Office for the Advancement of Teaching and Learning

Faculty Development

Online Education

Student Learning Outcomes Assessment and Accreditation

Academic Testing Center

Annual Report
2018-2019

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Highlights

- Forty-seven (47) faculty from 41different departments presented their scholarship of teaching and learning projects at the ATL annual showcase.

- Over 130 faculty attended the 12 ATL conversations offered this year, most of whom indicated that they learned a new strategy or technique (60%), discovered new resources (55%), tried a new technique in their classroom (60%), and or made systematic changes in their teaching (28%).

- Over 600 students and 89 faculty attended workshops by Todd Zakrajsek on how students can become better learners and how faculty can combine dynamic lecturing with engaged learning.

- Over the past 4 years, a total of 134 faculty have attended our High Impact Teaching Seminars. Of the 94 who attended from Fall 2016 through fall 2018, 84% completed a SOTL project to collect data on how changes to their pedagogy affected student learning. The faculty in the first three years of HIT seminars have taught 345 sections with over 9,000 students.

- Eric Kaldor and Holly Swanson (ATL Graduate assistant) were awarded the prestigious Robert J Menges Award by the POD network for their Ace Your Course research, "A campus-wide Strategy to develop Metacognition in Gateway Courses."

- ATL supported the implementation of the General Education program through the Office of Faculty Development's offering HIT seminars specifically targeting two of the General Education outcomes, and SLOAA working with the Office of General Education Innovation to provide workshops and consultations with faculty on designing assessments for the 12 competencies.

- Cohort 2 assessment compliance included 95% of the undergraduate non-accredited programs, 82% of the graduate non-accredited programs and 100% of the graduate accredited programs.

- SLOAA completed the 4th administration of URI's Assessment Climate Survey in November 2018, The Executive Summary highlights key findings from the 2018 administration only.

- SLOAA completed its 4th administration of the National Survey of Student Engagement (NSSE) in May 2019. We had response rates of 36% for all eligible first-year students (1107/3054) and 40% for eligible seniors (980/2430). This is the highest average response rate nationally of comparable sized Universities that participate in NSSE.

- The University successfully completed an RFP process to select Brightspace as its new learning management system. Implementation is planned for 2019-2020.

- Total enrollments in online courses in both undergraduate and graduate face to face programs rose 7.6% this year. This includes the addition of online J-term classes for the first time.

- URI reported to SARA for the first time on out of state experiential learning placements. We reported that 309 students had placements in 16 state during the Fall 2018 semester.

- The Academic Testing Center (ATC) proctored 5086 exams during its second full year of operation. This is a 47% increase over 2017-18.

- The ATC served 2,119 unique individuals with disability accommodations accounting for 61% of exams proctored.

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 third year of the Initiative to Impact project funded 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.

One of the visible ways to see the impact of our work is in our annual Teaching and Learning Showcase. This year 47 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. Presenters represented 41 different departments from 8 colleges and 4 offices (Appendix A). Over 65 additional faculty attended the showcase. This year's attendance at the showcase is a sign of progress towards creating a university-wide culture of interest in teaching excellence.

Once again, this was a year of staff changes. Anna Santucci joined us in January as a Faculty Development Specialist, and Amy Topper joined us in March as an Assessment Coordinator. Eric Kaldor, Assistant Director of Faculty Development left in March. His position will be filled by Kayon Murray-Johnson half-time while we begin a search for a full-time replacement.

Staffing (2018-19)

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 (Left URI March 2019)
- Anna Santucci - Faculty Development Specialist (Hired January 2019)
- Ali Amani - Graduate Assistant

Online Education
- Kathleen M. Torrens (PT) – Assistant Director
- Joannah Portman-Daley – Assistant Director
- Hayley Pomerantz – Graduate Assistant

Student Learning Outcomes Assessment and Accreditation
- Elaine Finan – Assistant Director
- Amy Topper - Assessment Coordinator (Hired March 2019)
- Ingrid Lofgren - (PT, 10 hrs) – Graduate Assessment Coordinator
- Alex Duryea – Graduate Assistant

Academic Testing Center
- Rachel Leveillee - Assistant Director
- Keri McAlice (PT) - Coordinator
- Sharon Babbitt - Proctor
- Stephanie Henry - Proctor
- Julie McGrath - Proctor
- MaryBeth Wyllie - Proctor
- Jennifer Diano - Proctor
- Chris Kniesche - 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 strategically designed with a goal 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. As they become involved in more intensive programs, we expect them to become campus leaders and mentors to other faculty.

