

Outcomes Assessment Reporting Expectations for the RI Office of Higher Education (OHE)

I. OHE Levels of Approval Ranking for Program Assessment:

Level I: successful completion of a cycle(s) of student outcomes assessment. The department is commended.

Level II: outcomes assessment planning started and will be accepted, pending completion of a full cycle in 2008-2009, with assistance if needed to: gather data, evaluate a project, assess proposed methods, interpret and use results, and identify methods to assess student achievement or program achievement. The department is thanked.

Level III: at the beginning stages of outcomes assessment. Not much work yet accomplished, and an anticipated review date in 2010 (at the latest) to complete one cycle of student assessment.

II. Completed OHE Program Assessment Reports that will meet minimal, but creditable endorsement from the Office of Higher Education, and receive an approval ranking at Level II, will include:

A. *Learning Outcomes (First vertical column on first page of OHE matrix)*

1. All student learning outcomes for each major are written and approved by the department.
2. All learning outcomes are recorded on the OHE reporting matrix. (First vertical column)

B. *Expected Criteria for Accomplishment (Second vertical column from left on first page of OHE matrix)*

1. The department has identified all specific attributes (knowledge, skills, behaviors, etc.) that it expects students to exhibit as attainment of specific outcome(s). (Must have entries for at least one or two of the outcomes assessed in this round.)

C. *Curricular Coherence (Third vertical column from left on first page)*

1. The present curriculum of the major has been evaluated against ALL the major's learning outcomes to identify where, when, and how students have opportunities to learn, reinforce, and consolidate their knowledge and skills. (curricular mapping, review of syllabi, etc.)
2. An appendix is attached that documents curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.

D. *Program Assessment Methods and Timing (Fourth vertical column from left on first page)*

1. You have identified how your department will collect (or has already collected) evidence of students' attainment of the program-level outcomes. (through senior work in a capstone seminar, senior theses, specific integrated projects, targeted questions on a final exam, etc.)

E. *Expected Level of Achievement (First vertical column from left on second page)*

1. You have identified the percentage of graduating students in the major whom you expect to meet or exceed departmental expectations of student performance. (75%, 80%, 90%?)

III. Completed OHE Program Assessment Reports that will receive full endorsement from the Office of Higher Education, and receive an approval ranking at a Level I, will include all of the above (A-E), PLUS each of the following for at least one or two outcomes:

F. *Actual Level of Student Achievement (page two of OHE matrix, second column from left)*

1. You have recorded actual findings of student achievement for one or two outcomes, after review of student work

G. *Analysis and Interpretation (page two of OHE matrix, third column from left)*

1. You have identified certain recommendations for program improvement (including "none needed" if pertinent) that your department or assessment team has identified in response to review of student work.

H. *Actions Taken (page two of OHE matrix, fourth column from left)*

1. You review actions the department has taken (or will take) with particular focus on improving teaching and learning

I. *Timetable for Reassessment (page two of OHE matrix, fifth column from left)*

1. When will the department again review student work to look for improvement of student learning?