MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

Self-Study Evaluation
Team Report

JOHN JAY COLLEGE OF CRIMINAL JUSTICE OF THE CITY UNIVERSITY OF NEW YORK
Self-Study Evaluation Team Visit: *March 12 to March 15, 2023*

Section A: Institutional Representatives

Provide a list of the following institutional representatives at the time of the visit:

Chief Executive Officer (CEO)/President
Karol V. Mason, President

Chief Academic Officer
Dr. Allison Pease, Interim Provost and Vice President for Academic Affairs

Chief Financial Officer
Mr. Mark Flower, Vice President and Chief Operation Officer

Chair of the Board of Trustees
Mr. William C. Thompson, Chairperson, The City University of New York Board of Trustees

Section B: Institutional Context

John Jay College of Criminal Justice is one of 25 higher educational institutions of the City University of New York (CUNY). With its historic mission of educating the "children of the whole people," CUNY serves over 275,000 degree-seeking students in New York City.

Located on the Upper West Side of Manhattan, John Jay College of Criminal Justice enrolls 15,200 baccalaureate, master's, and doctoral students and offers a portfolio of traditional and innovative academic programs that include 36 bachelor's programs, 13 master's programs, and three doctoral programs in conjunction with the Graduate Center of the City University of New York. John Jay College is home to ten justice-related research centers and includes in its administration a Vice President for Justice Initiatives, who leads the College's external and internal efforts on the Future of Public Safety, the College's public contribution to reimagining solutions to justice challenges, policing, and public safety. John Jay College is a Carnegie-classified "larger program" Master's College and University with a non-residential student body.

John Jay College was founded in 1964 as the College of Police Science with the purpose of educating and professionalizing those in law enforcement. In 1967, the College was renamed after the first Chief Justice of the Supreme Court to signal its offerings in liberal arts education and its innovation in the interdisciplinary field of criminal justice, viewing courts, police, probation, and parole as interconnected parts of one larger system. Consistent with its founding principles, the College continues to pride itself on being an institution of higher education centered around, and grounded in, the idea of justice.

John Jay College conducted a Standards-Based Approach to organize their self-study with an eighteen-member Steering Committee and seven subcommittees covering each standard, a Verification of Compliance subcommittee, and an Evidence Inventory subcommittee. More than 70 individuals served on these ten subcommittees.

In spring 2022, the Steering Committee assembled, edited and revised the draft self-study and then shared the document with the broader John Jay College community for feedback and comment. Community feedback on the self-study was solicited via a website, town hall meetings, and meetings with various stakeholder groups such as the Faculty Senate, the Provost's Advisory Committee, the John Jay Foundation Board, and the Higher Education Officer Council. The final report incorporating community input was compiled in fall 2022 and College information and data updated. The Communications and Marketing Department was tasked with keeping the campus community updated via presidential announcements and a website dedicated to the Middle States Self-Study. College leadership was also apprised throughout the process. The self-study included an evaluation of both the current state of the institution and its future direction with a strong focus on assessment of all academic and administrative functions that demonstrated the university's commitment to continuous improvement.

The strategic goals and priorities are reflected in all aspects of the university's operations, organizations, and initiatives and form the framework for the self-study design and evaluation as it addresses both the institutional context and the MSCHE standards and criteria. It included an evaluation of both the current state of the institution and its future direction with a strong focus on mission, values, goals and priorities and assessment of all academic and administrative functions that demonstrated the university's commitment to continuous improvement.

The self-study identifies strengths and opportunities for improvement and innovation some of which are already in progress. These opportunities are:

- Continue to build on the College's efforts to become a more intentional Hispanic-Serving Institution
- Improve the College website to create a more navigable, accessible source of up-to-date College information.

- Centralize access to policy information for constituents and create a streamlined process for the intake and triage of policy violation complaints to facilitate prompt, fair, impartial, and equitable resolutions.
- Increase the ratio of full-time faculty to students, bearing in mind the importance of tenure-track faculty to the College's research mission.
- Further prioritize the hiring of a diverse full-time faculty that more closely reflects the students served.
- Increase the percentage of part-time faculty who receive formal mentoring.
- Extend peer coaching and co-curricular support to 3,000 transfer students by 2025, in keeping with the College's strategic plan.
- Invest in the staffing needed to provide increased access to mental health services to students when they need them.
- Refine efforts to ensure follow-through on action items for improvement through annual reporting from assessment committees, SPS and the Dean of Academic Programs.
- Expand the use of the all-funds budget to make projections into future years.
- Work with CUNY to develop a long-term space plan.
- Continue to advocate for equitable state funding and CUNY allocations of resources
- Increase DoIT staffing to improve delivery of services and prevent cyber-attacks.
- Consistently communicate assessments of the effectiveness of John Jay governance, leadership, and administration to the broader College community.
- Continue to solicit and incorporate broader College input regarding the Academic Affairs realignment, with an emphasis on accountability for student success and improvement of departmental administrative operations.

Section C: Requirements of Affiliation

In the team's judgment, the institution *appears to meet* all of the requirements of affiliation.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

In the team's judgement, the institution collectively complies with the requirement of affiliation. The institution is operational, with students actively enrolled. The team determined that its degree programs are supported by a faculty of qualified professionals, and it was verified that it has a mission statement and related goals that were approved by its governing board and appropriate within the context of higher education. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year (FY23), and undergoes an annual external financial audit on an annual basis. The team finds that the institution has documented financial resources and a funding base adequate to support its educational purposes and programs, and to ensure financial stability.

