CHAPTER FOURTEEN: CONCLUSION

As the twenty-first century approaches, it is clear that, in spite of a long history of fiscal constraints, the faculty and administration of Brooklyn College continue to affirm their faith in the college’s historic mission and remain steadfast in their commitment to providing students with a broad range of outstanding programs in the liberal arts and sciences. The years ahead will see a number of significant and positive changes at the college. The imminent rebuilding of the Library and the redesigning of the West Quadrangle will bring about the visible renewal of the campus. By the fall of 1999, ninety-two new faculty members will have been hired over a three-year period, increasing the number of full-time faculty members by almost twenty per cent. The revitalization of the faculty will give new impetus to the faculty and curriculum development activities that have always been at the heart of the college’s identity. Finally, as admissions standards rise in conjunction with the better defined goals of the public school system and with the college’s own outreach and summer immersion programs, the student body itself will be better prepared. Brooklyn College thus faces the future with confidence, energy, and a determination to continue to carry out its mission.
Appendix 1

Self Study Committees

Steering Committee

Stephen Aja (Geology) [Spring 1997]
Stella Bard (CLAS Student Government President) [1997-98]
Ellen Belton (Dean of Undergraduate Studies)
Heshie Blachorsky (SGS Student Government President) [Spring 1997]
Kenneth Bruffee (Director, Honors Academy) [Spring 1997]
Marie Buncombe (English)
Donald Gerardi (History)
Nehemiah Ginsburg (SGS Student Government President) [1997-98]
Nancy Hager (Conservatory of Music)
Patricia Hassert (Vice President) [Spring 1997]
Louise Hainline (Acting Dean of Graduate Studies, Psychology) [1997-98]
Leslie Jacobson (Health and Nutrition Sciences, Research Foundation)
Christoph Kimmich (Provost) [Spring 1997]
Laura Kitch (Acting Provost)
Maurice Kramer (English), chair
Gregory Kuhlman (Director, Personal Counseling and Career Services)
Vernon Lattin (President)
Hannah Leshaw (CLAS Student Government President) [1998-99]
Peter Lesser (Physics)
Michael Leyden (CLAS Student Government President) [Spring 1997]
Steve Little (Acting Vice President)
Emily Michael (Philosophy) [1997-98]
Milga Morales (School of Education, Acting Dean for Student Life)
Tony Nadal (Puerto Rican Studies)
David Pinter (SGS Student Government President) [1998-99]
Richard Pizer (Dean of Graduate Studies) [1998-99]
Abigail Rosenthal (Philosophy)
Celeste Sanchez (Graduate Student Government President)
Lawrence Sinclair (Graduate Student Government President) [Spring 1997]
Charles Tobey (Physical Education) [1998-99]
Jacqueline Williams (Student Life) [Spring 1997]

Committee on Academic Programs

Stephen Aja (Geology)
Kalilah Ali (student)
Ellen Belton (Dean of Undergraduate Studies)
Kenneth Bruffee (Director, Honors Academy)
Alberto Bursztyn (Acting Assistant Dean, School of Education)
Paul Carrington (student)
George Cunningham (Africana Studies), chair
Charlene Forest (Biology)

Brooklyn College, Middle States Report
Katherine Fry (Television/Radio)
Donald Gerardi (History)
Timothy Gura (Speech)
Nancy Hager (Conservatory of Music)
Dorathea Halpert (Acting Assistant Dean of Graduate Studies, Psychology)
Laura Kitch (Sociology, Acting Provost)
Emily Michael (Philosophy)
Karel Rose (School of Education)

Committee on Basic Skills and First Year Retention

Marie Buncombe (English)
John Chamberlain (Geology), chair
Renison Gonsalves (English)
Kathleen Gover (Assistant Dean of Undergraduate Studies)
James Jantosciak (Mathematics)
Bruce MacIntyre (Conservatory of Music)
Wendy Maloney (Educational Services)
Yvette Schwartz (Speech)
Steven Weg (Director, Student Testing)

Committee on Institutional Organization and Operations

Joan Antonicelli (Registrar)
Arthur Bankoff (Anthropology and Archaeology)
Anthony Cucciara (Library)
Denise Flanagan (Personnel Services)
Hershey Friedman (Economics)
Philip Gallagher (History)
Patricia Hassett (Vice President) [Spring 1997]
Christoph Kimmich (Provost) [Spring 1997]
Laura Kitch (Acting Provost)
Steve Little (Acting Vice President)
Aaron Tenenbaum (Computer and Information Science), chair
Joseph Wilson (Political Science)

Committee on Outcomes Assessment

Ayala Braun (student)
Louise Hainline (Acting Dean of Graduate Studies, Psychology)
Leslie Jacobson (Health and Nutrition Sciences, Research Center)
Rivkah Kaufman (student)
Myra Kogen (Director, Learning Center)
Maurice Kramer (English), chair
Peter Lesser (Physics)
David Owen (Psychology)
Mark Patkowski (English)
Paul Shelden (Conservatory of Music, Acting Assistant Dean of Graduate Studies)
William Sherzer (Modern Languages and Literatures)

Brooklyn College, Middle States Report
Wolfe Snow (Mathematics)
Rosamond Welchman (School of Education, Acting Dean of School of Education)

