

OUTCOMES ASSESSMENT UPDATE



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INSIDE THIS ISSUE:

<i>General Education</i>	1
<i>Senior Seminars</i>	1
<i>Colloquium</i>	1
<i>CASO</i>	2
<i>Status of Assessment</i>	2
<i>Multistate</i>	2
<i>Co-curricular</i>	2
<i>Faculty Publications</i>	3
<i>NEEAN</i>	3
<i>Liberal Arts Alumni</i>	3
<i>Conferences</i>	4

Colloquium

Wednesday, April 9, 2014
12:30-2:00, Alger 110

Using Assessment Data for High Impact Practices Inside and Outside the Classroom.

Bob Cvornyek

The relationship of Student Learning Outcomes Assessment to other faculty duties.

Nancy Cloud

Using Chalk and Wire to analyze data so faculty can spend time interpreting data.

Christopher Hourigan

NSSE: where RIC is performing well and lacking in engaging students.

Lloyd Matsumoto

Faculty use of standardized tests of seniors and data on alumni to change curriculum.

RSVP: scarter@ric.edu

General Education Assessment

By Jim Maygar

The project of assessing the General Education program introduced in AY 2012-2013 is underway. Results of the pilot round of assessments were reported to the faculty on November 13, 2013. (See <http://www.ric.edu/assessment/genEd.php> for a summary.)

The learning outcomes of Critical and Creative

Thinking, Research Fluency, and Written Communication were assessed based upon artifacts from First Year Seminar and First Year Writing. Based upon these results, the rubrics for these categories are being revised this Spring to be used on 2013-2014 student work.

During this semester, COGE is preparing to pilot assessment of the Collaborative Work and Oral Com-

munication learning outcomes. Faculty with expertise or interest in either of these areas are invited and encouraged to work on these sub-committees.

Please email (COGE@ric.edu) or call 456-9697 with expressions of interest or questions. We expect the committees to form rapidly and begin work in mid-March.

Senior Seminar, aka Culminating Senior Experience

Within the NSSE (National Survey of Student Engagement, which RIC administers biannually, seniors are asked whether they have had a "Culminating Senior Experience."

According to Chris Hourigan, Director of Institutional Research and Planning, 27% of students state they have not had,

and do not plan to have, a Culminating Senior Experience (13% are undecided), although all but 3 of the 51 majors at RIC have a course or experiences that students typically take at the end of their academic careers which require them to utilize most of the material they learned in their major courses and /

or prepare them for professional practice. Half of these courses are titled "Seminar." CASO and Institutional Research encourage faculty to use the term "Culminating Senior Experience" with students to improve accuracy of NSSE results. *Thanks!*

CASO - The Committee on Assessment of Student Outcomes

CASO strives to have representation from across campus, and in the past year, we have added three new members, Nancy Cloud (Professor, Educational Studies), Tish Brennan (Associate Professor, Adams Library), and Lloyd Matsumoto (Professor, Biology).

Welcome

Tish, Lloyd, and Nancy!

<http://www.ric.edu/assessment/caso.php>

The other members of CASO are: Pat Thomas (Professor, Nursing), Scott Kane (Dean of Students), Shani Carter, (Professor of Management) Ron Pitt

(Vice President for Academic Affairs), Becky Caouette (Assistant Professor, English / Director of Writing), Christopher Hourigan (Director, Institutional Research and Planning), and Mikaila Arthur (Associate Professor, Sociology).

Did You Know

The document **Current status of assessment at RIC** was emailed to all faculty and staff recently. Please review it to see all the *Assessment activities occurring across campus.* Also, please send feedback to scarter@ric.edu.

Co-Curricular Assessment

Scott Kane, Dean of Students, has created a detailed report on co-curricular assessment activities. It includes information on programs, satisfaction with services, etc. Further information can be

obtained from Scott at skane@ric.edu or from <http://www.ric.edu/studentlife/>

Scott also will be leading a committee to develop individual records for students to catalog students' involve-

ment in campus activities, and students' skills and competencies related to their involvement in the activities. Please thank Scott for all he does to make campus life wonderful for students.

External View of RIC: Multi-State Assessments

Nine states' public higher education institutions have begun collaborating with each other and with SHEEO (State Higher Education Executives Organization) to create an outcomes assessment project. The states are Connecticut, Indiana, Kentucky, Massachusetts, Minnesota, Missouri, Oregon, Rhode Island, and Utah.

The project aims to use

the AAC&U VALUE rubrics to measure General Education learning outcomes using student artifacts from non-GE, discipline-based courses.

A member of RIC attended a conference in Boulder in November 2013 to learn about the project. Both URI and CCRI are participating in the project.

For more information, see the following docu-

ments:

<http://www.sheeo.org/news/press-releases/sheeo-leads-nine-state-collaborative-measure-college-student-learning>

http://www.mass.edu/visionproject/documents/Panel-Handouts_TheMultiStateCollaborativetoAdvanceLearningOutcomesAssessmentandStatewideA_000.pdf

Focus on Faculty: Recent Publications on Assessment

Two RIC faculty recently published a journal article on outcomes assessment.

