SELF-STUDY INSTRUMENT FOR ACADEMIC PROGRAM REVIEW

Policy Id:
GS.006 – Self-Study Instrument for Academic Program Review

Contact:
T. 212.237.8423
F. 212.237.8309
graduatestudies@jjay.cuny.edu

Last Modified:
November 2014
INSTRUMENT FOR THE SELF-EVALUATION OF GRADUATE PROGRAMS
Introduction

The self-study process involves a thorough review of all aspects of a graduate program and should be viewed as an opportunity for improvement and development. A program should therefore strive to produce a frank assessment of its current strengths, weaknesses, and needs, and the challenges it faces.

Self-study also presents an opportunity to identify resources necessary to strengthen the program (e.g., additional faculty, new equipment, technology, or student services). It is a productive time to examine areas in the program that may need updating to reflect advances in knowledge in the field, the job market, admissions, student needs, impact of technological advancements, or changes in university policy.

Self-study requires input from faculty, students, and, if possible, alumni. The self-study should include extensive data on the program and the analysis of that data. The program should also use the self-study process to review its current assessment plan and mechanisms to assess the knowledge and skills that graduates are expected to master. New mechanisms should be proposed and established where necessary.

Please collect and utilizes the following data to conduct the self-study:

- Date when the program was established or approximately length of time the program has existed. Date of the last self-study of this program.
- Data about number and percentage of students enrolled in this program and who have graduated from this program. (Include data for the past 5 years.)
- If the program has tracks and concentrations, data on how many students are enrolled in each. (Include data for the past 5 years if available.)
- Data on student retention in the program. (Include data for the past 5 years if available.)
- Statistics about education and career choices of recent graduates who completed this program.
- Information about the performance of graduates on standardized exams, such as the GRE, LSAT, etc.
- Acceptance and completion rate for graduates who seek additional graduate degrees.
- Data about the proportion of graduates who completed this program who are working in their chosen fields.
- Data collected as a result of the program’s outcomes assessment strategy.

Much of the above information can be provided by the Office of Institutional Research and the Office of Admissions.
Outline of the Self-Study

Below is an outline of a self-study document. Please follow this outline, and please include a table of contents and a one-to-two page executive summary in your document.

I. Overview of the Program

A. Mission
   1. What is the mission statement of the program?
   2. How does the mission of the program relate to the college’s mission?

B. Briefly describe the program over a five-year span, including:
   1. Enrollments term-to-term
   2. Retention and graduation rates
   3. Student Status full time, part-time in-state, out of state, online, and face-to-face etc.

C. Is the program correctly listed in the Graduate Bulletin and on the college’s website? If not, what changes are necessary?

II. Curriculum and Enrollments

A. List the courses currently in the program, along with course descriptions, and indicate when each course was last taught. Also note which courses are required of all students enrolled in the program and whether the course syllabus includes learning outcomes. (List only approved courses, not experimental.)

B. What courses within the program, if any, appear to be outdated, and in need of revision, elimination, or replacement?

C. Provide enrollment data for students in the program in each course listed as part of the program for the last five years. Considering this data, are courses offered frequently enough and in enough sections for students to meet program requirements?

D. Sequencing
   1. What is the rationale for the sequencing of courses within the program and does the sequencing need revision?
   2. What type of culminating experience is provided for the program? Please describe.
   3. How does the culminating experience relate to the expected learning outcomes for the program?
   4. How do the foundation courses relate to the culminating experience?

E. Tracks or Concentrations:
   1. Does the program have tracks or specializations? If so, what is the rationale for having them? Include data on the number of students in each track.

Revised March 2014
2. How do the tracks, concentrations, or specializations differ from one another? Is there redundancy?

3. Does the program have sufficient full-time faculty to teach courses in all tracks or specializations? Is there sufficient enrollment in each track or specialization to support that track or specialization?

F. Prerequisites:
   1. What prerequisites are required for completion of the program and why? (Include only courses that are not themselves part of the program.)
   2. Are any of these prerequisites “hidden,” in the sense that they are not noted in the description of the program in the Graduate Bulletin or on the college website?

G. What are the similarities and differences between the program’s current curriculum and that of similar programs at peer institutions?

III. Faculty

A. Summarize the nature and extent of scholarship by faculty teaching in the program. For each full-time member teaching in the program, complete a summary of faculty scholarship conducted over the last five years.

B. What is the distribution of academic rank among program faculty? What percentage of faculty teaching in the program hold a Ph.D. (or J.D. if relevant)?

C. Are there any areas of expertise that are not sufficiently represented among the faculty of the program to support the curriculum?

D. Describe the role of adjunct faculty in the program. What is the percentage of courses taught by adjunct faculty? What orientation and supervision do adjuncts receive, and how are they integrated into the program?