Programs

Faculty Development program events range from single hour to more sustained professional development activities that cover cutting edge pedagogical issues. Shorter events are designed to spark faculty interest. Longer-term seminars and 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). We utilize a funnel approach (example below), ranging from those opportunities that accommodate large numbers of faculty to participate in single event programs to those that serve up to 20-30 faculty over a given semester. Layering programs in this way, along a spectrum, is meant to encourage faculty members to dedicate more time exploring evidence-based teaching and learning strategies and using the exploration as a lens to interpret and improve their practice. As faculty members become sustained participants in our programs, we look for opportunities for them to play more active roles as campus leaders and mentors.

Shorter Events
Opportunities for Larger Scale
Faculty Participation

ATL Conversations - Strategies & Tools - External Expert Led Workshops

Extended Events
Opportunities for Medium Scale
Faculty Participation

**HIT Seminars – Diverse Workshops - Book Clubs – IDI –
Active Learning Classrooms**

Extensive Events:
Opportunities for intensive work with
smaller faculty groups/
Individualized participation

**HIT Seminars – Institutes – Course. Design & Curriculum Consultations
IDEA Consultations – Mid-Semester Feedback – Teaching Consultations**

Participants in all events receive an official letter summarizing those ATL events they have participated in during the Academic Year.

Brief Program Events

The ATL Conversation Series
ATL Conversations are designed to ignite interest and discussion about critical topics in teaching and learning. Each conversation combines brief presentations with active discussion and exploration of a topic. Opportunities are provided for faculty and staff to participate in-person or remotely.

ATL Conversations were organized around 12 topics during 2018-2019, with the following themes: teaching with technology, introducing students to working with big data, teaching mindfulness, techniques for engaging with students, and teaching the development of critical thinking skills. Conversations were led by URI faculty: Amy Dunkle and Kathy Peno; URI Professional Staff: Rachel Leveillee, Ted Myatt, Mary Riedford, and Sean Krueger; and external expert: Colleen Richardson alongside ATL staff. A total of 158 faculty and staff attended conversations, with 131 unique participants (110 attended one conversation and 29 attended two or more). Participants represented 35 academic departments and 8 university offices. Average attendance at each conversation was 13, with 22 participants attending the session on "Overcoming Knowledge Gaps" and 21 attending "Inclusive From Day One." A full description of each conversation is included in Appendix B.

Our annual end of year survey indicated most faculty continue to find ATL conversations highly meaningful. Of the 100 respondents to the question of what they took away from ATL Conversations, 60% reported that they learned about a strategy or technique they wanted to try, while 55% percent stated they discovered important resources for teaching and learning. 60% of respondents also indicated that they tried a new technique in their classroom, 24% reported making systematic changes in their teaching, and 36% plan to make changes to their teaching. Of the survey respondents, 41% 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 to four years, while capturing some positive adjustments: (1) There appears a slight improvement in the percentage of those who discussed something learned with a colleague, when compared with last year's decline, and (2) the number of faculty who actually tried a new strategy and who plan to make changes to their teaching strategy has increased.

Legend:
- 2015-16 (92 of 115 respondents)
- 2016-17 (77 of 124 respondents)
- 2017-18 (113 of 123 respondents)
- 2018-19 (100 of 262 respondents)