Congratulations

Julie and Steve!

Assessing students' performance by measured patterns of perceived strengths: Does preference make a difference?

Dr. Julie Urda and Dr. Stephen P. Ramocki

Assessment and Evaluation in Higher Education

Published online: February 17, 2014

We conducted an empirical field study of whether college students' preferences for assessment type correspond to their performance in assessment that

tests that particular strength. For example, if students say they prefer assessment that tests their creativity, do they actually perform better on assessment tasks requiring the use of creativity? Seventy-eight students in three different courses were surveyed to determine their preferences in four types of assessment: memorization, analysis, creativity, and practical application. These preferences were then compared to student grades on corresponding forms of assessment to see if the preferences corresponded to actual performance. The study found that while students had a clear preference for memorization,

they were not likely to deliver their best performances on memorization tasks. In fact, there was no relationship at all between student preferences in assessment type and their performance in the respective assessments. These results indicate that while in theory assessing students based on their preferences is reasonable for improved learning, we were not able to find evidence that it actually leads to higher performance. DOI:10.1080/02602938.2014.884536

<http://www.tandfonline.com/doi/full/10.1080/02602938.2014.884536#.UxDYiNiYZjo>

Focus on Careers

Great news for Liberal Arts Majors! As study by AAC&U and the National Center for Higher Education Management Systems using U.S. Census data from 2010 and 2011 shows that by middle age, workers with undergraduate or advanced degrees who majored in liberal arts have higher salaries and similar employment rates to workers who majored in professional fields.

Read more: *Inside Higher Education*

<http://www.insidehighered.com/news/2014/01/22/see-how-liberal-arts-grads-really-fare-report-examines-long-term-data#ixzz2v2A3SP3F>

NEEAN: New England Educational Assessment Network

The NEEAN spring workshop, Dialogues in Learning and Assessment will be held on March 21, 2014, 8:30 AM to 3:00, PM at UMass Amherst.

The keynote will be given by Dr. Susan Ambrose, Senior Vice Provost, Undergraduate Education & Experiential Learning, Professor of Education & History, Northeastern University and lead author of the

book How Learning Works: Seven Research-Based Principles for Smart Teaching.

The keynote is titled: Effective Teaching: It's All About Understanding How Learning Works.

Two workshops will follow: Connecting Research and Practice: How Can We Intentionally Develop Mastery and Leverage Practice and Feedback Towards

that Goal? led by Dr. Susan Ambrose; and Backward Design for Student-Centered Learning: Aligning Your Course for Student Success, led by Dr. Katie Linder.

See the NEEAN website for more information.

<http://www.neean.org/>
All faculty and administrators are welcome to attend. Send email to scarter@ric.edu to register.

Upcoming Conferences

There are many conferences offered throughout the year on outcomes assessment, many of which are held in New England. Funding to attend is often available via the office of the VPAA. Send email to Shani Carter at scarter@ric.edu or at assessment@ric.edu for information.

AAC&U—Association of American Colleges and Universities.

Transforming Stem Higher Education

November 6-8, 2014, Atlanta, Georgia, www.aacu.org

AACSB—The Association to Advance Collegiate Schools of Business

Assessment Conference

March 17–19, 2014, New Orleans, Louisiana; March 8–10, 2015, Austin, Texas, www.aacsb.edu

AERA—American Educational Research Association

Annual Meeting

April 3-7, 2014, Philadelphia, PA, www.aera.net

AAHLE—Association for the Assessment of Learning in Higher Education

Annual Assessment Conference

June 2-4, 2014, Albuquerque, New Mexico, <http://aalhe.org>

AIR—Association for Institutional Research

AIR Annual Forum

May 26-30, 2014, Orlando, FL, <http://forum.airweb.org/2014/>

ANNY—Assessment Network of New York

April 28 - 30, 2014, Annual Conference, Rochester Institute of Technology, <http://www.oneonta.edu/anny/>

Council of Chief State School Officers

National Conference on Student Assessment

Jun 25-27, 2014, New Orleans, LA http://www.ccsso.org/News_and_Events/

International Educational Technology Conference

2014 IET Conference

September 3-5, 2014, Chicago, IL, www.iet-c.net

National Institute for Testing and Evaluation, International Association for Education Assessment

Assessment Innovations for the 21st Century

May 25 - 30, 2014, Singapore

NEEAN—New England Educational Assessment Network

Dialogues in Learning & Assessment

Friday, March 21, 2014, UMass, Amherst, MA,

Summer Assessment Institute

June 12 and June 13, 2014, Keene State College, NH, www.neean.org

NEFDC—New England Faculty Development Consortium

Moving from STEM to STEAM: What Really Works

June 6, 2014, Bristol, RI, <https://www.nefdc.org/>

Other Professional Organizations

Assessment Institute in Indianapolis

<http://www.assessmentinstitute.iupui.edu/index.shtml>

National Institute for Learning Outcomes Assessment (NILOA)

<http://www.learningoutcomeassessment.org/>

Council for the Advancement of Standards in Higher Education (CAS)

www.cas.edu

Virginia Assessment Group

<http://www.virginiaassessment.org/>