**Program Self-Study Template**

**Fall 2024**

Aerial view of a city

Description automatically generated

**Elements of Program Review**

Academic program reviews at Brooklyn College consists of a departmental/program self-study followed by a review by an external panel; the external review team’s report, and a discussion between the program and the administration about issues raised in the review.

**\*GUIDING PRINCIPLE** (to be deleted before submission): **The narrative of the self-study will address priorities such as academic excellence, research distinction, student success and well-being, societal and global impact, and inclusive campus culture.**

**Department or Interdisciplinary Program:**

**Program NYSED Code(s):**

**Self-Study Year:**

**Chairs:**

**Authors:**

**Editors:**

Brooklyn College Self Study/External Review Requirements

Per the CUNY Board of Trustees requirement, each college must periodically conduct full reviews of all academic departments, and/or programs, and/or clusters of departments and/or programs. The requirement is designed to produce a self-study that:

* encourages members of a department to analyze its curriculum in relation to the goals of the department, the College, and the University;
* investigates the eﬀectiveness of its curriculum in relation to the desired outcomes as perceived by students, alumni, faculty members, and, where appropriate to the review of the program, professions, industries, and employers;
* reviews various characteristics to determine strengths and weaknesses;
* considers needed changes;
* evaluates the current levels of resources on the ongoing program;
* suggests needed changes in program, departmental organization, and resources.

Self-Study Checklist

In order to ensure compliance with the CUNY BOT policy, each self-study must address the following for each degree program the department oﬀers:

* + discussion of the goals of the program in relation to the mission of the department, college, and University
  + description of the curriculum, including introductory, major, and elective courses, as well as articulation and collaboration with other programs;
  + discussion of measures of program activity in such areas as courses and sections oﬀered and enrollments;
  + discussion of measures of faculty activities in such areas as teaching, research, and professional service;
  + discussion of the design and delivery of instruction;
  + discussion of measures of resources, in such areas as operating budgets, faculty, facilities, and equipment;
  + discussion of measure of program results, in such areas as retention, degrees awarded, and post-graduation experiences of students;
  + discussion of program quality as reﬂected in such measures as student course evaluations; external recognition of the program, faculty, and students; and surveys of the alumni; and direct assessment of program level student outcomes;
  + discussion of a plan for the future, to include such topics as curriculum development; faculty recruitment, retention, and development; and facilities and equipment development

Submitted by:

Signature of Department Chair Department Date

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# Program Mission Statement

## Program goals and objectives

## Connection of program goals and objectives to BC Mission Statement

## Connection of program goals and objectives to CUNY Mission Statement

## Program executive Summary Statement

## Program Commitment to Diversity, Equity, Inclusion and Equality

# Resources



## Full-time Faculty and Staff Resources



### Faculty and Staff

### Teaching loads

### Scholarship and Professional Activity (publications, productions, presentations, other products of scholarship)

### Outside Teaching and Service Activities

### Evaluation



#### Scholarly and Professional Activity

#### Teaching

#### Service

### Faculty Development Efforts

## Adjunct Faculty



### Recruitment

### Selection

### Supervision and Development

### Evaluation

## Organizational Structures



### Administration

### Interdisciplinary Collaborations

### Oversight and Professional Integration

## PhysicalResources

## FundingResources



### Revenue

### Expenditures

## CUNY and College Resources

# Curriculum and Enrollments



## Program Curriculum: Requirements and Curriculum Maps



### Connection to Other College Programs

### Evening, Weekend, and Summer Classes

## Curriculum: Program for Student



### Best practices, comparable programs, and specialized accreditation

### Courses, Credits, and the number of sections offered

### Course designs and instructional delivery

### Required Internship or course other activities

### Student Advisement

### Student/Faculty Contact Outside Class

### Relationship between Major and Specialized and Pre-Professional Programs

### Courses Appended

## Effectiveness of Curriculum



### Assessment Activities



#### Methods and Instruments Used

#### Measured Effectiveness in Achieving Desired Objectives for:

* Students while in Program
* Alumni of Program

### Use of Assessment to Improve Programs

## StudentsandEnrollments



### Student Selection and Profile



#### Recruitment Process

#### Selection Process

#### Applicant Profiles

### Enrollments and Retention



#### Enrollment and Retention Trends

#### Enrollment and Retention by Majors

#### Student GPA for program and overall

#### Student retention and completion rate for this program

* + - 1. Students’ perception of program’s quality as reflected in course evaluations

#### Diversity Demographics

#### Career choices and Experiences after graduation

#### Program’s assistance with research experience, internship and job opportunities

#### External recognition of the program, its faculty and students

#### Program’s surveys of the alumni and their use in its improvement

# Self-Analysis



## What changes were made since the last self-study?

## Program Goals and Objectives for the next 5 and 10 years

# Summary and Conclusion



## Questions and Advice Sought from External Reviewers

## Significant Factors