The institution provided evidence that it is authorized or licensed to operate as a postsecondary educational institution; to award postsecondary degrees from the appropriate governmental, state, and accrediting organizations/agencies; and complies with Commission, interregional, and inter-institutional policies, and applicable government laws and regulations. In reviewing all aspects of institutional assessment processes and outcomes, the team verifies that the institution systematically assesses its educational and other programs on a periodic basis and institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. The institution's student learning programs and outcomes are appropriate and based upon the assessment of student learning outcomes.

The institution discloses its legally constituted governance structure(s) and the institution's governing body adheres to a conflict-of-interest policy and is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished. The team finds that the institution and its governing body provides the Commission with accurate, fair, and complete information concerning the institution and its operations.

Section D: Standards for Accreditation

Standard I: Mission and Goals
The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

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

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- Following the recommendation from the prior accreditation cycle, the college engaged in the development of a revised mission and mission statement through an inclusive and broadly participatory process.

- The team concludes that the institution's goals are appropriately aligned with higher education and its current mission and addresses internal and external contexts and stakeholders. The goals are ambitious but realistic.

- The new mission statement was approved by the appropriate governing body and adopted in 2014.

- An assessment of campus climate initiated the development of a statement of values through a similarly inclusive process. The statement of values was adopted in 2019.

- The team concludes that the college's mission and values statement appear to be widely known and embraced by internal stakeholders.

- The strategic plan development processes appear to have included broad community engagement.

- A meaningful link between established strategic goals, budgeting, and the allocation of funds to support those goals is evident.

- It is apparent that subsequent two five-year strategic planning cycles (2015-2020, 2020-2025) have been closely linked to the existing mission and values statement.

- Strategic plan goals are assessed each year and the assessment loop is closed each August when new or revised plans to reach each goal are proposed.

- The college has a process to keep the university community apprised of outcomes through the creation, reporting, and sharing of key assessment metrics and outcomes.

- The college supports scholarly inquiry and creative activity at levels and of the type appropriate to the institution.

- The goals that focus on student learning outcomes, the student experience, and continuous institutional improvement appear to be either currently supported by administrative, educational, and student support programs and services or such programs are being improved or developed actively in order to reach those goals

- There exist processes that permit the periodic assessment and revision of the strategic plan and progress towards strategic plan goals.

Collegial Advice
None

Team Recommendation(s)
None

Requirement(s)
None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- The team commends the institution for the effective integration of mission, values, curricula, principles, and planning developed using inclusive processes with the broad participation of all stakeholders.

- The team commends the institution for the development of its Seven Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum which the team finds to be forward looking and an exemplar, closely connected to mission, goals, and values.

Standard II: Ethics and Integrity
Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

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

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- The Institution provided evidence of its commitment to the values of ethics, freedom, respect, fairness, impartial hiring practices, honesty, finance, compliance with policies and laws, and assessment. The university demonstrated, through significant documentation, adherence to moral and ethical standards as well as the professional behavior of its constituencies.

- John Jay College showed evidence of its commitment to academic freedom, intellectual freedom of expression, and respect as evidenced in its Policy on Academic freedom and the University Faculty Senate Statement on Academic Freedom.

- There is ample evidence of policies that deal with issues related to intellectual property, research, and academic integrity.

- John Jay College conducts periodic assessment initiatives to evaluate the effectiveness of its policies related to ethics. The assessment is based on surveys and discussions that provide participation to the university community.

- John Jay College adheres to values as expressed in its Mission Statement.

- John Jay College has empowered its community with an anti-racist curriculum.

- John Jay College is committed to academic freedom, intellectual freedom of expression, and respect for intellectual property rights as evidenced in the Henderson Rules and the Community Standards and Conduct Policies.

- John Jay College promotes a climate of respect and a safe environment within the campus as shown in its Future of Public Safety Project.

- John Jay College's policies, processes, and procedures are fair and equitable. There is significant evidence of policies that deal with grievance, conflict of interests, employment, and sexual misconduct. There is also a Title IX coordinator promoting a

university environment free from discrimination based on gender.

- As mandated by law, meetings of the College's governance bodies are open to the public. All documentation is available online.

- The Marketing & Communications Office and the Office of Institutional Effectiveness review marketing and recruitment materials to ensure their accuracy.

- John Jay College provides a significant number of services to its veteran student population like flexibility with class scheduling, course work, and financial assistance. Ample information is available on the Military and Veteran Services web page.

- John Jay College provides several financial aid alternatives to its students. The Tuition and Financial Aid web page contain a lot of information on federal and state grants, loans, and scholarships for undergraduate and graduate levels.

- John Jay College complies with Federal, State and MSCHE policies as evidenced in the material included in the Self-Study.

- John Jay College provides ample faculty representation in its governing processes. For example, the faculty holds most seats on the College's governance body. Student representation is also present as shown in the Charter of Governance and College Council Bylaws, as well as in frequent discussion opportunities provided in town hall meetings.

