GOAL 1: RAISE ACADEMIC QUALITY

Objective 1. Strengthen college priority programs and continuously upgrade curricula and program mix

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies

- Middle States Periodic Review Report and Associated Components: achieve Middle States reaccreditation in 2014—complete and file the Periodic Review Report (PRR); complete Graduate Program Review (required component of PRR submission); complete review and revision of credit-hour policy initiated in 2012-13 (required PRR certification).
- Health & Nutrition Science: achieve ACEND reaccreditation of graduate DI program (site visit scheduled in spring 2014).
- Speech, Communication Arts & Sciences: receive ASHA reaccreditation of M.S. program (site visit scheduled in fall 2013).
- School of Business: finalize the AASCB-compliant Assurance of Learning Program and Strategic Plan; implement phase one of the plan.
- School of Education: School of Education: collect first year data for CAEP self-study (due 2016); collect second year data in preparation for NCSS recognition of Social Studies Teacher programs (BA/MA); submit Secondary Education Science programs for national recognition (BA/MA) Continue second year of data collection for Educational Leadership national recognition; resubmit Special Education SPA to CEC for Childhood MA only; address NCTM SPA feedback report for Middle School Math Education (BA & MA) programs and 7-12 Math Education MA only conditions outlined by NCTM.
- School of Visual, Media and Performing Arts: obtain Board of Trustees approval for MFA in Cinema Arts and MA in Cinema Studies; complete letters of intent for programs in Media Scoring and Sonic Arts; prepare to file for Middle States accreditation of programs to be offered at the Barry R. Feirstein Graduate School of Cinema.

1.2 Colleges will improve the use of program reviews to shape academic decisions

- Strategic Plan: Cabinet will conduct mid-course review of Strategic Plan 2011-2016, and establish an implementation timetable for priority actions.
- Outcomes Assessment: adopt and implement an updated Outcomes Assessment Plan (PRR deliverable); convene and charge the Assessment Council specified in the plan; continue review and revision of existing undergraduate and graduate assessment programs; develop a multi-year assessment calendar and implement data collection by spring 2014 in all departments in the School of Humanities and Social Sciences.
- CUNY Academic Program Review: launch Self-Studies in Art Education MA (SOE), Children’s and Youth Studies (HSS – a 2-year process), Women’s Studies (HSS), Political Science (HSS), and Psychology; conduct External Evaluations in Sociology (HSS) and Mathematics (NBS); finalize and publish a Revised Program Review calendar for all schools and revised program review guidelines.
- Doctoral Program Review: Develop campus-based doctoral program proposals in up to four areas—Biology, Chemistry, Biochemistry, Physics.
- Program Revision: In the School of Education, re-design and submit Bilingual education programs for curriculum approval; redesign and submit for approval Childhood Education programs to address NYCDOE shortage areas in STEM and special education; complete development work in early intervention and parenting in Early Childhood program. In the
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14
School of Visual, Media, and Performing Arts, complete evaluation of Broadcast Journalism (TV Radio); revise the BFA in Studio Arts and review the Music Education Program.

1.3 Colleges will use technology to enrich courses and improve teaching

Main Indicator: Establish a new baseline for percentage of instructional (student) FTEs offered partially or totally online based on a review of all college reporting procedures for partially and totally online courses.

- Review and prioritize implementation of the recommendations in the President’s Task Force on IT Use and Support Report.
- **ITS:** create 20 new “smart” instructional facilities; upgrade 10 earlier generation “smart” facilities to current campus standard. Achieve a 10% improvement in perceived reliability and accessibility of IT resources in instructional spaces in user satisfaction surveys.
- **Library/AIT:** develop a minimum of four additional Research Loops (discipline-specific graduate versions of the Library Online Orientation Program – LOOP) to improve higher-level information literacy/research skills. Expand the technology workshop program for faculty, staff, and students with an emphasis on promotion of In Your Class.
- **School of Business:** integrate and assess use of Bloomberg financial terminals into its business curriculum.

