

INSTRUMENT FOR SELF EVALUATION OF MAJORS AND ACADEMIC PROGRAMS

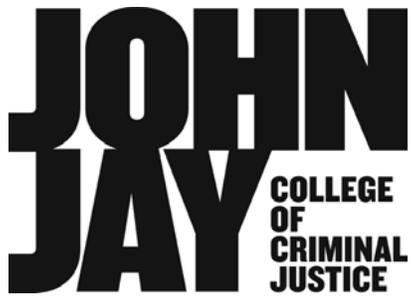
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Undergraduate Curriculum & Academic Standards Committee

John Jay College of Criminal Justice

Spring 2013

Introduction

The self-study process includes a review of all aspects of the major and provides an opportunity to plan for the future, both short-term and long-term. It also affords an opportunity to identify strengths of and challenges facing the major. Majors are encouraged to be self-critical as this process is to be used constructively to strengthen majors and not to shed negative light on responsible parties.

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

The self-study implies a process which includes input from faculty, students, and if possible, alumni. The self study should include consideration of relevant data. Standard data is available from the Office of Institutional Research and the Registrar. Additional data tailored to your major's needs also may be requested from that office. In addition to institutional data, the major should develop appropriate mechanisms to assess the knowledge and skills that graduates are expected to master.

I. Overview of the Major

- A. General Introduction to the Major. Briefly describe the major.
- B. Mission Fulfillment:
 - 1. What is the mission statement of the major and its relationship to the College's mission?
- C. List the Learning outcomes for the major. Do these outcomes need revision?
- D. Highlight the main curricular offerings that support the acquisition of knowledge and skills.
- E. How does this major build on the knowledge and skills learned by students in the College's general education requirements?
- F. Research and Internship
 - Describe the opportunities for supervised internships and for student participation in faculty research.

II. Assessment

- A. Summarize the responses to recommendations from the previous self-study and program review. Describe all actions taken.
- B. Student Learning

Analyze the results of assessment over the last five years. What specific changes have been made as the result of assessment? What specific changes are in process? When will these be implemented? (Attach a copy of the program's assessment plan and all yearly reports). What additional information or assessment tools should be considered in the assessment plan for the next self-study?

C. Post-Graduation Outcomes

Describe and assess the preparation provided by this major for each of the following post-graduate activities. (Support your assessment with data provided in Appendix 1)

1. Job or careers
2. Graduate education (e.g., masters and doctoral programs)
3. Professional education (e.g., law school)

D. Enrollment, Retention and Graduation

Analyze enrollment trends and persistence patterns
(Support your assessment with data provided in Appendix 1)

III. Addressing Ethical and Current issues

- A. How does the major address recent developments and areas of new scholarship in the discipline? (i.e., the use of computerized databases in public management, the growing use of 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, etc.)
- B. How does the major address issues of gender, race, and ethnicity?
- C. How does the major address ethical or moral issues and questions?
- D. How does the major address concerns specified by the communities of practice related to the major?

IV. Coordination with Other Requirements, Majors and Programs at the College

A. Prerequisites:

1. What prerequisites are required for completion of the major and why? (Include only courses that are not themselves part of the major.)

B. Describe the relationship between the major and general education. How does the major address the general education requirements?

V. Internal Coherence and Structure of the Major

- A. How do you ensure consistency across courses offered in multiple sections?
- B. What courses within the major, if any, appear to be outdated, and in need of revision, elimination, or replacement?
- C. Provide average enrollment data for students in the major in each course listed as part of the major for the last four years. Considering this data, are courses offered frequently enough and in enough sections for students to meet major requirements?
- D. Are there courses in the major that have not been taught in the past 3 years? (Consider all courses, even those offered by other departments).

E. Sequencing

1. What is the rationale for the sequencing of courses within the major and does the sequencing need revision?
2. How are knowledge and skills scaffolded across the curriculum?
3. What type of capstone experience is provided for the major?

