



Middle States Commission on Higher Education
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Team Report to the Commission on Higher Education

BROOKLYN COLLEGE
City University of New York

Dates of Evaluation: *March 24-27, 2019*

**The Evaluation Team Representing the
Middle States Commission on Higher Education**

Section A: Team Members, Titles, and Institutional Affiliation

Dr. Darlene Brannigan Smith, Executive Vice President and Provost, University of Baltimore (*Team Chair*)

Dr. Solomon Alao, Assistant Vice President for Assessment and Program Review, Morgan State University

Dr. Eugene Perry Deess, Director-Planning and Accreditation, New Jersey Institute of Technology

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Dr. Mitchell S. Nesler, Officer in Charge, SUNY Empire State College

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Dr. Vita C. Rabinowitz, Interim Chancellor, City University of New York Central Administration (*System Representative*). *Note: Due to her position, Dr. Rabinowitz did not participate as an observer in the team's evaluation process.*

Section B: Institutional Representatives at the Time of Visit

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Section C: Team Findings

I. Institutional Overview: Context and Nature of the Visit

Founded in 1930, Brooklyn College has been accredited by the Middle State Commission of Higher Education (MSCHE) since 1933. Brooklyn College is part of the City University of New York (CUNY). The College works closely with CUNY's central administration, its twelve 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 CUNY and to mentor and engage in research with doctoral students. In addition to its main campus, the College offers the MFA in Cinema Arts in Media Scoring, and in Sonic Arts and the MA in Screen Studies at the Barry R. Feirstein Graduate School of Cinema (25 Washington Avenue, Brooklyn) and on online program – the Advanced Certificate in Early Intervention and Parenting.

Brooklyn College has, from its founding, established a reputation for providing a high-quality, affordable education to students of diverse backgrounds, many of them children of immigrants and working-class New Yorkers. Its new mission statement emerged from the College's recent strategic planning process and was approved in 2018. The new statement is similar to the one that preceded it. It addresses the quality of education at the College, the diversity of the community, the affordability of its programs, and engagement with the larger community. New is an emphasis on intellectual freedom and on specifying the education of first-generation, immigrant students. The College is ranked eighth nationally for the social and economic mobility of its students.

Located in the borough of its namesake, seventy-five percent of students reside in Brooklyn. The College mirrors the diversity of its locale: its students hail from 139 countries and speak more than 103 languages.

As of fall 2018, 18,125 students are enrolled in the College's 83 undergraduate programs, 72 graduate programs and 20 certificate and diploma programs in business, education, the humanities, social sciences, performing arts, sciences, pre-professional, and professional studies. Total enrollment has grown by 5.7% over the past ten years. Undergraduate enrollments have risen sharply while graduate enrollments have declined from 24% of total enrollments to 17%.

Before 2011, some 34 department chairs reported directly to the Provost. In fall 2011, Brooklyn College developed a new five-school structure: Humanities and Social Sciences; Natural and Behavioral Sciences; Business; Visual, Media and Performing Arts; and Education.

All of the college's academic programs are registered by the New York State Education Department (NYSED). The College confers the following degrees: Bachelors 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. The College has programs accredited by the following organizations which indicate its commitment to meeting national standards for the quality of its programs:

- Accreditation Council for Education in Nutrition and Dietetics
- American Chemical Society
- Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association
- Council for Accreditation of Counseling and Related Educational Programs
- National Council for Accreditation of Teacher Education

The Self-Study process began at an opportune time in the history of the College. Michelle J. Andersen began her tenure as the 10th president of the College in August 2016. This transition coincided with the release of the most recent CUNY Master Plan in 2016, the CUNY Strategic Framework in 2017, and the initiation of the College's strategic planning process. The College's new strategic plan was completed during the 2017-2018 academic year and includes five major goals:

1. Enhance 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 students and carry out its mission; and
5. Leverage Brooklyn College's reputation for academic excellence and upward mobility.

