

BROOKLYN



COLLEGE

# Brooklyn College

of the City University of New York

## *Middle States Self-Study Design*

August 2007

*Submitted by*

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## **APPENDIX A: BROOKLYN COLLEGE SELF-STUDY WORKING GROUP MEMBERS**

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## **ABOUT BROOKLYN COLLEGE**

Brooklyn College of The City University of New York (CUNY) is an innovative, comprehensive college with a history of academic excellence. From its founding seventy-seven years ago, the College has offered men and women – immigrants or the children of immigrants, and often the first in their families to go to college – the opportunity to receive a first-rate education. Based on cost, financial aid, and educational quality, *The Princeton Review* in 2007 named Brooklyn College one of the best overall values among the nation’s academically outstanding colleges and ranked it among their “Top Ten” in both 2005 and 2006. In particular, *The Princeton Review* cites the College’s “very serious and admirably diverse undergraduate population,” its excellent liberal arts curriculum, and the high caliber of its faculty.

Brooklyn College is in a period of unprecedented renewal, with a recently renovated library and a new student center scheduled to open late in 2007. Architectural designs are underway for a new science complex and a new performing arts center, both scheduled for groundbreaking over the next five years. Since 2000, ambitious five-year strategic plans provide guidance for the growth and development of our programs, services and facilities. The College’s award-winning faculty has grown steadily in recent years and, by fall 2007, new members will constitute about half of the total faculty. Students come from New York City and State, from throughout the country and the world. And they are diverse: in fall 2005, approximately 49% were members of underrepresented minorities. Our total undergraduate enrollment in fall 2006 was 6.57% larger than that of the previous year, and our entering class of first-year students continues to reflect the traditional college-bound student – about 92% are twenty years or younger. We transform their curiosity, talent, and motivation into productive careers and satisfying lives.

The College’s Division of Graduate Studies offers more than seventy programs leading to the degrees of master of arts, master of fine arts, master of music, master of science, and master of science in education, and to advanced certificates in education. In fall 2006, graduate enrollment represented 18% of total enrollment and the top five graduate majors were Teacher of Students with Disabilities/Grades 1-6 (MSED); Middle Childhood Education Teacher: Math Specialist (MSED); Educational Leadership (AD); English (MA); and Speech-Language Pathology (MS). The graduate curriculum offers liberal arts and sciences programs and professional programs at the master’s level and several advanced certificate programs. The College offers one doctoral program in experimental psychology, and partners with Hunter College and the Graduate Center to offer the AuD (doctoral audiology) degree. Our newest graduate programs include Mental Health Counseling (MA) and Performance and Interactive Media Arts (MFA), and reflect our goal of developing new graduate programs that provide professional credentials and respond to market demands.

Hundreds of our alumni hold positions as CEOs, presidents, and vice-presidents in the finance, business, and computer and information industries. Prominent Brooklyn College

alumni can be found in the performing arts and education, and many are in leadership roles in public service, non-profit organizations, and government agencies. More than 80% of recent graduates report that they plan to continue their education.

## **MISSION STATEMENT**

Brooklyn College's mission statement embodies the College's values, mirrors its characteristics, and affirms its basic purposes:

Brooklyn College provides a superior education in the arts and sciences. Its students will become independent and critical thinkers, skilled communicators, culturally and scientifically literate, and oriented to innovation. Its graduates will be marked by a sense of personal and social responsibility, the knowledge and talents to live in a globally interdependent world, and the confidence to assume leadership roles.

Brooklyn College encourages and supports its faculty to thrive as high-achieving teacher-scholars, as proficient in their research as in their mentorship of students. It esteems the loyalty and commitment of its staff.

Together, the Brooklyn College faculty, students, and staff reach out to, work with, and serve their communities.

## **VISION FOR THE FUTURE**

Brooklyn College is recognized as a leading public liberal arts college, confident of its quality and its standards. Strong and focused, rooted in the basic tenets of its history and mission, it is proud of its ability to change and renew itself.

The College is distinguished by a rigorous core curriculum, undergraduate programs responsive to changing interests and circumstances, and graduate programs aligned to new career opportunities. It glories in a faculty composed of dynamic teacher-scholars, diverse in composition and orientation, committed to teaching, research, and service. It is selective in whom it admits while guarding its demographic balance, and it is effective in retaining and in graduating students. It is entrepreneurial in seeking resources to achieve its goals and give students a competitive edge. It plays a significant role in the borough, improving the educational attainments of its residents and contributing to the vitality of the local community. It is welcoming and hospitable as a place to study and work. In sum, the College is an institution in which all can become their best selves.

## **MAJOR INSTITUTIONAL GOALS, 2005–2010**

To attain this vision, Brooklyn College draws inspiration from the three primary institutional goals that challenged and guided it in 2000–2005 and that were consciously chosen to be at the center of the strategic plan for 2005-2010.

- To maintain and enhance academic quality by setting and meeting the highest possible standards.
- To ensure a student oriented campus by making academic and personal achievement the guiding principle of all College programs, services, and activities.
- To be a model citizen in the borough of Brooklyn, alive to its civic responsibilities and unwavering in its educational leadership.

## **COLLEGE AND UNIVERSITY GOVERNANCE**

Brooklyn College is a constituent part of The City University of New York, the nation's largest urban public university, and is chartered by the Board of Regents of the State of New York and governed by State Education Law. In recent years, the University has made strong and successful efforts to raise academic standards, improve the number and quality of its faculty, and expand its research profile. Increased operating efficiency has therefore also been an important goal, leading to increasing centralization of the University. In 2006-07, new fiscal resources were brought to bear on these efforts under the aegis of the "CUNY Compact," an innovative multi-year financing approach that offers an economically efficient way to finance the University by delineating shared responsibility among partners: students (through modest annual tuition increases); State and City (through increased tax-levy funding), and the University (philanthropy, productivity and efficiencies, targeted enrollment growth). Brooklyn College's Investment Plan builds upon the initiatives and priorities identified in the University's Master Plan and outlines as well how it will meet college priorities. Closely aligned with this new University-wide funding initiative at the College is the development of plans for academic programs and for facilities that will be both budget- and enrollment-driven.

Overall authority is vested in the Board of Trustees of The City University of New York. Ten trustees are appointed by the Governor of New York State, five by the Mayor of New York City, and two serve *ex-officio*, a voting student member and a non-voting faculty member. Chancellor Mathew Goldstein administers the City University of New York. Senior members of the university administration include Executive Vice Chancellor for Academic Affairs and Provost Selma Botman, Senior Vice Chancellor and Chief Operating Officer Allan H. Dobrin, Vice Chancellor for University Relations and Secretary of the Board of Trustees Jay Hershenson, Vice Chancellor for Facilities Planning, Construction, and Management Iris Weinshall, Vice Chancellor for Budget and Finance Ernesto Malave, Acting Vice Chancellor for Faculty and Staff Relations

Gloriana Waters, Senior Vice Chancellor for Legal Affairs and General Counsel  
Frederick P. Schaffer, and Vice Chancellor for Academic Administration and Planning  
Michael Zavelle.

The President of Brooklyn College, who reports to the Chancellor of the University, is  
Christoph M. Kimmich. Senior members of the college administration include Acting  
Provost and Vice President for Academic Affairs Nancy Hager, Vice President for  
Finance and Administration Steve G. Little, Dean of Student Affairs Milga Morales, and  
Vice President for Institutional Advancement Andrew Sillen.

