



Self-Study Report Prepared for
the Middle States Commission
on Higher Education

Review Period 2009–2019

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Executive Summary

With a new President at the helm, Brooklyn College is intentionally transforming itself to fundamentally address the challenges that confront urban, public, higher educational institutions today. The College's history of excellence inspires our community, as stated in our new Strategic Plan, to become a "world-class, distinctive engine of intellectual discourse and social mobility" as we prepare our students to shape and improve the rapidly-changing world they will inherit. These aspirations form the College's newly-adopted, 2018 [vision statement](#) (p.4), the focal point that guides our mission and planning.

Our Self-Study reports Brooklyn College's preparation for our decennial accreditation review by the Middle States Commission on Higher Education (MSCHE) within the context of these ambitions. Our self-study process not only coincided with the inauguration of our new president, Michelle J. Anderson, but also with the development of the College's 2018-2023 Strategic Plan. The exploration required for each of these rigorous institutional assessments and planning processes has helped inform the other, providing information and insights that expand our knowledge about our College and sharpen our image of its future.

Starting in 2016, the Self-Study's Steering Committee and eight working groups investigated the College's compliance with the Middle States Commission on Higher Education's Seven Standards of Accreditation and Requirements of Affiliation as described in the MSCHE's *Higher Education's Standards of Accreditation and Requirements of Affiliation*, 13th edition. The Self-Study seeks to provide evidence that demonstrates what the College believes to be its clear and strong commitment to each of the Standards and Requirements. Brooklyn College has benefitted greatly from the self-study process and is honored to provide the Commission with our 2019 Self-Study Report in preparation for our review.

The Self-Study Process

The Self-Study was led by the Steering Committee, co-chaired by Dr. Jeremy Porter, Professor of Sociology, and by Dr. Jo-Ellen Asbury, the Associate Provost for Institutional Planning and Assessment. The Steering Committee is composed of faculty and administrators who oversaw the development of the specific research questions for each of the Standards of Accreditation. The research design was approved by the Commission. We have since augmented the design, in consultation with our MSCHE Review Committee Chair, to more fully address the criteria for each Standard.

The Steering Committee worked in collaboration with eight working groups that it established to investigate the research questions specified for each of the Standards. The eighth group verified the College's compliance with the Requirements of Affiliation. Evidence of compliance, transparency, diversity and inclusion, and information accessibility are some of the common themes that cross the research questions. The Steering Committee provided information, feedback, and guidance to the working groups. The working groups included faculty and administrators with expertise and interest in particular areas related to each Standard. The Self-Study Draft Report was circulated to

the entire Brooklyn College community for feedback; these recommendations have greatly informed the final document.

Overview of the Self-Study Report

The primary goal of the Self-Study was to investigate the College's compliance with each of the Commission's Standards and to show and ensure that it has processes and systems in place to assure continuous improvement with regard to the criteria that define each Standard. The working groups collected considerable data about each Standard. Analyses of the data demonstrated compliance to the committee members, and were used to make recommendations for improvements. As the Self-Study Report indicates, the recommendations are aligned with the College's new strategic plan goals. The reports developed by the working groups were submitted to the Steering Committee and form the basis of the Self-Study Report.

An overview of the findings and recommendations for each of the seven Standards follows.

Standard I Mission

The College revised its mission statement in 2018 through its strategic planning process. The new statement is similar to the one that preceded it: it addresses the quality of education at the College; the diversity of our community; the affordability of our programs; and our engagement with the larger community. New is an emphasis on intellectual freedom and on specifying the education of first-generation, immigrant students. The mission informs all aspects of planning on campus. The Working Group also found that not all members of the community were knowledgeable about the mission. The group recommended that the mission be featured more prominently on campus so that all students could be more fully oriented to it. In addition to knowledge about the mission, the Working Group investigated the extent to which the College lives the key elements of its mission. It found that the mission propels the campus's work in all of its dimensions. As enrollments shift and the demography of the borough of Brooklyn changes, it was recommended that the campus monitor our student body's diversity to ensure that the College is positioned to remain representative of our locale.

Standard II Ethics and Integrity

The Working Group noted that the strength and scope of policies in place at the College and the University assure integrity and ethical behavior. The Committee found the College to be in compliance with the criteria of the Standard. A primary area of investigation was the transparency and accessibility of policies and information related to the Standard. The way in which the College operationalizes its fundamental values of diversity and inclusion was also explored. Pushing off from the success of recent implicit bias training for faculty search committee members last year, the committee recommended extending the same development opportunity to all faculty and staff. Including specific policies related to grievance procedures into the Faculty Handbook and Student Handbook was also recommended as was the development of a staff handbook.

Standard III: Design and Delivery of the Student Learning Experience

The Working Group found that the strength of the student learning experience is demonstrated by the high quality of the education the College provides its students. The quality of its programs is affirmed by the extent of the external recognition the College receives, the valuation of external accrediting bodies, the scope and coherence of programming, the level of curricular assessment, the high level of its faculty preparation and full-time course section coverage, clear academic programming, and considerable support services, among other metrics. Recommendations include additional support for faculty research and mentoring and the continued comprehensive evaluation of graduate programming.

Standard IV

The Working Group explored the student experience from recruitment to graduation and found the College to be in compliance with the requirements of the Standard. It found the processes to be clearly defined and aligned with the mission. Students receive appropriate services, and the institutional outcome data demonstrate the extent of their success. The Working Group recommended a thorough assessment of the Brooklyn College website's navigability for students. Improvements in advisement were also recommended, including cross-campus coordination. The College has a limited number of professional advisors to serve students early in their academic careers, and the Working Group recommended the expansion of this unit to serve sophomores. The Working Group noted that more research on sophomore attrition was needed to develop comprehensive strategies for the improved retention of the group. Enhancements to scheduling and a review of transfer credit policies, particularly related to prior learning assessment, were also proposed for consideration.

Standard V

The Working Group focused on investigating the progress the College has made since 2016 in developing a culture of assessment on campus. It found that the College has made great strides over this period and that it has put in place strategies to enhance the quality of assessment. Recommendations that emerged from the Self-Study include: changes to the program review time line and scope; the continued development of a dedicated assessment document repository, and the implementation of new assessment strategies that leverage the College's new school structure and strengths in assessment. These recommendations aim to support a sustained practice of assessment throughout the institution through distributed leadership, improved information management, and closing the loop on improvements.

Standard VI

The processes the College uses to guide planning, budgeting, assessment and improvements to increase effectiveness were the focus of the Working Group's effort in examining the College's compliance with the criteria of the Standard. The chapter describes the University's and the College's overall budgeting processes and shows how our processes and structures are linked to our [Strategic Plan's](#) goals. The chapter also provides examples of how we use data to allocate resources to make improvements in services and programs.

The Working Group also explored the use of assessment and evaluation to drive decision-making processes. Across units, objectives are consistent with internal goals, in alignment with the overarching goals of the College, and in compliance with CUNY policy and guidelines. The studies the Working Group undertook also show that assessment and data-driven decision-making and planning occur in multiple ways across a broad range of units to improve overall effectiveness. The Working Group found that the campus has considerable information to use to guide decision-making. The Working Group recommended that centrally-available data be routinely analyzed and presented to end-users in ways that facilitate applying the information to planning and assessment functions. Developing mechanisms to help the College prioritize data requests was also recommended.

Standard VII

The Working Group focused its efforts on an examination of the College's governance, organizational structure, and staffing. The investigation verified that Brooklyn College is transparent in its governance and administrative structures and that these structures promote Brooklyn College's ability to carry out its mission and goals effectively in order to serve its students and all other stakeholders. It was recommended that the College continue to focus on developing a culture of transparency, service, and trust. It was also recommended that governance documents be revised to incorporate the responsibilities and authority of the deans, an effort that is planned to take place in spring 2019 as stated in our Strategic Plan.

An Introduction to the Self-Study follows this summary. It provides an overview of the College, outlines the structure of the Self-Study Report, and describes significant trends and challenges. Linkages between information in the Self-Study Report and the Strategic Plan are specified in parentheses, e.g. (SP Goal Number, Objective Letter) throughout. Hyperlinks to evidentiary materials are followed by (page#) throughout the body of the report as applicable.

INTRODUCTION

Founded in 1930, Brooklyn College has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1933. This Self-Study Report demonstrates compliance with MSCHE's seven Standards, probes selected research questions related to each Standard, and specifies recommendations for the College's continued improvement.

Our Self-Study Report tells the story of an institution with an [historical identity](#) synonymous with the traditions of the liberal arts, engaged in transformation as it solidifies its position in the rapidly-shifting landscape of global higher education. Since the inauguration of Michelle J. Anderson as Brooklyn College's 10th president in August 2016, the College has examined its history and analyzed its current circumstances in order to chart a future with intention. An inclusive [strategic planning process](#), undertaken in 2017 and conducted over an 18-month period, unified stakeholders and provided the community a detailed [roadmap](#) for navigating the course of institutional improvement. This Self-Study Report process has further deepened the College's collective understanding of itself and framed a wider lens to help envision its future.

In this introduction to the Self-Study Report, we present an overview of Brooklyn College, survey trends, specify key developments, and describe the self-study process.

I.1 Overview of Brooklyn College

Brooklyn College is one of 25 higher educational institutions of the [City University of New York \(CUNY\)](#), the largest urban University system in the nation. CUNY serves over 274,000 degree-seeking students. The CUNY system emphasizes shared resources and ease of transfer between its constituent campuses. As a premier liberal arts institution among CUNY's 11 senior colleges, and ranked by the University as among its five most selective colleges offering both bachelor's and master's degrees, Brooklyn College works closely with the University's central administration, its peer institutions, the system's seven community colleges, and the Graduate Center, which houses most of CUNY's doctoral programs. Many Brooklyn College faculty also teach at the Graduate Center, where they have the opportunity to collaborate with colleagues from across the University and to mentor and engage in research with doctoral students.

A vibrant, academic community, Brooklyn College has been shaped by centuries of immigration and the promise of social mobility expressed in its mission. It was the first public, coeducational college in New York City. Located in the borough of its namesake, the College mirrors the richness of that borough's extraordinary diversity. As of fall 2018, 18,125 students are enrolled in the College's undergraduate, graduate, master's, and certificate programs.

Brooklyn College sits on a tree-lined, 35-acre campus, nationally acclaimed for its exceptional beauty. The College has deep roots in the surrounding community, as evidenced by an active alumni association, a host of neighborhood partnerships, and specialized academic and service programming.

The College takes pride in serving its locale: 75% of our [students reside](#) in Brooklyn. Our students [hail from 139 countries](#) and speak more than 103 languages. Over a quarter of our students speak a language other than English at home. Our [83](#) undergraduate and [72](#) graduate programs have been designed to reflect students' interests, open-up new vistas of knowledge and meaning, and prepare them for the future.

Brooklyn College has been called "[the poor man's Harvard](#)." Indeed, in a *Chronicle of Higher Education* [survey of public colleges](#), Brooklyn College ranked eighth in the nation for students' socio-economic mobility, that is, the College's ability to lift low-income students into the middle class. This ranking underscores the impact of our students' attainment: our graduates are prepared for both a broad spectrum of careers and graduate schools. Recent [survey data show](#) that approximately 90% of our recent graduates are employed or pursuing further education.

Program-and school-level accreditations attest to our emphasis on academic quality through assessment and improvement. These include: the master's program in speech-language pathology, accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language Hearing Association; the master's program in school counseling, accredited by the Council for Accreditation of Counseling and Related Educational Programs; The Didactic Program in Dietetics, accredited by the Accreditation Council for Education in Nutrition and Dietetics. In addition, the School of Education is accredited by the National Council for Accreditation of Teacher Education and in the process of seeking accreditation from the Association for Advancing Quality in Educator Preparation. Finally, the Murray Koppelman School for Business is currently a candidate for accreditation from the Association to Advance Collegiate Schools of Business (AACSB). All of Brooklyn College's academic programs are registered by the New York State Education Department (NYSED).

[National rankings](#) in the past two years alone underscore the high quality of the educational experience across Brooklyn College.

- [U.S. News & World Report](#) ranked Brooklyn College as having the **#1 Most Ethnically Diverse College** among regional campuses in the North.
- [U.S. News & World Report](#) ranks Brooklyn College as the **#2 Best Value School** in the North.
- [Chronicle for Higher Education](#) ranked Brooklyn College in **#8 Best College for Students' Socio-Economic Mobility** among all public colleges in the nation.
- [U.S. News & World Report](#) ranked Brooklyn College as the **#12 Best Undergraduate Teaching** among regional colleges in the North.
- [Best Colleges](#) ranks Brooklyn College the **#14 Most Beautiful College Campus**.
- [U.S. News & World Report](#) ranked Brooklyn College as **#19 Top Public College** in the North.
- [U.S. News & World Report](#) ranked Brooklyn College as **#74 Best Regional College** in the North.
- [Money Magazine](#) ranked Brooklyn College in the **Top 20% of Best Colleges for your Money**.
- [Forbes](#) ranks Brooklyn College **#70 Best Value College** in the nation.
- [Best Value Schools](#) ranks Brooklyn College among the **Top 30 Most Beautiful Campuses, Top 30 Best Small Colleges for Aspiring Filmmakers, Top 50 Best Colleges for Teaching Degrees, and Top 100 Most Affordable Colleges in America**.

Students are drawn to Brooklyn College because of its academic excellence, [affordability](#), and the [scope of its offerings](#). Once they study here, the vast majority of students report [\(72%; Table 8, Q2\)](#) that they are satisfied or very satisfied with their academic experience.

Reflecting a trend across higher education, the academic programs with obvious career paths have become particularly popular with students. As Table I.1 shows, our largest undergraduate degree programs are Psychology (BA and BS), Computer Science (BS), Accounting (BS), and Biology (BS), which together account for about 25% of undergraduate enrollments. Our largest master's programs are all in professional study areas, including Early Childhood Teachers (MSED), Teaching Students with Disabilities (MSED), School Counseling (MSED), Business Administration Global Finance (MS), and Business Administration General Business (MS).

Table I.1 Most Popular Undergraduate and Master's Programs, Fall 2017

<u>Undergraduate</u>				<u>Graduate</u>			
Program	Degree	Majors	%	Program	Degree	Majors	%
Psychology	BA	978	8.2%	Early Childhood Teachers	MSED	169	8.7%
Computer Science	BS	571	4.8%	Teaching Student w/Disabilities	MSED	128	6.6%
Accounting	BS	530	4.5%	School Counseling	MSED	98	5.1%
Psychology	BS	529	4.5%	Business Administration Global Finance	MS	86	4.4%
Biology	BS	420	3.5%	Business Administration General Business	MS	83	4.3%

Source: Office of the Associate Provost for Faculty and Administration, Brooklyn College Enrollment Analysis, 11/15/18.

In addition to our remarkably diverse student body and the breadth and quality of our academic programs, Brooklyn College boasts an extraordinarily dedicated [faculty of 524 members](#) (IPEDS 2017-2018, Human Resources Component Summary) who distinguish themselves through innovative teaching, research, creativity, and service. They are [recipients](#) of numerous honors, grants, fellowships, and prizes. Many have earned the highest distinctions in their fields, including (with examples hyperlinked) the [Pulitzer Prize](#), [Academy Award](#), [Emmy Award](#), [Obie Award](#), [Peabody Award](#), [Rome Prize](#), [American Book Award](#), [National Science Foundation Award](#), [NAACP Image Award](#), and [Presidential Medal of Freedom](#). They have won fellowships and grants (with examples hyperlinked) from the [NEA](#), the [NIH](#), the [NSF](#), the [NIMH](#), the [Guggenheim Foundation](#), the [Ford Foundation](#), the [Fulbright Program](#), and the [MacArthur \("genius"\) Program](#). Over the last decade, they have contributed nearly 12,000 scholarly and creative works to their fields (Appendix I.A).

Of note, Brooklyn College and its excellent faculty have helped develop future luminaries in their fields. An [extraordinary list](#) of distinguished alumni (with examples hyperlinked) include winners of the [Nobel Prize in Medicine](#), [Pulitzer Prize](#), [Man Booker Prize](#), [Academy Award](#), [Tony Award](#),

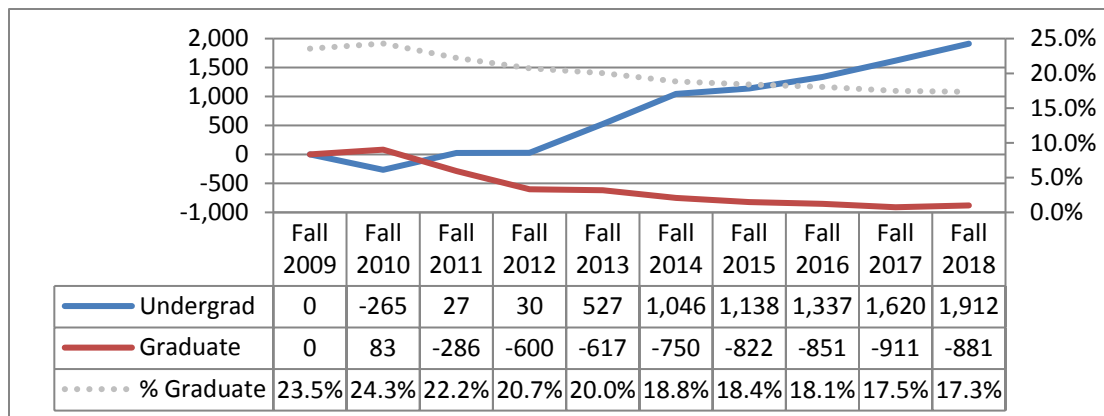
[American Academy of Poets Award](#), [Obie Award](#), [Grammy Award](#), [PEN/Laura Pels Award](#), [Whiting Award](#), [Nebula Award](#), [Peabody Award](#), [Edward R. Murrow Award](#), [O. Henry Award](#), [National Book Award](#), [MacArthur \(“genius”\) Award](#), and a rare (and funny) [EGOT](#) winner. Alumni also include two [U.S. Senators](#) and a number of [Congressmembers](#), including [Shirley Chisholm](#). These honorable graduates further distinguish the College.

Both undergraduate and graduate students, as our full-time faculty coverage data (Appendix I.B) demonstrate, have considerable opportunity to work closely with faculty in the classroom, as well as through [student clubs](#), [community service](#), [civic engagement](#), and [research](#). It is the strength of this bond that undergirds student success at the College.

I.1.1 Trends in Enrollment

Over the past ten years, total enrollment at Brooklyn College has grown by 5.7%, from 17,094 in fall 2009 to 18,125 in fall 2018. As figure I.1 shows, the College has experienced both overall enrollment growth—an increase of 1,031 students—and shifts in the composition of the student body. While undergraduate enrollments have risen sharply since 2013, graduate enrollments have declined since 2012. Graduate enrollment dipped from 24% of total enrollment to 17% during the period. The absolute decline in graduate students reflects national trends for [public institutions](#) (p.16) with similar classifications; it is an enrollment trend common across the University’s senior colleges.

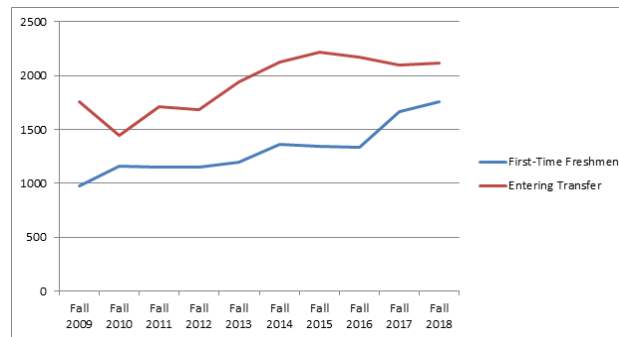
Figure I.1 Changes in Undergraduate and Graduate Enrollment, 2009 - 2018



Source: Office of Institutional Research; Office of the Associate Provost for Research and Administration

As the first-year class has grown at Brooklyn College, the difference between the number of entering first-year students and entering transfer students has narrowed, as Figure I.2 indicates.

Figure I.2 First-time Freshmen Versus Transfer Enrollment, 2009 - 2018



Source: Office of Institutional Research;
Office of the Associate Provost for Research and Administration

These changes in enrollment patterns have implications for revenue, curriculum, and services. As discussed throughout this Self-Study Report, the College has responded to these changes by investing in strategies to improve student success, facilitate transfer and access, and update the curricula.

The [Fall 2017 enrollment snapshot](#) provides other important information about the student profile: 73% of our undergraduates study full-time, and 76% are under 25. Females comprise 60% of the student body, and 45% of our students are first-generation college students.

Table I.2 outlines the extensive ethnic diversity of our students, which is a source of considerable pride on the campus.

Table I.2 Ethnicity of Brooklyn College Students—Undergraduate and Graduate, Fall 2017

Ethnicity	%
American Indian or Alaskan Native	0.2%
Asian	17.1%
Black or African American	17.5%
Hispanic	20.3%
Native Hawaiian or Other Pacific Islander	0.15%
White	25.5%
Two or more races	1.5%
Missing/Unknown	17.4%

Source: Office of Institutional Planning, Research and assessment, Fall 2017,
http://www.brooklyn.cuny.edu/web/abo_misc/171120_Enrollment_Snapshot_Fall_2017.pdf p.2

The age profile of our graduate students differs from our undergraduates. The majority are older, between 25 and 40, and 80% of them study part-time.

I.1.2 Faculty and Staff

The College has 1,254 full-time and 1,419 part-time employees. Table I.3 shows their distribution.

Table I.3 Number of full-time and part-time staff at Brooklyn College, Fall 2017

	Full-time Employees		Part-time Employees		Total
	n	%	n	%	n
Faculty (with Librarians)	538	42.90%	735	51.80%	1,273
Executive	28	2.23%	n/a	n/a	28
Professional Staff	299	23.84%	62	4.37%	361
Classified Civil Service	389	31.02%	622	43.83%	1,011
Total	1,254	100%	1,419	100%	2,673

Source: IPEDS Human Resources, Fall 2017.

From spring 2015 through fall 2018, Brooklyn College reduced administrative staffing by 44 positions, a 6% reduction. Due to budget challenges, the College cancelled 12 staff searches during spring 2015 and instituted a strategic assessment plan for future staff searches. The College has carefully streamlined its administrative operations to address budget realities and to maximize full-time faculty coverage.

Of our 524 faculty as of fall 2018, twenty-two had substitute or visiting appointments in fall 2018 and are therefore not reflected in Table I.4 below. The current non-substitute and non-visiting faculty members are distributed among the ranks as Table I.4 illustrates.

Table I.4 Change in Faculty by Rank, 2013 - 2018

Rank	Fall 2013	Fall 2018	%Δ	Δ
Professor/Dist Professor	205	198	- 3.4%	-7
Associate Professor	135	162	+ 20.0%	27
Assistant Professor	143	112	- 21.7%	-31
Lecturer/Instructor	39	25	- 35.9%	-14
Clinical Prof/Dist Lect	4	5	+ 25.0%	1
Total	526	502	-4.6%	-24

Source: Office of the Associate Provost for Faculty and Administration
FT Faculty History Race Rank Ethnicity Over Time, Fall 2018

As the above table shows, over the past five years, we see an overall increase in more senior level faculty. Attention to rank distribution is slated to become an increasingly important part of departmental planning (Appendix I.C); a distribution of faculty across professorial ranks bolsters the work of departments and supports institutional needs for continuity and change. We are seeing

evidence of an aging faculty, with 23% of our full-time ranks above the age of 68 and numerous other faculty members approaching retirement.

As faculty lines open, the College plans to diversify the full-time faculty to reflect more fully the diversity of the student body (Table 1.2 above), and to ensure that students and faculty from underrepresented groups are more fully supported in the College community. Table I.5 shows the ethnic and racial composition of the College's full-time faculty and its change over the last five years.

Table I.5 Change in Ethnic and Racial Composition of the Faculty, 2013 - 2018

Ethnicity/Race	Fall 2013	Fall 2018	%Δ	Δ
White	395	360	- 8.9%	- 35
Asian	58	69	+ 19.0%	+ 11
Hispanic	33	37	+ 12.1%	+ 4
Black or African American	35	31	- 11.4%	- 4
Two or more races	3	4	+ 33.3%	+ 1
Other	2	1	- 50.0%	- 1
Total	526	502	- 4.6%	- 24

Source: Office of the Associate Provost for Faculty and Administration
FT Faculty History Race Rank Ethnicity Over Time, Fall 2018

Since 2013, the number of white faculty has declined while the numbers of Asian and Hispanic faculty have increased by 19% and 12%, respectively. The number of Black/African American faculty has unfortunately declined by 11% during that same period. While these changes include diversity gains in the overall racial and ethnic composition of the faculty, these gains have been slow, and they exclude Black/African American faculty.

Although more diverse than faculty, full-time staff does not mirror the diversity of our student population. Diversity among staff has been relatively stable since 2009; staff is 41% white, 34% Black/African American, 14% Hispanic, and 8% Asian. Our part-time staff has diversified slowly and steadily, with a 14% decline in white part-time staff and a roughly 5% increase each in Black/African American, Asian, and Hispanic staff (Appendix I.D). African American and Hispanics are underrepresented among staff relative to the student population of Brooklyn College. There are also some disparities by gender and by job category. For example, Black/African American and Hispanic staff members are relatively over-represented among administrative assistants, accounting for approximately 46% of all administrative assistants.

During the self-study process, we asked all groups about their perceptions of diversity. Faculty, staff and students responded to the following query (Q7) in the [MSCHE Surveys](#): “Please rate the diversity of Brooklyn College in the following areas...”

Across all groups, the majority of respondents reported being ‘satisfied’ with the level of diversity of the faculty, staff and students on campus. This was particularly true regarding the diversity among students on campus. Respondents were somewhat less satisfied with the diversity among faculty and staff/administration.

To address these realities, the Brooklyn College Strategic Plan specifies activities the College is undertaking to increase and retain faculty from underrepresented groups, especially among Blacks/African Americans (SP1.B). Increased attention to diversity in hiring is also part of the College's overall recruitment strategy.

Initiatives are underway to address the disparities, including, attention to the development of ads and their internal review, specific recruitment efforts and advertising, the composition of search committees, professional development for staff, and faculty on implicit bias. The College is closely monitoring the implementation of these strategies and will be assessing the impact yearly.

I.1.3 Trends in Affordability and Student Success

Brooklyn College remains unusually affordable, a key element of its access mission (SP5.B). [Tuition](#) is decidedly low relative to peer institutions. National rankings, cited in Section I.1 above, demonstrate that the College is viewed as a top value college, with low tuition and high academic return. When affordability is coupled with the College's success in retaining and graduating first-generation students, we can see the College's effectiveness in realizing core aspects of its mission.

Moreover, Brooklyn College is on an upward trajectory in improving academic momentum and its retention and graduation rates. In 2017, for instance, its six-year graduation rate rose to [58.1%](#), a 7% increase over the previous year, and the second highest rate among CUNY senior colleges. We have documented similar gains in academic momentum for both first-year students and transfer students. Retention in the second year is challenging; we have begun working to address that challenge as described in Chapter V.

I.2 Significant Changes and Challenges Since the 2009 Self-Study

I.2.1 Leadership

Since our last MSCHE Self-Study Report, the senior administration of the College has changed markedly. President Karen Gould stepped down after seven years of service and [Michelle J. Anderson](#), previously Dean of the CUNY School of Law, was named Brooklyn's 10th president beginning August 2016. President Anderson has brought a focus to the College on strategic planning, integrated planning and assessment, and team-building. Her emphasis on diversity and inclusion, transparency, research, and evidence-based decision-making have inspired stakeholders and provided the College with tools to advance cross-divisional work. These developments are propelling the College forward in assessment and planning and guiding its transformation as a liberal arts College with an increasing number of career and professionally-focused programs. The new Strategic Plan outlines the College's purpose, values, vision, and the step-by-step template to realize its goals.

President Anderson has invigorated senior leadership through a combination of internal promotions and external hiring. [Ronald C. Jackson](#), formerly Dean of Students, became the Vice President for Student Affairs in 2017. [Lillian O'Reilly](#), who served previously in numerous other roles, was promoted to the Vice President for Enrollment Management and Retention in 2017. [Alan Gilbert](#), who held the position of Associate Vice President for Finance and Administration,

was promoted to Senior Vice President for Finance and Administration in 2017. Finally, Chief of Staff to the President Nicole Haas is in the process of assuming the additional responsibilities of the campus [Executive Director of Government and External Affairs](#).

New cabinet-level colleagues have joined the College's senior administration in three areas. Tony Thomas was appointed Chief Diversity Officer and Special Assistant to the President in fall 2017. (He has since become General Counsel to the College.) [Todd Galitz](#) joined the College as the Vice President for Institutional Advancement in spring 2018. Finally, [Anne Lopes](#) became Provost and Senior Vice President for Academic Affairs in fall 2018 (Appendix I.E).

The President's senior leadership team is unified by a commitment to the College's mission. It is working together to deepen the culture of assessment and to drive the College's new Strategic Plan forward. New approaches to integrated planning and ongoing collaborations are in place for both day-to-day work and special initiatives; this organizational approach will enhance our institutional effectiveness.

I.2.2 Academic Affairs Organizational Structure

Before 2011, some 34 department Chairs at Brooklyn College reported directly to the Provost. In addition to the Provost's many other direct reports, such a flat reporting structure had become unwieldy. As a result, Brooklyn College developed a new [five-school structure](#) in fall 2011. The School of Humanities and Social Sciences, the School of Natural and Behavioral Sciences, the School of Business, and the School of Visual, Media and Performing Arts were each created at that time, joining the already existing School of Education.

The development of four new schools in Academic Affairs necessitated the hiring of new deans, each of whom leads a school and reports directly to the Provost. Academic departments were separated into the five-school structure, and departmental chairs now report to their respective deans.

