## Program Assessment in the School of Social and Behavioral Sciences

- **Criminal Justice**: 2
- **Economics**: 5
- **Gerontology**: 6
- **Political Science**: 7
- **Psychology**: 11
- **Social Work**: 16
- **Sociology/Anthropology**: 22
Program Assessment in the
School of Social and Behavioral Sciences

Criminal Justice

2004

Goals & Objectives To understand the level at which our students comprehend the APA rules.

Measures The program decided to administer a modified version of the APA instrument used by the Psychology Program. The instrument included 21 multiple choice questions about in-text and bibliographical citations as well as basic style rules. It was administered during the last week of the fall 2003 semester and first two weeks of the spring 2004 semester.

Outcomes 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.

Interpretation(s) of Outcomes Results indicated that our students need further instruction on APA issues.

Action All W2 courses taught by CRIM faculty will include an emphasis on APA style guidelines. The CRIM research methods class, which is also a W2, will include a stronger emphasis on these issues. The faculty chose research methods as the focal point for APA education, because it is in research methods that students learn to write a literature review.

2005

Goals & Objectives Students’ knowledge of style and citation methods of the American Psychological Association (APA).

Measures APA assessment instrument developed by the Psychology program, modified by the Criminal Justice program, administered to two sections of Research Methods (one in Summer and one in Fall, 2004). Pre- and post-tests were conducted 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.

Outcomes Between the two classes, there were 47 pre-tests and 40 post-tests administered. Independent samples t-tests were conducted to determine whether students’ knowledge of the APA rules changed. 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.

Interpretation(s) of Outcomes Results of the statistical analysis indicates that students did have a better understanding of APA rules at the end of the research methods classes.

Action The program pre-tested two additional classes at the beginning of the spring 2005 semester. Post-tests will be administered in May.
2006-2009

Goals & Objectives  Students’ knowledge of style and citation methods of the American Psychological Association (APA).

Measures  APA assessment instrument administered in Research methods. Pre- and post-tests were conducted 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.

Outcomes  We have several topics that need to be enhanced with regard to APA in our courses:
* How to format fonts, titles, and web information in the Reference Page
* How to do web citations
* Proper use of "%" and "percent" and "&" and "and"
* How to cite from an edited volume
* Where to cite in the sentence, how to cite multiple sources
* How to cite a direct quote
* List sources alphabetically on the Reference Page

Interpretation(s) of Outcomes

Action  Updated Research Methods course to target specific content that students did not learn. We've also started using Criterion online writing software in some sections so that we can see if this enhances student writing.

2007-2009

Goals & Objectives  Are CRIM students proficient in Statistics?

Measures  Pre-post test using program developed Statistical assessment tool.

Outcomes

Interpretation(s) of Outcomes

Action  Updated Statistics course to target specific content that students did not learn.

2009

Goals & Objectives  Are graduating CRIM students knowledgeable about various aspects of the Criminal Justice system?

Measures  This will start in Fall 2009. We will develop an instrument to measure CRIM knowledge of graduating seniors.

Outcomes

Interpretation(s) of Outcomes

Action  Will use the data to determine if required courses are meeting our needs and goals.
2010

Goals & Objectives
Knowledge of the application of APA in research writing

Measures Direct measure: Pre and post-test assessments of APA skills given in first and last week of class in CRIM 2141 (Research & Evaluation).

Outcomes Overall students scored significantly better in post test than they did in the pre-test. Nine (of 21) questions were sig. better. One was worse!

Interpretation(s) Students performed better on the formatting questions but had a lot of trouble on the in-text and reference page citations.

Action Research Methods will only be taught by full-time faculty. The faculty will focus on teaching and reinforcing in-text and reference page citations in fall 2010.

Goals & Objectives Knowledge of the application and analysis of statistics

Measures Direct measure: Pre and post-test assessments of statistical knowledge given in first and last week of class in CRIM 2145 (Statistics for CJ).

Outcomes Overall students scored better in post test than they did in the pre-test. There were some areas in which students did not perform well.

Interpretation(s) Students did NOT excel at any of the “Summation/Reporting Data” variables. They were also fairly weak in the “Causality” variables.

Action Statistics will only be taught by full-time faculty. The faculty will focus on incorporating more guidance in these two areas in fall 2010.

Goals & Objectives Knowledge of Criminal Justice topics immediately prior to graduation and after completion of all required CRIM classes

Measures Direct measure: pilot test given to students in two capstone courses in spring 2010. 75 questions (15 from each of 5 core courses).

Outcomes Students scored between 46% and 61% correct in each of the sections. Average was 51% on the tests.

Interpretation(s) Students did not “prepare” for the pilot since it was not part of the capstone grade. But the test did provide a starting point for refining the instrument for fall 2010.

