



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

STATE OF THE COLLEGE ADDRESS

RETENTION PLAN, MASTER PLAN,
& MIDDLE STATES ACCREDITATION:

A ROADMAP

OCTOBER 21, 2009



Retention Plan, Master Plan, and Middle States Accreditation: A Roadmap

During the current academic year, the College will be engaged in three critical institutional processes: dissemination and implementation of the Retention Plan developed in partnership with Keeling & Associates, LLC earlier this year; development of a Master Plan that will chart the College's academic course from 2010 to 2015; and preparation for the self-study required for our reaccreditation by the Middle States Commission on Higher Education in 2013.

RETENTION PLAN

Retention is often used as a measure of institutional effectiveness. Do the students we admit stay at the college? Do they complete their degrees in a reasonable length of time (normally four to six years for undergraduate and two to four for graduate students)? Data on retention tell us something, but not enough, about our effectiveness. More to the point is whether the students we retain have learned what we intended to teach them in their time with us. Have we engaged them fully in the life of the College? Have we prepared them well for their post-graduate futures? In order to answer these questions and to help us develop strategies through which to support greater student success, the College engaged Keeling & Associates, a nationally known higher education consulting firm based here in New York City, to review data and conduct meetings and interviews to build their knowledge base about the College, our academic and student life programs, and our faculty, staff, and students. Based on their findings, Keeling & Associates prepared a report and a set of recommendations that informed the Retention Plan they subsequently developed for the College. This plan is an institution-wide affirmation of the priority of student learning, engagement, and success. It will be disseminated and discussed throughout the College this fall. This process of community development and consensus-building within the College, essential to strengthening retention and learning, will also generate ideas and principles that will inform us as we develop our overall Master Plan. An institutional vision that prioritizes retention will certainly be reflected in the goals established for the College's Master Plan.

MASTER PLAN, 2010-2015

We will develop our overall institutional goals through a planning process that will be the center of our attention beginning in January. We have retained Keeling & Associates as our consultants for the master planning process; having worked with us on the retention plan, they know John Jay well. The Keeling team will work closely with the Strategic Planning Sub-Committee, President Travis, Provost Bowers, the vice presidents, and the John Jay community as we conduct a master planning process that is simultaneously vision-driven and inclusive, authentic, and transparent. Through this process, we want all constituencies of the College's community to deepen their commitment to the institution's future. To accomplish this goal, we will depend on the careful thinking and good advice of faculty, staff, students, alumni,

representatives of the University, and others with an interest in promoting the best possible future for John Jay. This process will set the foundation for major decisions and create a touchstone against which to determine how best to allocate resources. The College can do nothing more important than this in 2010.

MIDDLE STATES SELF-STUDY AND ACCREDITATION

Every ten years, higher education institutions in our region¹ are evaluated and reaccredited by the Middle States Commission on Higher Education (MSCHE). John Jay College will be up for reaccreditation in 2013. We must take the reaccreditation process seriously because loss of accreditation or provisional accreditation are always possible outcomes and would be highly detrimental to the College. The accreditation process requires that we write an institutional self-study and that we host a campus site visit by an MSCHE Evaluation Team. The MSCHE accredits us on the basis of what we reveal about the College in our self-study document and what the Evaluation Team learns about us when they visit the campus in spring 2013. The College community must participate fully in both the self-study and the site visit since the MSCHE Evaluation Team will judge us in part by the extent to which we are all engaged in the continuous study and improvement of our institutional effectiveness. In fact, the goals of the Middle States accreditation process are to foster institutional self-study and planning and to promote the continuous growth and improvement of the institution. When evaluating an institution, the MSCHE determines whether the institution is fulfilling its stated mission and goals. Through the process of master planning, we will have identified John Jay College's mission and goals, and we will have begun to develop and implement objectives and actions for the continuous improvement of the College over the course of the plan. Our Master Plan is the necessary precursor to Middle States self-study and accreditation.

¹ The Middle States region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

Retention Plan, Master Plan, and Middle States Accreditation

Process Time Line, 2009-2010

All members of the College community should anticipate participating in most of the activities listed on the table below as part of the retention and master planning processes and the Middle States self-study and accreditation processes.

Time Period	Retention Plan	Master Plan	Middle States
Early Fall 2009	Engage consultants to disseminate Retention Plan (completed)	<ul style="list-style-type: none"> • Articulate overarching vision for 2010-2015 institutional Master Plan (College leadership) • Engage consultants (The Keeling team) to facilitate master planning process college-wide and develop draft and final versions of the plan (College leadership/completed) 	
Fall 2009 (October-January)	<ul style="list-style-type: none"> • Conduct meetings of the Keeling team with the President, Provost, Vice Presidents, Deans, College Council and its Executive Committee, Faculty Senate and its leadership, Provost's Advisory Council, Undergraduate Curriculum and Standards Committee, HEO Council, Graduate Studies Council, academic and student development and enrollment management directors and administrative staff to discuss the Retention Plan (Keeling 	<ul style="list-style-type: none"> • Identify operating plan (e.g., define role of Strategic Planning Subcommittee and other committees in the master planning process; expand memberships if needed); identify oversight structure (e.g., appoint Strategic Planning Committee) and timeline (College leadership) • Review status/outcomes of current Master Plan (Comprehensive Action Plan) (Keeling team) 	<ul style="list-style-type: none"> • Identify Steering Committee structure and working group structure and chair(s) and members of Steering Committee and working groups (Strategic Planning Subcommittee) • Educate key participants in Middle States process (e.g., attendance at Middle States conferences, development meetings, and assessment institutes) (Provost & Deans) • Determine self-study model (Strategic Planning