The five-school structure remained an area of concern for faculty for some time, primarily with regard to the relationship between the deans and the chairs. Since all chairs had previously reported directly to the Provost, it has taken some time to change the culture of roles and responsibilities with the introduction of deans. With a new provost in fall 2018, however, the faculty and administration have worked to complete the integration of the decanal role and use it to propel progress on the College's strategic goals (SP4.C.c). In an early step, Provost Lopes tasked the deans to work with their respective chairs to revisit and fully articulate the mission and identity of each of their schools as a basic component of short- and long-term planning and assessment for each school. Faculty and administration agree that articulating each of the school's robust and distinctive identities is also a precondition to prioritizing needs for fundraising. Additionally, deans have just begun to assume distributive leadership functions for assessment. They also will oversee the management of resources related to instruction and administration in their schools. The delegation of these responsibilities combined with other specific leadership functions stipulated in the most recent position description (Appendix I.F) and identified throughout the Strategic Plan will complete an in-depth specification of the deans' role. At the annual chair's retreat in early

February 2019 chairs and administrators agreed to work together with the Policy Council to integrate deans into the relevant governance documents this semester.

I.2.3 New Strategic Plan

The 2011-2016 Brooklyn College Strategic Plan expired in fall 2016 when President Anderson assumed the presidency. President Anderson began her tenure with a [Listening Tour](#) to facilitate her understanding of issues and priorities, with input from campus constituents and strategic stakeholders. She reported back in numerous sessions to the Brooklyn College community on the results of her Listening Tour. The feedback she received served as the foundation for the development of the new strategic plan, which is discussed in detail in Chapter 1.3.3 below.

The formal strategic planning process, completed during the 2017-2018 academic year, was a collaborative and inclusive one. [The 2018-2023 Brooklyn College Strategic Plan](#) includes five major goals:

- (1) Enhance Our Academic Excellence
- (2) Increase Undergraduate, Master's, and Doctoral Students' Success
- (3) Educate Students for Fulfilling Work and Leadership in Their Communities
- (4) Develop a Nimble, Responsive and Efficient Structure to Serve Our Students and Carry Out Our Mission, and
- (5) Leverage Brooklyn College's Reputation for Academic Excellence and Upward Mobility

A living document, with clearly articulated strategic actions to realize its goals, five years of sequenced benchmarks to track and assess progress, and identified outcomes to demonstrate attainment of our goals, the Brooklyn College Strategic Plan is aligned with the [CUNY Master Plan](#), the [CUNY Strategic Framework: Connected CUNY](#), and the University's annual [performance management process](#) (PMP) through the College's own integrated planning (Appendix I.G). While Brooklyn College has been continually engaged in planning and assessment activities to further student learning and realize its mission, the depth and comprehensive nature of its new Strategic Plan allows the College to chart new ground in deeply integrating planning, assessment, and resource allocations. As described in Chapter 6, an Institutional Effectiveness Plan has been newly outlined to show the relationships between planning, assessment, budgeting and institutional improvement activities on the campus in order to document and promote Brooklyn College's continuous improvement in the service of actualizing the College's mission.

The implementation of the Brooklyn College Strategic Plan began in fall 2018. Progress and challenges are discussed regularly by individual units and assessed quarterly by the President's Cabinet. Adjustments are made as indicated based on assessment. A web-based Strategic Planning Report Card (Appendix I.H) is under development.

I.2.4 Significant Curricular Changes

In 2013 CUNY implemented Pathways, a new general education curriculum intended for all of its undergraduate colleges and designed to facilitate seamless transfer among them. Pathways limited general education to 42 credits and organized requirements by thematic areas rather than liberal arts and sciences disciplines. Both the credit limitations and the change from liberal arts and sciences categories occasioned a lengthy process of debate at the College as the traditional core curriculum was reconsidered. These discussions were amplified by the faculty's questioning of the University's authority in curricular matters. In the end, litigation settled the question of authority in favor of the University.

As a result, the Brooklyn College faculty voted to adopt Pathways in spring 2017. The faculty is developing more courses and processes to support its new general education curriculum and to ensure the proper advisement of students. A new assessment plan (Appendix I.I) for the Pathways program at Brooklyn College has been implemented this year.

In addition to the new general education curriculum, the faculty has developed 23 new degree programs and 12 new certificate, advanced certificate, and diploma programs over the past ten years (SP1.A). A complete list of new degree programs is in Appendix I.J.

I.2.5 Facilities

Since 2009 the College has made improvements both large and small in facilities on its [campus](#). After more than five decades of deferred maintenance, repair and maintenance have become institutional priorities. Numerous projects are underway or have been recently completed to update and improve lecture halls and other aspects of the [physical plant](#) (SP4.E).

Within the School of Visual, Media and Performing Arts, the Barry R. Feirstein Graduate School of Cinema opened in fall 2015. It is the first public film school in New York and the only one in the United States built on a working film lot with a world-class facility. Its mission is rooted in providing access to this creative and powerful medium for individuals from underrepresented groups.

Also in the School of Visual, Media and Performing Arts, Brooklyn College opened [the Leonard and Claire Tow Center for the Performing Arts](#) in fall 2018. The Tow Center includes rehearsal and performance spaces, set design and construction workshops, a double-height theater seating 200, a grand lobby and arcade, as well as classrooms, meeting and reception rooms.

The College is engaging in a series of planned capital renovations to its large lecture halls, many science labs, and largest theater. Additionally, the College is engaging in a Request for Expressions of Interest (RFEI) process to solicit a private partner to help the College build a new facility for the Murray Koppelman School of Business. Through the generosity of Brooklyn College Foundation Trustee Murray Koppelman, the College has been able to acquire adjacent land to the campus. A long-term plan to build the School upon it requires a public-private partnership to fund the construction.

I.3 Brooklyn College's Recent MSCHE History

Brooklyn College submitted a [Periodic Review Report](#) (PRR) in 2014 as part of the regular accreditation cycle. The review of that report required an additional Monitoring Report submitted in April, 2016. As MSCHE stated:

To accept the Periodic Review Report and to reaffirm accreditation. To request a monitoring report, due April 1, 2016, documenting further progress on the implementation of a documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services, achievement of institutional mission, goals and plans, and compliance with accreditation standards with the support and collaboration of faculty and administration in assessing student learning and responding to assessment results (Standards 7 and 14). The next evaluation visit is scheduled for 2018-2019.

The Brooklyn College community believes that the only way an institution can accomplish its goals is through vigorous and routine assessment. Since the College submitted its Monitoring Report, it has made considerable progress on institutionalizing a culture of assessment as the discussion of Standard V will reveal.

Several years ago, the College strengthened its assessment capacity by developing the position of Associate Provost for Institutional Planning and Assessment as well as a new Assessment Manager. The College's new Strategic Plan highlights the significance of consistent reflection and adjustment, integrating assessment activities into our priorities so that the institution can learn and improve continuously (SP1.A.a).

Assessment has grown deep roots across the College. Our processes are described throughout the report and summarized in Chapter V and in our draft Institutional Effectiveness Plan. The College's commitment to assessment is demonstrated by the use of evidence and data-based decision-making in all units across the College. Assessment is systematic and comprehensive in both degree programs and administrative units. It is built into the personnel evaluation process and formal assessment plans, although the degree to which assessment is used explicitly for program improvement still varies. Increased and distributed accountability, feedback, monitoring and reporting mechanisms as described in Chapter Five have been established to strengthen assessment and to close the loop where necessary. The University builds assessment into its [performance metrics](#). Our [assessment website](#) is under development. It will unify and integrate all assessment processes, activities, findings and developments on campus.

The reviewers of the 2014 PRR also mentioned inconsistencies in our method of assigning credit hours that needed to be addressed. We have made substantial progress in this area as well (Appendix I.K).

Brooklyn College's [Monitoring Report](#) was submitted in April 2016, as requested, and it was [approved](#) with no additional follow-up required.

I.4 The 2016-2019 Self-Study Process

This Self-Study Report has been a collaborative, intensive, multi-year effort involving the campus community through various committees, academic and administrative department meetings, public comments and updates, web updates, and communications distributed to the campus community both electronically and in print format. Draft copies of this Self-Study were placed in the Library and are available online for comment from faculty, staff, students, and administrators.

The Self-Study Report Steering Committee was led by Jo-Ellen Asbury, Associate Provost for Institutional Planning and Assessment (through January 22, 2019), and Jeremy Porter, Professor of Sociology. Additional members include:

Michael Ayers	Senior Director of Institution Planning, Research and Assessment
April Bedford	Dean, School of Education
Michael Bergen	Director, Speech-Language Hearing Center
Maria Conelli	Dean, School of Visual, Media and Performing Arts
Jane Cramer	Government Information Specialist, Library
James Eaton	Administrative Executive Officer, Academic Affairs
Beth Evans	Associate Professor, Library
Alan Gilbert	Senior Vice President for Finance and Administration
Ken Gould	Interim Dean, School of Humanities and Social Sciences
Louise Hainline	Professor, Department of Psychology
Willie Hopkins	Dean, School of Business
Patrick Kavanagh	Director of Graduate Studies
Vanessa King	Promotion, Tenure & Reappointment Coordinator
Tammy Lewis	Interim Associate Provost for Faculty and Administration (Start: July 30, 2018)
Anne Lopes	Provost & Senior Vice President for Academic Affairs (Start: August 13, 2018; Start: Co-chair January 22, 2019)
Mary Mallery	Associate Dean/Chief Librarian and Executive Director of Academic Info Technology
Catherine McEntee	Lecturer, Department of Biology
Andrew Meyer	Associate Professor, Department of History
Matthew Moore	Associate Provost for Faculty and Administration (through August 31, 2018; returned to Faculty)
John Paul	Professor, Department of Accounting
Kleanthis Psarris	Dean, School of Natural and Behavioral Sciences
Herve Queneau	Professor & Department Chair, Business Management
Lucas Rubin	Assistant Dean for Institutional and Academic Programs
William Tramontano	Provost & Senior Vice President for Academic Affairs (Through June 30, 2018)

Eight Working Groups were formed, one for each of the seven Standards, and an eighth to work on the Verification of Compliance report. The co-chairs of each Working Group were asked to recruit members (Appendix I.L) for their respective groups based upon their knowledge and experiences at Brooklyn College. Working groups designed research questions to focus their work. These

questions were incorporated into the [Design Document](#), which was approved by our MSCHE Vice Presidential Liaison at the time, Dr. Tito Guerrero, with only two additions to the proposed timeline. Brooklyn College specified the following outcomes for the self-study process:

1. To be reaccredited by the Middle States Commission on Higher Education.
2. To gather information that will result in a more complete understanding of our status relative to the mission, vision, and goals of Brooklyn College, and suggest strategies for the future that are in alignment with those goals.
3. To establish a manageable set of recommendations that will serve as the foundation for strategic action priorities in the coming years.

With a focus on their respective research questions, the Working Groups gathered and analyzed information with these three outcomes in mind.

Once the Design Document was approved, the Working Groups were encouraged to contact the appropriate campus offices and personnel to gather information that would address their research questions. A number of steps were taken to avoid duplication of efforts and “survey fatigue.” For example, the groups were asked not to create and administer individual surveys. Co-chairs were reminded to consult the [Office of Institutional Research and Data Analysis](#) website first to determine if needed information already existed before reaching out to offices across campus. Leaders of the groups also shared information at Steering Committee meetings to reduce duplication of effort and to enable the teams to place information properly across the Standards.

The Working Groups were also asked to review their individual research questions and to develop any survey questions that they would like to administer to students, faculty, staff or alumni. With support from the Office of Institutional Research and Data Analysis, one survey--the “[MSCHE Surveys](#)”--was created for each stakeholder group.

These surveys were largely parallel, allowing comparison of responses across stakeholder groups. Questions addressed proximity of residence to the Brooklyn College campus, what attracted them to Brooklyn College (as a student, faculty, or staff member), views about College goals and priorities, and how well the College prepared alumni for professional pursuits. In the end, 1,140 current students (6.4%), 313 faculty (21.4%), 503 staff (18.0%), and 1057 alumni (graduation cohorts: 1944-2017) responded to the surveys. No incentives to complete the survey were provided.

I.5 Organization of this Report

Following this Introduction, a chapter is devoted to each of the seven MSCHE Standards. Each identifies the Standard’s criteria as detailed in the [Standards for Accreditation and Requirements of Affiliation](#). The chapter then discusses the evidence that supports the College’s attainment of each Standard. Specific recommendations for improvement are also identified based on analyses of the evidence. These recommendations are aligned with the goals of 2018-2023 Brooklyn College Strategic Plan.

CHAPTER 1

STANDARD I: MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

1.1 Introduction

This chapter explores the Brooklyn College mission statement, which articulates our campus's distinct identity within the CUNY system. It also shows how our new and rigorous Strategic Plan is clearly linked to our mission. The chapter traces the development of the mission statement as it emerged from the College's recent strategic planning process. It shows how the current mission and vision animate the College's new strategic plan and are aligned with the [University's Strategic Framework](#) and with its [Performance Management Process](#) (PMP). The PMP is a University tool for annual goal setting and assessment. It establishes broad goals and metrics for the colleges based on the University's Strategic Framework. It also provides the University with information for the annual review of the institution and the evaluation of the President's leadership and administration. The extent of progress on the accomplishment of these goals helps each campus monitor its progress as a part of its assessment of effectiveness. The mission speaks to the institution's core: it helps define institutional and educational outcomes. Our mission acts as the *Prime Mover*, unifying and inspiring all while driving the work of the College forward.

To address our compliance with this Standard, work focused on four components of the statement: (1) the quality of a Brooklyn College education (SP1), (2) the diversity of our community (SP1.B, SP1.D, SP2.D), (3) the affordability of a Brooklyn College education (SP2.c, SP2.C), and (4) engagement in a larger geographic and social community (SP3.A, SP3.B, SP3.D), with a focus on positive contributions to those communities. Each of these are represented as goals, as indicated, in our College's Strategic Plan. Responses to the [original questions](#) (pp. 6-12) are integrated into our discussion below as appropriate.

1.2 Mission

Brooklyn College provides a transformative, distinctive, and affordable education to students from all backgrounds. We are proud of our history of intellectual freedom and academic excellence, as well as our location in a borough known for innovation, culture, and the arts. We have a special commitment to educate immigrants and first-generation college students from the diverse communities that make up our city and state. Our striving spirit reflects our motto: "Nothing without great effort." Through outstanding research and academic programs in the arts, business, education, humanities, and sciences, we graduate well-rounded individuals who think critically and creatively to solve problems. They become leaders who transform their fields and professions and serve our increasingly global community. Brooklyn College, [Mission Statement](#), August 1, 2018.

Our new mission statement emerged from the College's [recent strategic planning process](#) (pp. 1-3). It is very similar to our [prior mission statement](#) (p.3) which was revised during the previous strategic planning process. The main continuities between the two include the quality of our education, the diversity of our community, the affordability of the education, and engagement in the larger community. The primary differences reflect some of the local changes that have occurred since 2009: a change in the general education program away from the former Common Core and our re-[organization](#) into schools. The new statement also echoes the current historical moment in its emphasis on the importance of intellectual freedom and by drawing attention to two specific groups—immigrants and first-generation students. Both groups are prominently represented within the College's extensive diversity. In addition, "effort," as a value, appears in the new statement and is foregrounded. These revisions update the mission—make it realistic and achievable—while improving its ability to speak to all internal and external stakeholders in today's Brooklyn College community.

1.2.1 Mission Development: Strategic Planning Process

When President Anderson arrived in August, 2016, she began a comprehensive [Listening Tour](#) that enriched our understanding of Brooklyn College's identity. That process included over 50 meetings and open forums with more than 170 staff members, 150 faculty, 130 students, 100 alumni, 40 donors, 20 community leaders, and seven Brooklyn elected officials. The Listening Tour deepened our understanding of the identity and culture of Brooklyn College, the key challenges it faces, and the College's hopes for the future. It also laid the foundation for the strategic planning process from which the revised mission statement emerged.

In spring 2017, the president convened the Strategic Planning Working Committee. The committee was charged to develop the goals for the new strategic plan by using the information that had surfaced during the Listening Tour. The committee included 20 faculty members, 19 administrators and staff members, and 10 students. Professor Tammy Lewis was appointed to coordinate an iterative, inclusive, and collaborative community-wide planning process.

The strategic planning process itself was also informed by the Listening Tour. It was built upon two principles of critical importance to the community: (1) transparency, and (2) accountability. These values were operationalized by facilitating and expanding the scope of communication in every direction and by providing repeated opportunities for dialogue among all stakeholders. The process, explained in detail in the plan's opening sections ([pp. 2-3](#)) was designed to promote a collective sense of inclusion across the campus. In short, over the course of the 2017-2018 academic year, multiple town halls, work groups, discussions and feedback sessions with governance committees, faculty, students, chairs, deans, administrative units, and internal and external stakeholders were held. The plan was revised five times based on four town halls with more than 300 attendees, a focus group, a visioning session, more than 50 meetings with stakeholder groups, individual faculty contributions from every department on campus, and more than 500 online suggestions from students, staff, faculty, and alumni.

The resulting strategic planning effort is noteworthy because of the extent to which it repeatedly engaged the entire community in reflection about itself. Moreover, the process yielded a strategic

plan in which all members of the community can find themselves represented with both agency and consequence, a difference from our [previous plan](#) (p.3). In addition, eternal contexts are addressed throughout the new plan, including globalization (SP1.A, SP2.B.d), partnership development (SP1.D.f) demographic changes (SP1.B), the transformation of the faculty role nationally (SP1.B.b), the relationship between public health and higher educational opportunity, technological and scientific advancements, the shifting labor market and its impact on the academy (SP1.D.g), career entry and trajectory (SP3.A, SP3.B, SP3.C), and sustainability (Sp3.D).

The above characteristics of the plan shaped it into a finely detailed roadmap and portend its successful implementation at Brooklyn College. This year we have seen the plan's utility for integrated planning across the College. Appendix 6.B illustrates how our integrated annual planning is aligned with our Strategic Plan and how this works.

1.2.2 Alignment with CUNY

As part of CUNY, our mission aligns with the University's broader mission and organizational plans. In fall 2016, CUNY released [The Connected University: The CUNY Master Plan 2016-2020](#) followed by the strategic framework [Connected CUNY](#) in early 2017. The Master Plan highlights four foci for the University: (1) Opportunity and Access, (2) Student Success, (3) Academic Excellence, and (4) Efficient Management. These are captured in Table 1.2, below, along with notations showing how the Brooklyn College Mission Statement aligns with the CUNY Master Plan.

Table 1.1 Alignment of CUNY Master Plan and Brooklyn College Mission Statement

CUNY Master Plan (2016)	Aligned Text from the Brooklyn College Mission
Opportunity and Access	<i>Brooklyn College provides a transformative, distinctive, and affordable education to students from all backgrounds... We have a special commitment to educate immigrants and first-generation college students from the diverse communities that make up our city and state.</i>
Student Success	<i>... we graduate well-rounded individuals who think critically and creatively to solve problems. They become leaders who transform their fields and professions and serve our increasingly global community.</i>
Academic Excellence	<i>Through outstanding research and academic programs in the arts, business, education, humanities, and sciences...</i>
Efficient Management	Addressed in the Strategic Plan 2018-2023 Goal 4: Develop a Nimble, Responsive, and Efficient Structure to Serve Our Students and Carry Out Our Mission

All elements with the exception of efficient management are addressed in the mission statement itself. Efficient management is addressed in our Strategic Plan as part of Goal 4. The College's managerial efficiencies are extremely well regarded by the University as evidenced by our history of prudent budget management, relatively high and stable full-time faculty capacity, and ability to improve student success despite budget cuts as discussed in Chapters 4, 5 and 6 of this Self-Study

Report. Additionally, members of the Central administration at CUNY and leaders at other CUNY campuses routinely ask high level administrators at Brooklyn College to teach them how to deploy best practices in finance and admissions operations.

1.2.3 Awareness of Mission Statement

The College strategic planning process overlapped with the campus's Middle States Self-Study. Findings and activities of each informed the other. Discussion of the new mission was widespread as evidenced by the campus's intensive [strategic planning process](#) that included the President's emphasis on the mission. The Working Group engaged in the Self-Study simultaneously investigated the extent to which the 2010 mission statement was known to the campus. The [investigation](#) (MSCHE surveys, Q5) found that the majority of faculty and staff who responded to the MSCHE survey on the mission (faculty, 48.2%; staff, 45.6%) had a general recollection of what the Mission Statement said, while the majority of current and former students who responded (current students, 55.1%; alumni, 52.6%) stated they had never read the Mission Statement.

Though the survey did not address *why* the students and alumni were not familiar with the Mission Statement, anecdotal evidence suggests that difficulty locating the statement might be one factor. Based on this, attention has been given to the mission statement's placement on our website and to the incorporation of the mission statement into communications with students at admission, orientation, and other key events. The new statement is featured more prominently on our website, and students are now explicitly exposed to it during orientation. It is in the [Student Handbook](#) (p.9) and has been placed prominently around campus. The more the Mission Statement is featured, the more aware of that mission all members of the Brooklyn College community will become. Additional activities are underway to ensure that the mission is known by both students and alumni. The current mission statement was approved by the College's [Policy Council](#) as part of the approval of the Strategic Plan on November 28, 2018.

1.3 Quality of a Brooklyn College Education

Brooklyn College has long taken pride in the quality of our faculty members, the rigor of our curriculum, and the overall quality of a Brooklyn College education. Detail is provided in Chapter III of this report, where we discuss our compliance with Standard III: Design and Delivery of the Student Learning Experience.

As an essential factor in establishing high academic quality standards, our institutional mission undergirds the academic programs in multiple ways. It guides governance structures, decision-making related to planning, resource allocations, and the definition of institutional and educational outcomes. School, departmental and program-specific mission statements are aligned with the College's (Appendix 1.A). Academic mission statements are approved by departmental faculty and feedback is provided by the Assessment Manager and the College-wide [Assessment Council](#). The statements guide planning, goal-setting, and assessment activities on departmental and school levels and serve the same function for departments and units in non-academic areas of the College. The [Institutional Assessment Committee](#) provides feedback and guidance to non-academic offices.

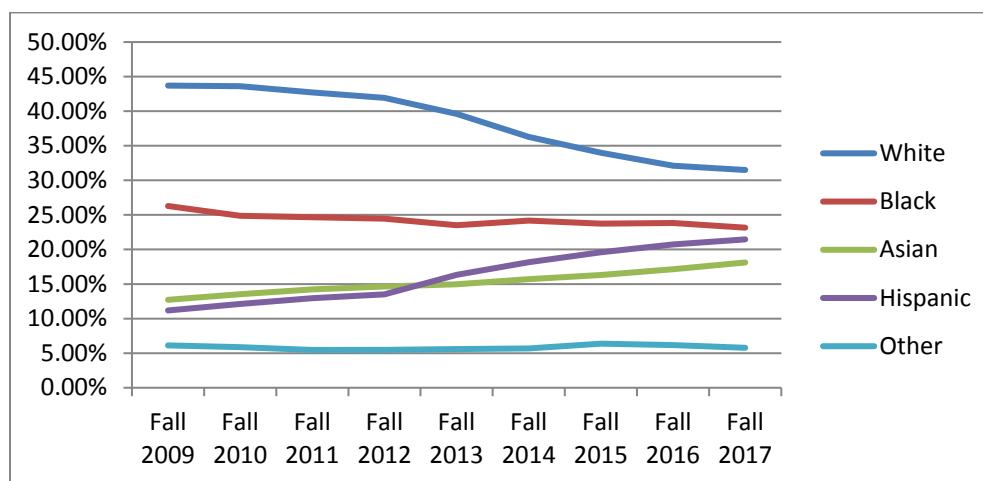
Mission statements of the schools, academic programs and administrative areas resonate the institutional mission. The following serve as examples. The Murray Koppelman School of Business, for instance, starts its mission statement by highlighting the diversity of its learners and the high quality of educational offerings the school provides its student. The School of Education emphasizes preparation for work in our locale, while the School of Natural and Behavioral Sciences underscores the advancement of knowledge and the contributions of graduates to society.

Consistent with the Brooklyn College mission statement, departments, academic majors, and graduate programs specify how the institutional mission lives among their offerings. Examples include the following. The School Psychology, Counseling and Leadership Program advocates high-quality education for all students in the city and beyond; the library offers integrated information support for research and instruction; the Center for Academic Advisement and Student Success (CAASS) helps students achieve graduation requirements; the Enrollment Services Center is committed to student success; and the Office of the Budget and Planning facilitates the academic and programmatic aspirations of the College. The [academic program review template](#) reinforces the need for departmental specification of its own mission and the importance of its alignment with the College's mission.

1.4 Diversity of the Brooklyn College Community

Since 2009, the composition of our highly diverse student population has shifted slightly. Figure 1.1 below provides information about changes in the distribution of our overall student population by race and ethnicity since 2009.

Figure 1.1 Student Race and Ethnicity, 2009 - 2017



Source: Office of Institutional Research, Enrollment Profile Data 2009-20

The proportion of white students has declined as the numbers of Hispanic and Asian students have increased. The number of Black students has decreased by over 3% during the period. The extent to which these changes mirror fluctuations in the racial and ethnic composition of the campus's surrounding neighborhoods, the impact of new recruitment strategies, or changes in the demographic characteristics of Brooklyn's public high school population has not yet been

investigated. We recommend that the campus track and monitor these shifts to ensure that its diversity is fully representative of the borough it seeks to serve, an intersectional value tied to our diversity mission.

At Brooklyn College, our understanding of diversity is multi-faceted and goes beyond both headcounts and proportional distributions. A number of initiatives across campus have been designed to foster an inclusive environment (SP3.D.b, SP5.D). A notable example is [We Stand Against Hate](#), a College initiative that reflects our ongoing commitment to elevating dialogue, enhancing understanding, promoting compassion, and celebrating the voices that make up our diverse campus community (SPD.3.e). Lectures, workshops, concerts, programs, and events to enhance our understanding and compassion for diversity are showcased.

1.5 Affordability of a Brooklyn College Education

To assess [our affordability](#), we compared Brooklyn College's tuition to competitor institutions. As Table 1.2 shows, Brooklyn College was more affordable than any of our non-CUNY competitor institutions.

Table 1.2 Comparison of tuition 2018-2019: Brooklyn College vs. Benchmarks

Institution		Undergraduate	Graduate
CUNY Brooklyn College Public	In-State	\$6,730 per year	\$10,770 per year
		\$295 per credit	\$455 per credit
	Out-of-State	\$600 per credit	\$830 per credit
	Student Fees	\$431 per year	\$431 per year
SUNY Public	In-State	\$6,870 per year	\$11,090 per year
		\$286 per credit	\$462 per credit
	Out-of-State	\$988-1,023 per credit	\$944 per credit
	Student Fees	\$2,755-3,229 per year	\$1,917-2,615 per year
St. John's University Private	All Students	\$40,680 per year	
		\$1,356 per credit	\$1,230 per credit
	Student Fees	\$830 per year	\$340 per year
New York University Private	All Students	\$49,256 per year	\$42,888 per year
		\$1,451 per credit	\$1,787 per credit
	Student Fees	\$2,572 per year	\$2,538 per year
Long Island University Brooklyn Private	All Students	\$35,737 per year	
		\$1,115 per credit	\$1,225 per credit
	Student Fees	\$1,876 per year	\$1,876 per year

Sources: Each institution's information is from their website. SUNY ranges include Albany, Buffalo, Binghamton, and Stony Brook.

Our tuition is contained for multiple reasons. The CUNY Board of Trustees carefully considers any petition for a tuition increase as does the State of New York, which established the tuition rate for the City University. These controls have kept tuition [well below the national average](#).

The [Excelsior](#) program, initiated in New York State in fall 2017, has also contributed to making a College education affordable for NY State residents. The program provides assistance to students who attend a CUNY or SUNY institution, whose family income is at or below \$125,000, and who complete 30 credits per calendar year. This program makes Brooklyn College, and all CUNY/SUNY schools, an even more attractive option for middle-class students whose family income is too high to qualify for most forms of needs-based financial aid from the federal government or the New York State.

The campus's recent Middle States Surveys show that affordability is a key feature of the institution. Faculty, students, staff and alumni were asked why students choose Brooklyn College. Respondents could select up to three reasons. As Table 1.3 below shows, affordability was the most common response.

Table 1.3 Why do students choose Brooklyn College: Perceptions of Students, Faculty, Staff and Alumni

	Students (n = 1099)	Faculty (n = 314)	Staff (n = 397)	Alumni (n = 1050)
The cost of attending is affordable	72.2%	94.3%	89.3%	92.5%
The location was convenient	67.8%	63.7%	60.7%	72.9%
I wanted a specific program or major offered by Brooklyn College	51.9%	38.2%	45.6%	27.2%
Brooklyn College has a good reputation in the community	32.8%	35.4%	31.5%	38.4%
My family or a friend recommended the College	30.5%	24.5%	31.2%	13.6%
The faculty have a good academic reputation	23.7%	29.0%	21.4%	46.7%
The student body Is diverse	20.8%	15.0%	25.7%	9.1%

Source: MSCHE Surveys, 2018

We believe that the actual tuition rate, the tuition containment mechanisms, and the community's perception support the claim that Brooklyn College lives its mission of affordability and that it is well understood across all levels of the institution.

1.6 Integration with Community

Brooklyn College has forged uncommonly strong links to the surrounding community since its inception (SP5.C). The relationship is best evidenced in curriculum and special programs that leverage faculty expertise and student learning to provide on-going services in a broad number of areas. Among the many noteworthy programs is the [Diana Rogovin Davidow Speech-Language Hearing Center](#), which opened its doors off campus in 1931 and moved to its current space on campus in 1937. The Center has provided services to thousands of clients in the community. A state-of-the-art facility, the center provides diagnostic and rehabilitative services for children and adults with speech, language, voice, and hearing impairments. It serves as the clinical education site for master's degree students in Brooklyn College's Speech-Language Pathology Program and for doctoral audiology students of the CUNY Au.D. Program. Both of these programs are accredited by the American Speech-Language Hearing Association's Council on Academic Accreditation.