Action Results for each core section will be scrutinized by the faculty committee and the instrument will be revised for the fall 2010 semester. Faculty will also offer study sessions for students.
Goals & Objectives

After taking a Micro or Macro Economics Class the students will:
1) Engage with current economic policy debates;
2) Develop an understanding of the use of quantitative reasoning for policy analysis;
3) Acquire some statistical literacy, particularly a beginning familiarity with the sources and definitions of basic economic data.

Measures

Survey instrument consisting of nine questions, some of which pertain to general economic awareness and some that are more specific to macro or micro topics, administered pre and post in 4 sections of the introductory classes (2 micro sections and two macro sections) in the fall of 2006. The survey scores (total) range from 0 to 9 with each complete and reasonable answer receiving a score of 1.

Outcomes

The comparison of the pre and post average scores shows a very encouraging trend. The average post-test score of 4.5 (n=101) is a marked improvement on the pre-test average of 1.8 (n=129).

Interpretation(s) of Outcomes

The posttest score has to be viewed in light of the fact that since the survey has questions based on both macro and micro material we do not expect most students to get all the questions right at the end of any one introductory course. Therefore a post-test average of 50 percent correct answers tends to indicate that the learning objectives of a single introductory course are being satisfied.

Action

We plan to repeat this introductory survey next year to compare trends and might do this on a recurring basis every few years.

Goals & Objectives

Have students developed the ability to think critically about the validity of data and the biases inherent in the use and presentation of data.

Measures

A CLA-model test was administered in the Senior Seminar in Economics (Economics Capstone) to assess the above question.

Outcomes

Students were able to identify and discuss misleading interpretations of data presented as percentages and rates of change and of correlation and causality. Some of the students were also able to identify issues relating to the reliability of data. For instance one of the pieces of information the students are asked to evaluate is an anecdotal account that is used as a generalized statement.

Interpretation(s) of Outcomes

Overall the results indicate that the students were able to identify all the relevant data issues in the test. This affirms that the learning goals are being satisfied.

Action

This generated some discussion about inadequate sample sizes and the use of survey data particularly in the news media. Also, results were shared through a report in Evidence.

Goals & Objectives

Assessing learning outcomes of the major as a whole.

Measures

Exit survey - asks students to identify level of familiarity with topics identified by the program.

Outcomes

The survey has been administered to graduating seniors periodically and the trend in the familiarity with topics has been examined by the program.

Interpretation(s) of Outcomes

Action

Results for the past two semesters will be evaluated this year (2009).
Economics 2010

Goals & Objectives To gauge students' familiarity with key economic concepts and ideas that the program expects graduating ECON majors to know.

Measures Exit survey administered to senior seminar students. Students indicate their familiarity with the concepts by assigning a value from 1-5 on the survey (1 = Not familiar 5 = Very familiar).

Outcomes Out of 75 concepts and ideas that the program expects economics majors to be familiar with only 9 concepts received a median score or 2 less.

Interpretation(s) of Outcomes The outcomes indicate that the program courses together do introduce students to a majority the basic concepts that the economics faculty consider to be the most important. There are only a few concepts which students are not at all familiar with.

Action Results were discussed at program meeting.

Gerontology 2009-2010

Goals & Objectives Do students graduating with a GERO minor know more about dementia than students who have not taken any GERO courses at Stockton?

Measures Direct: Alzheimer's Disease Knowledge Scale - 30 item true/false (Carpenter et al., 2009).

Outcomes GERO students scored significantly higher on the scale (M=24.53, sd =3.64) than Stockton students who had not taken Gerontology courses (M=19.8, sd = 2.63). The difference between the two groups was statistically significant, (t(37)=4.63 , p <.000).

Interpretation(s) of Outcomes Biopsychosocial content is required for Program of Merit status to be awarded by the Association of Gerontology in Higher Education, and a psychological course is not required of all GERO minors although it is covered in many elective courses.

Action Results were satisfactory and indicate that the curriculum adequately covers the topic of dementia for GERO minors.

Goals & Objectives Determine if students report learning about biopsychosocial and public policy areas of aging.

Measures Indirect: Self-report by students graduating with GERO minor.

Outcomes On 5 point Likert scale (1 = disagree strongly, 5 = agree strongly)
Biological: 4.6
Psycho: 4.7
Social: 4.5
PublicPol: 4.3

Interpretation(s) of Outcomes Determine needs to adjust curriculum requirements in essential areas of gerontology.

Action Will not adjust curriculum and consider use of direct measures of biopsychosocial theory and public policy content to determine competency.
Political Science

2006

Goals & Objectives: Are program students well prepared for their future careers and lives as citizens?

Measures: An indirect process in the form of a survey to alumni.

Outcomes: The survey has been contributing to longitudinal data going back two decades.

Interpretation(s) of Outcomes: These data speak to students’ career success and citizenship.

Action: Qualitative and quantitative measures are evaluated on an ongoing basis.

Goals & Objectives: Do program graduates develop a sophisticated knowledge of national and global political issues, a broad understanding of the sociopolitical and socioeconomic dynamics that inform these issues?

Measures: Research Methods requires an extensive project on a topic of individual choice. This project allows for assessment of quantitative and qualitative research skills. The Senior Seminar requires students to evaluate leading political science research and to present their own normative assessment of political issues. These two projects are integrated, as the final research paper in Research Methods is the starting point for the Senior Seminar project. The courses obviously allow for close evaluation of students, but they also provide an opportunity to assess POLS curriculum as a whole.

Outcomes

Interpretation(s) of Outcomes: The faculty teaching these courses meet regularly to discuss students and course effectiveness.

Goal & Objectives: Can program graduates think critically, analyze questions rigorously, and clearly express their analysis and conclusions orally and in writing?

Measures: A pre- and post-test developed by faculty to measure critical reasoning, analysis, and empirical knowledge.

Outcomes

Interpretation(s) of Outcomes: The pre- and post-tests will be administered in the Introductory course and in the Senior Seminar.
2007

Goals & Objectives  Critical thinking, analysis, and content.

Measures  Instrument made up of 20 multiple choice questions drawn from a 70-item bank, administered to students in Intro to Politics and Senior Seminar.

Outcomes  The program then met to discuss the cross sectional comparison of First-year students and Seniors, as well as POLS and non-POLS students in the large section of the first-year course (N=130). We were pleased to find a strong increase in mean scores along all three areas measured.

Interpretation(s) of Outcomes

Action  We are also continuing our alumnae survey and regular assessment discussions between the instructors of senior seminar and methods, our two core courses.

2009

Goals & Objectives  We are most interested in learning whether students have learned critical thinking and analytical skills that will help them in their post-college careers. Specific questions include:
A. Are students able to understand evidence and arguments?
B. Are students able to use evidence (defined broadly) to structure arguments?
C. Are students able to effectively communicate evidence and arguments through writing and speech?

Measures  1) Focus group conversations with graduating seniors, 2) portfolios that are collected in senior seminar, and 3) alum surveys that date back to the 1970s.

Outcomes  We will provide a short annual report that will include a qualitative presentation of our findings.

Interpretation(s) of Outcomes

Action  The results will be distributed to POLS faculty and discussed at annual meetings. The results will lead to changes in how courses are offered. Indeed, the POLS program has used these assessment methods to inform changes in our courses and curriculum over the last several years, such as the incorporation of tracks into the major.

Goals & Objectives  Professional preparation.

Measures  Alumni surveys, student portfolios, focus groups with graduating seniors, and periodic pre-post testing.

Outcomes  The faculty continue to find that students benefit from focused training and coursework toward professional preparation.

Interpretation(s) of Outcomes

Action  Faculty are continuing to develop and promote their new tracks in Social Studies Education, Pre-Law, and Sustainability and Environmental Policy.
Goals & Objectives Writing Skills.

Measures Alumni surveys, student portfolios, focus groups with graduating seniors, and periodic pre-post testing.

Outcomes Writing skills of graduating seniors are not as strong as the faculty would like.

Interpretation(s)

Action Faculty are striving to incorporate a greater amount and variety of critical writing assignments into their curricula.

Goals & Objectives Students' level of experience in the analysis of social science.

Measures Alumni surveys, student portfolios, focus groups with graduating seniors, and periodic pre-post testing.

Outcomes Analyses of focus groups and portfolios have indicated that students are not as experienced in the analysis of social science research as the faculty would like.

Interpretation(s)

Action Faculty are integrating the analysis of scholarly articles into existing courses.

2010

Goals & Objectives To provide students with an understanding of local, national and global political and social issues and policies.

Measures Graduating student focus groups and surveys of graduates.

Outcomes Very Good for international and national. Fair for Local.

Interpretation(s) Strong program courses that ensure a full scope of instruction in political and social issues on the national and international stage.

Action Continue current efforts, and consider ways of improving our instruction of state and local issues.

Goals & Objectives To develop the ability of our students to think critically and rigorously, and analyze complex arguments thoughtfully.

Measures Senior Seminar assessment and faculty collaboration.

Outcomes Improving.

Interpretation(s) An enhanced focus on critical thinking in multiple introductory and advanced program courses.

Action Continue current efforts.

Goals & Objectives To effectively express their views, knowledge and analysis in written communication.

Measures Senior seminar and faculty collaboration.

Outcomes Very Good.

Interpretation(s) Inclusion of writing skills in multiple program courses. Increase in POLS courses with ‘W2’ designation.

Action Continue current efforts with possible effort to increase focused writing instruction and assignments in advanced courses.
Goals & Objectives: To effectively express their views, knowledge and analysis in oral communication.

Measures: Senior Seminar.

Outcomes: Fair.

Interpretation(s) of Outcomes: While most students demonstrate strong verbal skills, a minority remain less-skilled.

Action: Possible enhancement of presentation and discussion requirements in some program courses.

Goals & Objectives: To understand and critically evaluate the application of sophisticated quantitative analysis to social and political questions.

Measures: Research Methods and Senior Seminar outcomes assessment.

Outcomes: Good and improving.

Interpretation(s) of Outcomes: Increased assignment and discussion of quantitative research in several program courses.

Action: Continue to assign quantitative readings in program courses.

Goals & Objectives: To be able to apply basic quantitative analysis to general social and political questions.

Measures: Research Methods.

Outcomes: Good.

Interpretation(s) of Outcomes: Requirements of Research Methods as a core course for all majors, and maintenance of high standards in this course. And use of basic statistical methods in several other program courses.

Action: Continue to enhance the use of basic statistical methods in appropriate program courses.

Goals & Objectives: To provide our students with the skills and general preparation necessary for professional success.

Measures: Graduating student focus groups and surveys of graduates.

Outcomes: Very good for general life and career skills, less successful on specific career transition support.

Interpretation(s) of Outcomes: Lack of adequate career transition support.

Action: Current initiatives will help improve early student awareness of curricular options and increase guidance for graduating seniors in their transitions.

Goals & Objectives: To establish the knowledge, understanding and enthusiasm for engaged citizenship on the part of our graduates.

Measures: Graduating student focus groups and surveys of graduates.

Outcomes: Good and improving.

Interpretation(s) of Outcomes: Recent enhancement and expansion of the Washington DC program, adding local internships in Trenton, New Jersey, and the incorporation of service and engagement projects in some program courses provide markers for assessing how POLS majors utilize experiential knowledge to understand current social/political issues and further their own pre-professional development.

Action: Increasing use of service and engagement projects by program faculty. Continued enhancement of local and state internship options.
2004 Psychology

Goals & Objectives  To assess students' understanding of statistics.

Measures  During the summer of 2003, we developed an instrument to assess students' reading and understanding of statistical results and had it approved by the program faculty. The instrument was first administered in the Fall 2004 semester in all sections of Experimental Psychology and Statistics. In the Spring 2004 semester, the instrument was administered again in the first week of the semester to all sections of Experimental Psychology and Statistics, including the Advanced Statistics seminar.

Outcomes  Fall: Native Stockton students scored better than transfers, and students who had had Experimental Psychology scored better than those who had not.
Spring: This time around there was no difference between the scores of transfer students and non-transfers, but there was a significant negative correlation with the number of transfer credits. Also, students who had taken Statistics scored better than those who were currently enrolled; students who had taken Experimental Psychology scored better than both those who had not and those who were currently enrolled; and Students who had taken Advanced Statistics scored better than those who had not, but not better than those currently enrolled.

Interpretation(s) of Outcomes  Fall: These findings provided some actual evidence that students are learning how to understand statistics in our courses. However, they also indicated that there is much more to be done since overall students' scores were surprisingly low.
Spring: The comparisons of students in various classes generally confirmed our expectations that both Statistics and Experimental Psychology make a difference to students' abilities to read and understand statistical results. However, the average score of students on this seemingly innocuous instrument was 51%, with some questions answered wrong with a frequency significantly greater than chance. In other words, there are clearly some basic things students are not learning in our psychology classes about how to read and understand statistics.

Action  We will have more information once the posttest is administered at the end of this semester, but it seems clear that weaknesses in students' understanding remain in spite of the significant gains they make in our classes. The faculty will need to make an ongoing and coordinated effort to address this problem.
2004

Goals & Objectives To assess students’ understanding of APA style.

Measures During the summer of 2003, we developed an instrument to measure students’ understanding of APA style and had it approved by the program faculty. We then administered the APA style instrument as a pretest in all Fall 2003 sections of Statistical Methods and Experimental Psychology, two core courses taken by all psychology majors. At the end of the semester, we administered the instrument to the same classes.

Outcomes Preliminary analysis of the pretest results for students’ understanding of APA style indicate that scores of students who have taken Experimental Psychology were significantly better than either those who have not taken it or those who were currently enrolled ($F(2,127) = 9.51$, $p < .001$). We are currently in the process of analyzing the posttest results for the APA style instrument as well as the results from the instrument to evaluate students’ understanding of statistics.

Interpretation(s) of Outcomes On the basis of these results, we suspect that taking Experimental Psychology is effective in helping students understand APA style.

Action To continue developing our assessment strategy, one short-term objective is to again administer pre and posttests for this instrument in Experimental Psychology and Statistics classes in Spring 2004. In addition, we will identify two more content areas for assessment and begin development of instruments for these areas.

2009

Goals & Objectives Can our majors understand statistics in published research in the field?

Measures We developed an instrument, Reading Statistics and Research, to measure students' familiarity with, and comprehension of statistics in published articles.

Outcomes

Interpretation(s) of Outcomes

Action To re-examine the articulation agreement with ACCC for the acceptance of their statistics course as a pre-requisite for Experimental Psychology.