Time Period	Retention Plan	Master Plan	Middle States
	<p>team)</p> <ul style="list-style-type: none"> Facilitate College-wide discussions among groups of faculty and professional staff about the implementation of the Retention Plan and its implications for the Master Plan (Keeling team) 	<ul style="list-style-type: none"> Use opportunity created by discussions of Retention Plan to inspire engagement of faculty and staff with the master planning process (Keeling team) Develop plan for community-based, consensus-building process for creation of Master Plan (Keeling team) 	Subcommittee)
Early Spring 2010 (February-April)		<ul style="list-style-type: none"> Conduct information gathering and consensus -building meetings, presentations, and forums with officers and leaders, committees and governance groups, members of the faculty and professional staff, students, alumni, CUNY leadership, trustees, and other external stakeholders (Keeling team) Conduct web -based surveys of faculty, staff, and students to inform master planning discussion (Keeling team) Make master planning process visible and tangible by arranging for a one-day "idea wall" to provide opportunity for new and innovative ideas to be expressed by anyone in the College (Keeling 	

Time Period	Retention Plan	Master Plan	Middle States
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		team)	
Late Spring 2010 (April-June)		<ul style="list-style-type: none"> • Document college- and community-wide discussion of goals/priorities (Keeling team) • Develop plan (Keeling team with oversight structure) • Write first draft of plan (Keeling team) • Engage college community in discussion of plan (Keeling team and oversight structure) • Prepare final written plan (Keeling team) 	<ul style="list-style-type: none"> • Steering Committee and working groups convene • Middle States Commission on Higher Education (MSCHE) reminds College of the pending evaluation and invites it to the Self-Study Institute
Fall 2010		<ul style="list-style-type: none"> • Secure college-wide approval of Master Plan (College leadership with oversight structure) 	<ul style="list-style-type: none"> • Self-Study Institute held to orient institutions beginning self study • MSCHE staff liaison schedules self-study preparation visit to campus

Middle States Accreditation Process

Timeline 2011-2013

From fall 2009 to spring 2011, the Retention Plan, Master Plan, and Middle States accreditation processes will go forward in tandem. Beginning in spring 2011, our focus will necessarily be on Middle States accreditation until our evaluation and accreditation are complete in fall 2013. During these years, the College will continue to implement our overall Retention Plan and will continue to be guided by our Master Plan. Indeed, the work we have done, and continue to do, on retention and on the College's Master Plan will be key factors in our accreditation since the Middle States Commission on Higher Education (MSCHE) will look for evidence that we have clearly articulated goals and strategies for institutional effectiveness and that our actions are guided by these goals and strategies. All members of the College community should anticipate participating in the Middle States Accreditation Process.

Time Period	Activity	Activity	Activity	Activity	Activity	Activity	Activity
Spring 2011	Draft of self-study design finalized, including charge questions for working groups	MSCHE staff liaison conducts self-study preparation visit to campus	MSCHE Staff liaison approves college's self-study design				
Fall 2011	Steering Committee oversees research and reporting by working groups	Working groups involve the College community in discussion	Working groups submit reports to Steering Committee				
Winter 2011	MSCHE selects the Evaluation Team Chair, and the College approves the selection	College sends copy of the self-study design to the MSCHE Team Chair	MSCHE Team Chair and College select dates for team visit and for the Chair's preliminary visit				
Spring/Summer 2012	MSCHE selects Evaluation Team members, and	Steering Committee receives					

Time Period	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	the College approves the selection	drafts/text from working groups and develops a draft self-study report					
Fall 2012	College community reviews draft of self-study report	College Council reviews draft self-study report	College sends draft self-study report to MSCHE Evaluation Team Chair, prior to Chair's preliminary campus visit	MSCHE Evaluation Team Chair reviews draft of self-study report	MSCHE Evaluation Team Chair makes preliminary visit at least four months prior to team visit	If the College has chosen a selected-topics self-study model and elects to have a document review prior to the Evaluation Team visit, the College will conduct an early document review	College prepares final version of the self-study report
Winter 2013	College sends final report to MSCHE and the Evaluation Team at least six weeks prior to team visit						
Spring 2013	MSCHE Evaluation Team visits the campus	If the College has chosen a selected-topics self-study model and elects to have a document review during the team visit, the College will conduct a concurrent document review	MSCHE Evaluation Team submits its Evaluation Report to the College	The College responds to the MSCHE Evaluation Report			

Time Period	Activity	Activity	Activity	Activity	Activity	Activity	Activity
Fall 2013	MSCHE Committee on Evaluation Reports meets and takes action	College learns of its accreditation status					