- **Collegial Advice**

  John Jay College covers students who wish to interrupt their studies temporarily through its readmission, military, and medical withdrawal policies. The team suggests that a description of these alternatives should be collected together and published on the institutional web site in order to more clearly communicate to students the options available to them.

- **Team Recommendation(s)**
  None

- **Requirement(s)**
  None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- The team commends the institution for its ranking as fourth in the 2022-2023 US News Least Debt (Regional Universities North) list of institutions whose students graduated carrying the lightest debt loads, consistent with John Jay College's commitment to accessibility.

Standard III: Design and Delivery of the Student Learning Experience

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

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

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

- John Jay College delivers educational offerings that are rigorous, coherent, and consistent with higher education expectations to over 15,000 full and part-time students.

- The College is unique in higher education in that it offers a full range of programs of study within the criminal justice sciences all at a single campus.

- Students can choose from an array of undergraduate majors, minors, dual admissions programs, master's degrees, certificates, and two doctoral programs, with six new bachelor and three master's programs added since 2016.

- Bachelor's degrees are 120 units, undergraduate majors 36 or more units, minors 18-21 units, general education 42 units, master's programs 36 or more units, certificates 12 or more units.

- Depending on the degree program and level, students can select from honors, capstone, experiential learning, and thesis course options to complete their degrees.

- Programs vary substantially in enrollment, with the largest undergraduate programs being criminal justice (BS degree), forensic psychology, computer science, and criminology, and the largest graduate program public administration.

- There is a clear and well-defined process for the approval of new courses and programs, with multiple layers of review, that is faculty centered and driven.

- Program and course descriptions to assist students with area-of-study and course selection are available, accessible, and understandable.

- Requirements for and expected time-to-degree completion are transparent and simple to navigate.

- Faculty are clearly qualified to deliver high-level learning experiences within their substantive fields, and are sufficient in number, but the ratio of full-time faculty per 1000

FTE students has persistently been among the lowest across both CUNY and SUNY schools.

- Both full-time and part-time faculty are committed to effective and rigorous teaching, and there is a model syllabus and statement about an inclusive curriculum that help guide faculty in their work with students.

- Scholarship rates by faculty are substantial, including many books, journal articles, editorships, and grants at about $30 million annually.

- Due to the high rate of scholarship productivity, there are numerous opportunities, particularly at the graduate level, for students to participate with faculty in research.

- Incentives for faculty performance include awards for teaching, mentoring of undergraduate students, research, and service to the institution.

- New faculty positions are mission driven, hiring follows diversity and inclusion principles, and faculty participation is central in the hiring process.

- The evidence required, standards, and process for faculty reappointment, tenure, and promotion are spelled out clearly.

- A variety of resources for professional growth that lead to and enhance the delivery of high-quality teaching and learning are readily available to faculty.

- The Office for the Advancement of Research (OAR) provides support for faculty travel, costs for scholarship in open-source outlets, and small research support awards.

- The campus Teaching and Learning Center (TLC) offers faculty development seminars, small program improvement grants, and a community to discuss teaching.

- Faculty receive help with online teaching via the Department of Online Education and Support; there is also access to the Writing Across the Curriculum (WAC) Program.

- Resources for student academic success are likewise plentiful, such as the Writing Center, the Graduate Student Success Center, the McNair Program that assists first generation students, the Office for Student Research and Creativity that provides stipends for student research, and the collections, computers, and extended hours of the library.

- There is a free-standing general education curriculum that is CUNY-wide, but also includes a College Option, with a focus on justice issues broadly defined at both the local and global levels.

- General education learning outcomes and available courses address all the major essential skills and are sufficient in scope. There is an intentional effort to grow course offerings that focus on technological and information literacy.

- Assessment of the effectiveness of the varied programs that deliver student learning opportunities is evident, with considerable attention on assessment design and review.

- Program reviews, completed every five years, contain assessment of course and program learning outcomes and efforts to close the loop. Guidelines are thorough.

- Indirect assessment of student learning is ongoing and extensive.

Collegial Advice

- The team encourages the institution to maintain its demonstrated commitment to support the balanced growth in the number of its full-time faculty.

- The team encourages the institution to continue to consider technological and information literacy as a key component of general education together with the definition of appropriate metrics to measure students' competency in these areas.

Team Recommendation(s)
None

Requirement(s)
None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

The *Model Syllabi* document is impressive and very useful, especially for new faculty, and offers potential consistency to the student course experience.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

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

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- John Jay College's commitment to student success is codified in Goal 1 of their Strategic Plan: Educate and support undergraduate and graduate students at every step of their John Jay College journey. Student success is also woven into goals 2 and 3 of the Strategic Plan, for example Goal 2.d., "increase intentionally designed civic engagement activities to positively impact student learning and professional outcomes, foster personal and community empowerment and deepen collaborative interactions among faculty, staff, students and community partners," and Goal 3.b., "close graduation equity gaps for all student populations. Each chapter of the Self-Study has at least one section devoted to student success initiatives or programs.

- The John Jay College admission policy is congruent with its institutional Mission Statement as it strives for justice and diversity, and the Strategic Recruitment Plan contains goals that clearly foster values, such as equity, diversity, and inclusion.

