**introduction**

Program-level student learning outcomes remain a critical foundation for your program and majors. They should define the essence of what faculty expect the graduates of their program to know and be able to do regardless of their path after graduation. These outcomes should link courses and student experiences to each other, serve as a guide to scaffolded learning opportunities across courses so students can increasingly achieve the outcomes, and support a cohesive curriculum. Courses rely on each other for student learning preparation, reinforcement, and advanced learning regardless of course modality. The biennial report serves as the opportunity to check in on student achievement in a program every two years. ***The interim report is used a planning guide, between reporting cycles, when there has been a disruption to the regular biennial reporting process.***

**the goal of the interim report**

The interim report provides an opportunity for program faculty to review the building blocks upon which useful program-level assessment will occur, and to document the important initial assessment planning steps, ensuring the process is on track for the next complete report in the biennial report cycle ([Cohort list and report due dates](https://web.uri.edu/atl/assessment/reporting/)). The format utilizes the first three columns of the traditional reporting template and ***does not necessitate the evaluation of student work for assessment reporting at that time***, although the identification of student work that may be already collected, or easy to gather now for assessment scoring *later* may occur (ex. archived term papers; end-of-semester projects; presentations, etc.).

The interim program assessment report should include the following activities\*:

* Review/revise learning outcomes as appropriate or necessary
* Update the curriculum map as needed (revised if outcomes, curriculum or course alignment (I/R/E) changed
* Identify opportunity across courses for assessing achievement on an outcome(s); identify significant/critical assignments towards the end of the semester
* Propose the student/course sample and sampling methodology
* Create the plan for evaluation of the assessment activity; identify scoring tool, faculty, etc. (complete columns 1, 2, and 3 of the report template)

**instructions**

A complete interim program assessment report should include:

* **Cover Sheet:** Provide a brief narrative statement about the process used, and an overview of the plan to engage faculty in the assessment process prior to the next report due date; indicate how this plan will serve as a guide.
* **Curriculum Map:** Provide the program curriculum map that includes updated program learning outcomes, courses, and alignment of outcomes with outcomes (I/R/E). The map template is found here:<https://web.uri.edu/atl/curriculum-map/>
* **Checklist:** Complete to ensure the appropriate parts of the report will have been completed. Be sure to include the URL for the page on the program website where the outcomes are published. **See next page. this is the first page of the report package.**
* **Interim Report Template**:Include the completed interim program assessment plan (Page 2). Columns 1, 2, 3 are expected to be completed in the plan, but may vary depending on the depth of the planning effort achieved.

Please read the instructions *carefully,* if helpful to copy/paste bullet points into the rows below to ensure completeness.

**Interim Planning Report**

**Submission Checklist**

|  |  |
| --- | --- |
| **Program and degree(s) offered by department:** | **College:** |
| **Department Chair:** | **Form** **completed by:** |

|  |  |
| --- | --- |
| **URL: Provide the URL to student learning outcomes published on program’s website:** | **Insert URL Link**:  If not available, please explain: |

|  |  |  |
| --- | --- | --- |
| **Curriculum Map** | | |
| **Is the most recent curriculum map included?** | Yes  No  If no, please explain: |
| ***Check-up***: **Do all outcome(s) link to three or more courses or curricular requirements in the map?**  *Outcomes linked to multiple courses provide opportunity to develop breadth of knowledge and skills.* | Yes  No  Notes: |
| ***Check-up*: Do all outcomes have an impact across the curriculum at three levels of learning: Introduced, Reinforced, Emphasized?**  *Different levels of impact provide opportunity to develop depth of knowledge and skills.* | Yes  No  Notes: |

|  |  |
| --- | --- |
| **Report Sections: - New outcomes assessment reported this round** | **# Outcomes Examined** |
| ***New Assessment of Program Learning Outcome(s*), required each cycle**: Present the plan to examine a new outcome(s) for the next reporting cycle. Planning should document and assessment activity anticipated to occur: complete column 1-3. Student work does not have to collected or analyzed as part of this plan, but can be collected and saved for future analysis.  ***TIP***: Check prior report(s) to see which outcomes have already been examined. |  |

