

John Jay College of Criminal Justice
Master Plan Report Card – 2013
(March 1, 2014)

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
		2011	2012	2013		
Retention and Graduation						
One-Year Retention		76.7%	78.4%	77.9%	0.5% ↓	1.2% ↑
Baccalaureate Graduation Rate, Six Years		40.1%	38.4%	43.1%	2.7% ↑	3.0% ↑
Master's Graduation Rate, Four Years		60.7%	58.2%	55.0%	3.2% ↓	5.7% ↓
<i>Summary:</i>	Strong trajectory for undergraduates; continuing declines for graduates.					
General Education						
Percent of students passing freshman composition with C or better.		82.1%	83.6%	82.2%	1.4% ↓	0.1% ↑
Percent of students passing gateway math with C or better.		59.8%	62.9%	64.4%	1.5% ↑	4.6% ↑
2012 NSSE scores for General Education Skills, student responses	Freshmen National Peers: 70			Freshmen: 74	2↓ (from 2009)	4 ↑
	Senior National Peers: 74			Seniors: 74	No change (from 2009)	No Difference
<i>Summary:</i>	Stability in English composition; significant improvement in math. Mixed results for student self-reports on NSSE with regard to General Education.					
Personal Development						
2012 NSSE scores for gain in personal and social development	Freshmen National Peers: 51			Freshmen: 56	No significant change (from 2009)	5 ↑ (nat. peers)
	Senior National Peers: 50			Seniors: 52		2 ↑ (nat. peers)
<i>Summary:</i>	Significant improvement against national peers in NSSE self-reports on personal development.					
Academic Support Services						
Mean satisfaction ratings for five key academic support functions ¹			62.2%	64.9%	2.7% ↑	

¹ Foreign Language Lab; MSRC; Writing Center; Library; Advising (John Jay Student Experience Surveys), 2011. Tutoring, Learning Labs, Science lab, Library, Advising (CUNY SES), 2012.

2012 NSSE scale for support for student learning	Freshmen National Peers: 62			Freshmen: 61	3↑ (from 2009)	1 ↓ (nat. peers)
	Senior National Peers: 59			Seniors: 55	5↑ (from 2009)	4 ↓ (nat. peers)
Academic Advising for Graduate Students-Satisfaction level	Baseline: 28.4%			2013 Survey of Grad Students: 58% say advisement was good or excellent		The two surveys were different; comparison is difficult.
<i>Summary:</i>	Significant improvement in NSSE reports compared to earlier administration; declines relative to national peers. Number one ranking against CUNY peers in Noel-Levitz SSI.					
Faculty/Student Interaction						
2012 NSSE scores for "Student-Faculty Interaction"	Freshmen National Peers: 36			Freshmen: 35	1↑ (from 2009)	1 ↓ (nat. peers)
	Senior National Peers: 43			Seniors: 40	2↑ (from 2009)	2 ↓ (nat. peers)
<i>Summary:</i>	Modest progress relative to last NSSE administration; modest declines relative to national peers.					
Student Engagement						
Percent reporting some participation in student activities ²		22%	26%	18%	8% ↓	4% ↓
2012 NSSE scores on five freshman "benchmarks"	Baseline (2009): 5			At or above national norm: 1		4 ↓
2012 NSSE scores on five senior "benchmarks"	Baseline (2009): 3			At or above national norm: 0		3 ↓
<i>Summary:</i>	Moderate declines relative to national peers across five NSSE benchmarks and overall decline in self-reported participation in student activities on three student experience surveys.					
Student Transition						
Percent in FY Seminar or Learning Communities		20%	31%	100% for First Year Seminar	69%↑	80% ↑
Percent of class attending fall orientation: Freshmen		88%	72%	72.4%	.4% ↑	15.6% ↓
<i>Summary:</i>	First Year Seminar participation now required, resulting in enormous gain. Little change year to year in orientation participation for freshmen, after decline three years ago.					