Objective 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers

- Hire 30 new faculty for fall 2014 to address rising enrollments in natural and behavioral science; to support Science and Resilience Institute at Jamaica Bay (SRI@JB); to support AACSB accreditation efforts in the School of Business and new graduate programs of the Barry R. Fierstein School of Cinema.
- **Associate Provost for Faculty and Administration:** improve communication of policy and procedures to faculty by developing a website for the Office and publishing an updated Faculty Handbook; enhance leadership development by expanding participation in New Chairpersons Orientation program to include not only chairs but emerging campus leaders; conduct a formative assessment of how processes and data applied to faculty evaluation are functioning and being utilized, including current methods of peer observation, the use of the college’s Annual Conference Report Form for conducting annual evaluations of faculty, implementation of the college and university’s Third-Year Review procedures, and utilization of the student evaluation data.
- **Faculty Development:** In the School of Business, review the cadre of adjunct faculty to ensure compliance with recently released AACSB standards for “professionally qualified”faculty. In the School of Education (SOE), build capacity to integrate the Common Core State Standards, data-driven assessments, edTPA, and improve the quality of clinical experiences and bridge theory and practice, in partnership with NYC Department of Education; host a major conference to engage arts and science faculty in these efforts. In the School of Humanities and Social Science, launch a cross-disciplinary faculty discussion group focused on Medical Humanities. In the School of Humanities and Social Science, launch a cross-disciplinary faculty discussion group focused on Medical Humanities. In the Roberta S. Matthews Center for Teaching and Learning: conduct approximately 14 workshops on topics including but not limited to science of teaching and learning, new faculty orientation, outcomes assessment; administer the CUNY-OAA funded Team-Based Learning Project (train 3 faculty cohorts, complete overall assessment plan,
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14
implement the first phase of assessment; centralize and coordinate Writing Across the Curriculum (WAC) and Quantitative Reasoning (QR) programs and develop a 3-year strategic plan for providing enhanced WAC and QR services to faculty and Learning Center staff.

2.2 Colleges will increase creative activity and research productivity, including for pedagogical research

Main Indicator: Average items of scholarship or creative activity per full-time professorial faculty member will be 1.2
- Appoint a senior faculty member as a Faculty Fellow for Research Coordination in the School of Natural and Behavioral Sciences.
- Together with an initial $15M investment in renovation of Ingersoll research infrastructure, increase start-up funding for newly hired STEM faculty by 5%.

2.3 Instruction by full-time faculty will increase incrementally

Main Indicators: 44% of instructional FTEs in undergraduate courses will be delivered by full-time faculty. Mean teaching hours of veteran full-time faculty will be 16.0.
- Team-Based Learning Project (funded by CUNY OAA, providing effective strategies for teaching groups of students from 20 to 100+): implement fall and spring pilot sections, train cohort of TBL faculty who will teach in fall 2014, conduct formative assessment of initial pilots, and complete summative assessment design.
- Learning Communities: increase participation of full-time faculty by 1%.

2.4 Colleges will recruit and retain a diverse faculty and staff
- Maintain the high percentage of participation by junior faculty in university programs that support diverse faculty in pursuit of tenure and promotion.
- Build a welcoming and supportive campus climate for faculty and staff through implementation of our campus diversity plan, especially through enhanced cooperation and collaboration with employee affinity groups.

GOAL 2: IMPROVE STUDENT SUCCESS

Objective 3. Ensure that all students receive a quality general education and effective instruction

3.1 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses

Main Indicators: 75.2% of SEEK students will earn a C or better in Freshman Composition and/or Gateway Mathematics. 80% of ESL Students will earn a C or better in Freshman Composition. USIP participation rate of entering freshmen and transfers with initial remedial need will be 25%.
- SEEK: improve counseling, academic advising, and tutoring support services, incorporating student assessment surveys and feedback. Increase the participation rate in June 2014 voluntary workshops by 25%; achieve a 90% combined pass rate in June 2014 voluntary workshops.
- Opportunities for Success (OSS/SOP): 85% of students who attend the summer program will be math certified by the end of fall.
- Unified Science Bridge (USB, NIH and CUE funded pre-freshman summer program): continue to implement and assess the program by using student response surveys, analyses of high school academic predictors of pre-calculus course grades, and tracking of students in USB in subsequent mathematics and science classes, particularly Calculus 1. Compare USB program

Submitted by President Karen L. Gould
June 26, 2013
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14

outcomes in intervention using iPad minis in class and for homework with results from two
other Brooklyn College pre-calculus interventions currently underway or planned in order to
determine whether any of the methods leads to better outcomes.

STEM & Pre-Law Initiatives: hire two additional cross-trained advisors in the Center for Academic
Advancement and Student Success (CAASS) to support first- and second-year pre-med students
and students interested in pursuing pre-law and pre-health programs.

3.2 Colleges will improve student academic performance, particularly in the first 60 credits
of study

Main Indicators: 91% of students will pass freshman composition with a C or better; 72 % of
students will pass gateway mathematics with a C or better. 100% of CLA target sample will take
the CLA test; value-added as measured by the CLA will be determined in July 2013.

Assess the Brooklyn College General Education Curriculum: review and assess the general
education and academic foundations requirements of Brooklyn College that pre-date the
Pathways program, review the translation of these requirements into the Pathways program,
and propose (for earliest possible implementation) modifications of the College’s general
education program based on Pathways framework and assessment findings.

DegreeWorks: establish a baseline for utilization of revised DegreeWorks platform to support
program planning, including Pathways opt-in.

First Year Seminar (INDS 1011): introduce and assess modules on the new Pathways curriculum to
develop student awareness of general education requirements; initiate early career
exploration through Magner Center Career Ambassadors sessions.

Gateway Mathematics: Identify students enrolled in Math 1011 who would be more successful in the
two semester sequence of Math 1021/1026 and advise them accordingly. Implement an alternate
instructional modality, supported with CUNY OAA funding, in fall and spring, with formative
assessments conducted during both semesters and summative assessment conducted at the
project’s completion.

3.3 Colleges will reduce performance gaps among students from underrepresented groups

Main Indicator: One-year retention rate gap of first-time freshmen in the entering class of fall 2012
between URM and non-URM students will decline by 4.5 %.

Black Male Initiative Program (BLMI): collaborate with other URM programs such as BC Bound
and Brooklyn Brothers. BLMI students participating in the structured mentorship will earn at
least 24 credits during the academic year, attain a minimum 2.5GPA, and meet or exceed the
college wide freshman to sophomore retention rate. Enroll at least 30 students in the BLMI
Mentorship Academy. Center for Academic Advancement and Student Success (CAASS) will
provide specially tailored academic orientations for BLMI program in fall and spring.

BC Bound: from GED to Degree (successfully piloted in spring 2013): expand to a cohort of 20
students.

Objective 4. Increase retention and graduation rates and ensure students make timely
progress toward degree completion

4.1 Colleges will facilitate students’ timely progress toward degree completion

Main Indicators: 26% of freshmen and transfers entering in fall 2012 will take one or more courses
the summer after entry; the average number of credits earned by full-time first-time freshmen in the
first 12 months will be 26.3; the ratio of FTEs to headcount in the baccalaureate program will remain

Submitted by President Karen L. Gould
June 26, 2013
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14

stable.

Course Plan Project: Complete the three-year course plan project in all five schools; publish course plans on the college website to support degree planning and timely progress toward graduation; align School of Education course plans with partner departments in liberal arts and sciences.

School-based Advisement Infrastructure: Build the first phase of a school-based advisement infrastructure by hiring two academic advisors in the School of Business.