- Up-to-date information on expenses and financial aid – including scholarship opportunities, grants, and loans – are easily accessed from the front page of the John Jay College website and the Undergraduate and Graduate Bulletins. Notable is the CUNY Excelsior Scholarship that promises free tuition for New York State resident undergraduates with a family adjusted income of $125,000 or less, among other qualifications, generous emergency funding grants, and a partnership with the Legal Aid Society and the Financial counseling Division of the New York Legal Assistance Group that provide pro bono legal assistance and other training and services for students.

- Student Right to Know information is also linked to the John Jay College home page and includes a plethora of required information, including refunds and return of funds.

- Students must meet the CUNY undergraduate proficiency requirements to be admitted to John Jay College, with a couple exceptions. Students who meet the CUNY definition of English as a Second Language (ESL) and meet the math proficiency have two years to demonstration their English proficiency, while students who quality for the SEEK (Search for Education, Elevation and Knowledge) program have one year of initial enrollment and two years to meet the English and math proficiencies, respectively. These requirements can be accessed from a link on the John Jay College website.

- SEEK provides students with academic support via two centers, the Humanities & Social Sciences Center and the Math and Science Center, through the students' senior year. SEEK students are also provided counseling and financial aid support.

- ESL students are provided specialists in the Writing Center and certain sections of ENG 101, ENG 201, and the First Year Seminar that are taught by faculty with experience working with students who learned English as a second language.

- All undergraduate students can receive academic support from the Writing Center, Modern Language Center, and the Math and Science Resource Center via a variety of modalities, e.g., individual tutoring, small group workshops, and online resources.

- John Jay College employs EAB Navigate to create a coordinated care network for students among faculty, advisors, and staff.

- John Jay College uses a cross-divisional workgroup, the Reenrollment Committee, to monitor student progress and facilitate interventions to students who appear to be at-risk based on numerous factors, such as prior course performance, course repeat status, grade point average, and total credits earned, among others.

- John Jay College offers orientation programs for first-year, transfer, graduate, and international students. The institution also offers a parent and family orientation program. These resources are accessible via the John Jay College website. The orientation program for new students is a collaborative effort among several offices.

- All first-year students are required to meet with an academic advisor. The Academic Advisement Center, that employs 26 professional advisors, provides the majority of the first-year student advising and with new transfer students. Faculty within the students' academic departments provide most of the advising after the students reach 30 credits. Most students surveyed report satisfaction with both non-faculty and faculty advising services.

- Due to the high demand for services, the Counseling Services Center hired additional counselors and adopted a short-term model of therapy in order to serve more students.

- According to the CUNY Performance Management Process (PMP) 2021-2022 Data Book, John Jay College fall-to-fall retention rate, percentage of first-time, full-time

students who earned at least 30 credits their first year, and the four-year graduation rate exceeds CUNY senior college average for each of the five years reported. The retention rate differential between underrepresented minority and non-underrepresented minority students was virtually the same during the same five-year period. The four-year graduation rate of students who transfer to John Jay College with an associate arts degree is typically the highest among CUNY senior colleges and substantially exceeds the CUNY average for each of the five years reported.

- Though six-year graduate rate of first-time, full-time John Jay College students is slightly below the CUNY average for the five years reported in the PMP 2021-2022 Data Book, the rate improved by about 7 % points during that time.

- Beginning in the fall 2019 semester, each first-year student at John Jay College is involved with one of eight support or enhanced cohort programs. John Jay College monitors the on-track and retention rates of the students in each cohort.

- John Jay College employs technology-based systems to assist students, including the EAB Navigate platform used to communicate specific concerns about course performance that faculty have identified and Degree Works to track degree progress.

- There are two centers at John Jay College that are dedicated to assisting students prepare for careers and graduate and professional programs: The Center for Career and Professional Development and the Center for Post-Graduate Opportunities (CPO). The work of CPO led to John Jay College being one of 35 institutions named a 2021 Hispanic Serving Institution (HSI) Leader by the Fulbright Program. The competitive Fulbright offers students the opportunity to study abroad.

- The PMP 2021-2022 Data Book shows that John Jay College graduates' wages are commensurate with graduates from other CUNY Senior Colleges five years after graduation.

- The John Jay College website provides students with information about numerous options to receive credit via transfer courses and prior learning assessments, such as AP, CLEP, IB, DSST, Military Service, Uniformed Members of Services (NYPS, FDNY, DOC), Paramedics, EMT, Post Recruit Training, and Individual Prior Learning Assessment Portfolio Option. John Jay College has seven pre-articulated degree pathways from the 10 CUNY institutions offering associate degrees, and numerous articulation agreements with CUNY, Non-CUNY, and international institutions along with one Partnership Organization. CUNY also maintains an online Transfer Explorer that provides students course-to-course or subject-to-subject equivalencies between CUNY institutions.

- John Jay College must abide by numerous CUNY information security policies and procedures that cover a range from access to various platforms to data loss prevention. These are detailed on the CUNY website.

- There is a link to FERPA on John Jay College's Consumer Information page and the full policy located in the Undergraduate and Graduate Bulletins. However, links on the FERPA webpage are not current and the bulletins refer students who desire to have directory information withheld to the Registrar site, where a description of the process or form was not found. A Student Health Services form is available for students who desire to have their medical records released.

