

Report to the  
Faculty, Administration, Trustees, Students

City University New York—Brooklyn College  
Brooklyn, New York 11210

By

An Evaluation Team representing the  
Middle States Commission on Higher Education  
Prepared after study of the institution's self-study report and a visit to the campus on  
March 29-April 1, 2009

**The Members of the Team:**

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This report represents the views of the evaluation team as interpreted by the Chair, and it goes directly to the institution before being considered by the Commission.

It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist the City University of New York—Brooklyn College. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives.

AT THE TIME OF THE VISIT

President:

Dr. Christoph M. Kimmich

Chief Academic Officer:

Dr. William Tramontano

System Chief Executive Officer:

Dr. Matthew Goldstein

Chair of the Board of Trustees:

Benno Schmidt, Jr., B.A., J.D.  
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## I. Context and Nature of the Visit

### A. Institutional Overview

Brooklyn College, founded in 1930, is a constituent member of the nation's largest urban university system, City University of New York (CUNY). The College offers affordable and high quality programs in undergraduate and graduate education to a very diverse population of almost 17,000 students, primarily from New York City and New York State. The College's programs include traditional liberal arts and sciences, business, education, and the performing arts.

### B. Scope of Institution

Brooklyn College is a Master's I institution, offering Certificate/ Diploma, Bachelor's, and Master's programs. These programs are accredited by the following entities: the American Dietetic Association, Commission on Accreditation for Dietetics Education (CAED); the American Speech-Language-Hearing Association (ASHA), Council on Academic Accreditation; the Council on Education for Public Health (CEPH); and the National Council for the Accreditation of Teacher Education (NCATE). There are no branch campuses, but Brooklyn College does participate in the cooperative use of the CUNY Center for Worker Education, 25 Broadway, 7<sup>th</sup> Floor, New York NY 10004.

## II. Affirmation of Continued Compliance with Eligibility Requirements

The President and the Chair of The Board of Trustees have affirmed compliance with Eligibility Requirements for MSCHE accreditation by signature on the Certification Statement and the site team found no evidence during its visit to contradict that affirmation.

## III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting Agency Requirements

Based on a review of the self-study, certification by the institution, and other institutional documents, and interviews, the team affirms that the institution's Title IV cohort default rate is within federal limits and that there are no outstanding state or federal regulatory issues, or accrediting agency requirements.

## IV. Evaluation Overview

Brooklyn College should be very proud of what it has achieved in the last decade. The College community includes excellent faculty, talented administrators, committed staff, caring and generous alumni and volunteer supporters, and extraordinary students .

Among the many significant accomplishments at Brooklyn College, highlights include the following:

- The mission articulates the aspiration of the College to embody the values and qualities of a superior education, placing students and student learning outcomes at the center of the institutional enterprise.
- There was a refreshing candor in the self-study document and a thoughtful self-reflectiveness exhibited throughout the entire Middle States self-study process.
- The overall process of planning and reporting on the accomplishment of goals at Brooklyn College is exemplary.
- The campus has embraced the notion of a “culture of evidence” in both its decision-making processes and assessment strategies.
- There have been significant information technology improvements and exciting new construction on the campus in recent years.
- Brooklyn College is in a leadership position within City University of New York (CUNY) in both academic computing and information systems technology.
- Recent fundraising has been impressive. The Brooklyn College Foundation (BCF) exceeded its original \$100 million goal and a new stretch goal is currently being set under the auspices of the Brooklyn College Foundation for Success Campaign.
- The Foundation’s Foundation for Success Campaign exceeded its original \$100 million goal and a new stretch goal is currently being set.
- The College is blessed with exceptional support from a wide range of committed volunteers (on the Alumni Association Board, the Foundation Board and the CUNY Board of Trustees) as well as partners in the community (including leadership of local foundations, elected officials and government boards and agencies)
- The diversity of the student population embodies the words on the welcome sign to the Borough: “Brooklyn is home to everyone from everywhere.”
- The faculty record in professional engagement, including publications and conference presentations, is exemplary.
- Brooklyn College faculty have high expectations for their students and provide support to realize their students’ dreams.
- The newly revised Core curriculum is an exceptional program and is valued by the faculty and the alumni for its substance, comprehensiveness and transparency. The alumni recognize the great value of the program in their personal success.
- A number of pre-freshmen institutes, offered under the auspices of the Pre-freshman Academy and of Immersion in Reading, Writing and Math (Immerse); the Search for Education, Elevation, and Knowledge Program (SEEK); and the English as a Second Language Program (ESL), all dealing with underprepared students, are innovative and quite successful.
- Brooklyn College’s multiple partnerships with the community are noteworthy.