Center for Academic Advisement and Student Success (CAASS): support faculty in the use of eNotes, ePetitions, and online grade change tools through 8 workshops; conduct 2 CAASS on the Quad programs (successfully piloted in spring 2013) to acquaint students with college resources and policies.

4.2 Retention rates will increase progressively

Main Indicators: The one-year retention rate of first-time full-time freshmen will be 85.5%. The one-year retention rate of full-time transfers will be 78.3%.

Learning Communities: Expand participation of affiliated and unaffiliated students in learning communities to 86%; continue to coordinate learning communities across all college programs; include 4 new discipline-based learning communities in the First College Year learning community program.

First Year Seminar (INDS 1011): offer targeted sections to specialized programs (e.g., SEEK, Black Male Initiative, BC Bound, etc.) and 4 new discipline-based learning communities.

TransferNation (an integrated advisory and support team for first-semester transfers): increase the number of entering transfer students who participate by 15%.

Peer Mentoring: utilize peer mentors to support retention efforts with targeted student groups—conduct 22 web portal/CUNYFirst workshops for INDS students in fall 2013; conduct a minimum of 4 registration workshops and 3 web portal/CUNYFirst workshops for spring 2014 learning communities; conduct a minimum of 2 Pathways workshops for transfer students each semester.

4.3 Graduation rates will increase progressively in associate, baccalaureate, and master’s programs

Main Indicators: 26% of full-time first-time freshmen will graduate in 4 years; 48.3 % of full-time transfers will complete their degrees in 4 years; 58.6% will complete their degrees within 6 years; 72.2% of master’s students will complete their degrees within 4 years.

Enrollment Management: Re-vamp the Registrar’s degree audit process to align procedures with CUNYfirst. Transfer Student Services Center: continue to align transfer credit evaluation process with CUNYfirst; conduct assessment of the effectiveness of Transfer Center operations to date; publish a Transfer Student Services Center brochure targeted to new and continuing students and make available online.

Graduate Program Review: develop an implementation plan for recommended changes when the college-wide review is finalized in spring 2014.

Graduate Program Policies: continue revision of the 1994 graduate program guidelines and submit for governance approval.

Objective 5. Improve post-graduate outcomes

5.1 Professional preparation programs will improve or maintain the quality of successful graduates

Submitted by President Karen L. Gould
June 26, 2013
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14

Main Indicators: The number of credentialed teachers will be 400; 90% of test-takers will pass the Content Specialty Test. In light of new edTPA requirements, initial pass rates will remain stable. 40% of first-time baccalaureate test-takers will pass the Uniform CPA exam.

School of Education: prepare faculty and students for new edTPA requirements to ensure successful pass rates and prepare qualified teachers.

School of Business: prepare students for the Uniform CPA exam.

5.2 Job and education rates for graduates will increase

Student satisfaction with the BC experience as reported in the annual graduation survey will remain high.

School of Education: increase the number of effective and highly effective new teachers employed by the NYC DOE who are BC graduates by 3% (i.e., achieve a 90% overall effectiveness rating for newly hired BC graduates who teach for the NYC DOE).

School of Visual, Media, and Performing Arts: continue partnership development with the Martha Graham Dance Company; create a visiting artistprogram in the areas of visual arts, film and music; develop new partnerships with 2-3 arts organizations (e.g., Lee Strasberg Theater and Film Institute and T. Schreiber Studio); work collaboratively with the Magner Center and partner organizations to increase undergraduate and graduate internship placements by a total of 5-10 by summer 2014.

Honors Academy: continue to support students in the production of publication-ready research work and conference presentations that support prestigious graduate program admissions.

