

**Office for the Advancement of Teaching and  
Learning**

**Faculty Development**

**Online Education**

**Student Learning Outcomes Assessment and Accreditation**

**Academic Testing Center**

**Annual Report  
2017-2018**

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# Highlights

- 90 unique participants from 34 academic units and 5 university offices attended at least 1 of the ATL Conversations offered this year. 63% of the respondents to our survey indicated they learned a new teaching strategy or technique and 31% plan to make changes to their teaching.
- We have trained a total of 53 faculty from 20 academic units to use the Active Learning Classroom. However, this means that more faculty are trained than there are time slots in the ALC.
- Two new topics, Writing Across the Curriculum and Teaching Effective Information Research were added to the High Impact Seminars along with Teaching for Learning. They were attended by 35 faculty from 26 academic units.
- Over 1020 students attended Dr. McGuire's "Metacognition: The Key to Acing your Courses" and 201 completed the 4-week Ace your Course Challenge. Those who attended the workshop had final grades that were 3.30 points higher than students from the courses who did not attend. Those who completed the challenge had final grades that were 5.75 points higher.
- In order to support the implementation of IDEA online, the faculty development office supported 24 events with 169 unique participants from 27 academic units on how to set up and use the platform as well as supporting individual faculty in understanding and using their results.
- Faculty Development and SLOAA developed new workshops to support faculty submitting general education courses for Integrate & Apply, MSC Literacy, and the Grand Challenge Overlay. 34 faculty from 25 academic units attended.
- Enrollments in the RN to BS degree totaled 3274 for 2017-18 as compared to 2665 last year. However, the number of new students applying is decreasing.
- Total enrollments of 9536 in online courses (not in the accelerated programs) represent a 6.7% increase over last year.
- The Office of Online Education offered its first training on Blended Teaching and Learning. Thirteen participants completed the program and revised their class to be offered as blended in fall 2018.
- Using Davis Foundation funds, 8 courses have adopted more affordable course materials resulting in reduced costs for students and in documented one case improved learning outcomes.
- Reporting of cohort II assessment reports due May 2018 included 19/25 undergraduate non-accredited programs; 9/12 undergraduate accredited programs; 13/20 graduate non-accredited programs; 1/3 accredited programs. The lack of assessment technology is an impediment.
- SLOAA has continued to improve its peer review process and has trained 54 faculty since 2014.
- With funding from the Davis Foundation, 103 faculty piloted the final 6 general education rubrics and submitted feedback on them, which was analyzed by SLOAA and reported to the Director of General Education.
- SLOAA and the faculty development office supported the training of the faculty members of the new Scholar Advocates for General Education (SAGE) who will use the pilot data to revise the rubrics.
- The Academic Testing Center administered 3517 assessments from 258 faculty.

# Office for the Advancement of Teaching and Learning

## Introduction

This Annual Report provides a picture of the work of each of the divisions: Faculty Development (FD), Online Education (OLE), Student Learning Outcomes, Assessment, and Accreditation (SLOAA), and the Academic Testing Center (ATC), as well as our collaborative projects. It also includes our work on the second year of the Initiative to Impact project funding by the Davis Foundation which is designed to support the implementation of the new general education program. Each of these is discussed at length below.

The impact of our work is made visible in our annual Teaching and Learning Showcase. This year 70 faculty and staff presented posters or lightning talks on the innovative strategies they are using to advance teaching, learning, assessment, and the use of affordable course materials at URI. Over 60 additional faculty attended the showcase.

This year also brought some changes in staffing. Joshua Caulkins, Assistant Director of Faculty Development left in March. We are in the process of hiring a Faculty Development Specialist to replace him. We also received permission and funding to hire an Assessment Coordinator. Kristin Johnson, Graduate Assessment Coordinator, will be leaving us, and will be replaced by Ingrid Lofgren.

## Staffing (2017-18)

### **Office for the Advancement of Teaching and Learning**

Diane J. Goldsmith – Director  
Mike Motta (PT) – Associate Director of Information and Technology Services  
Lisa Heidenthal – Administrative Assistant

### **Faculty Development**

Eric Kaldor – Assistant Director  
Joshua Caulkins – Assistant Director (left URI March 2018)  
Holly Swanson - Graduate Assistant

### **Online Education**

Kathleen M. Torrens (PT) – Assistant Director  
Joannah Portman-Daley – Assistant Director  
Valerie Ryan – Graduate Assistant

### **Student Learning Outcomes Assessment and Accreditation**

Elaine Finan – Assistant Director  
Kristin Johnson (PT, 10 hrs) – Graduate Assessment  
Jim Blair – Graduate Assistant

### **Academic Testing Center**

Rachel Leveillee - Assistant Director  
Keri McAlice (PT) - Coordinator  
Alexander Borges - Proctor  
Sean Krueger - Proctor  
Sharon Babbitt - Proctor  
Stephanie Henry - Proctor

# Faculty Development

The Office for Faculty Development promotes the use of evidence-based teaching strategies with an emphasis on learner-centered approaches and insights from cognitive science. Our programs are designed to build a critical mass of University faculty, who are actively engaged in critical reflection and experimentation around the best ways to enhance students' learning.

## Programs

Our programming ranges from single hour events designed to spark faculty interest to more sustained professional development activities that meet multiple times including our High Impact Teaching Seminars, which last an entire semester. These longer-term seminars and other activities are designed to encourage significant changes in teaching practice and the adoption of the core habits for the Scholarship of Teaching and Learning (SoTL learning com). As faculty members become sustained participants in our programs, we look for opportunities for them to become campus leaders and mentors.

### **Brief Faculty Development Events**

#### ***The ATL Conversation Series***

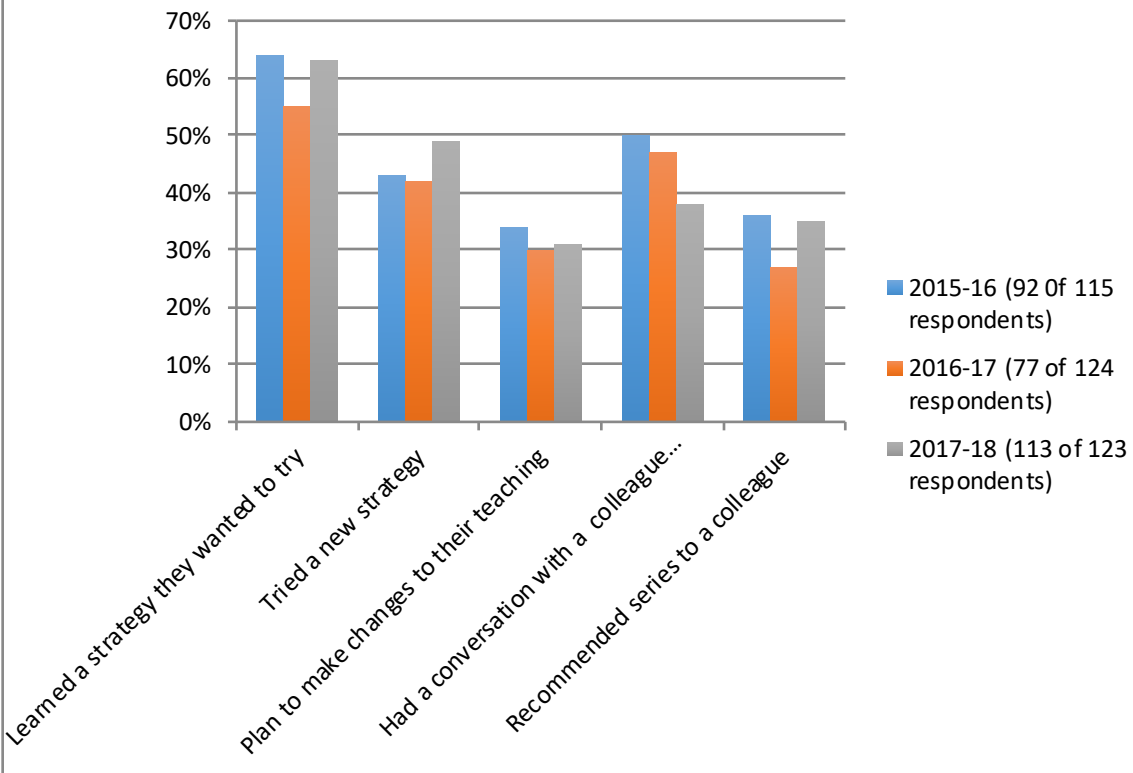
ATL Conversations are 60-minute sessions designed to ignite interest and discussion among faculty and staff from across campus about teaching and learning. Each conversation combines brief presentations with active discussion and exploration of a teaching & learning topic. Faculty and staff participate in-person or remotely. Attendees receive an official letter summarizing ATL events they have participated in during the Academic Year.

ATL Conversations topics during the 2017-2018 Academic Year included: teaching online classes effectively and inclusively, strategies to develop students' metacognition and self-regulation, and developing students critical thinking skills through writing, information research, and integration activities. Ten URI faculty, four URI professional staff, and one graduate student led conversations in addition to ATL staff. A full description of each conversation is included in Appendix A.

Over the course of the academic year, there were a total of 111 attendees, with 90 unique participants (10 attended two conversations and four attended three or more). Conversations had an average attendance of 10 participants with 21 faculty and graduate students attending the session on "Graduate Student Writing."

On our End-of-Year survey, respondents were asked about what they took away from ATL Conversations. Of the 113 respondents, 63% reported that they learned about a strategy or technique they want to try. Forty-nine (49%) percent indicated that they tried a new technique in their classroom and 31% plan to make changes to their teaching. Thirty-eight (38%) percent stated that they discussed something they learned at a conversation with a colleague, and 35% recommended the series to a colleague. Figure 1 illustrates relative consistency in these levels over the past three years, although there appears to be a decline in the percent who discussed something learned with a colleague.

**Figure 1. "As a result of attending an ATL Conversation.." Survey responses tracked over time.**

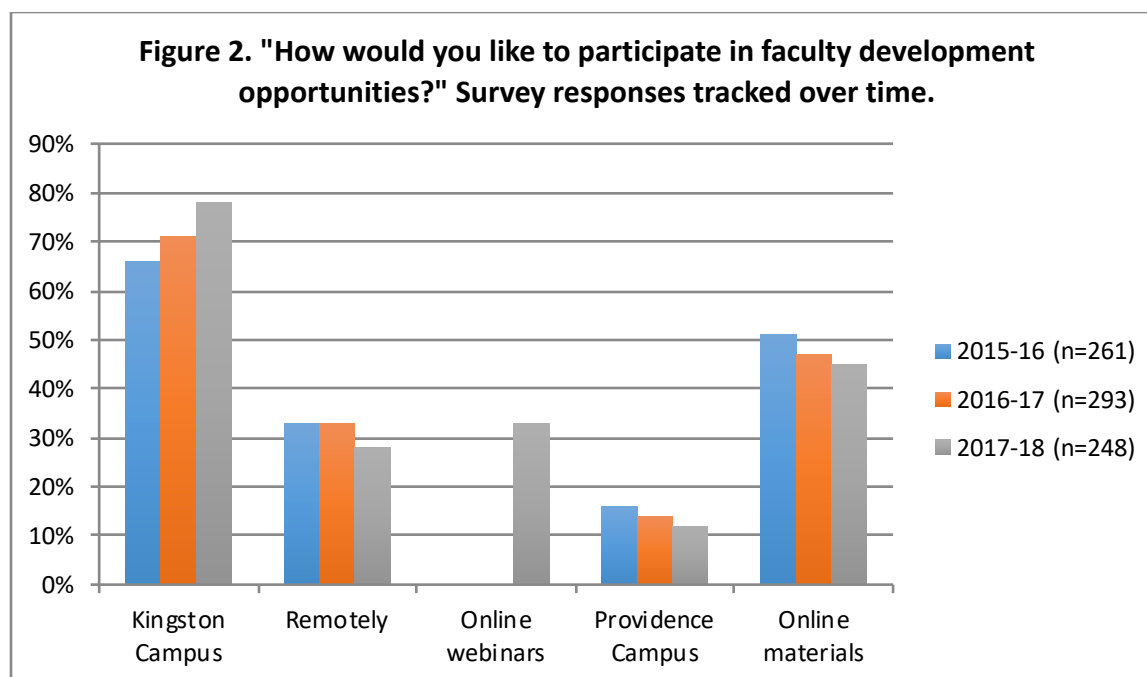


These results suggest that the ATL Conversations are serving their primary goal to spark faculty interest around ways to improve teaching and enhance student learning. This spark of interest is also seen in some of the faculty comments on the conversations:

*“Inspired me to be innovative”* — A clinical professor

*“Made me think about teaching in a new way”* — A per-course instructor

The office continues to work to identify scheduling factors that can broaden and deepen participation. Time of day, location, and time of the semester have proven to be critical factors affecting participation. The End-of-Semester Faculty Survey asked respondents “How would you most like to participate in faculty development opportunities (Check all that apply)?” 248 faculty responded including 33 per-course instructors. Seventy-eight (78%) percent of respondents wanted to have faculty development opportunities on the Kingston Campus, 28% were interested in opportunities to participate remotely, 33% were interested in online webinars, and 12% expressed interest in events on the Providence Campus. Importantly, 45% expressed interest in online materials that could be used independently. Figure 2 illustrates how these percentages has changed over the past three years.



### ***Sandra McGuire Workshops***

During her visit, Dr. McGuire offered a workshop on motivating students, appreciative advising and a keynote lecture for faculty on how to help their students develop their metacognition. A total of 118 unique faculty and staff participants from 44 academic units and university offices attended the three workshops including 34 faculty and staff who attended 2 or more. In addition to the three workshops accounted for in our summary data, Dr. McGuire consulted with the Academic Enhancement Center’s staff on strategic planning and led three workshops for students, including a keynote for all students, a luncheon workshop for students from underrepresented groups, and a workshop for tutors from the Academic Enhancement Center. Data on the impact of Dr. McGuire’s workshop for students and the Ace Your Course Challenge are listed under Student Success Initiatives below.

## **Day-Long Programs**

### ***Active Learning Classroom Certification***

12 additional faculty certified from 9 academic units

The Active Learning Classroom (ALC) in the Robert L. Carothers Library & Learning Commons was inaugurated in Fall 2015. It offers faculty and students a learning environment designed for hands-on learning and collaboration. Faculty members complete workshop and then teach a mini-lesson to their peers in the room. The workshops introduce faculty to the features of the room, the implications for teaching, practices for maximizing learning in small groups, and training in the use of the many technologies available in the room. It also features lessons learned by other faculty using the classroom. Six faculty were trained in December 2017 and another six in May 2018 for a total of 53 faculty trained to use the room from 20 different departments or programs.

Data collected from students enrolled in the ALC indicate that they find the room highly conducive to collaboration and group work, which is the primary intent of the room’s structure. Growing demand for the room from faculty seeking spaces like these indicates a need for more classrooms like the ALC. While students and faculty rate the technology highly, they rated the space to move around the room and the round tables as the most important features in the room.

## ***Strategies and Tools***

On August 30, 2017, 69 faculty who had been teaching fewer than three years at URI attended the day-long meeting. They came from 32 different departments across 8 colleges and 3 additional campus offices. Workshops were presented on topics including: learner-centered teaching, strategies for the first day of class, Sakai, two-stage exams, assisting students in distress, creating assignments relevant for students, metacognition, designing effective writing assignments, Starfish, a student panel, and the ‘Nuts & Bolts’ of teaching at URI.

## ***Rhode Island Teaching & Learning (RITL) Network Annual Summer Workshop***

On June 1, 2018 the RITL Network hosted a day-long workshop with Monica Stitt-Bergh from the University of Hawaii at Manoa on “Assessment-for-Learning: Promoting Student Success across the Institution.” This workshop served to jumpstart the training for the new Scholar Advocates for General Education (SAGE) in preparation for their work revising General Education Learning Outcome Rubrics based on faculty feedback from Phase 1 Assessment. The workshop was attended by 7 faculty members of SAGE from six academic units and 2 staff from 2 university offices

## **Seminars**

### ***High Impact Teaching Seminars***

The High Impact Teaching (HIT) seminars entail a series of seven sessions focused on evidence-based teaching practices. The end-goal of the HIT seminars is for participating faculty to develop small projects aimed at incorporating evidence-based practices in one or more of their courses. The seminars have expanded to include Teaching for Learning, Writing Across the Curriculum, and Teaching Effective Information Research. In 2017-18 the Faculty Development Office offered a total of 5 Seminars on 3 topics with 35 unique faculty participants from 26 academic units

At the end of the seminar series, each faculty member submits an action plan. The action plan focuses on one or two very specific changes to a single course and the evidence to evaluate the results of making a change. Faculty receive \$1000 in professional development funds to support their action plan, which can be used to cover costs for attending conferences, purchasing materials, licenses or technology, or paying students to serve as research assistants.

The original seminar, now called “Teaching for Learning” was run in the fall, spring, and June. Writing Across the Curriculum (WAC) and Teaching Effective Information Research (TEIR) were each offered in Spring 2018 with faculty facilitators Nedra Reynolds and Karl Aspelund for the WAC seminar and Mary MacDonald leading the TEIR Seminar with Eric Kaldor. Throughout the three years of the HIT seminars, there has been a total of 54 faculty members who have completed the seminars, two of whom have completed two seminars. Faculty participants represent 27 different departments and two campus offices with 23 faculty from the College of Arts and Sciences, 6 from the College of Business, 1 from the College of Education, 8 from the College of Environmental and Life Sciences, 8 from the College of Health Sciences, 4 from the College of Nursing, 1 from the College of Pharmacy, and 1 from the Graduate School of Oceanography have completed the seminars. For a breakdown of participants see Appendix B. For a breakdown of the numbers of sections and students the faculty have taught since completing the seminars see Appendix C.