As stipulated in the Brooklyn College Governance Plan, the College's internal  
organization consists of:

- *Policy Council* (chaired by the president). Recognizing the legislative authority of Faculty Council in matters of curriculum and degree requirements, of the Student Governments in matters of student affairs, of the Council on Administrative Policy and the Promotions and Tenure Committee on matters of personnel, the Policy Council may make recommendations in all areas of operation of the College to the President. It serves as a forum for discussing issues of college concern and approves all amendments to the college governance plan. It is composed of the president, vice presidents, assistant vice presidents, and full deans, and of elected student and faculty representatives, each of the latter groups equal to the number of administrators.
- *Faculty Council*. As the legislative body of the faculty, Faculty Council is responsible for formulating policy related to curriculum, the admission and retention of students, student attendance, awarding of college credit, and granting of degrees. It is composed of all academic department chairpersons; an additional elected delegate from each department; delegates at large equal to the number of instructional departments elected by divisions; and up to five members chosen from heads of interdisciplinary programs.
- *Academic departments*. These are headed by chairpersons elected for a three-year term subject to presidential and board approval. Decisions on personnel actions are taken by an appointments committee consisting of the department chair and four elected faculty members of the department.
- *Council on Administrative Policy/College Personnel and Budget Committee* (chaired by the president). Composed of the president, vice presidents, full deans and department chairpersons, it addresses issues of importance to the college and its educational mission and advises on any significant plans of the administration in the areas of general education policy. When CAP meets to consider faculty appointments and reappointments without tenure, it does so as the College Personnel and Budget Committee.
- *Committee on Promotion and Tenure* (chaired by the chairperson of the CAP Liaison Committee). Composed of all department chairpersons and the dean of the School of Education as voting members (and of the other full academic deans as non-voting members), it makes recommendations to the president on faculty promotions and tenure.

Student governance is shared by the three student government organizations: □

- The CLAS Student Government (undergraduate day students) elects its president, vice-president, and assembly every year in the spring. They serve from July through June. The Student Assembly is made up of 29 members and the executive branch.
- The SGS Student Government (undergraduate evening and weekend students) has a structure similar to the CLAS government. Officers are elected once a year, generally in early spring.
- The Graduate Student Organization (GSO) has an elected president, vice-president, secretary, and treasurer. Its legislative branch consists of an Executive Council, formed from the graduate organizations on the campus.

The three student governments nominate members to college committees and provide selected services to the respective student bodies. Key organizations on which they are represented include the Brooklyn College Association (BCA) and the College's Policy Council. The former has oversight for the expenditure of student activity fees collected from students each semester, the latter is a governing body where students, faculty and administration are equally represented (see above).

## **SELF-STUDY GOALS AND OBJECTIVES**

Brooklyn College embraces the opportunity to conduct a comprehensive self-study report, focused on the fourteen Middle States Standards of Excellence, as a means of improving the student experience at Brooklyn College and ensuring that it is as rich and varied as possible. In the process, we aim to:

1. Assess the degree to which our institutional goals permeate our planning, decisions and actions, and use the self-study experience to strengthen the connection between academic and administrative initiatives.
2. Identify our accomplishments and strengths, challenges and opportunities, in the areas of academic programming, administrative planning, student learning, and professional development.
3. Enhance the ongoing assessment processes so that thoughtful examination leads to continued and effective improvements.
4. Engage the college community in thinking broadly about the position of the College in the Borough of Brooklyn and as a member of The City University of New York.
5. Conduct the self-study in an atmosphere of mutual respect for a free and open climate of exchange that promotes the values of civility and service.

## **ORGANIZATION AND GOVERNANCE OF THE SELF-STUDY**

Responsibility for preparation of our Self-Study Report is vested in the Provost who is assisted by a Steering Committee consisting of 28 members—students, faculty, and administrative staff. The Steering Committee, appointed by the President in October 2006, is co-chaired by Professor Bonnie L. Gustav (Anthropology and Archaeology) and Professor Lynda Day (Africana Studies). Steering Committee members are:

### *Faculty:*

Alberto Burzstyn, School of Education  
Laurel Cooley, Mathematics  
Annette Danto, Film  
Lynda Day, Africana Studies (Co-chair)  
William Gargan, Library  
Ray H. Gavin, Biology  
Timothy Gura, Speech Communication Arts and Sciences  
Bonnie L. Gustav, Archaeology and Anthropology (Co-chair)  
Matthew Moore, Philosophy  
Charles Tobey, Physical Education and Exercise Science

### *Administration and Staff:*

Michael Anderson, Director of Academic Assessment  
Maurice Callahan, Executive Assistant to the Provost (Historian)  
Alan Gilbert, Assistant Vice President for Finance, Budget and Planning  
Nancy Hager, Acting Provost and Vice President for Academic Affairs  
Louise Hainline, Dean for Research and Graduate Studies  
Jane Herbert, Executive Assistant to the President  
Steve G. Little, Vice President for Finance and Administration  
Roberta S. Matthews, Provost Emerita  
Jerry Mirotznik, Associate Provost  
Milga Morales, Dean of Student Affairs  
Bruce C. Neimeyer, Assistant Vice President for Enrollment Services  
Deborah A. Shanley, Dean of the School of Education  
Andrew Sillen, Vice President for Institutional Advancement  
Donna Wilson, Dean for Undergraduate Studies  
Colette Wagner, Assistant Dean (Staff)

### *Students:*

Henri Chalouh (CLAS)  
Robert Ramos (GSO)  
Yva Gaudard (SGS)  
Taurean Spooner

In deciding to adopt a comprehensive self-study design model, the Steering Committee recommended the creation of seven Working Groups to address the fourteen Middle States Standards of Excellence as follows:

***Working Group 1: Mission, Goals and Planning (Standards 1 & 2)***

***Co-chairs:*** Provost Emerita Roberta Matthews and Professor Ellen Belton

***Working Group 2: Institutional Effectiveness (Standards 3 & 7)***

***Co-chairs:*** Assistant Vice President Alan Gilbert and Assistant Dean Colette Wagner

***Working Group 3: Leadership, Administration and Integrity (Standards 4, 5 & 6)***

***Co-chairs:*** Professor William Gargan and Assistant Vice President Michael T. Hewitt

***Working Group 4: Students and Integrity (Standards 8, 9 & 6)***

***Co-chairs:*** Dean Milga Morales and Assistant Vice President Bruce C. Neimeyer

***Working Group 5: Faculty and Integrity (Standards 10 & 6)***

***Co-chairs:*** Professor Lynda Day and Associate Provost Jerry Mirotznik

***Working Group 6: Academic Programs (Standards 11, 12 & 13)***

***Co-chairs:*** Professor Philip Gallagher and Professor Bonnie L. Gustav

***Working Group 7: Assessment of Student Learning (Standard 14)***

***Co-chairs:*** Dr. Michael Anderson and Professor Herve Queneau

To ensure a close working relationship between the Steering Committee and the seven Working Groups, at least one Co-chair of each group is a member of the Steering Committee. All Working Group Co-chairs are invited to all Steering Committee meetings. As a general practice, Steering Committee and Working Group meetings will be held during regular club hours to ensure the widest possible participation in committee deliberations. Working Groups vary in size depending on the scope of their task and the number of standards being addressed. Faculty and staff members of the seven Working Groups were appointed in late March 2007 (see **Appendix A: Brooklyn College Working Group Members**). Student members of Working Groups (both nominees and volunteers) selected their Working Group assignments based on a self-study process briefing sponsored by the Office of Student Affairs held in late April 2007. To aid the Working Groups in their research, a preliminary list of institutional evidence has been compiled (see **Appendix B: Brooklyn College Preliminary Documentation Roadmap**).

