

# Middle States Commission on Higher Education Institutional Profile 2008-09

[0278] CUNY - Brooklyn College

## A. General Information

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
<b>Institution Name</b>	CUNY - Brooklyn College	CUNY - Brooklyn College
<b>Address</b>	2900 Bedford Avenue Brooklyn, NY 11210	2900 Bedford Avenue Brooklyn, NY 11210
<b>Telephone</b>	718 951 5000	718 951 5000
<b>Fax</b>	718 951 4537	718 951 4537
<b>Website</b>	www.brooklyn.cuny.edu	www.brooklyn.cuny.edu
<b>Control</b>	Public	Public
<b>Carnegie Classification</b>	Master's - Larger Programs	Master's - Larger Programs
<b>Affiliation</b>	State and Local	State and Local
<b>Calendar</b>	Semester	Semester
<b>Degree Granting Authority</b>	New York	New York
<b>Licensed to Operate in</b>	NY	NY
<b>Degrees Offered</b>		
<b>Certificate/Diploma</b>	yes	yes
<b>Associate's</b>	no	no
<b>Bachelor's</b>	yes	yes
<b>Master's</b>	yes	yes
<b>1st Professional Degree</b>	no	no
<b>Doctoral</b>	no	no
<b>Related Institutions</b>		
<b>Name, State, Country</b>	none	none
<b>Next Self-Study Visit</b>	2008-09	2008-09
<b>Next Periodic Review Report (PRR)</b>	June 2014	June 2014
<b>CHE Staff Liaison</b>	Dr. Luis G. Pedraja	Dr. Luis G. Pedraja

## Notes

## Instructions

Shaded information cannot be modified on-line. Please contact your staff liaison if you would like to change the data on file. Please complete the following fields that currently are blank and/or are accessible to you. An asterisk (\*) denotes a required field:

### TELEPHONE & FAX

List the numbers to which you prefer to have general inquiries directed. These numbers will be published in our on-line directory.

### WEBSITE

Provide the Uniform Resource Locator (U.R.L.) for your institution's home page on the World Wide Web.

### AFFILIATION (Optional)

Your response is optional. Select one or more of the five designated categories: **Religious** (Optional: Identify the specific religious affiliation of the institution); **State**; **Local**; **State and Local**; **Supervised by** (e.g., State University of New York); **Unit of** (e.g., University System of Maryland or Pennsylvania State System of Higher Education).

### LICENSED TO OPERATE IN

Select the state(s)/province(s) or other local jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there. At least one of these must be the same state or country that provided your degree granting authority. Federally chartered institutions (i.e., military) do not need to answer this question.

### RELATED INSTITUTIONS

Is the institution completing this form related to another institution (college, university, or corporation), within this region or elsewhere and not accredited by Middle States? (i.e., Is your institution a branch of another; or is your institution owned or controlled in some manner by another entity; or does your institution share common trustees with another organization, etc.?) If so, give the name and state in which the related institution or organization is located.

See the "Related Entities" policy statement at </documents/P3.5-RelatedEntities.doc>.

#### Exclusions:

- Do not report relationships that you are listing elsewhere in the IP as Branch Campuses, Additional Locations, or Other Instructional Sites.
- Institutions in Puerto Rico should not report the University of Puerto Rico or any of the private university systems on the island of which they are a part. But they should report other types of ownership or control not excluded above

### INSTITUTION TYPE:

The Commission uses the categories in the 2006 Carnegie Classification for the reporting period covered by this IP, as follows:

ID	Category	Category Explanation
1	Assoc/Pub-R-S	Associate's--Public Rural-serving Small
2	Assoc/Pub-R-M	Associate's--Public Rural-serving Medium
3	Assoc/Pub-R-L	Associate's--Public Rural-serving Large
4	Assoc/Pub-S-SC	Associate's--Public Suburban-serving Single Campus
5	Assoc/Pub-S-MC	Associate's--Public Suburban-serving Multicampus
6	Assoc/Pub-U-SC	Associate's--Public Urban-serving Single Campus
7	Assoc/Pub-U-MC	Associate's--Public Urban-serving Multicampus
8	Assoc/Pub-Spec	Associate's--Public Special Use
9	Assoc/PrivNFP	Associate's--Private Not-for-profit
10	Assoc/PrivFP4	Associate's--Private For-profit
11	Assoc/Pub2in4	Associate's--Public 2-year colleges under 4-year universities
12	Assoc/Pub4	Associate's--Public 4-year Primarily Associate's

13	Assoc/PrivNFP4	Associate's--Private Not-for-profit 4-year Primarily Associate's
14	Assoc/PrivFP4	Associate's--Private For-profit 4-year Primarily Associate's
15	RU/VH	Research Universities (very high research activity)
16	RU/H	Research Universities (high research activity)
17	DRU	Doctoral/Research Universities
18	Master's L	Master's Colleges and Universities (larger programs)
19	Master's M	Master's Colleges and Universities (medium programs)
20	Master's S	Master's Colleges and Universities (smaller programs)
21	Bac/A&S	Baccalaureate Colleges--Arts & Sciences
22	Bac/Diverse	Baccalaureate Colleges--Diverse Fields
23	Bac/Assoc	Baccalaureate/Associate's Colleges
24	Spec/Faith	Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions
25	Spec/Med	Special Focus Institutions--Medical schools and medical centers
26	Spec/Health	Special Focus Institutions--Other health professions schools
27	Spec/Engg	Special Focus Institutions--Schools of engineering
28	Spec/Tech	Special Focus Institutions--Other technology-related schools
29	Spec/Bus	Special Focus Institutions--Schools of business and management
30	Spec/Arts	Special Focus Institutions--Schools of art, music, and design
31	Spec/Law	Special Focus Institutions--Schools of law
32	Spec/Other	Special Focus Institutions--Other special-focus institutions
33	Tribal	Tribal Colleges

For a complete description of the Carnegie Classification system, go to <http://72.5.117.129/classifications/>.