Goals & Objectives Do our majors know the disciplinary style of writing, the APA style?

Measures We developed an instrument to measure students' abilities in APA style writing.

Outcomes

Interpretation(s) of Outcomes

Action To propose an APA style writing class.

Goals & Objectives Critical thinking and analytic reasoning.

Measures CLA-like Performance Task, developed by Professors Connie Tang and Sara Martino. Pre- and post-assessments were conducted in all four sections of Experimental Psychology (Spring 2009), using a web format for standardization.

Outcomes

Interpretation(s) of Outcomes

Action
### 2009

**Goals & Objectives**

Future questions will assess comprehensive knowledge, skills, and values. For example, do students understand the nature of psychology as a discipline? Can they interpret statistical results and write with an appropriate level of formality? Do they under

**Measures**

One tool we are piloting is an analysis of papers written in all senior-level seminars. A random sample of papers is now collected from these courses, to be analyzed for certain writing outcomes.

**Outcomes**

**Interpretation(s) of Outcomes**

The data will be used primarily for the purpose of curricular improvement. For instance, the data will inform the faculty whether there should be more uniform experiences in core courses and in senior-level seminars.

### 2010

**Goals & Objectives**

To assess whether students can identify a major flaw in an experimental design.

**Measures**

Online performance task.

**Outcomes**

Over 100 students performed the task online. Results did not show any relationship between their performance on the task and the number of psychology courses they had taken ($r = .13, p > .10$).

**Interpretation(s) of Outcomes**

These data suggest that we can improve as a program in teaching the essentials of experimental design.

**Action**

Before firm conclusions can be made, the task needs a few modifications, followed by new data collection.

**Goals & Objectives**

To assess students' critical thinking skills.

**Measures**

CLA Crime Reduction Performance task and Drunk Driving performance task, constructed by Sara Martino and Connie Tang.

**Outcomes**

Currently evaluating the data this summer [2010] to see if the course shows an increase in critical thinking skills.

**Interpretation(s) of Outcomes**

**Action**
Goals & Objectives In Julia Sluzenski's Experimental Psychology class, to measure:
1) ability to identify the type of research design,
2) ability to critique the flaws in a research design, and
3) knowledge in ethics in social science research.

Measures Three pre-post assessments, two using open ended questions to assess students' knowledge, and the other a performance-based task where students had to critically analyze a flawed research design.

Outcomes Students improved significantly in all areas, and the gains were large. Professor Sluzenski was especially impressed with their gains in #2 (ability to critique the flaws in a research design), which was a more performance-based assessment than a pure knowledge-based assessment.

Interpretation(s) of Outcomes Students were given practice on the questions (not the exact questions, but similar ones), and were told that the practice was relevant to their final exam (the post test was in fact part of their final). Since the assessment was part of their grade, they may have taken it more seriously.

Action Professor Sluzenski has since made the course almost completely about skills and problem solving. For instance, instead of having to read a textbook on a regular basis, and having to take multiple-choice exams, students spend their time in performance-based skills, such as by reading and summarizing journal articles, writing 2 different kinds of research papers, designing an experiment, and taking performance-based exams (e.g., an exam on the use of SPSS software).

Goals & Objectives In Jessica Fleck's Experimental Psychology (PSYC3242): to assess the effectiveness of Personal Response Systems (PRS) for student learning of APA style during in-class exercises.

Measures Pre/post-test design of APA knowledge.

Outcomes Results showed a significant improvement in students' understanding of the material.

Interpretation(s) of Outcomes

Action

Goals & Objectives In Jessica Fleck's Seminar in Cognitive Neuroscience (PSYC 3641): to gage student level of preparation prior to class.

Measures Critical thinking exercises.

Outcomes Students' preparation was far superior to that of prior semesters and it allowed discussions to include most students in the class.

Interpretation(s) of Outcomes

Action

Goals & Objectives In Jessica Fleck's PSYC 2215 - Cognitive Psychology: to assess effectiveness of critical thinking exercises.

Measures End-of-semester surveys.

Outcomes Most students liked the exercises and felt that they enhanced their understanding of research design and theories in cognition. Students were also generally more prepared for group discussions than in the past.

Interpretation(s) of Outcomes

Action
Goals & Objectives: Jennifer Lyke and Michael Frank: to compare student performance in online and face-to-face sections of PSYC 3392 - Theories of Counseling.

Measures: Student performance on 10 weekly quizzes.

Outcomes: Preliminary analyses show no difference between classes, thus far.

Interpretation(s) of Outcomes: 

Action: 

Goals & Objectives: In Nancy Ashton's distance ed. sections of PSYC 3322 - Lifespan Development: to see if there were grade differences when the stimulus was a video clip vs. a still photo or chart.

Measures: Grades on student papers.

Outcomes: There were no differences.

Interpretation(s) of Outcomes: 

Action: 

Goals & Objectives: To see if there are differences in student performance between distance ed. and face-to-face sections of Nancy Ashton's PSYC 3322 - Lifespan Development classes.