Building in part on the strategic planning initiative, Brooklyn College intended to use this self-study to identify where they are in relation to their mission and to establish a manageable set of recommendations that will serve as the foundation for strategic actions and priorities in the coming years. The Self-Study was led by the Steering Committee, co-chaired by Dr. Jeremy Porter, Professor of Sociology, and initially by the former Associate Provost for Institutional Planning and Assessment, Dr. Jo-Ellen Ashbury. Provost Anne Lopes joined Brooklyn College in August 2018 and replaced Dr. Ashbury as Self-Study co-chair in January 2019. The Steering Committee worked in collaboration with eight working groups that it established to investigate the research questions for each of the Standards and to evaluate the College's compliance with the Requirements of Affiliation.

II. Evaluation Overview

Overview of Process: The visiting team consisted of eight reviewers. Prior to the visit, each team member reviewed the entire self-report and evaluated at least one standard in depth to prepare an initial assessment of compliance and to develop a list of characteristics and/or questions related to the particular standard. This process allowed the team to focus on issues that would become the basis of discussions with administrators, faculty, staff and students from the College during the site visit. Essentially all sectors of the College were involved in the discussion sessions. A schedule was developed so that the team members could meet with the appropriate constituents associated with each standard and the requirements of affiliation.

Affirmation of Compliance with Requirements of Affiliation and Compliance with Federal Requirements: Based on a review of the institution's self-study and associated appendices, interviews, and other institutional documents, the team affirms that Brooklyn College continues to meet the Requirements of Affiliation and satisfies all relevant Department of Education recognized accreditors. Being a public supported university and part of the City University of New York, Brooklyn College is subjected to organizational and reporting requirements at both levels of oversight.

Commendations and Summary of Institutional Strengths:

- Brooklyn College is to be commended for its mission to providing a transformative, affordable education to a diverse study body comprised of first generation and immigrant students. Its commitment to the social mobility of its students is not only nationally recognized but pervasive throughout the institution.
- Brooklyn College is to be commended for its inclusive Strategic Planning Process involving stakeholders from across the College community.
- The College is to be commended for its *Academic Momentum Campaign*, an initiative designed to increase 4-year graduation rates. The campaign introduced strategies including standardized degree mapping for all majors, meta-major development, improvements in gateway course completion, and monitoring of credits enrolled versus earned per year. In one year, the number of first-time full-time freshmen completing 30 credits in their first year increased from 48.9% to 54.3%.
- The College is to be commended for its low student loan default rate of 5.6% which is the lowest in the CUNY System.
- The institution should be commended for its Policy Council, which brings students, faculty and administration together to discuss issues and problems of general college concern; provides counsel to the President; and makes recommendations for action as appropriate to their respective constituents.
- The College is to be commended for its leadership in designing and implementing Open Educational Resources (OER), thereby increasing affordability for its students.
- Brooklyn College is to be commended on their promotion and tenure process, which provides clear guidance and support to –re-tenured faculty on the expectations toward tenure.

III. Compliance with Accreditation Standards

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.

Summary of Evidence and Findings

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

- Brooklyn College is one of 25 higher educational institutions comprising the City University of New York (CUNY). CUNY, as a whole, serves over 274,000 degree-seeking students. As one of CUNY's 11 senior colleges and a premier liberal arts institution, Brooklyn College (BC) works closely with the system's central administration and other institutions in the university. These close relationships present a special challenge for the establishment of mission and goals at the university. BC must articulate a distinct identity within CUNY while aligning the mission, goals, and plan with CUNY's strategic framework and its Performance Management Process.
- The BC mission was clearly and thoughtfully defined in the most recent strategic planning process. The mission in the newest strategic plan reflects and maintains a long and proud history. The mission also maps directly onto the CUNY Master Plan for 2016 except for the CUNY 'efficient management' tenet which maps to the BC strategic plan.
- Development of the mission and plan was initially informed by the President's listening tour which sought perspectives from a broad segment of the BC community including employees, students, alumni, elected officials, donors, and community leaders. Articulating details of the strategic plan then took place through working committees comprised of faculty, staff, administrators and students. These committees drafted plans in an iterative review process to refine goals, actions, and benchmarks. Drafts of the plan were provided to the BC community throughout the 2017-18 academic year for review. The final version was based on extensive conversation and feedback involving more than 500 community members. The goals included in the 2018-2023 strategic plan focus on key priorities of the BC community including academic excellence, students' success, community leadership, efficiency, responsiveness, and reputation.
- The College governing body, the Policy Council, approved and supports the mission and goals.
- The BC self-study does not document a clear process ensuring the mission and goals of the college clearly align with the strategic plans of schools, departments and programs. Alignment should occur through regular consultations at the senior staff level but the oversight process does not appear to be fully articulated.
- There is evidence that key planks of the mission have guided overarching initiatives at the college. The plan has guided key decisions about access, student success, and academic excellence. The plan's pursuit of academic excellence includes strong support for scholarly activity and creative activity consistent with the level of the institution.
- It should be noted that the survey used to measure the penetration of the goals and mission offers less than compelling evidence of consistent formal awareness of the mission within the