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### B. Key Contacts

Key Contact	Data on File (2007-08)	IP Data (2008-09)
<b>System/District Chief Exec Officer</b>	Dr. Matthew Goldstein <i>Chancellor</i> 535 E. 80th Street New York, NY 10021  Phone: 212 794 5311 Fax: 212 794 5671 Email: barbara.cura@mail.cuny.edu	Dr. Matthew Goldstein <i>Chancellor</i> 535 E. 80th Street New York, NY 10075  Phone: 212 794 5311 Fax: 212 794 5671 Email: barbara.cura@mail.cuny.edu
<b>Chief Executive Officer</b>	Dr. Christoph M. Kimmich <i>President</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5671 Fax: 718 951 4872 Email: cmk@brooklyn.cuny.edu	Dr. Christoph M. Kimmich <i>President</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5671 Fax: 718 951 4872 Email: cmk@brooklyn.cuny.edu
<b>Chief Academic Officer</b>	Dr. Nancy Hager <i>Acting Provost</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5864 Fax: none Email: nhager@brooklyn.cuny.edu	Dr. William Tramontano <i>Provost/Vice President Academic Affairs</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5864 Fax: none Email: tramontano@brooklyn.cuny.edu
<b>Chief Financial Officer</b>	Mr. Steve Little <i>Vice President for Finance and Administration</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5116 Fax: none Email: slittle@brooklyn.cuny.edu	Mr. Steve Little <i>Vice President for Finance and Administration</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5116 Fax: none Email: slittle@brooklyn.cuny.edu
<b>Accreditation Liaison Officer</b>	Ms. Colette Wagner <i>Assistant Dean</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5637 Fax: 718 951 4280 Email: cwagner@brooklyn.cuny.edu	Ms. Colette Wagner <i>Assistant Dean</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5637 Fax: 718 951 4280 Email: cwagner@brooklyn.cuny.edu
<b>Director of the Library</b>	Prof. Stephanie Walker <i>Acting Chief Librarian/Executive Director, AIT</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5611	Prof. Stephanie Walker <i>Acting Chief Librarian/Executive Director, AIT</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5611

	Fax: none Email: swalker@brooklyn.cuny.edu	Fax: none Email: swalker@brooklyn.cuny.edu
<b>Coordinator of Outcomes Assessment</b>	Dr. Michael Anderson <i>Director of Academic Assessment</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5280 Fax: 718 951 4559 Email: manderson@brooklyn.cuny.edu	Dr. Michael Anderson <i>Director of Academic Assessment</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5280 Fax: 718 951 4559 Email: manderson@brooklyn.cuny.edu
<b>Coordinator of Institutional Research Functions</b>	Mr. Alan Gilbert <i>AVP for Finance, Budget &amp; Planning/Comptroller</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5102 Fax: 718 951 4537 Email: agilbert@brooklyn.cuny.edu	Mr. Alan Gilbert <i>AVP for Finance, Budget &amp; Planning/Comptroller</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5102 Fax: 718 951 4537 Email: agilbert@brooklyn.cuny.edu
<b>Chair: Self-Study Steering Committee</b>	Dr. Bonnie Gustav <i>Professor</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5000ex. 3805 Fax: none Email: bgustav@brooklyn.cuny.edu	Dr. Bonnie Gustav <i>Professor</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5000 ex. 3805 Fax: none Email: bgustav@brooklyn.cuny.edu
<b>Co-Chair: Self-Study Steering Committee</b>	Dr. Lynda Day <i>Professor</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5597 Fax: none Email: lday@brooklyn.cuny.edu	Dr. Lynda Day <i>Professor</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5597 Fax: none Email: lday@brooklyn.cuny.edu
<b>Person in the President's Office To Whom MSCHE Invoices Should be Sent</b>	Ms. Jane Herbert <i>Executive Assistant to the President</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5671 Fax: none Email: jherbert@brooklyn.cuny.edu	Ms. Jane Herbert <i>Executive Assistant to the President</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5671 Fax: none Email: jherbert@brooklyn.cuny.edu
<b>Person Completing IP Financials</b>	Ms. Maple Liu <i>Senior Financial Analyst</i> The City University of New York Office of the University Controller 230 West 41st Street 5/F New York, NY 10036  Phone: 212 397 5665 Fax: 212 397 5685 Email: Maple.Liu@mail.cuny.edu	Ms. Maple Liu <i>Senior Financial Analyst</i> The City University of New York Office of the University Controller 230 West 41st Street 5/F New York, NY 10036  Phone: 212 397 5665 Fax: 212 397 5685 Email: Maple.Liu@mail.cuny.edu
<b>Person Completing IP (Key User)</b>	Mr. Alan Gilbert <i>AVP for Finance, Budget &amp; Planning/Comptroller</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5102 Fax: 718 951 4537 Email: agilbert@brooklyn.cuny.edu	Mr. Alan Gilbert <i>AVP for Finance, Budget &amp; Planning/Comptroller</i> 2900 Bedford Avenue Brooklyn, NY 11210  Phone: 718 951 5102 Fax: 718 951 4537 Email: agilbert@brooklyn.cuny.edu



## Instructions

Verify or provide information in all of the requested fields.

If a person has more than one function, please add them to each category. Otherwise, they may not receive postal mail or e-mails that the Commission directs to specific key contacts.

**Telephone/E-mail.** Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of Middle States staff, and it is not made available to the public.

*Exception:* Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

**Personnel Changes.** If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person in their current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf.

**Replace/Modify.** For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent.

To replace a person with someone already affiliated with your institution in the Middle States database, select from the list provided. If the replacement is at your institution but has had no prior activity with Middle States or is someone who came to your institution from elsewhere, please send an e-mail to Mr. Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)), asking him to add that person to your list. When you are notified that the person has been added to the list, you may modify the information if necessary.

If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

**International Addresses.** For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the **complete** mailing address in the postal format commonly used in that country.

### SYSTEM/DISTRICT CHIEF EXECUTIVE OFFICER

If Middle States has designated your institution as part of a system or district, please complete this section.

### ACCREDITATION LIAISON OFFICER

Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work with the Commission on matters of accreditation. (This person may be the same as or different from the Key Holder, or may hold any other job title at the institution, at the discretion of the CEO.)

### DIRECTOR OF THE LIBRARY

If your institution has multiple libraries, indicate the director of the main library (or one of several equal librarians). If your institution is a separately accredited unit of a multi-campus system, indicate the librarian at the campus completing the IP.

**Only one librarian can be listed for each institution that has a single identification number, and that person should be responsible for forwarding correspondence to the others.**

### COORDINATOR OF OUTCOMES ASSESSMENT FUNCTIONS

Enter the name of the administrator or faculty member who is responsible for coordinating your institution's outcomes assessment activities, regardless of that person's actual job title.

### COORDINATOR OF INSTITUTIONAL RESEARCH FUNCTIONS

Enter the name of the person responsible for your institution's institutional research functions, regardless of that person's actual job title.