Measures: Student grades.

Outcomes: In the process of comparing outcomes; no results yet.

Interpretation(s) of Outcomes: 

Action: 

Goals & Objectives: In Nancy Ashton's distance ed. sections of PSYC 3322 - Lifespan Development: to see if there is a relationship between concepts in required discussion postings and correct/incorrect quiz answers.

Measures: Student discussion postings and quiz results.

Outcomes: Analysis not yet complete.

Interpretation(s) of Outcomes: 

Action:
Goals & Objectives: Apply critical thinking skills within the context of professional social work practice.

Measures: Four different instruments—the Stockton Social Work Program Exit Survey, two course evaluations, and the Quantitative Analysis of Senior Field Evaluations. Items were rated on 5-point scales.

Outcomes: All items were rated by 87% or above at the two highest levels (for example “Extremely Well Prepared” or “Very Well Prepared”).

Interpretation(s) of Outcomes: According to the results, we do very well on this objective. The Stockton Social Work Program Exit Survey and the two course assessments are student self-assessments. It is not surprising that students believe that they possess excellent critical thinking skills, but this particular method of measuring success certainly raises some concerns about validity. However, the ratings of field instructors (Quantitative Analysis of Senior Field Evaluations) appear to confirm the self-assessment ratings.

Action

Goals & Objectives: Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.


Outcomes: Students generally rated the Program as very successful in teaching them to practice within the values and ethics of the profession (with results ranging from 78% to 98% successful).

Interpretation(s) of Outcomes: The validity of these results would be questionable, but validity is supported by the field instructors, who rate students as 93% successful on this objective. We were happy to note that practicing within the values and ethics of the social work profession was one of the strengths most frequently mentioned by field instructors in the narrative field evaluations.

Action

Goals & Objectives: Demonstrate the professional use of self.

Measures: Four student self evaluations - the Stockton Social Work Program Exit Survey, the BEAP Exit Survey, and two course evaluations; and one field instructor evaluation - the Quantitative Analysis of Senior Field Evaluations.

Outcomes: Students rated themselves highly on the mastery of this concept, with scores that ranged from 72% successful to 88% successful. The student self assessments were again confirmed by field instructors, who rated students as 85% successful in accomplishing this objective.

Interpretation(s) of Outcomes

Action
Goals & Objectives Understand the forms and mechanisms of oppression and discrimination and apply the strategies and skills of change that advance social and economic justice.

Measures Four student self-assessment instruments - the Stockton Social Work Program Exit Survey, the BEAP Exit Survey, and two course evaluations.

Outcomes Although students felt very confident about having accomplished this objective at the completion of the Ethnic and Minority Relations course, they were less confident at the conclusion of their studies—particularly as measured by the Exit Survey and the Senior Seminar course evaluation.

Interpretation(s) of Outcomes At first the relatively low rating on this objective surprised us. We spend considerable time in our classes discussing oppression and discrimination, and students appear to develop sensitivity to and a solid understanding of these issues. After exploring this issue with the students, we learned that students feel that they do not have enough confidence in their ability to “apply the strategies and skills of change that advance social and economic justice.”

Action To strengthen our Program’s ability to enhance students’ confidence in working to advance social and economic justice, we have adopted these strategies:
1. Practice instructors have developed ways to reinforce learning from earlier courses, such as Ethnic/Minority Relations. For example, Senior Seminar instructors include units on effecting social change and on working cross-culturally.
2. The Social Work Program now encourages students to participate in the statewide student conference on Affecting State Policy.
3. The Program also supports students to participate in lobby days (sponsored by the National Association of Social Workers) in Trenton and Washington.

Goals & Objectives Understand the history of the social work profession and its current structures and issues.

Measures Student self evaluations - Stockton Social Work Program Exit Survey and BEAP Exit Survey.

Outcomes All students who had taken the relevant course met our criterion for success.

Interpretation(s) of Outcomes

Action

Goals & Objectives Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

Measures Three student self-reports—the Stockton Social Work Program Exit Survey, the BEAP Exit Survey, and three course evaluations; and two field instructor evaluations - the Quantitative Analysis of Senior Field Evaluations and the Qualitative Analysis of Senior Field Evaluations.

Outcomes The results show that students feel well prepared to apply the knowledge and skills of generalist social work to practice with systems of all sizes. Field instructors also rated the achievement of this objective very highly—88% on the Quantitative Analysis of Senior Field Evaluations and frequently mentioned as a strength in the Qualitative Analysis of Senior Field Evaluations.

Interpretation(s) of Outcomes This is not surprising, because this objective reflects the primary purpose of the practice sequence—and students are generally very focused on obtaining practice knowledge and skills.

Action
Goals & Objectives Apply knowledge of biopsychosocial variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (individuals, families, groups, organizations, communities).

