

**Information Literacy (GE S5) in Research and Technology and the Capstone: Addressing the Gap**

*Craig Anderson, Librarian; Linda Cifelli, Librarian; Dawn Marie Dowd, School of General Studies; Janette González, Librarian; Melda N. Yildiz, School for Global Education and Innovation*

The General Education student learning outcome for information literacy (GE S5) is currently one of the SLOs required in the Research and Technology (GE 202x) course. Other courses also list GE S5 as an SLO. Anecdotal comments from Kean faculty, however, have noted that students, including those enrolled in Capstone courses, need to improve their information literacy skills. For Capstone students, soon to graduate, this is a very important concern, because information literacy is typically regarded as an essential skill for lifelong learning and is increasingly noted as a skill sought by employers in their job candidates (Head, 2012). It is important that steps be taken to strengthen the integration of information literacy into the curriculum at all levels.

This poster describes several collaborative efforts to integrate and assess information literacy in the GE 202x course. For instance, the course has a required Annotated Bibliography Assignment utilizing an Information Literacy Rubric, scheduled library instruction sessions, and opportunities for project-based learning and utilization of multimedia learning objects. Data derived from a number of information literacy assessments -- including the Project SAILS (standardized assessment of information literacy skills) test, the Annotated Bibliography Assignment/Information Literacy Rubric, and formative and summative assessments from project-based learning -- suggest additional opportunities for closing-the-loop activities that will enable information literacy to be mapped to the curriculum not only in GE courses but also in 3000- and 4000-level courses of major programs.

**The Use of Projects to Develop Quantitative Reasoning Skills**

*Leslie Dacosta, General Education*

Quantitative reasoning goes beyond basic math concepts. It is about applying the concepts to real life. It has been my experience that a student can better develop quantitative reasoning skills through the use of a project. By collecting, analyzing and interpreting data that matters to the student, he/she is in control of the learning process and connecting it to life.

In studying the effectiveness of the project in my statistics course, I have found this process to produce better understanding, retention and reasoning skills. This is evident not only by above average grades on the project and presentation, but by tests grades as well. Students scored higher on the test containing project material than on other tests in which the material was delivered by traditional lecture.

**Recreation Administration Program Review Experience***Fran Stavola Daly, Physical Education, Recreation & Health*

The Program Review process can be a challenging and rewarding experience for any academic program. This poster examines the Recreation Administration's program experience of completing the program review process. It identifies that this process is a collaborative experience that requires detailed organization skills; open dialogue among faculty, the administration, students, and staff, and a shared sense of commitment by all involved. Essential to a successful program review is identifying key sources of information that will support your efforts. These sources may exist within your own program or in university departments such as Institutional Research, Registrar and Office of Assessment. Multiple categories of data were examined including graduation rates, diversity profiles, native and transfer student statistics, and graduating student, alumni and current student surveys. Student field work evaluations, field work supervisor written comments and follow up phone interviews with field supervisors were also reviewed.

A well-constructed program review report should be clear, concise and connected to future academic program initiatives and budget requests. Successful completion of the process can reap numerous benefits to the future directions of a program. As part of the assessment experience, program review serves as a starting point for exploring past initiatives, current program outcomes and looking forward to future endeavors. The ultimate benefactors of the process are our Kean University students.

**Measuring Outcomes for a Communication Speech Lab***Deborah Johnson and Christopher Lynch, Communication*

Communication apprehension is one of the greatest fears students bring to the college classroom. Kean's Communication Department has sponsored a Speech Lab ( CAS 114) with the support of the Center for Academic Success. The Lab also has an outreach to classes seeking a speaker on topics such as how to manage fear or how to deliver a presentation. The poster shows how we have tried to measure student needs and progress and then report back to instructors so they can adapt to teaching needs.

**Raising the Assessment Bar through National Accreditation***Claudia Knezek, General Education; Patricia Morreale and Dennis Santamauro, Computer Science*

According to a study on national higher education assessment (NILOA, 2009), there are major differences in assessment information being collected at the institutional and program levels. Institution level data involves the use of national surveys, alumni feedback, and general knowledge testing to compare student-learning progress between academic institutions. On the program level, pre/post test examinations, external judges (certifying agencies), local surveys, rubrics, portfolios, alumni, and employer feedback are used to successfully assess student learning outcomes. Frequently, college and universities participate in attaining national accreditation to ensure that graduates are adequately prepared for post-graduate careers.