### CHAIR/CO-CHAIRS OF SELF-STUDY STEERING COMMITTEE

*Complete this item ONLY if your institution is scheduled for a team visit in 2007-08 or 2008-09 or 2009-10. (See the dates pre-formatted in General Information.)* Provide the name and title of the Chair (or up to two Co-chairs) of your institution's Self-Study Steering Committee.

### PERSON IN THE PRESIDENT'S OFFICE TO WHOM INVOICES SHOULD BE SENT

Enter the person who is responsible for coordinating the approval and payment of invoices from MSCHE for dues and fees.

(**Note:** In the near future, MSCHE will send its invoices by e-mail to this individual.)

**PERSON COMPLETING IP FINANCIALS**

Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data.

**PERSON COMPLETING THE IP**

Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person).

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### C. Graduation Data

#### Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2007, and June 30, 2008. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

**Include** earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

**Exclude** honorary degrees and awards.

Awards	Data on File (2007-08)	IP Data (2008- 09)
Associate's	0	0
Bachelor's	1994	2154
Master's	1160	1008
1st Professional	0	0
Doctoral	0	0
Diploma/Certificate	169	134
Does your institution have undergraduate programs?	yes	yes
Do your undergraduate programs serve only transfer students? See instructions if the answer is yes.	no	no

#### Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2007-08 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

2-year Institutions only	Data on File (2007-08)	IP Data (2008-09)
Total Number of students in the cohort	0	0
Number completed within 150% of time to degree	0	0
Total transfers out	0	0
<b>4-year Institutions w/ Baccalaureate Programs</b>		
Total Number of students in the cohort	1017	1194
Number completed within 150% of time to degree	476	523
Total transfers out	250	355

#### Notes



## Instructions

### AWARDS GRANTED

Report all degrees or other formal awards conferred by your institution between July 1, 2007, and June 30, 2008 (or other official year, if your institution uses an enhanced semester calendar). If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

**Include** earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

**Exclude** honorary degrees and awards.

Institutions that indicate "Yes" their undergraduate programs serve only transfer students will not be provided with a Completers section.

### COMPLETERS

**Provide** the total number of students in the relevant cohort who received their awards no later than 2007-08 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

*Note:* Institutions that offer transfer programs and have no baccalaureate-level first-year students (or that started first-year baccalaureate programs in 2003-04 or later) should check the appropriate box in the screening questions that appear at the beginning of the IP. These institutions then do not need to report in the Completers section in order to lock down and submit the IP.

#### **Cohorts:**

**For 2-year institutions**, select full-time, first-time degree/certificate-seeking students who entered in Fall 2005 (i.e., first enrolled in academic year 2005-06, who remained enrolled in or who graduated at the end of 2006-07, and those who may have continued through 2007-08).

If your institution is an Associate's college and began offering such programs in or prior to 2005-06, include in the cohort the students for these programs who enrolled in Fall 2005 and received full credit through 2007-08.

If the mission of particular programs is to prepare students for transfer to other institutions, count as completers those students who have successfully completed a transfer-preparatory program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program. (Note: "Full credit" means the number of credits the institution awards for completing a program, not just some of those credits, and therefore the student is eligible to graduate under the institution's regulations.)

**For Associates institutions with Baccalaureate programs** (i.e., primarily Associate's with some 4-year programs), report as if for a 2-year institution. Exclude students who initially enrolled in and continue exclusively in Baccalaureate programs.

**For Specialized institutions** where the majority of the students are either 2-year students who continue in baccalaureate programs or students who are exclusively in baccalaureate programs, report as if for a 4-year institution, and exclude students who complete in two years. If all of the students complete their programs in two years, report as a 2-year institution.

**For 4-year institutions**, the cohort year includes full-time, first-time degree/certificate-seeking students who entered in Fall 2002 (i.e., enrolled in academic years 2002-03, 2003-04, 2004-05, and 2005-06, who graduated in 2006 or at any time through 2006-07 or 2007-08). Do not include students who entered in associate's programs or students who transferred into your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2002 cohort the students for these programs who received full credit through 2007-08 (i.e., Include all the students who entered the 5-year program in Fall 2002 and reflect their status as of the end of the 2007-08 academic year).

**Institutions with a continuous-term calendar** for the majority of their programs should use the full-year cohort.

**(All Institutions) Include:** Students enrolled in courses that are part of a vocational or occupational program, including

those enrolled in off-campus centers and those enrolled in distance learning/home study programs; full-time students taking remedial courses if the student is considered degree-seeking; full-time students who subsequently become part-time, transfer to another institution, drop out, stop out, or have not fulfilled the requirements for a degree or certificate. (Note: A student who is designated as part of a cohort remains in that cohort even if he or she becomes a part-time student.)

**(All Institutions) Exclude:** Students who are enrolled exclusively in non-credit courses or are not seeking a degree/certificate, exclusively auditing classes, studying abroad at a foreign university if their enrollment at the reporting institution is only an administrative record and the fee is only nominal, studying in a branch campus located in a foreign country, part-time, or transfer into the institution. Exclude students who stop out, pay no fees, and are effectively readmitted.

Other exclusions are the same as for IPEDS:

- \* Students who died or became permanently disabled
- \* Students who left school to served in the armed forces (or have been called up to active duty)
- \* Students who left school to serve with a foreign aid service of the Federal Government
- \* Students who left school to serve on an official church mission

*Transfers Out.* If you collect transfer information, report the number of students whom you know to have transferred to another institution, without a degree/award from your institution, within 150% of normal time to completion. If you do not know that they have actually transferred, report them as drop outs and explain in the notes that they are drop outs.

## DEFINITIONS OF TYPES OF AWARDS

*(Adapted from the IPEDS Glossary)*

**Associate's:** An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

**Bachelor's:** An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

**Master's:** An award that requires the successful completion of a program of study of at last the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

**1st Professional:** An award that requires the completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following 11 fields: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B., J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., D.P., or Pod.D); Theology (M.Div., M.H.L., B.D., or Ordination); Veterinary Medicine (D.V.M.); and D.P.T. (Doctor of Physical Therapy)

**Doctorate:** The highest award a student can earn for graduate study. Includes Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy

**Diploma/Certificate:** A diploma refers to a formal document certifying the successful completion of a prescribed program of studies. A certificate is a formal award certifying the satisfactory completion of a postsecondary education program. Do not provide information here about recreational, avocational (leisure), adult basic, remedial, high school equivalency, or other similar certificates that your institution also offers.

