**Cohort I 2024 Program Reporting Checklist Cover Sheet:**

**NEW 2024: Checklist!**

**Non-Accredited Programs: FULL REPORT**

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* *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 Sections** | **Number of Outcomes Examined** |
| **[ ]  Section I\* (required each cycle):** Typically presents a new outcome(s) examined since the past round of reporting. Expectation is at least ONE new learning outcome is examined each cycle, or examined in a new way.***TIP***: Check prior report(s) to see which outcomes have already been examined.  |       |
| **[ ]  Section II\* (required ONLY if prior report indicated *recommendations for change* and improvement):** This section documents “closing the loop” and reassessment after changes were implemented) ***TIP*:** Reference the last column of Section I of the past report for recommendations made which required follow-up to “close the loop” (implement the change; measure the impact). |            |

*\*Some exceptions may apply if a program is exempt from a Section (e.g., major curricular overhaul, etc.). Please contact the Assessment Office,* *assess@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.)* |            |

*\*Actual student work should not be submitted.*

**(Optional) Additional information that will help in the review of this report:**

**Section I: Assessment Report**

**Assessment of programmatic student learning outcome(s) – Understanding Student Learning**

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

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| **Program and degree(s) assessed:**       | **Department Chair:**       |
| **Reporting Year: 2024** | **Form completed by:**       |

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| **Outcome(s) Examined** | **Data/Evidence** | **Evaluation Process** | **Results &****Reflection** | **Recommendations & Action Steps** |
| **Which program student learning outcome(s) was assessed during *this* 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).**

**Examples of learning outcomes and learning/research questions, go** [here.](https://web.uri.edu/atl/sample-outcomes/) | **For each outcome, indicate what data/evidence\* (other than grades) were used to determine the impact of the change? Note: direct evidence is required; indirect evidence is optional (see** [**types of evidence**](https://web.uri.edu/atl/types-of-evidence/) **for examples).****Provide:**1. **type of artifact/evidence of student learning\***
2. **student sample:**
	1. **include # of students 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 & time sample:**
4. **where in curriculum the outcome was assessed - which course(s), section(s) or program requirement;**
5. **which semester(s)/year**
 | **What method(s) or process(es) were used to evaluate student work?** **Provide:**1. **Evaluation tool; level of achievement**
	1. **evaluation tool or instrument used to assess student work (attach)\*\***
	2. **expected level of student achievement of the outcome**
2. **who applied the evaluation tool and how was the assessment process was conducted \*\*\***
3. **who interpreted the results of the evaluation process\*\*\*\***
 | **What were the results of the analysis of the assessment data?** **Provide:**1. **analysis of the results including the identification of patterns of weakness or strength**
2. **quantitative/qualitative analysis**
	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. **reflection & conclusion(s)**
	1. **include how and when the results will be shared with the program/stakeholders**
	2. **reflection and conclusions about results (include all results whether favorable or unfavorable)**
 | **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**

**Timeline:**1. **A specific and reasonable timeframe for implementing the change and for re-assessing the impact of the change should be provided.**
	1. **program’s recommendation(s) for change(s) planned**
	2. **timeline for program to implement the change(s)**
	3. **timeline for program to assess the impact of the change(s)**

***If no*, program expectations met (noted in Results & Reflection):** **Indicate: N/A** |
| Outcome 1: 1. Entire outcome: 2. Learning/research question:       | 1.      2a.      2b.      3a.      3b.       | 1a.      1b.      2.      3.       | 1.      2a.      2b.      3a.      3b.       | 1.      2a.      2b.      2c.       |
| Outcome 2: 1. Entire outcome:      2. Learning/research question:       | 1.      2a.      2b.      3a.      3b.       | 1a.      1b.      2.      3.       | 1.      2a.      2b.      3a.      3b.       | 1.      2a.      2b.      2c.       |
| Outcome 3: 1. Entire outcome:      2. Learning/research question:       | 1.      2a.      2b.      3a.      3b.       | 1a.      1b.      2.      3.       | 1.      2a.      2b.      3a.      3b.       | 1.      2a.      2b.      2c.       |
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(Extra rows included above – not necessary to fill out all rows; **completion of all columns for each outcome examined is expected**.)

