
Academic Self Study and External Academic Review Guidelines

The elements of the program review, in combination, provide a framework for a clear and concise basis of discourse for members of the department in review as well as for external reviewers. Thank you for the hard work that goes into preparing for a program review. Should any questions arise regarding the requirements or process of the Self Study, please contact the Office of the Associate Provost for Institutional Effectiveness.

Self-Study Structure

The self-study comprises three parts:

Part I represents a program's responses, integrated as a narrative, to a set of questions that will provide important background information and context for the evaluators. These questions have also been crafted to fulfill the standards articulated by the College's regional accreditation body, the Middle States Commission on Higher Education (MSCHE) and the [City University of New York Board of Trustees](#). Part I describes the program – including the nature and interactions of faculty, students, undergraduate, and graduate programs – and addresses issues of quality, including learning outcomes and associated assessment activities for the educational programs, research, and scholarly productivity, quality and visibility. This part of the report presents a reflection on areas that need improvement and what the Department wishes to see for its future and for the future of its programs.

Part II represents the Department's responses to the core questions it set forth for itself as important outcomes for the review. These have been identified at the start of the process as The Statement of Principal Questions. These questions ensure that the review is of value to the department and help guide the review committee's work in best assisting the department to understand its current challenges and the best path for achieving its goals. This is the place to address issues that may be the subject of important conversations related to the mission of the department, and the engagement of all faculty in this part of the study is particularly important.

Part III consists of the appendices for the self-study. The Department may include supplementary material as additional appendices, some of which may be requested by the evaluation team or other reviewers.

Self-Study Format

The self study should be *no more than 25 single-spaced pages*, exclusive of appendices.

Self-Study Document Submission Checklist

- Cover page listing:
 - Name of Department and School
 - Official title(s) of degrees/certificates offered by Department
 - Year of last review
 - Name of Chair/Director
 - Name of Self-Study coordinator (if different from above)
 - Date submitted
- Table of Contents
- Part I: Executive Summary and Background Information
- Part II: Statement of Principal Questions
 - Questions
 - Methodology
 - Results
 - Recommendations
- Part III: Appendices

Please provide an electronic copy via email attachment to the Office of the Provost, the Associate Provost for Institutional Effectiveness, the School Dean, and the Manager of Educational Research and Assessment.

Self-Study Submission Deadlines

To ensure there is adequate time to read submission materials, the draft self-study must be submitted to the School Dean and Associate Provost for Institutional Effectiveness **four months prior to the external review visit**. The draft will be reviewed to assure the approach and content is aligned with the purpose for the review and adheres to the standards of MSCHE and the CUNY Board of Trustees. Comments to the department will be provided.

The completed self-study is due to the School Dean and Office of the Associate Provost for Institutional Effectiveness **no later than 10 weeks prior to the scheduled review**. Comments will be provided.

The final version of the self-study is due to the Provost, Office of the Associate Provost for Institutional Effectiveness, and School Dean at least **6 weeks prior to the scheduled review**.

The Office of the Associate Provost for Institutional Effectiveness will handle distribution of all materials to the review committee and other individuals who will be part of the review process.

Self Study Guidelines

PART I EXECUTIVE SUMMARY AND REQUIRED BACKGROUND INFORMATION FOR REVIEWERS AND EVALUTION TEAM

Part I, Section I: Overview and Organization of Department (+/- 4 pages)

Executive Summary

Provide a one-page executive summary including principal questions as well as relevant findings.

Mission & Organizational Structure

- Describe the overall mission of the department. What does the department believe in and what are its goals? How do the mission and goals relate to the College's mission and the University mission? What is the vision for the future?
- What were recommendations, if appropriate, at the last review?
- List undergraduate and graduate degrees offered in the Department, including specific options, tracks, majors and minors; and certificate programs offered, if any. Outline the program structure, noting any innovations and milestones.
- How is academic and non-academic staffing within the Department distributed? An **appendix** with the following may be helpful to your evaluation team:
 1. List or chart that depicts the Department's organizational structure, including titles of those in leadership positions, names of departments/centers/departments. Please make clear any important connections to interdisciplinary program support and/or/outside of the department's primary academic home, if applicable.
 2. Provide a description of the governance including program committees, staff support, representatives to the School, College, and University bodies since the last self-study (or 5 years).
- Describe the manner in which shared governance works in the Department, along with how the Department solicits the advice of external constituents.
- What is the annual teaching load and reassigned time (from the chair or college) of each faculty member? What has been the actual teaching load of each faculty member for the last three years?
- Describe the curriculum for the programs offered in the department. Please discuss introductory, major, capstone, general education, and elective courses. Also discuss how instruction has been delivered over the last 8 years (face-to-face, online, hybrid).

- What percentage of courses are taught at each level (introductory undergraduate, advanced undergraduate, graduate) by ordinary faculty, non-ordinary full-time, graduate students, and part-time faculty? Please provide the curriculum map for the degree programs in an **appendix**.