Categories: Learned a strategy they wanted to try; Tried a new strategy; Plan to make changes to their teaching; Discussed something they learned with a colleague; Recommended series to a colleague
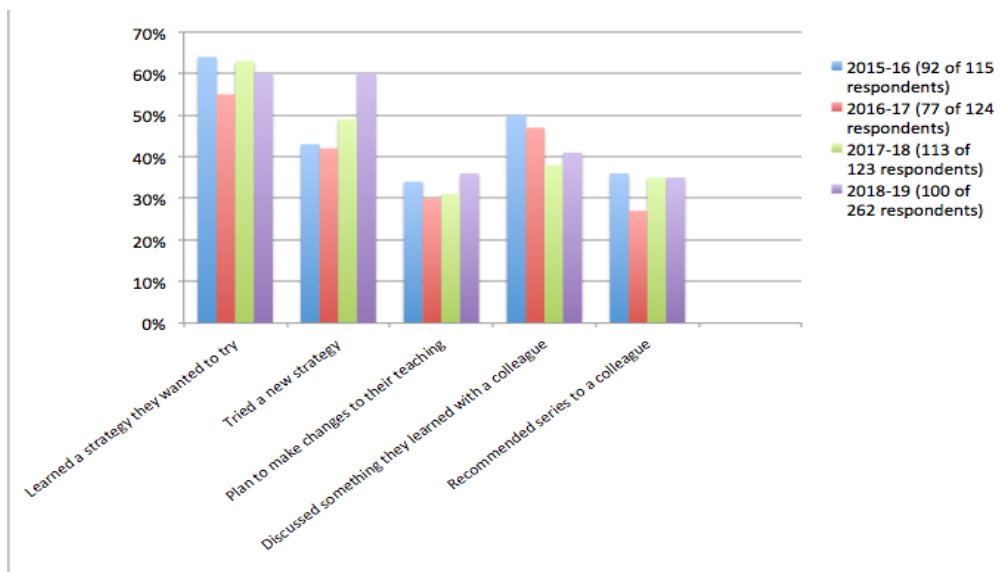
These survey results suggest that the ATL Conversations are serving their primary goal to spark faculty interest around ways to improve teaching and enhance student learning. Several faculty noted they "learned new ideas for the classroom," and "gained new perspective." But beyond sparking interest, the conversation series also appear to be one driving force behind *actual* implementation or change in faculty planning and practice.

Active Learning Classroom Certification
A total of 53 faculty trained to use the room from 20 different departments or programs.

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. 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. 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.

In 2017-18 growing demand for the room from faculty seeking spaces like these indicated a need for more classrooms like the ALC. In 2018-19 no new classes could be scheduled in the ALC, which has reached maximum capacity, and therefore no additional faculty necessitated training. We expect to resume these training sessions and adapt them for the additional Active Learning spaces that are available in the new Engineering building.

Strategies and Tools
At the beginning of each Fall semester the office hosts a day-long meeting aimed at equipping faculty (years one to three) with success strategies and tools for teaching at URI. On August 29, 2018, 65 faculty from 26 different departments, seven colleges, and three additional campus offices attended the "Strategies and Tools" meeting. Presentations and workshops explored learner-centered teaching, effective 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, and the 'Nuts & Bolts' of teaching at URI. A student panel also provided insights on expectations and experiences faculty could learn from.

Extended Events

High Impact Teaching Seminars
High Impact Teaching (HIT) seminars consist of seven sessions focused on evidence-based teaching practices. The end-goal of the HIT seminars is for participating faculty to develop small projects that incorporate evidence-based practices in one or more of their courses.

At the end of each seminar series, individual faculty submit an action plan outlining changes to one of their courses and assessing its impact. The plan focuses on one or two very specific research questions that can be addressed in one semester. Faculty receive $1000 in professional development funds to support their action plan (for e.g. to cover costs for attending conferences, purchasing materials, licenses or technology, or paying students to serve as research assistants). Priority for places in the HIT Seminars is given to faculty who teach large courses and general education courses, and faculty who have previously applied.

Our *Teaching for Learning* HIT seminar was run in Fall 2019, and twice during Spring 2019. *Writing Across the Curriculum* and *Researching Across the Disciplines* were HIT seminars conducted in May and June 2019 respectively. Each of the five seminars continue to be both sought out and impactful. Each averaged 9-10 faculty, and participants represented nine academic departments across five colleges-- the College of Arts and Sciences, College of Business, College of Education and Professional Studies, College of Environmental and Life Sciences and College of Health Sciences. For a breakdown of participant information, see Appendix C. For a breakdown of sections and students HIT seminar faculty have taught, see Appendix D.

