GOAL 1: RAISE ACADEMIC QUALITY

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

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

- Follow up needed for Nursing accreditation review with NLNAC to include curriculum transitioning/updating based on NLNAC and consultant’s recommendations.
- Middle States Association Periodic Review Report preparation and submission.
- Electronic Engineering Technology accreditation review with site visit by the Accreditation Board for Engineering and Technology.
- Paralegal Studies approval review with site visit by the American Bar Association.
- Business programs’ interim report to the Accreditation Council of Business Schools and Programs.

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community

a. Provide enhanced support to community and students with creation of 2 key positions - Dean of Workforce Development and Dean of Evening/Weekend Programs.

b. Center for Sustainable Energy
   - Work with academic departments to develop and offer at least two courses for credit.
   - Operationalize Building Performance Institute Testing Center.

1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation

- Existing academic program and departmental metrics, which are used as part of annual assessment and budget review processes, will be refined in consultation with College leadership and Academic Department Chairs and expanded (to include post-graduation outcomes).
- Department of Biology review and site visit. Self-study to include student centered learning perspective in teaching narratives with learning outcomes; learning opportunities provided; assessment results; and “closing the loop” of assessment results to inform teaching practices.

1.4 Colleges will use technology to enrich courses and improve teaching

- All faculty and students participating in the College’s new Freshman Year Seminar (FYS) course (20 sections, 500 students for FA12) will create and use e-portfolio as a teaching, learning and assessment tool. Eventually, there will be enough seats in FYS courses to accommodate each entering freshman class.
- In Fall 2012, forty-seven distance learning sections are projected with a total of 846 students.
Almost all of the required courses for the Liberal Arts AA program will be offered online as hybrid or asynchronous offerings in Fall 2012. The expectation is to be able to offer a hybrid online degree in September 2013, with all necessary support services in place for this program.

- A CUNY New Hybrid Initiative Grant of $25,000 will help the college to align support for the online program in various areas, such as Academic Advisement, Registrar, Bursar, Financial Aid, Scheduling, Library, Student Counseling, Student Government, Student Affairs, Office of Instructional Technology and the Instructional Technology Tutors.

- A facility will be fully available for student instruction and support for e-portfolios and Blackboard 9.1.

- An on-line textbook will be created and in use by the end of FY 2013 for POL 11, American National Government, the third largest enrolled course in the Department of Social Sciences.

- General workshops will be offered for Web 2.0, Blackboard 9.1, Bb Collaborate, Bb Mobile, and Bb Content.

- The percentage of instructional (student) FTEs offered partially or totally online will increase from 2.0 to 2.5 (A more ambitious target will be developed for the following years as first year students are better prepared, in the Freshman Year Seminar (FYS) course, for on-line instruction.

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 teachers

Activities housed until now in the Center for Teaching Excellence and the Office of Instructional Technology will be merged and configured into a new Center for Teaching, Learning and Technology (CTLT). This Center is envisioned to create a new synergy for faculty development at the College. The director will oversee the design and delivery of CTLT activities and work with faculty leaders to provide technology-based support and guidance for online learning, ePortfolios, academic department-based technology projects and other academic initiatives, including outcomes assessment, First-Year Programs, and Writing Across the Curriculum. Planning is under way to expand the center’s hours to accommodate evening and weekend training and support for adjuncts.

2.2 Increase faculty research/scholarship

- New leadership in Center for Teaching, Learning and Technology will be expected to develop initiatives relating to faculty scholarship (including scholarship of teaching).

- The Office of Institutional Research will collaborate with faculty on a variety of research efforts relating to the Freshman Year Initiative (including assessing the impact of early progress grades and affective assessment instrument on first semester success).

- Modify the process (to include more centralized oversight of faculty responses) for collecting and reporting faculty scholarship data in order to substantially increase response rates to 80%.
2.3 *Instruction by full-time faculty will increase incrementally*

- The percentage of annual instructional FTEs delivered by full-time faculty will remain among the highest in CUNY and will increase from 56.9 to 57.9.
- The annual mean teaching hours of veteran full-time faculty members will increase from 20.8 to 22.0.
- The annual mean teaching hours of full-time faculty eligible for contractual reassigned time will increase from 21.0 to 21.5.

