INTRODUCTION

Overview

Once every ten years, academic departments at Brooklyn College are asked to review themselves by producing a self-study report, then seeking the advice of appropriate experts external to Brooklyn College. The primary purpose of this process is to encourage the department to reflect on what has transpired since the last departmental review, take stock of their current status and consider where they’d like to go over the next 10 years. These guidelines are intended to provide guidance and support for that experience. The following pages include a detailed list of topics that the self-study report should address (though not necessarily in the exact order).

Throughout this document, the term ‘department’ is used to refer to departments, programs, interdisciplinary programs or other entities under review. In general, these guidelines do not apply to departments with external accreditors, as those departments will follow the expectations of those accrediting agencies.

In completing the self-study report, it is important to provide supporting documentation to show/illustrate the department’s story, rather than simply telling the story. Department-specific data can be obtained from the Office of Institutional Research and from the Faculty Workload database that is managed by the Office of the Associate Provost for Faculty and Administration. The Office of the Associate Provost for Institutional Planning and Assessment is also available to help with gathering any data that the department would find helpful in assessing themselves. All data and reports should be described in brief within the body of the report, with more detailed summaries located in appended material at the back of the report.

Some helpful terminology

Goals – are broad statements that tend to be aspirational; something that you are striving for.

Student Learning Outcomes (SLOs) – measurable statements (generally including active verbs) that articulate what students should know or be able to do upon successfully completing a course, academic program or other experience you choose to highlight. It is best if each outcome identifies a single skill or proficiency, as statements that describe more than one accomplishment are difficult to evaluate. Generally, the department should have no more than 5-7 SLOs, as the department will want to have the opportunity to assess each outcome more than once within the 10-year cycle.

Objectives – though opinions differ somewhat, this term is commonly used to articulate things that the department hopes to accomplish, beyond the direct instruction of students. For example,
“The Department will increase undergraduate research opportunities.” These objectives are distinctly different from student outcomes.

**Timeline**

Once department faculty have identified the academic year in which their self-study report and site visit are due\(^1\), they should *begin discussions and information gathering in the spring of the prior academic year*. Departments should consider what they most need to know, learn and demonstrate as a result of this process, then determine how to best proceed so that the result will be a self-study report that is of value to the department in guiding their future course. Please see Table 1 for a suggested timeline:

Table 1
Sample Suggested Timeline for Department Self-Studies

| Early Spring, 2018 | • Begin department conversations about the focus of the self-study – what the department wants and needs to learn as a result of the process.  
|                   | • Form needed sub-committees to accomplish the goals of the self-study. |
| Spring, 2018      | • Gather needed data and other information  
|                   | • Summarize information gathered. Meet with stakeholders to interpret information and decide what next steps are suggested. |
| Fall, 2018        | • Write Self-Self-Study report  
|                   | • Obtain feedback on report draft from stakeholders, including department faculty, Chair, Dean, Associate Provost IP & A, and Provost  
|                   | • Final Self-Study Report due to School Dean and Associate Provost for IP & A  
|                   | • List of suggested external reviewers |
| Spring, 2019      | • Secure External Reviewers  
|                   | • Schedule Visit; coordinate calendars  
|                   | • External Reviewer Visit  
|                   | • Action items resulting from program review process and reviewer recommendations |

\(^1\) The college-wide schedule is maintained by the Office of the Associate Provost for Institutional Planning and Assessment.
MISSION AND OUTCOMES

Use this section to give the reader an overview of your department: who you are, what you do, what you strive to accomplish, as a department, and as an entity within Brooklyn College and CUNY.

- Revisit and, if necessary, revise the department’s mission statement. Please be certain that the statement shows alignment with the School mission statement, the Brooklyn College mission. Alignment with the Brooklyn College Strategic Plan and the CUNY Strategic Framework is also desirable.

- Please include a list of your program Student Learning Outcomes (SLOs) and your current department goals and objectives, noting how recently they have been revised.

- As appropriate, please indicate which professional organization(s) or other sources your department refers to in creating and revising the mission and outcome statements.

- What institutions do you consider appropriate benchmarks for your department? Which institutions do you consider peers and which ones would more appropriately be considered aspirational benchmarks?

- Please include any information that supports the overall need for your program, not only at Brooklyn College but in the larger employment market.

ORGANIZATIONAL STRUCTURE AND GOVERNANCE

- Please describe any unique features of your department’s organizational structure and/or administrative processes (beyond what is typical in your field or at Brooklyn College).

- What centers or institutes does the department sponsor or participate in and how does that affiliation support the department mission?

- What inter-institutional affiliations does the Department maintain? Does the Department plan to initiate or expand such affiliations?

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2 The College Navigator website: [http://nces.ed.gov/collegenavigator/](http://nces.ed.gov/collegenavigator/) can be helpful in identifying institution and programs with similar parameters.

3 The Bureau of Labor Statistics can be helpful here. [https://www.bls.gov/audience/jobseekers.htm](https://www.bls.gov/audience/jobseekers.htm)
Curriculum

- In this section, provide a description of your curriculum, including any information about recent curricular revisions, and what guided those changes.

- Please describe the different degree program within the department as well as any minors or areas of concentration.

- For the purposes of external reviewers, please include a link to your webpage detailing courses offered by the department, or included scanned copies of the appropriate catalog pages in an appendix at the back of your report.

Program Assessment

- Please include a curriculum map showing how the department SLOs are addresses across the required courses offered in the department. In the curriculum map, please indicate at what level the particular SLO is addressed in that course: I = Introduced, E = Emphasized, R = Reinforced. (See Table 2).