## **Consultations**

### ***IDEA Result Interpretation Consults***

IDEA Reports provide faculty with rich feedback from students, but many just focus on the summary metrics and comparisons. Our IDEA Consults focus on helping faculty learn how to identify strengths and weaknesses in their courses using the detailed student feedback on teaching methods and styles that are closely associated with the learning objectives they care most about for their students. Our sessions also cover how to use the data to monitor specific survey items for trends over time. We held 12 individual IDEA Consults over the 2018-19 academic year for members from 10 academic units including 4 based on the new IDEA/Campus Labs system in June 2018. This latter group of faculty were uniformly impressed with the features they could use to develop a plan of action with the new platform. A number of other faculty members received guidance interpreting results during Course Redesign Consults.

### ***Mid-Semester Feedback***

The office continued to offer a facilitated process for students to provide mid-semester feedback. Our feedback process asks students to focus on three questions:

1. What is really working for you that helps you learn in this course?
2. What improvements could be made in the course?
3. What can students do to improve the course?

Students answer these questions individually, work in small groups to come to consensus around their top three answers for each, and then rate their individual answer to suggestions from all groups in the course. For courses with more than 100 students, we have developed a process that takes less class time and replaces the 40-50 minute classroom session with two fifteen-minute sessions. In the 2017-18 academic year, feedback sessions were conducted for 11 courses across 9 disciplines and 12 instructors. This service was paused during Spring 2018 in response to reduced staff in the office.

### ***Course Design Consultations***

Our course design consultations begin with review of instructors' primary concerns. These consults can be single meetings targeted at specific design issues or involve multiple meetings to pursue systematic course redesign. Six faculty members used these meetings to seek advice on course design as part of proposing courses for the new General Education Program. A small number of faculty are offered a 4-session course redesign process based on Dee Fink's *Creating Significant Learning Experiences*. Faculty typically work on this kind of redesign over the summer. In 2017-18 we provided 32 consults for 28 courses with 25 faculty members from 15 academic units

### ***Curriculum Consultations***

Curriculum consultations provide an excellent opportunity to help faculty find common ground with colleagues about what they really care about their students learning. This is a critical step to improve coordination and collaboration among faculty as teachers. While each context is different, we often facilitate a SWOT analysis among stakeholders to create strategic focus. Curriculum consultation also allows us to find points of connection across programs and departments. During this academic year, we continued to work with the Computer Science, Economics, and Mathematics program. We also began to work with College of Pharmacy, the College of Arts and Sciences regarding General Education, and the President's Council on Sustainability.

## **Strategic Initiatives**

The Faculty Development Office has identified four broad areas for strategic initiatives that are closely aligned with the Academic Strategic Plan for 2016-2021: Student Success, Teaching Excellence, the new General Education program, and Supporting Faculty Development by other Campus Experts.

### **Student Success**

Student Success Initiatives extend beyond traditional faculty development work to directly support student learning with our expertise, resources, and planning to enhance coordination among offices.

#### ***Metacognition and Self-Regulated Learning***

Over 1029 students attended Dr. McGuire's 75-minute workshop "Metacognition: The Key to Acing Your Courses" and 201 students completed a four-week Ace Your Course Challenge.

Faculty participants in our programs routinely expressed concerns about students' study skills, preparation, motivation, etc. When we introduced Sandra McGuire's work on metacognition and her book *Teach Students How to Learn*, many of our faculty partners expressed new found hope that they could help their students learn how to learn.

At the end of September 2017, ATL brought Sandra McGuire to campus to present to students, faculty, and staff. The success of these presentations was the result of a year of planning and preparation. Because of their prior engagement with her work, many instructors offered extra credit to students who attended her lecture. With the benefit of these incentives, 1029 students attended Dr. McGuire's workshop and hundreds more viewed her workshop as it streamed live or later online.

Working with professional staff from the Academic Enhancement Center and professional advisors from across the institution, we developed the Ace Your Course Challenge to encourage students to explore her learning strategies over four weeks. Students were offered a chance at one of ten \$100 gift cards to the campus store as incentive. Just over 200 students completed all four weeks of the Ace Your Course Challenge.

With IRB approval, we examined the final grades of 979 students who were enrolled in 8 participating gateway science courses in Biology, Chemistry, and Nutrition & Food Science. We performed OLS regression on final grades (100-point scale) and compared 1) students who attended the workshop and 2) students who attended the workshop and completed the challenge to 3) a reference group of students in these courses who did neither. Controlling for important determinants of academic performance using institutional and course-level grades, we estimate that attending just Dr. McGuire's workshop was associated with final grades that were 3.30 points higher compared to the reference group of students from the courses that did not attend. Attending the workshop and completing all four weeks of the challenge was associated with a final grade 5.75 points higher compared to the reference group.

These results provide critical evidence to transform faculty mindsets about the potential for more students to succeed in gateway science courses at URI. For our next initiative on the Ace Your Course Challenge, we are asking select faculty in gateway science courses to incorporate the workshop and challenge directly into their courses.

#### ***Intercultural Development Inventory (IDI) for International Education Programs***

The IDI is a useful tool to assess whether experiential learning through International Education programs produce meaningful changes in students' mindsets or orientations towards interactions across cultural difference. The IDI is an even more powerful tool for supporting student development and learning in

these experiences. Eric Kaldor worked with Sigrid Berka and the other IEP directors to use the IDI with outgoing students for the various language groups participating in the IEP/IBP/ICSP during the summer of 2017. Seventy-two (72) students traveling for a year-long program in seven countries completed the IDI. The IEP directors reported that the results were quite predictive of students who struggled to have a successful experience over the course of the year. In response, we have developed a four-week long series of observations and reflections designed to help students become more aware of cultural difference and help them plan for everyday interactions that they will need to learn to navigate for a successful year abroad. For the summer of 2018, we have created a database to smooth emailing and increase completion rates. So far, 53 of the 57 outgoing students have completed the IDI to date.

## **Teaching Excellence**

Our Teaching Excellence Initiatives help faculty document their efforts at continuous improvement to enhance student learning.

### ***Implementations of the New IDEA Campus Labs Platform for Course Evaluations***

The IDEA Diagnostic Feedback Instrument is a sophisticated tool that can provide faculty with valuable information and suggestions to enhance student learning to achieve learning objectives relevant to their courses. During the 2017-18 academic year, the office provided significant support for implementation of the new online course evaluation system using the Campus Labs platform and the IDEA Center's instruments.

The Provost's Office brought David Pollock, Faculty Development Specialist at the IDEA Center, to URI on February 6<sup>th</sup> for a workshop with Deans and Associate Deans on how course evaluations could be used within a broader framework to evaluate teaching effectiveness. He also presented the new IDEA platform to a faculty audience with a focus on interpreting results and demonstrating teaching effectiveness. The event was attended by 22 faculty.

To support the Spring 2018 implementation, our office developed an interactive online checklist as well as a detailed PowerPoint that walks instructors through key steps and considerations for effectively gathering student feedback. These are both available online at the following URL:

<https://web.uri.edu/teach/course-evaluation-checklist/>

The Office offered 15-minute or 30-minute presentations for departments and colleges on how to set up and use the new online platform to collect course evaluations from students. Eric Kaldor made presentations at 14 academic units with 135 faculty attendees. In addition, we offered 9 workshops (in-person and online) to support all faculty in the preparation for administering IDEA course evaluations in the spring semester with 41 faculty participants. In total we supported 24 events with 169 unique participants from 27 academic units.

### ***The URI Teaching and Learning Showcase***

On April 6, 2018, we held URI's 2018 Teaching & Learning Showcase. Seventy faculty and university staff presented posters or lightning talks on the innovative strategies they are using to advance teaching and learning at URI and an additional 60 faculty were in attendance. A list of the presenters at this year's showcase can be found in Appendix D. Presenters represented 27 different departments from 10 colleges and four offices. This second year of the Showcase entailed a significant increase in the number of presenters and guests from the prior year and suggests progress towards a university-wide community.

## **The New General Education Program**

We work closely with SLOAA to support a coherent and dynamic General Education program at URI. This involves close collaboration with the Director of the Office of Innovation in General Education.

### ***Course Submission Workshops***

To encourage departments and faculty to submit new courses for the general education initiative, the office designed multi-session course proposal submission workshops for Integrate & Apply, MSC Literacy, and the Grand Challenge overlay. These workshops were designed to take faculty participants through all the steps to develop a course proposal for the new General Education program requirements and help them successfully navigate the course submission process. Workshops offered in October, December and January helped refine the model. In February a 3-session workshop for Grand Challenge course proposals was attended by 20 faculty participants. A total of 34 faculty participants from 25 academic units attended these workshops.

### ***HIT Seminars to support Write Effectively and Information Literacy***

The Writing Across the Curriculum (WAC) Seminar is primarily focused on improving faculty writing assignments in courses and providing faculty with guidance on how they can support their students' development as writers with scaffolded assignments, effective feedback, and opportunities for revision. A new seminar for Teaching Effective Information Research (TEIR) had a similar focus on developing more meaningful information literacy assignments that helped students master threshold concepts that are critical to transferring their information literacy competency to other courses and novel situations. Offering these two seminars in the same semester limited participation for each with the WAC Seminar having only 6 faculty participants and the TEIR Seminar losing three participants in the first weeks and only having 4 participants complete.

### ***Supporting Faculty Development by other Campus Experts***

The University is fortunate to have a number of faculty whose research and scholarly practice include faculty development activities. We have offered entrepreneurial faculty members support to launch their own faculty development programs with administrative support for marketing events, registering interested faculty, and basic website design and maintenance. The benefit of this support is tighter coordination with other faculty development efforts and records of faculty participation to find faculty partners and participants for our own programs. Our office provided this support for:

- Nedra Reynolds' faculty workshops and writing retreats for Writing Across URI
- Annemarie Vaccaro's URI Inclusion Workshops for Departments

# Online Education

The Office of Online Education helps faculty and departments design and teach high quality online and blended courses, supports students learning in these environments, and provides support and guidance for Colleges and departments building fully online programs. In addition, we collect and disseminate data on online learning at URI and ensure that URI's online programs are compliant with policies of our accreditor, URI, and states where our students reside.

## URI Online Programs

Currently, URI offers four fully online programs, an undergraduate transfer RN to BS in Nursing and three master's degree programs: Master of Science in Dietetics, Cybersecurity Professional Science Master's Degree, and a Master of Arts in Education (TESOL). The RN to BS and MS in Dietetics are both offered in an accelerated formation with courses offered all year. We also offer two online certificates in digital forensics and cybersecurity, and a blended certificate in Digital Literacy.

The Dietetics program is affiliated with a hospital-based internship in which all of its students are enrolled. The first cohort of 24 students entered in fall 2015 and graduated at the end of fall 2016. The second cohort of 34 students graduated in fall 2017. The third cohort of 36 students will graduate in fall 2018. With the exception of 1 student in cohort 1 and one in cohort 3 who graduated or will graduate late, all the other students have graduated with their cohort. Cybersecurity enrolled 15 new students for 2017-18, and 20 students graduated. TESOL enrolled 50 students in 2017-2018. Twelve students graduated with the MA in TESOL/BDL in the 2017-2018 school year and two in August 2018.

The office is currently supporting the Department of Communication Studies in their development of an online degree-completion program.

### **Online RN to BS Degree**

Enrollments in the RN to BS online program totaled 3274 for 2017-18 as compared to 2665 last year and 708 in year one. However, the number of new students applying and admitted is decreasing due to the increased competition. One hundred and sixty-seven students come from 17 partner hospitals. Fifty-eight percent (58%) are from Rhode Island, 21% from Connecticut; 14% from Massachusetts. The rest are from NY, NJ, NH, VT, PA, FL, CA, NC, GA, ME, OK, TN, VA, and WI. Forty-two percent (42%) indicate that CCRI was the last college they attended. Enrollment and demographic data can be found in Appendix E.

### ***Courses and Faculty Development***

The Office of Online Education has been responsible for working with departments and faculty to further the development of general education offerings in the online RN-BS program. There are currently 14 courses. We added two new courses in Fall 2017: Philosophy 101—Critical Thinking and Kinesiology 123—Foundations of Health. We no longer offer Spanish 101. These courses meet all of the new general education requirements with the exception of written communication (Appendix F). As of July 1, 2018, the College of Nursing will take over the work of getting commitments from departments to offer new courses and the scheduling of them.

The Office of Online Education will continue to offer training, instructional design support, resources, and a Quality Matters Review for these and any new Nursing courses. All Nursing and General Education courses are developed within a specific RN to BS Sakai template which we created for the program. In addition, all faculty have access to an extensive set of resources to support them pedagogically and with the different administrative issues related to the accelerated calendar.

In spring 2018, we held the fourth annual half-day workshop for faculty teaching in the program. The first half of the program focused on common issues identified by the faculty and was facilitated by, Diane Goldsmith, Joannah Portman-Daley and Kathleen Torres. The second half of the program centered on Affordable Course Materials and Open Educational Resources and was facilitated by Lindsay Gumb from Roger Williams, who gave a presentation on how to use OER materials specifically in Nursing courses. These were highly interactive sessions and were well received by the faculty.

### ***Academic Partnership (AP) and Instructional Connections***

Diane Goldsmith and Mike Motta played active roles in the coordination with our external partners and internally. This work, which is shared with the College of Nursing, Admissions, and Enrollment Services, involves monitoring the work of each partner, ensuring students have access to appropriate services and information, and continuing to improve our efficiency and effectiveness. However, the time commitment of the ATL office for coordination has decreased as the College of Nursing has taken on more of it. Diane continues to survey students regularly and to collect data both for external uses (SARA) and to ensure we are providing students with high quality courses and services.

## **URI Online Courses**

The Office of Online Education continues to work to improve the quality of online teaching, online course design, and student learning within classes. Through committees and other outreach, we seek to spread the word of our training and its impact on student success in the online classroom. We are pleased to see that increasing numbers of faculty teaching online have gone through our training in some form or another, and expect to continue that success.

URI continues to see growth in its online courses outside of the accelerated programs. Appendix G shows a strong increase in enrollments for spring and summer with a slight decrease in fall 2017. For undergraduates (courses numbered 100-499), URI offered 67 courses and 120 sections in Fall 2017; 82 courses and 128 sections in Spring 2018; and 123 courses and 197 sections in Summer 2018. (Appendix H). Appendix I shows the breakout of undergraduate courses and sections for college and program. URI offered 28 graduate courses (500 and above) for fall 2017; 29 for spring 2018; and 6 for summer 2018. Undergraduate enrollments totaled 8,595 and graduate enrollments totaled 831. Total enrollments of 9536 represent a 6.74% increase over last year.

With the change in eCampus, we are able to count Blended courses. URI offered 19 courses and 32 sections in Fall 2017; 25 courses and 19 sections in Spring 2018; and 5 courses and 6 sections in Summer 2018. Enrollment for the three semesters was 1371 (Appendix I). Appendix J shows a breakout by college and program.

The office, in collaboration with the Provost's office, has developed a training program aimed at encouraging and supporting faculty taking courses online in summer, and will be developing a similar initiative to consider online J-term courses.

### **Accessibility**

Joannah Portman-Daley managed the closed captioning initiative that she created and designed to further promote accessibility in online courses until February of 2018. She had hired a student to work as an accessibility assistant and he captioned videos for faculty to use in their online courses. Upon graduation, the student was hired on an IP-1 to continue the captioning work. In February, he got a job that would no longer allow him to perform this work. At that point ITS said it would take over captioning services, but did not implement a plan. The campus still lacks a coherent closed captioning plan and the funding for it.

## **Training**

During 2017-2018 we again revised our certification process in online pedagogy. Because few faculty members were completing Online Pedagogy 2, we recombined OP1 and OP2 into a four-week intensive workshop that incorporates best practices, accessibility, and design. Faculty who successfully complete Online Pedagogy (OP) will have the foundation and structure for their courses, as well as a syllabus and course map. The Basic Sakai Competency course, a prerequisite for the OP courses, was completed by 68 faculty in the last 12 months. Seventeen faculty have completed OP in addition to the 8 Online Teaching Fellows. (Appendix K).

We also offered a Blended Teaching and Learning Initiative in Spring 2018. This pilot 4-week workshop was designed to offer a strategic way to allocate scarce classroom space as well as to enhance student learning and engagement through blended teaching. The workshop covered the challenges and benefits of blending, blended learning models, assessment, and more. We had 13 faculty participate in the course, which met on a blended schedule - face-to-face once a week, and online for the rest of the week. At the end of the course, participants completed the basics of their blended course site, as well as their entire course plan/map, presented their work at the ATL Teaching and Learning showcase, and revised their course to offer in Fall 2018.

## **Instructional Design**

Joannah Portman-Daley continues to work with faculty across the University on the design of their courses, both online and blended. She met with faculty from Business, Film, Library and Information Studies, History, Human Development and Family Studies, Kinesiology, Nursing, NFS, Philosophy, Pharmacy, Psychology, Textiles, Marketing and Design, and Writing & Rhetoric (Appendix L).

## **Summer Online Courses**

Partnering with Dean Libutti and John Olerio of the Provost's office, Kathleen Torrens facilitates an Online Teaching Fellows program each fall. The participants are competitively selected and their stipend depends on successful completion of the online workshop (which combines OP1 and 2), the construction of their course site, and successful in-house Quality Matters review (see below). Six of 8 courses submitted for QM reviews were successful.