|  |  |
| --- | --- |
| **Supporting Materials** | **List of Supporting Materials**  (Please attach materials with your emailed report submission; hyperlinks will not work.) |
| **Appropriate supporting materials included** \*  In addition to the report template and the curriculum map, list any supporting or supplemental materials that provide insight into the assessment project (e.g., presentation of results (e.g., charts/graphs), rubrics, surveys, exam questions, assignment instructions, etc.) |  |

\*Actual student work should not be submitted

**(Optional) Include additional information or context that will support the review of this report**:

|  |  |
| --- | --- |
| **Program and degree(s) assessed:** | **Department Chair:** |
| **Reporting Year:** | **Interim Report completed by:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome(s) Examined** | **Data/Evidence** | **Evaluation Process** | **Results & Reflection** | **Recommendations**  **& Planning** |
| **Which program student learning outcome(s) will be assessed during *the next* reporting period? Generally, programs review 1-5 outcomes per reporting period. Quality is preferred over quantity.**  **Provide:**   1. **The entire student learning outcome(s)** 2. **The student learning/research question being asked with regard to each outcome (i.e., why the program is studying this outcome, or a certain aspect of this outcome), such as: *Are the critical thinking skills of students in the Underwater Basket Weaving BA program improving between their freshman and senior year?*** | **For each outcome, indicate what data/evidence\* (other than grades) *will be used* to determine the impact of the change. Note:** [**direct evidence**](https://web.uri.edu/atl/types-of-evidence/) **is required;** [**indirect evidence**](https://web.uri.edu/atl/types-of-evidence/) **is optional.**  **Provide:**   1. **Type of artifact/evidence of student learning that will be used\*** 2. **Student sample:**     1. **Include # of students to be sampled (use a relevant sample size);**    2. **Indicate how the sample size represents the population of interest (the population to whom the results will be generalized)** 3. **Course sample: where in curriculum the outcome will be assessed - which course(s), section(s) or program requirement.** 4. **Time sample: which semester(s)/year** | **What method(s) or process(es) *will be used* to evaluate student work?**  **Provide:**   1. **Evaluation tool or instrument that will be used to assess student work (attach)\*\*** 2. **Expected level of student achievement of the outcome** 3. **Who will apply the evaluation tool and how will it be used\*\*\*** 4. **Who will interpret the results of the evaluation process\*\*\*\*** 5. **Who will use the results** | **INTERIM STOP: This section will need to be filled out for the next reporting cycle.**  **What were the results of the analysis of the assessment data?**  **Provide:**   1. **Quantitative results, include a comparison of expected level of student achievement to actual level of student achievement** 2. **Qualitative results if/when appropriate** 3. **Analysis of the results including the identification of patterns of weakness or strength** 4. **Include how and when the results will be shared with the program/stakeholders** 5. **Reflection and conclusions about results (include all results whether favorable or unfavorable)** | **INTERIM STOP: This section will need to be filled out for the next reporting cycle.**  **Are there program recommendations for change based on the results?**  ***If yes:***  **Provide:**   1. **Address whether the results will be/have been used in decision-making and planning** 2. **Program’s recommendation(s) for change(s) planned** 3. **Timeline for program to implement the change(s)** 4. **Timeline for program to assess the impact of the change(s)**   ***If no*, program expectations met:**  **Indicate: N/A** |
| Outcome 1:  1. Entire outcome:        2. Learning/research question: | 1.        2.        3.        4. | 1.        2.        3.        4.        5. | ***The last two sections should be completed after the student work has been collected and scored in order to produce a complete report at the next biennial report due date.*** |  |
| Outcome 2:  1. Entire outcome:        2. Learning/research question: | 1.  2.  3.  4. | 1.  2.  3.  4.  5. |