Among the several suggestions the team made, the following were the most noteworthy:

- Because of their importance to the academic program, adjuncts should be included more fully in processes such as faculty orientation, the Center for Teaching, and informal faculty gatherings.
- In order for the director of assessment to continue the College's impressive progress in student learning outcomes assessment, he must have strong faculty support.
- The College should assure that the full General Education program is considered in curriculum review and development, not just the Core.
- Given the fact that so many bachelor degree recipients are transfer students, consideration should be given to assessing the achievement of this population in meeting general education outcomes.
- In the development of mission and goals, Brooklyn College should be attentive to past institutional successes without being constrained by them.
- There should be a clear, consistent, consultative process that will review the College's administrative structure, particularly the academic structure. The purpose of this review should be to assure that Brooklyn College can realize its mission and continue its advancement
- The College should consider processes for supporting the new generation of faculty leadership.

Finally, the team makes a single recommendation that Brooklyn College engage in a thorough review of graduate offerings, to assure that each program is mission-central, financially viable, and of the highest academic quality.

## V. Compliance with Accreditation Standards

### A. Chapter I: Mission, Goals, and Planning

This section covers the following standards:

Standard 1: Mission and Goals

Standard 2: Planning, Resources Allocation, and Institutional Renewal

The institution meets these standards.

- Summary of evidence and findings  
Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the team developed the following conclusions relative to this standard:
  - The current institutional mission provides the foundation for the institutional planning process and aligns with other planning statements (including the "Vision for the Future" of the strategic plan, the "Major Institutional Goals for 2005-2010, and the "Guiding Principles" of the plan)
  - The mission articulates the aspiration of the College to embody the values and qualities of a superior education in the arts and sciences, providing the foundation for scholarly/creative achievement of faculty and students, while

placing students and student learning outcomes at the center of the institutional enterprise.

- A review of the college mission began in February 2000 when President Kimmich charged the Planning Council to review the College's mission, consider it in the light of the goals established for the period of the plan, and update as necessary. After collecting campus input, the final version was published in Spring 2001.
- In January 2005, President Kimmich provided a similar charge to the Planning Council and solicited campus input. The final draft of the mission and the updated strategic plan, incorporating community input, was published in October 2006.
- The College mission aligns with the principal goals of the City University of New York (CUNY), which are academic excellence and equal access and opportunity.
- Institutional planning occurs at both the CUNY system level and at Brooklyn College. At the system level, the current seminal document is the Master Plan of the City University of New York 2008-2012. Operational plans for CUNY are expressed and updated annually in the CUNY Performance Management Process (PMP). At the College level, the multi-year plan is the Brooklyn College Strategic Plan, 2005-2010 and operational plans are contained in annual updates of the Strategic Action Plan (SAP) and Brooklyn College Performance Goals.
- The planning process begins in the spring based on the University goals and targets issued as part of the Performance Management Process (PMP) cycle.
- After consultation with the Chancellor, the President leads on-campus discussions in refinement of Brooklyn College goals, finalizing the College plan in September.
- The Institutional Goals speak to the improvement of academic quality, the enhancement of the institution's student focus, and the aspiration for the College to become a model citizen of Brooklyn Borough.
- Institutional plans clarify administrative responsibilities and accountabilities for programmatic and institutional improvements.
- The College goal to be a model citizen of the borough is manifest in outreach to schools, engagement of residents on community boards, and enhanced communication with the community.
- There are clearly articulated College and CUNY guidelines for program/department decennial reviews that require external reviews.
- Specific internal College plans that derive from the institutional mission and the College Strategic Plan include the Coordinated Undergraduate Education proposal, the Campaign for Student Success, the Brooklyn College Academic Program Review and Planning Process, the Brooklyn College Diversity and Inclusion Plan, 2008-2013, and the Brooklyn College Foundation for Success Campaign.
- The Office for Academic Assessment and the Office of Institutional Research provide solid professional support for programs and offices in gathering and evaluating data for evaluation to inform their planning processes.
- Brooklyn College's planning efforts are realistic and comprehensive.