Pre-Law and Pre-Health: Continue workshops to prepare students for pre-law and pre-health graduate exams. Pre-health programs will achieve a target of 100 post-graduate student admissions to advanced programs in health professions. Magner Center: implement a management system to monitor progress of pre-law students in pre-law advising, internship placements, mentoring relationships, LSAT prep/LSAT classes, information sessions and seminar/panel discussions. Increase student participation in pre-law internships by 10%; and increase student involvement in pre-law activities by 15%

Objective 6. Improve the quality of campus life and student and academic support services

6.1 Colleges will improve the quality of student life and campus climate

Main Indicators: Noel Levitz baseline satisfaction ratings for Campus Climate (4.85), Responsiveness to Diverse Populations (5.08), Safety and Security (4.36), Student Centeredness (4.83), and Campus Life (4.74) established in spring 2013 will be reviewed; develop short- and long-term plans to improve ratings in each area.

Division of Student Affairs will concentrate on four main activities to support targeted improvements in the quality of student life and campus climate:

Student to Student-Peer Orientation Network: engage at least 50% of incoming freshman and 30% of our transfer students in the CLASE Passport program. Anticipated Outcome: At the end of the year, CLASE participants will develop a co-curricular transcript describing the high impact learning experiences, clubs, or organizations in which they participated.

Project Retain (Student Assistance and Referral/SAR): provide a target group of 50 incoming freshmen and 50 transfer students with problem-solving skills and resource information designed to support timely graduation. Anticipated Outcome: Project participants who had a minimum of 3 interactions with SAR will report that they had sufficient information and guidance to present their issue, concern or problem.

Student Hosted Events: develop and implement an event planning process and guidelines for...
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14

student-hosted events. Anticipated Outcome: Of 30 B.C. student officers (President or Treasurer), 80% will be satisfied with the orientation and guidance they received in planning and implementing student-hosted events, and 60% will attribute the success of the event to orientation provided by the Division of Student Affairs.

Bridging the Campus Climate: Establish an Advisory Committee to the Vice President of Student Affairs on Student Diversity Programming to review effectiveness of current Division-sponsored programming and recommend 3-5 programs for continuation in 2013-14. Recommendations and decisions will be data-driven and consistent with the mission and goals of the College. Anticipated Outcome: 25% of the student body will participate in one or more of these events and 20% will indicate a positive experience contributing to improved campus pride and feelings of belonging. Develop new programming with “We Are All Brooklyn” (WAAB) director and team to strengthen commitment to diversity and mutual respect.

6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology

Main Indicators: Noel Levitz baseline satisfaction ratings for Academic Advising Effectiveness (4.84), Campus Support Services (5.28), Concern for the Individual (4.61), and Academic Services (5.07) established in spring 2013 will be reviewed; develop short- and long-term plans to improve ratings in each area. Percentage of degree students using Degree Works for degree audit will be issued by OIRA at a future date.

Associate Provost for Academic Programs:

Center for Academic Advisement and Student Success (CAASS): develop a 3-year strategic plan focused on implementing best practice recommendations resulting from spring 2013 NACADA external review; support creation of school-based advisement structure in School of Business through collaborative programming; support increased use of DegreeWorks through two Smart-to-Finish advisement workshops for faculty and staff advisors; offer ten student workshops on the re-launched DegreeWorks tool.

International Education and Global Engagement: complete and obtain approval for its 3-year strategic plan and finalize a minimum of five letters of intent and exchange agreements, particularly with Chinese institutions. Increase support for study abroad.

Magner Center for Career Development and Internships: address goals and assess activity outlined in Year Two of its strategic plan; create and implement a comprehensive marketing plan. Increase student utilization by 10% and increase employer collaborations and contacts.

Library/AIT:

Install Bloomberg terminals and develop related instructional and informational resources.

Develop additional programming on Open Access, Open Source, Open Data, and other scholarly communications matters in support of Student Government textbook alternative project.

Complete updated disaster planning for both technology and collections.

Work on sharing and commercialization of technology solutions and products developed by the Brooklyn College Library, such as the book scanner and hosted MyLibrary services.