**Section II. Assessment Re-Evaluation Report**

**Closing the Loop: Implementing change and reassessing for impact**

**Section II is used to document the effectiveness of changes made based on *results reported in prior reports.***

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| **Program and degree(s) assessed:**      | **Department Chair:**      |
| **Reporting Year: 2024** | **Form completed by:**      |

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| **Outcome(s) from previous report** | **Follow-up on Program’s Prior Recommendations** | **Data/Evidence** | **Evaluation Process** | **Results & Reflection** | **Recommendations & Action Steps** |
| **Based on program’s previous assessment report findings and recommendations:****Provide:**1. **indicate each student learning outcome(s) that was identified for re-evaluation in Section I of the prior report (listed in the final column of the prior report)**
2. **provide the student learning/research question that was explored for each outcome (listed in the first column of the prior report)**
 | **For each outcome identified:****Provide:**1. **description of the program’s recommended change(s) in a prior report, and date report was submitted (found in the last column of Section I)**
2. **whether the change was implemented or not (if so, include date; if not, indicate why not).**
3. **How program assessed the impact of the change if implemented: were there student learning gains?**

**Note: if an assessment process or structural program change (rubrics, facilities, etc.) was made, no further sections may need to be completed at this time. Please provide the explanation.** | **For each outcome, indicate what data/evidence\* (other than grades) were used to determine the impact of the change? Note: direct evidence is required; indirect evidence is optional (see** [**types of evidence**](https://web.uri.edu/atl/types-of-evidence/) **for examples).****Provide:**1. **type of artifact/evidence of student learning\***
2. **student sample:**
	1. **include # of students 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 & time sample:**
4. **where in curriculum the outcome was assessed - which course(s), section(s) or program requirement;**
5. **which semester(s)/year**
 | **What method(s) or process(es) were used to evaluate student work?** **Provide:**1. **Evaluation tool; level of achievement**
	1. **evaluation tool or instrument used to assess student work (attach)\*\***
	2. **expected level of student achievement of the outcome**
2. **who applied the evaluation tool and how was the assessment process was conducted \*\*\***
3. **who interpreted the results of the evaluation process\*\*\*\***
 | **What were the results of the analysis of the assessment data?** **Provide:**1. **analysis of the results including the identification of patterns of weakness or strength**
2. **quantitative/qualitative analysis**
	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. **reflection & conclusion(s)**
	* 1. **include how and when the results will be shared with the program/stakeholders**
		2. **reflection and conclusions about results (include all results whether favorable or unfavorable)**
 | **Overall, were the changes effective?** ***If yes:*****Provide:**1. **address whether the results will be/have been used in decision-making and planning**
2. **A specific and reasonable timeframe for implementing the change and for re-assessing the impact of the change (if applicable)**

***If no:*****Provide:**1. **program’s recommendations for future plans to improve student learning results**
2. **date/timeline for action and re-assessment**
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| Outcome 11. Provide entire outcome:       | 1.      2.      3.       | 1.      2a.      2b.      3a.      3b.       | 1a.      1b.      2.      3.      5.       | 1.      2a.      2b.      3a.      3b.       | 1.      2.       |
| Outcome 2: 1. Provide entire outcome:       | 1.      2.      3.       | 1.      2a.      2b.      3a.      3b.       | 1a.      1b.      2.      3.      5.       | 1.      2a.      2b.      3a.      3b.       | 1.      2.       |
| Outcome 3: 1. Provide entire outcome:       | 1.      2.      3.       | 1.      2a.      2b.      3a.      3b.       | 1a.      1b.      2.      3.      5.       | 1.      2a.      2b.      3a.      3b.       | 1.      2.       |
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Extra rows may be added or deleted as needed; complete all columns for each outcome noted in column 1.