community. The culture of the community, however, appears to strongly reflect the mission even among community members who are not consciously aware of it.

- Consistent pursuit of the mission is enhanced by the fact that the College is required to implement University priorities identified in CUNY's Master Plan. Progress toward achieving planning goals is measured using CUNY's Performance Management Process (PMP), where the College reports progress against University, Sector, and College Focus Area Goals. These broad goals encompass access and completion, retention, graduation, college readiness, career readiness, and other categories. An annual progress report is provided by BC to CUNY linking its institutional goals to the PMP goals along with a current year report of relevant data. This linkage compels the strategic plan to follow the goals of the system and assures some consistency in support.
- At the same time, the PMP can offer a veneer of mission driven strategic planning. By setting annual targets without clear, longer term goals, it may not support longer term thinking. BC has adopted the University's long term retention and graduation goals, as set in the CUNY Master Plan and the CUNY Academic Momentum Campaign, but the College does not appear to set longer term goals for enrollment and scholarly productivity. Setting longer term quantifiable goals would help ensure long term mission-driven pursuit of goals.
- BC's goals are consistent with the College's revised mission statement. The goals include support for a school-based workshop series for faculty, training in teaching and mentoring best practices, promotion of inter-disciplinary work, student research opportunities, and other scholarly support appropriate to the institution. One of the goals in the plan covers multiple areas of student success as well as programs and services to support students. Institutional improvement, mainly in the form of efficiency gains, is also included as a goal.
- The assessment of mission and goals occurs with each new strategic planning process and BC is committed to making ongoing updates to the strategic plan during the current cycle.

Standard I

In the team's judgment, the institution *appears* to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
 - BC's latest strategic planning process is commendable for its broad-based inclusiveness of internal and external stakeholders. The multiple iterations of the plan speak to the thoroughness of its development and its objectives, actions, and benchmarks provide specific, measureable criteria to assess progress.
- **Suggestions:**
 - Establish and disseminate specific, quantifiable key performance indicator targets to be achieved by the conclusion of the strategic plan.
 - Assess strategic plan goals and implementation in a consistent manner and on a regular schedule.
- **Recommendations:** None
- **Requirements:** None

REQUIREMENTS OF AFFILIATION

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 7, 10, and 12.

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.

Summary of Evidence and Findings

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

- There are ample and strong policies in place at the College and the University to assure integrity and ethical behavior. The mission statement affirms its commitment to academic freedom and CUNY upholds academic freedom by codifying it in policy to which the College adheres. Compliance is monitored at both the campus and University levels.
- The College has a climate that fosters respect and hosts a multitude of forums and events to engender this climate across a diverse constituency. One example is President Anderson's launch of the *We Stand Against Hate* campaign in 2016 to elevate discourse around controversial issues as well as foster inclusiveness on campus. The campaign includes lectures, workshops and concerts. The President has also instituted regular meetings between her cabinet and student leadership and regular town halls to foster communication and provide opportunities to discuss issues of concern to the community.
- Though its faculty and staff do not mirror the diversity of its student population, the College is undertaking proactive strategies to increase and retain faculty and staff from underrepresented groups. Increased attention to diversity in hiring is part of the College's overall recruitment strategy, implicit bias training has been introduced for faculty and search committees, and written guidelines for conducting faculty searches are being developed.
- Grievance policies are documented and policies and procedures are fair and impartial. Personnel policies for both faculty and staff are governed both by CUNY and College by-laws. The College has identified the need to make the student and faculty handbooks more accessible on the website, to develop a staff handbook, and to add grievance procedures to the faculty and staff handbooks.
- There is a comprehensive set of policies and procedures that govern all aspects of the student experience. Since 2011, the College has had an Academic Integrity Officer (AIO) who acts as a liaison between faculty, students, and the five-person Faculty Council Committee on Academic Integrity. The AIO ensures cases are properly documented at each step of the process and that students are notified of the report along with information on the procedures for filing an appeal.