## **Quality Matters Reviews**

We continue to offer in-house Quality Matters reviews, with four QM-trained reviewers (not counting Joannah and Kathleen). These reviews are offered to all online instructors, with an eye to excellence and accessibility in course design. In 2017-2018, no courses other than the summer courses were submitted for a Quality Matters review.

## **Regulatory Work**

Every state except California is now a member of the State Authorization Reciprocity Agreement (SARA). Diane Goldsmith submits data annually to SARA, prepares an annual renewal application for the RI Postsecondary Council, and ensures that URI meets the required standards. As part of this work she serves as the coordinator of the CT-RI WCET's SAN consortium. Through WCET, URI is kept abreast of best practices as well as of regulatory changes. We continue to work with the Center for Career and Experiential Data to ensure that we are prepared to provide the required data on students who are participating in out-of-state experiential opportunities, which is covered under SARA.

## LMS

The OOE continues to provide a self-paced online Sakai training course, which was revised for our transition to Sakai 11 in August 2017. Other Sakai training and trouble-shooting issues are handled by MTS. We continue to meet regularly with MTS staff to ensure that we are working proactively to ensure that faculty and students have a seamless interaction with Sakai and to discuss the adoption and integration of other educational technologies.

In the spring of 2018, the Joint Committee on Online and Distance Learning recommended the formation of an Ad Hoc Committee to evaluate whether this was the time for URI to move to another LMS and if so which one. That Committee is chaired by Kathleen Torrens and both Joannah Portman-Daley and Diane Goldsmith serve on it. In the spring, the committee contacted other universities which had recently changed their LMS to gather information to help us create a system for this work.

### Affordable Course Materials

This initiative, part of our Davis Educational grant is moving more slowly than we had hoped and we are currently rethinking our model. To date we have had 8 courses apply to use Davis Educational Funds to find and adapt affordable course materials. Some faculty have found that they also needed to do major course revisions, which while time consuming have led to better student outcomes. The faculty member who revised Political Science 211 reported that students in the Fall 2017 course, following the OER redesign, performed 8% better in meeting or exceeding the standards on the application and evaluation component than the mean score on this outcome for the prior 7 years. We hope to encourage other faculty to collect similar data.

Table 1: Affordable Course Materials Cost Savings

Course	Cost/Students	Cost Savings actual/anticipated	Notes
Sociology 101	\$0/NA	Not calculated	Completed 2017-18 by one faculty. Not fully adopted by all SOC 101 faculty
Political Science 211	\$0/~80 students	\$2800-\$4000	Data showing improved student outcomes
Biology 101	\$0/~130 students	\$11,700	Savings for fall 18
Biology 101 (phase 2)	\$0/~1300 students	117,000	Not fully implemented yet
Math 111	\$0/400 fall/50 sp	\$22,500-\$36,000	Not implemented yet
Kinesiology 123	\$0/40 sp/170 fall	\$1600/\$6800	Not fully implemented
Political Science 210	\$/65-75	Not calculated	Not implemented yet
Biology 102	\$/550	Not calculated	Just beginning the process

For this next year we will be specifically focused on the courses offered in the online RN to BS program with an emphasis on the general education courses. We are also supporting departments that have a departmental strategy for moving ahead with OER including Biology and Math.



# Student Learning, Outcomes Assessment and Accreditation

The Office of Student Learning, Outcomes, Assessment, and Accreditation (SLOAA) serves the University faculty and staff community by promoting student success and achievement through learning outcomes assessment and continuous program improvement strategies. Campus policy requires programs to participate in this practice and doing so keeps URI in compliance with current New England Association of Colleges and Schools (NEASC) accreditation requirements. SLOAA supports programs as they create, implement and report on assessment plans and activities designed to improve student learning through curricular and pedagogical change. SLOAA collaborates with the Office of Faculty Development to strengthen assessment at both the course and program levels, and worked with departments outside Academic Affairs (e.g. Student Affairs, Institutional Research, Center for Career and Experiential Learning) to promote strategies to integrate institutional data into learning assessment and plan assessment of co-curricular learning. Additionally, SLOAA consults with programs on grant evaluation plans.

## Institution-wide Academic Program Assessment Reporting

### Biennial Cohort Reporting<sup>1</sup>: Cohort I, May 2018

In May 2018, program-level assessment reports were expected from 37 non-accredited programs and 23 accredited programs in Cohort I, in addition to seven interim progress reports or assessment plans from prior reporting rounds. Table 1 presents reporting compliance for Cohort I programs as of July 31 (note that one graduate, one undergraduate, and one interim report are expected by August 15, 2018).

**Table 2:** Cohort I compliance with reporting requirements summarized as of July 31, 2018 (reports due May 2018).

Undergraduate Programs	Total # programs expected to report in Cohort II, due May 2018	Programs Reported	No Response	Interim Reports Negotiated to May 2019 from 2018 Cohort II programs	Interim Reports Due 2018: from 2017 Cohort I programs	Interim Reports Submitted: from 2017 Cohort I programs
Non-accredited	25	18	6	1	2	0
Accredited	12	9	3	N/A	N/A	N/A
<b>Graduate Programs</b>						
Non-accredited	20 (Plus 13 interim from 2017)	11	7	2	3	0
Accredited	3 (Plus 1 interim from 2017)	1	2	0	5	1

If a program is unable to meet their reporting dates and seeks consultation with SLOAA, the program may be granted an extension or provided with the opportunity to postpone the report one year at which time the program is asked to provide an interim progress report including a comprehensive assessment plan to ensure they will be on track the following year. The use of interim progress reports for noncompliant

<sup>1</sup> This report includes some information that was available for Cohort I, May 2018 at this time. The primary focus is follow-up from the prior years' annual report which includes updates of data summaries for assessment reporting from Cohort II, 2017. Analysis of reporting for each cohort occurs during the academic year *following* the reporting year.

programs helps to reduce the perception that there is no consequence for noncompliance while promoting conversation and a scaffolded planning process with SLOAA. The effort to enforce stricter reporting parameters this round was aimed ensuring compliance and providing a clearer timeframe for reviewer report feedback during the summer.

The tracking and analysis of program reporting compliance provides SLOAA with the evidence needed to improve campus wide assessment efforts. The trend in reporting for graduate programs overall in 2017 and thus far in 2018 is down and a cause for strategic intervention. This may be because of the regularity of changes in grad program directors and/or the culmination of the six-year graduate program assessment plans causing staff to be overwhelmed with a perceived reporting burden. We must address this trend during the upcoming 2018-2019 reporting cycle.

While reporting compliance is important, high quality program assessment is critical for improving student learning. The rich and detailed information contained within assessment reports allows for tracking of institutional trends using the specific methods of assessment practice (e.g., sample size, type of scoring tool) which allows for comparisons of graduate and undergraduate programs as well as accredited and non-accredited programs. An analysis of learning outcomes for all undergraduate programs at URI (reports from 2017 and 2018) indicated significant differences in the priorities of student learning outcomes between accredited and nonaccredited programs. Among the differences: accredited programs reported an emphasis on global learning, teamwork and applied/practical learning whereas nonaccredited programs emphasized critical thinking and information literacy. Both groups, however, emphasized the value of disciplinary knowledge and communication within the major.  
(Appendix N)

Assessment data are gathered at two points: from the submitted reports and from the peer reviewers who provide feedback scores for both new assessment work and the effort of programs to use prior assessment results for improvement. The overall quantitative scores provide a way to acknowledge excellence in practice campus wide and compliment the qualitative feedback comments which provide guidance on the process and an opportunity to acknowledge good practice. Results for each cohort are shared with programs, Chairs, and Deans annually and excellence is noted by the Learning Outcomes Oversight Committee (LOOC) in its annual report to the faculty senate ([2017 LOOC annual report to the Faculty Senate](#)). Assessment excellence was also recognized by the 14 faculty who participated in the second annual ATL Showcase (April 2018) either with posters (13) or as a presenter (1).

It is important to note that cohort reporting summaries do not fully represent institutional achievement of program assessment, nor the reality of the assessment climate or culture of evidence at URI, but rather provide an index for the progress toward adoption of program assessment processes and practices.

### **Institution-Level Reporting**

Every two years, institution-level assessment reporting data from for all URI academic programs, Cohort I and Cohort II is compiled to present a picture of institution-level success in assessment reporting. These results provide the second institution-level status report for URI programs with regard to compliance and performance in assessment reporting (Appendix N). This report was shared with the Provost, Deans and Chairs and includes summary analyses of significant key findings and rationale for both compliance and performance indicators for graduate and undergraduate, accredited and nonaccredited programs.

Additionally, each year, cohort data is made publicly available in summary format and is posted on the SLOAA website: [2017 Institutional Assessment Reporting Summary](#). These summaries provide a snapshot of the assessment work and methods used to inform curricular improvement, and also guide program compliance with accreditation requirements. For example, in 2017, Cohort II, 71% of undergraduate programs posted their learning outcomes on their website and 28% of graduate programs

provided SLOAA with the URL for their published learning outcomes, a NEASC and campus requirement. For the Showcase, we analyzed the types of learning outcomes used most frequently. That data is available in Appendix O.

The lack of a dedicated assessment management system continues to negatively impact all phases of the assessment reporting cycle for both programs and the SLOAA office.

## Assessment Outreach

### **Program-level Assessment Support: Graduate and Undergraduate**

Individual program consultations, both face-to-face and email, remain the most popular and effective method for supporting and improving assessment activity. Each program has a unique set of circumstances and each faculty have varying levels of course or program assessment knowledge, experience or expertise in assessment. During the '17-'18 academic year, SLOAA hosted face-to-face meetings with 49 faculty in 23 graduate programs and 15 undergraduate programs and seven colleges to discuss program-level assessment. In addition, staff participated in accreditation site visits for Textile Fashion Merchandising and Design, and the Masters in Library Science graduate program.

### **Graduate Program Assessment**

In her third year with SLOAA, Kristin Johnson continued to represent assessment on the Graduate Council at the invitation from the Graduate School, and was the primary contact for the graduate program directors and assessment coordinators. Among the supports provided to graduate programs was the development of a new FAQ-like online resource: [Guidelines for Graduate Program Directors](#) directed at supporting reporting compliance.

### **Department/College-level Assessment**

**Department of Marine Affairs:** At the invitation of the Chair, SLOAA joined all graduate faculty meeting and participated in a discussion about the assessment process and effective strategies that could be used in program-level assessment.

**Department of Education:** Director and staff discussed assessment planning for Adult Education

**College of Nursing:** Graduate faculty planned for revisions of plans and reports

**College of Arts and Sciences:** *Ad Hoc Assessment Committee 2017-2018*

With SLOAA support and under the leadership of Trish Morokoff, the committee surveyed Chairs about their questions or resources needed to successfully complete program-level reports in May 2018 with the goal of providing peer leadership from within the college. Kristin Johnson took the SLOAA lead as A & S faculty to follow-up on survey results which identified topics departments wanted more information about and their preferred meeting method (workshop, consult, etc.). A subcommittee consulted with individual five departments: Math, Physics, English, Film, Computer Science; and individual committee members consulted with an additional two departments (Spanish and Economics) as part of this effort.

### **Workshops:**

**College of Business (graduate):** Invited to provide a 45-minute training session for nine 1<sup>st</sup> year PhD Marketing students who are expected to teach in the second year of their program. The focus of the workshop was on “alignment” of learning outcomes from course (and IDEA) to program. Incorporated a curricular design activity which was very well received.

## Institutional Outreach

### Scholarship of Teaching and Learning Initiative (SoTL)

SLOAA sponsored a second year of a SoTL initiative to encourage programs to engage pedagogical and curricular change which could be leveraged toward a biennial program-level assessment report. Again, this year, the RFP provided \$1500 in summer recontracting or professional development funds and stipulates participation in the ATL 2018. The 2017 Showcase featured eight of nine projects from the spring 2017 SoTL assessment projects. In spring 2018, seven applications were received, and six were funded (two applications requested funding to extend work done on 2017 SoTL projects).

PI/Co-PI	Department/Program
Michelle Flippin and Emily Clapham	Communicative Disorders and Kinesiology
Lauren Mandel, Mary Moen, and Valerie Karno	Library and Information Studies
Janelle Couret, Linda Forrester, Bryan Dewsberry, and Rachel Schwartz	Biological Sciences
Richard McIntyre and Kristin Johnson	International Studies and Diplomacy
Megan Echerarria, Niko Tracksdorf, and Alex Magidon	Languages
Megan Echerarria, Yu Wu, Niko Tracksdorf, and Laura Erickson	Languages

### New Program and Certificate Assessment Plans

SLOAA and LOOC support the approval of Assessment Plans through consultation and feedback using a rubric. A total of 17 face-to-face meetings occurred with extensive telephone and email support. Following consultation and review by SLOAA, the LOOC Chair and subcommittee reviewed and approved the student learning outcomes Assessment Plans for the following new programs and certificates:

#### New Programs:

- Undergraduate program: International Studies and Diplomacy
- Undergraduate program: Innovation and Entrepreneurship

#### New Certificates:

- Undergraduate Certificate in Innovation and Entrepreneurship
- Post Masters Graduate Certificate: Psychiatric Mental Health Nurse Practitioner
- Graduate Certificate in Aquaculture and Fisheries
- Graduate Certificate in Science Writing

### Assessment Report Review Process

SLOAA continues to strive for innovation in the faculty peer review training process each spring, primarily because returning reviewers are among the trainees. This year the workshop portion of the intensive ~15-hour training was revised substantially to increase the amount of in-class application and team time. The active/collaborative activities were updated as well, and the overall changes received excellent reviews. Among the suggestions was that the training be made available to assessment coordinators campus wide during the fall before their report is due because of the benefits of scoring a report which provides insight into how a program might shape a learning question, assessment planning and efficiently utilize resources.

During the 2017-2018 reporting year, SLOAA made several changes to enhance the program report review, the assessment reporting process, or the peer reviewer training curriculum:

- 1) The peer review training is an intensive, hands-on 15-hour experience for peer reviewers. This spring, SLOAA made substantial changes to Workshop I to enhance the reviewers experience with report scoring. The reviewers recommended that the modules be made accessible by all programs to improve their understanding and enhance their execution of assessment projects.

- 2) Formally acknowledged reviewer participation: Each report reviewer received a formal letter for their dossier which described their years of service, as well as a framed certificate of completion which highlights and enumerates the length of their commitment
- 3) Included a norming session following reviewer training: SLOAA embedded additional norming into review training following a successful pilot of that process in June 2017. These sessions have been successful in improving the consistency of team feedback, enhancing the understanding of essential best practices in assessment, and in identifying areas of the rubric language for improvement and clarity.
- 4) Faculty Assessment Mentors, aka: “help down the hall!” :
  - The SLOAA website posts [the 2017 report reviewers names and departments as Assessment Mentors](#) who’s expertise is in writing strong assessment reports (one member opted out). This is designed as a way to expand consultation resources in a convenient, unassuming way to faculty, however, it was a grossly underutilized service and needs a public relations strategy to make it a successful resource.
  - To support the Mentors, we created and posted: [Guiding Conversations](#), a document to empower and guide the Mentors during a consultation.
- 5) Developed a standardized form for programs to formally justify their request for a report extension.

A total of 54 reviewer slots have been filled since 2014 by full-time faculty or lecturers who participated as peer report reviewers in either Level 1 or Level 2 report review; 14 reviewers have participated as team Mentors within the training sessions by participating two or more years:

**Participated 5 years:** Kristin Johnson, Political Science; Ingrid Lofgren, Nutrition

**Participated 4 years:** Adam Moore, Education

**Participated 3 Years:** Susan Thomas, Music; Miriam Reumann, History; Susan Brand, Education; Martha Waitkun, Communication; Melissa Boyd-Colvin, Leadership Minor; Norma Owens, Pharmacy

**Participated 2 Years:** Kris Bovy, Anthropology; Aaron Ley, Political Science; Christine McGrane, Nursing; Cathy Semnoski, Education; Simona Trandafir, Environmental and Natural Resource Economics

## General Education Program

### **Phase I Assessment: Year Two and Beyond**

SLOAA collaborated with the Office of Faculty Development to support Phase 1 Assessment of the new General Education program. As in Year One, Institutional Research generated a convenience sample of twenty course/sections for each of the six remaining learning outcomes (three per semester) in Year Two. Deans, Chairs, and the Instructors teaching the course/sections were contacted about selection for the sample and also provided with information about participation in an Assessment Academy information session. In Spring 2018, the Assessment Academies were redesigned to bring together faculty who wanted to *propose* a new General Education course as well as the instructors selected to participate in assessment of their general education course. These sessions provided the faculty proposing a course with an in-depth understanding of the learning outcome as defined by the rubric. They attended the first half of the Academy session reviewing general pedagogical and learning outcome information, and the second part of the session focused on the details necessary to submit successful course proposals. This model served to be a more productive use of staff time as well as service to the general education program by increasing course proposals.

**Table 3: Year 2 Faculty Participation in Phase 1 Assessment**

<b>Fall 2017: Learning Outcomes Examined</b>	<b>Instructor Participation Rate/ Sample from IR</b>	<b>College Representation</b>
Knowledge: STEM	16/20	Arts/Sciences (7); BUS (1); CHS (1); CELS (6); PHARM (1)
Diversity and Inclusion	14/17	Arts/Sciences (10); FCEPS (2); CHS (2)
Write Effectively	18/20	Arts/Sciences (15); CHS (1); CELS (1); BUS (1)
<b>Spring 2018: Learning Outcomes Examined</b>	<b>Instructor Participation Rate/ Sample from IR</b>	<b>College Representation</b>
Knowledge: Art & Design	19/20	Arts/Sciences (13); EGR (6)
Mathematical, Statistical and Computational Literacy	19/20	Arts/Sciences (15); BUS (2); CHS (1); OCE (1)
Integrate & Apply	17/20	Arts/Sciences (2); CHS (1); CELS (2); EGR (5); NUR (5); PHARM (2)

During the summer 2017, a faculty committee analyzed and summarized the results of Year One of Phase 1 Assessment of General Education for the first six learning outcome rubrics pilot-tested. SLOAA provided descriptive statistics about the instructor, course and student, and coded the qualitative data to provide the review committee with an analysis of comments and feedback submitted by the instructors. During fall 2017, the pilot results for the first six outcomes were shared first with instructor for review and an opportunity to contribute additional comments, and then forwarded to the General Education Director for broader dissemination. Year Two assessment results have been aggregated and coded by SLOAA, and were analyzed by the same faculty committee during July 2018. Summary findings will be made available to instructor-participants and the General Education Director in fall 2018.