Rhode Island Teaching & Learning (RITL) Network Annual Summer Collaboration: Course Design Institute
The office of Faculty Development is a member of the Rhode Island Teaching and Learning (RITL) Network; the Network was established in 2017, and its members support each other's work through shared resources and collaborations to advance excellence in Teaching and Learning throughout the State. Each summer, the Network collaboratively organizes one major event; the Summer 2019 was a Course Design Institute designed and facilitated by Michael S. Palmer, Director of the Center for Teaching Excellence at the University of Virginia. Seven institutions participated across the state, and each institution invited six faculty and two facilitators to the institute. The URI team was composed of six faculty members working toward course redesigns of STEM introductory and gateway general education courses in Chemistry, Math, and Biology, three areas where our data shows low pass rates especially among minoritized groups. They included: Arnob Dutta, Cell and Molecular Biology; Barbara Kaskosz, Mathematics; William Kinnersley, Mathematics; Elizabeth Mendenhall, Political Science and Marine Affairs; Bradley Wetherbee, Biological Sciences; and Shahla Yekta, Chemistry. The URI facilitators included Becky Sartini and Anna Santucci. Bryan Dewsbury and Diane Goldsmith were observers. The team will collaborate on adapting Dr. Palmer's methods and materials to create similar URI based week-long institutes each summer for our faculty.

<u>Consultations</u>

IDEA Result Interpretation
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 11 individual IDEA Consults over the 2018-19 academic year for members from 10 academic units, incorporating crucial information on the tools available through the new IDEA/Campus Labs system. Faculty were uniformly impressed with these features and how the new platform they can be used to develop a plan of action. 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. Three mid-semester feedback sessions were conducted during Spring 2019. Sessions were paused in the Fall of 2018 in response to reduced staff. We continue to look for methods and resources to expand the numbers of midterm evaluations

Course Design Consultations

Our course design consults 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 2018-19 we provided 23 consults for 15 courses with 24 faculty members from 17 academic units.

Curriculum Consultations

Curriculum consultations provide an excellent opportunity to help faculty find common ground with departmental colleagues about what they really expect their students to learn and allows us to find points of connection across programs and departments. 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 a strategic focus. During this academic year, we worked with individuals from Modern Languages and Literatures, Marine Affairs, Sociology and Anthropology, Engineering, Nursing and the Inter-University Consortium for Political and Social Research.

We also continued work with Computer Science, Economics, and the College of Arts and Sciences regarding General Education curriculum design initiatives.

Strategic Initiatives

The Faculty Development Office continues to emphasize four 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. We highlight this year's key activities under each initiative below.
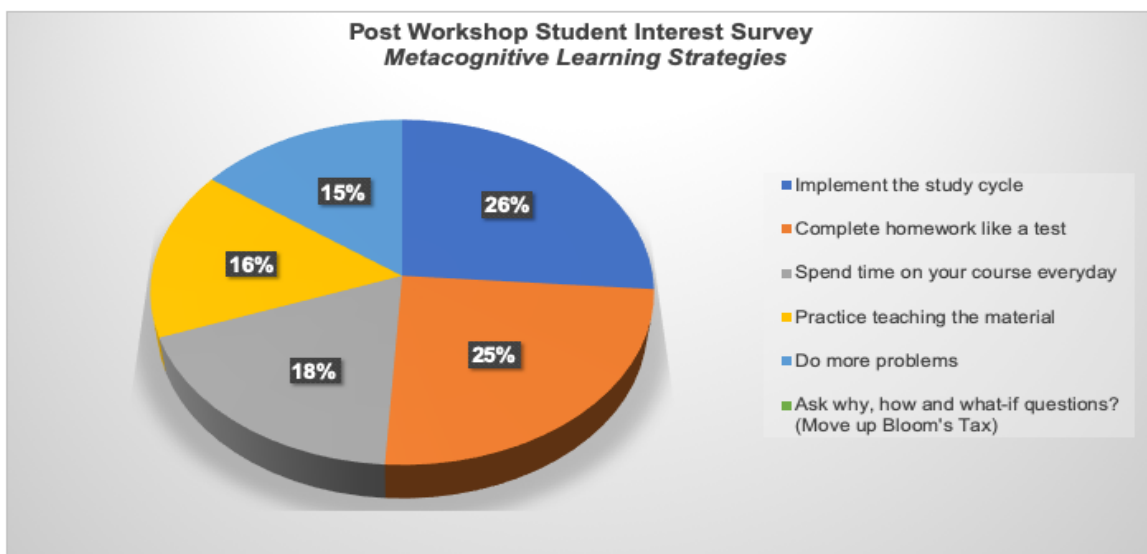
Student Success

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.