F. Tracks or Concentrations:

1. Does the major have tracks or concentrations? If so, what is the rationale for having them? In Appendix 1 include data on the number of students in each track or concentration.
2. How do the tracks or concentrations differ from one another? Is there excessive redundancy? Why is each track necessary?
3. Is there sufficient faculty to teach courses in all tracks and concentrations and is there sufficient enrollment in each track or concentration to sustain it ?

- G. How does the curriculum for this major compare with similar majors offered at other colleges?

VI. Faculty and Students

- A. Are there any areas of expertise that are not sufficiently represented among the faculty of the major?

B. Describe the role of adjunct faculty in the major. What is the percentage of courses taught by adjunct faculty? What is done to orient and supervise adjuncts and to integrate them into the program?

C. Are there regular meetings of the faculty teaching in the major for the purpose of discussing and improving the major? How often?

D. Advisement:

1. What is done to advise students about the course requirements of the major?
2. What is done to advise students about careers for which this major serves as a preparation? How does the department work with communities of practice to make the major relevant to the work world?
3. What is done to advise students about graduate and professional school admissions?
4. What strategies are employed to create a sense of cohesiveness among majors (i.e. student clubs, external speakers, meetings, lounge, etc.). Is there a way for faculty to communicate with majors as a group?

E. Student Input:

1. How can students communicate with the governance structure of the major?
2. Does the governance structure seek student evaluations of the major? If so, how is this done? (This should not include teaching evaluations of the John Jay faculty administered by the College.)

F. Faculty Scholarship

1. Summarize the nature and extent of scholarship by faculty teaching in the major. In addition, for each full-time member teaching in the program, attach a one to two page summary of faculty scholarship conducted over the last five years, see Appendix II.
2. What is the distribution of academic rank among major faculty? What percentage of faculty teaching in the major hold Ph.D. degrees (or J.D. if relevant)? Describe faculty credentials and reputation.

VII. Governance of the Major

A. Describe the organizational structure? and governance of the major.

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

- C. How often does 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 major assure that all classes have a quality syllabus which includes the areas specified in the College's *Guidelines for Model Syllabus*? How does the major assure that course content adheres to official course descriptions listed in the *Undergraduate Bulletin*?

VIII. Resources

Describe College resources (personnel, equipment and supplies, facilities, etc.) necessary to support the major. 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 5 years.

IX. Summary and Recommendations

- A. Provide an overall assessment of this major. Include achievements and challenges faced over the past 5 years. How do the findings of this self-study compare to those from previous evaluations? How do the findings of this self-study compare to those of peer programs in the field? Include recommendations for strengthening the major.

X. Next Program Planning and Assessment Cycle:

- A. What are the short-term goals (in the next two years) for the major? How do you plan to achieve them?
- B. What are the long-term goals for the major? How do you plan to achieve them?

Appendix 1

Much of the requested information is available from the Office of Institutional Research and the Office of Admissions and Registration

Please include the following data as well as any other which would inform the evaluation of this major:

1. Date when was the major established? Or approximately length of time the major has existed. Date of the last self study of this major?
2. Data about number and percentage of students who graduate with this major. (Include data for the past 5 years). And/or number of students enrolled in this major.
3. If the major has tracks and concentrations, data on how many students are enrolled in each. (Include data for the past 5 years if available)
4. Data on student retention in the major.
5. Statistics about education and career choices of recent graduates who completed this major.*
6. Information about the performance of graduates on standardized exams, e.g. GRE, LSAT. *
7. Acceptance and completion rate for graduates who seek post-baccalaureate degrees.*
8. Data about the proportion of graduates who completed this major who are working in their chosen fields.*
9. Data collected as a result of the outcomes assessment strategy in the major.

*** Note: The Office of Institutional Research conducts surveys of students 4 months, 2 years, and 5 years after graduation.**

Appendix II

Full-time Faculty in the Major

Name: _____

Provide a summary of the scholarly activities of full-time faculty teaching in the major 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:

List papers presented:

List works in progress:

List grant activity: