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

I am pleased to submit the Brooklyn College Performance Management Process (“PMP”) goals for 2022. This letter identifies our goals, the targets and baselines for each, and the strategies we will adopt this year to advance them. We have aligned our goals, targets, and strategies with PMP directives and key performance indicators in the Brooklyn College Strategic Plan 2018-23. As requested, this letter addresses enrollment, access and completion, retention, graduation, equity gaps, the future of online learning, and career readiness.

A. ENROLLMENT

Enhancing enrollment at Brooklyn College is our highest priority. Over the most recent fall-to-fall enrollment cycle, total enrollment at the College dropped 10%. That decrease was fueled by a lack of new students, as new first-year fulltime students dropped 28% and new transfer students dropped 20%. We aim to grow our entering class by 5% over these numbers.

We take pride in being ranked by *U.S. News & World Report* as having one of the most diverse student bodies in the country. To better reflect the population in the borough, we aim to increase our first-year fulltime African-American students from 15.6% to 18% (using IPEDS data) by 2024. We will adopt the following strategies to meet these targets:

1. Engage Consultant to Develop a Strategic Enrollment Plan

This year, we will hire the firm SEM Works to help us develop a strategic enrollment plan. SEM Works has experience with more than 500 institutions of higher education, including public institutions and HBCUs. We hope to finalize the plan early in the spring semester, and implement its recommendations sooner where we can.

2. Engage Consultant to Enhance Recruitment

Last year, we hired Ologie, a branding and marketing firm, to help us overhaul and update our website with a focus on prospective students, work that is ongoing. This year, we will use the firm to create better, targeted marketing materials for prospective undergraduate first-year fulltime students, transfer students, and graduate students.

3. Enhance Transfer Credits Process and Outcomes

We aim to increase transfer credit acceptance in the majors by 5%. This year, we will encourage departments to award major credit where appropriate, and will use the electronic transfer evaluation system to enhance the process. We will also limit and make uniform the time that programs and departments have to engage in transfer credit review.

4. Increase Articulations Agreements

This year, we will complete five new articulation agreements with Kingsborough Community College, the Borough of Manhattan Community College, and LaGuardia Community College in areas of science and education that garner substantial student interest.

5. Enhance Recruitment of African-American Students

This year, we will enhance recruitment at high schools with large populations of African-American students and increase recruitment at the BC Bound Program for GED students.

6. Enhance Recruitment in SEEK Program

This year, we will establish a SEEK Recruitment Working Group to focus on outreach through targeted presentations at high schools and an open house for high school administrators and guidance counselors. We will revamp the SEEK communications plan for recruitment to build a sense of community, and use SEEK Peer Ambassadors to engage prospective students.

7. Enhance Program Review

Last year, we found that only 41% of our non-professionally accredited programs had conducted such a review within the last ten years, and we developed a rigorous schedule in response. This year, we will complete the scheduled reviews and action plans in a timely fashion under the direction of the Deans and the Associate Provost for Institutional Effectiveness.

B. ACCESS AND COMPLETION

The percentage of our first-year fulltime students who successfully complete gateway English has remained high at 91.3%. Unfortunately, we predict the pandemic will drop that number to 85% (fall 2020 cohort). Still, we aim to bring our gateway English completion back up to 90% as soon as possible.

Last year, we increased our completion rate in gateway math from 52.5% (fall 2018 cohort) to 66.9% (fall 2019 cohort), surpassing our CUNY momentum target of 63.3%. This year, we aim to meet the CUNY overall target for first-year fulltime students passing gateway math of 75% (fall 2020 cohort).

Last year, we increased the percentage of students earning 30+ credits in their first year from 55.6% (fall 2018 cohort) to 57.6% (fall 2019 cohort). Unfortunately, we predict the pandemic will drop that percentage to about 50% (fall 2020 cohort). Over time, we aim to increase that number to 60% (fall 2022 cohort), which is the CUNY momentum target. We will adopt the following strategies to meet these targets:

1. Enhance Gateway Math Interventions

This year, we will hire a math foundations lecturer to coordinate and improve our gateway math interventions. We will also offer second-semester advisement appointments for students to create their spring schedules with an advisor and we will mandate them for those students who did not take gateway math in the fall so that they take it in the spring.

2. Enhance Academic Momentum

This year, we will use our Connection Coaches, Completion Coaches, and other advisors to enhance academic momentum. On the front end, they will monitor and encourage first-year students to take winter and summer classes, where appropriate, to reach 30+ credits. As students enter their fourth year and beyond, they will work closely with the registrar's office and the degree audit function to intervene with students who have not yet signed up for the right classes to complete their majors.

C. RETENTION

Over the last five years, Brooklyn College's one-year retention rate for first-year fulltime students has remained strong, ranging from 80% (fall 2018 cohort) to 82.9% (fall 2017 cohort). Unfortunately, we predict that the pandemic will decrease our rate to about 74% (fall 2020 cohort). Nevertheless, per our Strategic Plan, we aim to increase our one-year retention rate to 83% by the fall 2022 cohort.

During fall 2020, we administered a student climate survey (18% response rate). Students indicated that the availability of academic advisors was a challenge for them, so we aim to enhance that availability. We will adopt the following strategies to meet these targets:

1. Enhance Strategic Interventions for Retention

This year, we will map our strategic interventions to retention metrics. We will inventory those interventions, define their uses, eliminate redundancies, and document which ones should be used for which situations to enhance effectiveness. We will also add one of our recently-hired personal counselors to the Retention Committee to share the latest information about how mental health issues are affecting students' ability to remain in college.

2. Improve General Advisement

This year, we will roll out the EAB Navigate appointment system to all students to increase access to advisors. We will expand intrusive advisement for students who are at risk or near probation and connect them with resources. We will enhance communication across units of the campus, ensuring quick and accurate responses to students regarding academic plans of study, educational requirements, financial aid, health and wellness, and College policies.

3. Improve Major Advisement

This year, we will develop a workshop for faculty members who advise students in the major to train them on best practices in advising, Degree Works, EAB, and other tools. We will roll out the workshop with small groups of faculty members, assess its effectiveness, improve it, and develop a comprehensive plan based on those results moving forward.

4. Enhance Service to Readmits

From 2015-2020, readmits to the College dropped 54%. This year, we will develop a multi-year readmissions initiative. For this first year, we will reach out to continuing students who did not return in fall 2021 to connect them with resources and support them to reenroll. We will assess the effectiveness of this work, improve it, and develop a larger plan for readmits next year.

5. Enhance Financial Aid and Scholarships Services

Our fall 2020 climate survey indicated that services related to financial aid and scholarships were a challenge for students. This year, we will develop and implement a comprehensive communications plan, including a new webpage with a chatbot to answer student inquiries at any time. The Scholarships office will turn billing over to the Bursar to allow its staff to focus on student support. We will also hire two part-timers to help implement EAB in the Student Financial Services Office and help with recruitment.

D. GRADUATION

Over the last three years, our four-year graduation rates have increased from 27.2% to 32.2%. We aim to maintain that percentage this year. Last year, our six-year graduation rate was 54.5% (fall 2014 cohort), which we aim to increase to 66.7% over the next few years (fall 2019 cohort), which is the CUNY momentum target. Over the last three years, our graduation rate for transfer students increased from 49.8% (fall 2013 cohort) to 55.3% (fall 2016 cohort), exceeding our multi-year target of 55% three years early. We aim to maintain that rate. We will adopt the following strategies to meet these targets:

1. Provide More Opportunities for Completion in High Failure Courses

This year, we will work with Chairs to schedule high failure courses in the winter and summer. We will specifically increase opportunities for students who failed Math 1006 and English 1010 and 1012 to take these courses over the winter or summer.

2. Enhance Sophomore Advising

This year, we will enhance registration and scheduling assistance for sophomores through virtual drop-in advisement sessions using Degree Works to schedule the appropriate courses. We will also create sophomore Blackboard modules on the importance of academic momentum and advertise them on the website and through individual direct messages.

3. Enhance Advisement with New Technology

This year (as indicated under “Retention” above), we will use EAB to expand intrusive advisement for students who are at risk or near probation and connect them with resources. Using reports from Degree Works, we will also identify students who are close to graduation but have not filed for graduation and work with them to take the courses they need to complete their degrees.

4. Enhance Course Availability

Our fall 2020 climate survey indicated that course availability was a challenge. This year, we will develop a pilot with Chairs and faculty leadership to spread courses that are overenrolled for the rooms available to less high-demand times to provide students with more choice. We will also survey students to clarify the type of additional course availability they need.

