

EVIDENCE

PROGRAM ASSESSMENT FOR CONTINUOUS IMPROVEMENT

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Vice President for Student Affairs Joe Marchetti, Assessment coordinator Sonia V. Gonsalves, and Assistant professor of Psychology Jennifer Lyke were among the presenters at the 2005 AAC&U conference in Atlanta. The theme of the conference was "Creating Shared Responsibility for Learning Across the Curriculum" and the Stockton session was "Assessing the Shared Learning Goals of Student and Academic Affairs". The three presenters outlined strategies to identify and assess learning outcomes that are shared by student affairs and general education and described a model that was used at Stockton to organize and assess the student learning outcomes that relate to citizenship, leadership, diversity, and service. More than fifty faculty and administrators from colleges across the United States attended the session. You can see the slides from the presentation at:

<http://www.aacu.org/meetings/ppts/1>

Assessment activities in Criminal Justice

Christine Tartaro

Criminal Justice is considered a social science, so papers are generally written according to the American Psychological Association's (APA) formatting and citation rules. One of the goals of Stockton's CRIM program is for students to be familiar with these rules and be able to format their papers and cite sources properly. The program has been working to assess students' knowledge of the APA rules for over a year.

The APA assessment instrument was developed by the Stockton College Psychology program. The Criminal Justice program shortened the test to 21 questions and modified some of the remaining questions and answer options. The modified instrument addressed three aspects of writing a research paper: general paper formatting, in-text citations, and bibliographical citations. The first period of data collection occurred at the end of the fall 2003 semester and the first week of the spring 2004 semester. Three criminal justice professors offered to distribute the surveys during their class periods and collect them on the same day. Of the 187 completed surveys, 182 were completed by criminal justice majors. Student performance across the three topics addressed in the instrument was consistent, with a mean of 41 percent on the bibliographical questions, 41 percent on in-text citations, and 44 percent on general formatting questions (Table 1).

The criminal justice program met to discuss the results of the assessment tests during the spring 2004 semester. The program agreed that two steps needed to be taken. First, all faculty who teach courses designated as a writing course will teach APA citation

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Program Assessment in the Master of Science in Occupational Therapy Program

Victoria Schindler

The Master of Science in Occupational Therapy Program is required to develop and implement a Program Assessment Plan by Middle States and by our accrediting body, The American Council for Occupational Therapy Education (ACOTE). With our ACOTE reaccreditation visit scheduled for Fall 2005, we expanded our Program Assessment Plan in June 2004 and have implemented it over the last 9 months. The following describes the process for the development of our Program Assessment Plan.

The first task we addressed was the development of Student Learning Outcomes. We devoted a retreat day to discussion of these outcomes. We divided these outcomes into direct and indirect measures of program effectiveness. We have 14 outcomes and they consist of items relating to the development of clinical reasoning skills, verbal and written communication skills, and skills needed to design and implement a research project. Next, we designed 10 measurement tools to achieve our student outcomes. We cross-referenced each outcome with the measurement tools to ensure that each outcome was addressed by at least one measurement tool. We then developed a calendar for completing the measurement tools on a yearly basis. The measurement tools are described below.

1. **Alumni survey** – We are required by ACOTE to conduct a survey of our alumni. This survey consists of questions outlining our graduates' professional employment, satisfaction with their employment, and the level of preparedness provided by their education at Stockton.

2. **Employer survey** – We are also required by ACOTE to conduct a survey of our alumni's employers. We mail this survey to our alumni and ask them to give it to their supervisors to complete. The survey is anonymous and we provide an envelope so that we are unable to determine the supervisor and the facility that is returning the survey. This survey addresses items such as rating our students' ability to be competent and professional in their work as well as recommendations for our program. We do not

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rules to their students. Second, the program would increase the number of sections of Criminal Justice Research Methods offered each year. A requirement for the research methods course is that students must write a research proposal. This proposal involves a literature review, so it seemed to be the most logical course to emphasize APA rules. This is a required course for all criminal justice students, and the faculty found that students were unable to get a seat in the class until they became seniors. The faculty responded by adding more sections of this class each year. In the past the program offered four sections of research methods, but this has been increased to six.

Two of the three research methods professors volunteered to conduct pre- and post-tests to compare students' knowledge of the APA rules when they begin the research methods course and then when they are ready to complete the course. Students in one summer class and one full-semester class received the tests. Between the two classes, there were forty-seven pre-tests and forty post-tests administered. Independent samples t-tests were conducted to determine whether students' knowledge of the APA rules changed. The independent samples test was used instead of the paired sample t-test, because students were not required to put their names on the tests, so it was not possible to match the pre-test scores to the post-test scores.

Results of the statistical analysis indicates that students did have a better understanding of APA rules at the end of the research methods classes (Table 2). Students correctly answered an average of 46 percent of the questions on the pre-test, but scored an average of 62 percent on the post test. This difference was statistically significant at the .01 level. Students also showed improvement on the questions addressing the creation of a bibliography and in-text citations. Differences in scores for both of these sections were statistically significant. The difference in scores for questions pertaining to general paper formatting was not large enough to be statistically significant.