## METHODOLOGY FOR WORKING GROUPS

1. The research and reporting activity of all of the Brooklyn College Working Groups will be guided by the general principles outlined in the Brooklyn College Self-Study Design.
2. Each of the seven Brooklyn College Working Groups has been assigned to research and report on the College's compliance with at least one of the fourteen Characteristics of Excellence that constitute the eligibility requirements and standards for accreditation by the Middle States Commission on Higher Education. Specific charges to each of the Working Groups are identified in the Research Questions that follow.
3. For each of the standards to be addressed, the Working Group will respond to the Research Questions represented in their charge and will be further informed by the Context, the Fundamental Elements, and the Optional Analysis and Evidence specified by Middle States in Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation. Working Group reports should be sharply focused on the assigned standard(s) as interpreted by the Research Questions and must address all Fundamental Elements.
4. Working Groups are encouraged to solicit wide input to their deliberations, consulting documentation and involving the offices, committees and individuals responsible for identified activity in developing their reports. Each Working Group should also solicit collegewide comment to their findings prior to submission of their final report, via announced meetings or electronic means to be decided by the group.
5. Working Groups will review the Preliminary Documentation Roadmap provided in the Self-Study Design (see **Appendix B**) and indicate whether the Working Group plans to add any additional documentation. If so, the Working Group must inform the Steering Committee of the new documentation activity and provide an implementation plan that fits into the Self-Study timetable. A proposed documentation roadmap must be submitted to the Steering Committee by the November 2007 meeting along with an outline of the Working Group's final report.
6. Final reports of the Working Groups, including the final documentation roadmap and copies of all documentation created by the Working Groups, must be submitted by April 2, 2008.

## WORKING GROUP CHARGES

Charges to the seven Working Groups are expressed in the form of research questions specifically linked to the Middle States Standards of Excellence.

### ***WORKING GROUP 1: MISSION, GOALS, PLANNING***

**STANDARD 1: MISSION AND GOALS** *The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.*

**STANDARD 2: PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL** *An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

What have been the major developments in the area of Mission and Goals and Planning and Resource Allocation at the College since the last Middle States accreditation visit in 1999?

How do we determine whether we are achieving our mission and goals? How are academic departments formally linked to our mission and engaged in meeting our goals?

How does our Brooklyn College Strategic Plan consistently address the fourteen Middle States Standards of Excellence? How does our Strategic Plan take into account CUNY initiatives as well as College priorities?

How have we engaged faculty in the design of new facilities, especially as they link to programmatic innovations such as the new Science Complex and the Performing Arts Center? How well integrated are our planning and resource allocation processes?

How are assessment results used to support institutional renewal?

How are planning and budgeting linked?

How do the Diversity Plan, the Outcomes Assessment Plan, and the IT Master Plan (all developed as the result of our last accreditation visit) support our efforts to achieve our mission and support institutional renewal?

## ***WORKING GROUP 2: INSTITUTIONAL EFFECTIVENESS***

**STANDARD 7: INSTITUTIONAL ASSESSMENT** *The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

**STANDARD 3: INSTITUTIONAL RESOURCES** *The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.*

What have been our accomplishments in the areas of Institutional Assessment and Institutional Resources since the last accreditation visit? What are our future goals in this area?

How do we link assessment and resource allocation in support of institutional growth and development? To what extent are resource allocations driven by needs rather than by established funding patterns?

To what extent have we achieved a culture of evidence at the College? How significantly is College decision making driven by data?

### **WORKING GROUP 3: LEADERSHIP, ADMINISTRATION, AND INTEGRITY**

**STANDARD 4: LEADERSHIP & GOVERNANCE** *The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

**STANDARD 5: ADMINISTRATION** *The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.*

**STANDARD 6: INTERGRITY** *In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

How effectively does the College communicate with students, faculty and staff?

How do we ensure that administrative activities result in policies, programs and services that support learning and facilitate scholarship?

What have been the major developments and accomplishments in the areas of institutional leadership, governance and administration in the past ten years? What steps have we taken to assure a college wide Leadership Development program?

What steps have we taken to integrate the large number of faculty and administrative staff who have joined the community in the past five years? What are the next steps in creating and sustaining a college wide Leadership Development program?

How has our governance system changed over the past five years? What has been the impact of these changes? What might improve institutional governance?

How do we promote ethical standards at the institutional level?

## **WORKING GROUP 4: STUDENTS**

**STANDARD 8: STUDENT ADMISSION AND RETENTION** *The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.*

**STANDARD 9: STUDENT SUPPORT SERVICES** *The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

**STANDARD 6: INTEGRITY** *In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

What would *student* success look like with respect to our performance on the Middle States Standards of Excellence 8, 9 and 6?

How has assessment shaped our admissions standards and retention goals? What do demographics and other factors suggest will be the future of our undergraduate and graduate student base? How can we use this information effectively?

How well do we support students in their movement through bureaucratic procedures and structures? What student services and communications improvements have we introduced and how have these changes affected student success and the achievement of student learning outcomes?

What programs support student retention and graduation? How well do we meet our retention and graduation goals and are we consistent with CUNY targets?

What programs and services do we provide to the K-12 community that support the development of prepared applicants and sustain our admissions pipeline?

What are our next steps in realizing the goal of being a student-oriented campus?

How do we ensure that Brooklyn College students understand and adhere to the basic tenets of academic and intellectual freedom and ethical behavior, and that our policies and programs treat students equitably and ethically?

What have we done to foster intentional links between curricular and cocurricular activities and to provide students with a fully integrated learning experience?

## **WORKING GROUP 5: FACULTY**

**STANDARD 10: FACULTY** *The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*

**STANDARD 6: INTEGRITY** *In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

What does success look like with respect to our performance on the Middle States Standards of Excellence for faculty?

How effective are our policies and practices for hiring and integrating new faculty into the college community and contributing to the College's mission and strategic goals?

Have our hiring practices supported our goal of creating a more diverse faculty? What plans are being developed to address the impending retirement of a significant number of senior faculty and how are they linked to the diversity goal?

How are faculty involved in the development, assessment and improvement of academic programs at both undergraduate and graduate levels?

What services do we offer to help faculty achieve excellence in teaching, scholarship and service? What is the impact of available faculty development opportunities? How can we provide greater and more effective support for faculty?

Is the process for faculty appointment, tenure and promotion consistent and transparent across all academic departments?

How are adjuncts who teach at the College integrated into departmental and institutional goals to ensure that they address the learning outcomes expressed by their departments? What programs are in place to promote excellent teaching by our adjunct faculty?

How do we promote ethical standards and support the academic and intellectual freedom of our faculty?

## **WORKING GROUP 6: ACADEMIC PROGRAMS**

**STANDARD 11: EDUCATIONAL OFFERINGS** *The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.*

**STANDARD 12: GENERAL EDUCATION** *The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

**STANDARD 13: RELATED EDUCATIONAL ACTIVITIES** *The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

What evidence demonstrates that our educational offerings have academic content and rigor appropriate to their degree levels? How do we define and monitor progress through our degrees?

How do we balance resources for graduate and undergraduate programs based on enrollment?

What have been our major accomplishments with regard to program accreditation within the last ten years?