The Department of Accounting's [Volunteer Income Tax Assistance Center](#) is also a pillar of community service. Established nearly half a century ago, this free program is offered to low- to moderate-income individuals with disabilities and to elderly members of the community who need tax assistance and cannot afford the services of a paid preparer. [The Urban Soils Lab](#), a more recent undertaking, provides an affordable soil testing service as part of Brooklyn College's commitment to community service. Members of the community pay a small fee and drop off their sample for analysis. The School of Education has rich partnerships with the NYC Department of Education schools. The Tow Center Arts and Music events also welcome the community. Another important community engagement project is the [Community Garden](#), which foster partnerships with gardeners from the College (students, staff, and faculty), from the neighborhood surrounding the College, and from other Brooklyn gardens and organizations involved in urban gardening. There are numerous community engagement programs on the campus along with a wide array of regular events that bring the community onto the campus and the [campus into the community](#) (Appendix 1.B). Our faculty are the champions of these undertakings.

A recent and significant project that ties the community aspect of our mission with the diversity aspect of our mission is the [Brooklyn College Listening Project](#). It is an oral history and community interview initiative, where students interview family, neighbors, friends and strangers about their lives, their experiences, and their perspectives on the world. Since its founding in 2014, over 600 students enrolled in courses across the disciplines have conducted interviews with their families, neighbors, friends, and strangers. The project houses over 350 audio recordings of interviews in an on-line digital archive.

The [Middle States Surveys](#) (Q2) asked students, faculty, staff and alumni their perceptions regarding the integration of the College into the surrounding community. The majority of students (64%), staff (62%) and alumni (52%) thought that the College was very well integrated or somewhat well integrated, while only (41%) of faculty thought that was the case. Anecdotal evidence suggests that faculty hold high standards for community integration. Their consistent work on initiatives in this area suggests a strong-shared vision and identification with this aspect of the mission.

1.7 Supporting the Mission

Finally, the College's budget (Appendix 1.C) is clearly linked to supporting the College's mission as described fully in Chapter 6. In addition, the University provides funding for special initiatives related to furthering the mission, such as the [Academic Momentum Initiative](#), and it supplies annual budget allocations for [Coordinated Undergraduate Education \(CUE\)](#). At Brooklyn College, CUE funding supports initiatives in the offices of Academic Advisement and Student Success, the honors programs, tutoring and mentoring, and the Center for Teaching, among many other services and programs that support high academic program quality. The University also provides annual funding for specialized programs that support diversity such as [the Black and Latino Male Initiative](#) and the [Leadership Diversity Initiative](#) among many other programs.

1.8 Recommendations Aligned with the College's Strategic Plan

Based on our analysis of Standard I: Mission and Goals, we recommend the following:

- Ensure full discussion of the mission at all student, staff and faculty orientations; there should be concrete information shared about how it guides decision-making at the College (SP4).
- Make the mission statement more visible in all facilities on campus, in promotional materials, and on major access points on the web (SP4, SP5).
- Monitor shifts in enrollment to ensure that the campus's diversity is fully representative of the borough (SP1).

CHAPTER 2

STANDARD II: ETHICS AND INTEGRITY

Ethics and Integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

2.1 Introduction

This chapter includes information on CUNY and Brooklyn College policies that guide our day-to-day practices also reviews the accessibility of those policies. We found that although we have the necessary policies, demonstrating that we follow all of them is a somewhat greater challenge. Responses to the Self-Study's [original research questions](#) (pp. 6-12) are integrated into our discussion below as appropriate.

2.2 Ethical Conduct, Intellectual Freedom, Freedom of Expression, and Respect for Intellectual Property

Brooklyn College is unwavering in its commitments to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. Our mission statement affirms it: “*We are proud of our history of intellectual freedom and academic excellence.*” Academic and intellectual freedom form the cornerstone of the College, and the ability to pursue them advances excellence in teaching, learning and research. CUNY upholds academic freedom by codifying it in [policy](#) to which the campus zealously adheres. Compliance is monitored by faculty governance at both the [campus](#) and [University](#) levels.

Freedom of expression is also a fundamental value to the Brooklyn College community and to the [University](#). In recent years, the campus community like many others has grappled with issues related to free speech and inclusion. At Brooklyn, President Anderson launched the [We Stand Against Hate](#) campaign in fall 2016. It has a broad purpose: to elevate our discourse around controversial issues as well as foster inclusiveness and peace on campus (SP3.D.e). The campaign includes lectures, workshops, teach-ins, concerts, and events under its banner. Most recently, the College organized a teach-in on the intersection of the First Amendment and civil rights, and how the tensions between them impact public college communities. The event was prompted by two instances of faculty free speech that members of the community found discriminatory and hurtful. The teach-in—one of several College responses--historicized the events and related decision-making, and situated both within legal discourse and politics.

While many participants found the teach-in helpful, some students seek more opportunities to express their feelings directly in more timely public forums. What we had immediately tried, a traditional Speak Out, was not successful. Our meetings with student leadership to assess and

improve our response indicated that the College's executive leadership needs more systematic opportunities to meet directly with students. In response, the President has instituted regular meetings between her cabinet and student leadership and regular town halls to improve communication and provide regular opportunities to discuss these and other issues of concern for the community (SP4.A).

In addition, Brooklyn College supports the right of students, faculty and staff to participate in demonstrations and leafletting, which provides an immediate avenue for response. These actions foster a climate of academic freedom and freedom of speech. They are guided by the [Rules and Regulations for the Maintenance of Public Order](#) and by policy in the [The Student Handbook](#) (pp. 61 & 65-66), which states that demonstrations are to be held "with sensitivity to the civil rights of others." The policy itself protects free speech on campus and outlines the penalties for students, faculty and staff who nevertheless violate the rules of conduct. Faculty and staff can access links to this policy via the Human Resource Services website or the [Policies](#) page on the Brooklyn College website.

2.3 Creating a Climate of Respect

An underlying purpose of forums and events like those described above is to engender a climate of respect among all students, faculty, staff, and administrators, especially at a [time](#) in US history when [campus hate crimes](#) are [on the rise and](#) incivility and inflammatory rhetoric rule public discourse. In addition to the forums, the University will provide training to all faculty and staff on sexual harassment in the next academic year. The College, as part of its work on diversity and faculty hiring, has begun working systematically on implicit bias training for faculty and search committees. In addition, it is recommended that the College expand opportunities for this training to all faculty and staff. It is also recommended that the College add faculty development opportunities for managing conflicts and contentious debate. We believe the combination of these events and trainings will further a climate of respect as it helps the campus balance freedom of expression and inclusion.

The last [local campus climate survey](#) was conducted in 2010. Faculty, students, and staff were asked about the extent of the College's effective communication with regard to developing an equitable and diverse campus community. The majority thought that the campus had been successful. Somewhat indirect corroboration from the student perspective can be gleaned for the [2015 Noel Levitz SSI](#) (p.5). High student satisfaction was identified about the safety and security of the campus and the degree to which freedom of expression is protected. It will be helpful for the College to conduct a climate survey in the near future to monitor any changes in these perceptions given both the historical time period and the increased efforts of the campus over the last few years.

Supporting the climate are the ethical guidelines of the University and College. Faculty, staff and students are required to follow the ethics guidelines set forth by New York State that are made available on the CUNY Office of Legal Affairs' Ethics website. These policies cover everything from academic integrity to research misconduct to a variety of policies protecting the rights of students to policies articulating employee rights. These ethical policies and guidelines are available with direct links from the [Policies](#) page on the Brooklyn College website. The Office of Legal

Counsel oversees ethical training for faculty and staff. It investigates allegations of non-compliance. While we have the mechanisms in place to ensure we meet the standards for ethics and integrity, we need the standards themselves to be more accessible to the College community. And we need stronger evidence showing that we adhere to the policies.

The [Office of Legal Counsel](#) oversees labor relations, including grievances and contract issues. Legal Counsel oversees compliance with state and federal regulations, including financial disclosure; the use of facilities by external groups, and all other legal matters, [The Chief Diversity Officer](#) (CDO) oversees affirmative action in relation to hiring. The CDO also oversees the College's Title IX officer who investigates complaints related to sexual harassment and provides awareness and training about the legislation to the community.

All CUNY policies are reviewed and assessed individually and as needed. For instance, in June 2011, the CUNY Board of Trustees adopted a [revised](#) Policy on Academic Integrity, which amended the 2004 policy "to reflect evolving legal requirements, practical considerations and technological advances."

2.4 General Policies that Govern Students, Faculty, and Staff

One of our guiding research questions for this Standard asked if our policies and procedures are clear and accessible. The self-study process revealed that clear policies do exist. However, they are not all readily available to students, staff, and faculty equally. In some instances, a policy about which students should be aware, such as selected research compliance policies, are not mentioned in the Student Handbook. Although all information on policies can be found on the Brooklyn College and CUNY websites, it is not easy to locate all of them given the sheer volume of information.

[The CUNY Policy Regarding the Disposition of Allegation of Research Misconduct](#) promotes an environment for responsible research and similar educational activities. It applies to all research conducted by students, faculty and staff and provides the guidelines for reporting misconduct. While the Faculty Handbook provides a brief outline of the policy with a link to the CUNY Policy website, it is absent from the Student Handbook. The same is true of policies from the Office of Research Compliance (ORC). The ORC works with oversight committees and officers to promote the ethical and responsible conduct of research and to ensure compliance with regulatory requirements relating to research involving human subjects, animals, and research misconduct. [The Faculty Handbook](#) (pp. 53-56) provides an overview on this topic; the Student Handbook does not cover it. Future editions of the Student Handbook should introduce these policies to students.

[The CUNY Policy on Equal Opportunity and Non-Discrimination](#) states that CUNY "is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University." The President of the College circulates the key language of the policy to all members of the community on an annual basis. The policy describes the various types of prohibited discriminatory conducts as well as the processes to report discrimination and/or retaliation, conduct a preliminary review of employee, student, or visitor concerns, file a complaint, resolve a complaint informally, investigate a complaint, withdraw a complaint, and formally resolve a

complaint. The policy also indicates how to deal with false and malicious accusations and anonymous complaints and outlines the responsibilities of the President of the College, managers, and the University committee at large. The CUNY policy clearly establishes a foundation for its inclusive, bias-free environment.

Many policies, such as Brooklyn College's policy statement on computer and internet use, is more readily available in the Student Handbook, the Faculty Handbook, and on the Brooklyn College website. This policy in particular prohibits use of computer resources in specific circumstances. Clear mechanisms for reporting non-compliance and possible penalties are listed.

2.5 Policies Governing the Student Experience

In this section, we discuss policies that govern those issues most central to the student experience, from their admission through graduation. The provision of complete information to students helps ensure our institution's integrity; it is also a hallmark of our effectiveness as the examples below illustrate.

The current policies and procedures for admission are posted on the [Brooklyn College Admissions website](#). Students applying to Brooklyn College are expected to provide *bona fide* documents. The [CUNY Policy on the Submission of Fraudulent Documents and the Omission of Information in Support of Application Admission](#) details the procedures for discipline, if discovery of fraudulent documents is made pre-enrollment, post-enrollment, or after graduation. There is also a provision in the policy on how a student can file an appeal. The relevant link to this information can be found on the Brooklyn College website and in the [Student Handbook](#).

Prospective and enrolled students can find [financial](#) aid information on the [Financial Aid](#) and [Bursar's](#) webpages and in the Financing Your Education section of the [Student Handbook](#). A clear outline of the cost of attendance, eligibility for government-based financial aid, types of aid, the process on how to obtain that aid and financial aid advisement is presented. The costs section delineates all the fees, payment deadlines, payment options, refund drop policy, and special fees for certain services or requests. The information is updated regularly, and processes are routinely examined to improve the experience for students (SP2.C). This clear and complete information helps students succeed in managing their aid successfully. A review of the NCES data for cohort default rate for 2014 (most recent data) shows the average default rate for [New York State](#) at 8.6%; it is 5.6% for Brooklyn College. The default rate for public four-year colleges is 7%. These indicators point to Brooklyn College providing information on aid that is accessible and that leads to our students' success in managing their loan debt.

The Student Handbook's section on the [CUNY's Academic Integrity Policy](#) outlines definitions for dishonesty grouped under the following: Cheating, Plagiarism, Obtaining Unfair Advantage, Falsification of Record and Documents. It is posted on the [Policies](#) page of the College website.

Faculty members are trained to understand the policy and all College handbooks and websites contain this information. Procedures including academic or disciplinary sanctions are clearly outlined. Since 2011, the College has had an Academic Integrity Officer who acts as a liaison between faculty, students, and the five-person Faculty Council Committee on Academic Integrity.

The Academic Integrity Officer ensures cases are properly documented at each step of the process and that students are notified of the report with information on the procedures for filing an appeal.

Guidance on “purchased” student papers comes from New York State Education Law. The Student Handbook excerpts the law and informs students about the scope and meaning of the policy. Systematic and detailed information would assist students. We recommend that the College address this in the short term.

To assess the effectiveness of the policies on academic integrity, the Working Group studied trends in allegations of academic integrity violations. Table 2.1 provides a summary of the findings.

Table 2.1 Summary of Academic Integrity Allegations, 2013-2018

	2017-18*		2016-17		2015-16		2014-15		2013-14	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Allegations	40	40	20	49	22	48	41	47	67	50
Total	80		69		70		88		117	
Appeals	0	6	1	1	2	5	4	1	18	8
Overtured			0	0	1	2	2	0	13	1
Denied		1	1	1	1	3	2	1	5	7
Grade Appeals	1	3	0	1	0	1	1	0	0	0
Overtured	0			0		0	0			
Denied	1			1		1	1			
Disciplinary Referrals	2	2	0	0	0	0	0	1	2	0
Allegations in General Education Courses	9	16	5	9	9	16	16	20	25	16
Total in General Education courses (year)	25		14		25		36		41	
% in General Education Courses	23%	40%	25%	18%	41%	33%	39%	43%	37%	32%
% (year)	31%		20%		36%		41%		35%	

Source: Office of Academic Integrity

There has been a relatively stable number of academic integrity misconduct allegations over the past five years, given the very small number of them relative to the total student population (< .5% of n). Table 2.1 shows a high of 117 allegations in the 2013-14 academic year and a low of 69 in the 2016-17 academic year. The distribution of allegations by course level has also been relatively stable, with minor variance semester-to-semester in the percentage of allegations in general education courses. The data regarding student appeals indicates that the Faculty Council Committee on Academic Integrity is more inclined to overturn allegations of policy violations whereas the departmental grade appeal committees are disinclined to overturn the penalties imposed by instructors. These differences underscore the importance of having a system of checks and balances. They also point to the need for additional training for both departmental and college-wide committees to review interpretations of standards and ensure commonality.

Brooklyn College has comprehensive policies, processes, and services (including [Center for Student Disability Services](#), [Office of Human Resources](#), and [Diversity Office](#)) to provide students with disabilities an inclusive learning experience and campus environment. [The Student Handbook](#)

directs students to the Office of the Vice President for Student Affairs to receive guidance about issues outside the academic sphere. [The Student Affairs Website](#) provides more details by listing the steps students should take when considering filing a non-academic grievance. A link to the [Student Complaints about Faculty Conduct in Academic Settings](#) can be found by visiting the [Policies page](#) on the Brooklyn College website. The document refers students to the Chief Student Affairs Officer and then outlines the procedure for filing such a complaint. The Student Handbook summarizes the process.

Our findings show that Brooklyn College has a comprehensive set of policies and procedures that govern all aspects of the student experience. The Student Handbook, available on our website, provides much of the necessary information on student rights, student disciplinary process, academic integrity and academic freedoms. The College website also has copies of most of the policy documents or links to off campus websites that have the relevant information.

An area for improvement in addition to those described above is enhancing the accessibility of the handbook itself. According to the [MSCHE Student Survey](#) (Q17), 56.4% of our students visit the College website once a week or more frequently. We plan to feature it in multiple spots on our website so that students can easily find it and refer to it. This is part of a larger project that will improve the website functionality for key constituents (SP5.D.a). We are also investigating incorporating it into a mobile student information interface, such as the [BC Navigator](#), a mobile app that includes considerable information for students.

2.6 Faculty Personnel Policies

Since Brooklyn College belongs to the larger system that is the City University of New York (CUNY), the governance structure and thus governing faculty documents are two-tiered. These documents define policies and the way we structure our governing bodies. The bylaws of the CUNY Board of Trustees and the Manual of General Policy, which can be found on the [CUNY website policy page](#), are CUNY-wide documents. Another key governance document is the [PSC-CUNY Contract](#), the bargaining agreement between the University and the faculty (and staff--specified) union. Primary governing documents are [the Brooklyn College Governance Plan](#), [Brooklyn College Faculty Council Bylaws](#) and [Bylaws of Brooklyn College Policy Council](#). A [College and University](#) webpage is linked to the President's website. [The Faculty Handbook](#) (Chapters 2-3) also links to the main governance documents.

Faculty hiring practices are undergoing a systematic review to ensure that they utilize best practices in hiring for a diverse faculty (SP1.B.a). Guidelines on search procedures and charges to search committees emphasize the importance of a transparent, fair, and open process. The practices in place, which involve departmentally-based search committees, dean's review, and provost's review will be augmented with other practices that will help ensure the diversity of the hiring pool and increase the diversity of search committees. An additional improvement underway will be written guidelines for conducting faculty searches to be developed by the Academic Affairs team with consultation from Human Resources, the Labor Designee, and the campus Affirmative Action Officer.

Faculty performance is evaluated through peer classroom observation, student evaluation, and an annual conference with the department chair. For untenured faculty teaching observations are conducted each semester. Adjunct faculty are observed during their first ten semesters. The Faculty Handbook discusses how often each of these evaluative processes is completed and the governance documents that inform these processes. Student evaluation results are accessible online, with certain responses available only to the faculty and chairperson. Peer classroom observation documentation varies in style by department while the annual conference is completed on a standard Brooklyn College form. A review of differences in the observation instrument across departments will occur in spring 2019; a faculty working group will conduct a comprehensive assessment of rigor in the process and will make recommendations for improvements to the larger faculty and Provost.

The College recognizes the importance of periodic review of all aspects of its processes. When personnel files are sent to the Office of the Associate Provost for Faculty and Administration (APFA) for reappointment, promotion, and tenure purposes, each should include classroom observations, student evaluations, and documentation of the annual conference among other supporting materials. The Office of the Associate Provost for Faculty and Administration (APFA) began reviewing promotion and tenure files in fall 2011. The following semester, spring 2012, the office started reviewing annual reappointment files. Based on the reviews, the office decided to conduct a systematic analysis.

An examination of a sample of 31 personnel files of assistant professors being reviewed for annual reappointment during fall 2013 showed that 55% of files were missing at least one peer teaching observation and 35% had at least one missing annual conference report. To address this the office took multiple actions. The faculty [Personnel Files Inventory Checklist](#) was updated in May 2014; departments were asked to use it as a guide throughout the pre-tenure years, not just in preparation of the personnel files for tenure review. The College also established a “Personnel File Management Workshop,” which was first offered in June 2017 (17 attendees), again in April 2018 (21 attendees), and is planned for spring 2019. Department chairs and staff responsible for maintaining the personnel files are invited to these [workshops](#). In addition, it is now the practice of the APFA’s office to review every file for completeness and to ask departments to provide missing documents. While this review is subsequent to the department-level action, the regular review provides quality control. The study performed in fall 2013 is scheduled to be repeated in fall 2019 as part of the office’s assessment plan.

2.6.1 Promotion and Tenure/Certificate of Continuous Employment (CCE)

The promotion and tenure procedures were adjusted in 2011 to reflect the College’s change to a school structure. The two levels of divisional promotion and tenure committees were replaced by the school promotion and tenure committees. The College Review Committee, which made recommendations directly to the President of the College, was eliminated. The [Faculty Handbook](#) (Chapter 4) provides a summary of these two actions with reference to the relevant governance documents. Full-time professorial faculty appointed to a seventh year are automatically considered for tenure. [The Faculty Handbook](#) (pp. 27-30) describes the steps toward tenure, beginning with the candidate creating a portfolio of scholarly and/or creative works that is sent to four external evaluators. Internal review starts at the department appointments committee, followed by the

school promotion and tenure committee, and then the College-wide promotion and tenure committee. All recommendations are then forwarded to the President.

On all levels of the process, candidates are notified of the decision to recommend or not recommend. For full-time lecturers under consideration for CCE, the process is the same, except that it starts after reappointment to a fifth year. Since research is not required, external evaluations are not requested. The process for promotion to associate and full professor mirrors the process for tenure with two exceptions. First, the promotion process only begins after the candidate notifies the College of his/her intent to be considered for promotion. Second, the first level of review varies, with a department promotion committee replacing the appointments committee in the case of tenure. Although the composition of each committee is described, there is no mention in the Faculty Handbook of the relevant policy documents.

2.6.2 Professional Development

Members of the Brooklyn College faculty are expected to engage in research, scholarship and creative work. The [Faculty Handbook](#) (p. 49 -52) provides a listing and brief description of some of the grants and other types of funding and academic leaves available. The Faculty Handbook offers a list of on-campus professional development programs and services that faculty can utilize, including workshops on grant writing, technology in the classroom, teaching, promotion and tenure, and portfolio building. Faculty also are directed to visit the [Faculty Professional Development](#) web page where the information is more comprehensive. By making these resources and information available to faculty, the College is providing the support necessary to meet the requirements of these documents.

2.6.3 Faculty Complaints and Grievances Procedures

The rules for how Brooklyn College handles faculty complaints and grievances come from [Article 20](#) of the PSC-CUNY Contract. The article itself defines the difference between a complaint and a grievance as well as the timeframe a faculty has to file an action, the steps of each process, and the meaning of resolution. This information is only available to faculty via a review of the Contract. The Faculty Handbook and the Brooklyn College website have no information on this topic.

2.7 Staff Personnel Policies

There is no Brooklyn College staff handbook, in hard copy or on the website. The Human Resource Services website has a [page](#) that provides links to the different unions' websites and contracts. Whereas faculty have a clear two-tiered governance structure, Brooklyn College staff are governed by CUNY-wide policies set forth in the bylaws of the CUNY Board of Trustees, the [Manual of General Policy](#), and the [collective bargaining agreements](#) between the unions that represent the different categories of staff and the City University of New York. An exception is the staff classified as College Laboratory Technicians (CLTs). Aspects of their work life are covered under the [Brooklyn College Governance Plan](#).

2.7.1 Staff Career Advancement/Professional Development

College laboratory technicians have a promotion process that is comparable to that of faculty while staff members who are in higher education officer (HEO) titles are non-promotable. Staff members are eligible for free tuition under CUNY's [Tuition Waiver Policy](#) and may take undergraduate and graduate classes for professional development purposes. The number of credits that staff members are eligible to take per semester depends on the collective bargaining agreement that represents them. Information can be found on the Human Resources website under [Benefits Plan Overview](#). Eligible staff members also have access to [funds](#) by way of additional provisions in the various collective bargaining agreements. Funds can be used for educational training, research and travel. Through CUNY's [Professional Development and Learning Management](#) Office, staff members can also participate in classes and workshops designed to enhance the knowledge and skills necessary to work and manage the diverse work environment that is Brooklyn College. Additional training in service and leadership is being developed (SP4.A.b).

2.7.2 Staff Complaints and Grievances

Policies on staff complaints and grievances are processed based on provisions in the collective bargaining agreements between CUNY and the unions. As with faculty, those staff who fall under the umbrella of the PSC-CUNY have an outline of what constitutes a complaint and how it differs from a grievance as well as the timeframe to file an action, steps of each process and the meaning of a resolution. The provisions of the collective bargaining agreements for all other staff only provide rules for grievance procedures. This information is not provided anywhere on the Brooklyn College website and can only be found by reviewing the relevant contracts.

2.8 Recommendations Aligned with the College's Strategic Plan

Based on our analysis of Standard II: Ethics and Integrity, we recommend the following:

- Expand Implicit Bias and conflict management development opportunities to all faculty and staff and strengthen our efforts to provide students, faculty, and staff with an inclusive campus environment (SP5.B.d). Conduct a regular, local campus climate survey.
- Provide development opportunities for departmental and college-wide grade appeals committees to discuss criteria and standards (SP.1).
- Make the Student Handbook and Faculty Handbook easily accessible on the Brooklyn College website. Consider adding grievance procedures to the Faculty Handbook and website (SP4.A.a).
- Create a Staff Handbook comparable to the Faculty Handbook, and make it easily accessible on the Brooklyn College website. Consider the addition of grievance procedures (SP4.A.a).
- Make the CUNY guidelines and procedures on ethical conduct easily accessible on the Brooklyn College website. (SP4.A.a).

CHAPTER 3

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

3.1 Introduction

The chapter describes the College's compliance with the criteria of Standard III. It addresses the first seven criteria. The eighth criterion is explored in Chapter 5 of the Self-Study Report. Responses to the original research questions of the approved self-study design have been integrated into the discussion below.

3.2 Academic Program Offerings

Brooklyn College offers eighty-three undergraduate programs, seventy-two graduate programs, and 20 certificates and diplomas in business, education, the humanities, social sciences, performing arts, sciences, pre-professional, and professional studies. Since our last self-study as Table 3.1 shows, the faculty developed 23 new degree, diploma and certificate programs, including: 5 bachelor's degrees, 1 certificate program, and 6 master's programs, 9 advanced certificates, and 2 advanced diplomas. 11 programs were suspended or eliminated over the period. As indicated in the Strategic Plan (SP1.A), the College is currently engaged in a multi-year process of curricular redesign to enhance the excellence of our offerings (SP1).

Table 3.1 New Academic Programs at Brooklyn College (since 2009) by School and Credential

	Certificate	Bachelor's	Master's
SCHOOL	Adv. Cert, Cert, Adv. Dipl.	BA, BBA, BS	MA, MAT, MFA, MS, MSED
Koppelman School of Business	1	2	0
School of Education	2	0	1
School of Humanities and Social Sciences	1	1	0
School of Natural and Behavioral Sciences	2	2	1
School of Visual, Media and Performing Arts	6	0	4
Total = 23 (all schools)	12	5	5

Source: Office of the Special Assistant to the Provost; NYSED Recognized Programs

All programs are registered with the New York State Education Department. The College confers the following degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine

Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Fine Arts, Master of Music, Master of Science, and Master of Science in Education. Bachelor's degree programs are designed to be completed in 120.

Faculty develops all curriculum as Figure 3.1 illustrates. The curriculum is coherent in design and assessed in both developmental stages through the departmental curriculum committee, the appropriate curriculum committee of the Faculty Council, and the Faculty Council. The curriculum committees at each level have student representatives. College curriculum then goes through the University program approval processes. The latter includes review by the University Office of Academic Affairs, the Board of Trustees Committee on Academic Policy, Programs, and Research and the approval of the Board of Trustees, with final approval vested in the New York State Education Department.

Figure 3.1 Curriculum Development Process: Course and Program



Through regular assessment, including decennial program review, programs are reviewed for continued coherence. The ten-year time period reflects the CUNY-wide requirement for program review. In the spring 2019, Academic administrators and faculty will assess the adequacy of the current ten-year review schedule and consider whether or not the review function should move from the examination of the scope of a department's offerings to an individual program. Oversight

for program reviews is part of the College's new model of distributed leadership for assessment. Deans now are responsible for overseeing reviews in their school and for the development and oversight of action plans for improvement. All of these efforts are tied to the Strategic Plan (SP1), which focuses on enhancing assessment, the currency of programs, and continuous improvements.

Students have opportunities in virtually every program of study as outlined in Appendix 3.A to synthesize knowledge at the course level and at the program level as demonstrated by the curriculum in [Sociology](#), and also in interdisciplinary programs such as [Urban Sustainability](#). The methods for synthesis vary widely on the program level based on best practices. In Sociology, for example, a traditional senior thesis capstone integrates knowledge and skills. The Urban Sustainability Program provides a more experiential approach. Students from the three tracks--sociology, business management, and earth and environmental sciences--work on a project for a client and produce a report and oral presentation for the client.

The curriculum is organized and managed across thirty-five academic departments within the College's five schools: (1) the Murray Koppelman School of Business, (2) the School of Education, (3) the School of Humanities and Social Sciences, (4) the School of Natural and Behavioral Sciences, and (5) the School of Visual, Media and Performing Arts. External professional accreditation is a priority, and a number of Brooklyn College programs have achieved it:

- Chemistry B.S.: the American Chemical Society
- Speech-Language Pathology MS: Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language Hearing Association
- Education: School Counseling MS: Council for Accreditation of Counseling and Related Educational Programs
- Health and Nutrition Sciences BS-The Didactic Program in Dietetics: Accreditation Council for Education in Nutrition and Dietetics.

In addition, the School of Education is accredited by the National Council for Accreditation of Teacher Education and in the process of seeking accreditation from the Association for Advancing Quality in Educator Preparation. The Murray Koppelman School for Business is currently a candidate for accreditation from the Association to Advance Collegiate Schools of Business AACSB.

3.3 Faculty

The College is served by 524 full-time and 802 part-time faculty members, as reported in our 2017-2018 IPEDS survey and in the Introduction of this Self-Study Report. Table 3.2 shows the distribution by rank and school. As reported in the 2017-2018 AAUP Survey, 97.0% of faculty at the Professor rank are tenured, 95.5% at the Associate Professor rank are tenured and 19% at the Assistant Professor rank are tenured. 50.4% of our undergraduate FTE/credit hours were taught by full-time faculty in fall 2017, and 46.7 of our graduate credit hours were taught by part-time faculty (Office of Institutional Research and Data Analysis, October 20, 2018).