Planning for next steps for the implementation of the new General Education program is focused on a number of critical issues which are essential for determining the future trajectory of the program:

- the need for more course offerings focused on specific learning outcomes including: integrate and apply, diversity and inclusion, civic responsibility, and grand challenge courses;
- faculty member concerns, including faculty reported frustration with the course proposal process;
- uncertainty around the requirements and implications of a new assessment model.

In combination, these factors contributed to a sense that the initial implementation process was a burden without the promised benefits for faculty and students. These perceptions served as the impetus for participation in the 2017 American Association of Colleges and Universities (AACU) 2017 Summer Institute on General Education and Assessment during which a team comprised of senior administration, faculty and staff charted a new path which included a multi-pronged communication strategy to:

- recruit leadership to directly support faculty effort;
- spotlight faculty excellence and student experiences in the new program;
- create a new faculty team: Scholar Advocates for General Education program (SAGE) to promote the value and benefits of the new program starting with incorporating the results and recommendations from Phase I Assessment into learning outcome rubric revisions.

In summer 2018, nine faculty members were nominated for the new SAGE faculty team. As an orientation, they attended an Assessment-for-Learning Workshop in June with Dr. Monica Stitt-Bergh from University of Hawaii to begin thinking about how to use the results from Phase 1 Assessment. The team reconvened twice during June and established principles for revising the rubrics and a common process for approaching revision. Next year, in addition to the Assessment Academies, they have proposed offering intensive workshops for faculty focused on the experiences of faculty and students in courses with a single outcome as a way of encouraging more participation in general education and to encourage faculty to communicate across disciplines about the culture of general education.

# Academic Testing Center

## Overview of Academic Year Activity

The Academic Testing Center (ATC) completed its first full cycle of operation in the 2017-2018 academic year. In our first-ever term, Spring 2017, we proctored a total of 255 exams. We then experienced tremendous growth, with proctored exams soaring to 1,543 and 1,916 in Fall 2017 and Spring 2018, respectively. In tandem with this increase, we held steady at above 90% satisfaction ratings with both faculty and students.

Beginning in Fall 2017 we implemented changes based on experiences during our pilot phase. The changes we made were to:

- Adjust the testing hours to better suit when students and faculty were indicating need;
- Update student check-in area with chairs and artwork to be more comfortable;
- Rework website content to be more user-friendly, including moving the most important information and links to a prominent area at the top of each page. This was particularly important for the mobile user interface;
- Add additional cameras so our video surveillance is complete. We now have a full view of every work station in our testing rooms;
- Transition to a new system for instructor requests and student scheduling (RegisterBlast).

### **Adoption of RegisterBlast**

Prior to the start of the 2017-2018 academic year, the ATC migrated to the scheduling software RegisterBlast. This marked a move away from using a combination of Google Forms, Sheets, manual timers, and Survey Monkey to using a single platform for all our instructor request, student scheduling, testing, and survey needs. There were inherent issues with using separate systems for tasks in the same workflow, including increased opportunity for human error and reduced satisfaction for students and faculty. With all tasks tied to the single RegisterBlast system, we have brand recognition in all our communications with users so it is a clearer and more streamlined experience for them and, as an office, we are able to handle a much higher volume of requests with fewer errors.

RegisterBlast enables students to schedule their exams online, eliminating the need for staff to communicate with each student for every individual scheduling occurrence. Students can now schedule one or more exams, reschedule, and cancel without having to contact our office. They do not even need to sign in to an account, making the process quick, convenient, and secure for them.

Several other RegisterBlast features that have enhanced our operations are:

- Check-In Module: allows students to check themselves in and verify their exam appointment at our check-in kiosk; module also includes timers specific to each student and exam so proctors can easily monitor 'time left' for every workstation, even though each student has a different ending time.
- Instructor accounts: allows instructors to view past and present submissions, upload exam materials through the secure system, and see the start and finish time for each student who tests at the ATC. The submission form is 'sticky' so instructors only need to change minimal details for each subsequent submission.
- Reporting features: RegisterBlast has several reports that are simple to run and export to Excel so we can analyze various metrics of student and faculty usage to better respond to needs.

Of all the adjustments made after the pilot, the shift to RegisterBlast had the most profound impact on the ATC's operational capacity. Without this affordable software the ATC would not have been able to handle even a fraction of the volume increase that we did. RegisterBlast was designed for testing centers and the success we've experienced because of the specificity of the tool underscores the value in having the right tool for the right job.

## **Accessibility**

Close collaboration with Disability Student Services (DSS) continued from the pilot phase into the subsequent academic year and a strong foundation has been built among staff members working in both offices, enabling a team approach to student services to continue into the future. With the current systems in place, staff of both DSS and ATC know how to work with the other office so students and faculty can be supported efficiently and with integrity. Multiple occasions arose during the year that required a DSS coordinator and a staff person at the ATC to work together to create a testing solution suitable for both student and instructor. Sometimes this teamwork happened over the course of weeks and other times it was a quick turnaround requiring communication, creativity, and resourcefulness.

Efforts have been made to integrate testing center services into the institutionalized communication that DSS has with students. Examples include:

- ATC flyers distributed through the DSS table and session during New Student Orientation
- ATC information being included on all Letters of Accommodation issued to students
- ATC information listed on DSS website resource pages

Additionally, DSS funded the purchase of a laptop for the ATC so there is now a machine available for students who use assistive technologies such as Dragon dictation software and Kurzweil screen reader software. The laptop also has touchscreen functionality which is useful for students with certain disabilities since it eliminates the need to manipulate a mouse or touchpad. Over the course of the year we had an increasing number of students require the use of our laptops for assistive technology. We anticipate this will continue to grow and are thankful to have the equipment necessary to satisfy the need of our student population.

## **Synopsis of 2017-18 Service**

- 258 faculty members sent students to the ATC
- 3517 individual assessments administered
- Disability accommodations accounted for 59% of exams proctored while 41% were comprised of students completing make-up exams due to an excused absence.
- The top five course areas (and number of exams proctored) were: CHM (550), BIO (269), PHY (223), BUS (220), and NFS (210).

See Appendix O for additional statistics.

Each student completes a satisfaction survey at the check-out kiosk. Comments are not required, although there is space for them. Here are a few testimonials students contributed:

- This is such a nice and straightforward process. I'll definitely be requesting to come here [in the] future for all exams.
- Thank you for being so accommodating and patient!
- Great atmosphere.



## Plans for the Future

We are looking forward to more growth and refinement next year. While no major changes are planned for the 2018-2019 academic year, the culture of the ATC is one of constant evaluation and refinement. We have seen how minor tweaks to process can have a significant impact on our service to students and faculty. The staff is always looking for ways we can improve!

Two potential areas for improvement both relate to space occupied by the ATC. The first is our heating and air conditioning system. This has been an ongoing issue since we opened but as we serve more students the higher volume can exacerbate existing problems. For example, during Finals in Spring 2018 we had several students (and staff) complain about the temperature of the rooms. These comments from students are among the only negative feedback we have received since opening. It was so hot in the room that some students found it difficult to complete their exams. This was partially due to warm outdoor temperatures and partially due to body heat. The AC in Chafee did not get turned on until sometime in June and without that the testing room was estimated to be in the 90's. Even with multiple fans running we were not able to properly ventilate the room. Unless the way the building-wide air conditioning works in Chafee, we anticipate having this problem again and do not have a viable option for improving the situation.

The second area we are watching is the new configuration of our hallway waiting area. Renovations of the broadcast studio, spearheaded by the School of Communications, will reduce our waiting area by approximately half the usable square footage. Planners on the project are working to improve the remaining space by installing cubbies for student belongings and supplying benches to accommodate more students than our current chairs afford. However, the ATC trajectory is one of growth and it remains to be seen whether this reduction in space will create challenges which are easily navigable or ones which will simply be prohibitive.

Contributing to the growth of the ATC in dynamic ways are these exciting initiatives for next year:

- **Creation of a statewide professional organization** for testing professionals: We have been awarded a grant through the National College Testing Association (NCTA) to fund the creation of this organization and orchestrate a mini-conference. Outreach to other testing centers in the state has already begun.
- **Increased marketing:** we will begin advertising our services through the official URI social media accounts and have display cards available at offices throughout campus
- **Certification** through the NCTA: for many testing centers the certification process takes multiple years. We meet enough preliminary requirements that URI will begin the certification process by Spring 2019

# ATL Goals for 2017-18

## **Support the Implementation of the General Education Program (Goals supported by the Davis Foundation Grant).**

- Pilot assessment software to assist with the collection of data for general education assessment
- Provide assessment and faculty development support for new Scholar Advocates for General Education
- Offer 3-session course submission workshop for outcomes select by program director
- Offer 3.5-day course design institutes targeting effective writing and information literacy
- Sponsor a day long intensive workshop on Diversity and Inclusion

## **Increase the value of program assessment for faculty, Chairs, Deans and Administrators as a means to improve student learning**

- Culture survey of chairs - follow up to past surveys
- Culture survey of Deans/Associate Deans
- Better align assessment with Program Review
- Develop incentives for programs who have identified problems to help them “close the loop,” i.e. make the changes that would lead to improvement. Work with Deans to match the funding.
- Revise rubric and then align with a revised reporting form
- Revise the webpage to emphasize the value of assessment
- Improved training/incentives for assessment coordinators in each department
- Develop specific goals for graduate assessment and provide structured initiatives for such.
- Emphasize assessment as a means of demonstrating/improving program quality with the goal of staying relevant and attracting more students.
- Include assessment coordinators in the report reviewer training.

## **Increase the number of faculty who engage in evidence-based teaching and assessment practices**

- Re-establish ATL Conversations with focus on making connections across campus, particularly University-wide initiatives
- Increase the number of faculty who complete HIT Seminars, ATL Conversations, Online Pedagogy, Quality Matters reviews, and assessment training
- Measure the impact of these programs by collecting data on the practices faculty implement
- Continue a dynamic and well attended showcase of faculty who have proven success in improving teaching and assessment
- Continue to support faculty and staff outside ATL engaged in faculty training to design initiatives that have long term impact
- Support faculty engaged in SOTL through research groups, mini-grants, and retreats. Track publications and presentations
- Develop a process for a peer mentoring program for online, blended, and face-to-face courses to be implemented 2019-2020

## **Support student success in both face to face, blended, and online courses.**

- Use Todd Zakrajsek workshop, URI 101 lessons, and course-level Metacognitive Learning Strategies Workshop plus Ace Your Course Challenge to improve student’s study skills resulting in higher GPA’s (Davis Supported)
- Revise the orientations for online students, including the RN to BS Online Orientation
- Continue to provide support and training to ensure online courses are fully accessible, while advocating for a URI solution for captioning all videos
- Increase the number of faculty using open or reduced cost resources for teaching (Davis supported) with emphasis on the RN to BS program
- Promote effective faculty-use of the instant feedback instrument
- Restart classroom-based midterm student feedback for faculty

- Expand collection of resources for students and faculty on the ATC website
- Create a method for encouraging more faculty to go through QM reviews
- Create a scaffolded process that incentivizes faculty to follow through with OP best practices
- Increase number of QM reviewers
- Increase the number of online programs
- Increase the number of blended courses

#### **Support Department Chairs and Deans**

- Provide support to Deans and Chairs focused on improving review of teaching effectiveness.
- As IDEA is implemented, provide training and assistance in interpreting results
- Continue to support the development and implementation of online programs and certificates including the RN to BS program

#### **Increase the Professional Standing and Recognition of the Academic Testing Center**

- Obtain NCTA Certification
- Create a statewide professional organization for testing professionals in RI Colleges and universities with funding from an NCTA grant
- Increase usage through increased advertising through the official URI social media accounts and have display cards available at offices throughout campus

# Staff Service, Presentations, Publications, and Professional Development

## Elaine Finan

### Service at URI:

- Member: LOOC
- Member: SAGE
- Member: College of Arts & Sciences, Ad Hoc Assessment Committee
- NEASC: URI Self-Study: Co-author, Standard 8 (Sept. 2017)
- Member: Search Committee: SLOAA Coordinator

### Publications:

Stevenson, J.F., Finan, E., Martel, M. (2017). Measuring assessment climate: A developmental perspective. *Research & Practice in Assessment*, 12 (Winter),41-58.

(In process) Blair, J., Finan, E., Ryan, V., Johnson, K. (2018). Learning outcomes utilized in higher education across disciplines: An exploratory case study, *Target Journal: Journal of Further and Higher Education*, *Status*: Final Stages of Writing Process.

(In progress) Finan, E., Hutchison, M., Johnson K. (2018). A roadmap for assessing interdisciplinary programs. *Status*: Draft in progress

### Presentation:

Blair, J., Finan, E., Ryan, V., Johnson, K. (2018). Assessment in higher education across disciplines: A case study, *The Graduate Student Conference at the University of Rhode Island*, Kingston, Rhode Island.

### Professional Development:

- NEASC Conference, Boston MA, Dec 2017
- Mental Health First Aid, certified, May 2018
- RITL Workshop, Providence, RI, June 2018
- AALHE Conference, Salt Lake City, UT, June 2018

## Diane Goldsmith

### Service External:

- Member: RI Teaching and Learning Network
- Coordinator: CTDLC State Authorization Network
- NEASC Peer Reviewer

### Service at URI:

- Co-Chair: Standard 6, NEASC Self Study
- Chair: Joint Committee on Online and Distance Education
- Co-Chair: President's Commission on LGBTQ Issues
- Member: IDEA Task Force
- Member: LOOC
- Member: SAGE
- Member Ex Officio: Curriculum Affairs Committee
- Member: LMS Evaluation Committee
- Member: First Generation Task Force

**Professional Development:**

- NEASC Conference, Boston MA
- NEASC Training for Reviewers
- Member: National Collegiate Testing Association
- National Collegiate Testing Association, Cincinnati, OH

**Kristin Johnson (For SLOAA)****Service at URI:**

- Search Committee Chair: SLOAA Coordinator, Spring/Summer 2018
- Member: LOOC
- Graduate Council 2015-2017
- Member: College of Arts & Sciences, Ad Hoc Assessment Committee

**Publications:**

(In process) Blair, J., Finan, E., Ryan, V., Johnson, K. (2018). Learning outcomes utilized in higher education across disciplines: An exploratory case study, *Target Journal: Journal of Further and Higher Education*, *Status*: Final Stages of Writing Process.

(In progress) Finan, E., Hutchison, M., Johnson K. (2018). A roadmap for assessing interdisciplinary programs. *Status*: Draft in progress

**Presentation:**

Blair, J., Finan, E., Ryan, V., Johnson, K. (2018). Assessment in higher education across disciplines: A case study, *The Graduate Student Conference at the University of Rhode Island*, Kingston, Rhode Island.

**Eric Kaldor****Service External:**

- Member: Rhode Island Teaching & Learning Network (RITL Network)

**Service at URI**

- IDEA Implementation Task Force
- First-Generation College Student Task Force

**Professional Development:**

- POD Network for Educational Development 2017 Annual Conference (Montreal, Canada)
- Association of American Colleges & Universities (AAC&U) 2018 Annual Conference (Washington, DC)
- New England Regional Centers for Teaching & Learning Mini-Retreat (Salve Regina, Newport, RI)

**Presentation:**

Kaldor, E., Mullaney, J., & Grupp, L. (2017, October). Development by consortium: Leverage your center's resources, energize yourself. Roundtable presented at the POD Network Conference, Montreal, Canada.

**Rachel Leveillee**

**Professional Development:**

- Member: National Collegiate Testing Association
- National Collegiate Testing Association, Cincinnati, OH

**Joannah Portman-Daley**

**Service at URI:**

- Member: President's Commission on People with Disabilities
- Member: LMS Evaluation Committee
- Member: First Generation Task Force
- Participant: Joint Committee on Online and Distance Education

**External Presentations and Publications:**

- Co-author. Writing Program Architecture. Nov, 2017.

**Professional Development:**

- NERCOMP Conference (Providence, RI)

**Kathleen Torrens (For Online Education)**

**Service at URI:**

- Information Technology Governance Committee
- Joint Committee Online Learning
- OER Task Force
- Chair, LMS Evaluation Task Force

**Professional Development:**

- NERCOMP Conference (Providence, RI)

# Appendices

## **Appendix A: ATL Conversation Series 2017-2018**

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### *Early Alert! How faculty can help reduce students at risk of failing*

September 15, 2017

Mike McGregor (Chemistry), Rob Marshall (Starfish), Shirley Consuegra & John Cruz (Early Alert)

Participant #: 14

Hear from URI faculty and staff on why reaching out to at-risk students early can make a difference and how to do it easily. Mike McGregor will describe evidence from Chemistry courses that identifying at-risk students early motivates students to get the help they need. He will also discuss the type of messages that work with students who are struggling. Rob Marshall will describe the Starfish technology solution for faculty to communicate easily with students regardless of class size. Shirley Consuegra and John Cruz will describe how the Early Alert Team responds to your notifications.