How does the process for planning and developing new programs meet student interests and market demands? How consistently do we apply a common understanding of program viability that links enrollment and graduation rates with program costs?

What changes do we anticipate in the next five years in the balance between traditional classroom experiences and the use of online learning, experiential learning, study abroad experiences, certificate programs, internships, and externships in the planning of our degree programs and how will the College support and assess such learning activities?

Are our educational offerings consistent with our recruiting materials and mission? To what extent are we providing students and their advisors with the tools to plan progress toward the degree?

What program changes have been implemented in our college skills requirements and Core Studies programs and how effective have they been?

## **WORKING GROUP 7: ASSESSMENT OF STUDENT LEARNING**

**STANDARD 14: ASSESSMENT OF STUDENT LEARNING** *Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

What does success look like with respect to our implementation of a planned, organized, and sustainable program of student learning assessment that is systematic, useful, cost-effective, reasonably accurate and truthful?

What have been our accomplishments in the area of the assessment of student learning over the past five years? What are the patterns of evidence that document our efforts? What departments have implemented feedback loops into their programs? What have been the results? What more needs to be done and what is the proposed timetable for this activity?

Do students understand that we are committed to a learning outcomes approach? Have we given them enough information to achieve the key learning outcomes that we have identified? What more needs to be done in these areas?

Do our assessments of student learning yield direct evidence that is clear, tangible, and convincing? Are we able to use these results with confidence? What more needs to be done to provide manageable, usable results? How are assessment results communicated and used to introduce improvements and allocate resources?

How adequate are campus efforts to encourage, recognize, and value faculty in assessing student learning and improving their teaching?

## **EDITORIAL STYLE AND FORMAT OF WORKING GROUP REPORTS**

Each Working Group will write a report on its subject area. Working Groups may decide to organize themselves into more focused sub-groups for the purposes of thoroughness and efficiency, but each group will draft a single report reflecting all of the work that it has done. These reports will form the basis of the completed self-study. The Steering Committee will review all reports, identify common patterns and themes, and make final recommendations for institutional action based on findings of the Working Groups. A draft of Steering Committee recommendations and Working Group reports will be edited by one or two individuals into a single self-study document.

In general, Working Group reports will follow the same outline:

- Introduction containing a brief summary of the charge and work of the group
- Methodology representing a description of the group and how it conducted its research
- Exploration of Specific Issues as dictated by the standards being addressed by the Group, including recommendations associated with each specific issue.

To simplify the reading of the reports and their compilation, Working Groups are asked to adhere to the *MLA Handbook for Writers of Research Papers*, use active voice in the present tense as much as possible, and follow a set of formatting guidelines:

- Normal text should be in Times New Roman 12-point font, double-spaced and left-aligned.
- Indent the first line of paragraphs.
- Use Microsoft Word for text, Microsoft Excel for tables, and jpeg for graphics.
- To identify sections and subsections, use “outline numbers” in a 1.a format and Word’s default Heading Styles rather than individually marking section titles with features like font size and underlining.

# **SELF-STUDY REPORT: PROPOSED TABLE OF CONTENTS**

The final Brooklyn College Self-Study will contain the following chapters as well as appropriate supporting materials such as appendices and a glossary of acronyms and terms. **Brooklyn College Self-Study Design Appendix B: Brooklyn College Preliminary Documentation Roadmap** correlates existing institutional resources to the individual chapters and associated **Middle States Characteristics of Excellence**.

## **Foreword**

## **Executive Summary**

### **Chapter 1: Brooklyn College/CUNY**

- Institutional Overview: Identity and Capabilities
- City University of New York System Overview
- Self-Study Organization and Process

### **Chapter 2: Mission, Goals and Planning**

#### **[Middle States Standards 1 and 2]**

- Introduction
- Methodology
- Mission and Goals
- Planning, Resource Allocation and Institutional Renewal
- Recommendations

### **Chapter 3: Institutional Effectiveness**

#### **[Middle States Standards 3 and 7]**

- Introduction
- Methodology
- Institutional Resources
- Institutional Assessment
- Recommendations

### **Chapter 4: Leadership, Administration and Integrity**

#### **[Middle States Standards 4, 5 and 6]**

- Introduction
- Methodology
- Leadership and Governance
- Administration
- Integrity (with appropriate cross references to Chapters 5 and 6)

- Recommendations

**Chapter 5: Students and Integrity**  
**[Middle States Standards 8, 9 and 6]**

- Introduction
- Methodology
- Student Admissions and Retention
- Student Support Services
- Integrity (with appropriate cross references to Chapters 4 and 6)
- Recommendations

**Chapter 6: Faculty and Integrity**  
**[Middle States Standards 10 and 6]**

- Introduction
- Methodology
- Faculty
- Integrity (with appropriate cross references to Chapters 4 and 5)
- Recommendations

**Chapter 7: Academic Programs**  
**[Middle States Standards 11, 12, and 13]**

- Introduction
- Methodology
- Educational Offerings
- General Education
- Related Educational Activities
- Recommendations

**Chapter 8: Assessment of Student Learning**  
**[Middle States Standard 14]**

- Introduction
- Methodology
- Assessment of Student Learning
- Recommendations

## SELF-STUDY TIMETABLE

Academic Year	Month	Activity
2006-2007	August	Notification by Middle States of 2009 Accreditation Visit
	October	Steering Committee appointed; BC Team (Gustav, Day, Wagner) attends Self-Study Institute
	November-January	Steering Committee meets twice; reviews charge, expectations and timetable; selects comprehensive report model and defines 7 Working Groups; solicits faculty volunteers for Working Group membership
	February-March	Steering Committee meets twice; focuses on research questions, working group membership and self-study design; President highlights Self-Study at Stated Meeting of the Faculty and solicits faculty and staff volunteers; Dean of Student Affairs coordinates identification of student participants in working groups
	April-May	Preliminary Middle States Staff Liaison campus visit scheduled for April 19 <sup>th</sup> ; Initial communications campaign announcing visit of MSCHE Liaison to launch week of April 9 <sup>th</sup> ; Briefing of Student Participants in Working Groups hosted by Dean of Student Affairs to be scheduled in early May; Steering Committee meets 4/19 and 5/22 and finalizes work plan for 2007-08
2007	Summer	Based on guidance from MSCHE Liaison, College submits final Self-Study Design for approval
2007-2008	September-December	Steering Committee meets 3 times; Working Groups convene, develop a work plan, submit report outlines and revised documentation roadmap by November Steering Committee meeting; College communication campaign continues
	Winter 2008	Visiting Team Chair selected and agreed upon; dates for preliminary visit by Chair and team are selected; Self-Study Design sent to Chair
	February-May	Steering Committee meets 3 times; Working Groups submit reports by April 2 <sup>nd</sup> ; work plan for 2008-09 finalized; College communication campaign continues
2008	Summer	Draft of Self-Study is prepared for Fall discussion and distribution
2008-2009	September-December	Steering Committee reviews final draft of Self-Study and launches collegewide discussion and comment; town meetings are scheduled; communications campaign continues; draft Self-Study report sent to Team Chair and preliminary visit of Chair is scheduled 4 months prior to team visit; final version of Self-Study is prepared
2009	Winter	Final version of Self-Study is sent to MSCHE and Visiting Team at least 6 weeks prior to team visit
	Spring	College communications campaign continues; Team visit occurs; Team report is received; College response is submitted to MSCHE
2009	Summer/Fall	MSCHE Committee on Evaluation and Commission action