## Middle States Commission on Higher Education Institutional Profile 2008-09

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### D. Enrollment

	Data on File (2007-08)		IP Data (2008-09)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	22826	18943	24676	18182
Number of credit hours for the credit load of a full time student	15	12	15	12
Full-Time Head Count	8980	437	9180	531
Part-Time Head Count	3515	3155	3831	3147

### Credit Enrollment

	Data on File (2007-08)	IP Data (2008-09)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	14879	15400
Number of Students not matriculated, enrolled in credit-bearing courses	1208	1289

### Non-Credit Enrollment

	Data on File (2007-08)	IP Data (2008-09)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	3257	4290
Number of Students in non-credit avocational continuing education courses	65	85

### Notes

## Instructions

### TOTAL ENROLLMENT

**Total credit hours of all part-time students.** Compute the total as of Fall 2008, using the institution's official fall reporting date (or as of October 15, 2008, whichever is sooner). Report separately for both undergraduate and graduate (including first professional) students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date. [If your institution does not compute this information until the end of the semester, put zero in this field, explain in the Notes, and submit this information when it is available by e-mail to [tjoe@msche.org](mailto:tjoe@msche.org).]

**Number of credit hours for the credit load of a full-time student (per semester or equivalent unit).** A full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference **briefly** in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

**Full-time Headcount.** Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2007.

#### ***Include:***

- Students enrolled at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution's study-abroad program who are enrolled for credit at the reporting institution)
- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies.)

*Note:* IPEDS defines an "Occupational program" as "A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation." It is usually below the baccalaureate level. Examples include bookkeeping, office management, massage therapy, etc.

#### ***Exclude:***

- Students exclusively auditing classes
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from a U.S. institution, when those students will not receive their degrees from the reporting institution.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the prior year. Students starting early, who take summer courses and continue in the Fall, are to be counted in the 2007-08 cohort.

### CREDIT ENROLLMENT

Report the headcount of all students as of Fall 2008 who are recognized by the institution as being enrolled in and working toward a specific degree (i.e., matriculated). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

Exclude students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution's faculty, staff, or facilities).

#### **NON-CREDIT ENROLLMENT**

Report the number of students enrolled in non-credit courses. The reporting period is the entire *previous* academic year (2007-08), without regard to whether they also enrolled in for-credit courses. Count students once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

Report headcounts separately for: (1) graduate level courses; (2) undergraduate level and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

**Non-credit Summer Programs.** Students attending non-credit summer sessions, independent of students completing requirements for graduation or students starting early, are to be counted in the 2008-09 cohort.

#### ***Exclude:***

- Students exclusively auditing classes (i.e., students enrolled and seeking a formal award who choose to take a course without credit, who complete all assignments, and who do so for personal enrichment)
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements
- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.

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### E. Distance Learning

Distance learning is a formal educational process in which the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, or the site of program origin.

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
<b>Did your institution offer courses for distance learning (i.e., courses that may be completed <i>entirely</i> by distance learning) in the most recent prior year (2007-08)?</b>	Yes	Yes

### Enrollment

Provide the total number of registrations of all students in the most recent prior year (full year 2007-08) who took distance learning courses for credit by your institution. Include courses available through consortia for which your institution offered credit. Explain in the Notes if prior year's total is expected to be different (greater or less) in 2008-09.

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
<b>Headcount</b>	2441	2419

### Programs

Report the number of degree programs offered during the previous year (2007-08) for which students could meet 50% or more of their requirements for any of the programs by taking distance learning courses (as defined above), regardless of whether the same programs were also offered in a classroom setting. **Exclude** for-credit certificate programs.

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
<b>Programs</b>	1	1

### Notes

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## Instructions

Distance learning is defined, for purposes of accreditation review, as a formal educational process in which the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, and the site of program origin. *(Note: Distance learning courses that are not on-line—i.e., not "e-learning"—are still included, but evaluators are expected to recognize the changing practices in this field.)*

Indicate whether your institution, in the most recent prior year (2007-08), offered courses for credit that could have been completed **entirely** on line (or by other media), regardless of whether that instruction was generated by faculty at your institution or provided by (or in collaboration with) another institution inside or outside the Middle States region.

### **Exclude:**

- Mixed-delivery courses in which distance learning technologies are a supplement to in-class instruction
- Courses that have substantial face-to-face meetings at the beginning and end of the course but conduct the remainder of instruction on line *[Note: The percentage of time spent face to face is important. If it is a one-day or 1-1/2 day orientation, for only a few hours, for a course lasting many weeks, treat the course as "entirely" distance learning.]*
- Students who drop out before and after the end of the drop/add period.

**Enrollment.** Provide the total number of **registrations** for distance learning courses (undergraduate + graduate) in the most recent prior year (full year 2007-08) who took courses on line for credit by your institution. Include courses available to your students through consortia for which your institution offers credit. Explain in the Notes if prior year's total is expected to be different (greater or less) in 2008-09.

*Note change since 2006-07:* "Registrations" refers to the sum of seats filled. Therefore, registrations may be duplicated if a student enrolls in more than one course. (The purpose is to examine the total impact of distance learning on the available instructional personnel and other resources.)

**Programs.** Report the number of degree programs offered during the previous year (2007-08) for which students could meet 50% or more of their requirements for any of the programs by taking distance learning courses (as defined above), regardless of whether the same programs are also offered in a classroom setting. **Exclude** for-credit certificate programs.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the prior year. Students starting early, who take summer courses and continue are to be counted in the current cohort being reported.

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### F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.

*It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.*

#### Data on File (2007-08)

- American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE)
- American Speech-Language-Hearing Association (ASHA), Council on Academic Accreditation
- Council on Education for Public Health (CEPH)
- National Council for the Accreditation of Teacher Education (NCATE)

#### IP Data (2008-09)

##### Accreditors Recognized by U.S. Secretary of Education

- American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE)
- American Speech-Language-Hearing Association (ASHA), Council on Academic Accreditation
- Council on Education for Public Health (CEPH)
- National Council for the Accreditation of Teacher Education (NCATE)

### Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.

*Please separate each accreditor by semi-colon (;).*

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## Instructions

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

**Note: This list contains those accrediting agencies that are recognized by the U.S. Secretary of Education for purposes of Title IV eligibility or recognized by the Council for Higher Education Accreditation. If other accrediting organizations are applicable for your institution, please insert them in the Notes section.**

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but you are not, do not list the other institution's accreditor.