Standard II

In the team's judgment, the institution *appears* to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
 - Introduction of implicit bias training in faculty search committees
 - Launch of the *We Stand Against Hate* initiative

- **Suggestions:**
 - Conduct a climate survey, as the last one was conducted in 2010.
 - Expand the implicit bias and conflict management program to all faculty and staff.
 - Make the CUNY guidelines and procedures on ethical conduct more easily accessible on the College website.
 - Make all handbooks easily accessible on the College website.
 - Create a Staff Handbook.
 - Add grievance procedures to the Faculty and Staff Handbooks.

- **Recommendations:** None

- **Requirements:** None

Standard III: Design and Delivery of the Student Learning Experience

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

Summary of Evidence and Findings

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

- Brooklyn College offers a wide variety of undergraduate and graduate programs, certificates, and diplomas across five schools. The College currently offers 83 bachelor's, 72 master's, and 20 certificates and diplomas in areas including business, education, the humanities, social sciences, performing arts, sciences, pre-professional, and professional studies.

- The College offers a variety of master's degrees and certificates across all five schools. Additionally, the College has indicated that its graduate students have a variety of opportunities to engage in research. The College plans to undertake a comprehensive review of its graduate programming this spring in an effort to improve the rigor of its programs.

- In keeping with the institution's strategic plan, the College is in the midst of a multi-year curricular design project to enhance program offerings. Faculty have assumed the primary role in the design and assessment of academic programs in the College. In addition to developing a comprehensive curriculum development and review process that involves faculty and student stakeholders, all programs must be registered with and meet the standards for the New York State Education Department (NYSED). However, there is no evidence to suggest that there was a demonstrated rationale for the creation of the 23 new programs the College has developed since its last self-study.

- Student learning is designed and delivered by 524 well-qualified faculty members. The full-time faculty ranks are supplemented with 802 part-time faculty. It is notable that 93% of the full-time faculty are in tenure-track positions, which exceeds the national average. The College has developed a comprehensive assessment, promotion, and tenure protocol for faculty, which includes peer evaluation, annual reviews, and third-year review for tenure track faculty. Both full and part-time teaching is evaluated through course evaluations. Finally, the

College has recognized its lack of faculty diversity and has implemented diversity hiring policies and practices that have seen some success since their implementation in 2017-2018.

- In meeting with faculty members from across the campus, it was evident that the College has a high engaged faculty, who contribute to a rich intellectual environment that provides an enriching experience for BC students.
- The College's general education requirements are not a specific set of courses. They are a cadre of courses that represent the knowledge and skills reflected in the institutional outcomes and habits of mind that can be acquired in a range of courses. The College has undertaken the assessment of the general education requirements as well as recently appointed a faculty director of General Education to oversee the implementation of the general education program. Educational outcomes are assessed college-wide and the results are reported as a percentage of students that meet or exceed each performance indicator. However, there is concern that the College does not have the resources to offer the courses for the foreign language requirement that is set to be effective fall 2019.
- It appears that the College has satisfied the requirement for periodic assessment of its programs. Additionally, several programs at the College have also achieved external professional accreditation from associations, including the American Chemical Society and the American Speech-Language Hearing Association. The College recently adopted a model that decentralizes assessment and holds each Dean responsible for overseeing the review of programs and developing plans for program improvement. Finally, the College will be assessing its review and assessment practices to evaluate the effectiveness of their current practices.
- The College provides academic support in a variety of ways through co-curricular programming and learning spaces, including libraries, tutoring centers, and advising centers. The College also ensures that students receive sufficient academic support by developing opportunities for faculty engagement in and outside of the classroom. Additionally, the College provides learning opportunities and resources for both its general student population as well as several specialized student groups. The College has developed tools to assist students with tracking their individual progress in their degree, including degree maps. However, the degree maps have not been adapted for part-time and transfer students. Most of the aforementioned opportunities are communicated to students during orientation as well as in the student handbook and on the College website.