2.4 *Colleges will recruit and retain a diverse faculty and staff*

- Eighteen new teaching faculty are expected in 10 departments: Biology (2), Business (1), Chemistry (1), Communications Arts/Science (2), Education (1), English (3), Mathematics (3), Modern Languages (1), Physics (1), Social Science (3).
- The percentage of minority faculty will remain among the highest in CUNY and will increase from 44% to 45%.

**GOAL 2: IMPROVE STUDENT SUCCESS**

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

3.1 *Colleges will provide students with a high quality general education and major experience within the framework of the Pathways Initiative*

BCC has requested and received CUNY funding for Pathways work to continue throughout the summer of 2012. During this time, faculty will complete preparation of all documents required for governance approval of the Common Core which will be vetted by a *pro tem* Curriculum Committee during the summer. The goal of this effort is to have documentation supporting all of the courses in the Common Core and all modified transfer programs vetted and ready to be discussed and approved formally at the regularly scheduled Curriculum Committee and College Senate meetings in early Fall 2012.

The anticipated outcome of this goal is to have full BCC College Governance approval completed in early Fall 2012. BCC will then be able to send a substantial package to CUNY’s Office of Academic Affairs and Board of Trustees for their review and approval. Once this has been accomplished, BCC will need to turn its efforts to a second goal, publishing and publicizing the Common Core and modified transfer programs which will be in effect beginning Fall 2013.

The activities planned to meet this goal include: updating the College Catalog; revamping of the college course master, degree works and CUNY First information; advertising and informing incoming students of the new requirement; advertising and informing existing students of their option to follow the Pathways Common Core and modified transfer programs; implementing a major advisement effort to help students navigate through all of the changes/new requirements.
3.2 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses

a. Efforts to Improve Reading/Writing Skills
   - Department of English - Continue implementation of redesigned course materials and exams for ENG 01 and ENG 02. Reading faculty and external reading experts will provide faculty workshops for ENG 01 instructors to help in teaching reading and preparing students for the ENG 01 exam. In-service workshops on best practices will also be provided to full-time and part-time faculty.

b. Efforts to Improve Math Skills
   - Exit from Math Remediation - Expand MTH 01 Headstart workshops to provide opportunities for students to progress through the first math remediation course; provide support materials in the form of free texts, workbooks and online tutorial services; coordinate project (supported by Presidential grant) directing tutoring for MTH 05 repeaters; develop support services for the implementation of the new CUNY Elementary Algebra Proficiency Exam (including workshops for students who do not pass the exam); expand tracking/evaluation of tutorial services.

c. The pass rate on exit from remediation will increase:
   - From 47.7 to 50.0 in Reading
   - From 50.9 to 52 in Writing (and will remain among the highest rates in CUNY)
   - From 38.4% to 42% in Math

d. The percentage of associate degree students not fully proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit will increase from 46.1 to 50.0.

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

a. Improving First Year Experiences and Outcomes – involves a major systemic effort, which includes: a fully redesigned first year seminar course (utilizing high impact practices such as use of e-portfolio, peer mentors and embedded academic advisors); complete reorganization of academic advisement structure; development of early assessment and proactive warning systems; and reallocation of Presidential Grants to support innovative projects that support successful outcomes in remedial courses.

b. Efforts to Improve Gateway Math Performance - continue the “Still Time to Succeed” workshops to prepare students for the MTH 30 final exam; continue departmental discussions on addressing the MTH 06 – MTH 30 curricular sequence.

c. The percentage of students passing freshman composition with a C or better will increase from 80.5 to 82.0.

d. The percentage of students passing gateway mathematics courses with C or better will increase from 63.6 to 65.0.
3.4 Colleges will reduce performance gaps among students from underrepresented groups