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### G. Instructional Personnel (as of Fall 2008)

	Data on File (2007-08)		IP Data (2008-09)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Tenured Faculty	349	0	357	0
Non-Tenured Faculty <i>(On Tenure Track)</i>	127	0	144	0
Non-Tenured Faculty <i>(Not On Tenure Track)</i>	54	650	32	801

#### Notes

## Instructions

Report an unduplicated headcount of full-time and part-time instructional personnel. Enter the data separately for tenured, non-tenured on tenure track, or non-tenured not on tenure track.

### **Definitions:**

**Full-time vs. Part-time.** Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

**Compensated vs. Uncompensated.** For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

**Tenured Faculty.** Include as tenured only faculty who actually have tenure status.

**Instructors.** Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

**Adjunct professors.** Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

**Medical School Faculty.** Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

### **Exclude:**

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity (*Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.*)
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

### **Note:**

If diversity is part of your institution's mission statement, see **Required Attachments** for additional faculty reporting.

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### H. Related Educational Activities

#### H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2009-10 or 2010-11, or if your institution's Periodic Review Report (PRR) is due to be submitted in June 2010.

Note:

Your institution's next Self-Study Visit is scheduled for 2008-09.

Your institution's next Periodic Review Report (PRR) is due to be submitted in June 2014.

## Instructions

This section is required **ONLY** if your self-study visit is scheduled for 2009-10 or 2010-11, or if your periodic review report (PRR) is due to be submitted in June 2010.

*Note:*

Your next Self-Study Visit is scheduled for (THE ON- LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

Your next PRR is due to be submitted in June (THE ON- LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

For each country in which your institution offers study abroad programs, select the country from the menu provided. Indicate the total number of sites in each country, and the total number of students for all of those sites in each country.

Enter the total **UNDUPLICATED** number of students (undergraduate + graduate), as of Fall 2008 AND Spring 2009 (i.e., count a student once if that person enrolls in both the Fall and the Spring). If there is a significant difference between Fall and Spring enrollments, provide the total served for the year and explain the seasonal differences in the Notes. Exclude Summer enrollment. The purpose is to identify the maximum number of people from your institution that an evaluator is likely to find at a given location.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution.**

Do not count students from other institutions enrolled at your site if your institution does not award the credit, regardless of whether or not your institution provides the faculty and other services. These types of situations are more appropriately discussed in your institution's next decennial self-study report or periodic review report.

Do not report sites if no students are enrolled or if none are expected to enroll in the program during 2007-08, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

**Definitions:**

The programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e., determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad site operators (i.e., without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should be reported as such, when appropriate, in your institution's decennial self-study or PRR.

**Exclude :**

- individualized programs for students
- individualized or group programs for students who may visit multiple sites in a given season
- exchange programs

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## H-2. Branch Campuses (as of Fall 2008)

### Data on File (2007-08)

No Branch Campuses.

### IP Data (2008-09)

No Branch Campuses.

## Instructions

Please verify pre-printed information as of 2008-09.

*Note:* Provide a **complete** address for **each** branch. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

**Programs.** Verify the number of degree programs or specialties that may be completed entirely at this branch. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees the institution actually awarded at each branch.

**Headcount.** Provide the full-time and part-time headcount at each branch, reporting graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple locations. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

Indicate if 50 percent or more of the students at this branch are U.S. students (including permanently or temporarily living abroad or study abroad students).

**Inactive Branches.** If an institution has no students at a branch during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the branch, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a branch that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

**Add or Close a Branch** (Effective April 4, 2007) Branches may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2007-08 IP, by indicating that a branch is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and it will continue to appear as such until you have successfully completed the Substantive Change process.

### **Definitions:**

The Commission defines a branch campus as a facility that is geographically apart from and independent of the main campus of the institution. The facility is independent if it:

- **offers courses in educational programs leading to a degree, certificate, or other recognized educational credential**
- **has its own faculty and administrative or supervisory organization; AND**
- **has its own budgetary and hiring authority**

The Commission's definition of a branch campus may or may not be the definition the institution uses for state reporting purposes.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

### **Note:**

A facility listed as a "branch campus" may not also be listed as an "additional location" or an "other instructional site."

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### H-3. Additional Locations (as of Fall 2008)

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
<b>Name</b>	Graduate Center for Worker Education	Graduate Center for Worker Education
<b>Address</b>	25 Broadway, 7th Floor New York, NY 10004	25 Broadway, 7th Floor New York, NY 10004
<b>Status</b>	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
<b>Associate's</b>	0	0
<b>Bachelor's</b>	0	0
<b>Master's</b>	2	2
<b>Doctor's</b>	0	0
<b>First Professional</b>	0	0
<b>Certificate/Diploma</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	5	5
<b>Undergraduate</b>	0	0
Part-time Headcount at this location		
<b>Graduate</b>	146	146
<b>Undergraduate</b>	0	0

## Instructions

Please verify pre-printed information as of 2008-09.

*Note:* Provide a **complete** address for **each** Additional Location. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

**Programs.** Verify the number of degree programs or specialties for which at least 50 percent of the program may be completed at each additional location. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees that students actually earned through each Additional Location.

**Headcounts.** Provide the full-time and part-time headcount at each additional location, reporting graduate and undergraduate students separately. Include only students who are full-time or part-time in degree programs at the location being reported, not whether they are full-time or part-time at the institution as a whole (if there is in fact any difference).

The headcounts at various additional locations may be duplicated (i.e., across locations but not within a location) if students attend multiple locations. The objective here is to identify the totals served at each location. If duplicated, indicate that in the Notes section.

Indicate if 50 percent or more of the students at this location are U.S. students (including permanently or temporarily living abroad or study abroad students).

**Inactive Additional Locations.** If an institution has no students at an additional location during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the location, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a location that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

**Add or Close an Additional Location** (Effective April 4, 2007). Additional Locations may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2008-09 IP, by indicating that an Additional Location is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and the location will continue to appear as such until you have successfully completed the Substantive Change process.

### **Definitions:**

The Commission defines an Additional Location as a facility, other than a Branch Campus or an Other Instructional Site that:

- **is geographically apart from the main campus; AND**
- **at which students may complete at least 50 percent of an educational program** (i.e., of at least one program).

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party.

### **Note:**

A facility listed as an "additional location" may not also be listed as a "branch campus" or an "other instructional site."

