**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 value 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:

* **Checklist: See next page.**
* **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.
* **Curriculum Map:** Provide a curriculum map that displays updated program learning outcomes, courses, and alignment of outcomes with outcomes (I/R/E). Template found here:<https://web.uri.edu/atl/curriculum-map/>
* **Interim Report Template**:Include the interim program assessment report template (Page 2), completing *columns 1, 2, and 3*, 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.

**Cohort I 2024 Report Review Checklist Cover Sheet:**

**NEW 2024: Checklist!**

Please complete this checklist to ensure that you have included all the necessary materials in your report.

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| **Program and degree(s) offered:** |
| **Program/degree assessed in *this* report:** |
| **Department Chair:** |
| **Form completed by:** |

**A.**

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

**B.**

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| **Curriculum Map** | |
| **Check as you go:**  **Is the most recent curriculum map included?**  *If needed, the curriculum map template can be found* [*here*](https://web.uri.edu/wp-content/uploads/sites/1970/Curriculum-Map-Template-1.docx)*; email* [*assess@uri.edu*](mailto:assess@uri.edu) *for past maps as needed.*  **Program Student Learning Outcomes:** (reference the curriculum map)  **Do the outcome(s) examined in Section I link to three or more courses or curricular requirements in the map?**  *Outcomes linked to multiple courses provides opportunity to develop breadth of knowledge and skills.*  **Does the outcome have an impact on the curriculum at three**  **levels of learning: Introduced, Reinforced, and Emphasized?**  *Different levels of impact provide opportunity to develop depth of knowledge and skills.* | Yes  No  If no, please explain:  What is the date of the map submitted?  Yes  No  Notes:  Yes  No  Notes: |

**C.**

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| **Report Section** | **Number of Outcomes Examined** |
| **Section I (required each cycle):** Plan for examining a new outcome since the past round of reporting. Expectation is at least ONE new learning outcome is examined; planning is to be documented through column 3 (up to column 4).  **Checklist complete**  **Report template complete**. |  |

*\*Some exceptions may apply when programs are exempt from a section (e.g., major curricular overhaul, etc.). Please contact the Assessment Office,* [*assess@uri.edu*](mailto:assess@etal.uri.edu)*, to discuss this further.*

**D.**

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| **Supporting Materials** | **List of Supporting Materials** |
| **Does the report include supporting materials? \***  If so, list the supporting/supplemental materials that are provided in addition to this report template and curriculum map: *(Examples may include rubrics, surveys, exam questions, assignment instructions, etc.)* |  |

*\*Student work should not be submitted as supporting materials.*

**(Optional) Any additional comments that will help in the review of this report:**

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| **Program and degree(s) assessed:** | **Department Chair:** |
| **Reporting Year: 2024** | **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\*** 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 used to assess student work (attach)\*\*** 2. **expected level of student achievement of the outcome** 3. **who applied the evaluation tool and how was it used\*\*\*** 4. **who interpreted 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 linked to the outcome statement: | 1.  2.  3.  4. | 1.  2.  3.  4.  5. |
| Outcome 3:  1. Entire outcome:  2. Learning/research question: | 1.  2.  3.  4. | 1.  2.  3.  4.  5. |
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