The College of Natural, Applied, and Health Sciences (CNAHS) maintains thirteen external accreditations. Currently, the Department of Computer Science is pursuing a national accreditation through the Accreditation Board for Engineering and Technology (ABET). The process begins with the submission of a self-study before the formal submission of a Request for Evaluation (RFE) and the internal preparation begins. Once accepted, the internal scope of work involves

- (1) linking all course objectives to student learning outcomes,
- (2) collecting student work examples, and
- (3) demonstrating the existence of a faculty-driven continuous improvement loop.

Preliminary results from the Computer Science Department have shown that course objectives are meeting students' learning needs in several areas.

### **Program Review: Lessons Learned from the Counselor Education Department**

*J. Barry Mascari and Blaire Cholewa, Counselor Education*

Program review is more than putting a document together. It is a process that requires the involvement of every member of a department or program if it is to be valuable and successful. This poster provides "lessons learned" about the program review process in the Counselor Education department at Kean University.

### **SMART Objectives**

*Mariann Moran, Occupational Therapy; Chad K. Austein, Graduate Admissions and Student Services*

It is challenging to write goals for an administrative unit such as Graduate Enrollment Management using SMART Objectives and ensure that the objectives are reaching the goal stated. This poster will show the transformation of general goals to SMART Objectives with specific measurable data, that is feasible, with the resources available, with a certain time, that is relevant to the goal, and reflect accrual department effectiveness.

### **Creative Thinking: Culturally and Linguistically Diverse Students**

*Mahchid Namazi, Communication Disorders & Deafness*

The research reviewed here shows that the manifestation of creativity may be culture specific and is sensitive to linguistic differences; creative thinking should be measured using nonlinguistic tasks. Furthermore, the diversity of our classrooms requires us to re-evaluate creative thinking as a construct emphasizing originality in thinking as this may be a Western mainstream perspective of creativity. These latter facts combined with the evidence that bilingual individuals have enhanced abilities in divergent thinking means that the measures of creative thinking we develop must be culturally and linguistically appropriate. Irish & Scrubb (2012) report that diverse instructional groupings, for example, allow students to learn about individual differences and to reflect on their own assumptions and beliefs, which in turn leads to looking at issues from different perspectives resulting in enhancement of creative thinking. In conclusion, the research on creativity and the measurement of creativity will be reviewed in the context of our multicultural and multilingual classrooms. Solutions will be proposed for measuring

creativity in a culturally and linguistically unbiased fashion such that the individuals who make up 46% of our student population are not inadvertently placed at a disadvantage.

**Assessment as Opportunity: Synchronize Program Outcomes with Student Learning Objectives with Focus on Globalization, Critical Thinking and Creativity**

*Julia Nevarez, Sociology*

Assessment is an on-going process that draws from experience to application and vice-versa. The critical perspective by which self-assessment occurs is informed by the general approach to a specific academic program in tune with the institution's mission. This presentation will include strategies developed in the Sociology program to better synchronize program outcomes and student learning objectives. I plan to share exercises that have been developed for students in our program that help enhance students' learning experience embedded in the context of globalization, critical thinking and creativity.

**Assessments of Students' Learning Outcomes & Social Agencies: Lessons Learned**

*Josephine Norward and Alan Lightfoot, Social Work*

Approaches and results to classroom and field-based learning outcomes assessment using fourteen practice behaviors as indicators of professional competency in nine areas of social work practice, are presented. In addition, results of online surveys of social agencies in the community used by the MSW program for students' field education are discussed. Results from both surveys of students' learning outcomes and social agencies have served as a catalyst to on-going program review to adequately prepare students to meet present day challenges as professional social workers.

**Assessing Student Learning Outcomes Using Pre- and Post-tests**

*Rongsun Pu, Biological Sciences; Claudia Knezek, General Education; Roxie James, Biological Sciences*

The biology program has established a set of student learning outcomes that highlight the knowledge and skills expected of students to demonstrate by the end of their program of study. In Fall 2012, a pilot pre- and post-test study was conducted in three courses of the BA Biology program to assess student learning outcomes. The three courses included two in the first-year sequence (BIO2200 – Cell Biology, and BIO2400 – Genes, Organisms and Populations), and BIO3704 – Genetics Lecture. In the pre- and post-test study, a common set of 10 multiple-choice questions was developed and used as the pre-test for all sections of the three courses. Another common set of 10 multiple-choice questions was used as the post-test. The pre-test results provided a benchmark for which instructional efforts and focus were to be directed throughout the semester. Additionally, the data should provide insight into the significance of pre-requisite courses on cognitive development and conceptual understanding.