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### *When Students Integrate and Apply: Achievements and Challenges*

September 22, 2017

Dawn Cardace (Geosciences), Matthew Delmonico (Kinesiology), and Silvia Dorado-Banacloche (Business)

Participant #: 8

Many students struggle to transfer skills and make meaningful connections as they solve complex problems and complete projects. Three faculty teaching “Integrate and Apply” courses in the new general education program will share the kinds of assignments they use to help students learn to transfer skills and make connections in their courses. We will end with a discussion on how participants can design or redesign courses to help students integrate and apply.

---

### *Thinking About Blending Your Course*

September 27, 2017

Kathleen Torrens and Joannah Portman-Daley (ATL)

Participant #: 7

In recent years, we have learned how to combine the best of in-person and online teaching. Blending a course is not as simple as putting half of it online; rather, blended teaching requires careful thought and planning to maximize learning and engagement. A carefully planned and strategic approach to blended learning will benefit URI students in several important ways. Indeed, research clearly demonstrates higher student achievement in blended environments, greater engagement with material, and higher satisfaction with their learning. This session will cover best practices in blended teaching and learning and introduce an exciting new initiative through ATL and the Provost’s office. This initiative aims to innovate teaching and learning at URI and address classroom space concerns by offering selected applicants a \$500 stipend to design and teach a blended course in Fall 2018.

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### *Towards Professional Habits: Helping Students Speak Like Experts*

October 6, 2017

Hollie Smith (Communications) and Kathleen Donohue (GSO)

Participant #: 14

Learning to speak like an expert is a required skill for many fields both in academia and beyond. Cultivating the proper tone, poise, and presentation style for this kind of speaking in our students, both



graduate and undergraduate, can be challenging, especially considering the diversity of audiences they may face in “the real world.” How we scaffold the development of an expert voice in our courses and seminars can help both graduate and undergraduate students appreciate the need for adequate practice and feedback. This session brings together two URI faculty, Dr. Kathleen Donohue (Graduate School of Oceanography) and Dr. Hollie Smith (Communications), who have each designed pedagogical approaches and tools to help students advance in their ability to speak like experts.

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*Making Web Accessibility in Sakai Easier*

October 19, 2017

Ben Leveillee (ITS)

Before students can learn from and contribute to an online environment, they must first be able to easily access the course material itself. By following a simple set of construction guidelines, instructors can improve access for all learners - including those who may have a disability that limits the way they are able to interact with elements on-screen. In this session we will introduce a set of basic web accessibility best practices and share features available in Sakai that can help an instructor create an online learning space that is accessible to everyone.

---

*Developing Critical Thinkers: Examples from Undergraduate and Graduate Seminars*

November 2, 2017

Theodore Walls (Psychology) and Shanna Pearson-Merkowitz (Political Science)

Participant #: 12

Students develop critical thinking abilities when they have well-structured, repeated opportunities to practice and receive constructive feedback. Two URI faculty, Shanna Pearson-Merkowitz (Political Science) and Theodore Walls (Psychology) will present specialized models they have developed to help undergraduate and graduate students practice critical thinking skills in ways that resemble disciplinary experts.

---

*Towards Effective Information Research: Faculty expectations, student abilities, and strategies to close the gap*

November 16, 2017

Mary MacDonald (University Libraries)

Participant #: 7

Do some of your students struggle to conduct independent research for course assignments?

Do they treat all sources as equally valid?

Do they struggle with attribution?

Many faculty report similar problems. Mary MacDonald (University Libraries) will present evidence from her own research and others to show the gap between the information research capabilities that college faculty members expect of their students and the limited abilities most high school students achieve. Her presentation will include a discussion of some proven strategies faculty can use to close the gap.

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*Departmental Course Shells: What Are They and Why Might I Want One?*

November 29, 2017

Kathleen Torrens and Joannah Portman-Daley (ATL)

Participant #: 6

Working with an online course design shell, or template, offers an easy-to-follow structure that can free up individual faculty to focus on the creativity of their course content without worrying over the alignment of instructional design principles within a learning management system. Departments using a shell offer students a consistency across courses that has been shown to promote learning effectiveness and overall student success. Moreover, faculty satisfaction data indicates that using a course shell saves time while increasing course quality. Join Kathleen Torrens and Joannah Portman-Daley (ATL) to learn more about online course shells - what they are, what the benefits of using one can be, and how we can help you design one for your department's online curriculum.

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*Teach Your Students How to Learn in 50 Minutes - 2 sessions*

February 2 and 8, 2018

Eric Kaldor, Josh Caulkins, and Holly Swanson (ATL)

Participant #: 22

Dr. Sandra McGuire's learning strategies are easy to teach to your students. The key to her success is that her message is designed to motivate students to take responsibility for their own learning. In this 90-minute session, we will both run and deconstruct her 50-minute presentation so that faculty may adapt it to their own teaching contexts.

---

*Develop Your Graduate Students as Researchers and Writers: Teach Them How to Create A Research Space*

February 15, 2018

Ingrid Lofgren (Nutrition and Food Sciences) and Erin Harrington (Graduate Researcher for SciWrite@URI)

Participant #: 21

Graduate students can become better researchers by developing core writing skills. In this session, Ingrid Lofgren (Nutrition & Food Science) and Erin Harrington (Graduate Researcher for SciWrite@URI) will provide a framework for guiding graduate students in the crafting of effective introductions that help them define their research space and its significance.

## Appendix B: High Impact Teaching Seminar Participants

Year	Semester	Seminar	Number of faculty participants	Number of completed action plans
1	Spr 16	Teaching for Learning	16	16
	Su 16	Teaching for Learning	7	6
2	Fa 16	Teaching for Learning	7	7
	Spr 17	Writing Across the Curriculum	9	6
	Su 17	Teaching for Learning	9	9
3	Fa 17	Teaching for Learning	9	8
	Spr 18	Teaching for Learning	8	8
	Spr 18	Writing Across the Curriculum	6	4
	Spr 18	Teaching Effective Information Research	4	3*
	Su 18	Teaching for Learning	10	6*
Totals			85	73

\* 6 participants have extensions to August

## Appendix C: Sections and Students Taught by HIT Faculty

Program, Semester	Name	Department	Spring 17		Summer 17		Fall 17		Spring 18	
			Number sections	Number students	Number sections	Number students	Number sections	Number students	Number sections	Number students
<b>Year 1</b>										
T4L, FA16	<b>Alana Bibeau</b>	Sociology & Anthropology	4	174	3	42	3	137	3	76
T4L, FA16	<b>Ernest Dupuis III</b>	Economics	4	172	0	0	5	183	5	218
T4L, FA16	<b>I-Ling Hsu</b>	Languages	5	90	4	37	4	68	5	43
T4L, FA16	<b>Scott Kushner</b>	Communications	3	91	0	0	2	110	2	59
T4L, FA16	<b>Silvana Ngo</b>	Chemistry	2	134	2	63	2	255	1	147
T4L, FA16	<b>Thomas Sharland</b>	Mathematics	3	43	0	0	2	33	5	41
T4L, FA16	<b>Shahla Yekta</b>	Chemistry	2	279	1	11	2	353	0	0
WAC, SPR17	<b>Karl Aspelund</b>	TMD	X	X	2	23	5	111	7	219
WAC, SP17	<b>Jill Doerner</b>	Sociology & Anthropology	X	X	3	18	4	45	2	49
WAC, SP17	<b>Jay Fogleman</b>	Education	X	X	1	7	5	110	4	64
WAC, SP17	<b>Elizabeth Laliberte</b>	Geosciences	X	X	0	0	4	169	3	154
WAC, SP17	<b>Jing Jian Xiao</b>	HDFS	X	X	2	25	0	0	0	0
WAC, SP17	<b>Christine Zozula</b>	Sociology & Anthropology	X	X	0	0	2	53	2	26
T4I, SU17	<b>Derek Nikitas</b>	English	X	X	X	X	1	32	5	51
T4I, SU17	<b>Michael Barrus</b>	Mathematics	X	X	X	X	6	77	5	44
T4I, SU17	<b>Sarah Larson</b>	Nutrition & Food Science	X	X	X	X	6	396	0	0
T4I, SU17	<b>Julianna Golas</b>	School of Professional and Cont. Stud	X	X	X	X	3	58	3	83
T4I, SU17	<b>Kim Fournier</b>	Kinesiology	X	X	X	X	4	82	6	98
T4I, SU17	<b>Sandra Basley</b>	Nursing	X	X	X	X	1	114	3	143
T4I, SU17	<b>Koray Ozpolat</b>	College of Business	X	X	X	X	2	17	5	69

T4L, SU17	<b>Aimee Phelps</b>	College of Business	X	X	X	X	3	64	5	56
T4L, SU17	<b>Shanette Harris</b>	Psychology	X	X	X	X	6	115	3	34
<b>Year 2</b>										
T4L, FA17	<b>Kathy Quick</b>	Art & Art History	X	X	X	X	X	X	4	194
T4L, FA17	<b>Damon Rarick</b>	Languages	X	X	X	X	X	X	1	22
T4L, FA17	<b>Kimberly Page</b>	College of Business	X	X	X	X	X	X	2	105
T4L, FA17	<b>Gerard Jalette</b>	Communications	X	X	X	X	X	X	5	74
T4L, FA17	<b>Yang Shen</b>	GSO	X	X	X	X	X	X	2	2
T4L, FA17	<b>Melissa Villa-Nicholas</b>	GLIS	X	X	X	X	X	X	3	26
T4L, SPR18	<b>Amy D'Agata</b>	College of Nursing	X	X	X	X	X	X	X	X
T4L, SPR18	<b>Margaret Rogers</b>	Psychology	X	X	X	X	X	X	X	X
T4L, SPR18	<b>Celine Jacquenod-Garcia</b>	Languages	X	X	X	X	X	X	X	X
WAC, SP18	<b>Karl Aspelund</b>	TMD	X	X	X	X	X	X	X	X
WAC, SP18	<b>Laura Lenardon</b>	Languages	X	X	X	X	X	X	X	X
WAC, SP18	<b>Susan Thomas</b>	Music	X	X	X	X	X	X	X	X
WAC, SP18	<b>Joyce Wu</b>	Languages	X	X	X	X	X	X	X	X
WAC, SP18	<b>James Haile III</b>	Philosophy	X	X	X	X	X	X	X	X
WAC, SP18	<b>Lisa Tom</b>	Art & Art History	X	X	X	X	X	X	X	X
WAC, SP18	<b>Martha Rojas</b>	English	X	X	X	X	X	X	X	X
TEIR, SP18	<b>Vandana Jain</b>	Economics	X	X	X	X	X	X	X	X
<b>Totals</b>			<b>23</b>	<b>983</b>	<b>18</b>	<b>226</b>	<b>72</b>	<b>2582</b>	<b>91</b>	<b>2097</b>

Total number of sections 204	Total number of students 5888
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## Appendix D: URI Teaching and Learning Showcase Presenters

<b>Name</b>	<b>Department</b>	<b>ATL Program/s</b>
Julianna Golas	HDFS	Teach for Learning
Derek Nikitas	English	Teach for Learning
Bryan Dewsbury	Biological Sciences	OER
Ben Leveillee	Media and Technology Services	Online Education
Ryan Omizo	Writing & Rhetoric	Assessment
Musa Jouaneh	Mechanical, Industrial, and Systems Engineering	Assessment
Gary Boden	Institutional Research	Assessment
Mike Barrus	Mathematics	Teach for Learning
Beth Laliberte	Geosciences	Teach for Learning
David Heskett	Physics	Assessment
Kimberly Fournier	Kinesiology	Teach for Learning
Ed Lamagna	Computer Science and Statistics	Assessment
Christie Ward-Ritacco	Kinesiology	Teach for Learning
Rebecca Robinson	GSO	Assessment
George Dombi	Chemistry	Teach for Learning
Skye Mendes	Academic Enhancement Center	Assessment
Christine Eisenhower	Pharmacy	Assessment
Steve Irvine	Biological Sciences	Teach for Learning
Penelope Steen	Kinesiology	Teach for Learning
Jill Doerner	Sociology & Anthropology	Write Across Curriculum
Christine Zozula	Sociology & Anthropology	Write Across Curriculum
Rebecca Romanow	Film Studies	Assessment
Rachel Walshe	Theater	Assessment
Kristin Johnson	Political Science	Assessment
Linda Forrester	Biological Sciences	Assessment
Nilton Porto	HDFS	Online Education
Diane Gerzevitz	Nursing	Online Education
Christy Ashley	Business	Teach for Learning
Ruby Dholakia	Business	Assessment
Sarah Larson	Nutrition & Food Sciences	Teach for Learning
Adam Moore	Education	Assessment

Catherine Semnoski	Education	Assessment
Joyce Wu	Languages	Assessment
Ziaoyan Hu	Languages	Blended
Gerard Jalette	Communication Studies	Teach for Learning
Niko Poulakos	Communication Studies	Assessment
Michelle Flippin	Communicative Disorders	Assessment
Elizabeth Connors	Communicative Disorders	Assessment
Lauren Mandel	GSLIS	Assessment
Valerie Karno	English	Assessment
Mary Moen	GSLIS	Assessment
Richard Armstrong	Kinesiology	Blended
Becky Sartini	Fisheries, Animal and Veterinary Sciences	Teach for Learning, Blended
Sandra McGee	Communication Studies	Blended
Joseph Szpila	Writing & Rhetoric	Blended
Ann Salzarulo-McGuigan	Communication Studies	Blended
Susan Hannel	TMD	Blended
Saheli Goswami	TMD	Blended
Jay Fogleman	Education	Teach for Learning, Write Across Curriculum, Blended
Silvia Dorado-Banacloche	Business	Blended
Emilija Djurdjevic	Business	Blended
Doug Creed	Business	Blended
Matt LaCroix	Pharmacy	Assessment
Laura Meyerson	Natural Resources Science	Assessment
Yeqiao Wang	Natural Resources Science	Assessment
Trish Morokoff	College of Arts and Sciences	Assessment
Eileen James	Writing & Rhetoric	Assessment

## Appendix E: Online RN to BS DATA

<b>Online RN to BS Data – Summer 2, 2017-Summer 1, 2018 Enrollment and Grade Data</b>									
<b>Enrollments</b>	<b>SUM 2 2017</b>	<b>FA 1 2017</b>	<b>FA 2 2017</b>	<b>SP 1 2018</b>	<b>SP 2 2018</b>	<b>SUM 1 2018</b>	<b>TOTALS YR 3 <i>6 sessions</i></b>	<b>TOTALS YR 2 <i>6 sessions</i></b>	<b>TOTALS YR 1 <i>5 sessions</i></b>
Courses Offered	10	11	12	11	11	11	<b>66</b>	<b>48</b>	<b>17</b>
Average Class Size	41	50	51	57	53	46	<b>49.6</b>	<b>55.7</b>	<b>38.3</b>
Largest Class	70	95	89	104	114	92	<b>114</b>	<b>129</b>	<b>74</b>
Course Enrollment at Drop Date	412	547	611	623	578	503	<b>3274</b>	<b>2665</b>	<b>727</b>
Course Enrollment at End	401	538	604	615	575	498	<b>3231</b>	<b>2626</b>	<b>708</b>
% Completed Course from Drop date	97.3%	98.4%	98.9%	98.7%	99.5%	99.0%	<b>98.6%</b>	<b>98.5%</b>	<b>97.4%</b>
<b>Students</b>									
Average #classes/term	1.25	1.25	1.31	1.32	1.21	1.31	<b>1.28</b>	<b>1.29</b>	<b>1.25</b>
% taking 2 classes	22.2%	22.5%	20.8%	19.8%	13.7%	24%	<b>20.5%</b>	<b>25.6%</b>	N/A
% taking 3 classes	1.2%	1.1%	1.3%	2.1%	1.1%	3.1%	<b>1.65%</b>	<b>1.3%</b>	N/A
Average GPA	3.5	3.4	3.5	3.5	3.5	3.4	<b>3.47</b>	<b>3.52</b>	<b>3.42</b>



**Online RN to BS Data – Summer 2, 2017-Summer 1, 2018**  
**Partner Hospital Data**

HOSPITAL	STUDENTS		HOSPITAL	STUDENTS	
	YR 2	YR 3		YR 2	YR 3
Bradley Hospital (Emma Pendleton Bradley Hospital)	1	3	L+M Hospital	7	8
Bristol Hospital	3	4	Lifespan (system-wide)	7	17
Charlotte Hungerford		2	Middlesex Hospital	3	4
Comprehensive Community Action Program (CCAP)	3	5	Newport Hospital	6	15
Concord Hospital		1	RI Hospital & Hasbro Children's Hospital	21	33
Griffin Hospital	5	19	The Miriam Hospital	4	9
Heywood Healthcare Hospital	1	4	UMASS Memorial Medical Center	9	10
Hope Health	2	5	Westerly Hospital	5	5
Kent Hospital	14	23			
			<b>Total</b>	<b>91</b>	<b>167</b>

2015-2016: 5 students from partner hospitals were enrolled.  
 2016-2017: 91 students from partner hospitals were enrolled  
 2016-2017: 167 students from partner hospitals were enrolled