Table 3.2 Full-Time Brooklyn College Faculty by Rank and School

	Business	Education	Humanities and Social Sciences	Natural and Behavioral Sciences	Visual, Media, and Performing Arts	Other	Total
Professor	21	12	63	68	33	4	201
Associate Professor	21	16	46	53	18	2	156
Assistant Professor	12	12	31	40	15	1	111
Lecturer	7	4	10	27	8	0	56
Total	61	44	150	188	74	7	524

Source: 2017-2018 IPEDS HR Survey

Table 3.3 also shows that 93% of full-time faculty are in tenure-track positions, a ratio that makes Brooklyn College an outlier [nationally](#), where the trend has been toward non-tenure lectureships. Moreover, more than half of the lecturer-rank positions among the full-time faculty are in the School of Natural and Behavioral Sciences, which routinely employs instructors of that rank to lead laboratory and fieldwork. College-wide, just over 39% of all the faculty are full-time, which again places the College outside of national trends, where on average 30% of faculty are full-time. The ratios of full-time to part-time faculty and tenure-track to non-tenure-track faculty reflect positively on the maintenance of high teaching standards at Brooklyn College because the full-time and tenure-track faculty are subject to more rigorous protocols for reappointment, tenure, and promotion. They also have more time for teaching, advising, mentoring, faculty-student research, and pedagogical development activities than adjunct faculty.

3.3.1 Faculty Qualifications and Diversity

Faculty are recruited in accordance with the by-laws of the City University of New York and must have credentials (generally a Ph.D. or an M.A. degree from an accredited university) consistent with the academic rank to which they are appointed. Recent research indicates the importance of increasing the demographic match between students and faculty in order to promote student achievement. Brooklyn College faculty is generally less diverse than faculty at [peer institutions](#) (p. 7 & 39-43); we have numerous departments where various groups are underrepresented. During the 2017-2018 academic year, the Office of Diversity and Equity implemented several initiatives to increase faculty diversity across the College in accordance with our Strategic Plan (SP1.B.a).

Beginning in 2017-2018, each academic department conducting a faculty search was required to develop a department-specific affirmative action recruitment plan. The Office of Diversity and Equity also revised the search committee charge meeting to include information about implicit bias using real-world examples of how implicit bias can impact faculty hiring. This initiative yielded several important results including more diverse faculty applicant pools, which led to increased diversity among new faculty hires. The new faculty entering in fall 2018 included five female

Asian/Pacific Islander faculty, two male Black/African American faculty members, and ten white female faculty members. These strategies will remain in place.

3.3.2 Faculty Qualifications and Assessment

Faculty performance is assessed through several forms of [rigorous review](#) (Chapter 4) that are documented in the faculty member's file. The parameters for review are established by the [University](#) bylaws and the [PSC CUNY contract](#). The review structure and processes are outlined in our College's [Governance Plan](#) (pp. 6-8), specified in the [University Manual of General Policy](#), and described below. Full-time faculty appointments must be re-authorized annually until conferral of tenure or, for full-time lecturers, a [Certificate of Continuous Employment](#) (CCE).

Reappointment decisions are made using information gathered through student evaluations, peer observation of classroom instruction, and annual conferences between each faculty member and his or her department chair, in which performance in the areas of teaching, service, and scholarship are assessed and future expectations articulated.

A file is maintained for each faculty member that contains all records of student evaluations, peer observations, and annual conferences with department chairs. Also included are copies of all published and ongoing scholarship and creative works by the faculty members as well as a record of all service, mentoring, and other professional activities. These files are reviewed and updated regularly and consulted for all personnel actions taken during a faculty member's service. As part of its New Faculty Orientation Program, the Office of the Associate Provost for Faculty and Administration hosts a workshop on the [Reappointment, Promotion and Tenure process](#).

During the spring semester of the sixth year of service, full-time faculty members come under review for tenure or a CCE. Lecturers reviewed for a CCE are not evaluated based on their research, thus their review is conducted based on their updated personnel file. During tenure review for faculty members of professorial rank, copies of all published work are sent to four external evaluators (acknowledged experts in the research field of the faculty member under review), and letters are solicited appraising the scholarly quality of the work. These letters are added to the confidential personnel file of the faculty member and are made available for tenure assessment.

During tenure review, a faculty member's complete personnel file is reviewed by several committees in succession. First, the Appointments Committee of a faculty member's department reviews the file and votes on the candidate's fitness for tenure. The file is then reviewed by the School's Promotion and Tenure Review Committee that is comprised of representatives of each department in the candidate's School. After the School committee votes, the file is then reviewed and voted on by the College-wide Promotion and Tenure Committee, which includes all chairpersons at the College. After reviewing the deliberations of these three committees, the President makes a recommendation concerning the candidate's tenure to the Board of Trustees.

For promotion from the rank of assistant professor to associate professor and from associate professor to professor, a faculty member's file is similarly submitted for review by the same three committees in succession. Promotion to associate professor may be undertaken in the same action as the review for tenure; that consideration requires that the candidate's scholarly and creative

work be evaluated by four external reviewers. During consideration for promotion, a faculty member must submit all scholarly and creative works produced since the achievement of their most recent rank for external evaluation. Promotion is contingent upon providing evidence of persistent effectiveness in teaching and service as well as significant scholarly and/or creative achievement in one's field.

Compliance with promotion and tenure protocols is well-documented in the procedural records maintained by the College. Moreover, there is some evidence, in the forms of statistical and survey data, that they have been effective in maintaining high standards of rigor and competence among the faculty.

Table 3.3 shows that between 2012 and 2017, the College completed a total of 323 reviews for promotion, tenure, and CCE accreditation. Of these, 296 resulted in the approval of rank or certification, 27 were denied. This yields what would appear to be a high success rate of 92%. The $n = 323$, however, does not include all faculty in the tenure stream, only those who remain at Brooklyn College long enough to come up for tenure and/or promotion. The high success rate reflected in the data in Table 3.3 are a testament to the fact that those unlikely to succeed at these points of summative evaluation have already separated from the College via non-reappointment.

Table 3.3 Results of Tenure, Promotion, and CCE Review Process

Period of Review	Total Number of Reviews for Promotion, Tenure, and CCE	Number of Approvals	Number of Denials	Percentage Approved
2012-2017	323	296	27	91.6

Source: Associate Provost for Faculty and Administration, 2017-2018

The process is cautious and deliberate, including fail-safes such as a “third-year review” instituted to minimize the instance of unqualified candidates being reviewed for tenure and ensure full feedback on performance to those on the tenure track. The fact that 8% of candidates who sought promotion or tenure failed to gain approval demonstrates that the process is conducted diligently and in accordance with consistent standards. It is also a reflection of the rigorous hiring process; faculty who are likely to succeed are hired.

When being considered for promotion and tenure, faculty are evaluated based on their scholarship, teaching, and service. Table 3.4 shows that when faculty were [surveyed](#) (Q18) about their perceptions with regard to what should be most valued--research, teaching or service--most thought that teaching *should* be most valued (72.5%). However, when asked which *is* most valued, they rated teaching and research about equally.

Table 3.4 What is Valued and What Should be Valued? – Faculty Responses

	What Is Valued		What Should Be Valued	
	N	%	N	%
Teaching	113	42.6%	195	72.5%
Service	33	12.5%	13	4.8%
Research	119	44.9%	61	22.7%
Total	265	100.0%	269	100.0%

Source: MSCHE Surveys

Most faculty rated research high in importance; they also indicated that research and creative works are not adequately supported by the College. This area requires significant planning and appropriate resourcing as identified in the Strategic Plan (SP1.B.c, SP1.D). Academic Affairs has begun to develop appropriate staffing and organizational plans to address these issues. Given budgetary constraints, the Provost has attempted to recruit an internal Faculty Fellow for Research who can help support faculty engaged in grant-sponsored research and partner with the Provost on research enhancement strategies. Recruitment of an internal faculty fellow has not been successful and comprehensive planning is underway to develop appropriate staffing to support faculty research and creative expression. As a first step, a search is currently underway for a local Research and Compliance Manager. A senior faculty member is also assisting the provost with specific research support activities. Scholarly and grant writing boot camps will be hosted this year for interested faculty along with other strategies listed in the Strategic Plan (SP1.D).

Students' perceptions of their faculty members are favorable, based upon responses to the Student Experience Surveys compiled by CUNY's Office of Institutional Research and Assessment. Most recently the Middle States Student Survey confirmed that the students perceive the faculty very positively as follows: the faculty are fair (86.7%), well-prepared (87%), accessible (85.7%), approachable (87.2%), and knowledgeable (92.4%) as Table 3.5 shows.

Table 3.5 Student Perceptions of Faculty

Faculty are....	Percent Agree
Fair	86.7%
Well-Prepared	87.0%
Accessible	85.7%
Approachable	87.2%
Knowledgeable	92.4%

Source: CUNY Experience Survey

The survey indicates that the students have a high degree of confidence in the faculty as both instructors and advisers. These findings are similar to those of other surveys of the [student experience](#) that have been conducted at the College over the last decade. We would like more recent data than what we have available; we plan to participate in the NSSE survey next year and every two years thereafter.

As the introduction mentions, Brooklyn College faculty have received national recognition from [*U.S. News & World Report*](#) for excellence in undergraduate teaching, which corroborates our students' positive perceptions of the faculty.

The College maintains several resources at the disposal of faculty in support of their professional activities. Funds are dispersed through the deans' offices in support of faculty travel, participation in conferences, and related research projects. Other funds are made available through the PSC/CUNY grant program and through the [City University's Professional Development and Learning Management Office](#). The success of these efforts can be seen in the record of faculty accomplishments maintained in the form of regularly updated faculty profiles on the College's website.

The College offers a range of [instructional](#) development opportunities. The Center for Teaching is an area of the College that is slated for further investments and [development](#) as stated in our Strategic Plan (SP1.C, SP2.B.b, SP2.A). Its focus is on providing a broad range of pedagogical development opportunities. Other opportunities for development related to technology use and instructional design are available through the [Library's](#) Academic Instructional Technology unit. Information about these resources can be accessed through the Faculty Handbook, the Library Faculty Services page and through the Associate Provost for Faculty and Administration. It is a topic at new faculty orientation, and the Associate Provost's [website](#) provides extensive information, which is regularly augmented with email communications about new opportunities and scheduling.

An area recommended for improvement is the mentoring of junior faculty and associate professors. The 2015 COACHE survey findings confirm that between 20-30% of the faculty have not received mentoring from one or the other source. In addition, associate professors, women and faculty of color report mentoring needs. Plans are underway (Appendix I.C) to develop comprehensive mentoring programming through departments, schools, and across Academic Affairs during the spring 2019 (SP1.B.b).

3.4 General Education

A program of general education aims to provide a rigorous and structured foundation for the bachelor's degree. It ought to expose students to the full-breadth of possible intellectual experiences, while providing them with those skills that they will need upon graduation. Brooklyn College has a long history of responding to the needs of its students in this regard. In 1980, the Faculty Council voted to move away from a set of loosely defined distribution requirements. Instead, it voted to adopt a Core Curriculum, a set of ten specific courses that all students were required to take. These courses aimed to expose students to the full-range of intellectual opportunities at the College. It was comprised of two tiers of courses that were to be taken in sequence, over the student's first two to three years.

In 2013 the University instituted a new system-wide general education curriculum called Pathways. The centerpiece of this initiative is a 30-credit general education [Common Core](#). Each CUNY College also requires bachelor's-degree students to take another 6 to 12 credits of general education through the [College Option](#). The College Option was designed as a means for each of the campuses to distinguish the General Education curriculum by placing their campus's imprint

on Pathways. General Education credits carry over seamlessly if a student transfers to another CUNY College. Pathways has also aligned gateway courses for a number of [popular majors](#). Its development was based on extensive University research about [obstacles to transfer](#) among Colleges that included extensive credit losses for students.

Pathways was not well received at Brooklyn College (Appendix 3.B). The faculty reception reflected the tensions that can surface between a central system and an individual campus related to the proper role of the central office regarding governance. It took a number of years for the faculty to accept participation in the program. Pathways was ultimately adopted by Faculty Council at its March 21, 2017 meeting.

In many respects, the structure and substance of the [College's Pathway' requirements](#) remain the same as the previous General Education curriculum. Pathways is a 42-credit (14-course) program that is divided into three parts: (1) a Required Common Core (12 credits/4 courses), (2) a Flexible Common Core (18 credits/6 courses), and (3) a College Option (12 credits/4 courses). The curriculum was built around specified CUNY-wide expectations for student learning, codified by a specified set of student learning outcomes, required by the University for the Flexible and the Common Core (see 3.4.1 below) Additional Middle States expectations for student learning—technological competency and oral communication—were included in Brooklyn's design (Appendix 3C).

3.4.1 General Education-Student Learning Outcomes

The importance of General Education to our faculty is underscored by the fact that our institutional learning outcomes are synonymous with our General Education outcomes. Table 3.6 below lists these student learning outcomes and aligns them to curricular areas.

Table 3.6 CUNY General Education Requirements

REQUIRED COMMON CORE (12 credits/4 courses)	
Learning Outcomes	Curricular Area
<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. 	English Composition (2 courses)
<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. 	Mathematical and Quantitative Reasoning (1 course)

<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. • Apply mathematical methods to problems in other fields of study. 	
<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a life or physical science • Apply the scientific method to explore natural phenomena, including hypothesis development, • Use tools of a scientific discipline to carry out collaborative laboratory investigations. • Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. 	Life and Physical Sciences (1 course)
FLEXIBLE COMMON CORE (18 credits/6 courses)	
<p>All Flexible Core courses must meet the following three learning outcomes</p> <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. • Evaluate evidence and arguments critically or analytically. • Produce well-reasoned written or oral arguments using evidence to support conclusions. 	<p>World Cultures and Global Issues (1 course)</p> <p>U.S. Experience in its Diversity (1 course)</p> <p>Creative Expression (1 course)</p> <p>Individual and Society (1 course)</p> <p>Scientific World (1 course)</p> <p>One additional course from one of the above areas</p>
COLLEGE OPTION (12 credits)	
<ul style="list-style-type: none"> • Demonstrate level-appropriate skills at listening, speaking, and writing • Demonstrate familiarity with products, practices, and perspectives of the culture studied. • Understand linguistic and cultural differences, whether they are defined by national boundaries or the coexistence of different language communities within countries • Use appropriate tools to identify and analyze behavioral norms and social values • Explore the relationships among region, nation, culture, migration, and identity • Apply appropriate knowledge about language, culture, nation and identity to interactions with individuals from cultures other than their own 	<p>(1) Exploring Arts & Literature</p> <p>(2) Exploring Global Connections, and</p> <p>(3) Exploring Science</p>

At Brooklyn College, the Pathways Curriculum is implemented as follows. The Required Common Core includes four specific courses that all students must take. First, there is a two-course sequence in English Composition: ENGL 1010 and 1012. Second, students are required to take one of the

following two courses under the heading of “Math/Quantitative Reasoning:” either MATH 1311 or CISC 1001; STEM students may substitute a STEM variant course for one of the two. Third, under the heading of “Life and Physical Sciences,” students are required to take one of three courses in Biology (BIOL 1010), Chemistry (CHEM 1007) or Anthropology (ANTH 1200). A variant for STEM students is offered to fulfill the requirement. The latter two courses of this Required Core respond to the expectation of Middle States that students acquire and demonstrate essential skills in scientific and quantitative reasoning.

The Flexible Common Core includes several courses under each of five headings: World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society, and Scientific World. Since fall 2017, all students are required to take two courses under the heading Creative Expression (ARTD 1010 and MUSC 1300 or MUSC 1400). In addition, students are required to take one of the courses specifically named under each of the other four headings. The courses of this Flexible Core respond to the expectation of Middle States that students explore the study of values, ethics, and diverse perspectives.

The College Option component of this program currently includes courses under each of three headings, each of which specifies student learning outcomes: (1) Exploring Arts & Literature (2) Exploring Global Connections, and (3) Exploring Science. Students are required to take a total of four of these courses; but no more than two courses can be taken from those listed under any one of these three headings. The revision to the College Option is still in development, and the College is preparing for a new set of offerings to be implemented starting fall 2019.

The College has developed a process to determine which courses might qualify as approved STEM variants and which courses might qualify for inclusion under one of the three headings that comprise the College Option. Departments submit candidate courses for inclusion to the Faculty Council Committee on General Education. If this Committee determines that the candidate courses qualify, then they are submitted to Faculty Council for approval by the Faculty Council Committee on Undergraduate Curriculum and Degree Requirements. The Committee on General Education also reviews and monitors the implementation of the General Education curriculum. A faculty director of General Education has been appointed to facilitate and oversee the implementation of General Education at the College.

In addition to the General Education requirements, students must satisfy two Academic Foundations Requirements for the bachelor’s degree. These are: (1) a library research requirement, which is usually satisfied as a part of the coursework for ENGL 1010 and 1012, and (2) a one course Writing Intensive requirement.

These aforementioned requirements of the College’s General Education program are specifically for those students who begin their undergraduate careers at Brooklyn College. Adjustments to these requirements are in place for the other student populations, such as [transfer students](#). The findings from the student [Middle States Student Survey Report](#) indicate that 56.4% of undergraduate students think that general education courses prepared them very or somewhat well to be successful in their major courses (Q8; n.b.: 16% of respondents had never taken a General Education course at Brooklyn College). 27% did not find the preparation to be adequate. The College will investigate this perception more closely (e.g. explore differences among majors; perceptions v. achievement) as General Education assessment moves forward with the new

Pathway's program. The assessment plan and results to date are discussed in Chapter 5 of this Self-Study Report.

3.5 Graduate Education

The College offers 72 graduate programs as indicated in section I.1 of this Self-Study Report. Students report in the Graduate School surveys conducted in both 2015 and 2017 high levels of satisfaction with the quality of their programs, their faculty, and degree requirements, among other indicators. As part of our [Strategic Plan](#) (Goal 1.A.a), the College will shortly undertake a comprehensive review of our graduate programming toward enhancing our academic excellence. Attention will focus on improvements in assessment, including: the management of closing the loop on assessment, as discussed in Chapter 5; the scope of programming; the organizational structure for the graduate programs, and the currency of programs. Planning is underway to develop more competitive funding packages (SP2.C.d).

Our graduate programs are fully described in the [annual bulletin](#), on the [graduate](#) program inventory and linked to the [admissions](#) webpages. The College provides a rich array of opportunities for [graduate student research](#) with faculty and professionals to support the graduate curricula. In addition to program-based research, faculty-led centers and institutes provide many research opportunities that support the graduate curricula. Centers with non-faculty leadership, such as the [Science and Resilience Institute](#) at Jamaica Bay are led by highly trained professionals. Students conducting research also receive support and guidance as indicated from specialized [disciplinary Library staff](#) and from the [Office of Research Compliance](#).

3.6 Academic Support

The College offers academic support through many different programs and services. The faculty provide significant support to students both inside and outside of the classroom through advisement and mentoring. In addition to faculty support, the College provides academic advisement, tutoring services, specialized support for distinct cohort groups, such as honors students and SEEK students, and international and career-based learning services among others. The [Undergraduate and Graduate Bulletins](#) describe the academic services at Brooklyn College for students.

3.6.1 Academic Services and Resources

The Center for Academic Advisement and Student Success assists students in attaining their graduation requirements. It provides student-focused advisement at first enrollment through pre-major and works with departments and administrative offices to coordinate its efforts for student success. It coordinates with the Office of Student Affairs for all orientation programming. The [Student Handbook](#) and [College website](#) describe these advisement services.

CAASS also oversees the [First College Year](#), which includes first-year initiatives to facilitate the transition to college and integrate students into the College community as engaged learners and participants in campus life. The FCY program helps first-year students connect with faculty and College offices, make new friends, sharpen critical thinking skills, and discover real-life connections between courses and career aspirations. FCY programming also includes collaborative efforts with peer mentors, career advisors, Library faculty and the College's Learning Center. A common reading is part of the program as is block scheduling. Academic advisors from the Center for Academic Advisement and Student Success work regularly with first-year students to develop a four-year plan focused on general education courses, declaration of major, and degree requirements

Academic Advisement services provided by the Center and other programs of the College are fully discussed in Chapter 4 of this report.

The Learning Center offers students professionally supervised peer tutoring in courses across the curriculum in a comfortable, supportive environment that includes appropriate technologies and resources. The Learning Center is open every weekday, some evenings, and weekends. Students receive assistance with every stage of the writing process. Those who wish to work on their writing are encouraged to schedule an appointment for regular weekly meetings or an individual session. All writing sessions are conducted on a one-on-one basis and last for one hour. For all other subjects unrelated to writing, students may drop in without an appointment during advertised days and times. Sessions are conducted in small groups or one-on-one depending on availability. Tutoring for Math is coordinated with the Math Department and course-based. Specialized tutoring is also available through a variety of academic departments. In conjunction with departments and student support areas, The Learning Center also provides field writing tutors who work with students and faculty at locations such as the Library, the Women's Center, CUNY Edge, and various departments.

The [Brooklyn College Library](#) and Academic Instructional Technology is the primary academic and technological hub of the College. Students not only enjoy access to 1,000,000 print materials housed at the library, but also have access to 669,000 electronic books and journals. The library provides access to a wireless network and online databases that offer better researched results than typical Internet search engines. It is also home to some rare artifacts, including historic articles, letters and clippings, and art and sculpture from artists famous and unknown. Additional services include, but are not limited to: interlibrary loans; laptop and iPad loans; the 24/7 Library Café, which houses a Starbucks and computer facility; the New Media Center, which provides audio/visual spaces; faculty training and development; software skills courses; and specially trained librarians who can assist students with subject-specific research. The Library is engaged in many academic-related projects that directly benefit students, including the development of Open Educational Resources that provide cost-free course materials to students.

3.6.2 Support for Specialized Student Groups

The College offers numerous specialized programs to meet the academic service and support needs of specific student populations. Each has staff that offers support and advisement to foster the

rigor of our programs. The [Honors Academy](#) embraces a host of programs that contribute to the very lively and engaged honors community on campus. Some additional programs include the following.

The [Pre-health Professions Advisement Office](#) monitors the academic progress of all undergraduate and post-baccalaureate pre-health professions students. The advisors meet with students individually on a regular basis throughout their academic career at Brooklyn College, and helps them plan suitable academic programs, prepare for standardized examinations, and prepare their applications for health professions schools. The office also maintains a credential service for forwarding letters of recommendation to admissions offices of health professions schools. The Pre-health Professions Handbook (pdf) provides students who are interested in a health science career with a detailed path to follow (including prerequisite course work) in order to be fully prepared to enter a professional school.

[The Pre-law Program](#) helps achievement-oriented students make informed decisions about pursuing a career in legal professions; assists them in assessing the academic, personal, and professional competencies and credentials they need to become successful applicants to and students at the law schools they aspire to attend; and provides access to the academic and career advisement, resources, opportunities, and professional networks that will support them in clarifying and achieving their goals. The Brooklyn College Pre-law Handbook is available to students online and referenced in the Student Handbook.

Exceptional opportunities for students in the sciences are available through the [Center for Achievement in Science Education](#). The primary goal of the Center is to provide the resources and support necessary to increase the number of traditionally underrepresented students who pursue undergraduate and graduate degrees in science, scientific research, and technology.

[The Office of International Education and Global Engagement](#) (IEGE) develops and administers study abroad programs, student exchanges, faculty-led programs, international agreements and campus-based international programs. IEGE administers the Furman Fellows Scholarship for Study Abroad and the Karen L. Gould Study Abroad Fund. Students interested in study or research abroad meet with a center advisor or attend regular information sessions. A study abroad adviser explores student options and identifies appropriate programs. IEGE collaborates with offices and with academic departments to promote international engagement.

[Transfer Student Services Center](#) provides undergraduate transfer students with a seamless transition to Brooklyn College by collaborating with various departments on campus, including the [Office of Undergraduate Admissions](#), the [Center for Academic Advisement and Student Success \(CAASS\)](#), [Peer Mentoring \(TransferNation\)](#), the [Office of the Registrar](#), the [Office of Financial Aid](#), and the [Magner Career Center](#). The Transfer Evaluations Office is responsible for processing all transfer credits for courses taken prior to attending Brooklyn College, including AP, IB, CLEP, and college courses taken while still in high school. The center also serves as a liaison to all academic departments to assist faculty with the process of evaluating transfer credits.

The College is not engaged with third party providers for academic programming and services.

3.7 Recommendations Aligned with the College's Strategic Plan

Based on our analysis of Standard III: Design and Delivery of the Student Learning Experience, we recommend the following:

- Bolster support for faculty research and creativity. Develop funding to support faculty research and conference travel and align funding levels with those of peer institutions (SP1.B.c).
- Establish specialized mentoring programs for junior faculty, post-tenure faculty, and faculty of color (SP1.B.b).
- Establish regular campus NESSE participation on a two-year schedule.
- Continue evaluation of the graduate programs, including resourcing and administrative structures; develop an action plan that includes a timeline to address findings (SP1.A.a).

CHAPTER 4

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

4.1 Introduction

In this section, we detail how Brooklyn College supports all aspects of the student experience from admission through graduation. Processes for recruitment and admission are clearly defined and are aligned with our mission. Students receive appropriate support services and programming, which are delivered to enhance their success as supported by institutional outcomes data. The chapter discusses these supports. Throughout this section, we provide evidence of our compliance with the criteria of Standard IV as well and incorporate responses to the original research questions of the approved self-study design as appropriate.

4.2 Admissions, Retention and Graduation

Brooklyn College recruits and admits students who are well-suited to the College, and who are likely to succeed and graduate. Students apply using a CUNY-wide process. The [application](#) procedures for all programs is clear, and detailed information for distinct populations--such as veterans, international students, and reentry students--is linked to admissions information. Financial aid information is accurate and comprehensive as described in Section 2.5 of this Self-Study Report.

Students must demonstrate proficiency in basic skills—math, writing, and reading—in order to gain entry to a senior college. The College also sets other [specific criteria](#) that are clear and well aligned with a prospective student’s likelihood of academic success at Brooklyn.

The College offers admission to Percy Ellis Sutton Search for Education, Elevation, and Knowledge program (SEEK) to first time college students and transfer students who do not qualify for admittance through regular admissions criteria. Founded in 1965, SEEK is the higher education opportunity program at the senior CUNY colleges, established to provide comprehensive academic, financial, and social supports to assist capable students who might not be able to attend college due to their educational and financial circumstances. Students are admitted without regard to age, sex, sexual orientation, race, disability or creed. The CUNY Central Office of Special Programs provides periodic assessment of SEEK Program effectiveness via the SEEK Learning Outcomes Surveys for both freshman and seniors.

Brooklyn College's student success data are an indicator of the extent to which we admit students who can succeed at the College.

We measure student success by looking at four indicators as described by our Office of Institutional Research and Assessment.

1. Academic progress toward the degree: the extent to which students earn a sufficient number of credits toward their degrees at the appropriate time in their academic careers.
2. Retention term-to-term, year to year.
3. Graduation.
4. Post Graduate Outcomes. Graduate school and career

4.2.1 Momentum

To further bolster student success, during the 2017-2018 year, CUNY initiated a major [Academic Momentum Campaign](#), in partnership with Complete College America and external funders, designed to increase 4-year graduation rates to [at least 65%](#) at bachelor's institutions, beginning with students *entering* in fall 2019 (SP2.A). For the [entering 2013 cohort](#), the most recent cohort for which four-year graduation rate data are available, the four-year rate at was [27%](#), (p.1) and the average time to degree completion was [4.8 years](#) (p.3). The College has been working to make rapid progress toward this ambitious goal.

Brooklyn faculty, administrators, and staff spent the spring 2018 semester [engaged](#) in comprehensive [planning](#), target setting, [monitoring](#) and assessment to better enable those entering in 2019 to meet the Momentum Campaign's goals. The campaign introduced strategies, including standardized degree mapping for all majors, meta-major development, and improvements in gateway course completion. While Brooklyn College had degree plans for all programs available to students previously, it did not uniformly have [standardized](#) and completely up-dated degree maps for all of its programs. Almost all the new degree maps have been completed as per our Strategic Plan (SP2.A; SP2.A.c), and implementation has been swift. Planning is underway for the development of [meta-majors](#) (pp. 7-10)—an additional and useful tool to support momentum—which can help students build pathways toward their degree completion based on their interests prior to major selection.

In addition, we are monitoring number of credits enrolled and earned per year, gateway course completion, and term-to-term retention both to address momentum and to assess the impact of the interventions that we have put in place. The College's Academic Momentum Team—a cross-divisional group--sets targets for each of these indicators in consultation with the University. Enrolling in 30-credits per year makes it possible to progress to degree completion in four years.

Brooklyn College has also begun to look closely at student progress in gateway English and Math courses. Table 4.1 compares the Brooklyn College Math and English Composition pass rates to the CUNY average.

Table 4.1 Gateway Course Completion Rates (2017-2018)

	MATH	READING/ WRITING
CUNY Goal	75%	90%
Current CUNY rate	69%	82%
Current Brooklyn College rate	50%	86%

Source: Office of Institutional Research

These data show that Brooklyn is not far from the CUNY goal in English Composition and ahead of the current CUNY average rate. The English Department is developing special programming to continue improvements toward the CUNY goal. Completion rates in gateway Math courses, however, are well below the CUNY average. One reason is that the gateway course requirement at Brooklyn College is Precalculus while other campuses offer College Algebra. Toward that end, the Math Department plans to develop a College Algebra course for non-STEM majors. In addition, faculty members in Math and staff from the Center for Academic Advisement and Student Success are collaborating to better identify students having trouble in the course early in the semester. The College has allocated funds to support this component of the campus's Academic Momentum initiative. These funds added extra tutoring services for gateway Math students and supported early warning work starting in spring 2018. Assessments of these interventions are currently underway.

The Math Department also plans to adopt other strategies, including the hiring of a math educator for a newly established position of Faculty Coordinator for the gateway math courses, and the adoption of standard syllabi for the gateway options. Other research-based strategies have been proposed and will be considered for College funding next year.