BROOKLYN



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# Appendix A

*Brooklyn College Self-Study  
Working Group Members*

### Working Group 1: Mission, Goals and Planning

<b>Last Name</b>	<b>First Name</b>	<b>Department</b>
Acevedo	William	Student
Belton*	Ellen	English
Bryan	David	Student Affairs
Chopra	Samir	Computer & Information Science
Cunningham	George	Chairperson, Africana Studies
Emmer	Michelle	Speech Communication Arts & Sciences
Hager	Nancy	Conservatory of Music
Hainline	Louise	Dean, Graduate Studies
Hamill	John	Director, Communications
Hosten	Nicole	Director, College & Community Relations
Howell	James	Chairperson, Chemistry
Impagliazzo	Bonnie	Director, Government & External Affairs
Korn-Bursztyn	Carol	School of Education
Langsam	Yedidiah	Computer & Information Science
Little	Steve	Vice President, Finance & Administration
Maglizzo	Richard	Chemistry
Matthews*	Roberta	Provost Emerita
Meijas	Angel	Student
Mirotznik	Jerrold	Associate Provost
Nadal	Antonio	Puerto Rican & Latino Studies
Parsons	Simon	Computer & Information Science
Procovas	Panagiota	Student
Shanley	Deborah	Dean, School of Education
Sherzer	William	Chairperson, Modern Languages & Literatures
Siegel	Jessica	School of Education
Taubman	Peter	School of Education
Vivier	Judylee	Theater
Wilson	Donna	Dean, Undergraduate Studies

## Working Group 2: Institutional Effectiveness

<b>Last Name</b>	<b>First Name</b>	<b>Department</b>
Ayers	Michael	Institutional Planning & Assessment
Brown	Pamela	Magner Center for Career & Professional Development
Bursztyn	Alberto	School of Education
Conklin	William	Student
Cucchiara	Anthony	Library
Czirak	Steve	Assistant Vice President, Facilities Planning & Operations
Eshel	Daniel	Biology
Evans	Patrice	Fiscal & Business Services
Gilbert*	Alan	Assistant Vice President, Finance, Budget & Planning/Comptroller
Gold	Mark	Assistant Vice President, Information Technology Services
Green	Vannessa	Assistant Dean, Student Development
Higginbotham	Barbra	Chairperson, Library
Hill	Juanita	Deputy Comptroller
Levine	Beth	Director of Development, BC Foundation
Little	Steve	Vice President, Finance & Administration
MacIntyre	Bruce	Chairperson, Conservatory of Music
McCabe	Paul	School of Education
Naso	Barbara	Director, Sponsored Research & Program Development
Nuzzo	Angelica	Philosophy
O'Reilly	Lillian	Assistant Dean, Professional Advancement
Owen	David	Psychology
Rubinstein	Adrienne	Speech Communication Arts & Sciences
Steketee	Andrew	Fiscal & Business Services
Tobey	Charles	Chairperson, Physical Education & Exercise Science
Wagner*	Colette	Assistant Dean, Executive Assistant to the Provost
Weston	Peter	Psychology
Whitlock	Paula	Computer & Information Science
Zheng	Kelly	Student
Zolkower	Betina	School of Education

### Working Group 3: Leadership, Governance and Administration

<b>Last Name</b>	<b>First Name</b>	<b>Department</b>
Ash	Heshla	Student Affairs
Balk	David	Health & Nutrition Sciences
Gargan*	William	Library
Gura	Timothy	Chairperson, Speech Communications Arts & Sciences
Herbert	Jane	Executive Assistant to the President
Hewitt*	Michael	Assistant Vice President, Human Resources
Johnson	Sherwood	Director, Financial Aid
Meagher	Michael	School of Education
Napoli	Kathleen	Television & Radio
Oquendo	Diane	Director, Budgeting & Purchasing
Othman	Rihab S.	Student
Perez y Gonzalez	Maria	Chairperson, Puerto Rican & Latino Studies
Pollack	Pamela	Director, Legal Services
Sillen	Andrew	Vice President, Institutional Advancement
Sklar	Elizabeth	Computer & Information Science
Tentchikova	Elena	Student
Walker	Stephanie	Library
Wills	Jocelyn	History

#### Working Group 4: Students

Last Name	First Name	Department
Adams	Mitzu	Student Affairs
Adelman	Roberta	Director, Center for Students with Disabilities
Ali	Yasmin	Enrollment Services Center
Alonso	Alejandro	Modern Languages & Literatures
Bankoff	Arthur	Chairperson, Anthropology & Archaeology
Childers	William	Modern Languages & Literatures
Davis	James	English
Dobbelmann	Duncan	Director, BC Learning Center
Farhang	Ahad	Financial Aid
Filosa	Bruce	Director, Recreation & Intramurals
Gavin	Raymond	Biology
Gover	Kathleen	Associate Dean, Undergraduate Studies
Grant	Millicent	Financial Aid
Gulkowitz	Shira	Student
Guzman	Evelyn	Scholarships
Johnson	Dawn	Student
Kavanagh	Patrick	Undergraduate Studies
Kharem	Haroon	School of Education
King	Safriya	Student
Klein	Richard	Information Technology Services
Lobley	Edwin	Bursar
Mazzarella	Nicholas	Principal, BC Academy
Morales*	Milga	Dean, Student Affairs
Natov	Roni	English
Neimeyer*	Bruce	Assistant Vice President, Enrollment Services
Oliva	Robert	Director, Magner Center for Career & Professional Development
Parmar	Vinit	Film
Perdikaris	Sophia	Anthropology & Archaeology
Perez	Jesus	Director, Center for Academic Advisement & Student Success
Pironi	Pieranna	College Now
Reed	Wayne	School of Education
Scharron-del Rio	Maria	School of Education
Scott	Robert	Honors Academy
Senat	Thaneetha	Student
Severe	Jeffrey	Student
Stewart-Dick	Dacota	STAR Program

**Working Group 4: Students (Continued)**

Thabateh	Rassha	Student
Valentin	Sonia	Student
Wells	David	Student
Williams	Jacqueline	Assistant Dean, Student Affairs

**Working Group 5: Faculty**

<b>Last Name</b>	<b>First Name</b>	<b>Department</b>
Axen	Kathleen	Health & Nutrition Sciences
Basil	Jennifer	Biology
Bloomfield	David	School of Education
Bonczek	Rose	Chairperson, Theater
Charles	Neikisha	Student
Cooley	Laurel	Mathematics
Danto	Annette	Film
Day*	Lynda	Africana Studies
Eaton	James	Assistant to Associate Provost
Elizalde-Utnick	Graciela	School of Education
Flanagan	Denise	Director, Academic Personnel
Florence	Namulundah	School of Education
Girelli-Carasi	Fabio	Modern Languages & Literatures
Johnson	Janet	Political Science
Lurz	Robert	Philosophy
McDonough	Laraine	Psychology
Mirotznik*	Jerold	Associate Provost
Regalado	Mariana	Library
Rubain	Jennifer	Director, Affirmation Action, Compliance & Diversity
Sanchez-Delgado	Roberto	Chemistry
Shortell	Timothy	Sociology
Viscusi	Robert	Director, Ethyle R. Wolfe Institute for the Humanities
Yarrow	Liv	Classics