ITS:

Implement new systems and workflows: document imaging in support of SEEK and CAASS; develop workshop enrollment system for CAASS; secure online submission of undergraduate grade changes (with CAASS); introduce a system to produce and manage student co-curricular transcripts.

Implement BC WIFI in Whitehead Hall. Initiate BC WIFI installation in Ingersoll and New Ingersoll.

Complete cell signal amplification in Boylan Hall.

Submitted by President Karen L. Gould

June 26, 2013
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14

Implement a new campus wide event management system for faculty and student events; enhance the online calendar to facilitate user-initiated event submissions.

GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFICIENCY

Objective 7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses

7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

Main Indicators: Total projected headcount enrollment: 16,413 (all students), 12,170 undergraduate degree-seeking, 3,017 graduate degree-seeking. Total projected FTE enrollment: 12,806 (all students), 10,920 undergraduate degree-seeking, 1,886 graduate degree-seeking. To achieve a 0 difference between actual and target enrollment, the mean SAT scores and mean CAAs of regularly admitted first-time freshmen will be maintained at the Fall 2012 levels.

Admissions: focus on CUNY first implementation/improved processing and new and innovative marketing activity. Undergraduate Admissions: evaluate organization and restructure. Graduate Admissions: create a Facebook page to more effectively communicate with students and bring the graduate transfer credit process into office operations.

Enrollment Advocacy: enhance virtual services through increased interactive chats, video resources, and online presence.

Enrollment Services Center: improve communication to students about college policies and procedures, with enhanced attention to online services.

International Student Services: increase enrollment of international students in fall 2014 by 5% through expanded international student recruitment, marketing, and outreach initiatives in targeted countries and regions; assess and enhance the international admission process for undergraduate students; collaborate with Brooklyn College American Language Academy (ALA) to market programs internationally; establish procedures to streamline the processes enabling ALA students to enroll in a degree program at Brooklyn College.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

Establish Science and Resilience Institute at Jamaica Bay (SRI@JB), a multi-institutional collaborative representing CUNY, the National Parks Service, the New York City Department of Parks, and private colleges and universities, at Brooklyn College.

School Psychology Faculty (SOE): continue to collaborate with colleagues in School Psychology at Queens College to develop a letter of intent for the PSY D program for review in spring 2014.

Team-Based Learning Project (CUNY OAA-funded): train interested CUNY faculty in adoption and implementation of TBL methodology (current cohort includes faculty from York College, Borough of Manhattan Community College, and Bronx Community College); host a CUNY-wide conference reporting on TBL project activities and outcomes in spring 2014.

7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college’s mission

Main Indicator: 95% of the target enrollment for College Now will be met.

College Now: work to build enrollment, based on the reclassification of the Brooklyn College

Submitted by President Karen L. Gould
June 26, 2013
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14

Academy.

Adult and Continuing Education: plan the re-launch of continuing education, both on campus and at 25 Broadway, through an ESL program focused on international students; develop academic preparatory programs for middle and high school students, starting with preparatory course for the Specialized Science High School Entrance Exam (SSHAT); explore potential online offerings.

Objective 8. Increase revenues and decrease expenses

8.1 Colleges will increase revenues

Main Indicators:

8.1.1 Total Voluntary Support (3-year weighted rolling average as corrected in summer 2013) will increase by 10%.

Institutional Advancement: raise $13M to advance the comprehensive “Foundation for Success” campaign to within 90% of the $200 million target, especially with respect to institutional effectiveness and leadership, fostering innovation in teaching and research, and promoting student success; work with the new director to build industry support for the Barry F. Feirstein Graduate School of Cinema; work with the Dean of Business and the Business Blue Ribbon Commission to develop a case supporting a major campaign for the School of Business; restructure advancement staff responsibilities in order to increase capacity to conduct frontline fundraising; further develop the gift market for fundraising in the area of corporate and private foundations; meet or exceed the proceeds of Brooklyn College Night (May 2013) at the May 2014 annual gala event.