**Committee on Students**

Elaine Brooks (English)
Barbara Gerber (English), chair
William Hussey (Academic Advisement Center)
Gregory Kuhlman (Director, Personal Counseling and Career Services)
Arnold Markoe (Personal Counseling and Career Services)
Roni Natov (English) [Spring 1997]
Alma Rubal-Lopez (School of Education)
Anselma Rodriguez (Coordinator of Graduate Studies)
Jacqueline Williams (Student Life) [Spring 1997]

**Committee on Technological Innovations**

David Arnow (Computer and Information Science)
John Blamire (Biology)
Naomi Bushman (Educational Services)
Roger Dunkle (Classics), chair
Erika Friedmann (Health and Nutrition Sciences)
Mark Gold (Information Technology Services)
Lilia Melani (English)
Adrian Meppen (Television/Radio)
Don Scarborough (Psychology)
Howard Spivak (Library)
Micha Tomkiewicz (Physics)

In addition to the members of the committees, the following individuals provided invaluable service in the preparation of the self study:

H. Andrew Riew (Director, Office of Institutional Research)
Maurice Callahan (Executive Assistant to the Provost)
Thomas Devaney (Information Technology Services)
Marla Hasten Ginsberg (Director, Alumni Affairs)
Eric Steinberg (Assistant Provost)
Eleonora Krupnik (Registrar's Office)
Barbara Lawson (Personnel Services)
Patricia Quercia (President's Office)
Rosemary Callari (President's Office)
Joan Danella (Provost's Office)
Maureen Hickey (Provost's Office)
Phyllis DiBiafi (Provost's Office)
### Appendix 2a

#### Full-time Faculty By Year of Appointment

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## Appendix 2b

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Appendix 3

Outcomes assessment procedures reported by departments

The great variety of procedures reported by departments can be distributed into five categories:

1. Course enrollment and student achievement in courses
   Analyses of enrollment variations and grade variations
   Class discussion as evaluation instrument
   Class response (performance)
   Comparison of grades in different types of courses
   Completion of group projects
   Comprehensive examination (Masters)
   Database of majors and minors
   Dissertation (Masters)
   Enrollment in courses
   Examinations
   Final assessment of work, public exhibition, public presentation
   Graduate student achievements (publications)
   Honors and Awards
   Number of course offerings
   Number of majors
   Observation of clinical practice
   Papers
   Portfolio
   Practicum
   Quizzes
   Research paper
   Review of student record at end of sophomore year
   Role-playing sessions
   Standardized assessment tests

2. Student feedback
   Active academic student club
   Careers of graduates
   Counseling
   Feedback from majors, academic student clubs
   Interviews
   Networking
   Newsletters (communication with graduates)
   Survey to assess effectiveness of program
   Survey of graduates
   Surveys of students in specific courses

3. Faculty feedback
   Annual internal reviews
   Colloquia
Faculty achievements (conferences attended, talks given, publications, grants)
Faculty retreats
Frequent faculty meetings to review course and program standards
Survey of faculty views
Reviews

4. Controlled evaluation
   Chair review of grades
   Common final examinations
   Common syllabi
   Controlled course sequences
   Course embedded journals
   Evaluation and counseling of majors from acceptance to graduation
   Goals and assessment procedure statement for each course
   Prescribed syllabus form: content, goals, assessment
   Required seminar
   Statistics in annual report
   Tabulation of faculty evaluation questionnaires
   Tracking success of students from introductory majors course

5. External comparisons and evaluations
   Comparison with departments in other colleges
   External evaluations
   Feedback from other schools on transfers and graduates
   Graduate and Professional School acceptances
   Professional society guidelines
   Required internship
   Study of job market
   Success at placing interns
Appendix 4

Department of Speech Communication Arts and Sciences: Sample Goal and Assessment Statements

Speech 8 *Interpersonal Communication*

Goals:

- familiarity with the broad range of concepts concerning interpersonal communication process and practices;
- practice at observing communication behavior and relating it to current theories of interpersonal communication;
- ability to understand and analyze personal behavior in light of the understanding of current models and theories of interpersonal communications.

Requirements:

- read, and be prepared to discuss, required course reading and take short quizzes;
- collect data and write brief papers on compliance-gaining techniques and on listening skills;
- write a relationship paper using course concepts to analyze a chosen relationship;
- conduct research and give a group presentation exploring a particular communication problem in interpersonal relationship that arises due to a cultural difference;
- perform satisfactorily on written mid-term and final examinations.

Speech 17.8 *Anatomy and Physiology of the Speaking and Hearing Mechanism*

Goals:

- To develop knowledge and understanding of the structures of the speech and hearing mechanism;
- To understand how the structures relate to each other as well as how they function individually;
- To understand the structures, muscles, and nerves involved in each system in relation to normal and related pathological conditions;
- To complete laboratory experience designed to acquaint students with the appearance and function of the anatomy.

Requirements:
Read appropriate texts, complete assignments for anatomy and physiology, and examine supplemental pictures and diagrams;

Written quizzes to assess student retention and application of textbook and laboratory material;

Midterm and final examination designed to apply knowledge of anatomy and physiology in various conditions;

Written paper in which students describe/delineate the various actions, systems, nerves, and muscles used in the production of a short phrase.