Ace Your Course Challenge - Phase II

Faculty development continues to support the expansion of the initiative on Metacognition and Self-Regulated Learning that was launched in 2017-18 as the "Ace Your Course Challenge (AYC)," and to yield positive impact from it. Developed alongside Saundra McGuire's themed workshops on metacognition last year, the AYC encourages students to try proven effective strategies for learning. Phase one results provided critical evidence to transform faculty mindsets about the potential for more students to succeed in gateway science courses at URI. Compared with their peers who did not attend the workshop or participate in the challenge, students attending the workshop and completing the AYC Challenge were associated with a final course grade half a letter grade higher (Kaldor & Swanson, 2018).

This work and the research associated with it, were recognized by the POD Network which awarded its prestigious Robert J. Menges Award for Outstanding Research in Educational Development to Eric Kaldor and Holly Swanson at the fall 2018 POD Conference for their work, "A Campus-wide Strategy to Develop Metacognition in Gateway Courses."

Phase II of the AYC Challenge in 2018-2019 involved asking select faculty in gateway science courses to incorporate the workshop and challenge directly into their courses in order to: (1) increase the reach of the workshop to include more of those students who might most benefit from it and (2) to increase the completion rate of the challenge. Of the 316 students enrolled in two sections of CHM 103, 251 students attended the workshop and 133 completed all four reflections. While data analysis to determine impact on course grade is still forthcoming, both of the above-named goals were accomplished through integrating the workshop into the courses. Figure 3 outlines the top strategies reported by students as their initial interest in our survey:

Post Workshop Student Interest Survey
Metacognitive Learning Strategies

- Implement the study cycle — 26%
- Complete homework like a test — 25%
- Spend time on your course everyday — 18%
- Practice teaching the material — 16%
- Do more problems — 15%
- Ask why, how and what-if questions? (Move up Bloom's Tax)

Evidence Based Strategies for Learning and Teaching - Todd Zakrajsek

The Faculty Development team again hosted a successful series of workshops surrounding the art and science of learning on September 17-18. This year Dr. Zakrajsek expanded on effective learning themes informed by psychology and neuroscience, engaging over 600 URI students in 2 workshops: *Study Less, Learn More: The New Science of Learning* (keynote), and *On Becoming A Better Learner*. Students were also able to view his keynote as it streamed live or later online.

A total of 89 unique faculty and staff participants from over 25 academic units attended a workshops on high impact teaching practices grounded in cognitive research and/or his a keynote for faculty and staff, *Dynamic Lecturing with Engaged Learning: Strategies to Enhance Teaching Effectiveness*. Similar to the previous year's "Ace Your Course Challenge," we developed a Tweak Your Course Challenge to encourage faculty to explore strategies learned at the workshops. Specifically, they would submit syllabi that reflected a core strategy adjustment aimed directly at student success. Faculty were offered a chance at one of ten $100 gift cards to the campus store as incentive. Several faculty completed the Tweak Your Course Challenge, and others continue to work on completing it.

Intercultural Development Inventory (IDI) for International Education Programs
Faculty development continues to support the use of the IDI as a meaningful tool to assess whether experiential learning through International Education programs produce meaningful changes in students' mindsets or orientations towards interactions across cultural difference. Before his departure in the Spring of 2019, Eric Kaldor continued to work with Sigrid Berka concerning the use of the IDI with outgoing students. Our office intends to continue this collaboration that has been positively impacting student learning and its assessment.

Performing as Teachers and Learners
In Spring 2019, faculty developer Anna Santucci started a partnership with a team composed of faculty members from the departments of Theatre, Education, and Business to work on a new initiative that aims to support graduate students on URI campus in their development as confident, effective, and culturally competent instructors. Details on this developing initiative and the program offerings that it will deliver in Academic Year 2019-20 are outlined in Appendix E.

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. The new system was implemented in 2017-18, and as documented in our previous report our office played a significant role in the transition. During the 2018-19 academic year, the office continued providing significant support for implementation of the new online course evaluation system, using the Campus Labs platform and the IDEA Center's instruments. The Office continues offering individual consultations as well as 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, and on how to interpret IDEA results and formulate actionable plans for implementation in future semesters. In total we supported 21 events with 99 unique participants.