- The CUNY Compact process links budgetary processes with institutional priorities. Budget requests for new funds, which are submitted to CUNY, must be based on the strategic initiatives listed in the CUNY Master Plan and the PMP.
- Significant accomplishments, significant progress, or exemplary/innovative practices include:
  - The mission is aspirational and places students and student learning at the center of the enterprise.
  - A recent effort to remedy procurement issues is a model of a classic administrative process improvement.
  - The Academic Program Review and Planning Process is based on careful assessment of needs and directed toward practical, achievable results.
  - The 2007-2008 goal to improve student retention by 2% was an impressive example of the use of planning to improve services.
  - The overall process of planning and reporting on accomplishment of goals at Brooklyn College is exemplary.
  - The self-study reveals a thoughtful and intentional response to issues raised in the last Middle States visiting team report, including an improvement in learning outcomes assessment, development of plans in diversity improvement and information technology, and a more refined planning process.
- Suggestions include:
  - The processes whereby plans are developed need to be more explicitly collaborative in their development and evaluation.
  - The mission and planning documents could be more effectively communicated in institutional publications, the website, and shared publicly in institutional planning meetings (such as the bi-annual Stated Meeting of the Faculty, the annual Core faculty development seminar, the annual Faculty Day)
  - The various plans should be better integrated into the institutional plan and specifically referenced in the next version of the Strategic Plan.
  - In the development of mission and goals, Brooklyn should be attentive to past institutional successes without being constrained by them.
- Recommendations  
See recommendation under the analysis of self-study Chapter 6

## B. Chapter 2: Resources and Institutional Assessment

This section covers the following standards:

Standard 3: Institutional Resources

Standard 7: Institutional Assessment

The institution meets these standards.

- Summary of evidence and findings  
Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the team developed the following conclusions relative to this standard:
  - Overall, the physical facilities of Brooklyn College are adequate. Deferred maintenance is at a manageable level.
  - The West Quad building is an important new addition to the campus; two major projects are in the design stage – the Center for the Performing Arts and the new science complex.
  - The Library facility, recently renovated, is efficient and inviting, with above average coverage of the disciplines; individual collection development policies for each discipline highlight disciplinary collection development differences.
  - The College has a shortage of electronic/smart classrooms.
  - The faculty and staff of Brooklyn College appear to be adequate in numbers to fulfill the College's needs.
  - There were decreases for FY 2007 in net assets (approximately \$11,000,000 associated with the CUNY system implementation of GASB Accounting Standards 43 and 45) and a planned operating deficit of (\$656,000).
  - City University of New York (CUNY) is in the process of implementing PeopleSoft to meet its administrative information needs. Until the completion, the College continues to rely heavily on its own home-grown administrative information systems, which are adequate.
  - In response to the last Middle States review process, the College developed the Brooklyn College Outcomes Assessment Plan with specific objectives to improve services and programs, improve institutional understanding of assessment and institutional improvement.
  - There are specific examples of administrative and programmatic improvements and reorganizations as a result of the assessment processes in the senior offices of the College, as well as in specific programs and offices across the College.
  - The divisional assessment plans include both quantitative and qualitative measures.
  - The Assistant Vice President for Finance, Budget, and Planning/Comptroller developed a comprehensive web-based resource to provide regular programmatic reporting.
  - According to the Vice President for Institutional Advancement, there are over 145,000 Brooklyn College alumni on record. The institution has valid mailing addresses for 100,000 of these records and accurate email addresses for 24,000.

- Significant accomplishments, significant progress, or exemplary/innovative practices include:
  - Brooklyn College is in a leadership position within CUNY in both academic computing and information systems technology.
  - Thorough assessment plans have led to significant improvements in a number of non-academic programs, including the Center for Academic Advisement and Student Success, the Enrollment Services Center, the Scholarship Office, and the Magner Center for Career Development and Internships
  - There have been significant facilities improvements, including a new Library and Library Café and a new student services building.
  - The library is a worthy point of pride for Brooklyn College. It is an excellent facility with strong print and electronic collections as well as a 24-hour “Library Café.”
  - The campus has embraced the notion of a “culture of evidence” in both its decision-making processes and assessment strategies.
  - Recent fundraising has been a great success. Some 14 years ago, the endowment stood at around \$7 million; today it is over \$70 million. The Foundation’s Foundation for Success Campaign exceeded its original \$100 million goal and a new stretch goal is currently being set.
  
- Suggestions include:
  - The additional needs for electronic/smart classrooms should be addressed.
  - Continued attention to collecting accurate current contact information for alumni will benefit fund-raising efforts.
  