Standard III

In the team's judgment, the College *appears* to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
 - None
- **Suggestions:**
 - Complete degree maps for part-time and transfer students.
 - Allocate additional resources for academic support services specifically dedicated to or targeted for undergraduate transfer students.
 - Increase the diversity of faculty in tenure and tenure-track faculty positions.
 - Review College process and policy to establish an appropriate role for the deans and Provost in hiring, promotion, and tenure decisions.

- **Recommendations:**
 - Academic support services and resources with a special emphasis on academic advising should be better coordinated and more systematically deployed across the College.
- **Requirements:** None

REQUIREMENTS OF AFFILIATION

In the team’s judgment, the institution *appears* to meet Requirement of Affiliation # 8, 9, 10 and 15.

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, contributed to the educational experience, and fosters student success.

Summary of Evidence and Findings

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

- The College has demonstrated its ethical policies and processes to admit, retain and facilitate the success of students whose interest, abilities, experiences and goals provide a reasonable expectation for success and are compatible with institutional mission by the following:
 - The College has demonstrated its ability to assist students to degree completion by providing accurate and comprehensive information regarding various financial resources. The campus interviews, website, and supplemental information provided an in-depth look at efficient processes administered by Financial Aid, Bursar, and the Scholarship Office. Staff expressed creative ways in which to keep students financially healthy, creating awareness of what scholarships and other resources are available. The student financial services area should be commended for its innovative practices in support of student retention and success.
 - The College’s Admission to the Percy Ellis Sutton Search for Education, Elevation and Knowledge Program (SEEK) demonstrates a process for students who are admitted but are not adequately prepared for study. The program provides a comprehensive financial, academic and social support to assist students who need additional resources due to their educational or financial backgrounds. This program offers specialized advising and tutoring. During on-campus interviews, staff provided insight about additional resources students can also utilize through The Learning Center.
 - The College has demonstrated its commitment to enhancing student retention by various resources. One example is the Academic Momentum Campaign that promotes students earning 15 credit hours per semester and 30 credit hours for the year. The Excelsior Scholarship supports this initiative by providing financial assistance for students who earn 30 credit hours per year.

- The Magner Career Center provides a portfolio of programs and offerings to support students. A recent survey indicated that 40% of graduates participated in an internship and 76% of last year's graduating class are currently employed with 44% of those having a salary of \$40,000 or more. During campus interviews, it was evident the Career Center is engaged in assessment activity and uses these findings to enhance and strengthen career fairs and networking events.
- The College has a strong transfer student population (65% of the entire student body). It has established policies and procedures regarding evaluation and acceptance of transfer credits, how credit is awarded through experiential learning, prior non-academic learning, competency-based assessment and other alternative approaches to learning. Evidence is demonstrated through a Transfer Student Recruiter, a Transfer Evaluation Office and numerous articulation agreements with CUNY community colleges. The College stated the need to reevaluate agreements because they are not up-to-date. This should be completed in a timely manner to ensure a more efficient process.
- The College provides policies and procedures for the safety, maintenance and appropriate release of student information and records. Information is maintained by the College's Registrar who oversees compliance with The Family Educational Rights and Privacy Act (FERPA).
- As reported in the self-study, students appear to be satisfied with co-curricular engagement. The College website lists a variety of student clubs, interest specific centers, recreation, and intramural and athletics for students to be actively engaged. During the on-campus interviews, students expressed overwhelming pride at being a part of the Bulldog community and expressed appreciation for the "family environment".
- The College has demonstrated its commitment to serving students through the use of surveys and other assessment tools to strengthen programming and develop action plans as warranted.

Standard IV

In the team's judgment, the institution *appears* to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
 - Development of Degree Maps
 - Magner Career Center in assisting students to be prepared after graduation either for employment or graduate school
 - Enrollment Management and Student Financial Services efforts to improve the student journey from prospect to degree completion.
- **Suggestions:**
 - Improve the College website including the use of a single sign-on.
 - Improve transfer credit evaluation to become timelier.
 - Use data more effectively for retention, graduation, and post-graduate outcomes for all student populations.
 - Use degree maps to develop multi-year course schedules to improve retention and progression.
 - Perform a strategic analysis of its portfolio of academic programs to ensure mission alignment, market relevance and financial contribution.

