

- Academic 2016/2017 application for Program Improvement Grant
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CWAC Assessment Newsletter

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PIGs help faculty

Have you ever heard of a flying PIG like that in the picture? Probably yes as part of a funny joke. In the Spring of 2017, the Teaching and Learning Center awarded five **Program Improvement Grants (PIGs)** to John Jay College departments and programs to "close the loop" on their outcome assessment and strengthen student learning with funds up to \$ 2500. The five recipients were able to use these funds to make meaningful improvements in a range of programs offered at John Jay and in ways that addressed their unique circumstances.

To help you **decide whether this is YOUR year** to apply for a PIG grant, we report on page 2 the winners of last year's grants and what they were able to accomplish.

PIGs may be proposed to improve aspects of:

- an undergraduate major
- one or a set of general education courses
- a graduate program

Program Improvement Grants may be used to revise curriculum, develop assignments within the curriculum that better support program outcomes, and/or engage in faculty development in such a way that will directly contribute to student learning.



Interview with Dr. Gina Foster

Members of CWAC interviewed Dr. Gina Foster, the Teaching and Learning Center Director, to gain some insight on the intentions of the Program Improvement Grant project. Dr. Foster explained that the primary goal of the PIG is to find projects whose main focus is to redesign curriculum and im-

provements to student learning resources and strategies based on departmental or program assessments that have already been performed. The PIG does not fund programs or degrees wanting funds to carry out assessment proposals activities. In Spring 2017, for example, feedback generated from evaluations

Proposals that scaffold student skills in written communications, quantitative reasoning, critical thinking, and information literacy will be favored.

Deadline and Application:

Grant proposals should include (1) a goal statement, (2) a statement of need based on outcomes assessment, (3) a program description or action plan, (4) an evaluation plan, and (5) a budget. A maximum of five (5) double-spaced pages is requested (excluding the budget).

Grant proposals applications must be submitted online to <https://tinyurl.com/TLC-PIG18> by Monday, January 29, 2018 at 5:00 pm.

Grant activities are expected to take place during the Spring 2018 academic term. Please note that assessment reports of grant activities and spending should be submitted by late summer/early fall 2018.

Questions can be addressed to Allison Pease, the Associate to the Provost for Faculty, apeace@jjay.cuny.edu

or surveys of students was used to change teaching methods and translate language into content that is now clearer to students **(Continued on page 3).**

PIG Recipients 2017

Gender Studies B.A.

Public Administration B.S.

International Crime and Justice MA

300 Level Justice Core in Gen Ed

Honors Program

PROGRAM GOALS

Use of participatory approach that includes student feedback, to reach beyond traditional neoliberal assessment instruments

Curricular improvement to deliver students with better training taking into account student feedback

Use core curriculum to scaffold skills from sophomore to capstone level

Strengthen department's capacity to assess undergraduate curriculum

Develop a scaffolded set of skills-building exercises across the Honors curriculum

PROGRAM ACTIONS

Mentored and organized by a recent graduate, students lead focus groups and interviews
Create survey that will be administered to all Gender Study students followed by presentation of findings

Curricular modifications:
New research methods and international investigations courses
Alternatives to comprehensive examination

Improve writing, critical thinking and literacy
Revise learning outcomes/rubric to focus on key skills, identify mismatch between performance and expectations/skills

Work on creating assessable assignments that relate to learning outcomes students in the program
Map syllabi for all intro classes to learning outcomes

Full day faculty development event for honors faculty
Design scaffolded exercises and assignments to incorporate into the Honors curriculum

Interview with Dr. Foster (continued)



Dr. Gina Rae Foster Director of the Teaching Learning Center

First year funded proposals used student responses to increase the quality of the programs or majors, or in some instances took advantage of student input by asking students

Dr. Foster calls a 360° view. The grant supports individual programs by scheduling sessions with the TLC director and creating timelines for the activities, helping evaluate the available data and suggest new

questions to consider. Funds can be used in many ways: some examples include funds for faculty, temporary administrative assistance, working lunches or focus groups. Applications are currently open for the next round and **Dr. Foster encourages YOU to apply.**

“The grant supports individual programs by scheduling sessions with the TLC director and creating timelines for the activities, helping evaluate the available data and suggest new questions to consider”.

WHAT YOU CAN DO

New to the college? Not on any committee? Want to make sure students are learning what we intended to teach them? Here is what you can do to support learning outcome assessment:

- Familiarize yourself with your program’s curriculum map (in the assessment plan).
- Review stated learning goals and objectives.
- Get involved if you would like to see modifications.
- Ensure your own syllabus aligns with the program’s goals and objectives.
- Select a component of your class that can be used to track students’ progress.
- Prepare a rubric using this class component to measure desired outcomes (acquired knowledge, skills, or both).
- Try it out – assess your own class and use the information to help your students.
- Volunteer to be on the Department’s Assessment Committee.
- Go big – join the College Wide Assessment Committee (CWAC).

Please note: not all courses in a program/major will be on the official assessment schedule. But wouldn’t you want to know if your class works?

There is an assessment plan for Gen Ed classes, if that is what you are teaching: http://www.jjay.cuny.edu/sites/default/files/contentgroups/instu_research_assessment/GenEd%20Assessment%20Plan.2015.pdf

Educate yourself and get more information about assessment by checking our website <http://www.jjay.cuny.edu/assessment-john-jay-college>.



CWAC: Assessment Ambassadors

The College-Wide Assessment Committee provides feedback on annual assessment reports by academic and non-academic units, and coordinates assessment efforts for both student learning and institutional effectiveness, broadly understood. The College –Wide Assessment Committee **Assessment Ambassadors promote greater campus awareness about the benefits of systematic assessment.**



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Chair



Maureen Richards,
(Library)



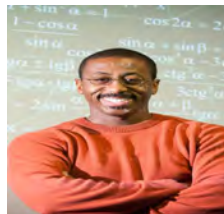
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