

BROOKLYN COLLEGE/CUNY
SELF-STUDY WORKING DRAFT, 10/27/08
SUMMARY OF FINDINGS

CHAPTER 1: MISSION, GOALS AND PLANNING

Achievements:

- The College Mission, promulgated in the **Strategic Plan, 2000-2005** was reviewed and revised in the **Strategic Plan, 2005-2010**. The mission is learner-centered, central to institutional planning efforts, and aligned with the CUNY Mission. It is focused on outcomes and institutional improvement and it is widely published.
- The implementation of the **Strategic Action Plan (SAP)** provides an annual roadmap that focuses college energies on both institutional and CUNY goals.
- The College has a tradition of strategic planning and ties planning to assessment and accountability through its Strategic Plans and its Strategic Action Plans. All institutional planning and assessment efforts are aligned with CUNY planning and assessment efforts such as the **CUNY Master Plan** and the **CUNY Performance Management Process**. Unit level planning is aligned with the College's mission and goals and by extension with CUNY's mission and goals.

Challenges:

- Although the mission is widely published, the College needs to continue aggressive efforts to focus faculty, student and staff attention and efforts on the mission and the core planning process, intentionally framing all discussions in the context of mission and goals.
- The College needs to find ways to reward all constituencies for participation in and advancement of the planning and assessment process.
- The College must embark on a review and reaffirmation of its fundamental mission with respect to graduate students and graduate programs described in **Chapter 6**.

CHAPTER 2: RESOURCES AND INSTITUTIONAL EFFECTIVENESS

Achievements:

- Increased transparency and availability of budgetary information and institutional data that are being used to link resources to institutional priorities.
- Development and implementation of Outcomes Assessment Plans and evidence of an evolving culture of continuous improvement at unit, divisional and institutional levels.
- Update of Brooklyn College Facilities Master Plan (June 2009) and an unparalleled Campus Construction Program: the Library and Library Café, West Quad, Tow Performing Arts Center, Roosevelt Science Complex and other major renovations projects either launched or completed since 2000.
- Significant Library and IT developments including construction of new Library and Library Café, massive network and equipment upgrades, an array of online services (including two releases of the WebCentral Portal; original development effort Title III funded), participation in *CUNY First Project* (PeopleSoft).

Challenges:

- **Resources and Effectiveness Issues:** continued alignment of planning, budgeting and assessment activities across the board must include protocols for sunset review in order to reinvest existing resources in new institutional priorities; allocation of human resources will continue as a critical challenge to institutional effectiveness
- **Facilities Issues:** maintaining a balance between the external beauty of the campus and the internal maintenance of older buildings, planning for transitional space for classrooms, labs and offices during major construction, reassigning existing space once new buildings are opened.
- **CUNY First:** migration to this promising, powerful environment will be a major challenge—stretching the College's human capital in key system areas (Budget, HR, Registrar, Enrollment Services, etc.) and

demanding massive user education college-wide. One of the first challenges will be adoption of a new

CHAPTER 2 (continued)

- course numbering system that is compliant with PeopleSoft conventions.
- **Library, The Center for Teaching, & ITS:** Ensuring adequate support for faculty development in the use of new technologies and tools for instruction and research; ensuring adequate support for students in the use of new technologies and tools and in the pursuit of online courses and programs; ensuring that adequate user education programs are in place to support the adoption of new administrative tools and applications.

CHAPTER 3: GOVERNANCE, LEADERSHIP AND INTEGRITY

Achievements

- College governance bodies have been effective in supporting the goals of the Strategic Plan.
- Under the leadership of the current President, the College has a well-organized administration that works well together to establish specific goals and targets.
- The College has emphasized and enhanced internal and external communications through a variety of improvements.
- The College systematically identifies areas of concern and attempts to address them.

Challenges:

- Continue to define the Policy Council's role in governance, especially to the student body
- Review the academic administrative structure to ensure that the College is properly organized to achieve its goals
- Continue to improve the flow of communications, particularly to the student body.

CHAPTER 4: STUDENTS AND INTEGRITY

Achievements:

- **Retention and Graduation rates** have improved overall.
- The **Office of Undergraduate Studies** has been reorganized and services to undergraduate students, including the transformation of The Center for Academic Advisement Services and the enhancement of support for transfer students, have been introduced or enhanced.
- The **Division of Student Affairs** has been reorganized in alignment with the College mission, and especially the student-oriented goal of the Strategic Plan, and has created a learning outcomes assessment framework for divisional activities.
- The goal of becoming a **Student-Oriented Campus** has been advanced through on-campus and online services such as the Enrollment Services Center, the Call Center, and the WebCentral Portal—all of which respond directly to student needs and reflect an intentional linking of major resources with a major college priority.
- **Enrollment Services:** the graduate application process was revised; graduate enrollment has increased; the reorganization of Enrollment Services is underway and the search for Assistant Vice President for Enrollment Services is in progress.