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### H-4. Other Instructional Sites (as of Fall 2008)

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
<b>Name</b>	American Museum of Natural History	American Museum of Natural History
<b>City/State/Country</b>	New York, NY	New York, NY
<b>Headcount (For Credit)</b>	6	0
<b>Name</b>	Atlantic Ave HS	Atlantic Ave HS
<b>City/State/Country</b>	Lynbrook, NY	Lynbrook, NY
<b>Headcount (For Credit)</b>	288	240
<b>Name</b>	Bept. Teacher Center - Pelham Memorial H. S.	Bept. Teacher Center - Pelham Memorial H. S.
<b>City/State/Country</b>	Pelham, NY	Pelham, NY
<b>Headcount (For Credit)</b>	93	22
<b>Name</b>	Bronx Zoo	Bronx Zoo
<b>City/State/Country</b>	Bronx, NY	Bronx, NY
<b>Headcount (For Credit)</b>	43	21
<b>Name</b>	Brooklyn College Academy	Brooklyn College Academy
<b>City/State/Country</b>	Brooklyn, NY	Brooklyn, NY
<b>Headcount (For Credit)</b>	76	66
<b>Name</b>		Camp Ave School
<b>City/State/Country</b>		Merrick, NY
<b>Headcount (For Credit)</b>		13
<b>Name</b>	District 24	District 24
<b>City/State/Country</b>	Greenpoint, NY	Greenpoint, NY
<b>Headcount (For Credit)</b>	18	0
<b>Name</b>		East Rockaway HS
<b>City/State/Country</b>		East Rockaway, NY
<b>Headcount (For Credit)</b>		34

<b>Name</b>	Eastchester H. S.	Eastchester H. S.
<b>City/State/Country</b>	Eastchester, NY	Eastchester, NY
<b>Headcount (For Credit)</b>	37	13
<b>Name</b>	Edith Winthrop Teacher Center	Edith Winthrop Teacher Center
<b>City/State/Country</b>	Hartsdale, NY	Hartsdale, NY
<b>Headcount (For Credit)</b>	9	0
<b>Name</b>	Freeport TC	Freeport TC
<b>City/State/Country</b>	Freeport, NY	Freeport, NY
<b>Headcount (For Credit)</b>	31	90
<b>Name</b>	Jackson School	Jackson School
<b>City/State/Country</b>	Jericho, NY	Jericho, NY
<b>Headcount (For Credit)</b>	62	44
<b>Name</b>	L.I. Institute	L.I. Institute
<b>City/State/Country</b>	Smithtown, NY	Smithtown, NY
<b>Headcount (For Credit)</b>	20	24
<b>Name</b>		Levittown TC
<b>City/State/Country</b>		Levittown, NY
<b>Headcount (For Credit)</b>		120
<b>Name</b>	LI Institute	LI Institute
<b>City/State/Country</b>	Nassau, NY	Nassau, NY
<b>Headcount (For Credit)</b>	66	9
<b>Name</b>		Mamaroneck TC
<b>City/State/Country</b>		Mamaroneck, NY
<b>Headcount (For Credit)</b>		15
<b>Name</b>	Museum Art Council-W. Hampton Teacher Center	Museum Art Council-W. Hampton Teacher Center
<b>City/State/Country</b>	W. Hampton, NY	W. Hampton, NY
<b>Headcount (For Credit)</b>	34	0
<b>Name</b>	Owl Teacher Center	Owl Teacher Center
<b>City/State/Country</b>	Lindenhurst, NY	Lindenhurst, NY
<b>Headcount (For Credit)</b>	55	23

<b>Name</b>	Pelham Memorial H.S.	Pelham Memorial H.S.
<b>City/State/Country</b>	Bronx, NY	Bronx, NY
<b>Headcount (For Credit)</b>	9	35
<b>Name</b>		PS 203
<b>City/State/Country</b>		Queens, NY
<b>Headcount (For Credit)</b>		17
<b>Name</b>	Richard Gazzola Teacher Center	Richard Gazzola Teacher Center
<b>City/State/Country</b>	Yonkers, NY	Yonkers, NY
<b>Headcount (For Credit)</b>	44	14
<b>Name</b>		Rockland Teacher Center
<b>City/State/Country</b>		Thiells, NY
<b>Headcount (For Credit)</b>		44
<b>Name</b>	Sanford Calhoun H. S.	Sanford Calhoun H. S.
<b>City/State/Country</b>	Merrick, NY	Merrick, NY
<b>Headcount (For Credit)</b>	62	63
<b>Name</b>		Teacher Effectiveness Institute
<b>City/State/Country</b>		Massapequa, NY
<b>Headcount (For Credit)</b>		65
<b>Name</b>		West Hampton Bch Teacher Centre
<b>City/State/Country</b>		West Hampton, NY
<b>Headcount (For Credit)</b>		25
<b>Name</b>		Yonkers Teacher Center, Saunders H.S.
<b>City/State/Country</b>		Yonkers, NY
<b>Headcount (For Credit)</b>		47

## Instructions

Please verify the pre-printed information for 2008-09, and modify the information as necessary.

Other Instructional Sites may be added, or they may be deleted if there are no plans to use the site in the near future.  
*[Note: The IP is a "snapshot" as of the fall. Therefore, if a listed site is active but is used only in the summer, report the headcount as zero.]*

Report all Other Instructional Sites, and enter the city, state, and country in which each site is located. Report only sites at which **entire courses**, not partial courses, are offered.

Enter the total number of students taking courses for credit as of Fall 2008. If a site is used primarily in the Spring, report the headcount for the Spring and explain that item in the Notes section. Do not include a site if it is used only in the Summer. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site.

**Definitions:**

The Commission defines an Other Instructional Site as any off-campus site, other than a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit.

These sites may include, but are not limited to, high schools, corporations, community centers, and churches.

Exclude distance learning programs.

**Note:**

A facility listed as an "other instructional site" may not also be listed as a "branch campus" or an "additional location."

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## I. Financial Information

Report Educational and General (E&G) expenses from your institution's audited financial statement for the most recent fiscal year. Some of the data in this section may be the same data your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2007 through 6/30/2008 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65. Do not enter data in thousands of dollars. For example, enter 1,250,000 not 1,250.

