

Learning Outcomes Oversight Committee (LOOC)

Annual Report

April 16, 2015

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 charges to the committee (University Manual 5.84.10- 5.84.12):

Learning Outcomes Oversight Committee (LOOC) shall create policies for URI student learning outcomes assessment, data distribution and frequency of measurement at the university-wide level, with the approval of the Faculty Senate and the Provost. Such policies would include but not be limited to external reporting and the release of assessment data, setting of standards for outcomes assessment, identification of strengths and limitations of existing assessment practices and recommendations for resource allocation to enhance assessment practices.

The committee shall provide advice and guidance to the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) relevant to faculty learning of best practices of student learning outcomes and assessment and oversee implementation and facilitation of approved policies by the Office of Student Learning, Outcomes Assessment and Accreditation.

The committee shall also develop an ongoing review of the learning outcomes assessment process, interpret external expectations for university-wide learning outcomes assessment, including those of accreditation bodies and facilitate internal communication across units regarding ways of meeting those expectations.

Item 1. Recommended Revision to University Manual for LOOC Membership

As defined in the University Manual under section 5.84.13, the committee is representative of the entire University community. LOOC includes faculty members, representing all academic Colleges.

http://www.uri.edu/facsen/about/committees/committees_2014-2015.html

Current Language

5.84.13 The membership shall include **fifteen** faculty members appointed by the Faculty Senate: **four** from Arts & Sciences, one from each of the other degree-granting colleges and one from the University Libraries, as well as one faculty representative of each of the following committees, the **UCGE Subcommittee on General Education Assessment**, the Curricular Affairs Committee, the Teaching Effectiveness Committee and the Graduate Council. Faculty representatives **shall be individuals involved in assessment** in their departments/colleges. All faculty appointments shall be for three-year staggered terms. In addition, administrative members shall include the **Vice Provost for Academic Affairs**, the Dean of University College or the dean's designee; the dean of a degree-granting college; **two** designees of the Vice President for Student Affairs, one representative of the Office of Institutional Research; one representative of the Instructional Development Program; and the **Director of the Office of Student Learning, Outcomes Assessment, and Accreditation**. A graduate student, an undergraduate student, and a student representing the Feinstein CCE campus, appointed respectively by the Graduate Student Association, the Student Senate, and the FCCE Student Government Board shall also serve on the committee. A faculty member appointed by the Faculty Senate in consultation with the Provost and Vice President for Academic Affairs shall chair the committee. #06-07-25, #07-08-40

Proposed Language

5.84.13 The membership shall include faculty members appointed by the Faculty Senate: **two** from Arts & Sciences, one from each of the other degree-granting colleges and one from the University Libraries, one faculty representative of each of the following committees, the **General Education Committee**, the Curricular Affairs Committee, the Teaching Effectiveness Committee and the Graduate Council. Faculty representatives **should be individuals involved in assessment** in their departments/colleges. All faculty appointments shall be for three-year staggered terms. In addition, administrative members shall include the **Vice Provost for Faculty Affairs**; the Dean of University College or the dean's designee; the Dean of a degree-granting college; **one** designee of the Vice President for Student Affairs; one representative of the Office of Institutional Research; the **Director of the Office for the Advancement of Teaching and Learning or designee**; the **Assistant Director of the Office of Student Learning, Outcomes Assessment, and Accreditation**. A graduate student, an undergraduate student, and a student representing the Feinstein CCE campus, appointed respectively by the Graduate Student Association, the Student Senate, and the FCCE Student Government Board shall also serve on the committee. A faculty member appointed by the Faculty Senate in consultation with the Provost and Vice President for Academic Affairs shall chair the committee. #06-07-25, #07-08-40

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

The assessment process includes a biennial cohort-based reporting structure with a mix of graduate and undergraduate programs providing reports of student learning outcomes (SLO) assessment every May, at graduation. The reports are evaluated over the summer using a formal process created by the Office of Student Learning, Outcomes Assessment and Accreditation. Faculty reviewers apply to evaluate reports and are vetted and trained, with compensation provided by the Provost's Office. Scoring of reports include both individual components as well as overall evaluation using set rubric criteria. Scores of "well-developed" and "advanced" reflect meeting or exceeding campus reporting expectations, respectively. Other scores are "beginning" and "missing data".

Results from May 2014 (Cohort I):

Undergraduate:

28/35 (80%) of programs submitted reports assessing a new outcome; 75% received an overall report score of well developed or advanced

14/16 (88%) of programs submitted reports re-assessing an outcome using results from prior reports to make change; 57% received an overall report score of well developed or advanced

Graduate:

16/21 (76%) of programs provided reports assessing a new outcome; 75% received an overall report score of well developed or advanced

2/2 (100%) of programs submitted reports re-assessing an outcome using results from prior reports to make change; both received an overall report score of well developed or advanced

See summary descriptions of programs at: <http://web.uri.edu/assessment/files/2014-Academic-Program-Assessment-Report-Summaries-Cohort-I.pdf>

