

DRAFT

Revitalizing Our Mission, Reaffirming Our Future

BROOKLYN COLLEGE

**Brooklyn
College**

Self-Study Visit: Spring 2028

TABLE OF CONTENTS

I. Institutional Overview

- Brief History
- Programs of Study
- Faculty Profile
- Student Population
- Student Achievement
- Economic Mobility and Student Success
- Recent Developments and Challenges Facing the Institution
- Mission, Values, and Strategic Goals
- Brooklyn College Strategic Plan 2024-29
- CUNY Strategic Roadmap 2023-30
- Plan Implementation

II. Institutional Priorities to Be Addressed in the Self-Study

- Institutional Priority 1
- Institutional Priority 2
- Institutional Priority 3

III. Intended Outcomes of the Self-Study

IV. Self-Study Approach

V. Organizational Structure of the Steering Committee and Working Groups

- Executive Steering Committee
- Steering Committee
- Communication
- Working Groups
- Charge to All Working Groups

- Standard I: Mission and Goals
- Standard II: Ethics and Integrity
- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Experience
- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration
- Operational Excellence Team

VI. Self-Study Timeline

VII. Guidelines for Reporting

VIII. Organization of the Final Self-Study Report

IX. Communication Plan

X. Evaluation Team Profile

- Team Chair
- Team Members
- Top and Signature Programs
- Peer, Aspirant, and Competitor Institutions

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

- Verification of Annual Institutional Update (AIU) Indicators and Metrics
- Use of AIU Indicators and Metrics in Self-Study

XII. Evidence Inventory Strategy

Forward

The Brooklyn College Self-Study Design serves as the foundational roadmap for our Middle States self-study process. It provides a clear structure for how the Steering Committee and working groups will carry out the research, analysis, and collaborative inquiry necessary to produce a meaningful and institutionally reflective Self-Study Report. As an internal planning document, it helps organize the scope of work, timelines, responsibilities, and guiding questions that will shape our evaluation of how effectively the college meets the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation and Requirements of Affiliation.

This design will be shared with our MSCHE staff liaison, who will review it as the basis for authorizing Brooklyn College to move forward with the full self-study. It will also be made available to the broader campus community through the college's dedicated accreditation webpage and through meetings and presentations with relevant contributors to promote transparency and collective engagement, and to ensure that the preparation of the final Self-Study Report reflects diverse perspectives from across academic and administrative units.

To provide context for the MSCHE liaison and the campus community, the design includes an overview of Brooklyn College's mission, vision, values, and strategic priorities, as well as the model we have chosen for organizing the self-study. These elements situate the self-study within the broader institutional direction outlined in the college's 2024–29 Strategic Plan and within the goals of the CUNY Strategic Roadmap.

This document also outlines the goals we expect the self-study to achieve. Accreditation is not an end in itself; rather, the process offers an opportunity for institutional learning, strengthened alignment between mission and

practice, and renewed commitment to student success. The design therefore articulates the institutional benefits we aim to realize by engaging deeply and thoughtfully in this evaluation.

The Self-Study Design is the product of significant collaboration. It was prepared under the leadership of Brooklyn College's Accreditation Liaison Officer, with essential contributions from the Steering Committee, Planning Committee, working-group leaders, faculty, staff, and administrators. The work reflects the collective commitment of the Brooklyn College community to continuous improvement and to upholding the highest standards of academic quality, integrity, and service to our students.

The design also offers clear guidance for all participants in the self-study. It outlines the roles and responsibilities of the Steering Committee, working groups, and accreditation liaison officer, and provides direction on evidence gathering, analysis, writing expectations, style guidelines, and the organization of the final Self-Study Report.

Finally, the self-study roadmap included in this document—featuring the analytic questions and preliminary evidence inventory for each MSCHE standard—will be central to guiding the working groups' inquiries. These tools ensure that the resulting Self-Study Report will be analytical, data driven, and grounded in verifiable evidence. Through this process, Brooklyn College will produce a comprehensive, reflective, and forward-looking report that demonstrates both accountability and a sustained commitment to institutional excellence.

I. Institutional Overview

Brooklyn College, a senior institution within the City University of New York (CUNY) system, is led by President Michelle J. Anderson and is defined by a mission to provide an excellent, affordable, and transformative education. The college serves as a world-class engine of intellectual discourse and social mobility, with a longstanding and distinctive commitment to educating immigrants and first-generation college students. Its vision is to be recognized as the premier public college in the Northeast, preparing graduates to lead, innovate, and contribute meaningfully in a rapidly changing global society.

ACADEMIC FOUNDATION AND RESEARCH ECOSYSTEM

Brooklyn College's academic enterprise is organized into five schools:

- **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**

Across these schools, nearly 14,000 students pursue more than 170 undergraduate majors and minors and over 65 graduate programs. The college emphasizes rigorous liberal arts education combined with professional preparation, fostering intellectual curiosity, critical thinking, and lifelong learning.

Brooklyn College maintains a strong commitment to academic quality and professional preparation. The college's Koppelman School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the premier global accrediting body for business education. In addition, several degree programs hold specialized accreditation or professional certification from nationally recognized accrediting bodies. These programmatic accreditations provide external validation that selected programs meet rigorous

disciplinary standards and prepare graduates for professional practice and advanced study.

The college's programs in nutrition and dietetics are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). These include the Bachelor of Arts and Bachelor of Science degree programs in Health and Nutrition Sciences, as well as the Master of Science degree program in Nutrition. Accreditation by ACEND affirms that these programs meet established competencies in nutrition education, supervised practice, and professional preparation.

Brooklyn College's Master of Science in Education degree program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation ensures alignment with national standards for counselor preparation and supports graduates' eligibility for professional certification and licensure.

The college's programs in School Psychology are accredited by the National Association of School Psychologists (NASP). These include the Master of Science degree program in Education: School Psychologist, as well as the Advanced Certificate programs in School Psychology and School Psychology With a Bilingual Extension. NASP accreditation reflects the programs' emphasis on evidence-based practice, ethical standards, and preparation to serve diverse school communities.

Brooklyn College also offers accredited programs in Communication Sciences and Disorders and Speech-Language Pathology, which are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). These include the Bachelor of Arts degree program in Communication Sciences and Disorders and the Master of Science degree program in Speech-Language Pathology, as well as the Doctor of Audiology (Au.D.)

program in Audiology. Accreditation by ASHA affirms that these programs meet national standards for academic and clinical preparation.