- Recommendations

None

### C. Chapter 3: Governance, Leadership and Integrity

This section covers the following standards:

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity (also covered in Chapter 4: Students and Integrity and Chapter 5: Faculty and Integrity)

The institution meets these standards.

- Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the team developed the following conclusions relative to this standard:

- The complex governance system at City University of New York-Brooklyn College includes state oversight of all educational institutions in the state (the University of the State of New York), system oversight by the City University of New York (CUNY), and campus-based governance by the Student Government, the Faculty Council, the Policy Council, and a number of councils and committees (the Council on Administrative Policy, the Committee on Personnel and Budget, the Committee on Promotion and Tenure. Several boards and panels constitute the governance structure of separately incorporated entities such as the Brooklyn College Association, the Auxiliary Enterprises Corporation, and the Brooklyn College Foundation.
- Each governance entity has clear responsibilities, publicly shared in bylaws, handbooks, and policy documents.
- All CUNY institutions are subject to provisions in collective bargaining agreements negotiated at the university level.
- The 17 member Board of Trustees of CUNY is comprised of 10 members appointed by the Governor of the State (with the consent of the State Senate), 5 appointed by the Mayor of New York City (with the consent of the State Senate), a representative of the student body, and a non-voting faculty representative.
- The Chair of the CUNY Board of Trustees is an independent lay person, neither a president nor the Chancellor.
- The President and the Chair of the Board of Trustees have certified that Brooklyn College is in compliance with the eligibility requirements and accreditation requirements of the commission and meets all disclosure and consistency expectations of the commission and the federal and state governments and agencies.
- The Board's Code of Conduct, available on CUNY's web site, clearly defines conflicts of interest.
- The CUNY Chairman and Chancellor oversee an orientation program for new trustees.
- The Brooklyn College Foundation supports the College's garnering of private gifts to support the enterprise and is comprised of 34 trustees, 6 governors (emeritus members) and the President of the College who is ex-officio, non-voting.
- The Cabinet of the President includes the Provost, the Vice President for Finance and Administration, the Vice President for Institutional Advancement, the Dean of Student Affairs, and the President's Executive Assistant/Chief of Staff. Also reporting to the President is the Director of Affirmative Action, Compliance, and Diversity. The President's Executive Assistant supervises the Director of College and Community Relations, the Director of Government and External Affairs, and the Director of Communications.
- The President, whose primary responsibility is to lead the College, is appointed by the Chancellor of the University with the consent of the Board of Trustees.

- The process for evaluation of the President by the Chancellor, published on the CUNY website, includes an annual review based on institutional goals, and a three-year more comprehensive review (conducted by a three person team, one of whom is a president from outside the University).
  - President Christoph Kimmich and other members of the senior administrative team have the appropriate credentials and experience to serve in their positions at the College.
  - There are adequate staffing and support structures for senior administrative leadership to make decisions in the best interest of the College.
  - All academic programs and departments (save those in the School of Education) and all heads of centers and institutes report directly to the Provost.
  - The revision of the Promotion and Tenure procedures was approved by CUNY's board of trustees in February 2009 and will be in place for academic year 2009-2010.
  - The general climate on campus values open and consultative decision-making.
  - There is a strong sense of ethical leadership in the senior administration and the faculty.
- Significant accomplishments, significant progress, or exemplary/innovative practices include:
    - There was a refreshing candor in the self-study document and a thoughtful self-reflectiveness exhibited throughout the entire Middle States self-study process.
    - The College is blessed with exceptional support from a wide range of committed volunteers (on the Alumni Association Board and the Foundation Board and the CUNY Board of Trustees) as well as partners in the community (including leadership of local foundations, elected officials and government boards and agencies)
  - Suggestions include:
    - There should be a clear, consistent, consultative process that will review the College's administrative structure, particularly the academic structure. The purpose of this review should be to assure that Brooklyn College can realize its mission and continue its advancement.
  - Recommendations
    - None

#### D. Chapter 4: Students and Integrity

This section covers the following standards:

Standard 6: Integrity (also covered in Chapter 3: Governance, Leadership and Integrity and Chapter 5: Faculty and Integrity)

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

The institution meets these standards.