- **Recommendations:** None
- **Requirements:** None

REQUIREMENTS OF AFFILIATION

In the team’s judgment, the institution *appears* to meet Requirement of Affiliation # 8 and #10.

Standard V: Educational Effectiveness Assessment

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

Summary of Evidence and Findings

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

- The College has clearly stated institutional goals delineated in the Strategic Plan 2018-2023. The five goals and benchmarks are aligned with the mission of the College, CUNY Master Plan and Strategic Framework. Progress toward achieving the five institutional goals is documented in annual reports, Strategic Plan Report Card and the Performance Management Process (PMP) of the City University of New York. The College uses assessment to address key indicators of student success but its application is inconsistent across non-academic units.
- The College has undertaken the development of an Institutional Effectiveness Plan (IEP). It has not been fully implemented. Two offices are responsible for assessment of institutional effectiveness at Brooklyn College: The Provost’s Office, incorporating the Office of Academic Assessment; and the Office for Institutional Planning and Assessment.
- The process and infrastructure of assessment is thoroughly addressed. Meaningful curricular goals with defensible standards were evident.
- The new General Education Curriculum was adopted in spring 2017 and professional development opportunities have been created to support implementation of curriculum. 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 to coordinate assessment. No comprehensive data are available.
- The College employs a variety of direct and indirect methods to evaluate student learning including standardized tests, and locally-developed satisfaction surveys, course evaluations, capstone projects, portfolios, and graduate success.
- Currently, a centralized document repository for assessment activities does not exist. While Blackboard is a warehouse for storing assessment documents, it is not effective in meeting the needs of a robust assessment process.
- A planning template has been developed to improve the link between results of assessment and resource allocation.

- Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness is in process.
- Currently, program reviews are conducted on a ten-year cycle.

Standard V

In the Team's judgement, the institution *appears* to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
 - The current General Education Assessment process is properly vetted and serves as a model for monitoring and assessing the SLOs.
- **Suggestions:**
 - Increase resources to sustain and improve its assessment culture.
- **Recommendations:**
 - Create an assessment repository, using appropriate technologies to ensure that closing the loop activities are monitored and results are available and useable by all stakeholder groups.
 - Make assessment results accessible to internal and external stakeholders as appropriate.
 - Enhance the assessment and monitoring of the SLOs to ensure timely, sustainable and consistent implementation.
- **Requirements:** None

REQUIREMENTS OF AFFILIATION

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 8, 9, and 10.

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.

Summary of Evidence and Findings

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

- The College's most recent strategic planning process was robust and the resultant plan contains clearly stated institutional objectives that are supportive of mission and goals and are slated to be measured via the assessment of specific benchmarks over the next five years. The College utilizes two separate assessment committees: one is focused on academic assessment and the other on institutional assessment. Standardized forms and timelines are provided which have increased compliance with assessment requirements across the institution. An Office of Institutional Planning and Assessment coordinates these activities with ultimate accountability resting with the Vice Presidents, Deans, and Program Directors. The enhanced emphasis on these improvement processes have resulted in marked increases in the participation rates in assessment

activities across the institution. Although there have been a few examples of initiatives that have gone through a complete assessment cycle (credit accumulation related to Academic Momentum, maintenance and cleanliness of facilities, etc.), many initiatives and their related assessments are still in process.