In addition, the Bachelor of Science degree program in Chemistry and Biochemistry is certified by the American Chemical Society (ACS), signifying that the program meets nationally recognized standards for undergraduate education in the chemical sciences and provides a strong foundation for professional practice and graduate study.

Together, these specialized accreditations and certifications reflect Brooklyn College's commitment to maintaining high academic standards, ensuring compliance with professional expectations, and supporting student success through externally validated programs of study.

Central to the Brooklyn College experience is a deeply embedded culture of mentorship—often described as “in our DNA.” Signature initiatives such as the Tow Mentorship Initiative, the Mellon Mays Undergraduate Fellowship Program, and the Magner Career Center connect students with faculty, alumni, and professional networks. This mentoring ethos extends into a vibrant research ecosystem, where students and faculty engage in innovative and applied scholarship through centers such as:

- **The Brooklyn College Cancer Center**
- **The Science and Resilience Institute at Jamaica Bay**
- **The Haitian Studies Institute**

STUDENT PROFILE AND INSTITUTIONAL REPUTATION

Brooklyn College serves a highly diverse student population that reflects the borough of Brooklyn and the broader New York City region, with approximately 34% of students identifying as the first in their families to attend college. Central to the college's mission is a deep and sustained commitment to access, affordability, and social mobility, particularly for students from historically

underserved backgrounds. This commitment shapes institutional priorities, resource allocation, and the design of academic and student support structures intended to foster persistence, completion, and postgraduate success.

Brooklyn College enrolls a substantial number of students with high financial need, underscoring the critical importance of accessible, well-coordinated financial aid and comprehensive student support services. During the fall 2024 through spring 2025 academic year, the college enrolled 13,451 distinct undergraduate students. Of these, 49.54%—representing 6,663 undergraduates—had an Expected Family Contribution (EFC) or Student Aid Index (SAI) between \$ 1,500 and \$0, indicating the highest levels of financial need. This profile highlights the essential role of financial aid, academic advising, mentoring, and wraparound supports in promoting equitable access, persistence, and timely degree completion.

Pell Grant participation further illustrates the socioeconomic realities of Brooklyn College's undergraduate population. In academic year 2024–25, the college enrolled 7,451 Pell Grant recipients, representing 55.39% of undergraduates. Among first-time, full-time degree-seeking students, a substantial proportion rely on Pell support (pending final data from Institutional Research). These indicators reinforce the college's responsibility—and ongoing commitment—to align instructional practices, advising models, and student success initiatives with the needs of a population balancing academic aspirations with significant financial and personal responsibilities.

Student loan outcomes provide additional context for understanding the financial circumstances of Brooklyn College students. The college's official FY 2022 Cohort Default Rate (CDR) is 0.0 percent, as certified by the U.S. Department of Education. While this outcome reflects the federal student loan repayment pause through May 2023 and the three-year cohort measurement methodology, it also underscores the importance of continued monitoring

of borrowing and repayment patterns as repayment resumes. Brooklyn College remains committed to responsible borrowing, financial literacy, and sustained oversight of student loan outcomes to support long-term financial well-being.

Brooklyn College's mission-driven focus on upward

\$2.6 billion annually to the local economy and supports more than 20,000 jobs. For individual graduates, a Brooklyn College degree yields an average annual earnings increase of \$41,500—approximately \$1.7 million over a lifetime—representing a substantial return on investment for both students and taxpayers.

STRATEGIC PRIORITIES	DESCRIPTION
Transformative Academic Excellence	Elevating the college as a social mobility engine through pioneering curricula and high-impact research
Strategic Funding	Ensuring financial resilience by aligning budgeting processes with campus priorities and diversifying revenue streams
Campus Community	Nurturing a culture of belonging, inclusivity, and well-being
Campus Infrastructure	Investing in sustainable, technologically advanced physical and digital environments
Collaboration and External Engagement	Strengthening partnerships with businesses, nonprofits, and government agencies to enhance career opportunities for students

mobility, access, and student success is reflected in its national reputation for excellence and affordability. The college is consistently recognized as a top 20 public institution and ranked no. 7 nationally for social mobility by U.S. News & World Report. These distinctions underscore Brooklyn College's success in delivering a high-quality, transformative educational experience that produces strong socioeconomic outcomes for students from all backgrounds, affirming its role as a leading public institution dedicated to opportunity, equity, and academic excellence.

ECONOMIC AND SOCIETAL IMPACT

Brooklyn College is a significant economic driver for New York City and the surrounding region. An economic impact study estimates that the college contributes

II. Brooklyn College Strategic Plan 2024–29

In response to evolving institutional and external conditions, Brooklyn College launched its Strategic Plan 2024–29, developed through an inclusive, community-wide process involving students, faculty, staff, and alumni. The plan is anchored by five strategic guideposts:

Guided by core values such as transparency, sustainability, equity, and intellectual rigor, the strategic plan positions Brooklyn College to remain adaptive, mission-driven, and responsive to the needs of its diverse student population.

III. Crosswalk Between the Brooklyn College Strategic Plan and the CUNY Strategic Roadmap

The CUNY “Lifting New York” Strategic Roadmap, developed under the leadership of Chancellor Félix V. Matos Rodríguez, articulates system-wide goals through 2030 focused on access, equity, research, modernization, and public impact. Brooklyn College’s strategic plan functions as a campus-level implementation framework aligned with these priorities.

Alignment With CUNY Strategic Goals

CUNY GOAL 1: Expand access to higher education for diverse populations

- Brooklyn College’s mission-centered commitment to affordability, access, and social mobility directly advances CUNY’s access and enrollment goals.
- National recognition for affordability and diversity reflects alignment with CUNY’s equity agenda.

CUNY GOAL 2: Improve student outcomes and eliminate equity gaps

- The priority of transformative academic excellence emphasizes innovative pedagogy, curricular renewal, and undergraduate research.
- Strong investment in faculty development and mentorship aligns with CUNY’s ethic of care and commitment to instructional excellence.
- Campus community initiatives directly support student well-being and belonging.

CUNY GOAL 3: Advance community through research and engagement

- Brooklyn College’s research centers and student-faculty scholarship strengthen CUNY’s public impact research mission.
- External partnerships and alumni engagement enhance career pipelines and workforce development.

CUNY GOAL 4: Modernize the CUNY system

- Strategic funding initiatives align with new budget and operating models.
- Campus infrastructure priorities support sustainability, technology modernization, and accessible facilities.

Together, these alignments demonstrate that the Brooklyn College strategic plan advances CUNY’s system-wide goals through institution-specific strategies grounded in mission and local context.

IV. Institutional Challenges in the Post-Pandemic Context

Brooklyn College enters the MSCHE self-study period facing a set of interconnected challenges that predate—but were significantly intensified by—the COVID-19 pandemic.

1. FINANCIAL CHALLENGES AND STATE UNDERFUNDING

- Longstanding state funding constraints have not kept pace with inflation, labor costs, and technology needs.
- Tuition has remained flat for seven years to preserve affordability.
- Impacts include:
 - Unfilled staff vacancies
 - Reduced faculty hiring
 - Larger class sizes
 - Reduced course offerings and service hours

2. DECLINING ENROLLMENT

- Approximately 20% decline in headcount, reflecting national demographic and labor-market trends
- Pandemic disruptions accelerated stop-outs, delayed enrollment, and disengagement.
- Rebuilding enrollment remains a critical institutional priority.

3. AGING PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Brooklyn College's physical and technological infrastructure represents both a significant institutional asset and an ongoing challenge. Like many public institutions with aging campuses, the college faces substantial deferred maintenance needs that must be addressed strategically to ensure safety, accessibility, instructional continuity, and alignment with academic and student support priorities. These infrastructure conditions directly affect the learning and working environment for students, faculty, and staff and therefore constitute a critical area of focus for institutional planning and resource allocation.

Campus-wide deferred maintenance needs are currently estimated at approximately \$1.0 billion, with roughly \$500 million anticipated to be addressed through funded capital projects. These estimates reflect infrastructure needs identified prior to the development of a comprehensive facilities master plan. Brooklyn College has not completed a full facilities master plan in recent years; however, CUNY previously funded the Ingersoll-Roosevelt Planning Study, which is expected to inform the next phase of facilities planning. The college is currently in discussion with the university regarding the initiation of a new facilities master plan, at which point deferred maintenance estimates are expected to be reassessed and refined.

The COVID-19 pandemic and the immediate post-pandemic period significantly disrupted capital planning and project implementation across the university, as state funding was deferred and institutional priorities appropriately shifted toward health, safety, and instructional continuity. These delays compounded existing deferred maintenance pressures across Brooklyn College's physical and technological

infrastructure, including aging buildings, inconsistent heating and cooling systems, unreliable wireless connectivity, and limited capacity for sustained capital investment during that period.

In recent years, Brooklyn College has made substantial progress, in partnership with CUNY, to reactivate and advance its capital program, marking an important milestone in institutional recovery and long-term facilities planning. Capital projects at the college follow multi-year development timelines, and as of the current planning horizon, 18 projects are scheduled to enter construction between now and 2026, with several extending through 2028. Planned capital investments for the 2025–29 period address critical deferred maintenance and modernization needs and include:

- **Campus-wide IT infrastructure and WiFi upgrades**
- **HVAC retro-commissioning and humidity control improvements**
- **Modernization of lecture halls and instructional spaces**
- **Renovation of academic and research laboratories for chemistry, microbiology, and geology**
- **Utility, sewer, and underground tunnel system replacements**
- **East Quad reconstruction and campus community space enhancements**

These projects reflect a long-term, phased strategy to modernize facilities, support academic excellence, enhance research capacity, and improve the overall campus environment.

The resumption and advancement of this capital portfolio represent a significant institutional achievement following pandemic-related disruptions. Collectively, these investments strengthen campus infrastructure, support teaching, learning, and research activities, and position Brooklyn College to

address longstanding facility needs in a deliberate and strategic manner. This renewed momentum in capital planning demonstrates the college's capacity for long-term resource management, institutional resilience, and continuous improvement, consistent with the expectations of Middle States Standard VI.

In addition, CUNY is in the final stages of implementing a facilities shared-services model across the university, establishing four borough-based hubs responsible for skilled trades and emergency response. This model is intended to increase operational efficiency, improve consistency in preventative maintenance, and strengthen campus-level support for facilities management. Brooklyn College anticipates that this shared services structure will further support infrastructure reliability and sustainability over time.

4. GROWING STUDENT SUPPORT NEEDS

- High levels of food insecurity, housing instability, and financial precarity
- Increased mental health needs following the pandemic
- Ongoing demand for integrated academic, financial, and wellness services

- Like many institutions nationwide, Brooklyn College has experienced periods of heightened campus climate sensitivity in response to external geopolitical events, which at times have increased the demand for dialogue, support services, and community building efforts.

5. IMPACT OF COVID-19 AND THE ROLE OF THE SELF-STUDY

The COVID-19 pandemic magnified existing institutional challenges across finance, enrollment, infrastructure, and student support. The Middle States self-study provides Brooklyn College with a structured opportunity to:

- Assess institutional effectiveness holistically
- Align resources with mission and strategy
- Strengthen governance, planning, and assessment practices
- Identify sustainable pathways forward in a post-pandemic environment

Through evidence-based analysis and broad campus engagement, the self-study will support informed decision-making and strategic prioritization, ensuring that Brooklyn College remains resilient, equitable, and committed to academic excellence and social mobility.

II. Institutional Priorities to Be Addressed in the Self-Study

IDENTIFYING INSTITUTIONAL PRIORITIES

Through an inclusive, institution-wide consultation process involving faculty, staff, students, and administration, Brooklyn College has identified the

following goals that emerge from our strategic planning efforts and align with the CUNY system's vision. These goals were selected because they are forward-looking, central to our mission, and provide a clear framework for the self-appraisal process, ensuring continuous improvement.