Overall a look at credit accumulation shows that the College has made considerable progress on student academic momentum over the last year. In 2016, 48.9% of first-time full-time freshmen in bachelor's programs completed 30-credits in the first-year. By 2017 54.3% attained the 30-credit target (Appendix 4.A, Slide 17). While it is too early to know the extent of the impact of the strategies we put in place during the 2016-17 academic year, it appears that advisor and faculty recognition of the need for momentum is already having an impact on credit accumulation, that is, the number of credits students register for. We do know that the creation of [degree maps](#) for all academic programs appears to be helping professional advisors across all programs, faculty advisors, and students. We recommend that degree maps be developed for part-time and transfer students as well. These maps are expected to serve as a resource in the advisement process by increasing clarity and transparency and unearthing any hidden prerequisites in the degree programs. We also know that improving section availability and block scheduling have also contributed to improved enrollment.

4.2.2 Retention and Graduation

With regard to retention and graduation, the most recent data we have are based on the fall 2017 entering cohort. The data show an 82 % retention rate for first-time full-time freshmen and a 58% six-year graduation rate; both compare favorably to the rates across CUNY's senior colleges as indicated in Table 4.2 below. Retention at the junior and senior levels has been relatively stable over the last few years as is [term-to-term retention \(password:1930\)](#), yielding a six-year graduation rate of 58% (Table 4.2).

Table 4.2 Retention and Completion: Comparison across CUNY Senior Colleges, 2017-18

	FT 1 st to 2 nd year retention	PT 1 st to 2 nd year retention	4-year grad rate	6-year grad rate
Baruch College	91%	56%	41%	70%
Brooklyn College	82%	46%	28%	58%
The City College of New York	86%	57%	12%	50%
College of Staten Island	80%	57%	20%	48%
Hunter College	85%	75%	24%	52%
John Jay College	77%	50%	24%	47%
Lehman College	86%	59%	20%	46%
Medgar Evers College	66%	45%	6%	23%
New York City College of Technology	77%	58%	6%	26%
Queens College	84%	64%	29%	54%
York College	73%	60%	7%	29%

Source: IPEDS, 2017-2018

There has not been significant variance over time in transfer student retention. First year retention for the 2016 transfer cohort was 75.4% (Appendix 4.A, Slide 21). Roughly 60% of the fall 2013 cohort graduated from Brooklyn or elsewhere within four years (Appendix 4.A, Slide 23). A variety of strategies are currently being implemented to improve these rates. Course section availability and credit

Across all graduate programs, one-year retention is currently 81.9%. There is some variability by [school and by program](#), which we plan to study in-depth over the next year. Graduation data show that the College overall has had a very consistent four-year graduation rate over the last decade that has hovered a point above or a tenth or two below 70%. This rate was above the [CUNY average](#) (p. 39) for each cohort this decade, starting with fall 2006 entrants. We are keen to improve both term-to-term retention and graduation rates. Student Satisfaction survey data for 2017 show strong satisfaction with program quality (over 78%), faculty assistance (73%), and value (75%). Information access on the web, course variety, orientation, and advisement require more in-depth probing. Some of the other factors we will explore are cohort size, credit accumulation, degree planning, culminating experiences, applications of curriculum to practice, among other areas. As part of our comprehensive review of our graduate programs (SP1.A.a, SP2.B.b, SP2.C.d), we will also examine enrollment and registration communication plans, D W F rates in specified courses, linkages to support services, cohort development activities, and diversity in delivery modalities.

If we look at retention across all offerings, we see as indicated in Table 4.2 above that retention from the first to the second year is a concern. Over the years some stop-gap retention strategies for sophomores were implemented. One such strategy was The Sophomore Academy, which was piloted in 2015. It was meant to act as a bridge between the intrusive first-year advisement practices and departmental/faculty advisement once the student has declared a major. Students were told that they could take advantage of the program's offerings, but participation was not required. The program was disbanded because of resource constraints.

The College is currently engaged in investigating the causes of sophomore attrition beyond the generalized [Sophomore Slump](#). As described below, limitations in advisement and course scheduling and availability appear thus far as primary contributing factors. The Center for Academic Advisement and Student Success (CAASS) is working with the Office of Institutional Research and Data Analysis to explore this further.

Constraints on resources and other challenges to developing sophomore advisement programming will be addressed this year. Through improved planning for the allocation of Coordinated Undergraduate Educational (CUE) funds—an earmark from the University to improve undergraduate education--the Office of the Provost will work with Enrollment Management to increase the number of pre-major professional advisors for sophomore advisement and the coordination of sophomore programming. Funds will be allocated for programming that is designed to assist students with the transition to sophomore year and the handoff to the academic department for major advising. Other issues that are identified will also be addressed either as they are identified, depending on cost and scale, or in the coming academic year through the College's assessment, planning and budget process.

The College also will examine the present allocations of its professional advisement resources. Currently, the College employs 35 full-time, professional advisors who are dispersed across the College. Their numbers yield a ratio of approximately 514 students per professional advisor, an acceptable ratio for a college of our size: the National Academic Advising Association's (NACADA) [National Survey of Academic Advising](#) shows the median advisor case load for large institutions to be 600 students: 1 advisor.

Table 4.3 Inventory of Professional Academic Advising

Program/Department	Number of Advisors
Center for Academic Advisement and Student Success	10 advisors
Honors Academy Scholars – 2 part-time (totaling 1 full-time) Macaulay – 3 full-time BA/MD – 1 full-time	Equivalent of 5 advisors
Maximizing Access to Research Centers (MARC) Program –	1 full-time coordinator/advisor
Collegiate Science and Technology Entry Program (CSTEP)	2 full-time staff/advisors
SEEK	7 student support specialists
Pre-health	2 advisors
Pre-law – one part-time faculty advisor and one part-time advisor	Equivalent of 1 advisor
Pre-engineering – faculty program director advises part-time	Equivalent of .5 advisor

Mellon-Mays – faculty program director advises part-time	Equivalent of .5 advisor
Business School	2 advisors
School of Education	3 advisors
Psychology Department	1 advisor
Total	35 advisors

Further research will help us pinpoint where advisement needs are unmet, so that staff and funding can address advisement gaps.

In addition to professional advisement, faculty advise students across all programs. Guidance to students by faculty is specified in the [faculty contract](#) and affirmed in the [Faculty Handbook](#) (p. 44). The establishment of a Faculty Council Student Advisement Committee in 2015 shows faculty recognition about the significance of advisement. Results from the most recent [Departmental Student Advising Survey](#) (password 1930, p. 1) determined that 85.7% of departments rely on their full-time faculty to advise students. The undergraduate deputy is often assigned this role, even when other faculty participate in the academic advisement of students. Similarly, the Graduate Deputy is assigned the role of advising graduate students. These deputies typically receive reassigned time for the work, and other faculty who advise are credited with performing departmental service. Nonetheless, departmental and program-specific advisement varies widely across departments due to enrollment, staffing, and program-specific considerations.

To improve departmental-based advisement, Academic Affairs will work with the Faculty Council Advising Committee to review advisement in our largest academic programs starting this year (SP2.A.e). Specific guidelines for yearly advisement planning and delivery are a primary goal. The assessment of advisement will be integrated into annual school and departmental evaluations, with implementation slated for the 2019-2020 academic year.

An impediment that we have identified is the ability of students to register for the classes that they need in their degree plan. Table 4.4 below shows the extent of the problem based on the [MSCHE Student Survey](#) (Q10).

Table 4.4 “Courses that I need are offered frequently enough.” – Student Responses

	All Students (n = 939)	First-Time Freshman (n = 147)	Entering Transfer Students	Continuing UNG Students
Strongly Agree	18.3%	27.2%	12.8%	9.7%
Moderately Agree	37.9%	55.1%	41.9%	37.7%
Moderately Disagree	19.9%	9.5%	19.7%	25.4%
Strongly Disagree	16.9%	4.1%	17.9%	25.2%
N/A	5.1%	4.1	7.7%	2.0%

Source: MSCHE Survey 2018

The data show that while entering first-year students did not seem to experience challenges in registering for the courses they needed, upper class students (transfer students bringing credits in, or continuing undergraduate students) appear to have had a different experience. More than 50% of continuing undergraduate students and more than 37% of the transfer students disagreed with the statement: Courses that I need are offered frequently enough.” The issue of course availability for transfer students appeared particularly acute. 41.9% of students surveyed indicated that they were unable to register for their first-choice courses or to find other classes that they wanted to take, which can have serious financial aid implications. 71.7% of graduate students find course availability to be sufficient ([Q10](#)).

Discussion is underway between enrollment management and academic administrators to determine how to best address this issue (SP2.A.b, SP2.A.c, SP4.C.a). New predictive approaches to scheduling are needed. In addition, routine, timely procedures for opening new sections during the registration cycle need to be instituted. In fall 2018, additional funds were allocated to allow for new section openings late in the cycle. The College increased seat count from 56,365 in fall 2017 to 57,855 in fall 2018, a gain of 1490 seats. This gain was based on adding 114 sections to the schedule. The impact of this supplemental allocation was considerable on course availability as evidenced by increased enrollment. Further assessment of the impact is ongoing.

In addition, the College does not use a multi-year course scheduling model. Only a few programs list their rotation schedule. This impedes student planning ability. It is recommended that the campus move to two- or three-year scheduling to support academic planning, budgeting and overall section and enrollment management efforts.

We also recognize the limitations of our current advisement model (SP2.A.e). Because advisement functions are dispersed across the campus, there is a lack of coordinated advisement, even with robust, shared e-advisor resources as described in Chapter 7, which help with information sharing among advisors and between individual advisors and the students they serve. To coordinate advisement, the college will develop an Advisement Council in 2019 to coordinate all academic advisement, both professional and faculty-based, on campus. Colleges as diverse as Alverno and the University of Oregon have shown that student outcomes benefit from such efforts. Sharing information; reviewing best practices; conducting joint development activities; using the same protocols, language, and tools across a campus, contribute to improving students’ understanding about academic planning and the use of planning resources. Coordination also facilitates the ability of the advisors to deliver timely and accurate information to the students they serve.

Work on improving retention and graduation is continuous and involves all departments of the College. The initiatives we have put in place, such as the Academic Momentum Initiative, demonstrate our commitments to retention, completion, persistence and success, as does the programming that is described below.

4.3 Student Information and Records

The College safeguards student records and complies with all CUNY policies and guidelines with regard to access to non-public information as protected by the Family Educational Rights and Privacy Act ([FERPA](#)). Access to student records is highly regulated and occurs on a need to know

basis only. The process and permissions are overseen by the College's Registrar. All staff are trained through the Registrar, and training materials are up-to-date (Appendix 4.B). Information security is a priority and passwords to systems must be changed every 180 days. These technological security requirements are established by the Office of Information Technology and are described in Chapter 6.8.

4.4 Adequacy and Accessibility of Web-Based Information

The experience of the Working Group IV members indicated that students are not always able to locate the information they need when seeing a specific type of service to support their academic success. In order to assess the accessibility and adequacy of Student Support Information, the Working Group reviewed web-based material and interviewed personnel from a selection of offices that are student facing and provide academic support services. These offices are identified in Table 4.5 below.

Table 4.5 Selected Student Support Offices with URLs

OFFICE	URL
Admissions	http://www.brooklyn.cuny.edu/web/admissions/freshmen.php
Athletics, Recreation and Intermural	http://www.brooklyn.cuny.edu/web/athletics.php
Black and Latino Male Initiative	http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/blmi.php
Bursar	http://www.brooklyn.cuny.edu/web/about/offices/bursar.php
CAASS -- Center for Academic Advisement and Student Success	http://www.brooklyn.cuny.edu/web/about/offices/caass.php
Center for Student Disabilities Services	http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/disability.php
CUNY Edge	http://www.brooklyn.cuny.edu/web/about/offices/cuny-edge.php
Enrollment Services	http://www.brooklyn.cuny.edu/web/about/administration/enrollment/es.c.php
Experiential Learning and Internships	http://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/health.php
FCY -- First College Year	http://www.brooklyn.cuny.edu/web/academics/special-programs/first.php
Financial Aid	http://www.brooklyn.cuny.edu/web/about/offices/financial.php
Health Clinic	http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/healthclinic.php
Honors Academy	http://www.brooklyn.cuny.edu/web/academics/honors-academy.php
ITS	http://www.brooklyn.cuny.edu/web/academics/technology.php
Learning Center	http://lc.brooklyn.cuny.edu/
LGBTQ Resource Center	http://www.brooklyn.cuny.edu/web/academics/centers/lgbtqcenter.php
Library	https://drive.google.com/file/d/13Hlm2vZF4Y3m5EVpML7Yj7ip3nIrEy3x/view

Our students are avid users of [online services](#). For that reason, web-based information is particularly important for supporting the student experience. The MSCHE Student Survey asked students about their satisfaction with the accessibility of information on the College website. Overall, more than 80% of students expressed satisfaction as indicated in Table 4.6 below. Continuing undergraduate and graduate students, however, expressed higher levels of dissatisfaction than entering students.

Table 4.6 “It is easy to find the information that I need on the Brooklyn College website.” – Student Responses

	First Year	Sophomore	Junior	Senior	Graduate
	(n=140)	(n=106)	(n=434)	(n=90)	(n=14)
Strongly Agree	35.0%	30.2%	27.0%	28.9%	27.9%
Moderately Agree	52.9%	56.6%	52.3%	43.3%	49.3%
Moderately Disagree	8.6%	9.4%	13.8%	22.2%	15.7%
Strongly Disagree	3.6%	3.8%	6.9%	5.6%	7.1%

Source: MSCHE Surveys 2018

This suggests that the information needs of continuing students are not being met as well as are the needs of entering students, even if BC Web Central—the College’s portal--serves as a convenient source of information and online services for students. Continuing students are not fresh from orientation and starting in the second year most do not see a professional academic advisor. These students require just-in-time reminders about information related to support service resources. Students also develop new needs as they advance in their academic programs, and often students are not sure about what office can provide services to address their needs. For all of these reasons they require clear and robust web-based service information. The Working Group review also revealed some inconsistencies across institutional websites focused on student advising. For example, while CAASS has a well-maintained and up-to-date webpage, academic departmental pages varied in terms of completeness and timeliness of information regarding advisement.

A number of issues also were identified on the University web pages. These issues can negatively impact the student experience. The CUNY Portal, a crucial access point in admissions and later in a student’s Brooklyn College career, is not mobile-friendly. Given that many students rely on mobile devices, this creates a hardship. While it is difficult to accurately measure the direct impact that this has on enrollment, it is worth further investigation. DegreeWorks is a University-wide technological system that enables students to track progress in their declared degree programs. While advertised as being accessible 24/7, persistent downtime has been noted. This limits accessibility and negatively impacts the student experience. The website will be enhanced to improve functionality as part of the Strategic Plan (SP5.D.a).

4.5 Access to Face-to-Face Support

In addition to academic advisement (4.2.2 above), other college-wide services that support student success include the Library and Academic Technology Center, Personal [Counseling](#) the Magner Career Center, Information and Technology Services (ITS) and the LGBTQ Center. Based on the MSCHE survey results and additional assessment data, all are effective in supporting the student experience.

[Library & Academic IT](#) (AIT) serves the College community through print and electronic collections, spaces, services and expertise. Results of the Middle States Student Survey indicated that 89% of students had utilized the library, and that they are largely satisfied with the services they receive. Recent budget cuts have limited the Library's ability to provide subject matter expertise in some areas. Most notably the absence of a Science Librarian and an Emerging Technology Librarian have limited the Library's ability to meet student (and faculty) needs for research support.

[Information Technology Services](#) and Academic Information Technologies (AIT)/Library <https://tinyurl.com/ycjyj6bf> are responsible for technology on campus including email, website, Blackboard, privacy of student data, informational kiosks, extensive offerings of student technology workshops across various computer platforms. Wi-Fi access and smart classroom technology have expanded considerably in recent years. Supports exist to assist students with web-based and email difficulty: <https://tinyurl.com/y9xet6af>. Both ITS and AIT maintain computer labs. In the Noel-Levitz Student Satisfaction Inventory 2015, students report "computer labs are adequate and accessible" and "computer technology available to me at Brooklyn College is sufficient for my needs as a student."

[Magner Career Center](#) provides students the knowledge, skills, values and opportunities that are essential to fulfilling their career aspirations. Through partnerships with employers, alumni, faculty and staff, students are prepared to succeed in today's competitive global economy. The center further provides an array of services, including career planning, internship matching, alumni mentoring, professional resume/interview preparation, and they offer a variety of workshops for students. The most recent graduate survey (2015-16) of 720 individuals, in response to the question "How well did the Magner Career Center prepare you for your current occupation?" finds that over 90% of respondents reported "adequately," "well," or "very well."

[The LGBTQ Center](#) was established in response to student need. Created in 2014, the center seeks to bring together the talents of students, faculty and staff to create programming about issues that affect the Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and Asexual (LGBTQIA) community.

Transfer students are a group that requires specific sets of services to support their experience. The MSCHE Student Survey revealed no obvious disparity between the experiences of transfer and non-transfer students. They demonstrate comparable, albeit slightly lower, levels of satisfaction with regard to web resources and advisement in the major.

The Transfer Student Services Center (TSSC) provides undergraduate transfer students with a seamless transition to Brooklyn College by collaborating with various departments, including the Office of Undergraduate Admissions, the Center for Academic Advisement and Student Success (CAASS), Peer Mentoring (TransferNation), the Office of the Registrar, the Office of Financial Aid, and the Magner Career Center. Students participate in an optional welcome reception and orientation program.

The TSSC is responsible for processing all transfer credits, including AP, IB, CLEP, and College courses taken while still in high school. The center also serves as a liaison to all academic departments to assist faculty with the process of evaluating transfer credits. Upon acceptance to Brooklyn College, transfer students receive a Transfer Credit Report, listing all courses from prior colleges and their Brooklyn College equivalents.

Anecdotal evidence suggests that transfer credit evaluation does not always happen quickly enough to satisfy the potential transfer student. This is particularly important for the College given predicted increases in the adult college population in NYC and the borough. Robust planning for this population should be undertaken (SP2.D). This should include a review of the College's policies and their applicability to adult learners and the development of appropriate mechanisms for prior learning assessment, which are currently quite limited.

Information regarding Articulation Agreements between Brooklyn College and partner institutions can be found: <https://tinyurl.com/yc23t7o6>. An early fall 2018 review of articulation agreements by Academic Affairs and Enrollment Management indicated that not all are up-to-date. Responsibilities for leading the review and up-date process had not been clearly reassigned when Academic Affairs was reorganized in 2017. The Special Assistant to the Provost has now been charged with this responsibility and is currently working with faculty and staff across institutions in priority transfer areas to update articulation agreements.

A special set of program that support student research is coordinated through the Center for Achievement in Science Education. The Center coordinates and publicizes research opportunities through the MARC Program, C-STEP, LSAMP, the Honors Academy Programs—including the Engineering Honors Program, Macaulay Honors College, Mellon Mays Undergraduate Fellowship, and the Scholars Program--peer-assisted team research opportunities, summer research opportunities, and campus-wide Research Day. In addition the expansion of transfer student research opportunities is provided through the The Mellon Undergraduate Research for Transfer Students Program (within the Center for the Study of Brooklyn). It facilitates their ability to conduct serious and rigorous independent research, giving them the support and training they need to succeed, and helping them develop mentor relationships with faculty. The latter is particularly important since transfer students often have difficulty identifying mentors early in their experience at a new college.

4.6 Adequacy of Co-Curricular and Extra-Curricular Activities

Students appear to be satisfied with the availability of activities. They are adequate for levels of student interest and engagement based on the MSCHE Student Survey. A variety of extra-curricular student programming exists, including athletics, recreation/intramurals and student clubs.

Table 4.7 provides a snapshot of selected extra-curricular programs the Working Group investigated.

Table 4.7 Co-Curricular Programs/Offices with URLs

Civic Engagement	The Office of Civic Engagement and Social Responsibility strives to create and provide opportunities for students to contribute positively to the quality of life in both the campus and larger communities.
Clubs	Student choose to participate.
Athletics	This URL provided a brief overview of intercollegiate and intermural sports available on campus, as well as a link to the cites for specific teams.
Recreation and Intramurals	As the name suggests, at this URL students can find information about recreational facilities include a swimming pool; fitness center, basketball, handball and volleyball courts, running track, tennis courts and more.
LGBTQ Resource Center	One of the many examples of respect and support for diversity at Brooklyn College, the LGBTQ center provides a place of support for LGBTQ students.

The College offers a full orientation to all students across all [graduate](#) and [undergraduate](#) programs. The First Year College coordinates First Year Orientation for all in-coming first year students. The orientation is academic in focus. Students develop a working, introductory knowledge of campus resources and degree requirements. They also are advised and may complete registration. There are opportunities for meeting other students provided. Transfer students are invited to a [Transfer Student Welcome Reception](#) that takes place during the first week of classes. A graduate welcome and orientation are also provided. They learn about campus resources and opportunities. The focus of the orientation is the opportunity to meet with college faculty, staff, current students and alumni. Student surveys highlight their interest in meeting faculty and in learning tips that help guide their experience at the College.

The table below lists the rich array of team and individual athletic opportunities available to our students.

Table 4.8 Intercollegiate and Intermural Athletic Opportunities

Women's Sports	Men's Sports	Rec & Intramurals
Basketball	Basketball	Fitness Center
Cheerleading	Cheerleading	Swimming
Cross Country	Cross Country	Tennis
Soccer	Soccer	Racquetball
Softball	Swimming & Diving	Track
Swimming & Diving	Tennis	
Tennis	Volleyball	
Volleyball		

Source: BC Website

4.7 Adequacy of Staff in Student Support Areas

Though existing survey results reflect generally high levels of student satisfaction for a variety of student services, the Working Group conducted interviews with specific offices. It learned that the budgetary considerations described in the Self-Study Report have limited staff replacements. This has led to increased workload for staff in some offices, including Financial Aid and Bursar, Transfer Student Services, and the Office of Scholarships among others throughout the campus.

The offices named above provide essential financial support to students. Brooklyn College offers more than 600 scholarships, awards, and prizes each year to undergraduate and graduate students, with well over \$1 million available to support their education <https://tinyurl.com/zfv3pay>. Approximately 81% of full-time students received financial aid; for additional detail: <https://tinyurl.com/y7o6j96c>. If these essential financial services are not provided at adequate levels, students are not able to complete their enrollment. In addition to enhancements planned to streamline processes and expand online tools (SP2C.a, SP2.C.b), it is recommended that the College monitor staffing in these areas to ensure adequate staffing from the student's perspective and from the vantage point of staff workload.

4.8 Recommendations Regarding Standard IV and Strategic Plan Alignment

Based on our analysis of Standard IV: Support of the Student Experience, we recommend the following:

- A thorough assessment of the Brooklyn College website's navigability for students is needed. Student participation in the assessment of their informational needs is critical (SP4.E.e).
- Improve advisement through resource and staffing assessments, the development of a campus-wide Advisement Council (faculty and staff) for campus-wide coordination and development for all advisors. Continue efforts to address the *Sophomore Slump* (SP2.A.e).
- Establish improved predictive scheduling models to ensure course availability (SP2.A.c, Sp4.C.a).
- Up-date scheduling software to move campus to a uniform two-to-three-year course scheduling model for all programs.
- Improve review processing time of transfer credits and consider robust and rigorous Prior Learning Assessment guidelines and procedures (SP2.D).

CHAPTER 5

STANDARD V: EDUCATIONAL EFFECTIVENESS AND ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

5.1 Introduction

This chapter shows how Brooklyn College meets the criteria of Standard V. It is roughly organized in order of the MSCHE criteria for Standard V. We describe the extensive progress the College has made on the assessment of educational effectiveness since 2016 when we submitted a Monitoring Report to the MSCHE. That report documented the College's implementation of an organized and sustained process to assess student learning and respond to findings. It [was accepted](#) by MSCHE without additional follow-up. In this chapter, we detail our educational goals, describe the evaluation of our educational programs, and demonstrate how we use assessment results to improve educational effectiveness and our process of assessment itself. Information generated by the original [Self-Study research questions](#) (p. 10) has been integrated into the chapter as appropriate.

5.2 Current Status of Assessment at Brooklyn College: Linkages Among Educational Goals and Programs

All of our work on assessment is clearly linked to our institutional goals. Our goals for student learning on the program and on the institutional levels are connected to our General Education program and to the University's goals. Assessment in any area causes myriad ripple effects that portend improvements in other areas. We champion this power of assessment and are improving our assessment infrastructure to leverage these effects, to propel the College forward.

Our [College's Strategic Plan](#) displays the connections among assessment processes and demonstrates the prominence of assessment at the College. It also imbricates throughout its pages the call for continuous improvement toward the mission through assessment, in the assessment processes, and within the tools themselves. The content of Strategic Plan Goal 1A.a—the first objective of the Plan--emphasizes the value the campus places on the primacy of assessing educational effectiveness.

The provost, deans, chairs and departments, and Faculty Council will critically examine our undergraduate and graduate academic offerings, through regular program reviews, external evaluations, and annual assessment plans and reports. The analysis will ensure that our curricula, majors, and programs reflect emerging knowledge and skills and deliver academic excellence and value to students.

Statements that signify the value of assessment for the College's attainment of its mission occur 43 times in the Strategic Plan, reinforcing our work toward our mission.

5.2.1 Overview of Educational Goals, Interrelationships, Alignment with Mission

The College assesses Student Learning Outcomes (SLOs) across all areas of the College. It uses multiple methods and processes, including direct assessments of SLOs through assignments, exams, and other activities, and indirect measures such as grades and surveys. General outcomes with regard to student success are assessed, and activities for improvements are designed, implemented, and assessed as guided by the College's Strategic Plan, the annual University and College PMP, and operational planning, budgeting and assessment processes as described in Chapter 6. The metrics and processes that the College uses to assess general outcomes related to student success are provided in Chapter 4.2 of this Self-Study Report.

Assessment is coordinated by the Office of the Provost in collaboration with the Office of Institutional Research and Data Analysis. Institutional level assessment measures student achievement of General Education learning outcomes across all schools and programs. Program assessments measure the attainment of SLOs. Faculty assess SLOs within their degree programs. This approach is calendared in order to ensure that information based on assessment can be collected and utilized for improvements. These processes are described below.

Institutional Educational goals are represented by our new General Education curriculum, Pathways. As described in Chapters I.2 and 3.4, Pathways focuses on developing student skills in reading, writing, and quantitative reasoning. It emphasizes knowledge acquisition about cultural diversity, scientific thinking, and history among other specified student learning [outcomes](#). Skills in orality, information and technological abilities, and mission-specific knowledge are also foregrounded. Since adoption of Pathways in 2017, the faculty has developed and implemented a program level assessment plan (Appendix I.I). All programs at the College also have clear SLOs that are specified in program proposal documents and assessment reports. These are mapped to course level learning outcomes. Students receive the course level information through syllabi.

We are currently making program level outcomes a more prominent feature of our program descriptions. The Self-Study revealed that program level learning outcomes have not been integrated into the College's bulletin. Plans are underway to make the necessary revision in next year's editions. This information is critical for the students' understanding of the curriculum. Through the assessment process, the alignment of courses with program outcomes is delineated. Every course specifies learning outcomes. Outcomes are assessed by faculty and improvements put in place through the regular assessment cycle and through periodic self-study program review.

5.2.2 Organization of Assessment

With President Anderson in the lead, the College has diligently worked to develop a culture of assessment and continuous improvement that can be sustained. Our assessment processes undergo continuous improvement by faculty and appropriate staff to ensure the evaluation of student achievement.

Through the program development and review processes meaningful curricular goals with defensible standards for evaluating student achievement of the goals are put in place for all programs. The faculty [curricular committees](#) oversee the design of curricular goals in accordance with standards established by the New York State Department of Education and the City University of New York. The assessment calendar is established by the College's administration in consultation with academic departments. To provide executive leadership for the entire assessment effort, the College created the Office of the Associate Provost for Institutional Planning and Assessment. The Associate Provost was hired along with key staff---the Assessment Manager and an administrative assistant--in 2016. The Associate Provost works collaboratively with the Director of Institutional Planning, Research and Assessment to oversee, monitor, and evaluate the implementation of assessment activities across the College.

The results of our Self-Study pointed to the need to further develop our assessment infrastructure. A professional staff of three and two college-wide assessment committees cannot by themselves adequately meet the needs for professional development, report collection, monitoring, cataloguing, providing feedback, consulting on action plans, reporting on assessment findings, and tracking across a campus of the size and complexity of Brooklyn College's as recognized by the [Strategic Plan](#) (Goal 1.A.a, p.5). In addition, we think based on our own experience and the research literature that an important factor in sustaining a culture of assessment is instituting participatory leadership for specific assessment activities at all levels. We are therefore: (1) [distributing leadership for assessment](#) more broadly, and (2) developing a systematic assessment document repository to streamline assessment documentation activities.

To introduce these changes, the role of the [Office of the Associate Provost for Institutional Planning and Assessment](#) in assessment is shifting from "the focal point of accountability to all stakeholders" to the campus hub for assessment expertise, professional development, and overall coordination. The office's staff will coordinate the calendar of all assessment activities—from the assessment of student learning to departmental self-studies/program reviews--provide on-going professional development, and act as assessment experts available for consultation across all units and programs of the College. The office will collaborate with the Office of Institutional Research and Data Analysis and the campus-wide assessment committees described below in routinely assessing assessment practices and processes across the College and reporting out to the community on findings and best practices.

In addition to the Office of the Associate Provost for Institutional Planning and Assessment, the College established an [Institutional Assessment Committee](#) (IAC) and an [Academic Assessment Council](#) (AAC) led by the Associate Provost for Institutional Planning and Assessment. Both groups guide our assessment efforts and facilitate the ongoing cultivation of a culture of assessment. The Academic Assessment Council consists of faculty and administrative representatives from each of the five schools; these individuals oversee and advocate for the assessment initiatives in the Academic Affairs division. All faculty on the committee receive three hours of reassigned time yearly for their effort.