**Online RN to BS Data – Fall1, 2015-Summer, 2018**  
**Student Demographics<sup>2</sup>**

**Gender**

	<b>Female</b>	<b>Male</b>	<b>Unspecified</b>	<b>Total</b>
FA 2015	65	2	2	<b>69</b>
SP 2016	134	12	3	<b>149</b>
SU 2016	97	6	9	<b>112</b>
FA 2016	162	22	6	<b>190</b>
SP 2017	112	16	1	<b>129</b>
SU 2017	80	12	2	<b>94</b>
FA 2017	111	17	2	<b>130</b>
SP 2018	84	9		<b>93</b>
SU 2018	38	7		<b>45</b>
<b>Total</b>	<b>883</b>	<b>103</b>	<b>25</b>	<b>1011</b>
<b>Percent</b>	<b>87.3%</b>	<b>10.2%</b>	<b>2.5%</b>	

**Race/Ethnicity**

<b>Term</b>	<b>American Indian/Alaska Native</b>	<b>Asian</b>	<b>Black/African American</b>	<b>Hispanic/Latino</b>	<b>Native Hawaiian/ Pac Island</b>	<b>White</b>	<b>2+ Races</b>	<b>Not Specified</b>	<b>Total</b>
FA 2015		3	2	3		58		3	<b>69</b>
SP 2016	1	8	12	5	1	110		12	<b>149</b>
SU 2016	1	3	6	2		91	1	5	<b>109</b>
FA 2016	1	6	12	1		149		17	<b>186</b>
SP 2017	1	4	11	10		89	1	8	<b>124</b>
SU 2017		4	8	10		75		4	<b>101</b>
FA 2017	3	2	11	11		96	1	6	<b>130</b>
SP 2018	1	3	9	8		67	1	4	<b>93</b>
SU 2018		1	1	2		23	2	16	<b>45</b>
<b>Total</b>	<b>8</b>	<b>34</b>	<b>72</b>	<b>52</b>	<b>1</b>	<b>758</b>	<b>6</b>	<b>75</b>	<b>1006</b>
<b>Percent</b>	<b>0.8%</b>	<b>3.4%</b>	<b>7.2%</b>	<b>5.2%</b>	<b>0.1%</b>	<b>75.3%</b>	<b>0.6%</b>	<b>7.5%</b>	

<sup>2</sup> From Admission Data

**Online RN to BS Data – Fall1, 2015-Summer 2018  
Student Demographics**

**Age**

	Average Age on Admission
FA 2015	37.5
SP 2016	39.6
SU 2016	38.0
FA 2016	36.2
SP 2017	37.2
SU 2017	38.1
FA 2017	35.7
SP 2018	37.7
SU 2018	35.1
<b>Overall</b>	<b>37.2</b>

**State**

Row Labels	RI	CT	MA	NY	NJ	NH	VT	PA	FL	CA	NC	GA	ME	OK	TX	VA	WI	Grand Total
FA 2015	59	4	4		1			1										69
SP 2016	88	23	25	5	4	1			2			1						149
SU 2016	66	15	19	3	4	2	2						1					112
FA 2016	94	58	16	7	5	2	1	1		2	2					1	1	190
SP 2017	79	33	15	1		1												129
SU 2017	71	18	14	2	1			1							1	1		109
FA 2017	69	27	24	1			2	1	2	1		1	2					130
SP 2018	44	26	16	2	1		1			1				1		1		93
SU 2018	26	10	7		1												1	45
<b>Total</b>	<b>596</b>	<b>214</b>	<b>140</b>	<b>21</b>	<b>17</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1026</b>
<b>Percent</b>	<b>58.1%</b>	<b>20.9%</b>	<b>13.6%</b>	<b>2.0%</b>	<b>1.7%</b>	<b>0.6%</b>	<b>0.6%</b>	<b>0.4%</b>	<b>0.4%</b>	<b>0.4%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>0.2%</b>	

**Online RN to BS Data – Fall 2017-Summer 2018**  
**Last School Attended**

SCHOOL	FA 2017	SP 2018	SU 2018	TOTAL
Community College of RI	52	35	21	108
Becker CC		3	1	4
Bristol CC	3	2		5
Bunker Hill CC	5	1	1	6
Capital CC	12	6	1	19
Gateway CC	5	5	1	6
Laboure College	2	2	1	5
Mount Wachusett CC	2		1	3
New England Institute Tech RI	5	3	1	9
North Shore CC	2	1		2
Northwestern Connecticut CC	2	2		4
Norwalk CC		2		2
Quincy College	2			2
Quinsigamond CC	1	1	2	4
Sheldon High School	4		1	5
Springfield Tech CC	3		1	4
St Joseph's Hospital RI	5		1	6
St Vincent's College	2		1	3
Three Rivers CC	1	1	3	5
Other: 1 student Only	14	27	8	49
Unknown		7		7
<b>TOTAL</b>	<b>122</b>	<b>91</b>	<b>45</b>	<b>258</b>

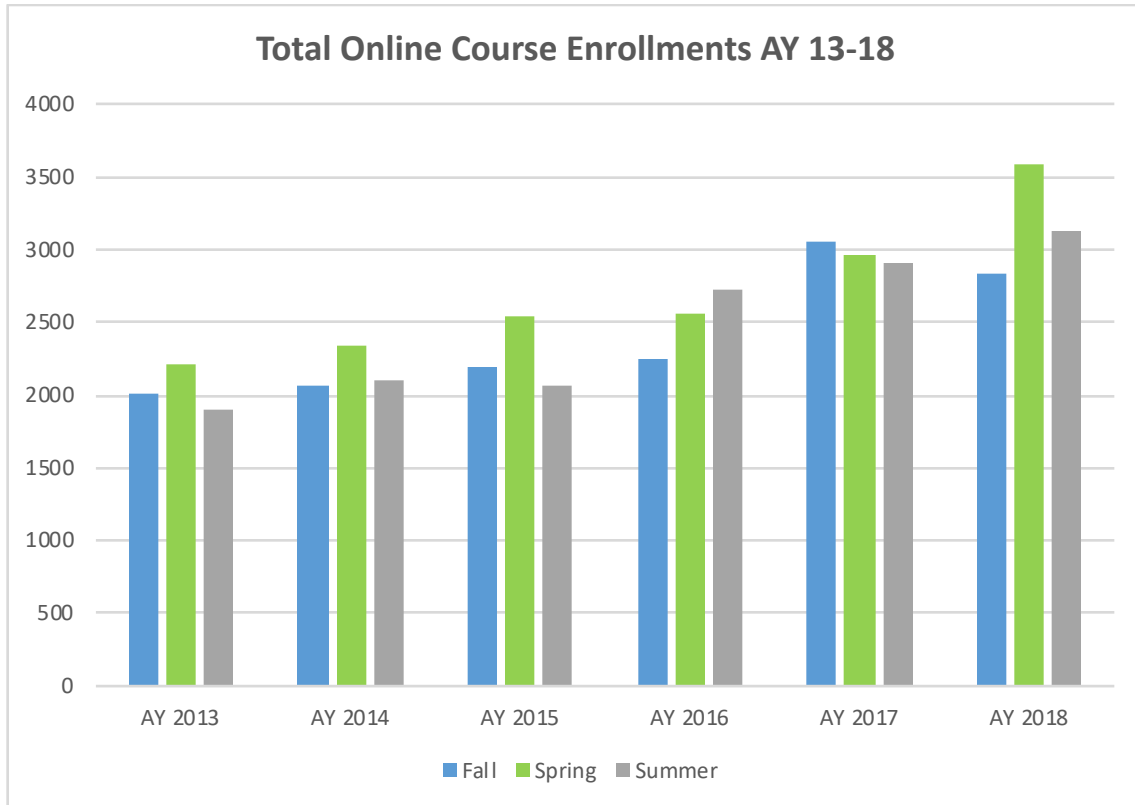
42% of our admitted students last attended CCRI

## Appendix F: RN to BS General Education Courses By Outcomes 6/30/2018

Two new courses were added for Fall 2017: Philosophy 101 and Kinesiology 123.  
Spanish 101 is no longer offered.

<b>First Taught</b>	<b>Course</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Grand Challenge</b>
2015 FA1	COM 100 (Communication Fundamentals)	Oral Communication	Only partial	
2015 FA2	STA 220 (Statistics In Modern Society)	Quantitative	STEM	
2016 SP1	FLM 100 (Film Media)	Arts& Design	Oral Communication	
2016 SU1	GWS 220 (Women and the Natural Sciences)	STEM	Information Literacy	
2016 SU2	SCM 101 (Introduction to Communication and Media)	Information Literacy	Global	
2016 FA2	NUR 150 (Human Sexuality)	Social/Behavioral	Diversity	
2016 FA2	NUR 444 (Community/Public Health Nursing Program)	Civic	Integrative	
2017 SP1	NFS 207 (General Nutrition)	Quantitative	STEM	
2016 FA 1	<del>SPA 101 (Beginning Spanish I)</del>	<del>Humanities</del>	<del>Global</del>	
2016 FA1	HIS 146 (women in the US 1890-present)	Information Literacy	Civic	
2017 SU2	TMD 126 (Introduction to Design	Arts& Design	Oral Communication	
2017 SU1	HDF318G (Health and Wealth)	Social/Behavioral	Information Literacy	Grand Challenge
2017 SU1	NSF 212G (Public Health Nutrition)	STEM	Diversity	Grand Challenge
2017 FA 2	Phil 101 (Critical Thinking)	Humanities	Quantitative	
2017 FA2	Kin 123 (Foundations of Health)	Social/Behavioral	Information Literacy	

**Appendix G: Total Online Course Enrollments\***  
Includes Graduate and Undergraduate Enrollments



	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018
<b>Fall</b>	2015	2067	2189	2255	3056	2826
<b>Spring</b>	2202	2343	2549	2561	2965	3582
<b>Summer</b>	1899	2109	2068	2718	2913	3128
<b>Total</b>	<b>6116</b>	<b>6519</b>	<b>6806</b>	<b>7534</b>	<b>8934</b>	<b>9536</b>
<b>% Increase</b>	<b>14.40%</b>	<b>6.60%</b>	<b>4.40%</b>	<b>10.70%</b>	<b>18.60%</b>	<b>6.74%</b>

\*Does NOT include enrollments in the accelerated online programs - RN to BS or Dietetics

## **Appendix H: Total Undergraduate Online Enrollment (100-499)**

Does not include enrollment in the online RN to BS degree program

	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Summer 2018</b>	<b>Total by College</b>
<b>Total by semester</b>	<b>2742</b>	<b>3210</b>	<b>3023</b>	<b>8975</b>
A_SCI	1517	1616	1945	<b>5078</b>
BUS	375	279	229	<b>883</b>
CEPS	22		63	<b>85</b>
CHS	237	446	454	<b>1137</b>
ELSCI	514	612	73	<b>1199</b>
ENG			87	<b>87</b>
NUR	39	120	77	<b>236</b>
UCOLL	38	137	95	<b>270</b>

## **Appendix I: Total Undergraduate Blended Enrollment (100-499)**

	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Summer 2018</b>	<b>Total by College</b>
<b>Total by semester</b>	<b>674</b>	<b>625</b>	<b>72</b>	<b>1371</b>
A_SCI	517	216	64	<b>797</b>
CHS	21	101		<b>122</b>
ENGR	111	246	8	<b>365</b>
UCOLL	25	36		<b>61</b>
ULIB		26		<b>26</b>

## Appendix J: Online Courses and Sections

Total Number of Courses and Sections (100-499) Online AY 16-17 & AY 17-18												
Does NOT include courses in the RN to BS Online Program												
	FALL				SPRING				SUMMER			
	Course		Sections		Courses		Sections		Courses		Sections	
	2016	2017	2016	2017	2017	2018	2017	2018	2017	2018	2017	2018
<b>A_SCI</b>	<b>44</b>	<b>47</b>	<b>65</b>	<b>76</b>	<b>45</b>	<b>56</b>	<b>70</b>	<b>80</b>	<b>77</b>	<b>81</b>	<b>128</b>	<b>138</b>
AAF	1	1	2	2	2	2	3	3	3	2	4	3
AST									1	2	2	2
CCJ		1		1		1		1	2	2	3	3
CHN									2	2	2	2
CLA						3		4	4	4	6	6
COM	10	11	16	12	11	11	12	12	13	14	25	30
CPL					1	1	2	1	1	1	2	3
CSC	1	2	3	6	4	2	12	7	5	5	6	7
CSF	3	3	6	6	3	3	4	4	1	2	1	2
ECN	1	2	1	2	2	2	2	3	5	4	9	9
ENG									1		1	
FLM	2	2	2	4	2	2	3	4	4	5	12	12
FRN	1	1	1	1	1	2	1	2	1	3	1	4
GEG					1	2	1	1	1	1	2	3
GER										2		2
GWS	8	4	11	11	4	4	9	9	5	5	5	8
JOR	1	1	2	2	1	1	1	1	1		1	
LAR	1	1	1	1	1	1	1	1	1	1	3	3
LET									1	1	4	1
LIN	1	1	3	3								
MSL						1		1				
MTH	2	4	5	4	3	4	3	5	3	4	6	6
MUS									3	3	5	4
NVP	1	1	2	2	1	1	2	3	1	1	2	1
PHL	4	3	7	6	3	3	5	5	4	3	5	6
PRS	1	2	2	3	1	3	1	3	2	1	3	1
PSC		1		1		1		1	2	4	2	5
SOC		1		1		1		2	4	4	8	7
SUS	1	1	1	1								
THE										1		2
WRT	5	4		7	4	5	8	7	6	4	8	6



Total Number of Courses and Sections (100-499) Online AY 16-17 & AY 17-18												
Does NOT include courses in the RN to BS Online Program												
	FALL				SPRING				SUMMER			
	Course		Sections		Courses		Sections		Courses		Sections	
	2016	2017	2016	2017	2017	2018	2017	2018	2017	2018	2017	2018
<b>BUS</b>	2	3	16	23	3	3	9	13	7	10	8	12
BUS	2	3	16	23	3	3	9	13	7	5	8	7
TMD										5		5
<b>CEPS</b>		1		1						2	4	
EDC		1		1						2	4	
<b>CHS</b>	8	8	11	10	14	13	18	17	17	19	22	25
CMD									2	2	2	3
HDF	4	2	4	2	3	4	2	4	6	5	8	9
HLT		1		1		1		1	1	1	1	1
KIN									2	3	2	3
NFS					2		4			2		3
PSY	4	5	7	7	9	8	12	12	6	6	9	6
<b>ELSCI</b>	4	5	4	6	4	5	4	5	6	5	6	6
AFS	1	1	1	1	1	1	1	1	1	1	1	1
AVS						1		1	1	1	1	2
CMB	1	2	1	3	1	1	1	1	2	1	1	1
NRS	1	1	1	1	1	1	1	1	1	1	1	1
PLS	1	1	1	1	1	1	1	1	1	1	1	1
<b>ENGR</b>											2	4
CVE											1	2
MCE											1	2
<b>NUR</b>	1	1	1	1	1	2	2	4	1	4	3	6
NUR	1	11		1	1	2	2	4	1	3	3	5
THN										1		1
<b>UCOLL</b>	6	2	8	3	3	3	7	9	2	2	6	6
CSV	1	1	1	1	1	1	2	1				
ITR	5	1	5	2	2	2	7	8	2	2	6	6

## Appendix K: Total Number of Blended Courses and Sections 100-149

	FALL		SPRING		SUMMER	
	Course	Section	Course	Section	Courses	Sections
	2017	2017	2018	2018	2018	2018
<b>A_SCI</b>	<b>16</b>	<b>28</b>	<b>10</b>	<b>11</b>	<b>4</b>	<b>5</b>
AAF			1	1		
COM	5	8	2	2		
CSC			1	1		
GWS	2	2	2	2		
ENG					2	3
HIS			2	2		
HLT	1	1				
ITR	1	1				
MCE	1	1				
SOC			2	3		
SUS	2	3				
WRT	4	12			2	2
<b>CHS</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>		
HLT	1	1	1	1		
KIN			1	2		
<b>ENGR</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
EGR			1	2		
ELE					1	1
MCE	1	1				
<b>UCOLL</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>		
ITR	1	2	1	2		
<b>ULIB</b>			<b>1</b>	<b>1</b>		
LIB			1	1		

## Appendix L: Training Faculty for Teaching Online

<b>Overall Training Completions by Department and College (7/1/17-6/30/18)</b>			
<b>Department/College</b>	<b>Sakai</b>	<b>Online Pedagogy</b>	<b>Online Teaching Fellows SP18</b>
Africana Studies	0	0	
Communication Studies	1	0	
Computer Science and Statistics	3	2	
Economics	1	1	
English	0	0	
Film/Media	0	1	1
Gender and Women's Studies	0	0	
Graduate School of Library and Information Studies	2	1	
History	0	0	
Mathematics	2	4	
Modern and Classical Languages and Literatures	2	2	
Music	0	0	
Philosophy	1	0	
Political Science	3	0	3
Sociology and Anthropology	0	0	
Theater	0		1
Writing & Rhetoric	0	0	
<b>College of Arts &amp; Sciences Total</b>	<b>15</b>	<b>11</b>	<b>5</b>
<b>College of Business Administration Total</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>College of Education and Professional Studies Total</b>	<b>4</b>	<b>1</b>	<b>1</b>
Chemical Engineering	0	0	
Electrical, Computer, and Biochemical Engineering	0	0	
<b>College of Engineering Total</b>	<b>0</b>	<b>0</b>	

Biological Sciences	1	0	
Cell and Molecular Biology	0	0	
Geosciences	0	0	
Natural Resources Science	1	0	
Plant Sciences	0	0	
<b>College of Environmental Life Sciences Total</b>	<b>2</b>	<b>0</b>	
<b>College of Nursing Total</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>College of Pharmacy Total</b>	<b>4</b>	<b>0</b>	
Communicative Disorders	0	0	
Human Development and Family Studies	1	0	
Kinesiology	1	0	
Nutrition and Food Science	2	2	
Psychology	3	0	
Physical Therapy	0	0	
<b>College of Health Sciences* Total</b>	<b>7</b>	<b>2</b>	
<b>Graduate School of Oceanography Total</b>	<b>0</b>	<b>0</b>	
<b>Talent Development Total</b>	<b>0</b>	<b>0</b>	
<b>TOTAL</b>	<b>37</b>	<b>17</b>	<b>8</b>

## Appendix M: Instructional Design Support for Online Faculty

<b>First Name</b>	<b>Last Name</b>	<b>Department</b>		<b>First Name</b>	<b>Last Name</b>	<b>Department</b>
Emilija	Djurdjevc	BUS		Donna	Rajotte	NUR
Ryan	Maguire	BUS		Diane	Gertzevitz	NUR
Doug	Creed	BUS		Joan	Dugas	NUR
Richard	McIntyre	ECON		Sandy	Basley	NUR
Amy	Correia	EDU		Donna	Rajotte	NUR
Rebecca	Romanow	FLM		Kathe	Hawes	NUR
Rob	Cohen	FLM		Norma	Owens	PHARM
Lauren	Mandel	GSLIS		Michelle	Caetano	PHARM
Yan	Ma	GSLIS		Mia	Wood	PHL
Valerie	Karno	GSLIS		Bill	Bartels	PHL
Karen	Stein	GWS		Liliana	Gonzalez	STA
Nilton	Porto	HDF		Prabanhi	Kuruppumullage Dom	STA
William	Ballard	HDF		Saheli	Goswami	TMD
Shabnam	Lateef	HIS		Karl	Aspelund	TMD
Allison	Harper	KIN		Susan	Hannell	TMD
Shira	Hirshberg	NFS		Heather	Johnson	WRT
Cathy	Descares	HIS		Nedra	Reynolds	WRT
Ana	Silva	NUR		Jason	Shrontz	WRT
Jennifer	Foley	NUR		Jeremiah	Dyehouse	WRT

## Appendix N: Institutional Level Summary Cohorts I and II 2014-2017

This appendix contains a comparison of assessment reporting compliance from Cohorts I & II reporting in 2014 and 2015 to their reporting in 2016 and 2017. Programs in each cohort report once every two years. Below you can find key findings gathered from the report. The following pages contain Undergraduate Assessment Reporting Results and Graduate Assessment Reporting Results.