The selected institutional goals for our Self-Study are:

Institutional Goal	Alignment With Brooklyn College Strategic Plan	Alignment With CUNY Roadmap	Aligned MSCHE Standards
Transformative Academic Excellence and Student Success	<ul style="list-style-type: none"> Elevating Brooklyn College as an engine for social mobility through cutting-edge curricula and innovative research Improving retention and graduation rates; strengthening support services 	<ul style="list-style-type: none"> Reshaping student success, accelerating student success, and nurturing/renewing the academic core Closing equity gaps and addressing basic needs (mental health, food/housing security) 	I (Mission & Goals) III (Design & Delivery of Student Learning) IV (Support of the Student Experience) V (Educational Effectiveness Assessment)
Enhanced Career and Workforce Development	<ul style="list-style-type: none"> Expanding career development programs, integrating career planning into coursework Increasing internship opportunities to prepare graduates for meaningful work 	<ul style="list-style-type: none"> Improving overall career outcomes, tripling the number of students who complete a paid internship Expanding workforce development initiatives 	I III IV V VI (Planning, Resources and Institutional Improvement)
Inclusive Community and Campus Infrastructure	<ul style="list-style-type: none"> Fostering a campus culture that thrives on diversity, equity, inclusivity, and belonging Transforming infrastructure to be safe, sustainable, and technologically advanced 	<ul style="list-style-type: none"> Creating a student-centered, equity-driven university Modernizing infrastructure (facilities, technology) across the system 	II (Ethics & Integrity) IV VI VII (Governance, Leadership and Administration)

These goals will guide our self-study, focusing our analysis on key areas of institutional effectiveness and ensuring that our findings result in actionable plans that align with both our campus mission and the broader CUNY vision.

III. Intended Outcomes of the Self-Study

SELF-STUDY VISIT - SPRING, 2028

1. Demonstrate Institutional Effectiveness and Continuous Improvement

Brooklyn College aims to thoroughly evaluate how well it fulfills its mission and institutional goals.

Through the self-study, the college seeks to:

- Assess academic programs and student support services to ensure they lead to strong student learning outcomes, persistence, and graduation
- Strengthen evidence-based decision-making, using assessment results and institutional data to identify areas of strength and opportunities for improvement
- Document continuous improvement efforts, showing how the college uses assessment findings to refine programs, enhance services, and better support student success
- Confirm that the college meets all seven Middle States Standards for Accreditation, with clear documentation and evidence

2. Align Resources, Infrastructure, and Planning to Strategic Priorities

The self-study provides an opportunity for Brooklyn College to ensure that its planning, budgeting, and resource allocation processes are fully aligned with institutional goals. Brooklyn College seeks to:

- Evaluate the efficiency, sustainability, and transparency of its planning and budgeting systems

- Ensure that personnel, technology, facilities, and financial resources effectively support academic programs, student services, and long-term institutional viability
- Strengthen integration between strategic planning, assessment findings, and resource allocation, reinforcing a culture of planning tied to evidence
- Highlight how recent infrastructure or organizational improvements support student learning and institutional priorities

3. Enhance Institutional Cohesion, Communication, and Community Engagement

The self-study is also an opportunity to bring together faculty, staff, students, and administrators to reflect on shared goals and strengthen a unified institutional identity. Through the process, Brooklyn College aims to:

- Foster a stronger campus-wide understanding of accreditation, assessment, and institutional priorities
- Improve internal communication and collaboration, ensuring all stakeholders understand their roles in advancing student success
- Reinforce a culture of shared governance, demonstrating how faculty, staff, and administrators participate in decision-making
- Engage external partners—such as community organizations, alumni, and employers—to validate the relevance and impact of the college's programs

IV. Self-Study Approach

Brooklyn College has assembled a strong and dedicated leadership team to spearhead the MSCHE self-study process, positioning the college for a thoughtful, rigorous, and forward-looking review. In June 2025, the resignation of the associate provost for institutional effectiveness created an important opportunity for institutional recalibration. The college used this

transition strategically to convene a renewed leadership team charged with bringing fresh energy and focus to institutional effectiveness and the self-study process. This re-envisioned approach emphasizes critical self-reflection, robust and systematic assessment, and the purposeful use of evidence to strengthen institutional performance and student success.

As part of this renewal, Sophia Suarez, professor of physics and associate dean of the School of Natural and Behavioral Sciences, and Christopher Richards, professor of art and director of the Women and Gender Studies Interdisciplinary Program, were appointed as co-chairs of the MSCHE Self-Study Steering Committee. Together, they bring complementary academic, administrative, and interdisciplinary perspectives to the leadership of the self-study. In addition, Lillian O'Reilly transitioned from her role in enrollment management to serve as vice president for institutional effectiveness and Accreditation Liaison Officer (ALO) for MSCHE. This leadership structure reflects Brooklyn College's commitment to aligning accreditation, assessment, and institutional planning within a unified framework of continuous improvement.

Brooklyn College has approached the MSCHE self-study as a collaborative, reflective, and institution-wide process designed to strengthen institutional effectiveness and advance strategic priorities. Formal preparation began in summer 2025, laying the foundation for a well-organized and inclusive self-study. This early phase focused on developing a shared understanding of MSCHE standards, expectations, and best practices, while establishing a process grounded in transparency, broad participation, and evidence-based analysis. The college views the self-study not solely as a compliance exercise, but as a meaningful opportunity for institutional learning, improvement, and renewal.

A key milestone in this early phase was participation

in the MSCHE Self-Study Institute in summer 2025. The ALO and the co-chairs of the Steering Committee attended the institute to ensure that self-study leadership was fully informed of MSCHE guidance, timelines, and methodologies. Participation in the institute enabled the college to align its approach with MSCHE expectations, clarify roles and responsibilities, and begin shaping a self-study framework that reflects Brooklyn College's mission, institutional context, and strategic goals.

In fall 2025, Brooklyn College formally convened the MSCHE Self-Study Steering Committee and established working groups aligned with each MSCHE standard. The Steering Committee provides overall coordination, oversight, and integration of the self-study process, while the working groups are composed of faculty, staff, and administrators with relevant expertise and diverse perspectives. This structure ensures broad institutional representation and shared ownership of the self-study. Each working group was formally charged with examining institutional policies, practices, and outcomes related to its assigned standard, using evidence to assess effectiveness and identify both strengths and areas for improvement.

The primary focus during the fall 2025 semester was the development of clear, substantive lines of inquiry for each MSCHE standard. These lines of inquiry serve as the foundation of the self-study, guiding evidence collection, analysis, and reflection throughout subsequent phases of the process. Working groups are charged with developing lines of inquiry that are mission-driven, aligned with MSCHE criteria, and responsive to Brooklyn College's institutional priorities and challenges. Through this intentional and structured approach, Brooklyn College seeks to ensure that the MSCHE self-study is rigorous, reflective, and actionable, yielding outcomes that will inform continuous improvement and support the college's long-term vitality.