Table 2
Sample Format for Curriculum Map

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>MAP INDICATING REQUIRED COURSES IN WHICH STUDENT LEARNING OUTCOMES (SLOs) ARE Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1</td>
<td>SOL1</td>
</tr>
<tr>
<td>Course #1</td>
<td>I</td>
</tr>
<tr>
<td>Course #2</td>
<td>I</td>
</tr>
<tr>
<td>Course #3</td>
<td></td>
</tr>
<tr>
<td>Course #4</td>
<td></td>
</tr>
<tr>
<td>(etc.)</td>
<td></td>
</tr>
</tbody>
</table>

CODE: I = Introduced; E = Emphasized; R = Reinforced
In a table, please show your overall assessment cycle; which SLOs were assessed (or, are to be assessed) during which academic years. (See Table 3)

Table 3
Sample Format for Assessment Cycle

<table>
<thead>
<tr>
<th>YEARS OF SELF-STUDY REVIEW</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>SLO2</td>
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<tr>
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<tr>
<td>SLO7</td>
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<tr>
<td>(etc.)</td>
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</tr>
</tbody>
</table>

Note: Indicate with an “X” the year(s) that a particular SLO will be emphasized in your assessment.

- Your annual assessment reports provide detailed information on what tools you used for each SLO and should also contain a summary of your results. Please append the three most recent annual assessment reports to the back of your self-study report.

- Considering the broader focus, and the advantage of hindsight, what have those annual reports indicated about what your students know and can do? And, are you satisfied with that? In addition to your annual reports, please consider:

  o Do you have a capstone experience? How is it assessed?

  o Do you gather student perceptions in some way?

  o Do you have information from internship supervisors? Employers of your graduates? Graduate programs that have accepted your students?
Faculty

- Number and Profile
  
  o Please provide the number of full-time faculty and the faculty FTE
  
  o Please identify specific curricular needs that are unaddressed with your current faculty.
  
  o Please describe any anticipated faculty departures and how those will impact curricular needs.
  
  o What changes or additions in faculty (regular or adjunct) might enable the department to more successfully meet its goals and objectives?
  
  o What kind of professional development might compensate for any disjunction between available staffing and departmental or College needs?
  
  o In what ways do current College and University policies support or inhibit your department regarding faculty development, faculty needs and new directions?
  
  o Please describe the department’s efforts in complying with College and University affirmative action policies.

- Faculty Workload
  
  o How is faculty time in your department distributed across general education courses and major and elective courses.
  
  o Is this distribution consistent across faculty ranks?
  
  o How is out-of-department teaching or teaching at the Graduate Center administered and how do these teaching assignments impact the department?

- Teaching
  
  o Overall, what would you identify as the department’s teaching strengths, and why?
  
  o Are there any problem areas regarding teaching that need to be addressed? What factors point to these concerns?
  
  o What strategies are or have been used to improve teaching, including use of technology? Have these efforts been successful?
• Faculty Evaluation
  
  o Please describe research/scholarship expectations for faculty in your department. In recent history, how well have faculty members been able to meet or exceed those expectations?
  
  o Please identify recent awards or honors received by department faculty, related to teaching strengths.
  
  o How is teaching excellence rewarded as part of the promotion and tenure process?

• Professional Development
  
  o Describe how new faculty are oriented into the department. Please give an overview of your process. Please also speak to expectations regarding teaching, advising, and departmental policies and procedures for new faculty.
  
  o Please summarize recent activities that department faculty have engaged in.

• Service – Service can be categorized in terms of the College and the University, as well as proximate communities – the Borough of Brooklyn and the City of New York – and larger communities (state, national, international). Please include department faculty’s memberships in professional organizations, offices held, and participation in professional meetings. Also indicate participation in alumni affairs, as appropriate.
  
  o Describe the policies, procedures and practices within the Department that impact achieving your service goals.
  
  o What strategies are or have been used to improve teaching, including use of technology: have these efforts been successful?
Please describe faculty participation in general education in your department. How much of your teaching power is devoted to general education?

Students and Enrollment

- Student Recruitment – Please describe student recruitment efforts at the undergraduate and graduate levels. Append any brochures or flyers.

- Number and profile
  
  o Please include information on enrollment trends over the period of this self-study, using data provided by Institutional Planning, Research, and Assessment. Please include summary tables in the Appendix.

  o Number of majors

  o Number of minors

  o Enrollment in sections offered by the department (general education, courses required for major and major elective courses)

  o Have there been any significant changes in the student profile in your department since the last self-study?

  o What trends do you anticipate over the next five years?

  o What conclusions can be drawn from the enrollment data? Are the trends in keeping with the department expectations? Are the trends consistent with department enrollment data at benchmark institutions? Nationally?

- Departmental Advisement

  o About what proportion of time spent advising of students in the department is related to either preparation for graduate or professional school or to career opportunities?

  o What assessment does the department do to determine the effectiveness of the advising? Based on these results, what changes have been or will be made?
To what extent does faculty advising in your department extend to academic clubs and other student organizations?

Research Opportunities – How has the department prepared students for research opportunities? How has the department involved students in research?

Graduates

- Does the department have a process to track graduates? Please provide a brief description.

- Please provide information on the overall quality and success of your graduates. Use criteria that are appropriate for your discipline.

- Please provide information indicating graduates’ satisfaction with the department – program, faculty, services – over the period of this review

Conclusions – please provide summative comments regarding overall department strengths and challenges, as well as plans for sustaining the strengths and addressing the areas for improvement. Please also include broad goals for the department over the next review period.