E. EQUITY GAPS

The pandemic exacerbated most of our URM students’ performance gaps, except for those related to graduation and D/F/W rates. For the fall 2019, we had a 4.1% gap in male retention, which is better than the university average of 4.3% and down from our 2018 baseline of 5.6%. Over the next four years, we aim to decrease the gender gap to 3%. Per our Strategic Plan, we aim to decrease our racial performance gaps by 50% from 2018 baselines. We will adopt the following strategies to meet our targets:

1. Enhance Faculty Training in High D/F/W Courses

We had solid success last year with the CUNY NASH-ACUE training. This year, we will recruit 60 faculty who are teaching large courses with high D/F/W rates and performance gaps to take the training. We will offer incentives to attend the course, and faculty will receive a micro-credential recognized by the American Council on Education for successful completion.

2. Convene Committee on Black and Latino Male Completion

This year, we will convene a committee to focus on Black and Latino male enrollment and completion. It will include the Provost, the VP of Student Affairs, the VP of Enrollment and Retention, the Dean of Humanities and Social Sciences, and other relevant senior staff and faculty. The committee will develop a plan to recruit and better support more Black and Latino men.

F. FUTURE OF ONLINE LEARNING

Prior to the pandemic, we increased the percentage of instructional FTEs enrolled in partially or totally online courses to 14.3% (fall 2019). The pandemic sent us almost entirely online, and this year, we are transitioning back to more in-person offerings. At the same time, we are working to develop our online depth and capacity, focusing on graduate and adult learners.

Over the past year, although entering graduate enrollment was up 14%, graduate enrollment overall was down 8% because of a drop in continuing and non-degree graduate students. In the next two years, as we transition back to fully pre-pandemic operations, we aim to offer 15% of our instructional FTEs in partially or totally online courses. We will adopt the following strategies to meet this target:

1. Develop Fully Online Master's Programs

This year, we will develop new fully online master's programs to attract new students. We will work with the Deans, the Academic Planning Committee, and the Master Planning committee to conduct faculty capacity and market analyses and to develop online master's offerings based on market need. We aim to have a proposal for one new online master's program sent to faculty governance this year and a sequenced plan for additional online master's programs by June 2022.

2. Develop Adult Online Programs

This year, we will work with the Deans, the Academic Planning Committee, and the Master Planning committee to conduct faculty capacity and market analyses to develop a plan for online, hybrid, and executive adult offerings based on market need. We aim to have a sequenced plan for credit-bearing programming targeted to adults by June 2022.

3. Develop Certification in Online Teaching

This year, we will develop a certification process for faculty in online teaching. We will identify those programs and training modules that give faculty competence in online pedagogy. In the future, we hope that we can require faculty to be certified in online teaching before they teach online at the College.

G. CAREER READINESS

According to a 2019 CUNY survey, the percentage of Brooklyn College undergraduates who participated in a paid internship was 13.3%. In our fall 2020 climate survey, students indicated that the availability of internships was a challenge. Over the next three years, we aim to increase the percentage of students who participate in an internship to 15%.

Over the last five years, Brooklyn College graduates employed in NY State within one year of graduation has fluctuated between 75% and 79%. This year, we aim to hold in the high portion of that range at 78%. We will adopt the following strategies to meet these targets:

1. Launch Career-Related Experiences Survey

This year, to provide us with relevant and consistent data to improve student career readiness, we will launch a new survey on participation in career-related experiences, including internships. This annual survey will allow us to assess progress toward achieving our goals.

2. Launch “Futures in Finance” Program

We will launch the “Futures in Finance” program to expand opportunities for students interested in careers in financial services. Because our industry partners, Bloomberg LP, Centerbridge, and Goldman Sachs, are in New York, the program will enhance students’ opportunities to obtain internships and long-term employment in this sector in the State.

3. Increase Internship Funding

We will continue efforts to raise stipend support for unpaid internships. In FY22, we will aim to raise \$1 million in new endowment commitments and \$50K in spendable stipend funding for internships. We will offer internship funding preferentially to those opportunities in New York State.

Although not part of the PMP metrics requested this cycle, we plan to invest significant time and effort in the development of private philanthropy this year, as we have commenced the quiet phase of a comprehensive campaign.

Overall, we have developed an ambitious agenda to tackle the challenges we face. We are eager to continue great progress on our goals, targets, and strategies, which will strengthen the College and its positive impact on thousands of students for years to come.

Yours truly,



Michelle J. Anderson
President, Brooklyn College