### Undergraduate Reporting Compliance:

- Slight **increase** in Section I reporting compliance. Went from 84% (2014 and 2015) to 90% (2016 and 2017) of programs properly submitting this section of the report.

**Rationale:** Significant improvements by the College of Arts and Sciences (79% to 90%) helped shift improvement.

- Moderate **decrease** in Section II reporting compliance. Went from 91% (2014 & 2015) to 75% (2016 and 2017) of programs properly submitting this section of the report).

**Rationale:** Significant shortfalls by the College of Arts and Sciences (93% to 74%) and College of the Environment and Life Sciences (100% to 88%) contributed to overall regression.

<b>Undergraduate Assessment Reporting Compliance</b>					
	<b>Non-Accredited Programs</b>				<b>Accredited Programs</b>
	<b>Report: Section I</b>		<b>Report: Section II</b>		
	<i>(Assessment of New Outcomes)</i>		<i>(Follow-Up on Prior Recommendations for Change: Using Evidence to Make Changes)</i>		
	<i>2014 &amp; 2015</i>	<i>2016 &amp; 2017</i>	<i>2014 &amp; 2015</i>	<i>2016 &amp; 2017</i>	
<b>Colleges</b>	53/62 (84%)	35/39 (90%)	21/23 (91%)	24/32 (75%)	19/19 (100%)
Arts and Sciences	22/28 (79%)	19/20 (95%)	13/14 (93%)	14/19 (74%)	3/3 (100%)
Business Administration	1/1 (100%)	2/3 (67%)	1/1 (100%)	0/1 (0%)	1/1 (100%)
Continuing Education	1/1 (100%)	0/0	0/0	0/0	0
Education and Professional Services	0/1 (0%)	0/0	0/0	0/0	3/3 (100%)
Engineering	8/8 (100%)	0/0	0/0	0/0	8/8 (100%)
Environment and Life Sciences	13/14 (93%)	10/11 (91%)	5/5 (100%)	7/8 (88%)	1/1 (100%)
Human Science and Services/Health	5/7 (71%)	3/4 (75%)	1/2 (50%)	2/3 (67%)	1/1 (100%)
Nursing	1/1 (100%)	0/0	0/0	0/0	1/1 (100%)
Pharmacy	2/2 (100%)	1/1 (100%)	1/1 (100%)	1/1 (100%)	1/1 (100%)

### Undergraduate Reporting Performance:

•Slight **increase** in Section I reporting performance. Went from 83% (2014 and 2015) to 91% (2016 and 2017) of programs being rated as "Advanced" or "Well Developed."

**Rationale:** Significant improvements by the College of the Environment and Life Sciences (77% to 90%) helped shift improvement.

•Moderate **increase** in Section II reporting performance. Went from 62% (2014 and 2015) to 80% (2016 and 2017) of programs being rated as "Advanced" or "Well Developed."

**Rationale:** Significant improvements by the College of Arts and Sciences (69% to 93%) and College of the Environment and Life Sciences (40% to 71%) helped shift improvement.

Undergraduate Assessment Reporting Performance					
	Non-Accredited Programs				Accredited Programs
	Report: Section I		Report: Section II		
	<i>(Assessment of New Outcomes)</i>		<i>(Follow-Up on Prior Recommendations for Change: Using Evidence to Make Changes)</i>		
	2014 & 2015	2016 & 2017	2014 & 2015	2016 & 2017	
Colleges	44/53 (83%)	32/35 (91%)	13/21 (62%)	19/24 (80%)	19/19 (100%)
Arts and Sciences	18/22 (82%)	17/20 (85%)	9/13 (69%)	13/14 (93%)	3/3 (100%)
Business Administration	1/1 (100%)	2/2 (100%)	0/1 (0%)	0/0	1/1 (100%)
Continuing Education	0/1 (0%)	0/0	0/0	0/0	0
Education and Professional Services	0/0	0/0	0/0	0/0	3/3 (100%)
Engineering	7/8 (88%)	0/0	0/0	0/0	8/8 (100%)
Environment and Life Sciences	10/13 (77%)	9/10 (90%)	2/5 (40%)	5/7 (71%)	1/1 (100%)
Human Science and Services/Health	5/5 (100%)	3/3 (100%)	1/1 (100%)	0/2 (0%)	1/1 (100%)
Nursing	1/1 (100%)	0/0	0/0	0/0	1/1 (100%)
Pharmacy	2/2 (100%)	1/1 (100%)	1/1 (100%)	1/1 (100%)	1/1 (100%)

**Graduate Reporting Compliance:**

- Slight **decrease** in Section I reporting compliance. Went from 75% (2014 and 2015) to 72% (2016 and 2017) of programs properly submitting this section of the report.  
**Rationale:** Significant shortfalls by the College of Arts and Sciences (71% to 63%) contributed to overall regression.
- Moderate **decrease** in Section II reporting compliance. Went from 100% (2014 & 2015) to 82% (2016 and 2017) of programs properly submitting this section of the report).  
**Rationale:** The sample size was only 2 programs in 2014 and 2015, which increased to 11 in 2016 and 2017.

**Graduate Assessment Reporting Compliance**

Non-Accredited Programs						Accredited Programs
Colleges	Report: Section I		Report: Section II		2016 & 2017	
			<i>(Follow-Up on Prior Recommendations for Change: Using Evidence to Make Changes)</i>			
	<i>(Assessment of New Outcomes)</i>					
	2014 & 2015	2016 & 2017	2014 & 2015	2016 & 2017		
Institution Wide	39/52 (75%)	23/32 (72%)	2/2 (100%)	9/11 (82%)	8/16 (50%)	
Arts and Sciences	10/14 (71%)	5/8 (63%)	2/2 (100%)	1/3 (33%)	1/2 (50%)	
Business Administration	2/4 (50%)	3/3 (100%)	0/0	2/2 (100%)	0/4 (0%)	
Education and Professional Services	0/0	0/1 (0%)	0/0	1/1 (100%)	2/2 (100%)	
Engineering	1/6 (17%)	3/7 (43%)	0/0	0/0	0/0	
Environment and Life Sciences	5/6 (83%)	0/1 (0%)	0/0	0/0	1/1 (100%)	
Human Science and Services/Health Sciences	14/15 (93%)	4/4 (100%)	0/0	2/2 (100%)	3/3 (100%)	
Labor Research Center	1/1 (100%)	1/1 (100%)	0/0	1/1 (100%)	0/0	
Nursing	3/3 (100%)	0/0	0/0	0/0	0/2 (0%)	
Oceanography	2/2 (100%)	0/0	0/0	0/0	0/0	
Pharmacy	1/1 (100%)	1/1 (100%)	0/0	1/1 (100%)	0/0	

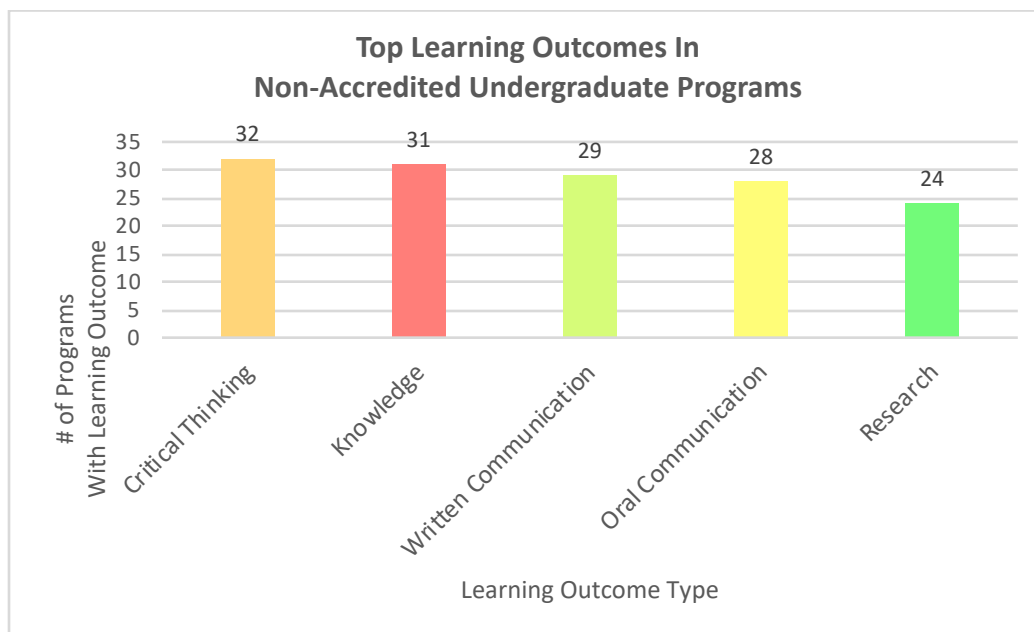
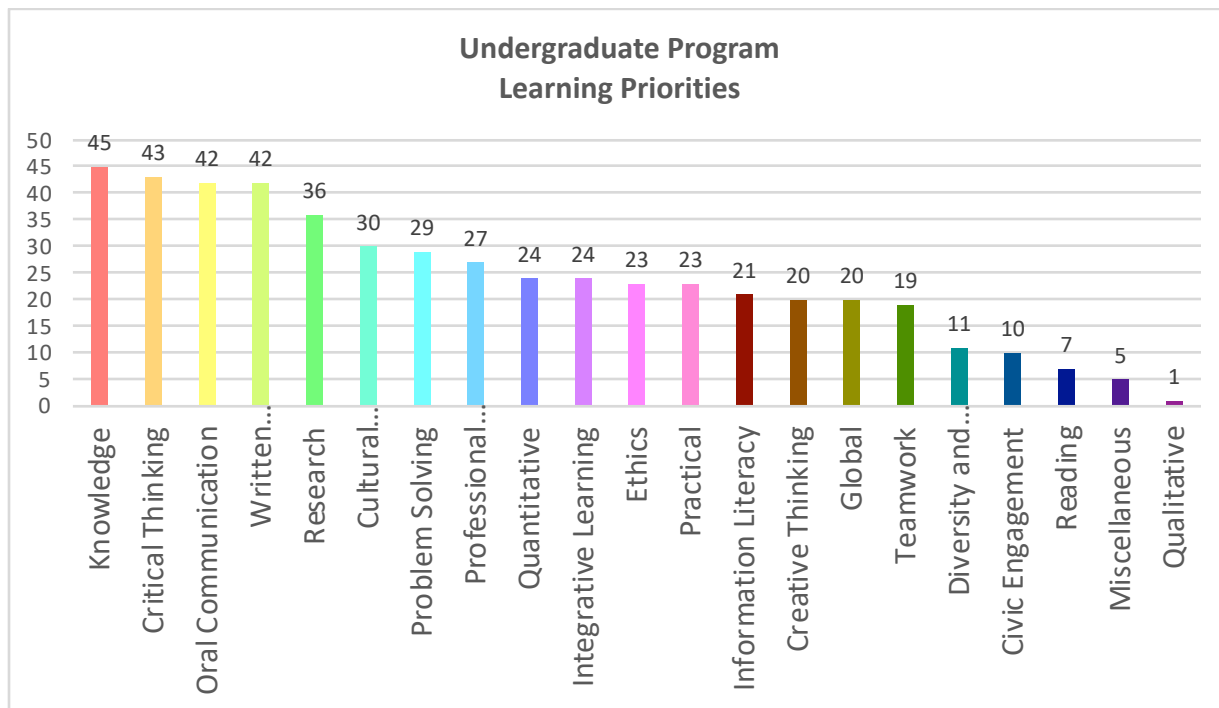


### Graduate Reporting Performance:

- Significant **decrease** in Section I reporting performance. Went from 87% (2014 and 2015) to 61% (2016 and 2017) of programs being rated as "Advanced" or "Well Developed."  
**Rationale:** Significant shortfalls by the College of Business Administration (100% to 0%) contributed to overall regression.
- Significant **decrease** in Section II reporting performance. Went from 100% (2014 and 2015) to 67% (2016 and 2017) of programs being rated as "Advanced" or "Well Developed."  
**Rationale:** The sample size was only 2 programs in 2014 and 2015, which increased to 9 in 2016 and 2017.

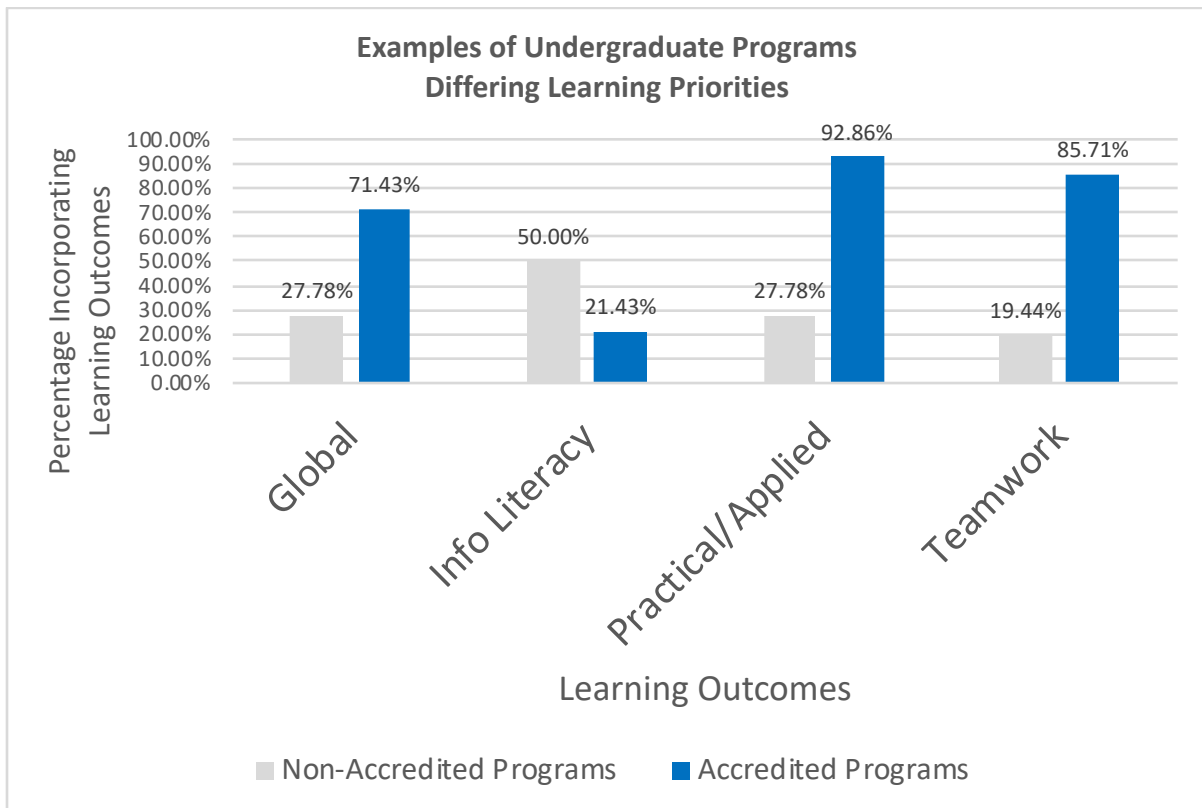
Graduate Assessment Reporting Performance					
Colleges	Non-Accredited Programs				Accredited Programs
	Report: Section I		Report: Section II		
	<i>(Assessment of New Outcomes)</i>		<i>(Follow-Up on Prior Recommendations for Change: Using Evidence to Make Changes)</i>		
	2014 & 2015	2016 & 2017	2014 & 2015	2016 & 2017	2016 & 2017
Institution Wide	34/39 (87%)	14/23 (61%)	2/2 (100%)	6/9 (67%)	8/8 (100%)
Arts and Sciences	9/10 (90%)	4/5 (80%)	2/2 (100%)	1/1 (100%)	1/1 (100%)
Business Administration	2/2 (100%)	0/3 (0%)	0/0	0/2 (0%)	0/0
Education and Professional Services	0/0	0/0	0/0	1/1 (100%)	2/2 (100%)
Engineering	0/1 (0%)	1/3 (33%)	0/0	0/0	0/0
Environment and Life Sciences	5/5 (100%)	1/1 (100%)	0/0	0/0	1/1 (100%)
Human Science and Services	11/14 (79%)	6/6 (100%)	0/0	3/3 (100%)	4/4 (100%)
Labor Research Center	1/1 (100%)	1/1 (100%)	0/0	1/1 (100%)	0/0
Nursing	3/3 (100%)	0/0	0/0	0/0	0/0
Oceanography	2/2 (100%)	0/0	0/0	0/0	0/0
Pharmacy	1/1 (100%)	1/1 (100%)	0/0	0/1 (0%)	0/0