Highlights and Challenges for 2013 Report

- **Retention and Graduation.** One-year retention for entering cohort of fall 2011 fell slightly, but it followed a strong upward trend. The six-year graduation rate jumped

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

three points, something we were expecting as a natural consequence of stronger retention numbers for freshmen. The outstanding challenge is the continued slide in the four-year graduation rate for Master's students.

- Honors College. The College easily met the target for enrollment of its first group of 20 Macaulay students.
- General Education. A new and very well-enrolled group of courses for fall 2013 launched the new program in General Education. On the NSSE learning scales for General Education Skills, John Jay freshmen reported stronger results than their national peers in 2012, although they reported a slightly lower score than they (JJ freshmen) did in 2009.
- Student Engagement. NSSE scores show a decline in student engagement from 2009 relative to national benchmarks. Freshmen benchmarks among John Jay students saw declines in 3 of the 5 metrics since 2009. John Jay Seniors in 2012 did better than in 2009; they declined in only one benchmark, improved in 2, and remained the same in 2. In overall terms, John Jay has been improving in student engagement based on NSSE results, but lags behind national peers while staying roughly comparable to regional, urban public institutions.
- Faculty/Student Interaction. The 2012 NSSE results confirm the earlier observation that first-year students report much higher levels of interaction with faculty in classes than outside of classes. The latest NSSE points to slightly lower levels of faculty/student interaction, relative to national peers, but slightly higher levels compared with the previous administration of the survey in 2009.
- Support Services. There is a slight decrease in “support for student learning” in the latest NSSE results for freshmen, compared to national peers, and a moderate drop for seniors. However, we saw increases relative to our own survey in 2009, and a separate Noel-Levitz survey showed exceptionally strong results for student satisfaction across the board, relative to our CUNY peers. Indeed, John Jay was rated first in 11 of 12 categories among CUNY senior colleges.
- First Year Seminars. Now required of all freshmen and part of the new General Education program, the First Year Seminars put full-time faculty in front of many freshmen.

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
		2011	2012	2013		
Integrate Learning across college						
Develop student learning goals across Divisions		Student Learning Goals and Assessment Plans developed by Academic Affairs and Student Affairs.		Institutional learning goals defined.		
<i>Summary:</i>	Student learning goals in majors are the rule now. Great progress!					
Support Faculty Development						
Faculty participation in Faculty Development Day	Benchmark: 130		130	140	No Change	10 ↑
<i>Summary:</i>	Faculty Development Day is now a standard fixture in the academic calendar, and participation continues strong, both by full and part-time faculty.					
Define learning goals						
Learning goal development		Learning goals developed for all majors and most graduate programs		Learning goals developed for all graduate programs	↑	↑
Add learning goals to syllabi		0	~450	More than 800		350↑
<i>Summary:</i>	Learning goals on the syllabi are the rule now.					
Offer feedback to students						
Percentage of students who say faculty give helpful feedback (John Jay Student Experience Surveys); are satisfied with feedback from faculty (CUNY SES), 2012. *		58%	45%	65% *	20% ↑	7% ↑
<i>Summary:</i>	Positive student reports on faculty feedback are at a three-year high.					
Maintain High Academic Standards						
Percentage of students who find high academic standards (John Jay Student Experience Surveys)			65% ("very much")	Survey not admin. 2012		
<i>Summary:</i>	Data available from only one survey so gauging progress based on student perception is not possible. We do know that CAA and SAT scores are up for new freshmen.					
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.			
<i>Summary:</i>	Process of defining expectations has been very slow.					

Highlights for 2013 Report

- 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 Center for the Advancement of Teaching hired a permanent Director in 2013.

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
		2011	2012	2013		
Support infrastructure to sustain high quality research						
Research Foundation Grant Awards (Fed, State/Local, Private) Weighted Three Year Rolling Average		\$16.903 million	\$15.909 million	\$16.484 million (preliminary)	\$0.58 million ↑	\$0.42 million ↓
Average Scholarly Output by Faculty Who are Required to Report		0.6 (calendar year)	0.5	1.3	0.8 ↑	0.7 ↑
<i>Summary:</i>	After a concerted effort, faculty reports of scholarship are much higher, revealing much improved productivity.					
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.				
<i>Summary:</i>	Process of defining expectations has been very slow.					