## Working Group 6: Academic Programs

Last Name	First Name	Department
Alexakos	Konstantinos	School of Education
Alzindani	Omar	Student
Augustin	Milton	Student
Blamire	John	Biology
Callahan	Maurice	Executive Assistant to the Provost
Chaffin	Kathryn	Student
Clarke	Clifton	Economics
Comerford	Georgeen	Art
DeBey	Mary	School of Education
DeLuca	Geraldine	English
Dexter	Scott	Computer & Information Science
Friedman	Hershey	Economics
Gallagher*	Philip	History
Gould	Kenneth	Chairperson, Sociology
Gurland	Gail	Speech Communications Arts & Sciences
Gustav*	Bonnie	Anthropology & Archaeology
Hainline	Louise	Dean, Graduate Studies
Harrow	Keith	Computer & Information Science
Irons	Nicholas	Academic Computing Facilities
Kobrak	Mark	Chemistry
Michael	Emily	Chairperson, Philosophy
Miele	Eleanor	School of Education
Miyano	Kenneth	Physics
Rubel	Laurie	School of Education
Rousseau	Renee	Student
Schwebel	Lisa	Director, Honors Academy
SenGupta	Gunja	History
Tenenbaum	Aaron	Chairperson, Computer & Information Science
Tremper	Ellen	Chairperson, English
Troyansky	David	Chairperson, History
Uctum	Merih	Economics
Weis	Elizabeth	Film
Weston	Raymond	Health & Nutrition Sciences
Wilson	Donna	Dean, Undergraduate Studies

### Working Group 7: Assessment of Student Learning

Last Name	First Name	Department
Anderson*	Michael	Director, Academic Assessment
Bell	Martha	Chairperson, SEEK
Bermanzohn	Sally	Chairperson, Political Science
Brizard	Barbara	Student
Bynoe	Pauline	School of Education
Charles	Tiphonie	Student
Ciszkowska	Malgorzata	Chemistry
Corpus	Martha	Library
Eastwood	Elizabeth	Health & Nutrition Sciences
Frankenstein	John	Economics
Gover	Kathleen	Associate Dean, Undergraduate Studies
Grommet	Janet	Chairperson, Health & Nutrition Sciences
Gurskis	Daniel	Chairperson, Film
Haydar	Hanna	School of Education
Holmes	Pamela	Student Affairs
Jannone	John	TV & Radio
Kousser	Rachel	Art
Kozbelt	Aaron	Psychology
McSorley	Kathleen	Assistant Dean, School of Education
Melani	Lilia	English
Moore	Matthew	Philosophy
Polle	Juergen	Biology
Powell	Wayne	Chairperson, Geology
Queneau*	Herve	Economics
Sharman	Russell	Anthropology & Archaeology
Spooner	Taurean	Student
Tai	YingYing	Student
Waithe	Alastair T.	Student

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# Appendix B

*Brooklyn College*

*Self-Study*

*Preliminary Documentation*

*Roadmap*

The Brooklyn College Self-Study Report is a comprehensive report and will substantively address all fourteen of the Middle States Characteristics of Excellence. Following is a basic guide to major CUNY and Brooklyn College evidence and documentation that will inform the Brooklyn College Self-Study. This list is subject to revision in the College's Self-Study Report.