- The John Jay College Student Life page provides information on several resource centers that provide social holistic support to succeed in an academic environment. Examples include the Immigrant Student Success Center, the LGBTQ+ Resource Center, the Veteran's Center, Urban Male Initiative (UMI), the Women's Center for Gender Justice, and Athletics Recreation and Intramurals, among others.

- Policies and procedures governing administration of student organizations are available in the publication "Compass" on the John Jay College website. The publication includes details of the disbursement of both earmarked and non-earmarked student activity fees. The Student Activities Association provides additional resources from its webpage, including policies regarding the control and accountability of student activity fees. John Jay College student organizations are governed by CUNY Bylaws.

- John Jay College Athletics is governed by the NCAA and CUNY Athletic Conference policies and procedures. John Jay College expectations for student athletes are specified in a document that athletes must sign prior to participation.

- John Jay College's programs that support the student experience conduct regular "close the loop" exercises as evidenced by assessment reports.

- Extensive quantitative data is collected for each of the first-year cohort programs offered by John Jay College. Meeting agendas and assessment reports demonstrate that these results are discussed and plans for improvements or adjustments made.

- CUNY conducts a Student Experience Survey every two years and provides results for John Jay College along with comparison data for CUNY Senior Colleges and Total CUNY. John Jay College uses the results to benchmark student satisfaction with services.

Collegial Advice

- The team encourages John Jay College to develop student learning outcomes for academic advising based on the NACADA Pillars of Academic Advising.

- The team supports the institution's efforts to become a more intentional Hispanic-Serving Institution by pursuing the *Seal of Excelencia*.

- The team requests John Jay College to review its website to correct non-functional links.

Team Recommendation(s)
> None

Requirement(s)
> None

Recognition of Accomplishments, Progress, or Exemplary/Innovative

- John Jay College has reserved 1:40PM to 2:55PM as a Community Hour each weekday. No classes are scheduled at this time and allows students to attend club events, meet with advisors and faculty, and attend governance committees.

- CUSP (Completion for Upper-division Student Program) has significantly increased the percentage of students with 90 credits who were projected to graduate to 85% from 54% prior to the program.

- The institution is commended for its partnership with the Institute of Justice and Opportunity to provide Pell grants to incarcerated students at the Otisville Correctional Facility.

- John Jay College received recognition in 2021 as a Hispanic-Serving Institution (HSI) Leader by the United States Department of Education Fulbright Program. The recognition was for providing Latinx students with opportunities that enrich their educational experience.

Standard V: Educational Effectiveness Assessment

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

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

This judgment is based on a review of the self-study report, evidence provided initially and in response to requests for additional documentation, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- John Jay College has defined institutional learning goals and core values that are consistent with the mission and goals/objectives of the 2020-2025 strategic plan.

- Disciplinary majors have processes for establishing and approving program-level student learning outcomes. These iterative processes ensure program goals are aligned with institutional goals and values.

- The learning goals of the Required Core and College Option components of the General Education program are aligned with institutional learning goals.

- There is a systematic assessment process in place for disciplinary majors. Specifically, all major programs have five-year assessment plans with mission, goals, a curriculum map, and a 5-year assessment cycle. Evidence provided demonstrated that programs followed their assessment plans, reporting annually on results of assessments and detailing action plans for continuous improvement. Subsequent reports referenced previous years' results and action plans, as appropriate.

- The 5-year plan culminates in a program review that includes recommendations from external peer reviewers. Programs develop action plans in response.

- Annual assessment results are shared and reviewed at several levels. The process calls for assessment results to be discussed during department meetings. Department chairs are accountable for awareness of results and for reporting to the Provost annually on successes and challenges related to assessment findings. Prior to 2022, assessment processes were overseen by the CWAC, College-wide Assessment Committee, which reviewed and provided feedback on processes and results. The nature of the feedback has become more detailed over time, with most recent years including recommendations for improvement of assessment processes.

- The General Education program also has a five-year assessment plan. Historically, assessment was conducted at the program-level by the director of the program and at the course level by relevant departments. Results of assessment are discussed at committee and other campus meetings. Action planning is an iterative process involving faculty across campus.

- Beginning with the 2022-2023 academic year, John Jay College changed to a new model of oversight for assessment. The CWAC was replaced with separate assessment committees (Academic Assessment Committee [AAC]; General Education Assessment Committee [GEAC]; and the Administrative, Educational, and Student Support Services Assessment Committee [AES]). These committees report through the SPS, Strategic Planning Subcommittee. This change was initiated as a result of identified needs during this self-study review. The new design was crafted through an intentional, transparent, and collaborative process.

- Faculty and staff at John Jay College are dedicated to the improvement of educational effectiveness. It is clear from the self-study and onsite interviews that assessment information is integral to decisions and actions for continuous improvement. Further, the revised assessment process has facilitated "connecting the dots" between results and actions within individual domains (e.g., general education, disciplinary majors). Further, the structure also provides mechanisms for establishing appropriate connections across domains.

Collegial Advice

The Team encourages the institution to ensure that the implementation of the revised assessment structure continues with the same transparent, deliberate, and reflective approach with which it has commenced.