E. Are there regular meetings of the faculty teaching in the program for the purpose of discussing and improving the program? If so, how often?

IV. Students

A. Advisement:
   1. How are students advised regarding degree requirements for the program?
   2. What is done to advise students about their academic progress?
   3. What is done to advise students about careers for which this program serves as a preparation?
   4. What is done to advise students about doctoral, law, and other professional school admissions?

B. Student Input and Community:
   1. How do students communicate with the program?
2. Do students participate in the evaluation of the program (apart from teaching evaluations of the John Jay faculty administered by the college)? If so, how?

3. What strategies are employed to create a sense of cohesiveness among program students (i.e. student clubs, external speakers, meetings, lounge, etc.)? Is there a way for faculty to communicate with program students as a group? Is there a website or social-media presence for the program?

V. Program Governance

A. Describe the organizational structure and governance of the program.

B. What mechanism is used to assess, review and monitor the curricular matters of the program? How do full-time and part-time faculty participate in the process?

C. How often do the assessment, review and monitoring of the curriculum occur? Describe recent revisions of the curriculum made in response to such monitoring and review.

D. How does the program assure that all classes have a quality syllabus that includes the areas specified in the College’s Guidelines for Model Syllabus. How does the program assure that course content adheres to official course descriptions listed in the Graduate Bulletin?

VI. Resources

Describe College resources – personnel, equipment and supplies, facilities, student support services, etc. – necessary to support the program. Discuss the library and other relevant resources such as computer facilities and laboratories. Describe the adequacy of current resources and discuss resource needs over the next five years.

VII. Assessment: Progress Since Previous Self-Study and External Review

A. Append a copy of the previous self-study and program review.
   1. Describe actions taken as a result of the previous program review.
   2. Identify which recommendations were not taken and why.

VIII. Assessment: Student Learning

A. Provide a copy of the current assessment plan for the program. Be sure to include the following:
   1. Learning goals and expected learning outcomes for this program (skills, abilities, and concepts students are expected to demonstrate mastery of).
   2. The learning map for the program that indicates how the learning outcomes for each course relate to the learning outcomes for the program as a whole.
   3. Identify assessment tools used to evaluate whether the learning outcomes have been
met.
4. The assessment schedule (e.g., semester when each objective is assessed).

B. What information has been collected to determine that the learning objectives for the program have been met? Please provide an analysis of the main findings.

C. Was this information used to revise and improve the academic program?

D. What additional information or assessment tools should be considered in the assessment plan for the next self-study?

E. Describe and assess the preparation provided by this Program for each of the following post-graduate activities:
   1. Job or careers
   2. Further graduate education (e.g., second master’s and doctoral programs)
   3. Professional education (e.g., law school, medical school, business school)

F. Describe the opportunities for supervised internships, student research, and student participation in faculty research.

IX. Ethical and Current Issues

A. How does the program address recent developments and areas of new scholarship in the discipline? (e.g., the use of computerized databases in public management, community policing, increased focus on cybercrime and terrorism, or the development of state constitutional law. Examples of new scholarship might include feminist and multi-cultural perspectives, sociological theories, or critical legal studies.)

B. How does the program address issues of gender, race, ethnicity, and class?

C. How does the program address ethical or moral issues and questions?

X. Coordination with Other Programs and Policies at the College

A. Redundancies:
   1. With respect to the overall content and focus of the program, what other programs at the College, if any, appear to cover similar material?
   2. How is the program different from those listed above?
   3. To what extent could a student satisfy the requirements of the program with courses that satisfy the requirements of another program?

B. How does the program integrate the minimum writing requirements of the College, and the fulfillment of College policies stressing information literacy, and analytical and critical thinking?
XI. Summary and Recommendations

A. Provide an overall assessment of this program. Include achievements and challenges faced over the past 5 years. How do the outcomes of this self-study compare to those from previous evaluations? How do the outcomes of this self-study, related to retention and graduation rates, compare to those of peer programs in the field?

B. Based on an evaluation of the information provided in the self-study, what are the short-term (next 1 - 2 years) goals for the program? Please include a plan to achieve them.

C. Based on an evaluation of the information provided in the self-study, what are the long-term goals for the program? Please include a plan to achieve them.

D. Identify and discuss any specific questions and suggestions sought from external evaluators.
Appendix I
Full-time Faculty in the Program

Name: _________________________________

Provide a summary of the scholarly activities of full-time faculty teaching in the program as indicated for the last 5 years.

Teaching and Other Primary Responsibilities

List all courses taught (indicate distance learning courses with an asterisk) (or other primary responsibilities):
  - List courses developed:
  - List theses supervised (include topic; name of student; & whether thesis completed?):

Intellectual/Professional Development

List publications/creative works performed or exhibited (in APA citation format):
List papers presented (use APA format for proceedings or papers):
List works in progress:
List grant activity: