

Evidence

Program Assessment for Continuous Improvement

Introduction from Carra Hood, Guest Editor

“You listen to the audience. The audience is wrong individually and always right collectively. If they don't laugh, it isn't funny. If they cough, it isn't interesting. If they walk out, you are in trouble.”

Peter Stone, scriptwriter

I am the Guest Editor for this issue of Evidence.

For the November issue, I solicited short-takes (250-500 words) from faculty, staff, and administrators across the campus on any aspect of assessment/feelings about assessment/experiences with assessments/missteps and regrouping in relation to assessment.

In my call for short-takes, I explained that contributors might write about an assignment or a course, Program, School assessment project. They could share a short-take on an aspect of assessment, like rubrics or goal

alignment, an annotated list of your most interesting assessment sources – in particular, those of general interest across the campus, an overview of an assessment project for a professional organization or for a field-wide initiative. Since many of us learn assessment strategies from attending conference panels, I encouraged contributors to share tips or processes acquired in that way – and perhaps the outcomes, if an idea from a conference panel ended up integrated into Program assessment or adapted for use in the classroom.

I received the collection ap-

pearing in this issue, which ranges from short-takes sharing rubrics to those reviewing conference presentations, reflecting on course resources/assignments, and designing co-curricular learning and engagement activities.

Thanks to everyone who took the time to write up assessment short-takes and who shared assessment resources. Thanks, too, to Mary Ann Trail for designing this issue of Evidence.

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Making *The New York Times* Work for You

The New York Times Readership program here at Stockton is booming; our readership rate across campus of hard copies are up to 85% this Fall 2013 semester and our online usage is higher than any previous semester. Since Fall 2012 semester, when the 2020 grant was

awarded, many faculty members took advantage of utilizing the newspaper as an interdisciplinary tool in their courses connecting their in-class scholarly readings with current events via up-to-date multimedia and online tools.

In addition to having the *New York Times* in the classroom, the Office of Service-Learning runs a variety of events and dialogues outside the classroom. For example, every Friday we offer roundtable discussions of the week's news in the Campus Center Overlook Lounge



New York Times Continued from previous page

Headliners.” We also utilize *The New York Times* as a resource for our lively Democracy Café dialogues focused on political and civic issues hosted by the Office of Service-Learning and American Democracy Project (ADP)/Political Engagement Project (PEP) with our co-sponsors, the Campus Center & Event Services. Live webinars are hosted monthly on

diverse topics from Healthcare Reform to Self-Awareness by professionals in these fields, as well as provide an opportunity to have real-time conversations with our students via the web. Last year two student leaders, Cameron Glover and Gianna Milazzo, were invited to *The New York Times* building for a day of leadership workshops for aspiring journalists. In September, we had *New*

York Times journalist Kirk Semple come to the campus for a workshop with the staff of the *The Argo* and a campus-wide lecture on his reports regarding migration/immigration personal stories in our local Tri-State community. For more information, stop by the Office of Service Learning for a conversation with our staff to find out what benefits you might be missing. —Daniel Tome

“Feedback should take place while it is still relevant...and students should be given opportunities ...to demonstrate learning from the feedback”

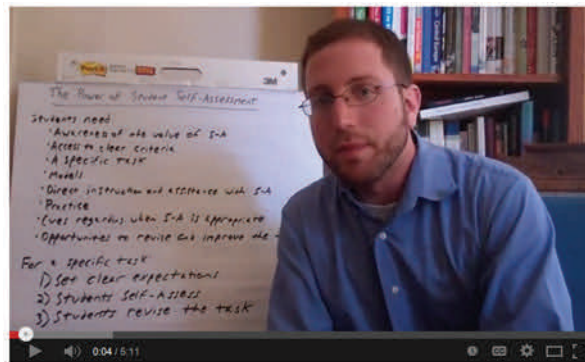
T Crooks, *Impact of Classroom Evaluation Practices*

You might have come across the concept of student self-assessment in your research, the titles of articles in professional publications, or in conversations with colleagues.

You might think self-assessment means students grading themselves or writing reflections on assignments after handing them in for grades. You might think that students cannot effectively self-assess because they tend either to think too

highly of themselves or too critically. You might steer clear of asking students to self-assess since you have no idea how to assess their self-assessments – or if you even should; in fact, you do not know what to do with their self-assessments at all. According to Elliot Haspel in “The Power of Student Self-Assessment” (<http://www.youtube.com/watch?v=XJ8f9yLteQ>), student self-

assessment can contribute to students’ learning. When done well, it creates habits that leads students to self-directed learning. Haspel notes that



student self-assessment works best when done formatively and with the aid of a rubric, particular when the rubric used for self-assessment is also the rubric used for grading. In addition, student self-assessment should never be done if students do not also have the chance to revise; without that opportunity, the practice of student self-assessment falls flat Haspel

argues.

You can find Haspel’s video on the YouTube channel for *Best Practices Weekly*: <http://www.youtube.com/user/BestPracticesWeekly?feature=watch>.

You can subscribe to the channel or visit the *Best Practices Weekly* website at <http://bestpracticesweekly.com/>.

If you would like to read more about student self-assessment, go to Heidi Andrade’s article “Promoting Learning and

Achievement through Self-Assessment,” which appears in the spring 2011 issue of *Better: Evidence-Based Education*, 3(3); an article abstract is available at <http://www.betterevidence.org/us-edition/issue-7/promoting-learning-and-achievement-through-self-assessment/>.

—Carra Hood

e-Portfolios, ELO and Assessment of Student Learning: Highlights from the 2013 Assessment Institute at IUPUI

“ ‘We have an earthquake under our feet’—federal, state, social, cost, and access issues are pushing how students can take courses—and that is resulting in higher education becoming more fragmented, and providing disintegrated ways in which students can take classes. Students can take courses anywhere and transfer them into colleges—but what is missed is the integrative aspect usually found in our current collegiate structure.”

That quote, from the Welcome Address of the 2013 Assessment Institute at Indiana University-Purdue University Indianapolis this October, set the tone for the presentations and research shared at the conference. Bret Eynon, Associate Dean for Teaching and Learning at LaGuardia Community College, CUNY, gave one of the keynote addresses on “Catalyst for Learning: The Difference that ePortfolio Makes” at the 2013 Assessment Institute at Indiana University-Purdue University Indianapolis this October. The address focused on the value of ePortfolios and the difference that ePortfolios can make to students, while providing assessment information for faculty and demonstrating learning related to institutional goals. The ePortfolio is a repository of student artifacts that 1) demonstrates evidence of student learning across disciplines and semesters, 2) provides students with opportunities to reflect on their learning across disciplines and semesters, 3) links the classroom to experiences and life

goals, and 4) demonstrates integrative learning. “We want students to get beyond ‘What do I take to get a degree?’ to seeing their college work as integrative learning—to see how their experiences in jobs and co-curricular, community and family activities contribute to their learning—a holistic approach—and ePortfolios support this integration” stated Eynon. Documenting and organizing student work and linking it to institutional or disciplinary competencies, e-Portfolios provide an alternative to traditional assessment of student learning outcomes solely based on grades or standardized testing.

Research conducted through the C2L (FIPSE-funded national Connect to Learn network—findings of the study will be published in the upcoming edition of *Catalyst for Learning*), suggests ways that reflective ePortfolio practice can support authentic outcomes assessment and also build student engagement, deepen learning, and advance retention and progress toward graduation. Use of ePortfolios 1) correlates with student success, retention, pass-rates and GPA. At LaGuardia Community College, students enrolled in e-Portfolio courses have greater success than those enrolled in non-portfolio courses; 2) shows evidence of deeper student learning: student learning is made visible and advances higher order thinking and integrative learning; and 3) engages students in sharing information for feedback from

others, collaborating on shared projects, and encourages students to make connections between ideas.

In addition to presentations on the advantages of ePortfolios for students and faculty the conference had panels on their use in documenting student progress on Essential Learning Outcomes (ELOs). In one example from Utah Valley University (UVU), representatives described the ways in which the faculty re-certified general education courses by identifying the ELOs met in each course. Faculty at UVU also created curriculum maps showing where and to what level program outcomes and ELO are addressed in major and general education courses. To do this, UVU faculty developed an ePortfolio reporting form for assessing the ELOs (<http://www.uvu.edu/academicassessment/elohistory.html>).

At UVU, assessing ELOs started in general education courses and then was integrated into the other courses at the university. Also, Blinn College adopted the AACU VALUE rubric for teamwork to evaluate students’ reflections on teamwork assignments. The University of Wisconsin, Oshkosh designed ePortfolio assignments to align with ELOs.

