

Evidence: Program Assessment for Continuous Improvement

COACHE: A Study of Faculty Satisfaction

This academic year (2013 - 2014) Stockton participated in a national survey of faculty job satisfaction. This survey research is part of the Collaborative on Academic Careers in Higher Education (COACHE) program, which has been operating from the Harvard Graduate School of Education since 2003. Between November 2013 and January 2014, one hundred and thirty eight faculty completed the survey. Of these, 80% were tenured, 17% were on tenure track but not yet tenured. Fifty seven percent were women.

The summary report from the

COACHE survey will be sent to the college in April. At that time, we will have not only the summary data for Stockton, but also the national comparisons, and comparisons with our selected peers.

The overall picture is of a very satisfied group of faculty. Eighty four percent (84%) of the faculty agreed or strongly agreed with the statement *"If I had to do it all over, I would choose to work at this institution"*; 9% disagreed or strongly disagreed with the statement. Eighty-seven percent (87%) of the faculty are satisfied or very satisfied with Stockton as a place to work (3.7 % are not

and 50% are able to balance the teaching, research, and service activities that are expected of them. Forty-eight percent (48%) of faculty are satisfied or very satisfied with the recognition that they receive for advising but 22% are dissatisfied, or strongly so, with the recognition for advising. Most faculty (60%) are satisfied or very satisfied with the job that the Provost is doing to ensure that they have input in establishing priorities for Stockton.

When our full report is available, it should precipitate useful reflection, analysis, and discussion of our environment and engagement.

Day of Scholarship 2014

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At this year's Day of Scholarship research showcase, several participants from last summer's Assessment Institute gave presentations on their work. Those of you who missed their excellent talks will be able to read about their work in the next two is-

ssues of *EVIDENCE*. Marilyn Vito outlined the ways in which she used Personal Response (Clicker) technology to assess the ethical growth of her Business students. Susan Cydis (EDUC) used a rubric to assess a performance-based unit that was de-

signed to teach her students to develop a literacy lesson plan. Shanthi Rajaraman discussed her assessment of grace in Indian dance. April's Evidence will feature the work of Christine Gayda-Chelder as she explores the assessment of reflective thinking.

ASSESSMENT OF ELO: ETHICAL REASONING

MARILYN VITO, ASSOCIATE PROFESSOR OF BUSINESS

Having worked on the ELO task force for Ethical Reasoning, I had a vested interest in establishing some model for assessment on that particular ELO. Moreover, having taught ACCT 4110—Auditing as a “V” course for more than ten years, I felt compelled to find an effective assessment model for measuring improvement in ethical reasoning skills. This had not been part of the grading process, which focused only on the objective evaluation of whether students “learned” the principles and rules of the CPA Code of Conduct. When the call for the 2013 summer Assessment Institute came out, I jumped at the chance for guidance and collaboration with colleagues.

First step: establish measurable objectives:

Objective 1: Establish a baseline assessment of existing skills in ethical reasoning at the outset of the course.

Objective 2: Infuse the course of study with formative assessments throughout the semester.

Objective 3: Determine if the course of study and formative assessments had any impact on the development of ethical reasoning skills.

Objective 1 – Baseline Assessment

In order to use a “Turning Point” clicker quiz approach, and with help from our assessment director, I designed a series of nine questions with multiple choice responses administered in a slide show. The questions had *preferred responses* flagged, but students were informed that there were no “right” or “wrong” answers. Each question had an *escape response* such as “Unsure.”

One advantage of the clickers is that they allow tracking individuals, so later responses can be tracked for comparison. Additionally, Turning Point polling software creates reports summarized by question and/or participant, which was extremely helpful in the analysis phase.

Objective 2 -- Formative Assessments

Writing assignments, already embedded in the syllabus as W2 assessments, were used as instruments to measure ethical reasoning skills as well, and supplemented with additional learning tools.

Assignment 1 – Blackboard assignment in week 3 of the semester:

“Instructions: Write a paper describing an ethical dilemma you have faced in a work or school situation, and describe how you resolved the dilemma. Be sure to include full details, including any extraneous influences on your decision process. Enumerate the parties affected by the situation and how your relationship to them might have influenced your decision.

View grading rubric for guidance on how your paper will be assessed, and give yourself a grading evaluation before turning in the paper.”



The ELO map provides three levels of assessment for the Ethical Reasoning component of the papers. An added fourth level recognized the possibility that students might not have the basic “awareness” described in the map. The final rubric was defined as:

Skilled (33 points/100 total): Properly identified ethical dilemma. Clearly identified role in the dilemma.

Clearly identified stakeholders. Alternative courses of action identified. Impact on stakeholders from each alternative clearly articulated. Decision described and explained with clear reasoning.

Competent (25 points/100 total): Properly identified ethical dilemma. Clearly identified stakeholders. Clearly identified role in the dilemma. Alternative courses of action identified. Decision described and explained with clear reasoning.

Novice (8 points /100 total): Situation described does not fit the definition of an ethical dilemma. Does not clearly identify role in the situation or what decision must be made. Ambiguous description of a decision made that purports to resolve the situation.

The remaining 67 points for the paper were distributed in the rubric for Organization (34/100) and Grammar/Spelling (33/100), which did not affect the ELO assessment directly.

The rubric was modified slightly for a final written paper assignment due week 13 to emphasize reference to professional guidelines for accountants that were studied during the semester. Throughout the course, frequent reference to ethical reasoning was integrated in lectures, visual aids (slides and YouTube video), and group projects. As a final assessment, the baseline quiz was revisited in the last week of the semester, with students using the same clickers assigned to them for the first quiz. The two assessments were compared for each student participating to determine whether they changed responses and had a higher percent of *preferred responses* after exposure to ethical reasoning learning exercises. Results are displayed in the table below:

	Increase %	Increase #	Decrease %	Decrease #
Changed	20	20	3	3
Same	4	4	0	0
Average Change	15.56%	1.40	-11%	-1

With respect to paper grades on ethical reasoning assignments, the final paper showed measurable improvement in the grades on the papers as shown in the table below:

Grade levels achieved	Assignment #1	Assignment #2
> 90	8	14
>75, <90	8	3
<75	7	6

It should be noted that the analysis on paper grades did not drill down to compare only the ethical reasoning components, so the results are somewhat blurred by the scores assigned for writing competency.

Conclusion:

The evidence supports a general improvement in Auditing students’ ethical reasoning skills. Moreover, the level of sophistication in applying ethical reasoning can be deemed to have improved as well, based on the more challenging assignment at end of semester when students had to examine a real situation described in a news article. Critical to the success of the assessment was the ability to integrate the formative assessments into existing course assignments. However, these assignments by their nature have a heavy time burden for grading and analyzing results, thereby limiting the amount that can be accomplished in one semester. Thus, continued assessments in future semesters and further analysis are needed to pinpoint specific areas of instruction that might lead to greater improvements.

ELO Ethical Reasoning definition and map: http://intraweb.stockton.edu/eyos/elo/learning_maps_June2013/Ethical%20Reasoning_Final%20Learning%20Map_June2013.pdf

YouTube video on ethical reasoning: http://www.youtube.com/watch?v=U_6-6llRIYU

ELOs and a Significant Learning

SUSAN CYDIS, ASSISTANT PROFESSOR OF LITERACY

The connection between Stockton's Essential Learning Outcomes and the competencies teacher candidates acquire is an important consideration for students enrolled in EDUC 3105 Literacy Development. Students develop an awareness of the ELOs they are acquiring and articulate learning through meaningful assessment tasks as they collect evidence of ELO competencies.

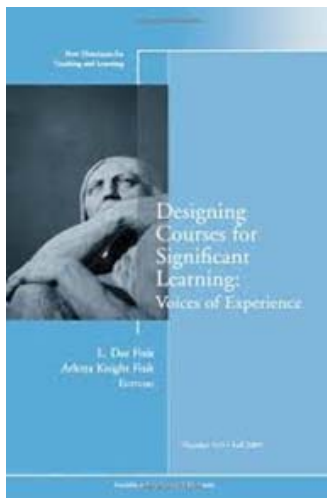
The overriding goal for students in this course is to develop a philosophy for literacy instruction. Based on research proven best methods of instruction, students explore the pedagogy that supports student achievement and literacy development. To accomplish this goal, students are required to develop a unit of instruction and integrate the instructional skills and strategies they are learning and will need to perform successfully as a future teacher in the real world setting. This unit is developed as an electronic portfolio and serves as evidence of the competencies students acquire as a result of the learning and assessment tasks in the course. This tool could then also serve as a criterion referenced, authentic, performance-based component of an assessment program at the program or college level. This reflects level 3 on Maki's assessment taxonomy (Maki, 2004).

Essential Learning Outcomes acquired through this performance-based opportunity for learning include creativity and innovation, program competence, critical thinking and communication skills. Students need to take a creative stance and develop innovative lesson plans through a constructivist approach to developing an original unit of instruction. They must think critically about the attributes of well-designed lesson plans and reflect upon the methods that most effectively foster learning in children as they design plans for their e-unit. Ultimately students develop a philosophical belief for literacy instruction and communi-

cate those beliefs through a philosophical statement, an important artifact included in the e-unit which can then be shared with potential employers.

Using a web-based program, students showcase the unit of instruction created over the course of the semester. This electronic portfolio creates an authentic purpose for designing lesson plans as a resource and an artifact to demonstrate competence in lesson plan design as well as technology integration. This portfolio can then be shared with a potential future employer and serves as evidence of competence in lesson plan design and a sound philosophical perspective.

In the electronic unit, students create a thematic home page with links to specific lesson plans, an annotated book list to support the theme, a children's book authored by the student as well as a reflective statement that communicates the author's teaching philosophy. Many of the future teachers also choose to integrate additional components to further enhance the final product including audio, animated components and enhanced backgrounds, some of which are demonstrated in



the following examples, "[Pete the Cat](#)", authored by Meghan Hooper, "[The Very Hungry Caterpillar](#)", authored by Rachael McFadden, "[You've Got a Friend in Me](#)", authored by Jessica Devlin, and "[The Polar Express](#)," authored by Alexandria Simpson. These examples further illustrate the competencies students acquire through this significant learning experience (Fink, 2013).

Rubric for Assessment of Learning and ELOs:

In an effort to measure the progress students make on the essential learning identified as outcomes of the course, the rubric includes indicators from Stockton's ELO learning maps. The ELOs are represented on a rubric to identify which of these outcomes students acquire through this learning and assessment task at the end of the course. Students refer to the rubric which

communicates the expectations for performance and the varying levels of competency that can be demonstrated in completing this task. The course culminates with students' performance-based presentations of the electronic portfolio as evidence of the competencies they possess and can demonstrate for future employers through this opportunity to communicate their competence.

As teacher candidates develop the competencies needed for a successful career in the field of education, a core course in Stockton's Teacher Education Program offers students the opportunity to demonstrate essential learning through meaningful experiences. Through the process of critical reflection, students begin to build a learning portfolio (Zubizarreta, 2008) and collect tangible evidence of the attainment of professional knowledge, skills dispositions and essential learning outcomes needed for success in the real world.

References

- Fink, L. D. (2013). *Creating Significant Learning Experiences*. New York: JOHN WILEY & SONS INC.
- Zubizarreta, J. (2008). *The Learning Portfolio: A Power-*

ful idea for Significant Learning. *The IDEA Center: Insight, Improvement, Impact*, 44, 1-7.

- Maki, P. (2004). *Assessing for learning building a sustainable commitment across the institution*. Sterling, Va.: Stylus.



HOLISTIC HEALTH MINOR ASSESSMENT

SHANTHI RAJARAMAN (CHEM) AND MARY LOU GALANTINO (HLTH)

Since our middle state accreditation five years ago, assessment in the Holistic Health Minor (HHM) has "taken flight" and we implemented several strategies. First and foremost, the quality of our course offerings have been reviewed by an assessment committee and new courses are reviewed using a specific rubric. Secondly, we instituted the use of an e-portfolio capstone¹ for student assessment of program goals, since students may take any 5 courses from a selection of 30 different options. Finally, students evaluate the program through an on-line survey. Two overarching goals of the HHM are:

1. Interprofessional Education: To provide courses taught by a qualified and interdisciplinary faculty that identifies and defines the available holistic therapies and their relevance in modern health care. Students learn the philosophical rationales and aesthetic foundations for such therapies. Further, they learn to think critically about holistic health, evaluating therapies on the basis of empirical, peer-reviewed research, and to apply this perspective to decision-making processes with various disciplines in healthcare.

2. Information Literacy/Research: To encourage faculty and students to collaborate in undertaking quality research. These efforts would help address the need to evaluate critically and fairly the theoretical bases, efficacy and safety of holistic treatments and their role in the health care system.

Given the college-wide Essential Learning Outcome (ELO) initiative and through our experience in the 2013 Summer Assessment Institute, we proposed a pilot investigation for integration of ELO across the minor to measure information literacy (IL). A proposal was submitted to the Institutional Review Board which was approved last September and each student signed an informed consent. The IL ELO Survey was distributed to students enrolled in 9 HHM courses in Fall 2013.

SPSS 21.0 was used for analysis of the data. Descriptive & paired t-tests (pre/post data) revealed significant changes from baseline ($p < .01$) on all 5 questions of the IL ELO rubric. However, little knowledge about ELO was noted by students and some faculty as well. Results show that IL in each HHM course improved over a 15 week semester. For meaningful data analysis, we need both pre- and post- results over several semesters. The preliminary data is encouraging that there is indeed IL skills learned by the students in each of the 9 HHM courses where the ELO survey was administered. Five additional courses have been identified and the survey was administered at the beginning of the Spring semester. Therefore, at the end of Spring 2014, we will be in a position to gain further insight into a promising trend noted in our preliminary analysis in 14 HHM courses. We can also selectively analyze the IL competency of HHM students vs. general students enrolled in these 14 courses as HHM requires their students to have an e-portfolio¹. This is another tool that can give

insight into the acquisition of IL throughout all student graduates of the HHM. Recognizing that the IL survey administered is an indirect measure in a relatively small sample size (~35 students per class and in a total of 14 class sections) in comparison to the entire study population at Stockton, we aim to simultaneously use a direct measure and correlate the findings from both type of analysis and for a larger sample set by administering this over a few semesters to gather a more complete picture of student learning across the HHM courses.

The challenges we mainly face are the interpretability of the ELO IL rubric and the availability of a comparable online tool to administer for online courses. Future goals include for the short term, continuing with indirect measurement across remaining HHM courses in Fall 2014 and Spring 2015 (HHM courses offered each year). For the long term, we aspire to add another dimension through direct measurement and perhaps, identify one or two more ELO's that might be a theme through all HHM courses for future assessment studies. For example, GAH 2206 (Intro: S. Indian Classical Dance) may be the pilot for this in Fall 2014 (considering Creativity and Innovation ELO since this is a dance performance course). We believe the HHM integrates many ELO's and the vision is to continue assessment in preparation for our next 5 year review of this growing program at Stockton campus.

Perks J, Galantino ML. The Development of an ePortfolio as a Capstone In a Holistic Health Minor. International Journal of e-Portfolios. 2013 Vol. 3(1),36-46. ISSN 2157-622X.

Assessment Committee

Meeting

April 3rd

4:30 PM CC MR1

Discussion of COACHE
faculty satisfaction survey