Report educational and general expenses by expense category (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
<b>Is your institution's audited Financial Report Qualified or Unqualified?</b>	Unqualified	Unqualified
<b>Fiscal Year Begin</b>	7/1/2006	7/1/2007
<b>Fiscal Year End</b>	6/30/2007	6/30/2008
<b>Does your institution allocate Operation &amp; Maintenance of Plant expense?</b>	No	No
<b>Does your institution allocate Depreciation Expense?</b>	No	No

	<b>Data on File (2007-08)</b>	<b>IP Data (2008-09)</b>
	<b>Expenses</b>	<b>Expenses</b>
<b>1. Instruction</b>	\$81,473,508	\$84,039,547
<b>2. Research</b>	\$5,673,121	\$6,749,130
<b>3. Public Services</b>	\$1,155,775	\$1,350,836
<b>4. Academic Services</b>	\$10,824,084	\$10,716,558
4a. Included Library Expense	\$5,949,000	\$6,854,000
<b>5. Student Services</b>	\$17,557,604	\$21,952,019
<b>6. Institutional Support</b>	\$26,045,468	\$27,466,979
<b>7. Scholarships and Fellowships</b>	\$13,532,612	\$12,438,327
<b>8. Operation and Maintenance of Plant</b>	\$19,719,111	\$23,274,788
<b>9. Depreciation Expense</b>	\$74,000	\$75,000
<b>Total E&amp;G Expenses</b>	\$176,055,283	\$188,063,184
<b>Net Assets (Beginning of Year)</b>	\$5,730,650	(\$5,154,137)
<b>Change in Net Assets</b>	(\$10,884,787)	(\$5,688,863)
<b>Net Assets (End of Year)</b>	(\$5,154,137)	(\$10,843,000)

## Notes



## Instructions

### FREQUENTLY ASKED QUESTIONS

**NOTE (Editorial Change, 2/13/07):** The term "pro rate" in these instructions has been replaced with "allocate."

#### **Why does the Commission request financial data on the Institutional Profile?**

The Commission uses the financial data in two ways. First, the information is used to assess annual membership dues that are based on an institution's Educational and General (E&G) expenditures as reported on its Institutional Profile. Second, the financial information is used, together with other Institutional Profile information, by staff and evaluators who want a quick "snapshot" of the institution prior to a visit.

#### **Why does the Commission request an audited financial statement?**

Commission staff check the accuracy of the Educational and General (E&G) expenditures reported on the Institutional Profile by comparing it to the E&G expenditures reported in the institution's audited statement. Because membership dues are assessed on the basis of an institution's E&G expenditures, the Commission tries to ensure the financial data reported on the Institutional Profile are correct and that a member institution's dues are properly assessed.

You also are required to provide a copy of any "Management Letter" your auditors provided as part of your audited financial statement.

Staff, evaluators, and financial reviewers use the audited financial statement and management letter to review financial information submitted with the institution's self-study or periodic review reports.

#### **Can an institution submit IPEDS financial data for the matching fields on the Institutional Profile?**

Yes, the Commission will accept IPEDS data.

#### **What are the most common errors institutions make when completing the Finance section of the Institutional Profile?**

Three common errors to avoid in reporting financial information are:

- Entering data in thousands of dollars, rather than with the necessary zeros (In the print version, write \$1,270,000, not \$1270. In the online version, omit the commas.)
- Reporting tuition discounts or allowances in the IP as Scholarship and Fellowship Expense. (Exclude tuition discounts or allowances from the line item for Scholarship and Fellowship Expense.)
- Reporting the financial data for the primary institution and for component units\* (Report only for the primary institution.)

*\*Note:* A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative, or a university or college foundation.

### FINANCIAL PAGE INSTRUCTIONS

Report Educational and General (E&G) expenses from your institution's audited financial statement for the most recently completed fiscal year. Some of the data in this section may be the same data your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 07/01/2005 through 06/30/2006 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

The user is prompted to answer the following two questions immediately after logging in to the application for the first time. The answer to each of the questions can be revised on the financial page.

- “Does your institution allocate Operation and Maintenance of Plant expense? (The default response is the value your institution previously reported.)
- “Does your institution allocate depreciation expense?” (The default response is “No.”)

In the on-line version, you automatically will be provided with the correct form to use. In the print version, your answers to the screening questions will indicate which form you should use. (You do not need to submit the pages with unused forms if you mail the print version.)

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter \$124, not \$123.65. Do not enter data in thousands of dollars. For example, enter \$1,250,000 not \$1,250. NOTE: In the on-line version, do not enter the dollar signs, commas, or decimal points and trailing zeroes; they are used here in these instructions for clarity.

**Foreign Currency Conversion.** An institution that prepares its audited financial statement in a currency other than U.S. dollars may convert the value of their currency to U.S. dollars as of the date of the financial statement.

**Report Educational and General expenses by expense category** (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

#### **Operations and Maintenance (O&M):**

- **Institutions that allocate O&M expense across the various expense categories:** For each expense category, enter the total expense, including the pro-rated O&M expense in the column labeled “Expenses,” and enter the pro-rated O&M expense in the column labeled “Includes O&M.” The on-line program will automatically total the O&M expenses and put the total at the bottom of the column labeled “Includes O&M.” (This field is not accessible to the user).
- **Institutions that do not allocate Operations and Maintenance (O&M) expense across the expense categories:** Enter the total O&M expense in the appropriate field in the column labeled “Expenses.”

On Line 4a (“Includes Library Expenditures of \$\_\_\_”), enter the annual recurring expenditures, which include personnel costs, acquisitions, maintenance, depreciation, etc. Exclude capital expenditures for new construction and major renovations or repairs. These expenditures should appear as future depreciation expenses. *Note:* Line 4a cannot be greater than Line 4; it is a subset of Line 4.

#### **Scholarship and Fellowship Expense:**

Do not report as Scholarship and Fellowship Expense any tuition discounts, scholarship allowances, etc., reported in the income statement of your institution’s audited financial statement. You may report the IPEDS calculated value (i.e., net scholarship and fellowship expense after deducting discounts and allowances).

#### **Depreciation:**

- **Institutions that allocate depreciation expense across the various expense categories:** No additional data entry is required.
- **Institutions that do not allocate depreciation expense across the various expense categories:** Enter depreciation expense on Line 9.

The sum of your institution’s total reportable E&G expense appears on the last line of the form. In the online version of the IP, last year’s reported E&G expense is displayed for comparison.

#### **Total Net Assets and Change in Total Net Assets:**

Enter the Total Net Assets for the end of the fiscal year for which you are reporting the data. Enter the Change in Total Net Assets from the prior year. If the Change in Total Net Assets does not equal the difference between the current year’s Total Net Assets and the prior year’s Total Net Assets, you will be prompted to revise the data in one or more of these fields.

#### **Total Shareholders Equity and Change in Total Shareholders Equity:**

Enter the Total Shareholders Equity for the current year and the Change in Total Shareholders Equity from the prior year. If the Change in Total Shareholders Equity does not equal the difference between the current year's Total Net Assets and the prior year's Total Shareholders Equity, you will be prompted to revise the data in one or more of these fields.

