

Master Plan Report Card -- May 2012

Goal 1 - Student Success

Establish an institutional culture that fosters intellectual and personal transformation in order that students achieve their academic and professional goals.

Goal 1 Student Success	External Benchmark, where applicable	Reporting Years			Change since last measurement	Change relative to baseline year or benchmark
		2009	2010	2011		
Retention and Graduation						
One-Year Retention		74.9%	76.7%	78.4%	1.7% ↑	3.5% ↑
Baccalaureate Graduation Rate, Six Years		41.7%	40.1%	38.4%	1.7% ↓	3.3% ↓
Master's Graduation Rate, Four Years		61.9%	60.7%	58.2%	2.5% ↓	3.7% ↓
General Education						
Percent of students passing freshman composition with C or better.		82.2%	82.1%	83.6%	1.5% ↑	1.4% ↑
Percent of students passing gateway math with C or better.		61.6%	59.8%	62.9%	3.1% ↑	1.3% ↑
NSSE scores for General Education Skills, student responses	Freshmen National Peers: 67	Freshmen: 76				9 ↑
	Senior National Peers: 71	Seniors: 74				3 ↑
Personal Development						
NSSE scores for gain in personal and social development	Freshmen National Peers: 51	Freshmen: 55				4 ↑
	Senior National Peers: 48	Seniors: 53				5 ↑

Academic Support Services						
Mean satisfaction ratings for five key academic support functions ¹		57%		62.2%	5.2% ↑	5.2% ↑
NSSE scale for support for student learning	Freshmen National Peers: 58	Freshmen: 57				1 ↓
	Senior National Peers: 53	Seniors: 50				3 ↓
Academic Advising for Graduate Students-Satisfaction level		28.4%			Baseline: 28.4%	
Faculty/Student Interaction						
NSSE scores for "Student-Faculty Interaction"	Freshmen National Peers: 32	Freshmen: 31				1 ↓
	Senior National Peers: 39	Seniors: 37				2 ↓
Student Engagement						
Percent reporting some participation in student activities ²			22%	26%	4% ↑	4% ↑
NSSE scores on five freshman "benchmarks"		At or above national norm: 5				Baseline: 5
NSSE scores on five senior "benchmarks"		At or above national norm: 3				Baseline: 3
Student Transition						
Percent in FY Seminar or Learning Communities		10%	20%	31%	11% ↑	21% ↑
Percent of		81%	88%	72%	16% ↓	9% ↓

¹ Foreign Language Lab; MSRC; Writing Center; Library; Advising (John Jay Student Experience Surveys)

² CUNY Student Experience Survey 2010, and JJ Student Experience Survey 2011

class attending fall orientation: Freshmen						
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Highlights and Challenges

- Retention and Graduation. One-year retention has developed strongly in response to early intervention with students having difficulty and more focus on academic foundations, advising, and the First Year Experience. Graduation rates, a lagging indicator, continue to fall at six-years, but show modest strength at four years, compared to the other CUNY senior colleges.
- Honors College. On May 8, 2012, CUNY announced that John Jay will join the Macaulay Honors College.
- General Education. A direct assessment of General Education will be available soon; we now have only indirect assessment, based on student reports. On the NSSE scales for Foundational Intellectual Skills, John Jay students score in most cases at or above both CUNY and national levels, but faculty reports (FSSE) on students for similar scales offer a less sanguine picture.
- Student Engagement. While freshmen exceed the national norm for one NSSE benchmark (“Level of Academic Challenge”) and equal the norms for the others, seniors show lower engagement in “Active and Collaborative Learning” and “Enriching Educational Experiences” than do national peers. Local student experience surveys show very low participation in student activities, but they also show high levels of employment and family obligations. NSSE data is from 2009; 2012 results will be available in fall 2012.
- Faculty/Student Interaction. When we drill down on the student interaction scale, we find that first-year students report much higher levels of interaction with faculty in classes than outside of classes: 47.4 vs. 14.6.
- Support Services. While overall ratings are positive, some individual support services show high levels of dissatisfaction in 2011.

Goal 2 – Teaching

Encourage a strong commitment to teaching and to the pursuit of continuous improvement in learning. Make lifelong learning possible through effective pedagogy.

Goal 2 Teaching	External Benchmark, where applicable	Reporting Year			Change since last measurement	Change relative to baseline year or benchmark
		2009	2010	2011		
Integrate Learning across college						
Develop student learning goals across Divisions			Student Learning Goals and Assessment Plans developed by Academic Affairs and Student Affairs.		↑	↑
Support Faculty Development						
Faculty participation in Faculty Development Day				130	Benchmark: 130	
Define learning goals						
Learning goal development			Learning goals developed for all majors and most graduate programs		↑	↑
Add learning goals to syllabi			0	~450	~450 ↑	~450 ↑
Offer feedback to students						
Percentage of students who say faculty give helpful feedback (John Jay Student Experience Surveys)		69%	58%	45%	13% ↓	24% ↓
Maintain High Academic Standards						
Percentage of students who find high academic standards (John Jay Student Experience Surveys)		65.3% ("strongly agree + agree")		65% ("very much")	No difference	No difference
Recognize and reward fine teaching						
Define expectations for teaching in the personnel process and make awards for teaching			Improvements made in the personnel process facilitate recognition of teaching excellence, but formal expectations have not yet been established on an institutional level. There are awards for exemplary teaching.			