- The college prepares three-year financial plans which are developed collaboratively and approved by the President prior to forwarding to CUNY. Budgets are prepared incrementally and adjusted as needed based upon actual revenues. Although the College has dealt with budget reductions, it has done so in a responsible way. The College has demonstrated the ability to manage within its fiscal limitations as evidenced by an ending CUTRA balance that has generally increased over the past five years except for a small decline during FY 2018. This has been done by reducing budgets primarily in the administrative areas. As a member of CUNY, the College enjoys the benefits of a relatively strong system financially, both in terms of financial holdings and state support. The College does not issue separate financial statements.
- The College has experienced administrative staff reductions but has maintained a strong complement of full-time faculty and has scaled adjunct faculty appropriately to meet student needs. The institution maintains an organizational chart for the College as well as for each division. Accountability for results is implemented through assigned responsibilities within the strategic plan implementation process as well as through CUNY's Performance Management Process for the overall institution.
- The adequacy and efficient utilization of institutional resources is assessed by certain offices on a regular basis and during the annual College budgeting process. The Financial Aid and Student Financial Services offices, among others, have showed strong results working toward goals by utilizing data and implementing process improvements. In addition, with the new Strategic Plan, specific budget allocations in support of the plan have recently begun to be made. This documentation of resource allocations in support of planning has not been done regularly over the majority of the period of the self-study.
- The College's Facilities Master Plan was last updated in 2011. This plan identified approximately \$1 billion in capital renovations, improvements, and new facilities. The majority of the plan has not been implemented due to insufficient funding. Although the College has received significant funding from CUNY for capital needs over the past 8 years, many of these funds have been dedicated to critical maintenance projects. The College has received partial funding for three key facility projects identified in the master plan and currently included in the College's Five-Year Capital Plan. The College is working with CUNY on a mini master plan update to rework portions of the 2011 master plan, particularly related to science facility needs.
- A 2018 facilities assessment has described the College's electrical distribution system as severely aged with components beyond their life expectancy. This assessment also described a competent, but understaffed facilities team. Despite these staffing challenges, the Facilities area has achieved recent success addressing critical needs across campus through the utilization of a comprehensive survey, operational improvements, and effective implementation.
- The College provides a large number of technology-related services, programs, and equipment. Information Technology Services tracks a large volume of data via direct and indirect methods. Planning and assessment has been done by the unit during the period of the self-study and documented results have been described including hardware and software improvements, communication of services, and security. A formal, integrated assessment plan has been

developed by the unit for the 2018-19 Academic Year. High levels of user satisfaction with this area have been expressed across the institution.

Standard VI

In the team's judgment, the institution *appears* to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
 - The recent facilities maintenance initiatives to provide for a cleaner, better maintained campus through improvements to the custodial hiring process, data analysis, and technology and process improvements has had a very positive impact on both the functioning of facilities resources as well as supporting very positive perceptions from campus stakeholders relating to this unit.
 - Certain administrative departments have implemented process improvements that have yielded significant benefits to the campus community. In particular, very positive outcomes have been achieved by the Financial Aid Office cohort advising model and the Student Financial Services collections improvement. These offices and the offices that have worked with them to support these improvements are commended.

- **Suggestions:**
 - Complete the Facilities "Mini-Master Plan" currently being developed by the Facilities Department and CUNY staff to reflect the significant changes to the 2011 Facilities Master Plan update.
 - Resource allocations in support of the strategic plan were documented for a very limited number of plan objectives. As the plan matures, it is suggested that funding allocations in support of plan objectives, including reallocation of existing resources, be appropriately documented, particularly if the College continues to experience funding challenges.
 - Modify the Strategic Plan to include prominent key performance indicators and reduce the number of benchmarks that need to be tracked.

- **Recommendations:** None

- **Requirements:** None.

REQUIREMENTS OF AFFILIATION

In the team's judgment, the institution *appears* to meet Requirements of Affiliation #s 8, 9, 10, and 11.

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 constituents 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.

