

**Strategic Planning Subcommittee
Meeting Agenda
September 21, 2021
2:30pm – Zoom (details in the calendar invite)**

1. Approval of minutes
2. Assessment and the Strategic Plan (Dyanna Pooley)
3. Planning SPS work this academic year

**Strategic Planning Subcommittee
Minutes
September 21, 2021**

Present: Allison Pease (*Designated Chair*), Ric Anzaldúa, Ned Benton, Teresa Booker, Brian Cortijo, Mark Flower, Jay Gates, Heath Grant, Karen Kaplowitz, Dyanna Pooley, Francis Sheehan, Andrew Sidman and Alison Orlando (*recorder*)

Guests: Hungde Chan, Rulisa Galloway-Perry, Paul Narkunas, Alena Ryjov, and Frances Zusman

1. **Approval of minutes from August 3, 2021.** The minutes were approved as proposed.
2. **Assessment and the Strategic Plan.** Dyanna P. presented a document labeled “2020 – 2021 Annual Assessment Report Findings Aligned to 2025 Strategic Plan.” She addressed how the assessment report findings align to the 2025 Strategic Plan, and specifically spoke to the assessment of capstone courses, the assessment of DFWNCI courses, and programs reporting equity-based assessment practices.
3. **Planning SPS work this academic year.** Allison P. asked the committee if there are items they want to address and focus on this academic year. Ned B. felt that we should look strategically at enrollment, and what the college is doing with enrollment that will help us meet related strategic plan goals. Allison P. mentioned that the college has a strategic enrollment group, and that a strategic enrollment retreat is being planned to help create a strategic enrollment plan. She added that once the retreat has occurred, she will invite Vice President Kerr to speak to the SPS. Brian C. agreed that we need to be strategically planning enrollment but that we need to understand the impact of the vaccine mandates on enrollment before we plan. Teresa B. commented that the minors need to be represented at the upcoming strategic enrollment retreat as there is a general feeling that the college does not focus on minor enrollments. Ned B. added that he felt that we also need to focus on space. Allison P. agreed and added that the college is lacking a master plan for space. She said that this group has suggested that we spend a portion of the Higher Education Emergency Relief Funds on a space consultant. However, she wasn’t sure if this is a possibility. Mark F. suggested inviting the CUNY Vice Chancellor for Facilities Planning, Construction, and Management to the SPS. We can use the meeting to share our thoughts about space with the Vice Chancellor. The committee agreed on this idea, and Mark F. said that he would reach out to see if he could arrange a meeting. The meeting was adjourned.

2020-2021 Annual Assessment Report Findings

Aligned to

2025 Strategic Plan

September 1, 2021

Goal 1. Educate and support undergraduate and graduate students at every step of their John Jay journey.

Objective d. Align and scaffold high impact instructional practices in general education and major courses to enhance students' critical thinking, research-based academic writing, and quantitative reasoning skills.

2020 Benchmark. No inventory of high-impact practices used in Gen Ed; Gen Ed outcomes assessment of 2015 indicated critical thinking met by 99% at first-year level and 8% at capstone; written communication met at 99.6% at first year and 19.3% at capstone; quantitative reasoning baseline to be set in 2021.

2025 Key Performance Indicator. Inventory and scaffolded alignment of at least 3 high impact instructional practices; Improvement on 3 learning outcomes at capstone level by a minimum of 10%.

Capstone Courses Assessed in 2020-2021

| Program | Capstone | Critical Thinking | Academic Writing | Quantitative Reasoning |
|----------------------|----------|-------------------|------------------|------------------------|
| Economics | ECO 405 | √ | √ | |
| Fire Science | FIS 401 | √ | | |
| Global History | HIS 425 | √ | √ | |
| Humanities & Justice | HJS 415 | √ | √ | |
| Law and Society | LWS 425 | √ | √ | |
| Political Science | POL 409 | √ | √ | |

Note: Check marks are based on program-level student learning outcome(s) assessed, mapping to Institutional Learning Goals, and “key word matching”.

Summary of Findings:

Improvements:

Goal 3. Embody and promote our values of equity, diversity, and inclusion.

Objective c. Achieve equitable student success across all learning modalities.

2020 Benchmark. Graduate FWI rate for online vs in-person courses SP19: 8%/6%
Undergraduate DFWI rate for online vs. in-person SP 19: 19%/15% Support services online routinely: Writing Center only

2025 Key Performance Indicator. Graduate FWI rate for online vs in-person will be same; UG DFWI rates for online vs in-person will be same; All student support services will be easily accessible and routinely online.

DFWNCI Courses Assessed During 2020-2021

| Program | Course(s) | Program | Course(s) |
|-----------------------|-----------|----------------------|---------------------------|
| Applied Mathematics | MAT 241 | English | LIT 300 |
| Africana Studies | AFR 227 | Fraud Examination | ACC 308 |
| Criminal Justice, BS | CJBS 250 | Global History | HIS 300, HIS 425 |
| Computer Science | CSCI 272 | Humanities & Justice | HJS 315, HJS 410, HJS 415 |
| Criminology | SOC 203 | Law and Society | LWS 425 |
| Economics | ECO 213 | Political Science | POL 101, POL 225, POL 409 |
| Total Programs | 13 | Total Courses | 17 |

Note: DFWNCI list is from Spring 2020-Fall 2020

Summary of Findings:

Improvements:

Goal 3. *Embody and promote our values of equity, diversity, and inclusion.*

Objective e. *Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design.*

2020 Benchmark. *No framework for shared understanding.*

2025 Key Performance Indicator. *Framework document produced after one year, # faculty participating in discussions and development opportunities; 15 Inclusive OER Gen Ed courses revised or developed; # of students per year impacted by revised courses.*

Programs Reporting Equity Based Assessment Practices

| Program | Equity Based Assessment Practice |
|------------|--|
| Art, minor | Practicing Embodied Learning by using trauma-informed pedagogy and strategies to incorporate the lived experiences |

| | |
|--|--|
| | of students to promote cultural competence, and increase social and emotional intelligence. |
| Africana Studies, minor & Human Services and Community Justice, BA | Students were given the option to choose between two types of final exams: an individual and a group assignment. Using a combination of low- and high-stakes assessments. |
| Anthropology, BA & Deviance, Crime and Culture, BA | The department's Curriculum Committee, in collaboration with the department's Racial Justice Initiative (RJI) group, began a comprehensive assessment of the department's ANT course titles and course descriptions. Courses were reviewed according to 21 racial justice themes in order to determine how each course effectively and explicitly highlighted (or failed to highlight) attention to issues of racial and social justice. |
| Forensic Psychology, BA | In line with the Psychology's Department 2020-21 commitment to developing anti-racist practices and curricula, in Spring 2021, the Curriculum and Assessment Committee undertook a review of course syllabi in all 200-level required courses in the major to assess our faculty's focus on learning objective, 2.5: Students will recognize and acknowledge the impact of racial, social, cultural, historic, economic, and other factors and their intersections in scientific inquiry. |
| Forensic Mental Health Counseling, MA | Shift some of their class assignments from a focus on "getting it right" to a focus on giving students an opportunity to practice, creating meaningful experiences, stimulating their critical thinking skills, helping them to build skills more generally, and giving them opportunities to engage in self-reflection |