Highlights and Challenges

- Due to enhanced funding, the Center for the Advancement of Teaching was able to offer significantly more programming for faculty development, including for part-time faculty.
- The Division of Student Affairs launched a major effort in 2011 to establish and assess student learning and developmental goals.
- The College created a College-Wide Assessment Committee to coordinate assessment activities across the campus, in academic and support units.

Goal 3 – Research and Scholarship

Foster and sustain excellence in research, scholarship, and creative work.

Goal 3 Research and Scholarship	External Benchmark, where applicable	Reporting Year			Change since last measurement	Change relative to baseline year or benchmark
		2009	2010	2011		
Support infrastructure to sustain high quality research						
Research Foundation Grant Awards		\$16.172 million	\$20.427 million	\$15.082 million	\$5.35 million ↓	\$1.09 million ↓
Average Scholarly Output by Faculty Who are Required to Report		.5 (calendar year)	.6 (calendar year)	Data not yet complete	.1 ↑	.1 ↑
Develop policies to evaluate, recognize and reward excellent scholarship and creative work		Standards for scholarship have been developed and once approved by the Faculty Personnel Committee, Departments will adapt the guidelines for their disciplines.			↑	↑

Highlights and Challenges

- The College has conducted a number of workshops to promote and inform scholarship, and it has arranged for very specific contacts between faculty and federal agencies.
- In the 2009 Faculty Experience Survey, 64% of the faculty rated the College's help with grant applications as good or excellent.
- Grant funds peaked in 2010 due to the federal stimulus funds.

Goal 4 – Strategic Partnerships

Forge relationships and partnerships that enhance student success, support faculty excellence, and advance the College's capacity to promote the public good.

Goal 4 Strategic Partnerships	Previously Established	Reporting Year			Change since last measurement	Change since benchmark year
		2009	2010	2011		
Develop Strategic Partnerships						
Partnerships established or under discussion	34 international Partnerships	?	?	3 international partnerships under discussion MA/JD Program established with New York Law School		

Highlight

- With funding from the Open Society Foundation, discussions are underway with two key universities in Beijing that will hopefully foster international collaboration on research, scholarship and training in criminal justice by supporting five conferences over two years.

Goal 5 – Institutional Effectiveness

Advance systematic, continuous processes of self-study that foster reflection, improvement, and accountability in support of the College’s mission and goals.

Goal 5 Institutional Effectiveness	External Benchmark, where applicable	Reporting Year			Change since last measurement	Change since benchmark year
		2009	2010	2011		
Strengthen engagement and effectiveness of College’s workforce to improve quality of programs and services						
<i>Percent of employees who think:</i> ³ “The College maintains very high standards of quality and service”		53%	58%	50%	8% ↓	3% ↓
“People are held accountable for the quality of work they produce.”		52%	61%	53%	8% ↓	1% ↑
“This organization values the contribution I make”		58%	65%	64%	1% ↓	6% ↑
Use Assessment to Allocate Resources						
				Academic and admin support offices begin development of assessment plans	↑	↑
Recruit Diverse student body with						

³ “Employment Engagement Survey 2010,” Office of the SVP for Finance and Administration, March 4, 2011.

potential for success						
Proportion of students of color		75%	76%		No Change	No Change
Invest in recruitment and retention of excellent, diverse faculty...						
Percentage minority faculty		28.1%	30.2%	31.3%	1.1% ↑	3.2% ↑
Percentage female faculty		44.0%	45.2%	46.2%	1% ↑	2.2% ↑
Communicate effectively with public						
Online Stories				2457 (First time to collect this data)		Baseline: 2457
Print media mention count		1366	1454	Data not complete	88 ↑	88 ↑
“Newsroom” Page Hits		24,569	21,048	17,015	4033 ↓	7554 ↓
Home Page Hits		1.301 million	1.991 million	2.109 million	.118 million ↑	.808 million ↑
Raise funds						
Voluntary Giving			\$5,926,958	\$5,155,630	\$771,328 ↓	\$771,328 ↓
Alumni Participation		705	608	438	170 ↓	267 ↓
Go Green						
Copier Usage—Printshop and Copy Centers		6.945 million copies	6.391 million copies	4.463 million copies	1.93 million copies ↓	2.48 million copies ↓
Used fluorescents recycled, in feet		2,590	2,721	4,071	1,350 ↑	1,481 ↑
Metal/Plastic recycling, tons		23	57		34 ↑	34 ↑
Batteries recycled, pounds		246	604	424	180 ↓	178 ↑
Provide Welcoming and Safe Campus						
Reported Crimes		54	32	39	7 ↑	15 ↓

Highlights and Challenges

- The College opened a 630,000 square-foot new academic building in 2011.
- The College announced a first-ever capital campaign on May 8, 2012 with a goal of \$50 million.
- The College is on course to make full and systematic use of assessment in the budget allocation process.