Measures The Stockton Social Work Program Exit Survey, the BEAP Exit Survey, and the Quantitative Analysis of Senior Field Evaluations.

Outcomes Students feel that they are well prepared in the knowledge of bio-psycho-social variables and theoretical frameworks. Field instructors also rated students as doing well in this area.

Interpretation(s)

Action

Goals & Objectives Analyze the impact of social policies on client systems, workers, and agencies.

Measures Six different student self-evaluations - the Stockton Social Work Program Exit Survey, the BEAP Exit Survey, and four course evaluations.

Outcomes Ratings from all data sources met our criterion for success.

Interpretation(s)

Action

Goals & Objectives Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.


Outcomes Students do not feel confident that they are able to meet this criterion, since both ratings were below the criterion we established for success.

Interpretation(s) We were not very surprised that students feel somewhat uncertain about their abilities in research. We have had a number of discussions in Program meetings about students’ anxiety about having to take a research course. Faculty members have been challenged to find innovative ways to approach the teaching of research, with some beneficial results.

Action To prepare students more effectively to understand and use research, we have done the following:

1. Research instructors are adopting new approaches to teaching research. For example, one instructor has developed her own booklet to get research concepts across in a more student-friendly way. Research instructors are also using more in-class exercises and to find more active ways to get students involved in research.

2. In the Senior Seminar, instructors are making concentrated efforts to assure that students are exposed to the research literature and discuss how the findings of research can be applied to their practice.
Goals & Objectives Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

Measures Three student self-evaluations - the Stockton Social Work Program Exit Survey, BEAP Exit Survey, and one course evaluation; and two field instructor evaluations - the Qualitative Analysis of Senior Field Evaluations and Quantitative Analysis of Senior Field Evaluations.

Outcomes According to the results of the self-evaluations, students feel well prepared in communication skills. The field instructor evaluations both supported students' self-evaluations.

Interpretation(s) of Outcomes

Action

Goals & Objectives Use supervision appropriate to generalist practice.

Measures Two student self-evaluations - the Stockton Social Work Program Exit Survey and BEAP Exit Survey; and two field instructor evaluations - the Qualitative Analysis of Senior Field Evaluations and Quantitative Analysis of Senior Field Evaluations.

Outcomes According to the results, students feel well prepared to use supervision. Field instructors validate students' self-assessment. Eighty-six per cent see students performing at an above average or exceptional level in the use of supervision, according to the Quantitative Analysis of Senior Field Evaluations. The use of supervision was also repeatedly mentioned as a strength in the Qualitative Analysis of Senior Field Evaluations.

Interpretation(s) of Outcomes

Action

2009

Goals & Objectives To meet field needs in a more comprehensive manner.

Measures A pilot model was initiated whereby MSW consultants were hired to do field visits and serve as liaisons to the faculty. All students were evaluated by field instructors.

Outcomes Results indicated a higher quality and more cohesive field experience.

Interpretation(s) of Outcomes

Action This assessment led to a faculty decision, in December 2008, to implement the field liaison model at all levels of field instruction in both undergrad and MSW programs in fall 2009. Liaisons will now become field adjuncts.

Goals & Objectives Field evaluations

Measures Field evaluations

Outcomes The finding that not all students are experiencing the range of activities necessary for professional preparation in their fieldwork.

Interpretation(s) of Outcomes

Action The program is providing additional training to field instructors, and students are now completing a field learning contract.
### Goals & Objectives
To what extent do students in each required major course perceive that course objectives have been achieved at semester's end?

#### Measures
Individual course questionnaires that ask direct questions about achievement of course objectives.

#### Outcomes

#### Interpretation(s)

#### Action
Results will be used to fine-tune content and teaching methods at the level of individual courses (e.g., past results of the semester evaluations of achievement of course objectives stimulated a small assessment research study in SOWK 3102, Fall, 2008).

### Goals & Objectives
How do Social Work Program alumni evaluate the contribution made by the Program to their preparedness to utilize social work knowledge, skills, and values in their professional lives?

#### Measures
New alumni survey that asks a series of questions about level of preparedness in each of the three domains mentioned above (knowledge, skills, values). The survey also includes common demographic questions and questions about the social work jobs of Program graduates.

#### Outcomes

#### Interpretation(s)

#### Action
Results will be used as a starting point for a Program-wide dialogue about ways that we might increase the level of preparedness of Social Work Program graduates for the structural and emotional challenges of generalist social work practice.

### Goals & Objectives
What is the extent to which students feel their experiences and individual courses have met the social work objectives?

#### Measures
Exit Survey

#### Outcomes
Results indicated that students lack confidence in applying the strategies and skills of change to advance social and economic justice.

#### Interpretation(s)

#### Action
Faculty have strengthened program content about effecting social change and on working cross-culturally.
The Social Work Program’s formal curriculum design is structured and delivered in a way that the Mission and Goals are operationalized into 10 core competencies and its respective 41 practice behaviors, which then become translated into course objectives, content, and assignments.

Our assessment plan to measure the competencies, as operationalized through measurable practice behaviors, is comprised of multiple measures: these are, 1) Self-Efficacy Survey, which includes all practice behaviors; 2) Senior Field Placement Evaluation completed by field instructors and students together, which includes all competencies and practice behaviors; 3) an Exit Survey of students, which includes all competency-associated practice behaviors and seven items to assess the implicit curriculum; 4) an Alumni survey, which also includes all competency-associated practice behaviors and seven items to assess the implicit curriculum.

Upon review of our findings, for the fall of 2009 and spring of 2010 semester, all assessment measures used indicated all competencies and practice behaviors met the benchmark we established (mean score of three or greater). Therefore, these data affirm our explicit curriculum.

These measures may need additional revisions to assure that we appropriately evaluate competencies and practice behaviors. For instance, it would be valuable to see comments from field instructors about students’ attainment of practice behaviors. Furthermore, the self-efficacy measure, exit survey, and alumni survey in their current forms assess student (and graduate) self-perception of the extent to which they feel they can perform each of the practice behaviors.

Our End-of-the-Year Program Retreat, held in June of 2010, provided us the opportunity to reflect upon findings for the academic year. We determined that although all Program competencies and practice behaviors in all measures met our benchmark (mean score of 3.0 or higher) we would infuse the curriculum with additional assignments that could enhance students’ mastery of practice behaviors that met our benchmark of 3.0 but obtained the lowest aggregate means in students’ self assessment and in field instructors’ assessment in the fall and spring, respectively. Most recent results also led us to consider administering the Self-Efficacy Survey to students in the introductory sequence of social work courses and students in the junior sequence of courses. This would allow us to measure students’ perception of their ability to perform practice behaviors associated with Program competencies across the Social Work Program curriculum.
Goals & Objectives To design a performance task assessment capable of evaluating the higher order cognitive skills of critical thinking, analytical reasoning, and problem solving.

Measures Social Work Performance Task Assessment (SWPTA), a CLA-style performance task assessment (pilot), administered pre/post to seniors in the Senior Fieldwork course first in Fall 2009, and again in Spring 2010. After extensive revisions to the scoring rubric and minor revisions to the task, it will be administered to a new group of social work seniors in September, 2010 (pre-test).

Outcomes 1) The pilot study demonstrated that scoring reliability was difficult to achieve using a complex rubric.
2) Student scores did not improve at Time 2.

Interpretation(s) of Outcomes 1) In its early forms the scoring rubric contained items that lacked clarity and were difficult for multiple scorers to rate consistently. Instructions to scorers were not explicit enough about what content would be awarded a particular score.
2) Because of reliability issues, we did not achieve a valid measure of critical thinking skills. Therefore, it is unclear whether or not we were able to detect change from Time 1 to Time 2 if it did occur. However, scorers are in agreement that critical thinking skills, including the ability to use empirical evidence, were lacking in this sample.

Action 1) We revised the scoring rubric and the task such that items conform more closely to the competencies and practice behaviors we are required by our accrediting body (CSWE) to assess. We will assess scoring reliability and student scores on the revised SWPTA during summer, 2011.
2) We have begun a discussion within the Social Work Program about how we teach critical thinking, and we will review the 2011 results with an eye toward using them to aid an approach to the systematic instruction of skills students lack.

Goals & Objectives To assess our implicit curriculum or learning environment.

Measures Seven items added as part of the Exit Survey.

Outcomes Findings showed that in the seven-item scale we administered to students as part of the Exit Survey, 73.4% or more of our graduating seniors agreed or strongly agreed with each item, hence our benchmark of success was met.

Interpretation(s) of Outcomes These findings affirm our implicit curriculum or learning environment.

Action We plan to continue to build on the strengths of our learning environment to assure even better student performance.

Sociology/Anthropology

2009

Goals & Objectives A) Is the student able to compose an ethnographic description based upon empirical observation of a cohesive cultural group? B) Can the student read and interpret graphs, including bar, line, pie, etc., as they describe tendencies in the measurement of sp

Measures Student selected works in a portfolio.

Outcomes

Interpretation(s) of Outcomes Share outcomes with other faculty and modify course content.
<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>To measure a range of outcomes, both qualitative (field research, written projects) and quantitative (statistical literacy), in two upper level, mandatory courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures</td>
<td>The Program agreed to conduct a holistic, blind reading of final projects from the courses &quot;Field Methods&quot; or &quot;Research Methodologies&quot; using a rubric that includes competencies related to qualitative and quantitative research methods.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Our first set of data was evaluated in 2009 and met our outcome expectations. This year’s data is being examined.</td>
</tr>
<tr>
<td>Interpretation(s)</td>
<td></td>
</tr>
<tr>
<td>of Outcomes</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Discussions are underway to add other rubrics to our Program Assessment.</td>
</tr>
</tbody>
</table>