The Institutional Assessment Committee was formed in 2016 in response to the Monitoring Report, which called for an assessment body for the non-academic units. That group is comprised of at least one representative from each division represented on the [President's Cabinet](#). The IAC is chaired by the Associate Provost who along with the Senior Director for Institutional Research

and Data Analysis provides consistency and communication across the divisions. This body works in parallel, to the extent possible, with the Academic Assessment Council.

For now, the two college-wide assessment committees—the [Institutional Assessment Committee](#) and the [Academic Assessment Council](#)—will continue their work and plan for the periodic assessment of their activities.

With the change in the scope of responsibility assigned to the Office of the Associate Provost, we will be distributing leadership for assessment accountability across multiple functions. Vice presidents and deans will be responsible for monitoring all assessment activities conducted in their respective areas and for developing action plans with staff/faculty to advance improvements in their areas. On the academic side, department chairs will be asked, as part of the departmental annual review (Appendix I.C) to be conducted by the deans, to report the status of all assessment activities--from the assessment of SLOs to program review--for each program under the department's aegis. Instead of chairs, we recommend that program directors assume responsibility for the assessments of the programs they oversee. The Dean will provide feedback on assessment in consultation with the Associate Provost's office and will work to marshal resources, if needed, to support improvement plans. Professional development activities will be undertaken to establish and ensure quality standards across areas and to continue innovations in infrastructure that meet the campus's evolving culture and needs.

Institutionalization of these new roles has recently begun. The Provost has included the oversight of all assessment activities in the deans' job descriptions and will include progress in this domain as a metric in annual evaluations. The vice presidents plan to design mechanisms to document their approaches to this newly specified oversight function over the calendar year.

We also have begun to devise more robust mechanisms to collect, track, monitor, store, and analyze assessment reports. The Self-Study established that tracking of all assessment plans and reports was insufficiently systematic. A centralized document repository that standardizes cataloguing will help the College track evidence of student learning across programs and allow for speedier and regular analyses of progress across programs. It will also help with sharing of local best practices. Currently, we are working on putting in place standardized nomenclature for cataloguing and are exporting files housed in various digital locations into one centralized online collection, where files will be organized by department, program, year, type, etc. As we complete these activities with the guidance of our librarians, we will consider adding other tools to organize uploading by the reporters themselves and to provide access to specific and related documents that will aid departments, programs, and units in their assessment and planning activities. Over time the historical "paper" assessment archives will be digitized and added into the assessment repository.

5.2.3 Systematic Assessment, Preparation of Students, and Sustainability

The College demonstrates meaningful curricular goals with defensible standards for evaluating how students achieve them. The Self-Study showed recent improvements to the assessment template. A review of the quality of assessment reports for both academic and Administrative and Education Support (AES) areas was conducted in 2016-17 by the AAC and the IAC. The

Business Management	•	•	•	•	•	•	•	•	•
Economics	•	•	•	•	•	•	•	•	•
Finance	•	•	•	•	•	•	•	•	•
School of Education									
Childhood, Bilingual and Special Education	•	•	•	•	•	•	•	•	•
Early Childhood Education/Art Education	•	•	•	•	•	•	•	•	•
School Psychology, Counseling and Leadership	•	•	•	•	•	•	•	•	•
Secondary Education	•	•	•	•	•	•	•	•	•
School of Humanities and Social Sciences									
Africana Studies	•	•	•	•	•	•	•	•	•
Classics	•	•	•	•	•	•	•	•	•
Communication Arts, Sciences, and Disorders	•	•	•	•	•	•	•	•	•
English	•	•	•	•	•	•	•	•	•
History	•	•	•	•	•	•	•	•	•
Judaic Studies	•	•	•	•	•	•	•	•	•
Modern Languages and Literatures	•	•	•	•	•	•	•	•	•
Philosophy	•	•	•	•	•	•	•	•	•
Political Science	•	•	•	•	•	•	•	•	•
Puerto Rican and Latino Studies	•	•	•	•	•	•	•	•	•
Sociology	•	•	•	•	•	•	•	•	•
School of Natural and Behavioral Sciences									
Anthropology and Archaeology	•	•	•	•	•	•	•	•	•
Biology	•	•	•	•	•	•	•	•	•
Chemistry	•	•	•	•	•	•	•	•	•
Computer and Information Science	•	•	•	•	•	•	•	•	•
Earth and Environmental Sciences	•	•	•	•	•	•	•	•	•
Health and Nutrition Sciences	•	•	•	•	•	•	•	•	•
Kinesiology	•	•	•	•	•	•	•	•	•
Mathematics	•	•	•	•	•	•	•	•	•
Physics	•	•	•	•	•	•	•	•	•
Psychology	•	•	•	•	•	•	•	•	•
School of Visual, Media and Performing Arts									
Art	•	•	•	•	•	•	•	•	•
Feirstein Graduate School of Cinema	•	•	•	•	•	•	•	•	•
Film	•	•	•	•	•	•	•	•	•
Music, Conservatory of	•	•	•	•	•	•	•	•	•
Television and Radio	•	•	•	•	•	•	•	•	•
Theater	•	•	•	•	•	•	•	•	•
	Plan		Outcomes		Tools		Evidence		Use of Results
	AY15	AY18	AY15	AY18	AY15	AY18	AY15	AY18	AY15 AY18

35 Departments	26	31	27	33	26	33	18	26	18	24
% of Departments	74%	89%	77%	94%	74%	94%	51%	74%	51%	69%

The absence of sufficient accountability mechanisms in the past was an impediment to timely submission. The lack of a uniform and adequate method for collecting and cataloguing submissions had also interfered with reporting. This year the timeline for submission was narrowed and numerous communications about expectations and the due dates were initiated by both the Provost and the deans. We believe that these reminders coupled with a streamlined template, clear expectations, and dispersed collection yielded timely submissions.

Because assessment activities have been organized on the departmental level, rather than the program level, individual program compliance has been less robust than departmental compliance outside of the School for Business and the School of Education, which have long-standing histories of vigorous assessment and total compliance. On the program level, yearly assessment participation rates have risen from 48% in 2014-2015 to 51% in 2017-2018. There is broad variance in program participation, depending on school: 44% of programs in the School of Humanities and Social Sciences, 47% of programs in the Natural and Behavioral Sciences, and 68% of programs in the School of Visual, Media, and Performing Arts submitted an assessment report for the 2017-2018 year. The new document repository and distributed leadership structure for assessment will allow us to monitor program compliance much more efficiently than the low-tech and centralized approach to collection, feedback, and analyses that the College has utilized in the past. The new approach will allow the deans and assessment manager to ensure that all programs within a department are engaged in regular assessment activities, integrate their assessments, document them, and close the loop toward improvement.

In addition to the regular assessment of student learning, departments undertake self-studies/program reviews every ten years. The reviews are an important tool for the College in assessing the quality of offerings in accordance with University guidelines. Prior to the external review, the departments spend at least one semester completing a self-study. The report probes the alignment of the department's mission statement with the College's and University's; requests specification of program level SLOs, departmental goals, benchmarking, governance, curriculum, assessment, faculty details, and information about post-graduate outcomes. The [self-study instrument](#) includes unusually detailed summaries about the assessment of student learning and evidence of yearly assessment activities for a three-year period, among other categories of information.

The reviews articulate how students are prepared in accordance with the mission for careers and further education. Upon completion of the self-study, the departments identify external evaluators who examine the self-study report and conduct a site visit. The external evaluators make recommendations to which the department responds. These activities are coordinated and monitored by the Associate Provost for Institutional Planning and Assessment, who maintains the schedule for reviews.

Summaries of recent self-studies/program reviews can be found in Appendix 5.A. The quality of self-studies that have been conducted is generally high, but the extensive process has strained the departments. Going forward, the deans will assist departments with action plan development to

address the review recommendations and support the programs in closing the loop. Progress on developing and implementing action plans will inform the Provost's annual review of departments and schools going forward.

Additional revisions to self-study/program review guidelines are recommended. Both the 10-year time span and scope of review present significant challenges that make what is already a substantial undertaking more difficult. The challenges faculty have expressed include: the lack of faculty continuity due to retirements, resignations, non-reappoints; changes in program leadership, redundancies in the information requested in the self-study and in annual program assessment, and modifications in a department or the structure of a program. Sharing best practices and assessments of our current process with all faculty is also a recommended step.

5.2.4 Supporting and Sustaining Assessment and Communicating Results to Stakeholders

In addition to improvements in reporting processes and infrastructure, a number of development opportunities have been offered to staff and faculty in the last several years to support and sustain assessment.

Since 2016, workshops have been held every semester for both academic and administrative units to support their efforts in completing assessment activities and reports. Throughout the summer and into early fall 2017, the focus of activities was on the development of assessment plans to be implemented during the 2017-2018 year. For the AES units, workshops were scheduled throughout the summer to coincide with pre-existing staff meetings. This format enabled smaller group sessions and the use of examples more specific to the individual areas. During 2018, the focus of the workshop shifted to assessment reporting. The impact of the workshops has not been assessed. Assessment will be built-in to the workshop structure going forward.

Beyond formally scheduled meetings and workshops, bi-weekly Assessment Table sessions were initiated during the Spring of 2018. Following the model of language tables, the Assessment Table provides an informal, open door time slot for staff and faculty to drop-in with their assessment questions and concerns, regardless of their level of experience in assessment. Communications stressed that no question was too simple or too challenging. Either the Associate Provost for Institutional Planning and Assessment or the Academic Assessment Manager were on hand during the scheduled time. Although the approach was well received, the number of attendees was nominal. Because, the Tables elicited participation from a different audience than the one that attended workshops, the Tables will continue for the immediate future. To increase the participation rate of this group, outreach efforts will target individuals who oversee and participate most in assessment functions.

Other strategies have been employed. The Institutional Assessment Committee instituted an annual [Assessment Day](#) two years ago. This extremely well-attended event focuses on the assessment of AES units. Individuals who participate show a genuine interest in learning new techniques and improving their practices. Regular assessment of this and all events that are designed to stimulate a culture of assessment is recommended.

This year the College plans to showcase assessment practices undertaken by faculty at Brooklyn College that have clearly made a difference in improving student learning. By showing the impact of closing the loop through our faculty's efforts, the College hopes to demonstrate the profound impacts assessment has on improving our students' learning outcomes and bolstering the excellence of our academic programs. This strategy is also intended to continue to improve the quality of assessment practices and reporting among all levels of faculty and staff and to forge an ever-stronger community of practice in assessment. We believe these measures will continue to support and advance our gains in assessment.

5.3 Using Assessment Results for the Improvement of Educational Effectiveness

Consistent with our mission, all programs at the College engaged in assessment use assessment results to strengthen student learning. The M.S. program in Speech-Language Pathology (SLP), for example, reviewed summative exams several years ago. The faculty identified a knowledge deficiency across several students in a specific clinical domain (dysphagia/swallowing). The program director subsequently surveyed all second-year graduate students regarding knowledge, and separately surveyed clinical speech language pathologists employed by externship sites regarding clinical expectations. Survey results identified limitations in the application of clinical dysphagia intervention and resulted in the program's implementation of a series of required experiential learning activities. Follow-up surveys of students and clinicians revealed an improvement in learning and skills outcomes. These activities have now been formally adopted by the program. Many other programs have undertaken major and minor revisions to curricula to improve learning based on assessment. The Television and Radio Program entirely revamped its major to carefully sequence knowledge and skill development in order to facilitate learning. Theater shook up a string of requirements to improve momentum. Accounting added new courses to ensure the appropriate scaffolding of skills to meet their learners' needs.

In addition to curricular improvement, assessment of programs has brought to the fore the need for different **pedagogies** to enhance learning. The Psychology Department, for example, housed in the School of Natural and Behavioral Sciences, recently assessed student learning in the BA/BS program in Psychology. The department collected data from five individual courses, ranging from 1000-level introductory courses to 4000-level late-career major classes and including hundreds of students. This diversity of courses across levels offers an unusual breadth of information about student growth. The specific tools involved comparing test scores, a commonly-used instrument in psychology courses, across different groups of students to understand which techniques or policies are more effective. For example, psychology faculty augmented traditional lectures in some classes with directed group work, while continuing to offer only lecture in other sections of the same 1000-level class. They found that the students who had participated in the group activities performed significantly better than those who were provided with lecture-based instruction alone. This in turn guided departmental practices and inspired faculty to include group work in their pedagogical tool-boxes.

The Communication Arts, Sciences and Disorders Department's recent assessment showcased the need to sometimes add **academic support programs** to facilitate student learning. An ongoing review of student clinical writing revealed both faculty and student concerns about the level of

writing mastery, which were further supported by feedback from internship and externship clinical instructors. A series of clinical writing workshops have been implemented in the current semester with the support of a CUNY doctoral teaching fellow. As this is currently in progress, data cannot yet be used to demonstrate improvement, but anecdotal evidence is promising.

At times, programs require **full revision** based on assessment findings. In the Koppelman School of Business, the development and revision of learning goals for the undergraduate and graduate degree programs relies on multiple sources of information: (1) annual alumni/employer surveys; (2) annual studies of the NYC job market; (3) continuous employer/faculty interaction scheduled in collaboration with the Magner Career Center; (4) annual Business Matters events and the Business Matters speaker series; (5) bi-annual benchmarking of AACSB competitors in the New York City area; and (6) nationally-published employer studies of necessary 21st century undergraduate learning skills.

The data and information are reviewed by the Assurance of Learning Steering Committee and recommendations are forwarded to the departmental curriculum committees. During the last five years, six learning goals were conceptually and operationally defined for the BS and BBA programs at the undergraduate level and the MSBA and MS program at the graduate level. Learning opportunities relevant to each learning goal were embedded in each core business course, and tools and rubrics were developed for assessment of each learning goal. Since spring 2014, learning goal definition, assessment, close-the-loop, and learning goal revision have occurred for each learning goal in both the undergraduate and the graduate programs. In most cases at the undergraduate level, the results of closing the loop on assessment have been profound. Student outcomes on five of the six learning goal assessments show substantial performance improvements. Of particular note, the assessment scores of students' written communication were 63.4%, 73.1%, and 84.5% proficient or better in 2014, 2016, and 2018, respectively. Similarly, students' scores on the critical thinking assessment increased from 54% proficiency in fall 2016 to 81% proficiency in fall 2018. Perhaps of greatest consequence, students placed in the 24th percentile nationally in 2016 and in the 30th percentile nationally in fall 2018 on the ETS Major Field Test in Business. This example shows how program revisions based on assessment can facilitate student achievement dramatically.

Our new General Education Program has recently begun assessment activities. As outlined in Chapter 3, CUNY instituted Pathways, a system-wide general education curriculum in 2012. The Brooklyn College faculty did not formally adopt the curriculum until spring 2017.

From 2012 until adoption, the faculty was engaged in assessing core components of its prior General Education program (Appendix 5.B). These assessments led to many improvements. English faculty, for example, identified significant variations among the students who did not receive credit for English Composition 1 (ENGL 1010). Despite the high pass rate in English Composition 1, the Department found that some students did not receive credit because they had completed the work at an insufficient level (NC/C-) of mastery, while others did not complete the work (F). In response, the Department introduced a writing workshop for borderline students who could pass with additional skill development. The three-hour, four-day workshop focuses solely on improving student writing.

Improvements to support new adjunct faculty were also put in place at the same time, including (1) a standardized, Open Educational Resource (OER) syllabus, and (2) a workshop on teaching

methods and pedagogy for new instructors. These changes provide critical support for new instructors. Ninety-seven percent of the sections of are taught by part-time faculty, over half of whom are typically new instructors. These changes ensure effective instruction in English composition courses. The Director is considering implementing similar changes to English Composition 2 (ENGL 1012), after completion and analysis of the assessment findings from fall 2018.

To move to comprehensive and systematic program-level assessment of the new General Education program, the Provost established the position of General Education Faculty Director and appointed Professor Caroline Arnold to fill the role in fall 2018. A key responsibility of the director is leadership for general education assessment.

Professor Arnold worked with the Faculty Council General Education Committee and across the College to coordinate assessment, collect assessments that had been completed last year, and complete the assessment plan for the new Pathway's curriculum (Appendix I.I). Brooklyn College now has a plan for assessing courses in its General Education curriculum and for program-level of General Education. During fall 2018, the program developed a curriculum map for Flexible Core courses, assessed the extent of course offerings in the Required Common Core and the Flexible Core, developed a Five-year Assessment Plan for General Education, and developed a model for assessing each segment of the Flexible Core curriculum.

During fall 2018, seven departments conducted course-level assessments of General Education classes. This is a significant improvement over the three departments that assessed General Education courses in 2017-2018. In spring 2019, the program will conduct its first coordinated assessment of a thematic area of the Flexible Core, "Creative Expression." In addition, four other departments will engage in course-level assessment of General Education classes during the Spring 2019 term. The General Education Coordinator and Committee on General Education will use this assessment of "Creative Expression" to develop assessment procedures for other thematic sections of the General Education curriculum.

From fall 2017-fall 2018, the College has worked to develop the infrastructure to implement the College Option portion of the General Education requirements. This has involved coordinating the efforts of the Committee on General Education, the Steering Committee of Faculty Council, the Center for Academic Advisement and Student Success (CAASS), the Department of Modern Languages and Literatures, the Dean of Humanities and Social Sciences, the Office for Institutional Research, the Assessment manager, and the Provost. Learning Outcomes and a related assessment plan for the College Option segment of the curriculum have been developed. On the program level, initial assessment findings indicate the need for the development of additional offerings across the program to ensure sufficient opportunities for students to engage in curricula related to all of the program's learning outcomes. The Director of General Education is working with all departments to increase offerings.

On the program review level, the Academic Assessment Council will work with the General Education Coordinator and the General Education Committee to review the new general education program. The Council aspires to serve as the "outside reviewers" of student artifacts from general education courses as indicated.

Each of the above examples show the different ways in which academic assessment is integrated into planning and improvement to move the College's mission forward.

The College supports a range of **professional development activities** to support student learning. The Center for Teaching offers pedagogical professional development opportunities. It encourages high-impact learning and active engagement with students. It supports curricular development, pedagogical innovation, program improvement, planning, assessment, and a campus-wide culture focused on excellence in teaching, through self-reflection. Based on assessments, further investments and expansion in the Center are planned (SP1.C, SP1.B, SP2.A).

The Library's Academic Instructional Technology staff support innovation in technological use by faculty. Information on student text-book purchasing rates has led to an important grant funded OER initiative at the College. Open Educational Resources (OERs) are teaching, learning, and other resources released under an open license that permits their free use and repurposing by others. OER textbooks facilitate our students' ability to access course texts when faculty adopt their use in their classes. The [OER initiative](#) has been extremely successful at the College; it has provided access to 45 OERs, impacting an enrollment of nearly 12,000 Brooklyn College students who collectively saved \$1,784,391 in textbook and other course material costs (Appendix 5.C).

Consideration of assessment results also informs **planning and budgeting for the provision of academic programs and services**. A very recent example that will occasion a shift of allocations is the development of advisement capacity and administrative coordination to address the *Sophomore Slump* as discussed in section 4.2 of this Self-Study Report. Another example is the development of peer mentoring and advertising to aid in the Academic Momentum campaign, which in one year has improved first-year student credit accumulation markedly. Both serve as examples that highlight how planning and budgeting using the results of assessments improve educational effectiveness.

Communication about assessment results to all appropriate constituents is valuable. It allows departments, programs and units to share examples of proactive engagement in the assessment process and provides models for peers. It also is critical for stimulating the ripple effects of assessment across the institution. Obstacles to communication on our campus include lingering attitudes that outcomes assessment is a process demanded by the administration and not desired by the teaching faculty. We believe that the steps we are taking this year to showcase the power of assessment through faculty-led sharing and decanal accountability and involvement will make a marked difference.

Among administrative units, the Office of Scholarships offers a fine example of assessment results shared in an operational unit that reaches beyond the expected audience. The Office reports that donors are apprised of what others are doing in support of Brooklyn College students. The Zicklin Summer Fellowship program, which provides students with funding for credit-bearing domestic internships and summer course work, is considering broadening its own criteria to mirror the Rosen Fellowship.

The [Office of Institutional Research and Data Analysis](#) issues numerous reports related to institutional effectiveness that are published on the College website. Detailed assessment data for

the public and internal community are currently available [Office's website](#). Some information is password protected, even when at times when new reports are internally circulated via email. The level of password protection impedes use. There is also an abundance of data, not all of which has been analyzed in the presentation of it to the end user. Analytical reports that summarize the data would be helpful for the College community. The lack of such routine reports makes it difficult to share the successes and challenges internally.

As described in Chapter 4.3 the College has used assessment effectively to **improve key indicators of student success**, including graduation, retention, and momentum for all groups. It is currently engaged in a project to improve transfer success by examining differences in outcomes among transfer and home students and comparing differences based on sending institutions for specific programs. We are also looking at the alignment of curriculum with our largest feeder transfer college—Kingsborough Community College—as we update our articulation agreements with the institution. This effort will contribute to improving outcomes for our transfer students.

The College has worked diligently to design **processes and procedures to improve educational programs and services**. The assessment of our General Education Math course results is leading to increased options for non-stem students and to the appointment of a curriculum coordinator for Math General Education and other innovations for the structure and oversight of these offerings.

Other capacious examples involve the adoption of new methods of assessment by programs. The History Department, housed in the School of Humanities and Social Sciences, regularly undertakes informative assessment practices. One tool used by the History Department to assess its MA program is a scored portfolio system, which follows a four-year schedule. The Department collaboratively develops a rubric for scoring student portfolios, derived from the program's goals and SLOs. For the 2017-2018 school year, a three-faculty member panel evaluated portfolios of student work that had been generated in the course of ordinary class activities. The panel assigned scores of Poor, Fair, Good, and Excellent to a set of eight criteria spelled out in the rubric. History faculty found that between 2014 and 2018 portfolio scores had trended down slightly. Their results were skewed by a small but consistent number of students who performed dramatically below their peers. The faculty described how these results confirmed a feeling within the Department that there is a mismatch between the program's stated graduation requirements and the actual process through which students are determined to be ready for graduation. The faculty resolved to examine their graduation requirements and how they are met as part of their upcoming self-study process.

For 2017-2018, the Studio Art Program in the School of Visual, Media, and Performing Arts undertook a large assessment, examining two required introductory courses and nine higher-level electives that included a total of 173 students. The Art Department's assessment tool involved faculty experts rating student artwork on a 5-point scale according to the SLOs of the particular course. The overall scoring average was strong. The Academic Assessment Manager noted that one particular course, made up of two sections, had a significantly lower student average than other courses, suggesting that this course may be a particularly challenging part of the curriculum. The Studio Art faculty found the assessment effective. Faculty noted that the SLOs could be sharpened and written more generally. This work is in progress.

The Barry R. Feirstein Graduate School of Cinema represents an interesting challenge and opportunity for assessment. The Feirstein Graduate School welcomed its first class in 2015-2016,

and assessment efforts are under continued development. Two programs within Feirstein, the MA in Screen Studies and the MFA in Cinema Arts, have designed creative assessments of student learning. The former program trains students in the analysis and appreciation of the screen arts, giving them the tools necessary to develop their own observations and judgments about TV and film and to articulate those observations and judgments in writing. The latter program gives students practical skills in creating films. To assess student performance, faculty have acted as panelists to judge student work. For the MA students, the work assessed is a major research project or a written thesis. For the MFA students, the assessed artifacts are appropriate to the student's given track; those in the screenwriting program will have their scripts evaluated, while for the rest of the students the reviewed artifacts will be their short film projects. The evaluation will be drawn from the appropriate SLOs.

Brooklyn College has made notable strides in the assessment of administrative units. Units are now using a [consistent template](#) and are reporting on a consistent schedule. Table 5.2 provides an overview of the units that have submitted plans and reports. 2018-2019 data refer to the submission of plans for this year; those not submitted are under review by each area's vice president.

Table 5.2 Status of Assessment Reports by AES

Administrative Unit	2016-2017	2017-2018	2018-2019
Office of the President		•	•
Office of the Provost and Senior Vice President for Academic Affairs			•
Associate Provost for Faculty and Administration			•
Associate Provost for Institutional Planning and Assessment			
Murray Koppelman School of Business	•	•	•
School of Education		•	•
School of Humanities and Social Sciences			•
School of Natural and Behavioral Sciences			•
School of Visual, Media and Performing Arts			•
Honors Academy		•	•
Office of Research & Sponsored Programs		•	•
Pre-Health Professional Advisement		•	•
Roberta S. Matthews Center for Teaching		•	•
	8%	50%	92%
Office of the Vice President for Enrollment Management			•
Center for Academic Advisement and Student Success	•	•	
Enrollment Services Center			
First College Year			
Graduate Admissions		•	
International Students and Scholar Services	•	•	
International Education and Global Engagement		•	
Learning Center			

Registrar			
SEEK Program		•	
Student Enrollment Advocacy			
Testing			
Transfer Student Services Center	•	•	
Undergraduate Admissions		•	
	21%	50%	7%
Office of the Senior Vice President for Finance and Administration		•	•
Athletics & Recreation			
Budget and Planning	•	•	
Campus and Community Safety Services	•	•	
Comptroller	•		
Facilities, Planning and Operations	•	•	
Human Resources Services	•	•	
Information Technology Services	•	•	
Institutional & Academic Programs	•	•	
Internal Audit/Inventory Control	•		
Student Financial Services	•	•	
	82%	73%	9%
Office of the Vice President for Institutional Advancement			•
Alumni Affairs	•		
Brooklyn College Foundation		•	
Communications and Marketing		•	
	25%	50%	25%
Office of the Vice President for Student Affairs			•
Black and Latino Male Initiative		•	
Center for Student Disability Services	•	•	
Health Clinic	•	•	
Immunization Requirements Office		•	
Judicial Affairs	•	•	
LGBTQ Resource Center	•	•	•
Magner Career Center	•	•	
Personal Counseling	•	•	
SAIL		•	
Student Center		•	
Veteran and Military Programs	•	•	
Women's Center			
	54%	85%	15%
All Administrative Units	38%	64%	31%

Great gains have been made in the adoption of assessment by AES areas since 2014-2015. The majority of areas of the College are now engaged in overall assessment of their primary activities.

Many more are engaged in assessment of their strategic activities, grant activities, and annual initiatives. Reporting about assessment activity, however, has not been as we would like or as uniform. With the vice president's oversight and the new template and repository, we anticipate full participation moving forward. Chapter 6.6 describes how the College uses assessment to improve its administrative processes and the impacts these improvements have on institutional effectiveness.

5.4 Periodic Assessment of the Effectiveness of Assessment

The College is engaged in the **periodic assessment of the effectiveness of assessment processes to improve educational effectiveness**. Results from the MSCHE faculty and staff surveys elucidate perceptions about assessment at the College. Roughly three quarters of the faculty and staff surveyed agree that Brooklyn College values assessment, but fewer agree that Brooklyn College values the time needed to conduct assessment. Roughly half the faculty and approximately two thirds of staff agree that the College administration clearly communicates their expectations around assessment. A majority of faculty find that their department chairs communicate well how they are to conduct student assessment in their classes, but are divided on how well the deans performs this same role. We believe the assignment of responsibility for assessment across the College to the deans will change these perceptions.

As discussed above, the Office of the Associate Provost has developed methods to assess submitted assessments, including an instrument that examines quality factors as described in section 5.2. This is routinely applied by the assessment manager and has become part of the office's regular work flow. Reporting out to various stakeholders on the quality of assessments is the logical next step. We think this approach to assessing our current assessments can be expanded. We recommend that the college-wide assessment committees work with various stakeholders throughout the College community to develop routine assessments of our assessment processes.

The PMP described in I.1 establishes broad goals and metrics for the colleges based on the University's Strategic Framework. It also provides the University with information for the annual review of the institution. The extent of progress on the accomplishment of these goals helps the College monitor its progress as a part of its assessment of effectiveness.

Another important tool for examining our effectiveness is progress on the new [Strategic Plan](#) in areas related to the improvement of our assessment processes and the advancement of student learning through increased institutional effectiveness. The Strategic Plan itself describes with great specificity how we will measure progress toward our goals. In the next chapter (6.2), we discuss our plans for monitoring and communicating our progress about the Strategic Plan for the improvement of institutional effectiveness.

5.5 Success of Graduates

The Brooklyn College Office of Institutional Research and Data Analysis in cooperation with the CUNY Central Office annually surveys recent graduates. The 2017-2018 survey showed that 74% of our undergraduates were employed at the time of the survey and an additional 17.4% were pursuing further education. Graduate students were fairing even better: 84.7% were employed and

7.3% were pursuing further education. While employment and graduate school outcomes appear favorable, income levels do not, despite the fact that the College is among the most successful in the country at moving students out of poverty. The College has just begun to examine this issue (Appendix 5.D). It is recommended that the College investigate this further and develop closer ties between individual programs and communities of practice to learn more about the income opportunities that are available for graduates in their chosen careers.

Individual schools engage in some tracking of recent graduates with an eye towards the preparedness of students from both the student and employer perspectives. For example, the School of Education actively mines two tools for measuring the success of their graduates. These are the Brooklyn College Office of Institutional Research 2013 Alumni Survey and the Brooklyn College Employer Satisfaction Survey 2016-2017. According to the former, 78% of the School of Education alumni as compared to 59% of non-School of Education alumni said they were either very well or well prepared for their jobs by their Brooklyn College education. The response rate to the Employer Satisfaction Survey 2016-2018 (ESS) was low; of those who responded 55% thought the program prepared teacher candidates for their professional experiences either very well or well.

The Department of Health and Nutrition Sciences keeps track of graduate success by reviewing the results of the registered dietitian-nutritionist examination. The pass rates are favorable. In 2015, 94% of Brooklyn College graduates passed the exam within one year. In 2016, there was a decline, with an 82% pass rate. While the number still compares favorably with the national average of first-time test takers, the Department will closely monitor the pass rate to see if adjustments are needed. The Department also reports success with post-graduation internship placements, graduate program acceptances, publications, and awards. A survey of their 2017 graduates found that 77% were currently working in schools.