Program Recognition

Student learning outcomes assessment is an essential part of ensuring quality of student education at the University of Rhode Island. It takes significant time and effort on the part of faculty. The Learning Outcomes Oversight Committee, the Office of Student Learning, Outcomes Assessment and Accreditation and the Graduate School would like to recognize the following Cohort I programs and their faculty for their outstanding efforts in learning outcomes assessment. With rare exception, for each of these programs all criteria measures were judged to be well developed or advanced and they were all considered advanced in their overall scoring by reviewers:

Recognized Undergraduate/1st Professional Degree Programs

<u>Program</u>	<u>Department</u>	<u>College</u>	<u>Faculty Member Submitting Report</u>
History	History	Arts and Sciences	Joelle Koster
Journalism	Journalism	Arts and Sciences	John Pantalone
Political Science	Political Science	Arts and Sciences	Kristin Johnson
Public Relations	Communication Studies	Arts and Sciences	Regina Bell
Nutrition and Dietetics	Nutrition and Food Sciences	CELS	Cathy English
Wildlife and Conservation Biology	Natural Resources Science	CELS	Tom Husband
Doctor of Pharmacy	Pharmacy Practice	Pharmacy	Norma Owens

Recognized Graduate Degree Programs

<u>Program</u>	<u>Department</u>	<u>College</u>	<u>Faculty Member Submitting Report</u>
English Literature and Culture	English	Arts and Sciences	Kathleen Davis
English Rhetoric and Composition	Writing and Rhetoric	Arts and Sciences	Libby Miles
Masters in Environmental Science and Management	Natural Resources Science	CELS	Peter August Art Gold
Human Development and Family Studies: Developmental Science	Human Development and Family Studies	Human Science and Services	Sue Adams Karen McCurdy
Kinesiology	Kinesiology	Human Science and Services	Matt Delmonico
Pharmaceutical Sciences	Pharmacy Practice and Biomedical & Pharmaceutical Sciences	Pharmacy	Cynthia Willey

Highlights of the Outcomes Assessment Reports:

UNDERGRADUATE/1st PROFESSIONAL DEGREE

History

- This program routinely assesses all 7 program outcomes using a capstone course, and this round, followed-up on 3 recommendations for change this round.
- Plan to provide the curriculum map to undergraduate courses instructors to support a consistent level of instruction by sharing how their course contributes to the student learning goals for the program.

Journalism

- Comprehensive effort with strong faculty involvement assessing two years of student work in a required senior capstone portfolio to assess 5 program outcomes.
- Made and implemented many recommendations for change including improving the rubric, and several powerful suggestions for overall curriculum revision.

Political Science

- Thoughtful reflection and interpretation of the data.
- Assessed papers and projects from four 400-level courses with a faculty-approved rubric. Provided multiple recommendations for changes to curriculum, assessment process and faculty involvement.

Public Relations

- Assessed courses in one semester, and implemented recommendations for change in the following semester using mini-grant funds to support assessment activities.
- Promoted interdisciplinary faculty collaboration for assessment process and rubric development

Nutrition & Dietetics

- As an accredited program, provided data on 4 outcomes from 4 courses using a variety of assessment tools
- Presented a systematic method for data collection, using a combination of qualitative (survey) and quantitative data to examine program success and make recommendations for improvement.

Wildlife and Conservation Biology

- Overhauled assessment planning, outcomes and process
- Engaged several faculty members in the assessment and evaluation process for 4 outcomes; applied departmental rubrics and used national certification guidelines.
- Improvement focused on pedagogy and curriculum changes

Doctor of Pharmacy

- Assessed 3 core courses over 6 semesters and national licensure pass rates to monitoring achievement and learning process.
- Compared students across cohorts at URI and used national comparisons of success.

GRADUATE

English Literature & Culture

- Used successfully defended dissertation proposals over 6 years as source of to assess two outcomes.
- 16 faculty members participated in the assessment process and made recommendations.

English Rhetoric & Composition

- Improved sample size by using archived student work to assess research methods outcome: 5 years of student dissertation proposals, and 4 years of dissertation chapters. Examined research.
- Utilized faculty and graduate students on the assessment committee to prepare future academicians in assessment processes.

Masters in Environmental Science & Management

- Examined 3 outcomes using major paper *proposals* rather than major papers of students in their final semester using a standard rubric of criteria
- Proposed several actions to improve clarity for students and performance on measurable outcomes

Human Development and Family Studies: Developmental Science

- All faculty adopted and applied a thesis proposal rubric to proposals over one year
- Recommendations and Planning section was strong and included changes to the assessment process which includes having committee members use the rubric at the time of the defense to improve value of rubric scores

Kinesiology

- Comprehensive and clear report which assessed 3 outcomes using multiple sources of direct and indirect data to evaluate the success of the program; well-articulated rubrics and results.
- Maintain connection with graduates and include feedback for program improvement

Pharmaceutical Science

- Provided elegant presentation of results of the assessment of 4 outcomes using graphs, tables, and text to highlight strengths and weaknesses.
- College Assessment Committee involved to gather and reflect on results to plan for change.