



# 5<sup>th</sup> Education Committee: Assessment Workshop

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# Assessment: U.S. Context



- Secretary of Education
  - Commission on the Future of Higher Education (the “Spellings Commission”) was undertaken to “develop a comprehensive national strategy for postsecondary education” and examine issues of access, affordability, quality, and accountability
  - Questions raised:
    - How to ensure that college is affordable and accessible
    - How well are institutions of higher education preparing students to compete in the new global economy?
- Regional Accreditation System for U.S. Higher Education
  - Responds to the Secretary of Education
  - Includes assessment requirements in accreditation standards
- Professional programs’ specialized accreditation standards

# Assessment: URI Context



- Accreditation by the New England Association of Schools and Colleges (NEASC) requires URI to assess student learning
  - Using a systematic and broad-based approach
  - Focusing on educational improvement
  - Understanding what and how students are learning in academic and other student programs
  - Based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic programs

# University of Rhode Island Student Learning Outcomes



- The University of Rhode Island expects that every academic program, as a consequence of the interaction between general education and a major, will lead the student to:
  - think critically in order to solve problems and question the nature and sources of authority;
  - use the methods and materials characteristic of each of the knowledge areas while understanding their interconnectedness;
  - commit to intellectual curiosity and lifelong learning;
  - maintain an openness to new ideas while utilizing the social skills necessary for both teamwork and leadership; and
  - think independently, be self-directed, and take initiative based on informed choices.

# Assessment: URI Context



- Rhode Island Board of Governors (RIBGHE)
  - Standardized assessment reporting format, though specialized professional accreditation reporting on assessment may also be used
  - Reporting requires programs to
    - List specific attributes, knowledge, behaviors, etc. that programs expect of URI students
    - Identify collaborative methods used to determine that students have multiple, varied means to achieve the desired outcomes: curriculum mapping, review of syllabi, etc.
    - Identify direct and indirect methods of gathering supporting evidence of achievement of these outcomes
    - Use the evidence for continual improvement in program delivery
  - Reporting may be made available on the RIBGHE web site and on URI program web sites

# Accredited Programs at URI by College



- College of Arts and Sciences
  - Chemistry: American Chemical Society (ACS)
  - Clinical Psychology: American Psychological Association (APA)
  - Library & Information Studies: American Library Association (ALA)
  - Music: national Association of Schools of Music (NASM)
  - School Psychology (National Association of School Psychologist (NASP) and APA)

# Accredited Programs at URI by College



- College of the Environment and Life Sciences
  - Nutrition and Dietetics: American Dietetic Association (ADA)
  - Landscape Architecture Program: American Society of Landscape Architects (ASLA)

# Accredited Programs at URI by College



- College of Human Science and Services
  - Speech-Language Pathology & Audiology: American Speech-Language & Hearing Association (ASHA)
  - Education: National Council for Accreditation of Teacher Education (NCATE), Rhode Island Department of Education joint with National Association of State Directors of Teacher Education & Certification (NASDTEC), and NEASC
  - Marriage & Family Therapy: American Association of Marriage & Family Therapy (COAMFTE)
  - Physical Therapy: American Physical Therapy Association (APTA)

# Accreditation in Professional Colleges and Athletics



- Business Administration and Accounting: American Assembly of Collegiate Schools of Business (AACSB)
- Engineering: Accreditation Board for Engineering & Technology (ABET)
- Nursing: Commission of Collegiate Nursing Education (CCNE) and American College of Nurse Midwives
- Pharmacy: Accreditation Council for Pharmacy Education (ACPE)
- Athletics; National Collegiate Athletics Association (NCAA)

# A Conclusion from the Spellings Commission



What we have learned over the last year makes clear that American higher education...is an enterprise that has yet to address the fundamental issues of how academic programs and institutions must be transformed to serve the changing educational needs of a knowledge economy. It has yet to successfully confront the impact of globalization, rapidly evolving technologies, an increasingly diverse and aging population, and an evolving marketplace characterized by new needs and new paradigms.