A number of departments indicate that they maintain a database of contact information for alumni. In interviews conducted by Working Group members, two departments specifically indicated working with the College Alumni Office to identify and contact alumni but with different levels of success. Most academic departments lack a regular plan for follow-up with their graduates. This is also true of the Office of Graduate Studies. More typically, departments and programs gather anecdotal information about their graduates when graduates themselves choose to stay in touch with a favored professor. Of particular note, the English Department, the History Department and the Sociology Department were able to supply long lists of graduates who have gone on for further studies (masters or PhD level) or who have careers teaching in higher education.

Among the operational units, the Honors Academy is a model in longitudinal assessment of its graduates. They survey outgoing seniors and track their yearly post-graduate outcomes and progress through email. It is not atypical to see students in each cohort with multiple graduate school acceptances, whereas others have opted for a gap year abroad or other enriching experiences. Other units of note in this regard include the Scholarship Office; it invites Rosen Scholar alumni back to campus to meet each new undergraduate cohort and The Learning Center keeps track of tutors and their pursuit of higher education and employment post-graduation through email but does not track students who use their services post-graduation.

The Magner Center maintains connections with alumni and uses a google form to keep their information on alumni up-to-date. The Center is in regular conversation with the Brooklyn College Foundation, which shares an interest in alumni as a resource. Whereas the Foundation primarily cultivates donors, the Magner Center sees alumni as a source of expertise, mentoring and internships. In turn, their efforts to bring alumni on campus for speaker panels and other events often lead to an increased interest in monetary giving. The Center regularly follows up with employers who have hosted Brooklyn College student interns to learn if they have placed students into paid jobs post-graduation.

A number of operational units do not look at their specific role in the success of Brooklyn College graduates. More systematic information would be valuable, especially to determine the effectiveness of the Center for Academic Advisement and Student Success (CAASS), First Year College, and International Education and Global Engagement and International Student and Scholar Services.

5.6 Recommendations Aligned with the College's Strategic Plan

The following recommendations are offered for moving Brooklyn College forward in its work in institutional effectiveness and assessment in addition to strategies already discussed above and appreciably underway.

- Build out the assessment document repository.
- Complete operationalizing distributed leadership model for assessment. Build responsibility for assisting in closing the loop on program assessment into the deans' and vice presidents' roles.
- Reduce the number of years that departmental self-studies/program reviews cover from ten to five and limit reviews to individual programs. Assign responsibility for implementation of the review to program directors (SP1.A.a).
- Leverage and publicize the success of departments and units that are sustaining an assessment process. Share these successes as models that others can follow. Continue to award model initiatives and departments and provide opportunities for mentorship (SP1.A.a).
- Orient faculty and staff to assessment soon after onboarding. Target new faculty and staff for professional development, and focus effort on program directors, department chairs, and unit heads in areas where assessment practices could be most improved. Work with deans and vice presidents to identify development needs.
- To facilitate the consistent use of data in assessment, analyses of data needs to be disseminated to units across the College based on a regular schedule that is tied to the assessment and planning cycles (SP4.E.a).

CHAPTER 6

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

6.1 Introduction

This chapter highlights our use of the [Strategic Plan](#) to guide planning, budgeting and related activities. It describes the University's and the College's overall budgeting processes and shows how our processes and structures are linked to goals. The chapter also provides examples of how we use data to allocate resources to make improvements in services and programs. At the conclusion of the chapter, we provide recommendations to further strengthen our practices. Information based on our Self-Study design's [original research questions](#) (p.11) is integrated as appropriate.

6.2 Linkages among Institutional Objectives, Assessment, Planning and Resource Allocation

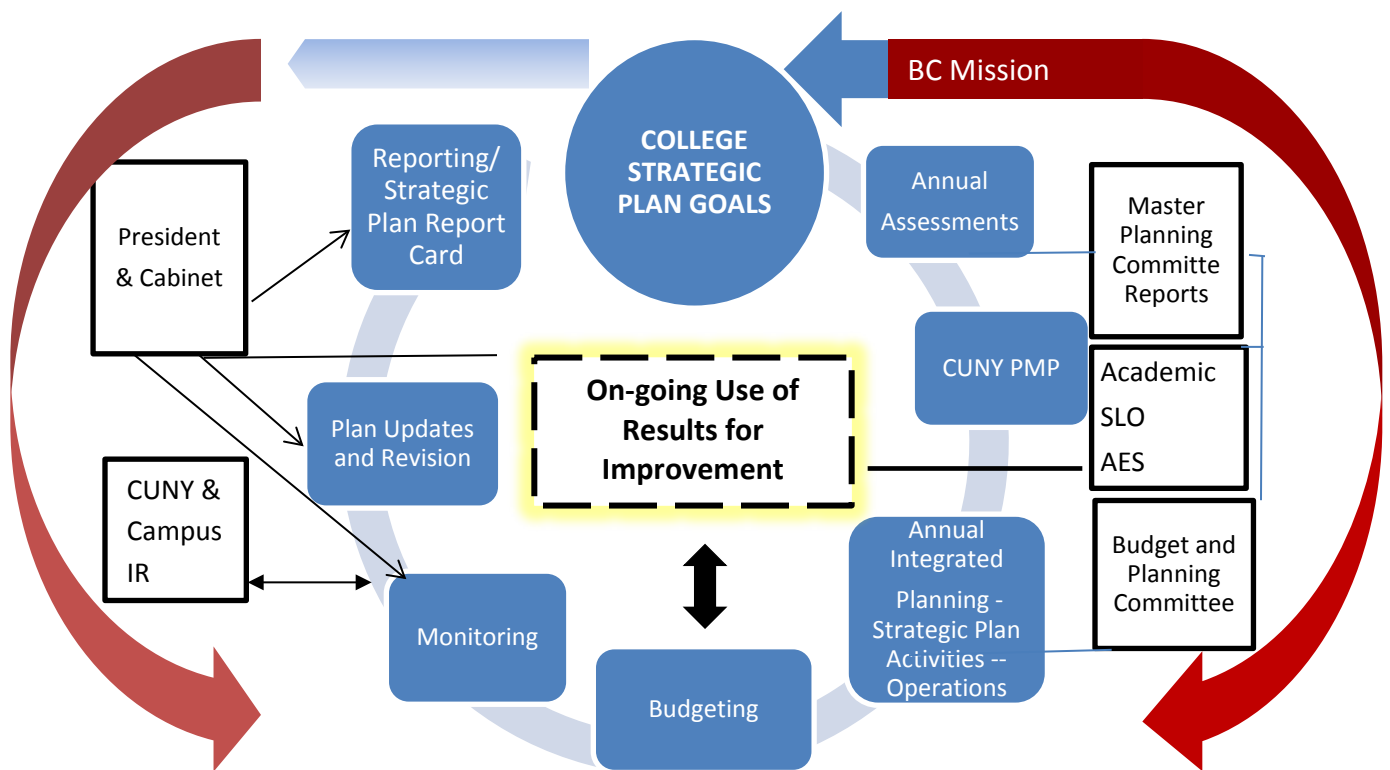
At the start of her appointment, President Anderson engaged the entire community and external stakeholders in a robust, transparent, inclusive, and iterative [strategic planning process](#) (pp. 2-3) as fully described in section I.2.3. The [University's Master Plan](#) and [Strategic Framework](#), a wide array of [University](#) and [institutional data](#), and campus assessment findings informed our mission-based plan. The review included an examination of student enrollment, experience, and success data; faculty satisfaction, research, teaching assessment and teaching capacity data; and financial and administrative reports, among other available information. Trends were identified that informed the development of the Brooklyn College Strategic Plan 2018-2023.

The [Strategic Plan](#) identifies five clear goals that will guide the work of the campus through 2023. The goals are elucidated by corresponding objectives and detailed yearly benchmarks. The plan spells out strategies, metrics, targets (as appropriate), and accountable individuals/units. President Anderson and her cabinet will review progress on the Strategic Plan at least twice yearly as part of the monitoring process; they will identify any misalignments between the budget and the plan's actual implementation. The Strategic Plan is a living document that informs all planning.

With the implementation of the College's new strategic plan, President Anderson and her cabinet have established an integrated, operational planning process that is fully linked with assessment and resource allocation (Appendix 6.A) (SP4.D.d). All members of the President's Cabinet are using a planning template (Appendix 6.B) that shows the relationship of their work to the College's (and University's) strategic goals and to one another's strategic efforts.

Given the primacy of the Strategic Plan and the President's leadership on documenting progress toward the achievement of the institutional mission, the College has undertaken the development of an Institutional Effectiveness Plan (IEP). The IEP will fully describe the integrated processes/activities the College engages in related to planning, budgeting, and assessment. Each of these will be scheduled on an annual timeline and the corresponding most accountable person/s (MAP/s), committees, and cross-institutional teams will also be identified. Figure 6.1 below outlines the overall integrated model upon which the IEP is based. We anticipate completing the IEP by the end of the academic year and working with all stakeholders to increase awareness about the integration of planning, budgeting, and assessment processes/structures and everyone's role in them.

Figure 6.1 The Brooklyn Campus IEP Model



College-wide Processes for Planning and Improvement: blue rectangles

Constituent Committees and Key Units: white rectangles

Work flow: unidirectional →

Work flow bi-directional ↔

As figure 6.1 shows, various committees representing key constituencies of the College are engaged in the annual planning and budgeting process. The Master Planning Committee of the Faculty Council, for instance, works with the Provost to assess faculty line requests based on criteria established by the Provost in consultation with deans, chairs, and appropriate governance committees. Information from the College Assessment committees, together with other assessment information and data related to institutional effectiveness from both the central University and the

local Offices of Institutional Research and Data Analysis and Business Analytics and Data Reporting also inform the annual budget requests that cabinet members make. These requests must be aligned with the College's Strategic Plan.

With the new Strategic Plan, the President and Senior Vice President for Finance and Administration (SVPFA) sought to underscore the relationship between the College's strategic priorities and budgeting (SP4.D.d). They also sought to increase transparency, communication, and inclusion in the financial planning process. To these ends, the President established a college-wide Budget and Planning Committee. The committee was constituted as an advisory body and is also charged with disseminating more detailed and complex information about the budget to the College community.

The committee's membership currently includes faculty and executive level administrators. Plans are underway to expand inclusion to representatives from HEO, civil service staff, and student leadership. The new committee is chaired by the SVPFA and the Provost and Senior Vice President for Academic Affairs.

The work of the Budget and Planning Committee has already been instrumental in facilitating the campus's progress on the Strategic Plan. As the Strategic Plan was being operationalized last year, assessment data indicated that the campus needed to increase class section availability in specific curricular areas to improve academic momentum (SP1.A.a). The committee put forward a zero-based adjunct budgeting model to ensure appropriate offerings; the model was adopted by the SVPFA and appropriate mechanisms to facilitate implementation, monitoring, assessment, and reporting were put in place.

Monitoring of financial planning and budgeting is overseen by the SVPFA. The President and her cabinet ensure alignment of financial planning with our mission and goals; clear linkages to the Strategic Plan are made at every step of the planning, assessment and reporting processes. A web-based Strategic Plan Report Card (Appendix I.H) is currently under development; it will inform the community about progress as the implementation of the plan moves forward.

6.3 General CUNY Budget Allocation Process for Senior Colleges

New York State provides funding for the senior colleges using line item appropriations. The budget includes line items for each senior college as well as for central administration/shared services, information technology, fringe benefits, building rentals, and various University programs. Each year, the University submits a tax-levy budget request to New York State for the entire system of colleges. The request is composed of the mandatory (base-line needs) and the programmatic request for increases for the operating budget. The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It also includes requests for rent increases, fringe benefits, and operating costs for new buildings. The programmatic request is based on University program initiatives outlined in CUNY's Strategic Framework and its Master Plan. Both the Framework and the Master Plan are developed by the University's central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives.

The state budget for the senior colleges includes an appropriation for special revenue accounts, including the Income Fund Reimbursable Account (IFR), the City University Tuition Reimbursement Account (CUTRA), and the City University Stabilization Account. The IFR is made up mostly of self-supporting adult and continuing education programs. Colleges can spend what they collect. The IFR programs, however, are subject to a 12.0% cost recovery target. The CUTRA account enables the colleges to roll over into subsequent fiscal years excess tuition revenue. The Stabilization account enables the colleges and University to carry-over into subsequent fiscal years unexpended tax levy appropriations; this can be helpful with regard to planning.

The Board of Trustees adopts a University-wide preliminary budget allocation in February after the State Executive and City Preliminary budgets are issued. The Board adopts the initial budget allocation in June and acts on changes to allocations throughout the year. Colleges receive an initial allocation of their annual budgets before the start of the fiscal year. Each college is expected to meet a tuition revenue target. When tuition collections exceed the target, college budgets are increased to reflect the increased revenue. Additional budget allocations are made periodically during the year to adjust for revenue collections and to disburse additional funds. Additional lump sum allocations are also made to the colleges for child care, collaborative programs with the NYC Department of Education, Coordinated Undergraduate Education, language immersion programs, SEEK, and services for the disabled. The colleges may receive additional allocations for various miscellaneous items and competitive, University-wide strategic initiative “grants.” Items that are paid for centrally, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf.

Funding is then allocated to each college through the University. During the budgeting period, the University communicates regularly with the colleges; the colleges remain responsible for their own budget planning. The University generally does not prescribe how colleges allocate resources, with the exception of a few distinct programs. Once the allocations are issued, colleges submit financial plans detailing the projected uses of their funds to the University. The University Budget Office monitors college spending throughout the fiscal year and publishes four quarterly financial reports to the Board of Trustees and the University community.

All other sources of funding (grants managed by the Research Foundation of the City University of New York, funds raised by the college foundations and/or auxiliary services) are separate and not managed by the University. The University gives the colleges their own unaudited version of the overall CUNY audited financial reports.

6.3.1 Overview of the Brooklyn College Tax Levy Budget

As Table 6.1 below illustrates, the College has the necessary resources to fiscally support its operations. Table 6.1 provides a ten-year longitudinal summary of the tax levy budget. Projections for fiscal year 2019- 2021 have been conducted (Appendix 6.C). During the decade, there were significant New York State budget reductions in five of the fiscal years. As Table 6.1 also shows, the College addressed these challenges to maintain a balanced budget and fulfill its mission and goals.

Table 6.1 Tax Levy Funding (in thousands)

Description	Fiscal Year 2009 Actual	Fiscal Year 2010 Actual	Fiscal Year 2011 Actual	Fiscal Year 2012 Actual	Fiscal Year 2013 Actual
CUTRA Beginning Balance	1,149	2,035	1,712	3,164	3,130
Revenues:					
Tuition and Fees	67,875	79,892	81,193	88,755	89,737
State/City/CUNY	36,753	37,371	36,015	26,821	27,306
Expenditures	-103,742	-117,586	-115,756	-115,610	-116,879
CUTRA Ending Balance	2,035	1,712	3,164	3,130	3,294

Description	Fiscal Year 2014 Actual	Fiscal Year 2015 Actual	Fiscal Year 2016 Actual	Fiscal Year 2017 Actual	Fiscal Year 2018 Actual
CUTRA Beginning Balance	3,294	2,176	2,611	4,553	4,462
Revenues:					
Tuition and Fees	89,264	94,748	100,566	103,940	109,363
State/City/CUNY	27,799	27,761	23,431	27,370	26,575
Expenditures	-118,181	-122,074	-122,055	-131,401	-136,656
CUTRA Ending Balance	2,176	2,611	4,553	4,462	3,744

The College has been fiscally responsible during the period and demonstrated that it can meet budget challenges through the strengths of its financial planning, resource management processes and functions as described below. Financial planning and other key planning documents guide our work.

6.4 The Financial Planning and Budget Process

6.4.1 Operating Budget Planning Processes

At the College, the budget is reviewed on an ongoing basis in terms of revenues and expenses. For example, each vacant full-time position is reviewed by the appropriate vice president to assess if the work can be accomplished in some other way, either by process reengineering or through reallocation (SP4.B.b). The goal is to ensure resources are aligned with priorities. In some cases, a position may be inactivated because the function is no longer needed. The vice president then presents a request to the President, who reviews with the SVPFA. The vice presidents also work with their teams to assess needs associated with the achievement of strategic goals. During these challenging fiscal times, everyone is encouraged to make progress within their current budget

allocations. If additional resources are required and the President approves, the SVPFA and his team see if funding can be identified.

Base budgets are rolled over into planning budgets for the new fiscal year in early fall. This provides sufficient time for departments to request reallocations within their areas or additional funding. Departments are issued base budgets for Other than Personnel Services (OTPS) and Temporary Services (TS). The latter includes support for part-time employees. Full-time faculty lines are assigned by the Provost based on the total number of budgeted positions allocated by the Office of Budget and Planning. The Provost consults with deans, chairs, and Master Planning before finalizing allocations based on the Academic Plan. Currently with a new Strategic Plan and a new Provost, a new Academic Plan is under development. Working collaboratively with the Master Planning subcommittee of the Faculty Council, deans, chairs, staff, and students, the Provost will complete a provisional five-year faculty hiring plan this year to inform short-term line allocations. A new Academic Plan will be developed in collaboration with all stakeholders over the following year.

The adjunct budget is based on the costs associated with delivering the courses students need to progress toward completion. In fall 2018, as mentioned above, the College piloted a zero-based budget for adjunct expenditures. The impetus for this change was an analysis of the number of credits taken and earned by new students, and the results of an entering transfer student survey that showed 41.9% of the fall 2017 transfer cohort that responded was unable to register for any first-choice courses or find others they needed to take. It appears at first blush that the strategy was successful based on increased fall enrollments.

With the implementation of the new Strategic Plan and through a new leadership team, the College will fully integrate the budget processes into the new IEP; planning, budgeting, and assessment will function within one framework instead of multiple ones, building on our successful history of responsible fiscal and resource management.

As we learned during our Self-Study, there is some variability in how well units use data. There is a plethora of data and information available to guide planning. Under the new IEP we will centrally conduct more analyses of the data and provide appropriate digests to the units based on the function, scope, and strategic priority needs. This would streamline some of the data collection and analyses involved in the budget planning and request process for individuals and increase the efficiency of our staff. All new requests moving forward must show alignment with Strategic Plan goals, benchmarks, and targets as appropriate (Appendix 6.D).

The College's financial operations are led by several units that report to the [SVPFA](#). These include the Offices of Budget and Planning, Student Financial Services, and the Comptroller, (each with a number of subsidiary departments and units). Three-year financial plans are required by the University. The SVPFA develops the plans in consultation with Cabinet, elected faculty and student representatives and submits them, with the President's approval, to the University. The SVPFA presents overviews of the budget and the budget process at Faculty Council, Council on Administrative Policy, Policy Council, and to student leaders at the Brooklyn College Association. New academic chairs receive an introduction to budget and planning by the SVPFA as part of their orientation process. In addition, key College committees (Faculty Council's Master Planning,

Educational Policy and Budget Committee, and Policy Council) provide input and feedback regarding budgetary matters.

The alignment of the Strategic Plan with the budget and planning processes is ensured at the Cabinet level. Institutional priorities, as set by the President and articulated in the strategic plan, are implemented, as summarized in section 6.2 above, through the oversight of the vice-presidents in collaboration with their respective staff. Decision-making is informed by ongoing reports and ad-hoc data collection and analysis within Budget and Planning.

Members of the President's Cabinet (without the president), meet regularly to assess progress towards the interrelated goals of the Strategic Plan. At the close of the fiscal year, each cabinet member submits to the President a report of accomplishments for the preceding year and goals for the coming one on behalf of their divisions; these include explicit connections to the Strategic Plan, PMP, CUNY Master Plan, and to each division's efforts toward each goal; thus, objectives for the coming year (FY'19) are specifically linked to Year 1 benchmarks across the five goals of the Strategic Plan.

6.4.2 Capital Budget Planning

Requests for capital funding are submitted at the same time as the operating budget. These requests are designed to address funding for larger projects, including new construction, renovation, and rehabilitation projects that are made under the terms of New York State Education Law a726, section 6233-A-Master Capital Plan. The process is informed by a number of guidelines and requires ongoing collaboration between the University, the President, the SVPFA, the Provost, CUNY's Office of Facilities Planning, Construction, and Management (FPCM), and the College's Office of Facilities, Planning, and Operations to determine specific priorities and needs. Though the vast majority of capital funding is secured through New York State by the University, smaller requests are occasionally funded by the New York City, City Council, or the Borough President.

Each spring, FPCM meets with the College to appraise ongoing capital projects and discuss new needs. Priorities for the coming year are determined by: (1) the College's trustee-approved [Facilities Master Plan](#), a document developed in consultation with the campus facilities staff and members of the College community, and which forms the basis for the University's Five-Year Capital Plan Request; (2) the College's Strategic Plan; and (3) the goals and priorities of the University's Academic Master Plan (2016-2020). FPCM helps guide the process by preparing estimates, project scopes, and timetables. The [College's capital request is bundled](#) (p.3) with that of the entire University and submitted to the CUNY Board of Trustees for their approval in advance of submission to the State.

6.4.3 Technology Budget Planning

Brooklyn College technology budgets are comprised of two funding sources: (1) Tax levy, and (2) Student Technology Fee funds. Most software is licensed by the University and used across campuses. Because of the careful shepherding of these resources, the College boasts one of the most advanced [computing infrastructures](#) at the University.

The Tax levy funding supports the majority of the IT staff who manage and maintain the campus IT infrastructure; the basic licensing and minimal vendor support plans that are required for the campus infrastructure, and limited equipment replacement and upgrades. The tax levy budgets have largely been stagnant or decreased in the last decade. The decreasing cost of equipment has largely offset the increasing cost of services, licensing, and support plans, enabling ITS to provide adequate support for a typical IT infrastructure lifecycle. Major capital equipment upgrades, such as the recent replacement of the campus phone switch, the replacement of power protection systems, and the continual upgrading of other network/server infrastructure are typically separately funded on an ad-hoc basis with appropriate justification and multi-year planning.

Student Technology Fee funding comes from technology fees paid by every student enrolled at the College, and it supports staff costs that are dedicated to managing and maintaining student-service IT resources, such as computer labs, student laptop loans, WIFI infrastructure, and in-class IT support. The continuing conversion of legacy classrooms and lecture halls into “smart” spaces, equipped to support digital instruction may also be funded through the Student Technology Fee. In addition, these funds support equipment replacement costs for IT facilities and resources dedicated to student use, such as computer labs, smart classrooms, and systems that add functionality/services for student convenience, such as queueing systems, student info displays, printing supplies, AV equipment replacement, and software licensing for tools used by students and in instruction.

The Student Technology Fee also provides support for technology to other areas of the College. It allows student computing equipment to be up-dated on a three-year replacement-cycle. The 3-4-year-old computers that are excessed from student computer labs are usually repurposed for employee use, helping to maintain 4-5-year staff/faculty replacement-cycle goals. Some Student Technology Fee funds are used annually to support grant proposals submitted by faculty, student organizations, and staff seeking to acquire or build new IT facilities, tools, or resources to enhance the student experience or to incubate instructional improvements. The expectation is that after incubation these projects will be funded by the College from its standard tax levy funds. The Tech Fee Advisory Committee, composed of four students, four faculty and four staff/administrators is the campus decision-making body for the allocation of Student Technology Fee Funds.

6.4.4 Fiscal and Human Resources

The President and her cabinet work to ensure that fiscal and human resources and the physical and technical infrastructure are adequate to support our operations fully. Despite the considerable budgetary challenges that face nearly all CUNY senior colleges, the College has the resources and staffing to meet its core mission and carry out its operations effectively and successfully. Both revenue and staffing compare favorably to other CUNY colleges (Appendix 6.E). The campus has the highest full-time faculty coverage among all senior colleges in the system (Appendix I.B).

Given the College’s place within a large, public university system, we have limited options to change our funding streams or our staffing. Raising tuition and fees, for instance, requires the approval of CUNY’s Board of Trustees, and tuition and fee variation across the CUNY colleges is either prohibited or frowned upon. Reducing staff or reassigning personnel to areas of critical need is difficult in a highly unionized environment. In some cases, legacy units on campus are staffed at

levels beyond current needs while at the same time, other areas struggle with significant understaffing. The diversity of account types in use across campus (e.g. tax levy, IFR, non-tax levy, Auxiliary Enterprises Corporation, BCF, and RF) further complicates efficient use of available funds. Another challenge is the frequent funding lag between the University's fiscal year and the disbursement of funds to the individual campuses (which can vary with the legislative cycle). Though the University operates on a July 1-June 30 fiscal cycle, in some years funding allocations have not been received until the early fall. As a result, the College and its units sometimes begin the new fiscal year with a budget amount that is based on historical data and not the actual allocation. Units then must sometimes delay making strategic funding decisions necessary to advance their needs and priorities. The Strategic Plan outlines a number of ways we are seeking additional funding (SP4.D.a, SP4.D.b, SP4.D.c).

The College has implemented a two-pronged approach to mitigate these fiscal challenges: (1) raise revenue through increased enrollment, and (2) increase the tuition collection rate. Academic Affairs, Enrollment Management, and Finance and Administration collaborate to set annual enrollment targets. The College, for instance, increased FTEs over 13% from fall 2008 to fall 2018. These planned increases have not impacted the College's ability to deliver its academic mission. Over the last 10 years the tuition collection rates have improved markedly, from the low 90% range to the high 90% range as part of our Tuition Collection Target 98.6 initiative (Appendix 6.F). Since each 1% increase translates into about \$1 million, this initiative ameliorated the College's fiscal condition.

Increases in enrollment and collections, however, have not been sufficient to cover all of the budget reductions. To generate savings, the College has frozen or paused hiring for many full-time administrative positions. The College reviews each position and strategically determines where there are such opportunities. While in most cases, restructuring and process re-engineering provided sufficient offsets to staffing, the reductions have limited the campus's ability to focus on new strategic initiatives. From fall 2013 to fall 2018, the College maintained its full-time faculty numbers. The growth in enrollments, increased adjunct faculty, and efficiencies in scheduling enabled the College to offer the courses students needed. Since temporary services (part-time staff) and OTPS receive limited allocations, reductions were not made in these categories of expenditure. As we move forward, the College will seek to generate revenue by expanding its grant activities, intensifying its fundraising, being more entrepreneurial, and initiating strategic program development.

6.5 Alternative Sources of Funding and Revenue

In addition to tax levy funding, the College utilizes several other funds to support institutional activities:

6.5.1 Income Funds Reimbursable (IFR)

IFR funds are considered state funds but, unlike the tax levy budget, are cash-based, revenue generating, self-sustaining accounts that exist for a distinct purpose. For example, the College collects materials fees as part of students' tuition bills. These fees are accounted for separately from regular tuition payments and are placed into an IFR account that has been purposed to

provide specific materials for a given area. IFR is also used to collect tuition from institutional partners and noncredit students for Adult and Continuing Education and for the technology fee. These funds cannot be transferred to a regular tax levy budget and are rolled over from year to year.

6.5.2 Non-Tax Levy

Non-tax levy funds are generated through various means outside of regular tuition and state allocations. The College collects over \$3.5 million annually from student activity fees, which support the Student Center, Brooklyn College Association (which includes student government, student clubs, athletics and recreation, Health Clinic, and EMS) and the Early Childhood Center. Several other non-tax levy accounts exist, which are used by departments with revenue-generating abilities to support their programmatic needs. To enhance administrative efficiency and oversight, the staff who deal with non-tax and tax levy-budget and finance are consolidated. In fiscal year 2020, some non-tax levy transactional and budgetary processes will be migrated to CUNY first by the University.

6.5.3 Auxiliary Enterprise Corporation (AEC)

The AEC is a self-supporting, revenue generating, not-for-profit corporation created and operated for the principal purpose of benefiting the students, faculty, staff, and other members of the community. The AEC provides auxiliary services including – but not limited to – food services, pouring rights, external rentals, ATMs, parking operations, and trademark licensing. Fiscal year 2018 revenue was about \$700,000.

6.5.4 Brooklyn College Foundation (BCF)

The BCF is the private fundraising arm of the College. Funds are raised in the form of gifts from alumni and friends of the College, institutional grants, and earnings from both the endowment and other investments. The BCF has undergone various structural permutations. At present, it is a standalone, self-administered entity. Since FY 2006, BCF's net assets have risen by 79%, from \$51.7 million to \$92.4 million (close of FY 2018). Since FY 2007, the College has provided oversight of the Foundation's finances and managed its accounting operations. The College began managing its daily financial transactions and monitoring its budgets in FY 2015. The current Fundraising Plan can be found in Appendix 6.G.

6.5.5 CUNY Research Foundation (RF)

The RF is a not-for-profit educational corporation with an “arms-length” relationship to CUNY. The RF manages private and government grants and contracts. In FY2018, 74 awards have provided \$9,140,184 to advance faculty research and student success programs at the College. To date, FY2019, first quarter has brought 45 awards totaling \$4,621,315 to the College. The RF maintains its own budgeting, reporting, and administrative processes, separate from those of the College. Indirect cost recoveries from funded projects through the RF typically generate between \$1.9 and \$2.5 million in funding that is used by the College to support and advance faculty

research and institutional priorities. Distribution of these funds is controlled by the College's senior administrators.

6.6 Improvements to Administrative Processes

The following section provides in-depth examples of how the college improves its administrative processes. The examples underscore the roles of leadership, accountability, assessment, careful planning, broad stakeholder participation, teamwork, establishing metrics and targets, monitoring progress, using technology and reporting out play in the process.

6.6.1 College Facilities

Our campus is one of the largest and oldest in the CUNY system, and its buildings vary in age and condition. Years of deferred maintenance have taken their toll, and preventative maintenance, in many cases, has fallen behind schedule. Consequently, the College has often struggled to fully maintain its infrastructure. It is unlikely that the College will be able to secure the funding to completely rebuild the entire infrastructure (currently estimated at \$940 million). Attention is therefore devoted to prioritizing needs and finding creative and effective strategies for addressing facilities challenges (SP4.E).