To support the 2018 implementation of the online platform, 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 remain available online for the URI community at the following URL: https://web.uri.edu/teach/course-evaluation-checklist/

The New General Education Program

We continue to 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.

HIT Seminars to support Effective Writing and Information Literacy
These seminars have been funded by the Davis Education Foundation Grant. 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. The Teaching Effective Information Research (TEIR) developed in 2017-18 has 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. Last year 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.

This year, we offered these two seminars during different weeks over the summer. We renamed the *Teaching Effective Information Literacy* seminar to *Researching Across the Disciplines* as we felt it described the content in a more directly effective way and would attract more participants. The seminar was co-facilitated by Professor Amanda Izenstark and Professor Mary MacDonald, both of the University Library, and by Anna Santucci, our new Faculty Development Specialist. The 11 attendees came from the Colleges of Arts and Sciences, Environment and Life Sciences, and Education and Professional Studies. The *Writing Across the Curriculum* seminar was attended by nine faculty from eight departments including Sociology and Anthropology, Geosciences, Music, Communication Studies, Human Development and Family, the College of the Environment and Life Sciences, Theatre, and Education. The seminar was co-facilitated by Heather Johnson, Teaching Professor in Writing and Rhetoric, and Anna Santucci from ATL.

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 our ability to find faculty partners and participants for our own programs. Our office provided this support for:
- Heather Johnson's faculty workshops and writing retreats for Writing Across URI
- Annemarie Vaccaro's URI Inclusion Workshops for Departments
- Bryan Dewsbury's "STEM Education at URI (SURI) inclusive initiative.

Expanding Faculty Participation

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 historically been proven to be critical factors affecting participation for faculty developers. The following figures display faculty interest in our programs over time and our attempts to be responsive, despite the loss of personnel within the past two years. For example, responses to our The End-of-Semester Faculty Survey concerning mode of participation in faculty development opportunities, has shown an increase in requests for programs on the Kingston campus, and for our programs to be available remotely. In addition, an increasing number of faculty have expressed interest in online materials that could be used independently. In 2018-19, the faculty development office has sought to increase participation by:

- Housing and posting follow up-resources online (e.g. on a Sakai site) for core programs like our HIT Seminars
- Offering WebEx or Zoom options for individual faculty consultations (teaching, course design or IDEA)
- Providing livestream or remote options where possible for our expert led workshops and plenaries—as well as ATL conversations

Figure 2. "How would you like to participate in faculty development opportunities?" Survey responses tracked over time.
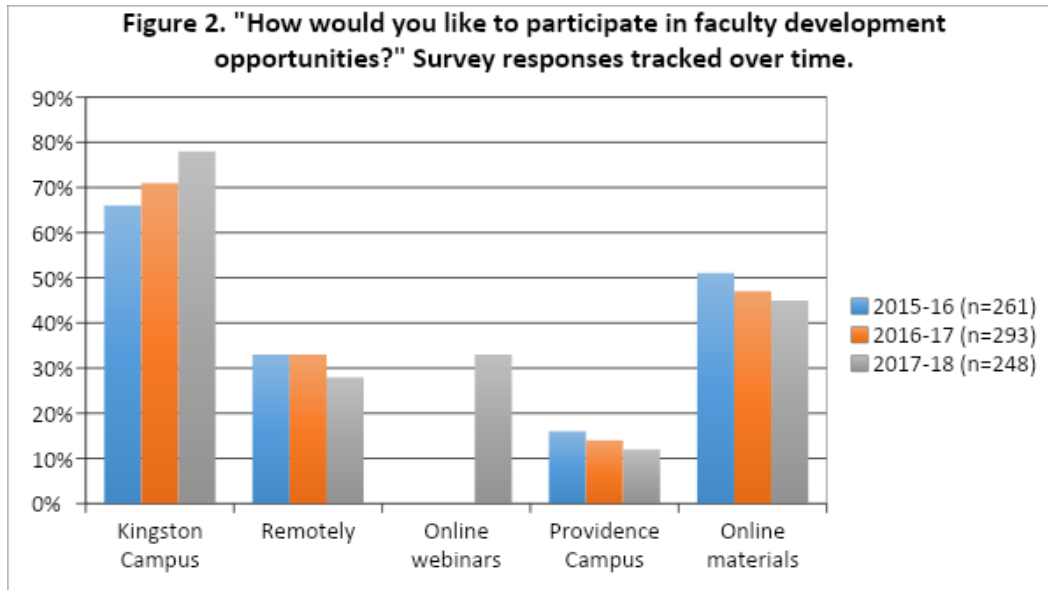
Our end of year faculty survey for 2018-2019 featured additional questions about the impact of our programs and interest in the kinds of programs faculty would like to see. As indicated in figure, most faculty felt our programs have been very meaningful and result in enhanced teaching approaches. They continue however to call for more access to personnel in our office, as well as more help and support through additional one on one and small group professional development opportunities /training. There have also been calls for a focus on inclusive teaching. We are planning to expand capacity by working with faculty who are becoming experts in the Scholarship of Teaching and Learning to become recognized and sought out as peer leaders.

