

K. FUNDRAISING

Over the last three years, voluntary annual support for Brooklyn College has increased by \$5.9 million, from \$6.1 to \$12 million, according to the CUNY PMP Databook. Over the next four years, we will increase annual fundraising to \$13.35 million, per our Strategic Plan. Over the last three years, we have also increased research funding by \$3.3 million, from \$4.4 to \$7.7 million, according to the CUNY PMP Databook. Over the next four years, we will increase annual research funding to \$12 million and increase the number of funded research grants annually from 45 to 53, per our Strategic Plan. We will adopt the following strategies to meet these targets:

1. Commence Quiet Phase of Major Fundraising Campaign

This year, the Brooklyn College Foundation will complete a feasibility study to determine the scope and scale of a major gift fundraising campaign, as well as to identify its lead prospects. We will present the research and recommendations to the Brooklyn College Foundation Board and commence the quiet phase of a major campaign.

2. Develop Action Plan to Increase Faculty Research Grant Funding

This year, we will convene a Research Support Working Group across all five schools to develop recommendations to increase faculty research grant funding. We will then develop an action plan based on those recommendations.

Overall, we have set ourselves an ambitious agenda, particularly in the wake of the pandemic, but this work is crucial for Brooklyn College to thrive. We are eager to make progress on these goals, targets, and strategies, and to strengthen the College and its positive impact on thousands of students for years to come.

Yours truly,



Michelle J. Anderson
President, Brooklyn College