## Appendix O: Learning Priorities for Assessment

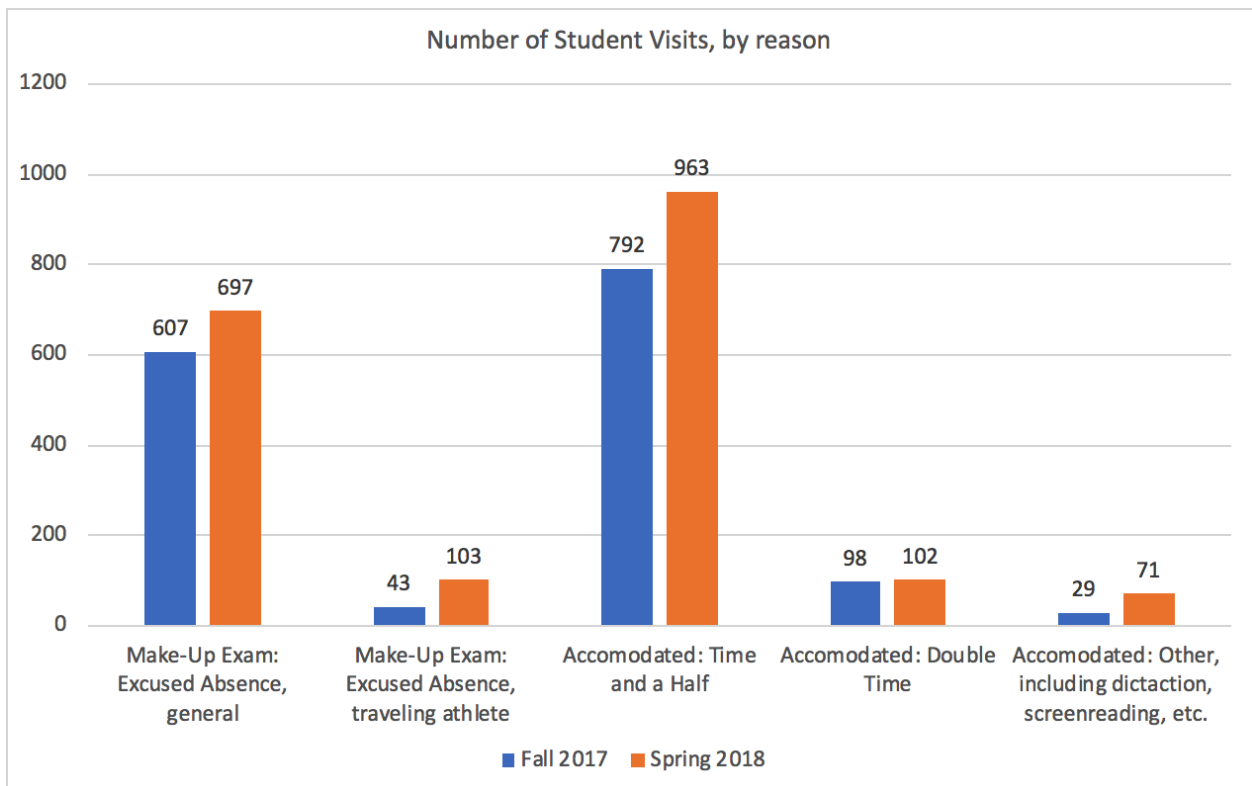
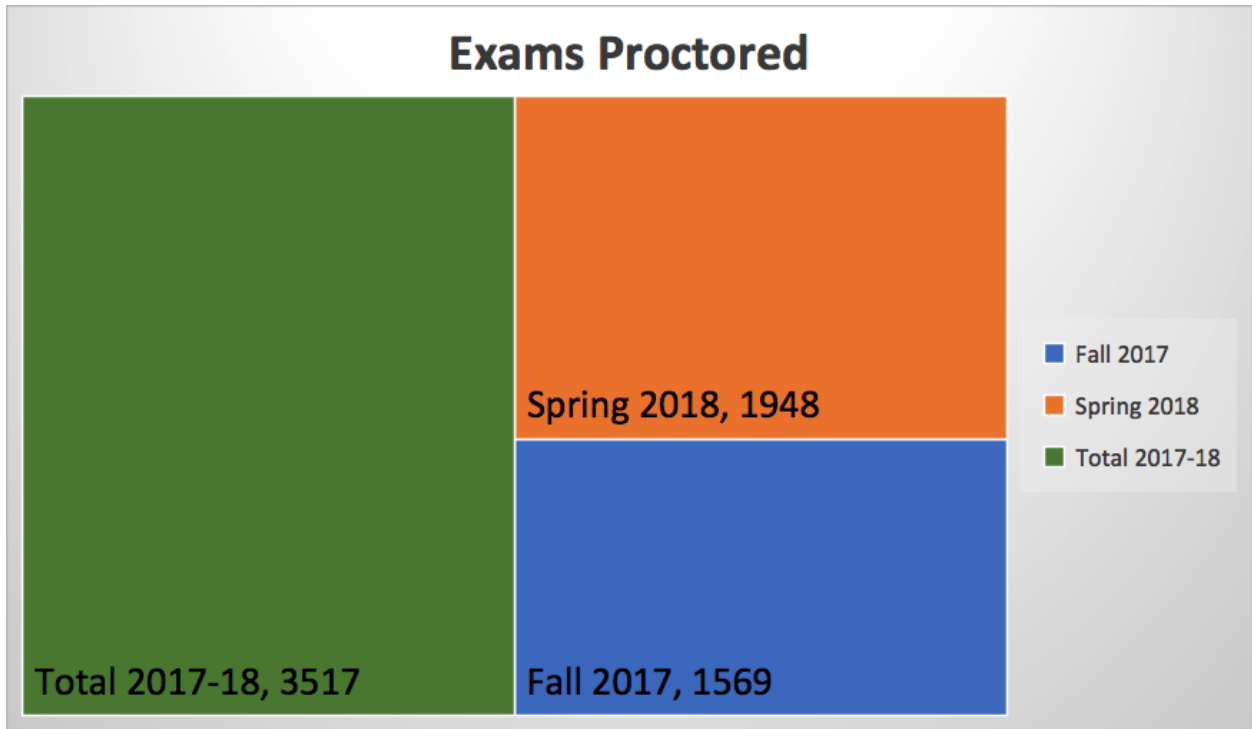


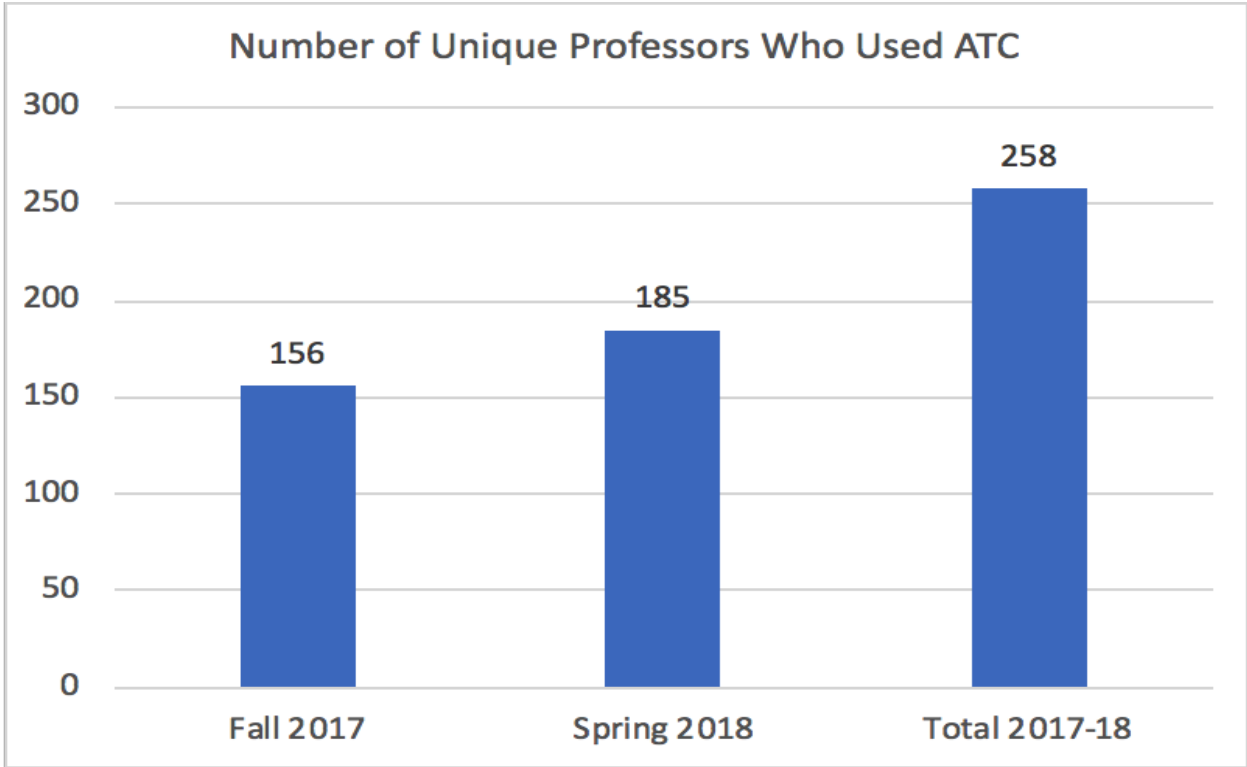
## Program Learning Priorities – Significance Differences

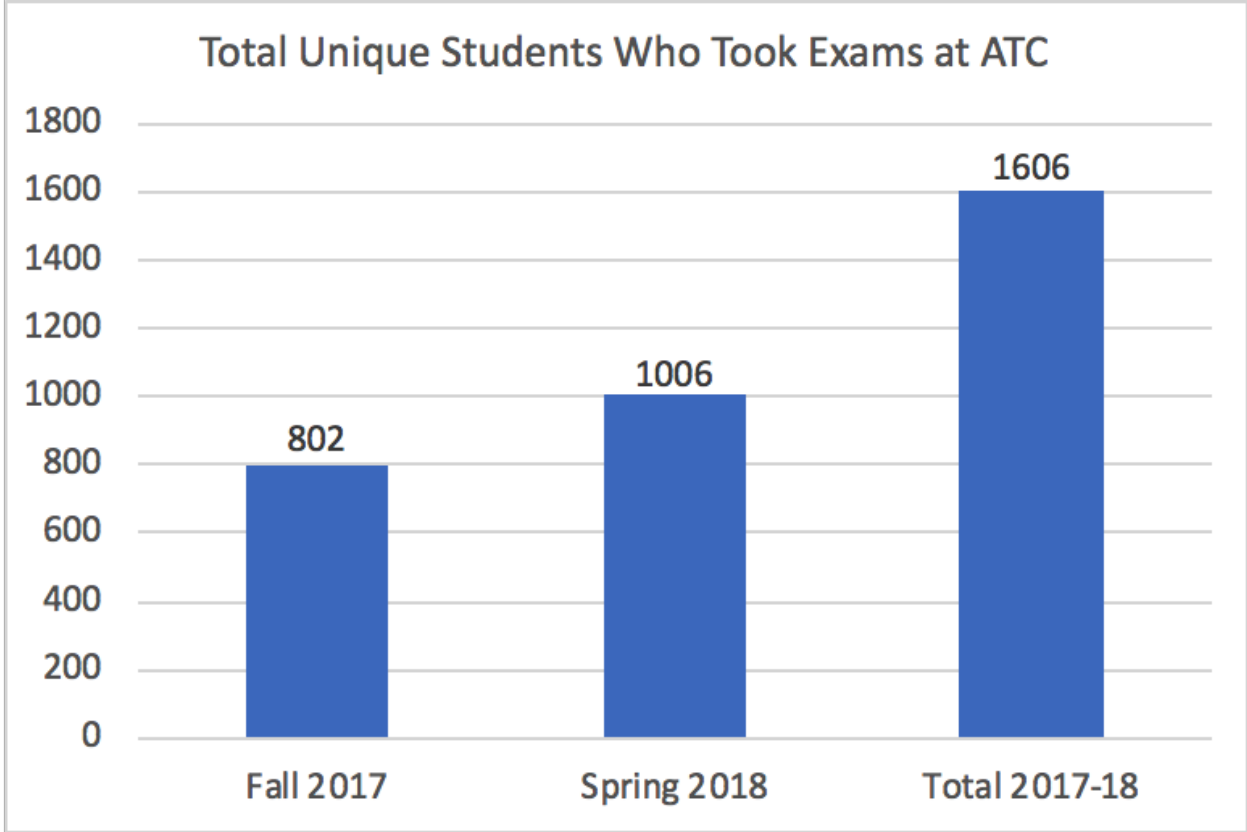
Program Learning Priorities				
Learning Outcome	Non-Accredited Programs	Accredited Programs	T-Statistic	P-Value
Knowledge	86.11%	100.00%	-1.47	0.07
<b>Oral Communication</b>	<b>77.78%</b>	<b>100.00%</b>	<b>-1.96</b>	<b>0.03*</b>
Written Communication	80.56%	92.86%	-1.06	0.15
<b>Problem Solving</b>	<b>44.44%</b>	<b>92.86%</b>	<b>-3.40</b>	<b>&lt;0.01**</b>
<b>Practical/Applied</b>	<b>27.78%</b>	<b>92.86%</b>	<b>-5.01</b>	<b>&lt;0.01**</b>
Research	66.67%	85.71%	-1.34	0.09
<b>Teamwork</b>	<b>19.44%</b>	<b>85.71%</b>	<b>-5.38</b>	<b>&lt;0.01**</b>
Critical Thinking	88.89%	78.57%	0.93	0.18
<b>Cultural Competency</b>	<b>52.78%</b>	<b>78.57%</b>	<b>-1.69</b>	<b>0.05*</b>
<b>Professional Development</b>	<b>44.44%</b>	<b>78.57%</b>	<b>-2.24</b>	<b>0.01*</b>
<b>Quantitative</b>	<b>36.11%</b>	<b>78.57%</b>	<b>-2.86</b>	<b>&lt;0.01**</b>
<b>Ethics/Ethical Reasoning</b>	<b>33.33%</b>	<b>78.57%</b>	<b>-3.09</b>	<b>&lt;0.01**</b>
<b>Global</b>	<b>27.78%</b>	<b>71.43%</b>	<b>-3.02</b>	<b>&lt;0.01**</b>
<b>Creative Thinking</b>	<b>30.56%</b>	<b>64.29%</b>	<b>-2.25</b>	<b>0.01*</b>
Integrative Learning	44.44%	57.14%	-0.80	0.22
<b>Information Literacy</b>	<b>50.00%</b>	<b>21.43%</b>	<b>1.86</b>	<b>0.03*</b>
Civic Engagement	19.44%	21.43%	-0.15	0.44
Diversity and Inclusion	27.78%	7.14%	1.59	0.06
Miscellaneous	11.11%	7.14%	0.41	0.34
<b>Reading</b>	<b>19.44%</b>	<b>0.00%</b>	<b>1.80</b>	<b>0.04*</b>
Qualitative	2.78%	0.00%	0.62	0.27



## Appendix P: Academic Testing Center AY 2017-2018







**EXAMS PROCTORED AY 2017-18**  
**Total = 3,540**

# of exams proctored	Discipline	Notes
550	CHM	
269	BIO	includes BIO/CMB
223	PHY	
220	BUS	
210	NFS	
194	PSY	
171	CMB	
121	MTH	
120	PHL	
118	HDF	
112	STA	
98	ECN	
88	HIS	
78	AVS	
73	PSC	
69	COM	
60	CCJ/SOC	includes SOC
54	CMB	
51	FRN	
50	GER	
47	EDC	
46	ELE	
45	MCE	
42	GEO	
35	KIN	

33	NRS	
31	TMD	
28	PLS	
26	BME	includes BME/CHE
25	HLT	
22	MAF	
22	MUS	
20	CSC	
19	BPS	
19	ENG	
17	OCG	
15	CHE	
14	APG	
12	MBA	
10	AFS/AVS/PLS	
9	CVE	
9	ITA	
9	ITL	
9	SOC	
7	CHN	
7	CMD	
5	JOR	includes JOR cross-listed with PRS
5	RLS	
4	GWS	
4	HSS/PSY	
4	SPA	
3	NUR	
3	PHP	
3	PRS	
2	EGR	