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The program pre-tested two additional classes at the beginning of the spring 2005 semester. Post-tests will be administered in May. We are optimistic that these students will also show an improvement in their understanding of the APA rules.

Table 1: Student scores in 2003

	Mean	Median	Std. Deviation
Total percent correct	41.50	42.86	13.46
Percent correct on bibliography questions	40.72	44.44	16.98
Percent correct on in-text citation questions	40.74	42.86	20.45
Percent correct on general formatting questions	43.96	40.00	20.75

Table 2: Pre- and post-test scores for students in 2004

	Pre-test		Post-test		t	p
	Mean	SD	Mean	SD		
Total percent correct	45.59	13.68	62.14	14.10	-5.55	.000
Bibliography	4.09	1.44	5.60	1.79	-4.37	.000
In-text citations	3.30	1.57	4.88	1.60	-4.62	.000
General formatting	1.81	0.90	2.05	0.45	-1.62	.111

*We would like to thank Jennifer Lyke and Sonia Gonsalves for their assistance.

AAC&U On-Line Assessment Resources

Critical Thinking Assessment: http://www.aacu.org/issues/assessment/critical_thinking.cfm

Assessing Ethical Behavior: http://www.aacu.org/issues/assessment/ethical_behavior.cfm

Capstone Assessment: <http://www.aacu.org/issues/assessment/capstone.cfm>

Portfolio Assessment: <http://www.aacu.org/issues/assessment/portfolio.cfm>

Value Added Assessment: http://www.aacu.org/issues/assessment/value_added.cfm

MSOT

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have a high rate of return of these surveys so we mail them a 2nd time to increase our rate of return.

3. **Case Study Review Report** – Our students are required to complete case studies in 7 of our 20 classes in the curriculum. The case study reflects the student's ability to integrate theoretical information into evaluations, goals, and interventions for a client with whom they are working at their fieldwork site. We look at the average grade for the case studies in each class and develop a plan of remediation if the score falls below 89.

4. **Certification Exam Report** – Upon completion of the academic and fieldwork components of our curriculum, students must pass a national certification exam instituted by the National Board for Certification of Occupational Therapists (NBCOT) in order to practice occupational therapy. We look at the overall scores for the students as well as scores in individual domains on the exam. We look at our students' scores and compare them to the national scores. If our students' scores fall below the national average (which they have not), we develop an action plan.

5. **Faculty Course Review Summary** – At the end of each semester, the faculty conduct a review of their courses. We have developed a form to complete this which includes a general review of the course (e.g., assignments, grades), and well as SETs and student surveys. We write a summary of the course strengths and weaknesses and complete the form with an action plan. We review the plan the following year after it has had a chance to be implemented.

6. **Fieldwork Level I and Level II Report and Plan** – Our students are required to complete two types of clinical fieldwork. Level I fieldwork is completed one day per week for three semesters. Our curriculum is based on a developmental model, so the students complete fieldwork that corresponds with the population they are learning in class. We evaluate the students' level of performance on Level I fieldwork and develop an action plan if the students' performance falls below 89. Our students also complete Level II fieldwork. Upon completion of the academic portion of the curriculum, our students complete two three-month rotations at clinical sites. A fieldwork evaluation is completed on each

of the students and we evaluate each section of 7 sections on the Level II Fieldwork Evaluation Form. Again, we develop an action plan if the students' scores fall below a standard we have set.

7. **Professional Behaviors** – Each semester our students are evaluated on their professional behaviors. This is a two-part process. Students write a paper in which they answer specific questions regarding professional behavior and the faculty rate each student on their behaviors by completing a form. We have set a standard for this item, too, and develop an action plan if our students fall below this standard.

8. **Student Exit Survey Review** – Upon completion of each semester our students complete a survey of the classes for that semester. We request information on items such as course content, teaching ability of the faculty, and accessibility of the faculty in addition to several other items. Faculty use the results of this survey in the Faculty Course Review Form. Students score each item on a score of 1-5. Courses falling below a 3.4 require a remediation plan.

9. **Student Research Acceptance Report** – Our students are required to work in small groups with a faculty mentor to design and implement a research project. This work is completed over the course of three semesters. Upon completion of the project we require our students to submit the project for presentation at our annual New Jersey Occupational Therapy Conference. We assess the number of students who have had their project accepted for submission.

10. **Student Applicant Data & Student Retention Report** – We track the number of students applying to our program, number of applicants accepted, and number of students who complete each semester of the program. We develop an action plan if we lose students due to academic problems.

Although we have 10 items that we monitor on a yearly basis, we spread the assessment over the course of the year. In that way it is manageable. All of our measurement tools have a standard that needs to be met. If the standard is not met, a remediation plan is required. If you are interested in learning more about our assessment program or would like to see any of the materials developed, we would be happy to share them with you. We have developed the plan into a manual and can send it to you via email.