Facilities staffing levels are low because of reductions that have been made through attrition. The staffing variance between 2013 and 2018 is -15 (137 total full- and part-time staff in 2013; 122 in spring 2018). This is especially marked among custodial assistants (72 to 60).

In late spring 2018, the SVPFA, with the support of CUNY's central administration and the assistance of multiple working groups, embarked on an intensive 90-day effort to address the most critical facilities issues on campus. These included repairs to restroom facilities and a host of other general repair needs. The overall project was driven by the Facilities Success Team, with input and external guidance from an ad hoc committee of faculty, staff, and students. The project identified specific goals and outcomes, as well as metrics and a timeline.

The goal was to make significant and broad-based repairs. This required significant changes to the processes and procedures used by the Facilities unit. The effective management of tools and resources for maintenance and repair is supported by accurate record keeping, data collection and analysis, and rationalized planning. The process also sought to foreground the importance of this underlying knowledge, skill and ability set. Without this cognizance, any lasting change to the unit's practices would not occur.

Central to this was a concerted effort to improve and complete the data in the online facilities system (Archibus), with a focus on updating and correcting data and developing systems to streamline and facilitate use of the program. Changes were made to its internal workflow. New customized status messages for customers were created, and a scorecard to monitor progress and pending items was developed. This allowed for operational facilities staff to be more effectively deployed. The University is now migrating the College to a new web-based version of Archibus that provided enhanced functionality.

A comprehensive survey of needs was undertaken, and a 90-day initiative (the “90-Day Facilities Challenge”) took place from April to June. Additional resources were allocated through our Foundation to purchase additional supplies, temporary staff hired, and comprehensive repairs undertaken to address the most critical needs of the campus. Priority was also placed on communications, in order to keep the campus community informed about and engaged in the success of these efforts.

Over the 90-day period, the following successful outcomes were obtained: All 529 bathroom fixtures were repaired and 227 of the 228 of the general issues resolved (the one exception was a bathroom door in need of replacement; this occurred after the 90-day period): a success rate of 99.9%. The “BC Fix-it” was launched, and all custodial supervisors, plumbers, and carpenters were trained in its use. At the end of calendar year 2018, “BC Fix-it” was available to the campus community through the “BC Navigator” app. In order to capitalize on the momentum of the 90-Day Challenge, a plan was formulated to insure continued improvement.

An added benefit was that the project significantly improved the morale of the Facilities staff and provided concrete evidence to the entire College community that with appropriate strategies and collaboration, Brooklyn College can tackle and overcome challenges, even with insufficient budgets.

Surveys are being administered every semester to assess progress. The fall 2018 survey showed improvement in every survey item across student, faculty, and staff constituencies.

6.6.2 Improving the Procurement Department

Procurement is a complex process at CUNY, necessitating adherence to and compliance with New York State guidelines and comprehensive legal review for contracts at CUNY’s Office of the General Counsel. To assess the actual performance, a system of daily data reporting was implemented in FY2015. This monitoring system has been continuously updated and refined, and currently consists of reports measuring a range of criteria, including buyer performance statistics; status of requisitions and purchase orders (by time and location in process), and reports on user errors and system glitches.

Examined diachronically, the data indicated the veracity of a range of issues connected to prioritization of workflow and processes. At the same time, the unit reported frequent and repeat errors in user requisitions; these are factors outside their control.

In November-December 2017, a survey was sent to the College community seeking feedback on the purchasing processes since prior user satisfaction information had been largely anecdotal. Analysis of the information collected confirmed that there was lack of clarity and understanding of the processes among end users. A corrective plan was implemented (SP4.B.a).

The unit was restructured internally so that more experienced employees were assigned to work on the complicated requisitions, while junior employees focused on requisitions that did not need to go to counsel or the state for review. The procurement card limit was also increased for some cardholders since the review process managed by the Compliance Office ensures the appropriate

use of procurement cards. A revamped training process for end users was developed and implemented in fall 2018. This initiative was coordinated with Human Resource Services to insure integration with their schedule of employee trainings, alignment with their larger processes and protocols for staff training and development, and correspondence with existing curricular training and format.

Finally, this effort has demonstrated that the static nature of the daily data reports lacks sufficient flexibility to help in resolving issues. The ever-growing array of reports undermined their original purpose; reviewing and acting upon the reports in-and-of-itself became a time-consuming process.

A new survey will be administered during February and March 2019 to assess end user satisfaction.

6.7 Annual Audits

Brooklyn College's Compliance staff serves as liaison for the OMB Uniform Guidance (formally A-133) financial audit of the University. The Audit Liaison coordinates all departments involved in the collection of data and is responsible for responding to questions and requests from the University's auditors. The College is in compliance on all matters reviewed during this annual audit. Additionally, every three years the auditors perform a process review of administrative areas such as Human Resources, Budget, etc.

Independent audits of the Brooklyn College related entities are conducted annually on campus for the Auxiliary Enterprise Corporation, Brooklyn College Child Care Services, Brooklyn College Association and the Brooklyn College Student Center Services. In June of each year the University has a kickoff with the independent auditors and all the College's finance and accounting teams as part of the pre-planning process for each of the College's related entity audits. The Comptroller's Office serves as liaison for the external audit at Brooklyn College. The Comptroller's Office, the Business Office and the Office of Revenue Accounting are responsible for providing data requested by the independent auditors. The Brooklyn College Foundation's annual audit is conducted annually and is overseen by the Office of the Comptroller in conjunction with the Development Office of the Foundation. While the University selects the independent auditors for the related entities, the BCF's Audit and Finance Committee selects them for the Foundation. Financial statements and management letters are circulated to the Board of Directors of each entity for their review and approval. There are no concerns or matters reported by the external auditors and no follow-up required.

6.8 Recommendations Aligned with the College's Strategic Plan

Based upon our analysis of Standard VI: Planning, Resources, and Institutional Improvement, we recommend the following:

- Because data collection and analyses are critical functions throughout the planning, budgeting and assessment processes, more attention needs to be given to prioritizing requests across the campus so that the offices that conduct the analyses and do the reporting can manage the processes effectively (SP4).

- While the Working Group found a great interest in getting data, the generated reports did not always match the need. More attention needs to focus on end user needs with regard to purpose, the analysis of the data, and its presentation in reporting to optimally guide use (SP4.A.a).

CHAPTER 7

STANDARD VII: GOVERNANCE, LEADERSHIP AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

7.1 Introduction

This chapter demonstrates the College's facility in effectively attaining its mission and goals through its governance and administration. The chapter shows how these structures benefit the institution, students, and other stakeholders effectively. The chapter confirms that Brooklyn College is transparent in its governance and administrative structures. Information gained through the exploration of the Self-Study's [original research questions](#) (p.12) for this area has been integrated into the discussion as indicated.

7.2 Governance

All educational institutions in New York State that grant degrees are required to be members of the [University of the State of New York](#) and are governed by the Board of Regents, an unpaid board of 17 member elected by the state legislature for five-year terms. [New York State Education Law, the Rules of the Board of Regents, and the Commissioner's Regulations Concerning Postsecondary Education](#) constitute the state-level framework within which CUNY and its constituent colleges operate.

Brooklyn College operates within a framework of governance policies and structures established by CUNY. CUNY has one Board of Trustees, composed of 17 members. Ten are appointed by the Governor, including the Chair and Vice Chair, and five are appointed by the mayor. All appointments are made with the advice and consent of the New York State Senate. One ex officio member is the Chair of the University Student Senate and another ex officio Trustee (non-voting) is the Chair of the University Faculty Senate.

Within CUNY, the corpus of policy documents that guide all operations are the [Bylaws of the Board of Trustees](#), the [Minutes of the Board of Trustees](#), the [Manual of General Policy](#), and the [Records Retention and Disposition Schedule](#). All of these documents are publicly available and searchable on the [CUNY's Policy](#) website.

The "constitution" of the University is the *Bylaws of the Board of Trustees* (last amended, January 2017). Colleges are required to follow the *Bylaws* and to organize themselves according to a local [Governance Plan](#), which is subject to the Board of Trustee's approval. CUNY Bylaws, Article IX, Section 9.6 states the following with regard to the organization and duties of academic

departments: “The provisions in a duly adopted governance plan shall supersede any inconsistent provisions contained in this article.” This provision allows colleges to shape their own faculty personnel processes and to each specify the purview of [academic departments](#) through their approved governance plans.

In accordance with CUNY policy, Brooklyn College maintains its own fully-articulated set of governance structures and policies that are clear and transparent and in alignment with those of the University. The College has sufficient independence to ensure integrity. Both the University and the College support a governance structure for the College that effectively benefits the institution and advances its mission.

The Brooklyn College Governance Plan specifies the following governance bodies: the [Policy Council](#), [the Faculty Council](#), the Council on Administrative Policy, the College-wide Committee on Personnel and Budget, the Committee on Promotion and Tenure, the Academic Department (with prescribed standing committees), and the Student Governments. The bylaws of these bodies clarify voting rules, purpose, and limitations, as described in the following documents: [Bylaws of the Brooklyn College Policy Council](#), [Faculty Council By-Laws](#), and the constitutions of the CLAS, [SGS](#) and [GSO](#) student governments.

The [Policy Council](#) is the body responsible for approving any and all new governance proposals, and ensuring that such amendments meet the standards of the CUNY and of Brooklyn College. The Policy Council also monitors the functions of legislative and administrative bodies to ensure that no constituent body exceeds its jurisdiction. [The Faculty Council](#), is responsible for the formulation of policy related to the admission and retention of students, student attendance, curriculum, awarding of college credit, and granting of degrees.

The governance bodies on campus each have their own constituencies and role in decision-making and guiding the work of the College. [Student Government](#) and [Faculty Council](#) are elected bodies with a single constituency. Other governance bodies include multiple constituencies. The Council on Administrative Policy (CAP) and the Committee on Personnel and Budget (P&B) include academic department chairs and College administrators; the Committee on Promotion and Tenure includes department chairs as voting members and academic administrators (provost, associate provosts, and deans) as non-voting members with voice; [Policy Council](#) includes equal representation from the three major campus constituencies; students, faculty, and administrators, each nominated and elected annually by their constituencies.

In addition to governance bodies covered by the Governance Plan, both the [Brooklyn College Association](#) and the Brooklyn College Auxiliary Enterprises Corporation have their own boards or oversight panels. The College also benefits from an independently operated [Brooklyn College Foundation](#), which funds scholarship, endowed professorships and administers substantial gifts to the College. The Foundation Board includes 36 trustees, including President Anderson as a non-voting member, six governors, and three honorary governors. The board also serves as an informal advisory body on important College matters and has fiduciary responsibility for the Foundation.

All CUNY colleges are also subject to the provisions included in the [various collective bargaining agreements](#) between the University and the faculty and staff unions, and to the [Conflict of Interest Policy](#) and all others pertaining to impartiality as described in Chapter 2 of this Self-Study Report.

The CUNY Board of Trustees is the ultimate authority for personnel decisions; the Board of Regents and the State Education Department are the ultimate authority for curricular and degree-granting programs and innovations proposed by the College. The New York State Legislature, the State Education Department, and the CUNY Board of Trustees together and separately impose other requirements on personnel, curriculum, and operating procedures at the College.

7.2.1 Changes to Local Governance and Bylaws

In a continued effort to clarify and streamline the governance processes, the Brooklyn College Governance Plan has been revised or amended five times since the 2009 Self-Study and approved by CUNY Board of Trustees. The adoption of the Governance Plan amendments are included in the Board of Trustees Meeting Minutes: [June 27, 2011](#); [September 24, 2012](#); [May 5, 2014](#) [item in appendix is erroneously labeled April 28, 2014]; [January 26, 2015](#); and [May 1, 2017](#). Many of these revisions were editorial; others rectified the unintentional exclusion of an individual because of a title error or change. Some changes were substantive as described below.

The list of standing committees of Policy Council (Article I) was removed to allow changes to this council's standing committees and ad hoc committees without the need for further revision to the Governance Plan, conforming with the [Policy Council Bylaws](#) and College practice. The CAP Liaison Committee membership (Article IV) and the membership of the Committee on Personnel and Budget (Article V) were aligned with the structure of the College's five schools upon their establishment in 2011. There was also clarification about the participation of the academic administrative officers in the Personnel and Budget Committee. Revisions were made to the Committee on Promotion and Tenure (Article VI). These include alignment with the new five-school structure, clarification of the review process for college laboratory assistants not housed in an academic department, and explicit clarification of the deans' role at the school level.

Since the last Self-Study, Policy Council was the only governance body to modify its bylaws. The March 2016 revision was the first update since April 1986. Most significant are adjustments to the required standing committees, the composition of their membership, and their charge.

7.3 Administration

The Chancellor of CUNY is charged by the Board of Trustees to uphold the CUNY bylaws, promote the CUNY Mission Statement, and ensure the academic and financial integrity of all CUNY campuses by defining yearly CUNY performance goals. Much of this work is delegated to the presidents of the colleges. The President ensures that the educational needs of the College are met and that the mission is actualized. In addition, the President, with the input and support of the college community, articulates and provides the support necessary to meet the goals of the Strategic Plan. Yearly assessment of the Chancellor's and the President's performance is detailed in the [CUNY Manual of General Policy 5.05](#).

Brooklyn College is led by our President Michelle Anderson and is organized according to six executive divisions: (1) the Office of the President, (2) the Office of the Provost and Senior Vice President for Academic Affairs, (3) the Office of the Senior Vice President for Finance and Administration, (4) the Office of the Vice President for Enrollment Management, (5) the Office of the Vice President for Institutional Advancement, and (6) the Office of the Vice President for Student Affairs. All administrators have the appropriate academic credentials (Appendix I.E) and were appointed by the College and the University following established search and hiring procedures. The relationships among these functions and their respective divisions are specified on the College's [organizational charts](#).

The administration executes the activities of our very complex institution. During the academic year, the President meets regularly with her direct reports, both individually and in cabinet meetings. Meetings such as the Academic Affairs Council (provost's cabinet) and Enrollment Management Division managers meetings, include high-level administrators from across the College and ensure that coordination among and between administrative offices occur with regularity. Top level administrators meet regularly with faculty leadership, governance committees, and other constituencies to ensure open lines of communication and information sharing (SP4.A).

The elected Council on Administrative Policy (CAP) Liaison Committee meets monthly with the President and Provost to discuss issues of interest and concern to the department chairs. The CAP Agenda Committee meets monthly with the President, Provost, and Senior Vice President for Finance and Administration to jointly set the agenda for that month's CAP meeting. The Faculty Council Steering Committee meets with the President and Provost before each Faculty Council meeting to review the agenda. The President, Provost, and Senior Vice President for Finance and Administration also meet with the Faculty Council Committee on Master Planning, Educational Policy and Budget each semester. Meetings are held once or twice each semester with the President, Provost, Vice President for Finance and Administration, and Assistant Vice President for Human Resource Services with the officers of the local chapter of the Professional Staff Congress (PSC), the union of the faculty and professional staff at CUNY. Similar meetings are convened with representatives from District Council (DC) 37 and other unions representing the College's employees.

There have been significant changes to the College's administrative structure since the last Middle States Self-Study in 2009, including the institution of a school structure and other adjustments to administrative units. These are discussed in more detail below.

7.3.1 Implementation of a Five-School Structure

A wide-reaching transformation occurred in fall 2011 with the creation of four new schools and the arrival of deans to head them. The information below provides an illustration of transparent shared governance in action and the integration of clear financial management processes into decision-making about policy. It shows how trust and transparency continue to be built at the College; these are issues that were identified for improvement during President Anderson's initial Listening Tour as described in the Introduction of this Self-Study Report.

During the 2010-2011 academic year, then President Karen Gould held a series of town hall meetings to discuss the reasons for moving the College to a five-school structure. Specially-prepared documents that explained the need for the school structure also circulated as part of the transition process.

One such document is entitled “Benefits of a School Structure at Brooklyn College.” It lists benefits for students, faculty, and the College at large. Among those for the students: The school structure “increases student engagement by establishing a ‘home’ for students and bonding them more closely to the College.” Other benefits listed in the document include fostering greater interdisciplinary efforts, facilitating scheduling and academic services, creating a “focal point for broadcasting clear, consistent institutional messages about learning outcomes [and] student responsibilities,” and expanding “horizons of high impact educational activities such as research, place-based learning, study abroad, and career exploration.”

For faculty, the new structure was envisioned as a “framework for improved peer mentoring and more informed peer review through increased opportunities for colleagues from related disciplines to interact.” The schools would facilitate “increased collaboration” among faculty, enable more focused “programmatic and resource decision-making,” and “provide faculty with more immediate access and improved response time.” An additional benefit was the “potential of a middle management career ladder for those faculty interested in pursuing career opportunities in academic administration.”

The College as a whole would benefit from a school structure that could support student success, provide “nimble academic leadership,” bolster “data-informed strategic planning and resource allocation,” offer a “platform for the consideration of issues from a broader, college-wide perspective within the existing governance structure,” and create a “framework for increased, targeted fundraising.” The administration indicated that the adoption of a school structure “enables the College to more effectively participate in CUNY initiatives on a level playing field.”

Participants in the town hall meetings that were held by the administration also received a document identifying “Primary Responsibilities of the Deans at Brooklyn College” and another sketching out “School Configurations for Discussion.”

As mentioned above, the Faculty Council Committee on Master Planning, Educational Policy and Budget developed a report on the school structure. It describes some of the planning process and focuses on the implementation and the reactions of the College community. The report was based on town hall meetings, interviews with the deans, and a survey of department chairs. The Committee on Master Planning reported that constructive criticism regarding the school structure fell into three major categories: (1) the process by which schools were established; (2) the creation of silos and competition; and finally, (3) dean effectiveness/cost.

In response to the Committee on Master Planning’s report, President Anderson made a presentation to Faculty Council on October 2017. She reviewed the changes in dean/administrative positions as a result of the creation of the schools. Overall, positions remained the same in number, but they were reallocated and mostly transformed into more senior positions. For example, the position of Dean of Research and Graduate Studies was eliminated, as were associate and assistant

dean lines, but four new school dean positions were created to join the already existing Dean of the School of Education.

With regard to financial impact, President Anderson's presentation detailed how the cost of the Dean Structure was covered. More than two-thirds of tax levy costs came from existing sources. 20% came from Central or Compact Funds and 13% came from reallocation of tax levy funds. Brooklyn College's administrative costs are below average compared to other CUNY colleges. The President also stated that the current school structure would not be eliminated or radically altered. However, she recognized that some work needs to be done regarding the schools. Steps towards this end include clarifying the roles of the deans: providing greater transparency in school budgets, priorities, and decision-making; and decreasing redundancies across the schools (SP4.A, SP4.C.c).

The Master Planning report on the schools included various recommendations. A report on the discussion at a chairs' retreat, which was included as an addendum to the master planning report, offered a general perception that schools were created to alleviate administrative burdens but were not properly focused on addressing departmental, faculty, curricular, or student needs.

Better defining the roles of the school deans in relationship to chairs continued as a major item of discussion. Through continued dialogue, decanal actions in their positions, and the appointment of a new provost in fall 2018, remaining ambiguities about the dean's role have been largely resolved. A search for the Dean of the Humanities and Social Sciences is currently underway. The position description (Appendix I.F) based on customary best practice and tailored to the institution, specifies clearly the Dean's responsibilities and role in the organization. At the chair's annual retreat held February 1, 2019, which included the President, Provost, deans, and other key senior administrators, it was resolved to update governance documents to include the dean's role (SP4.C.c).

In conjunction with the establishment of the new school structure in Fall 2011, the college-wide programs and services previously managed by the offices of the undergraduate and graduate deans were consolidated under a newly constituted Office of the Associate Provost for Academic Programs. This included programs and services such as student tutoring services, graduate studies, the honors programs, career services, student advisement, and first year programs. In response to financial pressures in 2017, the office was discontinued. Oversight for the programs and services under its umbrella was distributed to other areas of the College. The College plans to evaluate the impact of this change in 2019.

7.3.2 Technology to Support Administration in the Delivery of Services to Students

Since the previous Self-Study, the University has replaced the majority of the University-wide data systems with a customized Oracle/PeopleSoft suite of products, branded as [CUNYfirst](#) (CUNY's Fully Integrated Resources and Services Tool). This massive systems overhaul has attempted to integrate all the institution's data and processes into a unified system. While certain reporting processes (faculty workload reporting, limited human resources reporting) were included early in the process, the major implementation of CUNYfirst was achieved in 2013-2014. This occasioned integrated student services (admissions, registration, course scheduling, billing, transcripts),

financial aid, purchasing and procurement, and human resources functions (recruiting, appointments, payroll). Combined, these systems affect every student, faculty member, staff and administrator at Brooklyn College and across the entire University.

Since its roll-out at Brooklyn College, training for administrative functions has shifted from University level to the individual campuses. The Brooklyn College Office of Information Technology Services (ITS) has developed a responsive team of specialists to provide troubleshooting and technical support. Frustrations with CUNYfirst are generally expressed in relation to the facility of the previous systems that were designed to meet the specific needs of its users. It is expected that as personnel turn over occurs, the older systems fade from the collective memory and CUNYfirst undergoes upgrades, it will become the fully appreciated system it is meant to be.

Since 2015 Brooklyn College has made available to faculty new tools to facilitate and improve student advising at the departmental level. These include E-notes, Department Advisement Appointment Tool (DATE) and DegreeWorks. E-notes allows all advisors of a particular student and the student to summarize the meeting, allowing for transparency, consistency, and accountability. E-notes is at its core a virtual student record. Users can e-mail the entry to the students after the meeting creating a sturdier connection and providing an easily accessible reference of the session for the students. Students are able to correspond directly with the sender of the e-note, which enables students to have a more robust connection with their advisor. Unique text can be entered or users can choose pre-loaded text from a drop down menu. There are safeguards that protect privacy. Additionally, E-notes is an excellent communication tool; a user may add content to one student's note and then send blind copies to an unlimited number of other students. Many offices on campus have begun to use E-notes as a way to memorialize not only advisement interactions, but also important notes related to Financial Aid, SEEK, and Registrar activities. A more widespread use of the system would be beneficial to our students.

DATE is an online application created by the BC ITS Database Group in August 2015. Faculty advisors can create schedules that reflect their availability for student advisement appointments. Previous to this tool being created there was no comprehensive way that faculty advisors across campus were able to make their availability transparent to students. Currently 19 academic departments use DATE. Since the implementation of DATE appointment scheduling has gone from 865 appointments in 2015 to 3456 in 2017.

DegreeWorks is a web-based program that enables students to easily track their academic progress. Advisors and students are able to see how specific College requirements have been met and what courses students can take to fulfill the requirements which are remaining. Grades, GPAs, major average, transfer information, degree composition, impact of selections on degree plans, academic standing, semesters to completion and pre-requisites are also part of the available student information.

The assessment of administrative units is discussed within Chapter Six of this Self-Study Report.

7.3.3 Assessment of the College President, College Leadership and Administration

The [CUNY Manual of General Policy](#) describes the review and evaluation process for all college presidents, who are appointed by the University Board of Trustees. Evaluation occurs at least every five years. Every three to five years the Chancellor may seek additional feedback from the college community. The evaluation focuses on ensuring that “educational quality” (5.05.5) is the primary purpose of the institution and that all facets of leadership and administration are reviewed as per Standard VII. The criteria for the President’s evaluation also include communication of the mission and priorities to the college community and larger public. The policy specifically states, “The President must understand and be committed to the educational needs of his/her college, and have the ability to articulate and to meet these needs at all levels.” She must also work to “maintain an effective administrative team, to develop sound and responsive management practices, to develop and carry out an effective affirmative action program, to designate the appropriate use of fiscal resources, to coordinate the advancement of campus construction programs, where relevant, and to maintain ongoing programs of planning, evaluation and review” (5.05.4).

The CUNY [Performance Management Process](#) (PMP) is the annual mechanism that CUNY uses to evaluate the institution and the leadership of the President. The Chancellor and the presidents set PMP goals for the coming year for their respective colleges, consistent with the strategic plans of the University and the colleges, sometime in the spring or summer. At Brooklyn College, both the PMP campus-based objective/target planning and assessment processes are led by the President. At the end of the academic year, the President then reports progress on the PMP to the Chancellor; the report assesses each goal set forth, marks progress on each, identifies strengths and accomplishments of the College, and sets out challenges. After receiving these assessments, the Chancellor conferences with the President to discuss her performance and to set priorities for the coming year. The discussion between the Chancellor and the President is memorialized in a confidential letter from the Chancellor that specifies areas of leadership and administrative strength, as well as areas for improvement. Based on these assessments and any new University priorities, the President engages her cabinet in refining campus goals for the following year’s PMP.

As part of CUNY, the College also has specified processes in place to evaluate its senior leadership. The President conducts yearly evaluations of her vice presidents and other direct reports. They are responsible for the oversight of their units and for meeting specific yearly goals aligned with and designed to carry out the goals of the campus Strategic Plan. The President evaluates her direct reports based on their accomplishments of a set of task-focused goals established during the prior year, as well as based on her evaluation of behavioral goals for the strong leadership of executives. The vice presidents also evaluate their direct reporting administrators and staff, who are in turn responsible for the evaluation of their staff.

Through governance, newly introduced Town Halls, special task forces and working groups, regular campus-wide events, socials, openings and other venues, the entire administration of the campus engages regularly with students, staff, and faculty in advancing the College’s mission.

7.4 Recommendations Aligned with the College's Strategic Plan

Based on our analysis of Standard VII: Planning, Resources, and Institutional Improvement, we recommend the following:

- Continue to focus on developing a culture of transparency, service, and trust (SP4.A).
- Complete revision of governance documents to incorporate the responsibilities and authority of the deans (SP4.C.c).

CHAPTER 8

CONCLUSION

The Self-Study Report describes the College's assessment of its compliance with the MSCHE Standards of Accreditation. We believe that we meet the criteria for each of the Standards. Through the process of self-study, we have learned a great deal about the institution and have established the following 27 recommendations. As the Self-Study Report shows, we already have begun to implement many of these recommendations in alignment with the College's Strategic Plan. We are eager to close the loop and advance the work of Brooklyn College to fully realize our mission.

1. Ensure full discussion of the mission at all student, staff and faculty orientations; there should be concrete information shared about how it guides decision-making at the College (SP4).
2. Make the mission statement more visible in all facilities on campus, in promotional materials, and on major access points on the web (SP4, SP5).
3. Monitor shifts in enrollment to ensure that the campus's diversity is fully representative of the borough (SP1).
4. Expand Implicit Bias and conflict management development opportunities to all faculty and staff and strengthen our efforts to provide students, faculty, and staff with an inclusive campus environment (SP5.B.d). Conduct a regular, local campus climate survey.
5. Provide development opportunities for departmental and college-wide grade appeals committees to discuss criteria and standards (SP.1).
6. Make the Student Handbook and Faculty Handbook easily accessible on the Brooklyn College website. Consider adding grievance procedures to the Faculty Handbook and website (SP4.A.a).
7. Create a Staff Handbook comparable to the Faculty Handbook, and make it easily accessible on the Brooklyn College website. Consider the addition of grievance procedures (SP4.A.a).
8. Make the CUNY guidelines and procedures on ethical conduct easily accessible on the Brooklyn College website. (SP4.A.a).
9. Bolster support for faculty research and creativity. Develop funding to support faculty research and conference travel and align funding levels with those of peer institutions (SP1.B.c).
10. Establish specialized mentoring programs for junior faculty, post-tenure faculty, and faculty of color (SP1.B.b).
11. Establish regular campus NESSE participation on a two-year schedule.
12. Continue evaluation of the graduate programs, including resourcing and administrative structures; develop an action plan that includes a timeline to address findings (SP1.A.a).
13. A thorough assessment of the Brooklyn College website's navigability for students is needed. Student participation in the assessment of their informational needs is critical (SP4.E.e).

14. Improve advisement through resource and staffing assessments, the development of a campus-wide Advisement Council (faculty and staff) for campus-wide coordination and development for all advisors. Continue efforts to address the *Sophomore Slump* (SP2.A.e).
15. Establish improved predictive scheduling models to ensure course availability (SP2.A.c, Sp4.C.a).
16. Up-date scheduling software to move campus to a uniform two-to-three-year course scheduling model for all programs.
17. Improve review processing time of transfer credits and consider robust and rigorous Prior Learning Assessment guidelines and procedures (SP2.D).
18. Build out the assessment document repository.
19. Complete operationalizing distributed leadership model for assessment. Build responsibility for assisting in closing the loop on program assessment into the deans' and vice presidents' roles.
20. Reduce the number of years that departmental self-studies/program reviews cover from ten to five and limit reviews to individual programs. Assign responsibility for implementation of the review to program directors (SP1.A.a).
21. Leverage and publicize the success of departments and units that are sustaining an assessment process. Share these successes as models that others can follow. Continue to award model initiatives and departments and provide opportunities for mentorship (SP1.A.a).
22. Orient faculty and staff to assessment soon after onboarding. Target new faculty and staff for professional development, and focus effort on program directors, department chairs, and unit heads in areas where assessment practices could be most improved. Work with deans and vice presidents to identify development needs.
23. To facilitate the consistent use of data in assessment, analyses of data needs to be disseminated to units across the College based on a regular schedule that is tied to the assessment and planning cycles (SP4.E.a).
24. Because data collection and analyses are critical functions throughout the planning, budgeting and assessment processes, more attention needs to be given to prioritizing requests across the campus so that the offices that conduct the analyses and do the reporting can manage the processes effectively (SP4).
25. While the Working Group found a great interest in getting data, the generated reports did not always match the need. More attention needs to focus on end user needs with regard to purpose, the analysis of the data, and its presentation in reporting to optimally guide use (SP4.A.a).
26. Continue to focus on developing a culture of transparency, service, and trust (SP4.A).
27. Complete revision of governance documents to incorporate the responsibilities and authority of the deans (SP4.C.c).