Online Education

The Office of Online Education (OOE) 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. This year, we began the planning for a major increase in online programs through the development of URI Online.

URI Online Programs

With the support of the Provost's Office and the promise of an allocation of 1.8 million dollars to fund startup costs, we have worked with Provost DeHayes, Vice Provost Laura Beauvais, and Dean Riley to plan for URI Online. URI Online would provide the infrastructure needed for URI to support the development and of a significant number of new online programs, primarily post baccalaureate certificates, master's degrees, and a few Bachelor's degree completion programs. The infrastructure needed includes marketing, a call center, enrollment services support, admissions at both the graduate and undergraduate level, instructional design, IT support, pedagogical training, and regulatory support. The OOE currently supports some of this, but URI Online requires additional staffing in many areas including OOE. Currently OOE is in the process of searching for an Assistant Director of Online Program Development. The office will also hire additional Instructional Design support.

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 MS Dietetics program is affiliated with a hospital-based internship. 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 graduated in fall 2018. With the exception of one student in cohort 1 and one in cohort 3 who graduated or will graduate late, all the other students have graduated with their cohort. The fourth cohort of 39 students will graduate in fall 2019.

The Cybersecurity Professional Science Master's Program enrolled 30 new students for 2018-19. A total of 66 students were enrolled in Fall 2018 and 55 in Spring 2019. TESOL currently has 46 students enrolled. Thirteen (13) students graduated with their MA in TESOL/BDL in May and 6 will graduate in August.

Online RN to BS Degree

The number of students in the RN to BS degree continues to decline, as fewer students are applying and being admitted. In 2018-2019, course enrollments in the RN to BS online program totaled 2523 as compared to 3231 for 2017-18. In Spring 2019, we reported to NC-SARA, that 44% or our RN to BS nursing students come from 17 states outside of Rhode Island. Twenty-three percent (23%) are from CT, 13% from MA, 2% from NY, the rest are from FL, GA, IL, MD, ME, NJ, PA, SC, TX, VA, VT with one student taking the program outside the country. As of Spring 2019, we are working with 20 partner hospitals. Appendix F shows enrollment and demographic data for this program.

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 including providing training, instructional design support, and a Quality Matters Review. There are currently 14 courses which meet all of the new general education requirements with the exception of written communication. As of July 1, 2018, the College of Nursing took over the work of getting commitments from departments to offer new courses and the scheduling of them. However, no new general education courses were developed or offered

In spring 2019, we held the fifth annual half-day workshop for faculty teaching in the program as well as program chairs from the departments which provide general education courses. The first half of the program focused on the move to Brightspace, coaching, student workload, increasing IDEA compliance, and common issues identified by the faculty and was facilitated by, Diane Goldsmith, Joannah Portman-Daley and Kathleen Torrens. Betty Rambur, Professor in the College of Nursing facilitated an hour-long interactive workshop on "Work-Life Balance for Online Faculty." The final hour was facilitated by Mary Leveillee, Associate Dean of the College of Nursing, and focused on enrollment issues and issues related to general education. The workshop was attended by 25 faculty.

Academic Partnership (AP)

Academic Partnerships continues to provide much of the infrastructure needed to support the online RN to BS program. Diane continues to meet bi-weekly by phone with AP, and URI's admissions, enrollment services, and College of Nursing. Diane also meets on an irregular basis with the AP managers who are in charge of our program. The College of Nursing has taken on most of the work of managing AP.