—Diane Holtzman and Amy Hadley

Recent Assessment Initiatives in Marketing

The Business Program regularly engages in assessment of learning goals through our core courses which includes Marketing Principles. The marketing track was tasked with establishing a rubric to assess oral presentation skills in the Marketing Principles course in support of program assessment and pursuit of AACSB accreditation. In the fall semester of 2012 the full-time and adjunct marketing faculty collaborated on developing the rubric for evaluation of students' oral presentation as well as an assessment guide. The process including drafting an instrument, developing a grading scale (e.g., 14-17 points = Acceptable) and establishing overall standards (e.g., Maximum of 20% of students assessed fall into the Not Acceptable range).

Oral Presentation Rubric

Criteria	Advanced (4)	Proficient (3)	Needs Improvement (2)	Warning (1-0)	Score
Voice	Excellent projection, clarity, and pace.	Good projection and clarity.	Fair projection, difficult to hear.	Poor projection, barely audible.	
Body	Excellent posture and gestures, connected to the topic.	Sufficient posture and gestures, connected to the topic.	Few gestures, not enough connection to the topic.	Irrelevant gestures, poor posture, and no connection to the topic.	
Face	Excellent eye contact and interest in topic; is enthusiastic.	Adequate eye contact and interest in the topic; some enthusiasm.	Some eye contact and some interest in the topic; little enthusiasm.	Poor, infrequent eye contact, no interest in topic; no enthusiasm.	
Format	Excellent research, preparedness, organization, and quality of message.	Adequate research and organization.	Some research and organization.	Minimal research, no organization.	
Content	Full understanding of topic.	Good understanding of topic.	Partial understanding of topic.	Poor understanding of topic.	

Scale: Excellent 18-20 points
 Acceptable 14-17 points
 Not acceptable Under 14 points

The support of both full-time and adjunct faculty was enlisted and the latter received extensive guidance about the process. Data was collected in five Marketing Principles sections and spanned the entire spring 2013 semester. Data was analyzed during the summer and it was determined that students scored very well in the aggregate. This was attributed, in part, to the fact that oral presentation skills are honed as students' progress through their core business courses.

In September, at a meeting of the Business Program, it was determined that the marketing track would assume responsibility for assessing digital technology literacy because it's a natural complement to oral communication. During the current semester, the marketing faculty again collaborated about a rubric for evaluation, an assessment guide, a grading scale and overall standards for gauging digital technology literacy. The evaluation of students' skills in digital technology literacy will parallel the procedure used for assessing students' oral communication skills. At this juncture, the only issue that has not been resolved is whether assessment will occur with individual students or in a team setting. The assessment will be administered in the spring 2014 semester and data will be tabulated and reviewed during the fall 2014 semester by the marketing faculty. Areas of students' strengths and weaknesses will be identified and closing the loop activities will be discussed. The results will be presented to the Business faculty at a Business Program meeting and actions (if needed) to strengthen students' oral presentation and digital literacy skills will be proffered. [Report submitted by Dr Jen Barr](#)

Technology Tools and Teachers

The use of technology in education is ever increasingly important in this era of global, competency-based learning of the twenty-first century (Cognetta, 2012). Authentic opportunities for technology integration in education seem to have considerable value when used to foster competencies in students and make learning meaningful. It is particularly important that educators of future teachers model the integration of technology-based learning experiences and make technology literacy an essential part of the curriculum (Jerald, 2009). In a study that sought to model the meaningful integration as a measure of engagement and formative feedback, the results revealed that future teachers developed competency with specific technology tools as evidenced by their use of these tools in the lesson plans they created.

In a study I conducted on use of technology in teacher education, students learned to successfully use tools integrated as part of the instructor's pedagogical and methodological practices which served as a valuable model for future teachers. Students not only demonstrated

increased competency with the tools that were modeled by the instructor, but the results also revealed that 93% of students also chose to integrate the use of technology tools in the lesson plans they created as part of the course assignments (Cydis, 2013). Research has shown that students develop this competency through integrative learning which fosters students' ability to make connections between new and existing knowledge, skills and experiences, needed to respond to changing needs of society (Carey, 2005).

Through the integration of methods that integrate the use of technology, students recognized the role that technology plays in education and ultimately chose to integrate technology in the lesson plans they created as part of the course requirements. The use of technology in education serves as a great model for pedagogical practices of educators at any level of instruction in addition to creating a value for methods of instruction that integrate technology as an authentic approach to building competence in future teachers.
—Susan Cydis

"...for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction through which formative assessment aids learning."