8.1.2 Contract/grant awards (including for research) will increase by 5%.

8.1.3 Total Tuition and fee collection rate (3-year weighted rolling average) will increase by 0.2%.

8.1.4 Alternative revenue sources (ACE, licensing, rentals—3-year weighted rolling average) will be determined after release of data in July.

8.2 Colleges will prioritize spending for student academic and support services

Main Indicators:

8.2.1 Spending on instruction and departmental research as a percentage of tax levy budget will increase by 0.5%.

8.2.2 Spending on student services as a percentage of tax levy budget will increase by 0.2%.

8.2.3 Spending of technology fee as a percentage of technology fee revenue will be maintained.

Objective 9. Improve administrative services

9.1 Colleges will improve the delivery of administrative services to students

Main Indicators: Noel Levitz baseline satisfaction ratings for Admissions and Financial Aid Effectiveness (4.67), Registration Effectiveness (4.69), and Service Excellence (4.96) established in spring 2013 will be reviewed; develop short- and long-term action plans to improve ratings in each area.

Submitted by President Karen L. Gould

June 26, 2013
BROOKLYN COLLEGE PERFORMANCE GOALS, 2013-14

Enrollment Management: focus efforts on full implementation of CUNYfirst, continuing training and modifying processes to support successful transition. Registrar and Financial Aid will be at the forefront of the division’s effort. Financial Aid: restructure to provide more effective service. Honors and Scholarships: build on progress with review of accounts and focus on awards processing.

ITS: implement a system to facilitate and track hiring and separation of employees; create an online tool to facilitate booking of meeting resources (webex, video/audio conferencing, etc.); create an executive dashboard to monitor cost, progress, and disposition of adjunct appointments. Integrate the WebCentral Portal, and 50+ existing online tools and services that provide functionality not yet available in CUNYfirst, with CUNYfirst data and information flow.

9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs

Main Indicator: percentage of FTEs offered on Fridays, evenings and weekends will remain constant at 36.2%.

For many years, the College has implemented a number of strategies to increase the percentage of FTEs offered on Fridays and weekends with no significant success. Our undergraduates, who constitute 85% of total FTEs, now represent a more traditional college age profile and guard their weekend schedules carefully. Our graduate enrollment, the traditional base of evening and weekend programs, has declined by approximately 10% in the past decade. To address this University priority, the College has been hosting BMCC courses during underutilized periods. Currently, strategic planning for revenue-generating continuing education programs will incorporate a priority for facilities utilization during targeted periods both on campus and at 25 Broadway.

Progress in Capital Projects (aligned with instructional priorities in the Facilities Master Plan): continue to seek state support for construction of a new Roosevelt Science Commons; continue construction of Tow Performing Arts Center; complete architectural planning of Barry R. Feirstein Graduate School of Cinema at Steiner Studios; complete construction of HDTV studio in Whitehead; begin construction of biology and nutrition labs and new ventilation system in Ingersoll; complete design work for Lecture Hall Renovation; complete design, architecture, and engineering work for Whitman Basement/Theater access project; complete de-mapping and re-zoning process for purchased property on Nostrand Avenue.

9.3 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan

Main Indicators: Energy use intensity data will be released in July 2013; pounds of regular waste per FTE is 48%.

- Reduce recycling and compost as a percentage of total waste to 33%.
- Re-establish Campus Sustainability Committee with explicit charge to increase recycling efforts.
- Install additional trash recycling receptacles on campus.
- Improve coordination with dining service contractor to increase recycling and initiate composting initiatives.
- Launch coordinated effort to educate campus community on recycling and conservation issues.
- Brooklyn College Garden: revitalize the urban gardening program; expand the composting of College leaves, food waste from the cafeteria; increase rainwater collection for water conservation and supplemental irrigation; pursue “xeriscaping” by planting native species that do not require a lot of water; install a solar panel to provide electricity to the garden shed.

Submitted by President Karen L. Gould
June 26, 2013