V. Organizational Structure of the Steering Committee and Working Groups



Executive Steering Committee

MEMBER	DEPARTMENT/UNIT	TITLE
Isana Leshchinskaya	Institutional Effectiveness	Associate Director
James Lynch	Koppelman School of Business (KSB)	Interim Dean of KSB
Paula Massood	School of Visual, Media and Performing Arts (VMPA)	Dean of VMPA
Philip Napoli	School of Humanities and Social Sciences (HSS)	Dean of HSS
Lillian O'Reilly	Institutional Effectiveness	Vice President
Christopher Richards	Women and Gender Studies	Director
María Scharrón-del Rio	School of Education (SoE)	Dean of SoE
Sophia Suarez	School of Natural and Behavioral Sciences (SNBS)	Associate Dean of SNBS
Peter Tolias	School of Natural and Behavioral Sciences (SNBS)	Dean of SNBS

Main Steering Committee

MEMBER	DEPARTMENT/UNIT	TITLE	STANDARD
Michael Ayers	Institutional Planning, Research, and Assessment	Senior Director	Standard 7
Myles Bassell	Koppelman School of Business (KSB)	Associate Dean of KSB	At-large
James Eaton	Provost's Office for Faculty and Administration	Associate Dean	Standard 7
Alan Gilbert	Finance and Administration	Senior Vice President	At-large
Aaron Kozbelt	Psychology	Professor	At-large
James Lynch	Koppelman School of Business (KSB)	Interim Dean of KSB	Standard 2
Paula Massood	School of Visual, Media and Performing Arts (VMPA)	Dean of VMPA	Standard 6
Philip Napoli	School of Humanities and Social Sciences (HSS)	Dean of HSS	Standard 3
Lillian O'Reilly	Institutional Effectiveness	Vice President	Standard 1/Core
Estefania Ponti	Student Success/EAB Navigate	Associate Director	Standard 5
Jeremy Porter	Sociology	Professor	At-large
Marianna Regalado	Library	Professor	At-large
Christopher Richards	Women and Gender Studies	Director	Core
MJ Robinson	Television, Radio & Emerging Media	Associate Professor	Standard 7
María Scharrón-del Rio	School of Education (SoE)	Dean of SoE	Standard 5
Sophia Suarez	School of Natural and Behavioral Sciences (SNBS)	Associate Dean of SNBS	Core
Peter Tolias	School of Natural and Behavioral Sciences (SNBS)	Dean of SNBS	Standard 1

- **Charge to All Working Groups**

Each Middle States working group was formally charged with conducting a comprehensive, evidence-based review of institutional policies, practices, and outcomes related to its assigned standard. Working groups were asked to assess the extent to which Brooklyn College meets Middle States criteria, identify areas of strengths and effective practices, and examine opportunities for improvement in alignment with the college's mission, strategic priorities, and commitment to student success. Groups were further charged with developing clear lines of inquiry, engaging appropriate campus stakeholders to assure broad based participation and transparency, and identifying and analyzing relevant data and documentation necessary to support their work. The work of each group is intended to contribute to a cohesive, reflective self-study that supports continuous institutional improvement and informed decision-making.

Below is the specific charge given to the working groups:

Charge to All Working Groups**

As part of Brooklyn College's reaffirmation of accreditation through the **Middle States Commission on Higher Education (MSCHE)**, each working group plays an essential role in conducting a rigorous, evidence-based analysis of institutional compliance with the **Standards for Accreditation** and **Requirements of Affiliation**.

Your work will form the foundation of the college's **Self-Study Report**, demonstrating institutional effectiveness, mission alignment, and commitment to continuous improvement.

The following charge outlines expectations for all working groups.

1. ESTABLISH WORKING GROUP LEADERSHIP AND OPERATIONS

1. Identify a chair and co-chair (if these roles have not already been assigned).

These leaders will coordinate the group's efforts, facilitate meetings, and serve as the primary points of communication with the Steering Committee.

2. Designate a note-taker responsible for documenting all discussions, decisions, and action items.

- As part of this process, determine where meeting notes and materials will be stored.
- Copies of all notes must be shared with the associate director of institutional effectiveness for MSCHE documentation.

3. Determine your meeting schedule and modality.

- Each working group must meet at least once per month (in person, remote, or hybrid).
- Additional meetings may be scheduled as needed to meet deadlines and ensure robust discussion.

4. Identify a potential student member who may serve on your working group, contributing valuable insights related to student experience and institutional effectiveness.

2. UNDERSTAND YOUR ASSIGNED STANDARD AND RELEVANT MSCHE EXPECTATIONS

Each working group is responsible for:

- Thoroughly reviewing its assigned MSCHE standard and associated criteria
- Examining relevant Requirements of Affiliation, cross-cutting areas, and institutional policies related to the standard

- Gaining familiarity with Middle States expectations regarding evidence, analysis, and institutional effectiveness

The Steering Committee will provide guidance, training, and resources to support this review.

3. CONDUCT A COMPREHENSIVE ANALYSIS OF COMPLIANCE AND EFFECTIVENESS

Working groups must:

- Analyze how Brooklyn College meets each criterion of the assigned standard
- Evaluate the degree to which practices, policies, processes, and outcomes demonstrate alignment with MSCHE expectations
- Assess strengths, challenges, and opportunities for improvement
- Identify issues related to mission alignment, governance, planning, assessment, resource allocation, student success, or institutional integrity as appropriate to the standard

4. GATHER AND ANNOTATE EVIDENCE

Each group is responsible for:

- Identifying key documents, data sets, policies, meeting minutes, reports, and other materials that demonstrate compliance
- Ensuring that all evidence is annotated, meaning each document includes a brief explanation of its relevance to the standard or criterion
- Coordinating with the Steering Committee's evidence subcommittee to upload materials into the central evidence inventory

Evidence must be reliable, up-to-date, and directly supportive of your analysis.

5. COLLABORATE ACROSS STANDARDS

Many MSCHE standards overlap. Working groups must:

- Communicate regularly with other groups to avoid duplication and ensure consistent reporting
- Address cross-cutting themes (e.g., mission alignment, assessment, governance, student learning, institutional improvement)
- Participate in joint discussions organized by the Steering Committee.