Challenges:

- Reorganization of **Enrollment Services** must be completed; marketing and recruitment plans must be revised and refined.
- Improved **Retention and Graduation rates** must continue to be supported by well-designed and carefully assessed programs such as those conducted under the auspices of the Undergraduate Dean and the Campaign for Success/CUE.
- **Curriculum Mapping** must be implemented to support all students in their progress to timely graduation.
- Services to **Transfer Students**, especially efforts to rapidly integrate transfer students into the college culture and community through timely evaluation of transfer credits, must continue. More services properly timed and specially tailored to transfer students must be developed.
- Services to **Graduate Students**, from admissions to graduation, should be

examined and enhanced (see discussion of graduate programs in **Chapter 6**)

- Continue efforts to eliminate lingering traces of the “**Brooklyn College Run-Around**”

feedback; and by conducting rigorous third year reviews.

- Develop a more refined survey to identify issues and strategies to enhance faculty morale and academic freedom.

CHAPTER 5: FACULTY AND INTEGRITY

Achievements:

- Approximately 60% of Brooklyn College faculty have been hired since 2000 and Diversity Plans have guided the recruitment of a more diverse faculty
- Efforts at increased communication have resulted in a multi-faceted two-year New Faculty Orientation Program, two editions of the Brooklyn College Faculty Handbook, and enhanced faculty resources in WebCentral Portal
- The Roberta S. Matthews Center for Teaching has been revitalized and has published its strategic plan for 2008-2013 conscious and significant efforts to enhance teaching excellence on the campus: special workshops on pedagogy; revision of student evaluation of faculty questionnaire and process; special recognition for teaching excellence.

Challenges:

- Address the issue of succession planning for senior faculty.
- Continue efforts to increase faculty diversity.
- Streamline and clarify the P&T process.
- Expand faculty development programs and promote increased scholarly productivity/grants activity.
- Allocate full-time faculty teaching power to ensure that students have access to the rich and talented resources of our full-time faculty at all points in their careers.
- Clarify and re-vamp re-appointment, tenure and promotion criteria and process by standardizing the peer observation form; emphasizing and including more formative assessment methods; linking the annual evaluation report to the student evaluation data by requiring faculty to report the changes they have made based on student

CHAPTER 6: ACADEMIC PROGRAMS

Achievements:

- **Program Planning:** In concert with the direction established in the Strategic Plan, new programs, especially graduate programs, have become more career-oriented; the curriculum development process has been simplified, clarified and fully documented to facilitate the creation of new programs.
- **General Education:** The ten common learning goals were adopted and have been widely publicized; a major review of the Core resulted in a completely updated Core curriculum in fall 2006; and the Core has launched its first round of assessment.
- **Undergraduate Majors and Graduate Programs** are demonstrably shifting from an expert-based methodology for evaluating the breadth, content and coherence of courses and programs to a learner-centered outcomes assessment approach.
- **Graduate Programs:** enrollment has increased; new, career-oriented program development is underway; transparency with respect to programs, policies and procedures has been improved; the College has been in the forefront of the development of new CUNY clinical doctorates—the Au. D. and the doctoral programs that will be housed in the new School of Public Health; the opportunity to become a joint doctoral degree granting institution with CUNY in the sciences is being explored.

Challenges:

- **Program Development:** create a more agile new program identification procedure and development process that responds to shifting interests and demands while maintaining quality; link the systematic update of standing programs more closely to the Annual

Program Review process; develop and implement a sunset review protocol; in sum, develop an intentional, systematic and strategic process of program review and development.

Curriculum and Program Review
Manuals and course proposal forms.

CHAPTER 6 (continued)

- **Coherence:** coherence of knowledge and skills among Core, the rest of general education, co-curricular CHAPTER 7 (continued) learning and the majors must become as
- explicit as it is within Core; coordinate entities that govern the general education program to facilitate assessment and implementation of feedback loops; continue and expand the Core assessment program. Existing undergraduate certificate programs and some graduate programs need to align more effectively with the mission and goals of the departments and the College.
- **Graduate Programs:** The College must examine its fundamental mission as it relates to graduate students and graduate programs and strategically plan the future of graduate programs.

CHAPTER 7: ASSESSMENT OF STUDENT LEARNING

Achievements:

- **Evolving assessment culture** that is sustained, efficient, useful, integrated, using multiple points of evidence and grounded in a learner-centered college mission and a high awareness of college mission and goals.
- **Prominent Student Outcomes Assessment Project in the Signature Core Program:** Revision of the Core Curriculum, Adoption of the 10 Learning Goals, Efforts to Evaluate College Goal #1, Critical Thinking.
- **Infrastructure to support continued growth and development**—creation of Office of Academic Assessment and website; integration of Learning Outcomes Expectations into the

CHAPTER 7 (continued)

Challenges:

- Update the 2001 Outcomes Assessment Plan to reflect current realities and more closely link student learning outcomes with planning and budgeting processes.
- Complete implementation of program level assessment efforts across all college programs, undergraduate and graduate.
- Improve the quality of evidence in support of student learning, e.g., create common rubrics for college wide learning goals, and revise student evaluation of faculty questionnaire to provide better indirect measures of student learning.
- Promote student awareness of assessment beyond distribution of the required course syllabus.
- Provide support for individual faculty in their assessment efforts and reward these efforts.
- Clearly link the assessment of student learning with the improvement of teaching.