P. Black, *Inside the Black Box*.

References:

- Carey, S. J. (2005). Statement on integrative learning. *Peer Review*, 7(4), 3.
- Cognetta, S. (2010). Preparing students for a twenty-first century global workplace in an era of accountability. Retrieved from <http://digitallibrary.usc.edu/assetserver/controller/item/etd-Cognetta-3714.pdf>
- Cydis, S. (2013, Under Review). Fostering technology literacy in future teachers: Authentic instruction and competency-based education. Manuscript currently under review at *The Journal of Technology and Teacher Education*.
- Jerald, C. D. (2009). Defining a 21st century education. Center for Public Education. Retrieved from <http://www.centerforpubliceducation.org/Learn-About/21st-Century/Defining-a-21st-Century-Education-Full-Report-PDF.pdf>

Rubrics for Social Work Writing Projects

There are many different ways to design a rubric. Dr. Lisa Cox of the Social Work program, shares two for writing projects in social work courses. These rubrics reflect the writing elements important to the work in that discipline and to the goals of particular social work course assignments. Rubrics can be used to communicate formative (on drafts, in preparation for revision) and summative (on final version) comments.

SOWK 4602 Seminar in Social Work Practice II
GRADE RUBRIC: Cultural Diversity Book Review Paper

Student name: _____

Dr. Cox (Due March 8, 2012)

AREA COVERED	MAXIMUM POINTS	POINTS EARNED
Citations, APA style	5	
Book's Main Theme/Importance	25	
Author? Expertise? Data type?	25	
Chapter of concern? Why	15	
How related to issues at agency?	15	
New interventions discovered or discussed; How to use insight at field agency?	10	
Written expression (spelling, grammar, syntax)	5	
Submitted on time	5	
Total points	100	
Grade		

Comments

“OVER TIME, STUDENTS MOVE FORWARD IN THEIR LEARNING WHEN THEY CAN USE PERSONAL KNOWLEDGE TO CONSTRUCT MEANING, HAVE SKILLS OF SELF-MONITORING TO REALIZE THAT THEY DON’T UNDERSTAND SOMETHING, AND HAVE WAYS OF DECIDING WHAT TO DO NEXT.”

Earl, Lorna. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*.

Course: SOWK 4601- 002 (Cox)

Grade: _____

STOCKTON COLLEGE OF NJ
Social Work Program
Rubrics for Writing Evaluation

Student's Name _____ Title: Strengths Paper

Date 10/10/13

Organization:

- > **Introduction** is engaging and sets up the thesis effectively.
- > **Thesis** is stated clearly.
- > Each **body paragraph** is unified by a focused **topic sentence** relevant to the thesis.
- > **Supporting details** within each paragraph are organized logically and coherently.
- > **Conclusion** is creatively drafted to provide a sense of closure.

EXCELLENT *GOOD* *ADEQUATE* *WEAK* *POOR*

pts

Content:

- > **Supporting details** within body paragraphs are **accurate, relevant, and complete**.
- > Writer **smoothly integrates information from source(s)** to support assertions.
- > Development of details indicates in-depth analysis and critical thinking through **use of rhetorical patterns**.

- > Writer carefully anticipates the **audience's** questions and expectations.

EXCELLENT *GOOD* *ADEQUATE* *WEAK* *POOR*

pts

Purpose:

- > Paper fulfills the purpose and requirements/criteria of the assignment.
- > Analyze Graybeal and Lee articles (theme, purpose, H/R?; Methods)
- > Findings compared and contrasted
- > Contributions to social work knowledge

- > Contribution to your personal knowledge / Recommendation?

EXCELLENT *GOOD* *ADEQUATE* *WEAK* *POOR*

pts

Writing Conventions:

- > Sentences are free of errors in **grammar, punctuation, spelling, and usage**.
- > **Sentence patterns** are **varied** in length and structure.
- > Writer avoids **repetition and wordiness**.

- > Writer uses **appropriate word choice**.

EXCELLENT *GOOD* *ADEQUATE* *WEAK* *POOR*

pts

Format:

- > Writer observes the **format** as specified by the instructor.
- > **Citations** are properly documents (according to the APA guidelines).
- > **Bibliographical** entries are properly documented on the "References" page.

EXCELLENT *GOOD* *ADEQUATE* *WEAK* *POOR*

pts

Writing Center Required: Yes No
General comments are on the reverse side.