The performance gap between underrepresented minority and non-underrepresented students will decrease for one-year retention rates from -7.6 to -5.0.

a. Efforts include early assessment and referral efforts, which are designed to identify (and refer for services) at-risk students early enough for corrective action. These include the Early Progress Grade, which is assigned to all students in the 3rd – 5th week and the Assessment Instruments used as part of the Freshman Initiative (the Noel Levitz instrument and the BCC Affective Assessment Instrument).

b. The new Multicultural Center, which provides a space for students from all backgrounds to meet, explore and discuss issues of race, gender, sexual orientation, and culture will provide a greater sense of engagement and belonging among all student groups at the College. The Center’s programs and events are designed to promote a diverse and inclusive campus experience.

3.5 Colleges will show progress on implementing faculty-driven assessment of student learning

- The major goal is to motivate academic department chairpersons to further enhance outcomes assessment in their courses and programs. The Assessment Office will support, via the Center for Teaching Learning and Technology, workshops and other presentations highlighting departmental best practices in student learning outcomes assessment at the course and program level. Also, a Faculty Convocation on Assessment during the upcoming academic year is being planned.

- The College will “provide evidence that student learning assessment results are used to improve teaching and learning in all programs, including general education” in the Periodic Review Report to the Middle States Association.

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

- Ratio of FTEs to Headcount in associate programs will increase from 0.753 to 0.76.
- The percentage of first-time freshmen who complete freshman composition within two years of entry will increase from 17.2 to 20.2.
- The percentage of first-time freshmen who complete a credit-bearing math course within two years of entry will increase from 1.3 to 5.0.

- Efforts will involve the Institutional Research staff (along with English and Mathematics Chairs and faculty) in developing and regularly reporting on a series of metrics that will track student progress toward these goals and inform the development and evaluation of interventions to substantially increase these rates.

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4.2 Retention rates will increase progressively

- The one-year retention rate of first-time, full-time freshmen will increase from 58.0 to 63.0.
- The difference between the actual and predicted (regression-adjusted) one-year retention rate of first-time, full-time freshmen in associate programs will improve from -2.64 to 2.0.

4.3 Graduation rates will increase progressively in associate programs

- The four-year graduation rate will increase from 14.6 to 18.0.
- The difference between the actual and predicted (regression-adjusted) one-year retention rate of first-time, full-time freshmen in associate programs will improve from -1.7 to 2.0.

5. Improve post-graduate outcomes

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

The percentage passing the NCLEX exam will increase from 71.8 to 80%. It is expected that the upcoming curriculum revisions and resumed efforts to do more extensive NCLEX test preparation will help maintain higher pass rates.

5.2 Job and education rates for graduates will increase

The six-month job placement rate in career and technical education programs will increase from 74.7 to 75.7.

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

- A new Vice President of Student Affairs will bring leadership and direction to the Student Affairs Division.
- A consulting firm has been commissioned to review and assess the Student Affairs Division and to provide a set of recommendations for improving the organization of Student Affairs and improving student life and services.

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

- All academic advisement functions are being centralized within the Academic Success Center.
- Newly configured Center for Teaching, Learning and Technology will focus faculty development on improving pedagogy with use of technology.
GOAL 3: ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS

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

- Headcount (fall) enrollment projection = 11,450.
- FTE (fall) enrollment projection = 8,253.

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

Articulation – The main focus will be upon developing the structure and content of curriculum programs to support student transfer via the CUNY Pathways initiative. Ongoing development of articulation is expected to continue following Pathways progress for agreements: Connecting the A.A. Liberal Arts and Sciences, Psychology Option, with Lehman’s B.A. in Psychology; Updating the existing Digital Arts A.A.S. agreements with current articulation partners; Updating the A.S. in Community Health Education with Lehman’s B.S. in Health Education and Promotion; Connecting the A.A.S. in Medical Lab Technology with York College’s updated program in Clinical Laboratory Science/Medical Technology; Updating the Electronic Engineering Technology A.A.S. with the Telecommunications Engineering Technology B.T. program at the New York City College of Technology; Connecting the Automotive Technology A.A.S. with B.S. in Career and Technical Education at the New York City College of Technology; Developing joint agreements of the Engineering Science A.S. with one or more engineering B.E. programs at City College’s Grove School of Engineering; Exploring a pathway for A.A.S Automotive Technology graduates to continue their education for a baccalaureate in automotive management (may be available outside CUNY); Connecting the Electronic Engineering Technology A.A.S. with the Electrical Engineering Technology and Computer Engineering technology B.S. programs at Farmingdale State College/SUNY.

