

Learning Outcomes Oversight Committee (LOOC)
Annual Report
May 3, 2018

The Learning Outcomes Oversight Committee is committed to promoting, supporting, and ensuring effective assessment as an integral part of the student learning experience at the University of Rhode Island.

The LOOC committee affirms that program assessment is a university-wide responsibility supporting our commitment to curricular and student learning improvement. Data and results from outcomes assessment for all programs are examined in the aggregate only and are not used to evaluate individual faculty or students.

The charges to the committee are contained within 5.84.10-5.84.12 of the University Manual.

The following report is a summary of activity during the academic 2017-2018 year.

Item #1: Committee Actions

LOOC subcommittees approved the student learning outcomes Assessment Plans for the following *potential* programs and certificates:

- a. Undergraduate program: International Studies and Diplomacy
- b. Undergraduate program: Innovation and Entrepreneurship
- c. Undergraduate Certificate in Innovation and Entrepreneurship
- d. Post Masters Graduate Certificate: Psychiatric Mental Health Nurse Practitioner
- e. Graduate Certificate in Aquaculture and Fisheries
- f. Graduate Certificate in Science Writing

Item #2: Student Learning Outcomes Assessment Reporting and Academic Program Recognition

Since 2012, the University of Rhode Island has followed a cohort-based system for biennial reporting of the more than 120 accredited and non-accredited academic programs with a mix of graduate and undergraduate programs reporting every May at graduation. Programs are divided into one of two cohorts and roughly half of all programs report each May.

Success in learning outcomes assessment reporting is defined by two metrics: 1) Compliance with program reporting requirements and 2) Reporting Proficiency, the use of best assessment practices to examine learning. As was noted last year, beginning with the 2016 Cohort I reporting cycle, accredited programs now submit streamlined assessment reports in

recognition of their reporting demands for their accrediting agency or agencies. The May 2017 report cycle was the first time for accredited programs in Cohort II used the new reporting forms. All assessment reports are evaluated during the summer using a formal two-level faculty team review process. Faculty reviewers apply to evaluate reports, are vetted and trained with compensation provided by the Provost's Office.

In 2017, there were 12 Level 1 reviewers and 5 Level 2 reviewers. Faculty reviewers evaluate and score all reports using set rubric criteria which is available on the Assessment Office website. Two scoring rubrics guide report review accommodating the two types of assessment report forms. To meet expectations in reporting, non-accredited program reports are expected to achieve a score of *Well Developed*; accredited programs are expected to achieve a score of *Satisfactory*. Scores do not reflect a judgement about instructors nor about the learning results uncovered during the assessment process. Assessment results are used by the program for curricular improvement only.

A. Compliance and Reporting Proficiency Results for May 2017 Reports (Cohort II) Undergraduate Programs

Non-accredited:

13/16 of non-accredited programs submitted reports assessing a new outcome (Section I); of these, 11 met or exceeded expectations.

11/17 (of non-accredited programs were expected to submit reports following-up on recommendations made for improvement in prior reports (Section II); of these, 8 met or exceeded expectations.

Accredited:

8/8 of accredited programs submitted reports; all 8 met expectations.

Graduate Programs

Non-accredited:

8/14 of non-accredited programs submitted reports assessing a new outcome (Section I); of these, 4 met or exceeded expectations.

2/4 of non-accredited programs were expected to submit reports following-up on recommendations made for improvement in prior reports (Section II); of these, 1 met or exceeded expectations. (Note: This was the first report cycle for some graduate programs and re-assessment may not have been expected.)

Accredited:

7/14 of accredited programs submitted reports and scored satisfactory; all 7 met expectations.

Assessment Plans:

Outcomes assessment in graduate programs is guided by an Assessment Plan (2012/2013). This round, several Graduate programs focused efforts on revising Assessment Plans to better guide assessment efforts: 5 Plans were due; 4 were submitted; 3 required revision; 1 was approved.

B. Recognition for Excellence in Assessment Reporting for Undergraduate and Graduate Programs from May 2017, Cohort I:

These programs exceeded expectations in reporting by achieving overall scores* of *Advanced*, for major criteria areas in one or both sections of the report:

<u>Program</u>	<u>Department</u>	<u>College</u>	<u>Faculty Member(s) Submitting Report</u>
Undergraduate			
English (Sec I) BA	English	Arts and Sciences	Naomi Mandel
Environmental Science & Management BS (Sec I)	Natural Resource Science	College of Environment and Life Sciences	Laura Meyerson, Yeqiao Wang
German BA (Sec I)	Languages	Arts and Sciences	Damon Rarick
Human Development and Family Studies (Sec I & Sec II) BA	Human Development and Family Studies	College of Health Science	Karen McCurdy
Writing and Rhetoric (Sec I) BA	Writing and Rhetoric	Arts and Sciences	Ryan Omizo
Graduate			
Education, PhD (Sec II)	School of Education	Alan Shawn Feinstein College of Education and Professional Studies	Julie Coiro
Political Science MA (Sec I)	Political Science	Arts and Sciences	Kristin Johnson
Nutrition & Dietetics, MA (Sec I, Sec II)	Nutrition and Dietetics	College of Health Science	Ingrid Lofgren

* Feedback rubrics used to score each type of report can be found at:
https://web.uri.edu/assessment/planning_reporting_documents/

C. Recognition of Faculty Assessment Fellows

Faculty engagement in the assessment process is a critical part of meaningful and manageable assessment. Each spring, faculty have the opportunity to apply to become a Faculty Assessment Fellow to undertake peer review of undergraduate and graduate program assessment reports. Following report review, Fellows are encouraged to apply their experiences and knowledge as Assessment Mentors. Mentors volunteer for one year after the summer report review concludes to provide expertise to programs as they develop their reports. This practice began in fall 2017 and enhances the institution's capacity for excellence in assessment.

Faculty Assessment Fellows recognized for outstanding commitment to supporting learning outcomes assessment through participation in the peer review process for 2 or more years:

Participated 4 years:

Kristin Johnson, Political Science
 Ingrid Lofgren, Nutrition

Participated 3 Years:

Melissa Boyd-Colvin, Leadership Minor
 Adam Moore, Education
 Norma Owens, Pharmacy

Participated 2 Years:

Kris Bovy, Athropology
 Susan Brand, Education
 Aaron Ley, Political Science
 Christine McGrane, Nursing
 Miriam Reumann, History
 Cathy Semnoski, Education
 Susan Thomas, Music
 Simona Trandafir, Environmental and Natural Resource Economics
 Martha Waitkun, Communication