6. PREPARE WRITTEN DELIVERABLES

Each working group will submit the following:

A. Preliminary Outline

A structured outline of how the group plans to address each standard criterion, including initial evidence

B. First Draft Report

A narrative addressing every criterion, grounded in evidence, identifying strengths and areas for improvement

C. Revised Draft

A refined version incorporating feedback from the Steering Committee and other reviewers

D. Final Working Group Report

A polished, comprehensive report aligned with the self-study structure and formatting guidelines

E. Annotated Evidence Inventory

A complete list of linked and annotated evidence supporting the report

Due dates will be provided by the Steering Committee.

7. MAINTAIN CLEAR COMMUNICATION AND DOCUMENTATION

- Share meeting notes, agendas, and draft documents with the Steering Committee in a timely manner.
- Keep internal records organized, consistent, and accessible.
- Respond promptly to requests for revisions, clarifications, or additional evidence.

8. UPHOLD THE PRINCIPLES OF THE SELF-STUDY

All working groups must conduct their work guided by the following principles:

- Honesty and transparency in evaluating institutional performance
- Collaboration across departments, divisions, and stakeholder groups
- Evidence-based analysis rooted in data and documented practices
- Continuous improvement, aligning findings with future strategic and institutional goals

- Commitment to the mission and values of Brooklyn College

Standard I: Mission and Goals

Lines of Inquiry:

1. To what extent do faculty, staff, and students understand, embrace, and consistently articulate the mission, values, and guiding principles of Brooklyn College, including its motto “Nothing without great effort,” its commitment to affordability, and its longstanding focus on serving first-generation and immigrant students?
2. Based on the evidence examined, how well do the college’s mission and goals inform institutional decision-making and governance—particularly in strategic planning, resource allocation, curriculum development, teaching excellence, learning outcomes, and institutional improvement? What specific evidence supports this alignment?

MEMBER	DEPARTMENT/UNIT	TITLE
Laura Ascensi-Moreno	Childhood, Bilingual, and Special Education	Professor
Natalie Coombs	Enrollment Management	Director
Robert Echevarria	Koppelman School of Business	Student
Charles Haine	Feirstein Graduate School of Cinema	Associate Professor
Veronica Manlow	Management, Marketing, and Entrepreneurship	Professor
Lillian O'Reilly (co-chair)	Institutional Effectiveness	Vice President
Jesus Perez	Immigrant Student Success Office	Director
Peter Tolias (co-chair)	School of Natural and Behavioral Sciences (SNBS)	Dean of SNBS

Standard II: Ethics and Integrity

Lines of Inquiry

1. How has the college nurtured a campus climate that values thoughtful and intentional collaborations between students, faculty, and staff in furtherance of the college's mission, particularly within the context of a diverse, urban, commuter campus?
2. In what ways has the college strengthened, and how can the college continue to strengthen, its policies and procedures while ensuring that they are administered equitably; that there is a clear process for all students, staff, and faculty; and that all stakeholders are informed of the progress?

3. How does the college facilitate robust academic freedom and broad intellectual inquiry while being a thoughtful steward of public resources and respectful of the wide range of views in the context of a diverse campus community?

MEMBER	DEPARTMENT/UNIT	TITLE
Tunji Fussell	Office of Diversity and Equity	Associate Director
Danielle Haynes	Office of Diversity and Equity	Chief Diversity Officer
Patrick Kavanagh (co-chair)	Graduate Studies – Academic Affairs	Administrator
Vanessa King	Provost's Office for Faculty and Administration	Promotion, Tenure, and Reappointment Coordinator
James Lynch (co-chair) Interim Dean	Koppelman School of Business (KSB)	Interim Dean
Matthew Moore	Feirstein Graduate School of Cinema	Academic Program Manager
Ayana Murray-Richards	Human Resource Services	Director of Recruitment and Instructional Staff
Twyla Tate	Office of Research Compliance	Research Compliance Manager

Standard III: Design and Delivery of the Student Learning Experience

Lines of Inquiry:

1. What types of institutional support does Brooklyn

College provide for students' learning experience across their college careers?

2. How do Brooklyn College departments and programs design and enhance students' learning experience across their college careers?

MEMBER	DEPARTMENT/UNIT	TITLE
Jillian Cavanaugh	Anthropology	Professor
Steven Chester	Anthropology	Associate Professor
Prudence Cumberbatch	Africana Studies	Associate Professor
Jeffrey Glass	Campus Administrator/Senior Master Scribe	Student Success
Sonia Murrow	Social Studies Education	Professor
Philip Napoli (co-chair)	School of Humanities and Social Sciences (HSS)	Dean of HSS
John Paul	Business	Associate Professor
Malka Simon	Art	Lecturer/Doctoral Scholar
Karen Stern-Gabbay (co-chair)	History	Professor
Ellen Tremper	English	Professor

Standard IV: Support of the Student Experience

Lines of Inquiry:

1. To what extent does the institution leverage technology to support and enhance the student experience?

2. In what ways has the college advanced initiatives that promote student engagement, support, and success—and how do these efforts reflect institutional priorities and continuous improvement?

MEMBER	DEPARTMENT/UNIT	TITLE
Yasmin Ali	Student Affairs	Interim Vice President
Sau-Fong Au	Women's Center	Director
Michael Lanza	Finance and Administration/Budget	Director
Michael Loperto	Student Success	Executive Director

MEMBER	DEPARTMENT/UNIT	TITLE
Sharona Levy	Communication Arts, Sciences, and Disorders	Professor
Tracy Newton (co-chair)	Student Success	Executive Director
Valerie Stewart-Lovell	Center for Student Disability Services	Director
Mariana Torrente (co-chair)	Chemistry and Biochemistry	Associate Professor
Richard Vento	Learning Center	Director

Standard V: Educational Effectiveness Assessment

Lines of Inquiry:

1. How has Brooklyn College supported the implementation of systematic assessment and continuous improvement to establish a culture of assessment and empower its faculty and staff to effectively assess student learning and administrative operations—to provide an accessible, equitable, quality education?

2. What strategies and innovations has the college implemented to sustain assessment activities and maintain records?
3. What processes is the college utilizing to ensure that assessment data are being shared to close the loop and support a cycle of continuous improvement?