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

- The percentage met of College Now enrollment target will increase from 86.1 to 90
- Enrollment in adult and continuing education will remain stable.

8. Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase 10%

- Alumni-corporate fundraising (3-year rolling average) will increase by 10% from $1,650,000 (estimated 3-year rolling average) to $1,815,000.
- Alumni-corporate fundraising (annual) will increase 10% from $1,900,000 to $2,090,000.
- A new Vice President of Institutional Advancement will bring leadership and direction to fundraising initiatives.
8.2 Colleges will make progress within a declared capital campaign

- Incorporate campaign logo in BCC literature.
- Expand campaign website.
- Utilize campaign committee and campaign chair to hold micro events.
- Develop mini campaign to celebrate the opening of North Hall and Library.

8.3 Each college will achieve its revenue targets and improve or maintain high collection rates

- The College will achieve its revenue targets and improve or maintain high collection rates.
- Revenue as a percentage of target will remain at 100% or more.
- Non-credit/ACE revenue as a percentage of target will remain stable at 97.6.
- Collection rate will remain stable at 88.9.

8.4 Colleges will improve or maintain sound financial management and controls.

- The College will maintain sound financial management and controls including implementation of a new accounting and transaction recording system for ACE to satisfy the University S.O.P for ACE.
- Administrative costs as percent of total will remain below 32.0.
- Number of material weaknesses or significant deficiencies in annual internal control reviews will remain at 0.

8.5 Colleges will end the fiscal year in strong financial condition with 1-3% of allocated budget in reserve

The College will fully implement the FY 13 Financial Plan with a balanced budget, ending the year with a 2.5% reserve balance.

8.6 Contract/grant awards will increase

Contract/grant awards will increase 10% from $5,181,935 to $5,704,129.

8.7 Indirect cost recovery ratio will improve

Indirect cost recover ratio will remain at 7.0 or higher.

9. Improve administrative services

9.1 Student satisfaction with administrative services will rise or remain high at all CUNY colleges

The College will conduct qualitative research (focus groups, interviews) to better understand the general satisfaction trends measured by the CUNY survey.
9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs

- Percentage of FTEs offered on Fridays, evenings or weekends will increase from 43.8 to 45.
- The College will be focusing efforts to provide more support services for students at these times and to ensure that some degree programs will be attainable on weekends.
- BCC Campus Planning, in coordination with Physical Plant Services, will continue to implement both major capital and non-capital projects to improve space utilization on campus and enhance the learning environment.

9.3 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws, and develop business continuity plans

- BCC Environmental Health and Safety Risk Management Council will continue to review and assess major campus risks with the goal of prioritizing and mitigating risks based on fiscal, operational and environmental factors.
- The College will evaluate business continuity software with the goal of implementing a web-based, comprehensive decision and data management tool that meets the needs of the campus, university and regulatory compliance agencies.

9.4 All colleges will make progress on CUNYfirst implementation

The College will make timely progress on CUNYfirst implementation including AP/PO modules and centralized student tuition refund processing.

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

The College will make progress on the goals/initiatives identified in multi-year sustainability plan including completion of The North Hall and Library which is designed to achieve LEED silver rating from US Green Building Council, complete construction of Snow Hall Renovation for Center for Sustainable Energy, complete construction of phase I and begin construction of Phase II of the Campus-wide Utility Upgrade Project and construction of the new Receiving Building with sustainable features.