Team Recommendation
None

Requirement
None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices
None

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

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

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

Summary of Findings

- John Jay College is part of CUNY and is funded primarily by tax-levy funding. John Jay College also receives related entity and non-related entity funding from auxiliaries, IFR (income fund reimbursable), children's center, student activities, association, gifts, and research. Although John Jay College's funding from CUNY has decreased because of CUNY enrollment declines, John Jay College has continued to align its budget around its strategic priorities. John Jay College also used other non-tax-levy funding, like stimulus funds and gifts, to fund student success and other strategic priorities. John Jay College has prioritized funds to hire new faculty by reducing other expenses like adjuncts. The current financial health of John Jay College is stable because of good financial planning and receipt of stimulus funds, gifts, and use of reserves.

- Institutional objectives are clearly stated within the framework of the CUNY Master Plan. Priorities are tracked in the CUNY Performance Management Process. Division and unit level goals that are aligned with the institution's strategic plan are presented to the Strategic Planning Committee (SPC). Reports are used to evaluate progress towards meeting goals and communicated on a Strategic Plan Dashboard (SPD). Resources are allocated to support institutional objectives by the Financial Planning Subcommittee (FPS) and college leadership.

- Planning processes begin with vice presidents submitting their unit goals to the Associate Provost for Institutional Effectiveness. Goals and priorities show how units will make progress toward key performance indicators in the strategic plan. This is a collaborative process that includes vice presidents, deans, directors, and unit heads. The FPS and SPC bring campus-wide leaders together to integrate strategic and financial planning. Committees include students, faculty, department chairs, and administrators and meet throughout the year to discuss planning, improvement, assessment, and allocation of resources. Actions and discussions are communicated to community on the college website.

- John Jay College adequately described their operating budget process and various funding sources. The financial planning process begins with the existing financial plan and combines input from college, faculty, and student leadership through the SPS and

FPS to develop a budget presented through the Budget and Planning Committee (BPC) that focuses discretionary resources on strategic objectives.

- John Jay College creates an all-funds budget to present an enterprise-wide view of the budget as a strategic management tool. Each funding source has its own governance process to ensure funds are used in accordance with stated objectives and support the overall objectives of the strategic plan. The college has successfully raised gifts to support its strategic priorities.

- Since the last accreditation self-study, John Jay College has started each fiscal year with a projected deficit that has made investing in strategic priorities challenging and limits opportunities to support new priorities. Despite these deficits, John Jay College has prioritized funding for student success initiatives aligned with their strategic plan and has balanced budget deficits by decreasing other expenses, with gifts, use of reserves, and enhanced efficiencies.

- John Jay College uses HelioCampus to benchmark staffing levels. John Jay College has resources and staff to meet its core mission and carry out operations. John Jay College has received funding from CUNY to hire 29 new full-time faculty and has identified funding to hire another 14 full-time faculty. John Jay College's physical and technical infrastructure and funding for both are adequate to support operations and programs.

- John Jay College has good collaboration, involvement, and shared governance with constituencies across campus and the College Council, BPC, FPS, and SPS.

- John Jay College's facilities are well maintained and there is little deferred maintenance. Although it would be helpful for them to have more space, the college uses the space it has efficiently, has leased space, and has a space plan for their new faculty.

- CUNY provides IT data to assess usability, reliability, tech obsolescence, and cost to maintain relative to other CUNY colleges. John Jay College is doing better than other university averages. Funds from HEERF, NY City Council, and CUNY have been used to make capital investments to sustain IT.

- Grant Thornton is the CUNY auditor, and John Jay College is included in that audit. EFPR Group performs the other John Jay College audits. All auditors issued unmodified opinions with no concerns.

- John Jay College produces various reports and metrics to measure and assess adequacy and efficient use of institutional resources.

- John Jay College uses reports and metrics to assess the effectiveness of their planning and resources. John Jay College has also created teams that will assess the effectiveness of resource allocations.

Collegial Advice

- The team encourages the institution to implement a financial literacy program for students to support student progression and student success.

- The team encourages the institution to review its hold policy in light of the recent changes in state law.

Team Recommendation(s)
   None

Requirement(s)
   None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

   The team commends the college for its strong alignment of resource allocation to strategic plans and goals, with particular emphasis on supporting and protecting core academic and student support programs.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

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

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of findings:

- John Jay College has a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making. Various public laws and regulations as well as institutional policies, procedures, and other public documents transparently inform the college community, institution stakeholders, and the general public about governance for John Jay College and the various roles, responsibilities, and lines of accountability.

- John Jay College is part of the CUNY system which is governed by a legally constituted Board of Trustees (BoT). John Jay is led by BoT members, a president, and administrators possessing appropriate experience and credentials and guided by policies to ensure independence, ethics, and a primary focus on serving the institution.

- The institution has a college-wide system of assessment that is inclusive and connected to its strategic planning. The College is actively engaged in initiatives aimed at continuous improvement of its administrative assessment activities.

- John Jay College is governed by a 17-member Board of Trustees, which are appointed by the governor of the State of New York (10) and the Mayor of the City of New York (5), both with the advice and consent of the New York State Senate. Appointed trustees serve a maximum of two seven-year terms. In addition, the University Student Senate and University Faculty Senate Chairs serve as ex-officio members. The BoT oversees the educational offerings and holds fiduciary responsibility for the CUNY system.

- The BoT is an independent body with members coming from education, legal and financial fields as well as others. CUNY Policy dictates that BoT members are independent, with the University being their primary responsibility, and are held to high ethical standards. In addition, BoT members are considered State Officers.