- Summary of evidence and findings  
Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the team developed the following conclusions relative to this standard:
  - Brooklyn College has an admission process that is congruent with and begins with the admission process of the City University of New York (CUNY) system.
  - Brooklyn College is allowed to set its own admission criteria, subject to guidelines promulgated by the system office.
  - The CUNY system web site and the Brooklyn College web site are the most important media for disseminating admissions information.
  - Students can be either regularly or conditionally admitted.
  - After the completion of a set of intense course work, the conditionally admitted students are tested through the Pre-freshman Academy and Immersion in Reading, Writing, and Math Program (Immerse) in order to gain regular admission to the College.
  - Between 2005 and 2009, the pass rate for Immerse students has averaged 68% on the writing/English as a Second Language (ESL) component, 58% on the reading component and 85% on the Math component.
  - The Transfer Information and Program Planning System (TIPPS) program provides information for students transferring within the CUNY system of colleges and universities; the Registrar Transfer Evaluation System (DITS) program provides information for students transferring from non-CUNY schools.
  - Staff at the College conduct information sessions for students interested in transferring.
  - The transfer population is increasing at Brooklyn College.
  - The policy on transfer credits is clear. Recent improvements in the amount of time it takes to process course equivalency requests for transfer students include a database of course equivalencies.
  - Brooklyn College organized the Office of Enrollment Services, which is temporarily reporting to the Vice President for Finance and Administration, to respond to student needs for more support services.
  - The institution is in the process of searching for a new Assistant Vice President for Enrollment Services who will report to the Provost.
  - The Office of Enrollment Services implemented a One Stop Center (Enrollment Services Center) for coordinating all enrollment services, including admissions, financial aid, registrar, bursar, and testing.
  - Over the last ten years, the one-year persistence rate for first time full-time freshmen has averaged 79.0%, the two-year persistence rate 65.2%, and the

three-year persistence rate 57.7%. The four-year graduation rates for first time full-time freshmen have averaged 19.6% and their six-year graduation rates 43.8%.

- Over the last ten years, the one-year persistence rate for transfers has averaged 73%, the two-year persistence rate 62.2%, and the three-year persistence rate 57.2%. The four year graduation rates for transfers have averaged 41.5% and their six-year graduation rates 50.1%.
- Judicial Affairs and Student Communication, Outreach and Development, Student Ombudsperson, Program Orientation and Leadership Development; Student Development, including Clubs and Student Government, Student Center; Athletics, Recreation and Intramurals; Civic Engagement and Assessment Outcomes; Veteran Affairs, Health Clinic and Personal Counseling report to the Dean of Student Affairs.
- The Student Ombudsperson service provides students with information relevant to their situation, discusses options, makes referrals, and when necessary, personally intervenes with the appropriate individuals. Judicial Affairs uses proactive approaches and education to help students understand the college's expectations and the CUNY Board of Trustees rules and regulations and implements disciplinary procedures when warranted.
- Records of complaints against students are kept in the Office of Judicial Affairs. The web site for Judicial Affairs is currently under construction but the Division's website provides access to the general process for filing complaints associated with the faculty. The position of Judicial Affairs Manager was created 6 months ago in response to concerns in a recent student survey. Student complaints related to academic issues are generally resolved at the departmental level however; student behavioral issues are generally referred to the Judicial Affairs Manager. Other student complaints may be referred to the Student Ombudsperson.
- The Dean of Student Affairs has initiated a series of Town Hall meetings to inform students of various aspects of student life. The Division sponsors a series of informational sessions during orientation for transfer students. The sessions are held in collaboration with the Dean of Undergraduate Studies.
- Special services to assist students in completing their degree requirements include The Learning Center that provides tutorial assistance in various subject areas; the Magner Center for Career Development and Internships that is designed to assist students in planning career placement; and special orientation sessions that are held each semester.
- The student handbook and Information Booths (aptly named ASK ME) also provide students needed information.
- Through Students Engaged in Responsible Volunteer Action (SERVA), Brooklyn College students participated in more than 19,000 hours of community and volunteer service.
- The Division III athletic program is governed by the NCAA rules and regulations and advised by an Athletic Committee which reviews policy and makes recommendations to the administration.
- Three sports won conference titles during the last NCAA competitions

- Brooklyn maintains strict compliance in protecting student privacy; privacy policies are published in the College's bulletins as well and are kept on file in the Office of Student Affairs.
  - Currently, all freshman students are required to participate in academic advisement (two semesters) during which they receive pre-registration orientation on a one-on-one basis and in some cases group advisement sessions.
  - A Degree Progress System was put in place several years ago that allows students to track their own coursework.
  - Brooklyn College addresses the needs of disabled students through an Office of Disabled Student Services which is currently constructing its own web site.
  - The catalogues clearly delineate the academic programs and graduation requirements.
- Significant accomplishments, significant progress, or exemplary/innovative practices include:
    - The students are very proud of the College and its supportive and responsive environment.
    - The diversity of the student population embodies the words on the welcome sign to the Borough: "Brooklyn is home to everyone from everywhere."
    - Brooklyn College is commended for the attention to improvement in student admissions and retention as well as the quality and enthusiasm of personnel in the admissions and retention efforts.
    - The team suggests that additional data be compiled (including comparative data with other CUNY and comparable institutions and information regarding students who leave before degree completion) to assist in institutional plans to improve retention, persistence and graduation rates for Brooklyn College's undergraduate students.
    - Brooklyn College has a commendable record of community service and volunteerism: it has received special recognition from the CUNY system for its community and volunteer service initiatives.
    - New student orientation provides information throughout the academic year rather than concentrating it in the days before the semester begins.
    - The College redesign of the website includes an external website, and two versions of the WebCentral portal that can only be accessed via a student or faculty/staff password.
  - Suggestions include:
    - While the redesign of the College website provides customized channels for various constituencies, the College may wish to consider the amount of material that has been placed behind the portal rather than on the public site.
  - Recommendations

None

## E. Chapter 5: Faculty and Integrity

This section covers the following standards:

Standard 6: Integrity (also covered in Chapter 3: Governance, Leadership and Integrity, and Chapter 4: Students and Integrity)

Standard 10: Faculty

The institution meets these standards.

- Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the team developed the following conclusions relative to this standard:

- The City University of New York (CUNY) Board has recently approved changes to the Promotions and Tenure procedures.
- CUNY policies regarding Academic Freedom, Academic Integrity, Intellectual Property, Research Integrity and Conflict of Interest govern the faculty at Brooklyn College.
- The College follows a professional and well designed search process to recruit full-time faculty. Guided by the diversity plan, search committees have diversified the Brooklyn College faculty significantly during the decade from 1999 to 2009.
- The College places a high priority on excellence in teaching. Student evaluations reveal a high level of student satisfaction with the quality of instruction.
- The central role in developing curricula and programs lies with the full-time faculty, whose leadership was noteworthy in the innovative revision of the Core Curriculum.
- The College benefits from a pool of adjunct faculty, many of whom have served the College for years and teach advanced courses that link the academic programs to current practice in their discipline.
- There are 538 full-time faculty, 507 of whom are tenured or on tenure track.
- The regular faculty of the College are productive scholars as indicated by the 2.7 entries per faculty member in the 2007 Faculty Profiles web-based listing. Total grant awards have increased from \$10 million in fiscal year 2005 to \$14.9 million in 2007.
- 93% of full-time faculty members have a terminal degree.
- The College has implemented a two-year New Faculty Orientation Program that, in coordination with updated editions of the *Brooklyn College Faculty Handbook* and useful information on the WebCentral Portal, has ensured that full-time faculty are integrated into the life of the College.

- Significant accomplishments, significant progress, or exemplary/innovative practices include:
  - The College has hired new faculty at the associate and full professor ranks to replace the “Missing Middle Generation” referred to in the 1999 self-study.
  - The Promotion and Tenure changes, which have just recently been approved by the CUNY Board, are welcomed by the faculty. The process whereby these changes were developed is applauded by the entire community.
  - The faculty record in professional engagement, including publications and conference presentations, is exemplary.
  - The two-year orientation program for new faculty is a model of its kind.
  - Brooklyn College faculty have high expectations for their students and provide support to realize the students’ dreams.
  
- Suggestions include:
  - Given the importance of adjunct faculty to the success of the College, a greater effort should be made to invite them to participate in relevant activities such as faculty orientation, the Center for Teaching, and informal faculty gatherings.
  - The College should consider processes for supporting the new generation of faculty leadership.
  
- Recommendations
 

None

## F. Chapter 6: Academic Programs

This section covers the following standards:

Standard 11: Educational Offerings

Standard 12: General Education

Standard 13: Related Educational Activities

The institution meets these standards.

- Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the team developed the following conclusions relative to this standard:

- The evolving General Education program, including a core curriculum and basic skills (speech, technology and information literacy, foreign language, writing), is clearly described and published in multiple venues. A rigorous two-tiered

approach to the Core provides breadth and depth. Classes in the majors appear to include appropriate disciplinary applications.

- The College has undertaken a thorough-going revision of its Core Curriculum, based upon extensive, broad-based discussion that began in 2002, with implementation in fall 2006. The revision was based upon a set of ten goals that seek to ensure that students develop liberal competencies. Each core course addresses two to four of these goals; each goal is addressed by more than one core course.
- Resources devoted to delivering the general education curriculum are significant: re-assigned time for faculty (for course development and coordination of the Core, English 1, and learning communities), 45% of Coordinated Undergraduate Education (CUE), and more than 35% of City University of New York (CUNY) Compact funds are allocated to the Dean of Undergraduate Studies.
- Rigorous processes for initiating new programs, courses, and curricular change are clearly articulated, as are the roles of faculty and administration within the processes.
- Educational support systems are differentiated appropriately for traditional and non-traditional students. The accelerated baccalaureate degree program for adult learners is carefully constructed to ensure that life experience credits are rigorously reviewed before they are awarded.
- Collaborations among the divisions of Student Affairs and Academic Affairs are numerous, with a demonstrated evolving culture of linking co-curricular and curricular initiatives to achieve specific learning outcomes.
- At the time of the last comprehensive self-study in 1999, CUNY resolved to phase out remedial education in all baccalaureate degree programs except during the summer sessions. Over the past ten years, Brooklyn College has created an array of programs to address the academic needs of students not quite ready for college.
- Student Engaged in Responsible Volunteer Action (SERVA) engages students in service activities that are noted on the student transcript, and that help students to engage in leadership experiences.
- Certificate programs at the graduate level are meeting a clear and growing need in the borough of Brooklyn.
- Non-credit programs offered through Professional Advancement and Continuing Education (PACE) have been focused upon the needs of the community.
- Delivery modes for instruction at the College are mostly traditional face-to-face modalities. Both locations (main campus, and the additional location in Manhattan) adhere to the same standards and quality. The College does, however, project an increasing on-line presence.
- Online courses are being developed carefully and at a rate that ensures integrity of the academic program, especially at the graduate level in the School of Education.
- Learning experiences encompass a wide variety of opportunities including study abroad, honors and scholars programs, innovative immersion programs, internship and volunteer opportunities, and numerous opportunities for undergraduate and graduate research.

- The College participates in multiple collaborations with high schools, as well as articulations for coordinated advanced degree programs.
  - The College has affiliation agreements with appropriate clinical sites to serve the needs of students in a variety of programs, including the Master of Science in Speech-Language Pathology, the Master of Arts in Mental Health Counseling, the Master of Public Health, and the Master of Arts in Community Health Education.
- Significant accomplishments, significant progress, or exemplary/innovative practices include:
    - The newly revised Core curriculum is an exceptional program and is valued by the faculty and the alumni for its substance, comprehensiveness and transparency. The alumni recognize the great value of the program in their personal success.
    - The Search for Education, Elevation, and Knowledge Program (SEEK) e-portfolio is a very effective tool for engaging new students in age-appropriate self reflection on their progress through the first year of college.
    - CUNY has recognized Brooklyn College for its student engagement and volunteer programs, including SERVA.
    - The on line tutorials on the Learning Center Website which provide instant access to support in high demand topics are excellent.
    - There is a clear and widely published program approval process.
    - The carefully calibrated and articulated programs designed to smooth the transition to the intellectual challenge of the Core Curriculum are truly impressive, including the Pre-freshman Academy and Immersion in Reading, Writing, and Math; English as a Second Language Courses; Pre-Freshman Science Technology Engineering and Math (STEM) Institutes, and SEEK.
    - Teacher preparation (at the undergraduate and graduate level) is exemplary and supported by excellent cooperation from the departments in the liberal arts and sciences with the School of Education.
- Suggestions include:
    - The team agrees with the self-study that computer and information literacy should be added to the general education goals.
    - The College should assure that the full General Education program is considered in curriculum review and development, not just the Core.
- Recommendation
    - Recommendation to be addressed in the Periodic Review Report
 

As acknowledged in the College's self-study, the graduate programs at Brooklyn College demonstrate uneven quality in terms of enrollment, mission alignment, and learning outcomes assessment. The team recommends that the College review the graduate program offerings, not only with a view toward expansion

in areas of high demand that are mission-central, but also with a view toward discontinuing graduate programs in areas of low demand that are not mission-central. Further, the College should assure that the College mission mirrors the centrality of graduate programs, and should ensure that robust graduate student learning assessments are implemented in these programs. This review should be included in Brooklyn College's next Periodic Review Report.

## G. Chapter 7: Assessment of Student Learning

### This Section Covers Standard 14: Assessment of Student Learning

The institution meets this standard.

- Summary of evidence and findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students and others, the team developed the following conclusions relative to this standard:

- There is clearly documented success in refining an educationally sound, carefully conceived, useful, and working commitment to a set of General Education (Core Curriculum) courses that are well-matched to the Brooklyn College mission statement and 10 Common learning goals.
- The College has an ambitious assessment program. A growing critical mass of departments has implemented carefully-constructed assessments of key learning outcomes, and used the results of these assessments to make modifications in their curricula. Program goals have been written to express student learning outcomes. The College's agenda for the future demonstrates a clear understanding of assessment, with emphases on the link between better teaching and assessment of student learning, and on the need to link budget allocation with assessment.
- The college-wide requirements, core courses, and academic expectations of City University of New York (CUNY) proficiency examinations are clearly communicated to the undergraduates in the Brooklyn College Bulletin for 2007-2010, in the "Brooklyn College General Education Requirements At-a-Glance," and in "A Learning Map: Brooklyn College's Ten Common Goals as Addressed in General Education Requirements."
- More than 5000 pieces of direct evidence of student learning that were collected during the 2007-2008 academic year as part of the Core Assessment are being analyzed. Discussions with representatives of the Core Committee, Assessment Director, and engaged faculty teaching in both tiers of the Core Curriculum provided evidence of how "closing the loop" is occurring.
- A comprehensive Departmental Assessment Status Matrix as of March 2009 provided by the Assessment Director documented that 31 of the 34 departments and programs have developed mission statements, goals and curriculum maps,

or are engaged in reflective activities and collecting at least some types of departmental assessment data.

- The College has invested in an infrastructure to support assessment of student learning. From 2004-2006, a visiting professor from a sister CUNY college helped faculty in each department to establish consistency of departmental expectations and College mission in order to enhance student learning. In fall 2006, a full-time Director of Academic Assessment was hired and the Office of Academic Assessment was created.
  - Faculty members involved in departmental assessment strategies are aware of the importance of collecting both direct and indirect data.
  - The graduate programs at Brooklyn College are also involved in assessment activities. The M.F.A. in Creative Writing assessment process is enriched by intensive faculty mentoring, workshop feedback, and opportunities to submit works for publications review. Graduate students in the Performance and Interactive Media Arts (PIMA) submit artifacts, portfolios, and electronic records for juried reviews. Several programs in the Graduate Studies and Research division have effective assessment feedback loops related to licensure and internships, but some currently lack a refined focus or effective strategies for assessment.
  - Although the quality of the articulated programs and student expectations vary from exemplary to formative, all departments have embraced the importance of the assessment process in ways not evidenced in the previous self-study.
  - Follow-through is evidenced in the classroom. More than 80 % of Brooklyn College students who responded to teaching questionnaires indicated that they received a course syllabus with student learning outcomes or expectations within the first week of class.
  - The 2007-2008 aggregated student data collected across 16 teacher preparation or educational certification teaching areas show that 406 students took the required Liberal Arts and Science Test and achieved a 95% pass rate. In the Content Specialty Test, which was taken by over 200 students, the aggregated group of graduate and undergraduate students all scored above 80%. In 14 of the 16 disciplines; students in all discipline areas scored above 90%.
- Significant accomplishments, significant progress, or exemplary/innovative practices include:
    - The College has demonstrated a strong commitment to assessment, a clear understanding of the evolution from an expert-based to an evidence-based culture, and strong leadership for effective and agile processes that encourage this evolution to continue.

- Suggestions include:
  - In order for the director of assessment to continue the impressive progress in student learning outcomes assessment, he must have strong faculty support.
  - Given the fact that so many bachelor degree recipients are transfer students, consideration should be given to assessing the achievement of this population in meeting general education outcomes.
- Recommendations

See recommendation under analysis of Chapter 6

## VI. Summary of Recommendations for Continuing Compliance and Requirements

As acknowledged in the College's self-study, the graduate programs at Brooklyn College demonstrate uneven quality in terms of enrollment, mission alignment, and learning outcomes assessment. The team recommends that the College review and assess the graduate program offerings, not only with a view toward expansion in areas of high demand that are mission-central, but also with a view toward discontinuing graduate programs in areas of low demand that are not mission-central. Further, the College should define the College mission relative to graduate programs, and strive to ensure that robust graduate student learning assessments are implemented in these programs. This review should be included in Brooklyn College's next Periodic Review Report.