

ANNUAL REPORT 2012/2013

CAMPUS-WIDE ASSESSMENT COMMITTEE (CWAC)

7/16/2013

College-Wide Assessment Committee (CWAC) Annual Report – 2012/2013

With an endorsement from the Strategic Planning Sub-Committee, the College Council approved the creation of the College-Wide Assessment Committee (CWAC) in May, 2011. CWAC has recently completed its second year of work which built on its first year activity. We are pleased that the Middle States Evaluation Team stated, in its write-up for Standard 14, that “The College Wide Assessment Committee has accomplished a significant amount of work in the past two years.” This report covers the activities of the Committee in the 2012/2013 academic year.

CWAC was very active in its second year. In addition to the “day-to-day” work of the Committee – reviewing and providing feedback on reports of assessment activities across campus – the Committee worked on important initiatives to help further a culture of assessment at John Jay (details below). The membership of the Committee consists of seven faculty and three HEOs, plus the Director of Assessment (Virginia Moreno) and the Associate Provost for Institutional Effectiveness (Jim Llana) who both serve *ex officio*. Jim Llana chaired the committee in its inaugural year and Assistant Professor Carla Barrett (Sociology) chaired the committee in its second year. The goal is to have the Committee led by faculty, since most of the assessment taking place on campus is assessment of student learning. CWAC met ten times during the 2012/2013 academic year (the first meeting on 9/13/2012 and the last on 5/15/2013). The Committee utilizes a Blackboard organization (in coordination with the Office of Assessment) to house and organize key reference documents as well as meeting minutes, assessment plans and reports, and Committee responses to campus assessment activities. In addition the Committee has its own John Jay email account (assess@jjay.cuny.edu) for communicating with departments across campus.

Below is a review of the activities of the Committee in the 2012/2013 year:

Revision and approval of guidelines document for assessment practices at John Jay

Continuing work started in the first year, a main objective for this past year was to finalize and send to College Council for approval a document titled, *Comprehensive Assessment at John Jay*. The goal for the document was to provide a “one-stop” set of guidelines regarding expectations of, and best practices for, assessment across campus. This document went through several revisions by the Committee after its own review and after feedback was provided to the Committee by the Dean of Undergraduate Studies, the Dean of Graduate Studies, the Major Coordinators, Faculty Senate and the HEO Council. The document was presented to College Council and approved on April 15, 2013. After much work and much input from various constituencies this document now serves as a guiding set of principles and best practices for assessment across campus ([Link to: Comprehensive Assessment at John Jay](#)). The creation and adoption of this document was praised by the Middle States evaluation team, listing it under

the heading “Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices” in their evaluation of Standard 7.

Design and Launch of Assessment Website

Over the past year the Committee worked, in coordination with the Director of Assessment and the Office of Marketing and Development to conceive of, design and launch a website for assessment at John Jay. The Committee envisioned this website as a resource center for those involved in various assessment activities (providing templates, best practices, links to various assessment resources and Middle States related assessment information) and as a place to showcase assessment activity at John Jay. While this site is a work in progress it already houses a rich array of useful information (guidelines, Learning Outcomes for all Majors, selected Assessment plans and reports from academic and non-academic departments). ([Link to: John Jay Assessment Website](#)).

Responding to Assessment Reports

In our first year we developed a system for responding to assessment activity. Given the large number of reports to review, we break into small groups assigning one person to write recommendations for one department report and then circulate it to the two others in the group for review. We have a standard format for such reports but also consider variations depending upon the need. The Chair reviews all the recommendations for rough consistency before sending them out. In our first year we were able to respond to seventeen reports. In the second year the Committee was able to do more, reviewing and supplying feedback to the following:

- **20 assessment reports for Academic Majors** (CIS; Correctional Studies; Criminology; Culture and Deviance; English; Fire and Emergency Service; Fire Science; Forensic Psychology; Forensic Science; Gender Studies; Global History; Humanities and Justice; ICJ, Political Science; Criminal Justice (BS); CJ Management; Economics; Law and Society; Public Administration; Security Management).
- **3 assessment reports for Academic Minors** (Philosophy; Physical Education; Political Science).
- **5 assessment reports for Graduate Programs** (Forensic Psychology; Digital Forensics; Forensic Science; Protection Management; ICJ).
- **3 assessment reports for Academic Programs** (Africana Studies; ISP; Mathematics and Computer Science).
- **6 assessment reports or plans for Non-Academic Units** (CELS; Math & Science Resource Center; Pre-Law Institute; Public Safety; Urban Male Initiative; Athletics; Community Outreach & Service Learning).

Through the course of this work we were also able to revise our rubrics for responding to academic and non-academic unit reports and to improve the template supplied to academic departments to assist in preparing their reports. Through these reviews we were able to see that some departments are doing assessment very well, some are doing well but have room for improvement and some departments have significant strides to make in their assessment activity. Overall, we witness a culture of assessment forming (assessment practices are becoming embedded within departments, assessment expertise is growing across faculty, the “language of assessment” is becoming less foreign to many, etc.). There is definite room for improvement related to “closing the loop” (taking what one learns from assessment and using it in a concrete way in a timely manner to improve the program) and getting everyone on board with assessment, but the Committee is heartened by the progress that has been made in just a few years.

As the committee is still new, this year we also focused on developing timelines, structures, templates and an organizational apparatus to facilitate the work of the committee. In order to raise awareness of the work of the Committee, the Chair presented at a Major Coordinators meeting in Fall 2012, and met with the Dean of Graduate Studies about how the committee might to help facilitate assessment activity in the graduate programs.

[Agenda for 2013/2014](#)

Now that the guidelines document has been approved, the website has been designed and a set of organizational structures and tools have been established, the Committee is looking to turn its attention to the following in upcoming year:

- Wide dissemination of the guidelines document across campus.
- Designing an assessment workshop for the new faculty orientation (possible coordination with Provost office and/or CAT for this).
- Continuing and expanding review of assessment reports, and developing a meaningful and timely rotation system for providing feedback.
- Continuing to build, develop and expand the John Jay assessment website into a useful site for assessment at the college.
- Organizing an “Assessment Day,” at John Jay for sharing assessment experiences with colleagues.
- Working with the Provost on the possibility of developing an “Assessment Fellows” program where faculty would spend time learning deeply about assessment, developing assessment practices, and sharing their knowledge with colleagues across the College.
- Turning careful attention to Gen Ed assessment as the new Gen Ed is implemented.

CWAC accomplished much this past year and worked well as a group.

At the end of the Spring 2013 semester the following members resigned from their participation in the committee after having served for two years: Carla Barrett, Mark McBeth, Sumaya Villanueva, Marisol Morrero. Maria D'Agostino resigned after serving one year. At the end of Fall 2012 Marilyn Rubin resigned after serving one and a half years. The HEO council is working to replace the two HEO members and a memo has been sent to Faculty Senate requesting replacements for the four faculty members for the fall 2013. Jennifer Rutledge was chosen as Chair of the Committee for the 2013/2014 academic year.

Submitted by Carla Barrett
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College-Wide Assessment Committee 2012/2013

Carla Barrett, Sociology - Chair
Maria D'Agostino, Public Management
James De Lorenzi, History
Elizabeth Jeglic, Psychology
Jim Llana, Associate Provost for Institutional Effectiveness (*ex officio*)
Marisol Marrero, John Jay Express
Mark McBeth, English
Virginia Moreno, Director of Outcomes Assessment (*ex officio*)
Danielle Officer, Student Life
Marilyn Rubin (served Fall 2012 only), Public Administration
Jennifer Rutledge, Political Science
Sumaya Villanueva, Academic Advising