- While the governing body oversees all CUNY colleges by policy, major decision-making for John Jay College largely sits with the local institution. The stated exception is when a local decision can affect one or more other colleges. The policy is also clear that the BoT is not to insert itself into the day-to-day operations of the institution. John Jay College also has its own governance charter with approval from the BoT. The Charter outlines roles to ensure appropriate shared governance.

- John Jay College's work in support of its public mission has earned it recognition as a Minority Serving Institution, with more than 60% of the undergraduate student body coming from under-represented populations, and ranked as a national leader for social mobility and serving more than 550 enrolled veteran students.

- CUNY's Chief Executive is the Chancellor who is appointed and evaluated by the (BoT), while the President of John Jay serves as the head of the College and is evaluated by the Chancellor. The responsibilities and qualifications are articulated in the CUNY Bylaws. The BoT appoints the chief executive officer of the College, who reports directly to and is evaluated by the chancellor. CUNY grants presidents, among other powers, the ability and responsibility to recommend faculty for appointment, promotion, and tenure; to exercise full discretionary power in carrying CUNY's bylaws and policies into effect; and to exercise general superintendence over the facilities, concerns, officers, employees, and students at the college. The president has "the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction."

- The administration at John Jay College assists the president in the execution of the College's goals and mission and provides expertise and direction. They possess a wide variety of skills and professional experience that support daily operations and long-term efforts to sustain the College. The John Jay organizational chart highlights the three levels of the College Administration: President, the 6 vice presidents who report directly to the President, and the senior administrators (e.g., Deans, Directors, Assistant Vice Presidents) who report to them. Members of the administration possess appropriate skills and credentials relative to their duties and functions.

- The College Council, led by President Mason and attended by the provost, several vice presidents, and deans, is the primary governing body of John Jay College. All academic departments are represented at the College Council through an elected member of the faculty from each academic department. In addition, the College Council has Higher Education Officer representatives and student representatives. The John Jay Charter of Governance identifies the College Council as the College's primary body of governance.

- In addition to the shared work on the College Council, the administration engages in shared governance through a number of standing college committees which focus on such matters as academics, student affairs, planning, and budgeting. They also engage stakeholders in monthly town hall meetings that are led with the heads of the faculty senate and student council.

- Administrators are evaluated annually from the Chancellor and President down. Evaluations include assessment of achievement on the year's goals as well as the next year's goals and objectives. The University employs their Performance Management Process (PMP) in which the President submits assessment results of the College's performance goal attainment and forward-looking planning of goals and metrics. The institutional data associated with the PMP is tracked and published.

- John Jay College has a Campus-Wide Assessment Committee (CWAC), which was reorganized to be more inclusive of unit representation and to create an enhanced culture of assessment. In 2022 John Jay College also reorganized Academic Affairs, creating six divisions including the division of Institutional Effectiveness. The Institutional Effectiveness division oversees College-wide assessment, strategic planning, and accreditation.

- John Jay College also assesses governance effectiveness through the use of tools, such as COACHE Faculty Job Satisfaction Survey, the Great Colleges to Work for Survey, and the Campus Climate Survey. A representative body of John Jay faculty review results and make recommendations which are then utilized by the administration in developing activities and objectives for continuous improvement.

- The College should continue to prioritize its work to enhance its culture of assessment across all units of administration and consider improving access to the assessment work of the CWAC as identified in their self-assessment.

- The institution's work establishing the Seven Principles for a Culturally Responsive, Inclusive, and Anti-Racist Curriculum is commendable along with the subsequent course and program development. Moving forward, the college may want to be mindful of avoiding having these courses and programs take the place of more universal and systematic evolutions to advance the principles and goals.

- The study reports the introduction of some inefficiencies stemming from the institution's pandemic response measures. While this does not seem unique to John Jay, the institution may see benefit in reviewing those processes and the decisions leading to them in the interest of learning and continuous improvement.

Collegial Advice

- The college should continue to prioritize their work to enhance the culture of assessment across all units and the enhancement of access to assessment data and reports college wide.

Team Recommendation(s)

None

Requirement(s)

None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- The idea and output of the Charter study group and the comprehensive work with the COACHE survey are proactive and commendable.

- The team commends the institution for the inclusive process by which the college worked to identify the required budget containment measures while maintaining their commitment to mission, values and institutional priorities.

Section E: Applicable Federal Regulatory Requirements

In the team's judgment, the institution *meets* all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

The institution supplied evidence of policies and procedures for distance education, transfer of credits and articulation agreements, Title IV compliance, record of student complaints, consumer information, and standing with the state and accrediting agencies. Documentation provided included the Student Bulletin, online identification verification policy, academic policies and procedures, and verification of accreditation status with all existing accrediting agencies.

Section F: Review of Student Achievement and Verification of Institutional Data

Section F does not need to be read during the Oral Exit Report.

I.   Student Achievement Goals

In the team's judgment, the institution's approach to realizing its student achievement goals *appears* to be effective, consonant with higher education expectations, and consistent with the institution's mission.

This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence, interviews with institutional constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the institution's student achievement information data that it discloses to the public *appear* to be reasonably valid and accurate in light of other data and information reviewed by the team.

