**PROGRAM ASSESSMENT FORM**

**Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.**

**RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.**

**More detailed information may be required by your institution’s academic administrators.**

**Institution: Rhode Island College**

**Program / Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DEPARTMENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Degree: \_\_\_\_\_\_\_\_**

**Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Academic Year: 2012/2013**

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|  **1. Student Learning Outcomes**Upon completion of program, students are expected to know and be able to do. |  **2. Program-Level Assessment Method(s) and Timing** Identify the direct and indirect methods used to gather evidence of students' attainment of the program-level outcomes. | **3. Collected evidence of student learning**Identify the data collection process and psychometric properties (e.g., reliability and validity). |
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|  **1. Student Learning Outcomes**Upon completion of program, students are expected to know and be able to do. | 4. Evidence of **Intentional Commitment to Address and Assess Outcome(s) across the Program** Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices | **5. Expected Level of Achievement / Performance Criteria**Identify the level of norm-based or criteria-based performance you expect graduating students to achieve. List specific attributes (e.g., knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle. |
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|  **1. Student Learning Outcomes**Upon completion of program, students are expected to know and be able to do. |  **6. Actual Level of Achievement** Identify students' actual level of achievement against the expected performance level. |   **7. Analysis and Interpretation of Data**Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data). |
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| **1. Student Learning Outcomes**Upon completion of program, students are expected to know and be able to do. | **8. Actions Taken**Describe the actions you have taken (or will take) with particular focus on improving teaching and learning. | **9. Timetable for Reassessment**Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find? |
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