Middle States Standard	Supporting Document	Description	Self-Study Chapter
<b>1: Mission, Goals, and Objectives</b>		N.B.: All sources listed in this section are critical references for activity under all Middle States Standards of Excellence and provide the core set of Brooklyn College resources and documents	<b>Chapter 2: Mission, Goals and Planning</b>
	Brooklyn College Strategic Plan, 2005-2010 and Annual Strategic Action Plans	The Brooklyn College Strategic Plan 2005-2010 available at <a href="http://www.brooklyn.cuny.edu/bc/depts/admin/president.php">http://www.brooklyn.cuny.edu/bc/depts/admin/president.php</a> , includes the final plan, 18 subcommittee reports and the predecessor documents, The Strategic Plan, 2000-2005 and The Strategic Plan: A Mid-Course Report, 2000-2003. Annual Strategic Action Plans will also be made available	
	CUNY 2004-2008 Master Plan	The CUNY Master Plan, available at <a href="http://www1.cuny.edu/portal_url/content/2004/chancellor/masterfinal.pdf">http://www1.cuny.edu/portal_url/content/2004/chancellor/masterfinal.pdf</a> is a roadmap for the University and its colleges, including Brooklyn. It specifies the University's mission, and its academic goals and objectives. A university wide effort to update the CUNY Master Plan was announced in Spring 2007	
	University Performance Management Process – Brooklyn College Annual Reports, 2002-2003 to present.	The University sets performance goals for the colleges in specific areas: <ul style="list-style-type: none"> <li>• Raise Academic Quality</li> <li>• Improve Student Success</li> <li>• Enhance Financial and Management</li> </ul> In each area, detailed objectives and targets are specified, including indicators of success. The annual reports describe how well the college has met each of these goals and objectives.	
	Brooklyn College Office Of Finance, Budget And Planning/ Comptroller Web Site	This critical college resource contains institutional research data and reports relevant to student enrollment, retention and graduation, student experience, external reporting and fiscal management. <a href="http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm">http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm</a>	
	Brooklyn College Office Of Affirmative Action, Compliance And Diversity Web Site	Located at <a href="http://www.brooklyn.cuny.edu/bc/offices/affirmact/plan.htm">http://www.brooklyn.cuny.edu/bc/offices/affirmact/plan.htm</a> , this resource provides the college's Diversity Plan and all relevant college policies	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	Brooklyn College Web Site and BC WebCentral Portal	Located at <a href="http://www.brooklyn.cuny.edu">Http://www.brooklyn.cuny.edu</a> , the Brooklyn College web site (updated site released April 2007) and its login gateway to the BC WebCentral portal provides visitors and community members with information and services appropriate to their roles and functions.	
	Annual Reports Of The Academic Departments	Comprehensive annual reports (submitted June 1) are available from the Office of the Associate Provost.	
<b>2: Planning, Resource Allocation, and Institutional Renewal</b>			<b>Chapter 2: Mission, Goals and Planning</b>
	Campus Facilities Master Plan	The Brooklyn College Campus Master Plan, originally developed in 1995, has addressed many critical campus issues, among them a new Library complex (completed in 2004) and the construction of the West Quad building (a new physical education and student services complex). Until a new Campus Master Plan is finalized and approved, the current plan is being extended by mini-master plans focused on the construction of an interdisciplinary science center and a performing arts complex, both scheduled to commence construction by 2010.	
	Annual University Operating Budget Requests	The Brooklyn College budget request is incorporated into the annual CUNY Budget Request, available on the CUNY portal, <a href="http://www.cuny.edu">http://www.cuny.edu</a>	
	Academic Program Review	Guidelines for academic program review, along with program self-studies, evaluator reports, and program long-range plans.	
	College And University Procedures For Adding New Programs And Courses	The Brooklyn College Faculty Council web site, located at <a href="http://www.brooklyn.cuny.edu/bc/faculty/council/">http://www.brooklyn.cuny.edu/bc/faculty/council/</a> , provides both college and university manuals for proposing new programs and courses	
	Brooklyn College Academic Department Profiles	Snapshot management reports representing current enrollment and other essential items related to academic departments based on data from the Office of Finance, Budget and Planning/Comptroller website and annual Fact Book.	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	College Committee Reports	Master Planning Committee	
<b>3: Institutional Resources</b>			<b>Chapter 3: Institutional Effectiveness</b>
	Campus Facilities Master Plan	This plan, referenced above, includes projections of the college's expected educational and academic needs.	
	Annual Audited Financial Statements	These statements are University-wide, but specify tax-levy spending at the colleges, including Brooklyn. Reports are provided for tax-levy accounts; Income Funds Reimbursable (IFR) accounts, used for fee-based spending; and Research Foundation and Brooklyn College Foundation accounts used for earmarked research and donated funds.	
	Annual IPEDS Finance Survey	Describes revenues and expenditures including items such as capital and fringe benefits that are not part of our explicit budget.	
	Office Of Research And Sponsored Programs Data	NSF Reports on research space, graduate student support; externally funded science programs (CASE materials); grant submission and award reports	
	Space Allocation And Utilization	Brooklyn College Space Policy; Archibus data on space usage; information on classroom usage and the scheduling grid	
	External Fundraising	Reports of the Brooklyn College Foundation; grant proposals (e.g., Kresge Foundation Proposal Seeking Support for the Leonard and Claire Tow Center for the Performing Arts)	
	IT Master Plan	The latest IT Master Plan was adopted at the March 2007 Teaching Learning Technology Roundtable and will be published on the college web site and the portal. The earlier edition of the plan is available at <a href="http://www.brooklyn.cuny.edu/bc/pubs/tplan/main.htm">http://www.brooklyn.cuny.edu/bc/pubs/tplan/main.htm</a>	
	Library Annual Report	Details library spending and resource needs.	
	Annual Technology	This college plan, the result of meetings with faculty, students and staff, annually determines how	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	Fee Plan	the student technology fee dollars will be spent on the campus. The plan is created by a committee chaired by the Provost whose members include the VP for Finance and Administration, the Assistant Vice President for IT, the Chief Librarian, the members of the Faculty Council Computer Utilization and Educational Technology (CUET) committee and the heads of the three student government organizations.	
	College Committee Reports	Campus Planning; Library; Computer Utilization and Educational Technology; Teaching, Learning, Technology Roundtable (TLTR)	
<b>4: Leadership and Governance</b>			<b>Chapter 4: Leadership, Administration and Integrity</b>
	Charter Of University	The University's charter (1978) will be available for reference	
	City University Of New York Board Of Trustees	The Board of Trustees, its composition, meeting schedule and minutes are available on the CUNY Portal, <a href="http://www.cuny.edu">http://www.cuny.edu</a> . Searchable minutes of the Board of Trustees are available on DVD as of March 2007.	
	CUNY Bylaws	The bylaws of the University Board of Trustees can be located under the Trustees link on the CUNY Portal, <a href="http://www.cuny.edu">http://www.cuny.edu</a> .	
	CUNY-Professional Staff Congress Contract 2002-2007	Contractual agreement between CUNY and the Professional Staff Congress, made up of faculty and academic staff, located at <a href="http://portal.cuny.edu/cms/id/cuny/documents/informationpage/2002-2007_PSC_CUNY_Contract.pdf">http://portal.cuny.edu/cms/id/cuny/documents/informationpage/2002-2007_PSC_CUNY_Contract.pdf</a> CUNY-PSC Contract 2000-2002 is also available.	
	Brooklyn College Governance Plan	The Brooklyn College Governance Plan as amended March 23, 1998	
	Student Government Constitution And Bylaws	Specifies rules and structure for Student Government, including the terms for leadership and practices and procedures to be followed.	
	College Committee Reports	Faculty Council; Policy Council	
<b>5: Administration</b>			<b>Chapter 4: Leadership, Administration and Integrity</b>
	Faculty Handbook	Summarizes obligations of and services for faculty, available at <a href="http://www.brooklyn.cuny.edu/bc/pubs/fhandbook/">http://www.brooklyn.cuny.edu/bc/pubs/fhandbook/</a>	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
		<a href="#">03.pdf</a>	
	New Faculty Orientation Program Materials	Contains the program for and a variety of materials provided to new faculty at their orientation, including college catalogs, library information, information on the Borough of Brooklyn, faculty mentorship, and other information.	
	Organization Charts	Specify reporting structure for administrators and staff.	
	College Committee Reports	Policy Council; Council on Administrative Policy (CAP)	
<b>6: Integrity</b>		This standard will be addressed within the Brooklyn College Self-Study in the three separate chapters listed here. Cross-references will be clearly identified.	<b>Chapter 4: Leadership, Administration and Integrity</b>  <b>Chapter 5: Students and Integrity</b>  <b>Chapter 6: Faculty and Integrity</b>
	Brooklyn College Catalogs, Graduate & Under-graduate	Specify student responsibilities, appeals procedures, and academic integrity.	
	Brooklyn College Policies & Student Rights and College Regulations	Located on the college web site: <a href="http://www.brooklyn.cuny.edu/bc/policies/">http://www.brooklyn.cuny.edu/bc/policies/</a>	
	CUNY Policies	Available at the CUNY Portal, <a href="http://www.cuny.edu">http://www.cuny.edu</a> , under tabs for Current Students and Faculty & Staff	
	College Committee Reports	College Integrity; Faculty-Student Disciplinary Panel	
<b>7: Institutional Assessment</b>			<b>Chapter 3: Institutional Effectiveness</b>
	University Performance Management Process – Brooklyn College	As described above, these specify University and college goals and objectives and report success in attaining them.	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	Annual Reports		
	Annual Brooklyn College Fact Books	Brooklyn College Office Of Finance, Budget And Planning/Comptroller Web Site: <a href="http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm">http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm</a>	
	IPEDS	Data provided to US Department of Education.	
	CUNY IRDB Oracle Database	This tool allows the IR office to do ad hoc queries against the University data files. It also allows the University to share its methodology with the campus when providing indicators on Performance Management Process reports.	
	CUNY Proficiency Exam (CPE) Results	The CPE is administered to students who have earned 45 credits or more. Results provide information to the college on how well students perform writing and data analysis tasks.	
	CUNY Transfer Report	Reports on transfers between CUNY colleges and their progress.	
	Student Experience Survey (CUNY - 2002, 2004, 2006)	These surveys measure student experience with campus services, academic life, and other issues.	
	National Survey Of Student Engagement Reports	NSSE measures student academic engagement. Reports are available for 2003 and 2007	
	Noel Levitz Report, 2002	Brooklyn College Student Satisfaction Analysis results, Spring 2002	
	College Committee Reports	Review of Programs	
<b>8: Student Admissions</b>			<b>Chapter 5: Students and Integrity</b>
	Brooklyn College Admission Index	This index takes into account the high school record and SAT score of applicants among other factors, sets the standard for admission to the College and effectively drives the entire admissions process.	
	Brooklyn College Enrollment	Enrollment reports by semester from 2002-present are available on the web site of the Office of Finance, Budget and Planning/Comptroller:	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	Reports, 2002-	<a href="http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm">http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm</a>	
	Enrollment Services Resources	Application packet (admissions and testing information sent to all new students); Recruitment Plus (College Board); Carnegie Communications Currently Enrolled Student Survey; Carnegie Communications Non-enrolling Student Survey; Enrollment Planning Service (College Board)	
	Student Handbook	Provided by the Office of Student Affairs, located online at <a href="http://www.brooklyn.cuny.edu/bc/pubs/handbook/05.pdf">http://www.brooklyn.cuny.edu/bc/pubs/handbook/05.pdf</a>	
	College Committee Reports	Admissions; Graduate Admissions and Standards	
<b>9: Student Support Services</b>			<b>Chapter 5: Students and Integrity</b>
	Brooklyn College Alumni Surveys and Reports	Surveys of Brooklyn College graduates conducted by the Office of Finance, Budget and Planning/Comptroller can be located at <a href="http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm">http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index.htm</a>	
	Center for Academic Advisement and Student Success	Mission and goals statement; quarterly reports of the Dean of Undergraduate Studies; reports of the annual assessment activity	
	The Campaign for Success at Brooklyn College	Provides an overview of Brooklyn College's commitment to student success, <a href="http://www.brooklyn.cuny.edu/portal/success/index.html">http://www.brooklyn.cuny.edu/portal/success/index.html</a>	
	Division of Student Affairs Website	"Guiding Students to Personal and Academic Success" This comprehensive site provides information about all of the services, programs and activities of the Division of Student Affairs and includes a live support feature. <a href="http://www.brooklyn.cuny.edu/bc/offices/studlife/">http://www.brooklyn.cuny.edu/bc/offices/studlife/</a>	
	University Skills Immersion Program (USIP) Annual Report	Reports on outcomes of summer, in-semester, and January skills immersion programs, including outcomes of student proficiency testing.	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	Brooklyn College Learning Center	Peer tutoring services, described at <a href="http://www.brooklyn.cuny.edu/portal/success/index.html">http://www.brooklyn.cuny.edu/portal/success/index.html</a>	
	CUE Annual Reports And College Databases	The University's Coordinated Undergraduate Education program funds student support services at CUNY campuses. Annual reports describe support service activities and student learning outcomes. College databases document activity of USIP (see above), learning communities and summer science institutes.	
	Search For Enrichment, Enlightenment, And Knowledge (SEEK) Academic Plan And Annual Reports	SEEK is an opportunity program for educationally and economically disadvantaged students. It provides academic instruction, financial assistance and academic tutorial support. The academic plan, updated annually, describes the program and its future initiatives; reports present learning outcomes and student success; and presents future plans.	
	Magner Center for Career and Professional Development	Annual reports	
	Health and Wellness Consortium Web site— Division of Student Affairs	Dedicated to promoting academic success through health and wellness programs and services, the Consortium provides a variety of health-related and counseling programs on campus: <a href="http://www.brooklyn.cuny.edu/bc/offices/studlife/HWConsortium.html">http://www.brooklyn.cuny.edu/bc/offices/studlife/HWConsortium.html</a>	
	SERVA Web site— Division of Student Affairs	Students Engaged in Responsible Volunteer Action (SERVA) supports leadership development through community service opportunities: <a href="http://www.brooklyn.cuny.edu/bc/offices/studlife/serva.html">http://www.brooklyn.cuny.edu/bc/offices/studlife/serva.html</a>	
	College Surveys and Reports on Specific Student-Oriented Services	A selective list of surveys and reports, including the Enrollment Services Center Student Survey, the Report of the Committee to Evaluate the Grid and other relevant documents is being developed by Working Group 4: Students.	
	College Committee Reports	Council on Administrative Policy (CAP); Committee on Honors, Citations & Awards	
<b>10: Faculty</b>			<b>Chapter 6: Faculty and Integrity</b>