MEMBER	DEPARTMENT/UNIT	TITLE
Caroline Arnold	Political Science	Associate Professor
Carlos Cruz	Library	Instructional Design Specialist
Beth Evans (co-chair)	Library	Associate Professor
Chaka Johnson-Burkett	Transfer Evaluation Services	Associate Director
Kelly Karst	Library	Lecturer
Isana Leshchinskaya (co-chair)	Institutional Effectiveness	Associate Director
Estefania Ponti (co-chair)	Student Success/EAB Navigate	Associate Director
María Scharrón-del Rio	Rio School of Education (SoE)	Dean of SoE
Jeff Suzuki	Mathematics	Professor

Standard VI: Planning, Resources, and Institutional Improvement

MEMBER	DEPARTMENT/UNIT	TITLE
Arijit Dhillon	Finance and Administration	Director
Paula Massood (co-chair)	School of Visual, Media and Performing Arts (VMPA)	Dean
Emily Moqtaderi	Institutional Advancement	Interim Associate Vice President
Ryan Murelli	Chemistry	Professor
Dorothy Neave-DiToro	Communication Arts, Sciences, and Disorders	Associate Professor
Marcus Richardson	Strategic Initiatives	Executive Director
Crystal Schloss-Allen (co-chair)	School of Natural and Behavioral Sciences (SNBS)	Director of Operations

Lines of Inquiry:

1. In what ways has planning and resource allocation provided a foundation for teaching, learning, research, and continuous institutional improvement, while ensuring transparency and stakeholder engagement?
2. How has the college's strategic plan of providing outstanding research and academic programs been supported or influenced by recent budget-balancing strategies, including changes in staffing levels?
3. How does the college prioritize and fund capital projects under responsible budget realignments while ensuring accessibility, safety, sustainability, and strategic plan priorities?

Standard VII: Governance, Leadership, and Administration

MEMBER	DEPARTMENT/UNIT	TITLE
Michael Ayers	Institutional Planning, Research, and Assessment	Senior Director
Douglas Cohen	Conservatory of Music	Lecturer/Doctoral Lecturer
James Eaton	Provost's Office for Faculty and Administration	Associate Dean
Jaclyn Helms	Office of Legal Affairs and Labor Relations	Executive Legal Counsel
Klara Morton (co-chair)	Communication Arts, Sciences, and Disorders	Professor
Martha Nadell (co-chair)	English	Associate Professor
MJ Robinson (co-chair)	Television, Radio & Emerging Media	Associate Professor
Edouard Skylar	Strategic Initiatives	Director

Lines of Inquiry:

1. How does the administrative structure of Brooklyn College support effective delivery of our mission?
2. How do our governance structures ensure transparency, accountability, and inclusive representation?
3. How does Brooklyn College assess the effectiveness of administration, shared governance, and leadership?

VI. Self-Study Timeline

BROOKLYN COLLEGE MIDDLE STATES SELF-STUDY TIMELINE IN PREPARATION FOR SELF-STUDY TEAM VISIT

Date of Team Visit: Spring, 2028

Year 1:

FALL 2025 – SUMMER 2026	
Fall 2025	<ul style="list-style-type: none"> Attendance by institutional representatives at the MSCHE Self-Study Institute (SSI) Formation of the Self-Study Steering Committee.
Launch of the Self-Study Process	<ul style="list-style-type: none"> Identification and appointment of working groups aligned with Standards and Institutional Priorities Initial campus communications announcing the start of the Self-Study cycle Kickoff meetings to orient all committees to MSCHE expectations and institutional goals Begin preliminary environmental scan, data gathering, and refinement of Institutional Priorities Campus-wide conference for working groups
Winter 2026	<ul style="list-style-type: none"> Drafting of the Self-Study Design (SSD), including: <ul style="list-style-type: none"> Institutional context and priorities, Lines of inquiry, working group charges, Communication plan, Evidence inventory strategy, Timeline and milestones Gathering of preliminary evidence and identification of existing documentation gaps Internal review of early drafts of the SSD by Steering Committee and senior leadership Finalization of the Self-Study Design. January 30, 2026: Submission of the Self-Study Design to MSCHE. Continued refinement of evidence-gathering protocols and repository structure Design of Self-Study and Re-accreditation Webpage
Spring 2026	<ul style="list-style-type: none"> Working groups begin structured research, drafting, and evidence mapping aligned with approved SSD Regular Steering Committee check-ins to ensure alignment across Standards Creation of campus-wide updates to increase awareness and transparency Self-Study Preparation Visit by the MSCHE Vice President Liaison Review and discussion of SSD, timeline, evidence strategies, and institutional readiness Post-visit refinement of processes based on VP feedback
Summer 2026	<ul style="list-style-type: none"> Working groups continue drafting reports for each Standard and institutional priority Comprehensive evidence collection, verification, version control, and repository building

Year 2:

FALL 2026 – SUMMER 2027	
Fall 2026	<ul style="list-style-type: none"> Working groups continue drafting reports for each Standard and institutional priority Comprehensive evidence collection, verification, version control, and repository building Steering Committee integrative reviews of draft findings and alignment across Standards Campus engagement activities (forums, focus groups, surveys) to gather additional input
Winter – Spring 2027	<ul style="list-style-type: none"> Completion of full working group draft reports Steering Committee synthesis of working group drafts into the integrated Self-Study narrative Identification of evidence gaps and requests for final documentation from units Senior leadership review and feedback on emerging themes and recommendations
Summer 2027	<ul style="list-style-type: none"> Preparation of the penultimate draft of the Self-Study Report Cross-checking all citations with the Evidence Inventory Circulation of draft to key stakeholders for feedback (Faculty Council, Cabinet, governance bodies, student leadership) Editing for clarity, consistency, and alignment with MSCHE expectations Development of campus-wide communication on progress

Year 3:

FALL 2027 – SUMMER 2028	
Fall 2027 – Winter 2028	<ul style="list-style-type: none"> Finalization of the Self-Study Report Final quality review of the complete Evidence Inventory Technical preparation of report formatting and repository structure Submission of the final Self-Study Report to MSCHE (typically 6 weeks prior to the team visit)
Spring 2028	<ul style="list-style-type: none"> MSCHE Evaluation Team Visit to Brooklyn College Coordination of interviews, open forums, and campus logistics Post-visit debriefing with the Evaluation Team and institutional leadership
Summer 2028 Post MSCHE visit	<ul style="list-style-type: none"> Preparation and submission of the institutional response to the evaluation team's findings (as required) Integration of recommendations into planning, assessment, and continuous improvement cycles Campus communication of outcomes and next steps

VII. Guidelines for Reporting

Information forthcoming

VIII. Organization of the Final Self-Study Report

Information forthcoming

IX. Communication Plan

Brooklyn College is committed to a transparent, inclusive, and sustained communication strategy throughout the Middle States self-study process. Effective communication is central to ensuring broad campus engagement, shared understanding of accreditation expectations, and meaningful participation by students, staff, administrators, and faculty. The college's communication plan is designed to provide regular updates, invite feedback, and foster a shared sense of responsibility for institutional reflection and improvement.