Summary of Evidence and Findings

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

- Brooklyn College follows the extensive rules that bind all CUNY and New York State colleges and universities with respect to their governance. A wide-ranging structure of oversight is in place and followed meticulously.
- Brooklyn College maintains its own fully-articulated set of governance structures and policies that align with CUNY's and has its own Policy Council, Faculty Council and several other groups. The college has a robust system of student government.
- The Policy Council is a forum for discussing issues and problems of general college concern, advises the president both in response to her requests for counsel and upon its own initiative, provides through its existence a formal body for each constituent group to express its viewpoint and to communicate with other groups, and submits recommendations for actions as appropriate to the Faculty Council, to the Council on Administrative Policy, and to the student governments. It is an innovative and transparent problem-solving body.
- Extensive documentation for the governance structure exists and is available to the public, faculty, students, and staff. Roles, responsibilities and accountability for decision making are stated from the role of CUNY, through to the Brooklyn College, and into academic and student bodies.
- The elected Council on Administrative Policy committee meets monthly with the President and Provost to discuss issues brought forward by the department chairs. This facilitates communication between the faculty and the administration.
- The college's former president, Dr. Karen Gould, led an effort to restructure the college into a five-school structure. The implementation of this structure is not fully realized. Decanal roles and responsibilities are not defined and budgetary and academic authority may not be commensurate with the new structure.
- Meeting with the Chairman and other members of the Board of Trustees confirmed a defined process exists for the appointment and evaluation of the President of Brooklyn College. The President is evaluated at least every five years.
- The President of the College is selected as per the requirements of MSCHE Criterion 3. The credentials required for the position are appropriately defined and the current President has the experience, background, and authority to drive the mission of the organization. The organization charts and staffing look appropriate as well as the credentials of those holding supporting leadership positions. Though lean, which is likely the result of the fiscal situation most colleges find themselves in, the leadership is well represented in various committees and engagements with the faculty and students.
- The President's performance is reviewed regularly with the Chancellor. Likewise, administrative staff perform an annual review with their manager, reflecting on the past year's goals and setting goals and strategy aligned with the strategic plan and professional growth. Furthermore, assessment of the College performance against CUNY strategic goals is provided through the PMP process, which provides insight into leadership's guidance. Regular review and alignment

of Brooklyn College and CUNY strategic goals are referred to in the minutes of the various committees as well.

- Separate meetings with the Interim Chancellor and Executive Vice President of Administration and Finance confirm oversight of fiscal management by CUNY. The Chancellor further indicated that the College was one of the most well fiscally managed within CUNY.

Standard VII

In the team's judgment, the institution *appears* to meet this standard.

- **Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:**
 - Through interviews with student, staff and faculty it became apparent that the President and her leadership team are highly admired and their guidance, open door policy, and interactions with people at all levels are appreciated. It has fostered an environment that empowers others to be creative and willing to approach leadership with ideas and suggestions.
 - The new Provost is to be commended for fostering a culture of accountability, assessment and evidence-based decision making.
- **Suggestions:** None
- **Recommendations:**
 - Review and revise as necessary current policy and practice with regard to budgetary and academic authority to ensure consistency with a school-based model. Consistent with this, ensure the role of the deans is codified in governance documents.
- **Requirements:** None

REQUIREMENTS OF AFFILIATION

In the team's judgment, the institution *appears* to meet Requirement of Affiliation #s 12 & 13.

Section D: Verification of Compliance

I. Affirmation of Continued Compliance with Requirements of Affiliation

Based on a review of the self-study and accompanying materials, interviews, and the Verification of Compliance with Accreditation-Relevant Federal Regulations, the team *affirms* that the institution continues to meet all of the *Requirements of Affiliation*.

II. Compliance with Accreditation-Relevant Federal Regulations

The team *affirms* that the institution meets all accreditation-relevant federal regulations, which is based upon the review of the self-study report, accompanying materials, and the Verification of Compliance with Accreditation-Relevant Federal Regulations and the evaluation visit.

Section E: Verification of Data and Student Achievement

I. Verification of Data and Self-Study Information

The team *confirms* that data and other information provided by the institution are reasonably valid and conform to higher education expectations.

II. Student Achievement

After interviewing institutional stakeholders and visiting the institution's student achievement information available at its website, the team *confirms* that the institution's approach to its student achievement goals is effective, consonant with higher education expectations, and consistent with the institution's mission and that the student achievement information data available at its website is reasonably valid and accurate in light of other data and information reviewed by the team.

Section F: Third-Party Comments (not applicable)

Not applicable

Section G: Conclusion

The team again thanks the administration, faculty, staff and students of Brooklyn College, and we hope that the institution will be open to the ideas contained in this report, all of which are being offered in the spirit of collegiality and peer review.

As a reminder, the next steps in the evaluation process are as follows:

1. The institution replies to the team report in a formal written Institutional Response addressed to the Commission.
2. The team Chair submits a Confidential Brief to the Commission, summarizing the team report and conveying the team's proposal for accreditation action.
3. The Commission's Committee on Evaluation Reports carefully reviews the institutional self-study document, the evaluation team report, the institution's formal response, and the Chair's Confidential Brief to formulate a proposed action to the Commission.
4. The full Commission, after considering information gained in the preceding steps, takes formal accreditation action and notifies the institution.