The institution has well-defined defined institutional learning goals and core values that are consistent with the mission and goals/objectives of the 2020-2025 strategic plan, has processes

for establishing and approving program-level and general education student learning outcomes, and a systematic process for assessment based upon five-year assessment plans. Both direct and indirect assessment of the effectiveness of the varied programs that deliver student learning opportunities is evident, with considerable attention on assessment design and review. These iterative processes to ensure program goals are aligned with institutional goals and values, and evidence provided demonstrated that programs followed their assessment plans, reporting annually on results of assessments, and detailing action plans for continuous improvement (i.e., closing the loop). The 5-year plan culminates in a program/general education review that includes recommendations from external peer reviewers. Programs develop action plans in response. General education learning outcomes and available courses address all the major essential skills and are sufficient in scope, with an intentional effort to grow course offerings that focus on technological and information literacy.

Annual assessment and student achievement results are shared and reviewed at multiple institutional levels on an annual basis and include the program/department meetings and department reports to the Provost related to assessment findings. Prior to 2022, assessment processes were overseen by the CWAC, College-wide Assessment Committee, which reviewed and provided feedback on processes and results. Beginning with the 2022-2023 academic year, John Jay College changed to a new model of oversight for assessment. The CWAC was replaced with three separate assessment committees which report through the SPS, Strategic Planning Subcommittee. This change was initiated as a result of identified needs during this self-study review and was developed through an intentional, transparent, and collaborative process.

In the team's judgment, formed from the evidence presented in the self-study and onsite interviews, that assessment information is integral to decisions and actions for continuous improvement The revised assessment process has facilitated the connection between results and actions both within and across individual domains (e.g., general education, disciplinary majors).

II.   Verification of Institutional Data

In the team's opinion, the institution's processes and procedures that it uses to verify institutional data and the data provided in the self-study report *appear* to be reasonably valid and effective.

Verification of institutional data is overseen by the Office of Institutional Effectiveness and the Office of Institutional Research and is published on these units' webpages and the City University of New York PMP Data Book.

Section G: Review of Third-Party Comments

Section G does not need to be read during the Oral Exit Report.

No third-party comments were received.

Section H: List of Additional Evidence

1. Revise Institutional Compliance Report to correct highlighted links.

2. Provide Student Leave of Absence Policy.

3. Evidence that provides a sense of how the pieces of the assessment process work together. Ideally, for one program:

    a. Assessment plan with mission, SLOs, 5-year assessment cycle, curriculum map, etc.
    b. Annual assessment reports (as example S5.C2.01) for a few consecutive years to show implementation of action plans
    c. Completed CWAC feedback rubrics (like the blank S5.C2.04) associated with those annual assessment reports
    d. Assessment components of completed chair self-evaluations for those same years above
    e. Program review/self-study related to the above program with external evaluator comments, faculty response, etc.

4. Related to the above, S3.C2.04 provides as sample self-study for the Law and Society major. Evidence of implementation of that 5-year assessment plan, starting on page 56 would be useful – as part of or in addition to the above request.

5. Evidence of use of general education assessment results for improvement.
    a. S5.C2.17 describes the 2016-2017 assessment of general education in 2016-2017. Is there evidence of implementation of action plans and their impact on student learning?
    b. The first example in the narrative under S5.C3a may be referencing the same general education assessment as S5.C2.17. Is there evidence of its implementation of the matrix and impacts?

6. The 2020-2025 general education plan (S5.C2.05) suggests that three outcomes were assessed in 2021-2022. Provide assessment results from these that have been used to improve teaching and learning.

7. Assessment evidence around some of the examples provided in sections related Criterion 3 of Standard 5. For example:
    a. Artifacts around the work of the writing coaches
    b. Evidence of impact of revising the syllabi for Spanish courses
    c. Evidence that the HIS faculty seminar recommendations were based on assessment results (in addition to theory). And evidence around implementation and post-implementation assessment.
    d. Examples of changes made by TLC in response to assessment results. (If it is in S5.C03.05 and we just missed it, please point us to it.)
    e. Evidence of implementation and impact of actions around online teaching

      f.   Artifacts illustrating how the re-design of degree maps was based on assessment results.

8.   Provide documents or links to any policies and/or procedures that address:
   a.   the safety and security of student records, e.g., how passwords are created and maintained, authentications, systems to prevent breaches, and audits user access. Self-study section: S4.C3
   b.   the safe and secure maintenance and appropriate release of confidential student records, e.g., health and counseling center HIPPA protected information. S4.C3
   c.   that athletic, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs. Self-study section: S4.C4.
   d.   student eligibility, athlete conduct, guidelines for coaches, governance, and assessment of effectiveness.

9.   Provide more current Student Affairs assessment reports, if available. S4.C6

10. Provide assessment report for the Math and Science Resource Center, if available. S4.C1 and C6

11. Provide assessment reports for the Cohort Programs, if available, e.g., LEAP, ISP, ACE, etc. S4.C6

12. Provide a listing of full-time faculty including rank and terminal degree.

Section I: Self-Study Report and Process Comments

Section I to be read during the Oral Exit Report if completed.

The team commends the institution for the development of a meaningful self-study through a thoughtful and inclusive process and for the willingness of the John Jay College community to engage in candid and transparent conversations with the team throughout the site visit.