The self-study communication efforts will be coordinated collaboratively among the Middle States Executive Committee, the Steering Committee, and the Working Groups, with support and guidance from the Office of Marketing and Communications. Together, these groups will ensure that information is accurate, timely, accessible, and disseminated through multiple channels to reach all segments of the campus community. Communication strategies will be reviewed periodically and adjusted as needed in response to campus feedback and evolving needs throughout the self-study cycle.

Brooklyn College will maintain a **dedicated Middle States accreditation webpage** on the college website, supplemented by content housed within the **BC Knowledge Portal**. This web presence will serve as a central repository for self-study-related materials, including the Self-Study Design, timelines and milestones, committee memberships and charges, meeting summaries, draft documents, and periodic

updates. The site will support transparency and provide the campus community with a clear view of the progress of the self-study.

Microsoft Teams will be used as a primary internal collaboration platform for the Steering Committee and Working Groups. These shared spaces will facilitate document sharing, evidence inventory compilation, version control, discussion, and meeting coordination, ensuring efficient collaboration while maintaining secure and organized access to materials. Teams will also support continuity and institutional memory throughout the duration of the self-study.

To ensure regular and accessible updates, Brooklyn College will distribute a **dedicated Middle States accreditation newsletter** to the campus community. The newsletter will highlight key milestones, summarize Working Group activities, announce upcoming forums or opportunities for engagement, and reinforce the connection between the self-study, institutional planning, and continuous improvement. Targeted email communications and listserv messages will also be used, as appropriate, to share time-sensitive information or solicit campus input at critical points in the process.

The college will host **open town halls and campus-wide forums** at key stages of the self-study. These sessions will provide opportunities to share progress, explain accreditation standards and lines of inquiry, and invite questions, comments, and feedback from students, staff, and faculty. Student engagement will be supported through outreach to student governance bodies and inclusion in relevant forums and discussions.

Regular updates will also be provided through **presentations at existing governance, leadership, and administrative meetings**, including meetings with deans, school-wide meetings, the Council of Academic Policy, Faculty Council, the President's Cabinet, and the Extended Cabinet. These presentations will ensure that academic and administrative leaders remain informed

and engaged and can communicate information back to their respective units.

To encourage ongoing dialogue, Brooklyn College will establish **feedback mechanisms**, including a dedicated accreditation email address and opportunities for written input through the accreditation website or during campus forums. These mechanisms will allow members of the campus community to ask questions, share perspectives, and contribute to the self-study in meaningful ways.

Through this multifaceted communication plan, Brooklyn College seeks to ensure that the Middle States self-study is a collaborative, transparent, and inclusive process, engaging the full campus community in institutional reflection, assessment, and continuous improvement.

X. Evaluation Team Profile

PREFERRED CHARACTERISTICS OF THE SELF-STUDY EVALUATION TEAM

Brooklyn College respectfully requests that the Middle States self-study evaluation team be composed of individuals whose professional backgrounds and institutional experience align with the college's mission, context, and operational structure. Given Brooklyn College's position within a large public university system and its distinctive academic profile, evaluators with the following characteristics would be particularly well suited to assess institutional effectiveness and provide constructive, informed feedback.

Brooklyn College would benefit from team members who are affiliated with large, urban university systems and who have experience working within centralized governance structures that include shared services,

systemwide policies, and common administrative and technological platforms. Familiarity with balancing institutional autonomy and system-level coordination would enable evaluators to fully understand Brooklyn College's decision-making environment and resource framework.

In addition, the college seeks evaluators from institutions whose missions emphasize transformative academic experiences, access, and social mobility. Experience serving first-generation college students, students from immigrant communities, and other historically underrepresented populations would allow the evaluation team to meaningfully engage with Brooklyn College's student-centered mission and equity-focused initiatives.

Given Brooklyn College's comprehensive academic portfolio, the college would welcome team members from institutions that emphasize a strong liberal arts foundation alongside professional programs, including the visual and performing arts, business, and the sciences, and that operate within a school- or division-based academic structure. Such experience would be valuable in assessing curricular coherence, interdisciplinary engagement, and programmatic assessment across diverse academic units.

Finally, Brooklyn College would benefit from evaluators who have experience navigating campus climate issues, particularly in the context of current national and global events that affect higher education communities. Insight into institutional governance, communication, and student support during periods of heightened concern would provide an important lens for understanding Brooklyn College's ongoing efforts to foster a safe, inclusive, and respectful campus environment.

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

XII. Evidence Inventory Strategy

APPROACH TO COMPILING THE EVIDENCE INVENTORY

Brooklyn College is adopting a comprehensive, structured, and collaborative approach to developing the evidence inventory for the Middle States Self-Study Report. Our methodology is designed to ensure that all documentation supporting the college's alignment with the Standards for Accreditation and Requirements of Affiliation is complete, accurate, and easily accessible to reviewers.

The Executive and Steering Committees will work closely with Institutional Effectiveness and other units of the college to coordinate the identification, collection, verification, and organization of all evidence and supporting documentation that will be referenced throughout the self-study process. To facilitate this process, the Executive and Steering Committees will convene an Evidence Inventory Working Group.

To promote consistency and completeness, the Evidence Inventory Working Group will develop a set of evidence-gathering protocols. These include standard templates for requesting materials, clear definitions of the types of acceptable evidence, and documentation

guidelines aligned with Middle States expectations. Each working group co-chair will receive training on these protocols to ensure that evidence is collected and catalogued in a uniform manner across all standards and institutional priorities.

Evidence collection will begin with a detailed mapping process in which, in collaboration with the Evidence Inventory Working Group, each working group will identify the specific claims and assertions made within their draft chapters and will match them to potential evidence sources. Units across the college will then provide the most recent, authoritative documentation, including policies, procedures, assessment reports, meeting minutes, program reviews, budget materials, strategic planning documents, and data reports generated by Institutional Research and other offices.

All evidence will be stored in a secure, centralized digital repository organized by standard and line of inquiry. Each item will be reviewed by the Executive and Steering Committees to ensure relevance, accuracy, and currency before being formally tagged and uploaded.