Budget & Resources

- Outline the Department's budget. Consider including an **appendix** with a summary of the Department's three most recent annual budgets. Prepare this summary in any way that makes most sense for your department, utilizing standard College budget templates where possible and consider consultation with the AVP of Finance and Administration.
- If applicable, describe any fund-raising/development plan, or grant/contract-seeking strategies used to seek additional funding. Grant-seeking strategies related to research may also be described in Section III. Indicate incentives provided to stimulate faculty fund-raising of different kinds.

Part I, Section II: Teaching & Learning (+/- 6 pages)

Student Learning Outcomes

Answer the following questions for each undergraduate and graduate major/degree program/certificate program (each program with a unique NYSED code). Please note that we are required by our accrediting bodies to be explicit about learning outcomes, clear about how we assess student-learning progress toward those outcomes, and how we act on the information we gather via our assessments. Answers to the questions below will provide important documentation for the CUNY Board of Trustees and MSCHE Standards and Requirements of Affiliation.

- What is the publicly available description of the program? How is this information made available to stakeholders? Please list the URL where this is housed on the College webpage.
- What are the program-level student learning outcomes for each NYSED offered program (i.e., what students are expected to learn for each degree program and certificate)? How were they established (i.e., all departments should have agreed upon program learning outcomes and posted to the Web)?
- Describe and discuss the manner (and intervals/assessment cycle length) in which the department evaluates student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.). If licensure is required, be sure to indicate licensure pass rates. Please include the assessment planning documentation for each program in an **appendix**.
- What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

- What are the findings of the assessment of student learning and student satisfaction in each program of study? How are students who originated at Brooklyn College performing in comparison to those who transferred to the College? How are students from under-represented groups performing? Supporting Materials (e.g., tables, graphs, assessment instruments) should be included in an **appendix**.
- How has the department used these findings to bring about improvements in the programs, affect curricular changes, and/or make decisions about resource allocation?
- If applicable, note the courses typically taken by undergraduates who will not be majors in any of the Department's programs (including General Education/Pathways classes as well as electives or courses associated with another department's majors). General education assessment results should be discussed, as applicable to the department.
- How does the teaching within the department support the [institutional mission](#)? You may want to include the alignment of the program level student learning outcomes to the mission in an **appendix**.
- Given the assessment results, discuss the overall quality of the academic programs, including the quality and diversity of the students.
- Discuss awards, honors, recognition and other visible metrics of distinction and quality by the program, students, and/or alumni.

Instruction and Pedagogy

- Describe and discuss the method(s) used within the department to evaluate quality of instruction, including the use of the standardized teaching evaluation forms.
- Describe specific instructional changes made by instructors in response to evaluations of teaching within the department.
- Please note opportunities for training in teaching that are made available to any individuals teaching within the department (including graduate students). These may be opportunities that support teaching improvement, innovation, and/or best practices. It may be helpful to indicate the unduplicated headcount of faculty who have utilized the College's Center for Teaching and Learning or other CUNY opportunities over the past 3 years.

Teaching and Mentoring Outside the Classroom

- Describe and discuss how faculty members are involved in undergraduate and graduate student learning and development other than through classroom teaching (i.e., internships, informal learning, independent studies, research involvement, participation in center/institute activities, specialized seminars or workshops, etc.).

- Describe how the department recruits undergraduate and graduate students, in general, and any additional efforts to recruit students from under-represented groups. Discuss and provide admission trend data for each program offered in an **appendix** including:
 1. number of applicants
 2. acceptance rates
 3. yield rates
 4. credit acceptance of transfer students toward the major
 5. transfer credits lost

- Describe how the Department measures the quality of its matriculating graduate students (where applicable).

- Discuss strengths, challenges, and opportunities in relation to enrollment, retention, completion, time to degree, and degree conferrals. How will the department address any challenges? Please provide following trends in an **appendix**:
 1. Enrollment
 2. Retention
 3. Graduation
 4. Time to degree for students originating as first time freshmen and transfer students
 5. Degree conferrals
 6. Disaggregation of the data for the above metrics (with sufficient N) for race/ethnicity and gender.

- Given the current enrollment challenges, please provide a description of how the Department will work to increase enrollment?

- Describe how the department works with undergraduate and graduate students to ensure steady academic progress and overall success in the program, and any additional efforts to support students from under-represented groups.

- Describe academic advisement and for students in the undergraduate majors and graduate programs. What are the expectations for all faculty? What are expectations for office hours?

- Describe how the department works with undergraduate and graduate students to prepare them for the next phases of their academic or professional lives, including the utilization of the Magner Career Center for paid internships and career counseling.

- Discuss post-graduation outcomes, such as employment and continuing education (where applicable).