<b>Middle States Standard</b>	<b>Supporting Document</b>	<b>Description</b>	<b>Self-Study Chapter</b>
	Annual CUNY Scholarship Report	The college reports annually to the University on the scholarly and research achievements of the faculty.	
	College Personnel and Budget (P&B) minutes	The P&B considers and sets expectations for faculty qualifications for promotion and tenure.	
	Teacher Evaluation Survey Results	Student evaluations of faculty, published on the college web site each semester since fall 2004, located at <a href="http://www.brooklyn.cuny.edu/bc/evaluations/">http://www.brooklyn.cuny.edu/bc/evaluations/</a> Earlier results available from the Office of the Associate Provost	
	Academic Program Review – Self-Study And Evaluator Reports	Self-studies summarize departments’ research and scholarly work and the qualifications of their faculty. External evaluator reports provide perspective. Annual reports of the academic departments were previously referenced under Standard 1.	
	Center for Teaching	Annual reports	
	College Committee Reports	Committee on Research	
<b>11: Educational Offerings</b>			<b>Chapter 7: Academic Programs</b>
	College Catalogs And Schedules Of Classes	Available on the BC web site, <a href="http://www.brooklyn.cuny.edu">http://www.brooklyn.cuny.edu</a> and within the BC WebCentral Portal	
	New Academic Program Proposals	This spreadsheet, maintained by the Office of the Provost, provides an overview of all new program proposals and their status from the letter of intent phase through the approval cycle	
	Academic Program Reviews	These provide a description and an external review of departments’ program offerings.	
	Reports To External Accrediting Agencies	These external agencies include NCATE, ASHA, ADA, CEPH	
	College Committee Reports	Undergraduate Curriculum; Graduate Curriculum; Core Curriculum	
<b>12: General Education</b>			<b>Chapter 7: Academic Programs</b>

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	Undergraduate And Graduate Bulletins	Describe current general education requirements.	
	Core Studies Web Site	Describes the revised Core Studies Curriculum, <a href="http://www.brooklyn.cuny.edu/bc/ahp/CoreStudies.html">http://www.brooklyn.cuny.edu/bc/ahp/CoreStudies.html</a>	
	Writing Across The Curriculum (WAC) Web Site	Describes the college's writing requirements and documents the development of writing-intensive courses, <a href="http://depthome.brooklyn.cuny.edu/undergrad/bc/wac/">http://depthome.brooklyn.cuny.edu/undergrad/bc/wac/</a>	
	CUNY Quantitative Reasoning Task Force	This university-wide body is the functional equivalent of the WAC Initiative and is currently in formation. Relevant documents issued by the Task Force will be made available.	
	College Committee Reports	Basic Skills; Core Curriculum	
<b>13: Related Educational Activities</b>			<b>Chapter 7: Academic Programs</b>
	SEEK Academic Plan And Annual Reports	As described above, SEEK provides academic support to disadvantaged students.	
	K-12 Initiatives	Brooklyn College has many strategic alliances and programs that extend to the K-12 environment. Materials available to document these activities include: minutes and program profiles of the Braiding Resources Group (the umbrella for coordination of K-12 programs and resources); reports of our College Now Program (a CUNY wide program designed to strengthen pre-collegiate preparation of students that comprises both college credit for students and faculty development opportunities) and reports of the Brooklyn College Academy and the STAR Early College High School.	
<b>14: Assessment of Student Learning</b>			<b>Chapter 8: Student Learning Outcomes</b>
	Outcomes Assessment Task Force	Manuals and minutes of the Brooklyn College Outcomes Assessment Task Force	

Middle States Standard	Supporting Document	Description	Self-Study Chapter
	Brooklyn College Outcomes Assessment Plan, 2001	College Outcomes Assessment Plan, 2001 is available on the web site at <a href="http://www.brooklyn.cuny.edu/bc/outcomes/index.htm">http://www.brooklyn.cuny.edu/bc/outcomes/index.htm</a>	
	Reports of the Director of Academic Assessment	Quarterly reports dating from 2007	
	Other Supporting Materials	Program accreditation reports described above; department assessment reports; placement exam outcomes; data and pass rates on the Composition I exit exam; CPE outcomes; alumni surveys; department surveys; reports on WAC courses; NSSE Benchmark Reports; annual teacher licensure exam results	
	College Committee Reports	Course and Standing; Graduate Admissions and Standards; Review of Student Records	