Highlights for 2013 Report

- Scholarship reporting rate by faculty increased dramatically, leading to significantly higher reported levels of scholarship.
- RF grants rebounded with more than a \$.5 million increase over the previous year.

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
		2011	2012	2013		
Develop Strategic Partnerships						
Partnerships established or under discussion	34 international Partnerships		3 new international partnerships under discussion MA/JD Program established with New York Law School MOU signed with Beijing Univ. of Public Safety	Sampling of Strategic Partners Univ. of Public Safety, Beijing Manhattan District Attorney’s Office Association for a Better New York Borough President’s Citizens Crime Commission 9/11 United Families Group		John Jay formed many new strategic partnerships, and strengthened existing ones, in the last two years.
<i>Summary:</i>	Engagement with external partners has taken off in dramatic fashion.					

Highlights for 2013 Report

- We have reinvigorated our relationship with the Lincoln Square Business Improvement District.
- In general, we have many new or strengthened strategic partnerships.
- We have hired a new Executive Director for External Affairs to develop institutional partnerships, among other responsibilities.

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
		2011	2012	2013		
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”		58%	50%	Survey discontinued.		
“People are held accountable for the quality of work they produce.”		61%	53%			
“This organization values the contribution I make”		65%	64%			
<i>Summary:</i>	Employee survey was discontinued. New survey from Chronicle of Higher Education went into effect.					
Recruit Diverse student body with potential for success						
Proportion of students of color		76%	72%	73%	1% ↑	3% ↓
<i>Summary:</i>	Small overall decrease over three years, but proportion appears to be stable.					
Invest in recruitment and retention of excellent, diverse faculty...						
Percentage minority faculty		30.2%	31.3%	29.4%	1.9% ↓	0.8% ↓
Percentage female faculty		45.2%	46.2%	45.7%	0.5% ↓	0.5% ↑
<i>Summary:</i>	Percentages stable, no trend.					
Communicate effectively with public						
Online Stories			2457 (First time to collect this data)	Data collection temporarily discontinued		New system going into effect in 2014
Print media mention count		1454	Data not complete			
“Newsroom” Page Hits		21,048	17,015	18,627		
Home Page Hits		1.991 million	2.109 million	2.244 million		
<i>Summary:</i>	Website is trending higher in terms of visits. We are in transition with more specific kinds of data.					
Raise funds						

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

Voluntary Support		\$4.91 million	\$11.05 million	\$8.01 million	\$3.1 million ↑	\$3.04 million ↓
Alumni Donors		604	564	429	175 ↓	135 ↓
<i>Summary:</i>	Number of alumni donors has declined, but Capital Campaign is highly successful.					
Go Green						
Copier Usage—Printshop and Copy Centers		6.391 million copies	4.463 million copies	4.253 million copies	2.138 ↓ million copies	0.21 ↓ million copies
Used fluorescents recycled, in feet		2,721	4,071	2,012	2,059 ↓	709 ↓
Metal/Plastic recycling, tons		57		98.7		41.7 ↑
Batteries recycled, pounds		604	424	252	352 ↓ pounds	172 ↓ pounds
<i>Summary:</i>	Metrics are trending positive, with exception of battery recycling.					
Provide Welcoming and Safe Campus						
Reported Crimes (Finance and Administration KPI Report)		59 (Calendar Year 2010)	89 (Calendar Year 2011)	87 (Calendar Year 2012)	28 ↑	2 ↓
<i>Summary:</i>	Reported crimes stable for last two years, but up significantly from three years ago.					

Highlights and Challenges for 2013 Report

- The College will conclude its first-ever capital campaign ahead of its \$50 million goal.
- The Gala raised close to \$500,000 for scholarships and other projects.
- “John Jay Society” established with gifts already secured.

Notes:

Newsroom and Homepage Hits: July 1, 2011 through June 30, 2012.