Part A, Section III: Research, Scholarly Impact, and Faculty Development (+/- 5 pages)

- Discuss the faculty profile within the department and provide the following in an **appendix**:
 1. Full-time faculty profile including the following:
 - Number of faculty, including substitutes
 - Number at rank
 - Highest Degree Earned
 - Demographics including race/ethnicity, sex/gender identity, and
 - Additional considerations
 2. Faculty CVs

- Describe the broad impact (addressing quality and quantity) of faculty members' research and/or creative work, and discuss in the context of peer benchmarking metrics, if available. Enumerate major emphases (flagging those that may be unique or constitute a niche) and 3-5 major accomplishments over the past 8 years. You may wish to note specific individuals and how their work embodies the department's mission or distinguishes the department from those at peer institutions.

- Please provide information related to awards, honors, recognition and other visible metrics of distinction and quality, by faculty members, graduate students, and undergraduate students.

- Assess the quality of the research, grant acquisition, publication and other recognition associated with the program, referencing quality and diversity of the faculty (.), synergy across areas of research, funding, interactions with the University, New York City, or other communities, weaknesses of the programs, and any other relevant issues unique to the areas of research in question.

- How does the department's faculty scholarly profile affect its ability to recruit students?

- Are there any student accomplishments (both undergraduate and graduate) that have had broad impact on the field?

- Describe faculty and department efforts to reach out to the discipline or other communities (e.g., department convening activities, publications, and/or faculty or student participation in key conferences).

- In what ways have advances in the field or discipline, changing paradigms, changing funding patterns, new technologies and trends, or other changes influenced research, scholarship, or creative activity in the department?

- List any collaborative and/or interdisciplinary efforts between the department and other departments at the College, University and at other institutions, and the positive impacts of these efforts. Distinguish any international collaborations.

- How does the department work with junior faculty to maximize their success? Discuss the mentoring structure and impact.
- Describe prospects and expectations for the promotion to full professor of current associate professors. Indicate any actions being taken or that have been taken to encourage or facilitate the advancement of these faculty.
- Describe faculty service activities over the last 8 years? Have these service activities interacted with faculty scholarly activities? Discuss actions taken to ensure equity in service and rewards for service.
- What specific strategy has the department employed to recruit, and support the career success of, faculty members from under-represented groups? To what extent has the department been successful in diversifying its faculty ranks? If obstacles have been identified, how will they be addressed?
- Describe the strategy for recruiting new faculty. Indicate the outcomes of these hires (promoted, left early, denied tenure, other). **Provide information where the department is trying to build a new area of strength or build upon an existing area of strength.** Provide specific information on areas of strength: What is the desired size of faculty in this area?

Part I, Section IV: Future Directions (+/- 5 pages)

Reflecting upon on the analyses and information provided in Sections I-III of Part I, please discuss the Department's and individual programs' strengths, challenges, and opportunities.

How does the department think about its future?

- Where is the department headed?
- What opportunities does the department wish to pursue and what goals does it intend to reach?
- How does the department intend to pursue these opportunities and reach these goals?
- Provide a comprehensive plan for attaining the department's goals, including efforts to support areas of existing strength and development of weaker areas, improved interactions with other departments at the College, and improvements to undergraduate and graduate programs focusing on strategic goals, including academic quality, rigor and enrollments.
- Describe the department's current benefit and impact regionally, nationally, and internationally. Given the department's envisioned future, describe how reaching this future will augment that benefit and impact.
- What actions can be taken using existing resources to advance the department toward its future direction?

PART II

STATEMENT OF PRINCIPAL QUESTIONS (+/- 5 PAGES)

This section is focused on the Statement of Principal Questions developed by the faculty for the Self Study process. This section should outline the findings for the specific core questions identified as important outcomes of the review. It is recommended that these questions be stated, followed by the findings with the following recommended structure, as appropriate.

Questions

- Provide a list of the Principal Questions and identify with which program each question is associated

Methodology

- Describe the research design/methods used to answer the Principal Questions

Results and Recommendations

- Discuss the results of the evaluation the results in terms of strengths, challenges, and opportunities for the Department and programs
- Based on the evaluation, what are the recommendations and feasibility of implementing the recommendation

PART III

APPENDICES

Additional information, such as data summaries or analysis, may also be appended to help streamline or to supplement the text.

The following appendices were suggested within the guidance for Part I. Any additional appendices should be included.

- Departmental Organizational Structure/Organizational Charts
- Curriculum Map for each Degree/Certificate
- Annual Budget Summary (Last 3 Budgets)
- Program Detailed Assessment Planning Documents
- Assessment of Program-level Student Learning Outcomes Supporting Materials
- Program-Level Student Learning Outcome Alignment to the College Mission
- Admissions Trends for each Degree/Certificate
- Enrollment, Retention, Graduation, Time to Degree completion, and Degree Conferrals Trends
- Faculty Profile and Demographics
- Faculty CVs
- Additional as needed