**Verify that the Key Contacts section includes the name, telephone number and e-mail address of the person completing the financial**

## Middle States Commission on Higher Education Institutional Profile 2008-09

[0278] CUNY - Brooklyn College

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### J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2009-10 or 2010-11, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

New programs approved (or nearing approval) include Master of Arts in Teaching (M.A.T., a new degree for Brooklyn College) in Adolescence Science Education (7-12). The M.A.T. for Earth Science Teacher (7-12), approved by Board of Trustees, is pending registration by State Education Department. Proposed M.S. in Global Business and Finance has been withdrawn for resubmission at a later date. B.S. programs, Information Systems and Exercise Science, and Advanced Certificate in Parallel and Distributed Computing were approved. Proposal for interdisciplinary B.A. in Children's Studies will be submitted next May to Board of Trustees. Jointly registered A.S. in Biotechnology at Kingsborough Community College/B.A. or B.S. in Biology at Brooklyn College is expected to be approved by Board of Trustees next June. Proposal for M.S. in Educational Technology, approved on campus, will be submitted to Board of Trustees next fall. Amendment to the College Governance Plan revising procedures for Promotion and Tenure was approved by the College's Policy Council and Board of Trustees. Completion of the new West Quad Building and the new privately built residence hall near campus are expected to open in the fall. The College hosted the decennial evaluation and accreditation visit by Middle States Commission on Higher Education in March. Evaluation report is expected in May and the Commission will act on the College's reaccreditation in June. The Performance Management Report received high praise from CUNY Chancellor Matthew Goldstein. President Christoph M. Kimmich will retire at the end of the Academic Year after 36 years service at Brooklyn College and The City University of New York, including almost ten years as President. A Presidential search committee was formed and final candidates for the presidency will be interviewed in May. The Chancellor will review the recommendations and will appoint the successful candidate, with a starting date to be determined.

## Instructions

Please provide the Commission with early notice of any substantive changes your institution is considering for academic years 2009-10 or 2010-11, limited to the topics listed below.

[*Note:* Please remember that it is still necessary to submit a formal written request to the Commission, prior to implementation, for approval of pending significant developments that meet the Commission's definition of "substantive changes." These changes are NOT included within the scope of your accreditation until the Commission approves them. For further information, see our policy statement, Substantive Change, available as a Publication on our website at [www.msche.org](http://www.msche.org)]

If additional clarification is needed, please contact the Commission staff member assigned as liaison to your institution. Your liaison's name appears in the General Information section of the IP.]

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level (including certificates);
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus;
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional measures (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.)

All text must be limited to 2,000 characters. **Significant Developments reported in separate attachments will not be accepted.**

DO NOT include matters related to the day-to-day operation of the institution. Summarize developments with simple sentences. Eliminate colorful adjectives (e.g., "located among rolling hills") and unnecessary details (e.g., square footage).

## Middle States Commission on Higher Education Institutional Profile 2008-09

[0278] CUNY - Brooklyn College

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### K. Required Attachments

Please mail the entire package of required attachments **as soon as all of the items are available** but no later than **May 1, 2009**.

- A copy of the institution's most recent audited financial statement, including any management letter that the auditors may have attached to the statement.
- A print edition of the institution's current catalog. If the catalog is available only on-line (and not available in print), provide the exact web address for the home page of the catalog.
- If you submit annual financial data to IPEDS provide a copy of the financial section of the IPEDS submission.

If diversity is part of your institution's mission statement, please include the following material that will be made available to evaluators and Commission staff but not entered in our database:

- A profile of student enrollment, tenured and non-tenured faculty, and the governing board, indicating gender and racial/ethnic categories. You may photocopy and attach the Enrollment and Faculty forms you normally submit to IPEDS. Construct a similar form for your governing board, which is information that IPEDS does not require.

**Mail the required attachments to:**

Mr. Tze Joe  
Information Associate  
Middle States Commission on Higher Education  
3624 Market Street, Philadelphia, PA 19104

**MIDDLE STATES COMMISSION ON HIGHER EDUCATION  
THE INSTITUTIONAL PROFILE 2008-2009**

**BROOKLYN COLLEGE**

**Web address for the home page of the catalogs:**

<http://www.brooklyn.cuny.edu/pub/bulletins.htm>

MIDDLE STATES COMMISSION ON HIGHER EDUCATION  
THE INSTITUTIONAL PROFILE 2008-2009

**BROOKLYN COLLEGE**

Fall 2008 Enrollment by Division, Gender and Racial/Ethnic Category

	Undergraduate			Graduate			Total
	Male	Female	Total	Male	Female	Total	
<b>Nonresident</b>	255	445	700	90	172	262	962
<b>White, Non-Hispanic</b>	2,376	2,970	5,346	669	1,324	1,993	7,339
<b>Black, Non-Hispanic</b>	1,151	2,427	3,578	232	651	883	4,461
<b>Hispanic</b>	571	1,012	1,583	88	245	333	1,916
<b>Asian/Pacific Islander</b>	824	962	1,786	58	143	201	1,987
<b>American Indian/Native Alaskan</b>	6	12	18	2	4	6	24
<b>Total</b>	5,183	7,828	13,011	1,139	2,539	3,678	16,689

**MIDDLE STATES COMMISSION ON HIGHER EDUCATION  
THE INSTITUTIONAL PROFILE 2008-2009**

**BROOKLYN COLLEGE**

**Fall 2008 Full-time Instructional Faculty by Gender and Racial/Ethnic Category**

	Tenured			Non-tenured			Total
	Male	Female	Total	Male	Female	Total	
<b>Nonresident</b>	2	0	2	8	5	13	15
<b>White, Non-Hispanic</b>	177	113	290	50	64	114	404
<b>Black, Non-Hispanic</b>	16	6	22	7	8	15	37
<b>Hispanic</b>	8	10	18	3	8	11	29
<b>Asian/Pacific Islander</b>	17	6	23	11	12	23	46
<b>American Indian/Native Alaskan</b>	1	1	2	0	0	0	2
<b>Total</b>	221	136	357	79	97	176	533

**MIDDLE STATES COMMISSION ON HIGHER EDUCATION  
THE INSTITUTIONAL PROFILE 2008-2009**

**GOVERNING BOARD**

**Race/Ethnicity Composition of the Board of Trustees City University of New York, 2008**

	<b>White Non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic</b>	<b>Asian/ Pacific Islander</b>	<b>Total</b>
<b>Male</b>	8	1	1	1	11
<b>Female</b>	2	3	1	0	6
<b>Total</b>	10	4	2	1	17