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 7.6% increase in total online enrollments for the 2018-19 academic year over last year. Undergraduate enrollments (Appendix H) increased 7.3% with the additional of online J-term courses. Over 52% of the enrollments were in courses offered by the College of Arts and Sciences. Graduate enrollments (Appendix I) also continue to increase. Last year saw a 30.2% increase; this year a 10.6% increase.

With the change in eCampus which now has a field to indicate the modality of the course, we are able to look at enrollment in blended courses. Appendix J shows the total enrollment in blended courses by college.

Accessibility

The Online Education office offers a self-paced accessibility course which covers best practices in accessibility for online course design. As well, our Online Pedagogy course many of these issues and best practices. ITS took over captioning services in February 2019, but to our knowledge, the campus still lacks a coherent closed captioning plan and the funding for it.

Training
ATL offers several types of training courses in different modalities throughout the year.

Basic Sakai Competency Course
ATL continues to off the fully online, self-paced Basic Sakai Competency course which shows faculty step-by-step how to create a pedagogically sound course site and include the most used tools as well as create a screencast tutorial. The course is a prerequisite to our OP courses. In 2018-19, there were 38 finishers.

Online Pedagogy Online Course
The second year of the redesigned Online Pedagogy was highly successful, with 26 faculty members completing the workshop (see Appendix K). The latest cohort experienced a redesigned course which focused less on design in Sakai and more on best practices in online pedagogy with a brief video introduction to Brightspace, the upcoming LMS.

Blended Teaching & Learning Initiative
We also offered our second Blended Teaching and Learning Initiative in Spring 2019. Building off of last year's pilot, this revised 4-week workshop focused on enhancing student learning and engagement through blended teaching. The workshop covered the challenges and benefits of blending, blended learning models, assessment, course design, and more. We had 10 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, and presented their work at the ATL Teaching and Learning showcase.

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, CELS, Economics, Film, Library and Information Studies, English, Human Development and Family Studies, Languages, Kinesiology, Nursing, NFS, Philosophy, Pharmacy, Psychology, Textiles, Sociology, Marketing and Design, and Writing & Rhetoric (Appendix L). In addition, she created course shells for J-Term online courses as well as the upcoming Healthcare Management fully online program.

J-Term Online Courses
2019 was the first year that URI offered online J-Term courses. Partnering with Dean Libutti and John Olerio of the Provost's office, Kathleen Torrens and Joannah Portman-Daley created and facilitated a streamlined pedagogy training and course design program in Fall 2018 to ensure faculty were qualified and courses were designed according to Quality Matters standards. Eight faculty trained by the Office for Online Education offered 4 courses from the College of Arts and Sciences, 2 from the College of Health Sciences, one from the College of Environmental and Life Sciences and one from the College of Engineering. A total of 172 students enrolled; 7 dropped, and 165 completed their courses.

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 2018-2019, only summer and J-term courses were reviewed through the Quality Matters process.

Regulatory Work

Every state except California is now a member of the State Authorization Reciprocity Agreement (SARA). Diane Goldsmith submits data annually to SARA on our out of state enrollments in our online programs (Appendix M), 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. This year, 2019, was the first year that we were required to submit data on students enrolled in any program (face to face or online) who were doing any sort of experiential learning, internships, or co-ops in another state. We worked closely with the Center for Career and Experiential Data and ITS to ensure that the data we provided to SARA was accurate (Appendix N).

Learning Management System

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 was chaired by Kathleen Torrens and both Joannah Portman-Daley and Diane Goldsmith served on it. Over the year, the Committee surveyed faculty as to their satisfaction with Sakai and collected data on which LMS features were important to our faculty. The committee used that data to write and evaluate an RFP. Two LMS companies were invited to campus for two days each to showcase their software to faculty, students, ITS staff, and staff from special offices such as assessment, disabilities' services, and the search committee. The committee selected Brightspace by D2L and the contract was signed in August 2019. Much of next year's work will be dedicated to the transition from Sakai to Brightspace.

Student Learning, Outcomes Assessment and Accreditation

The Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) serves the University of Rhode Island 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 the New England Commission for Higher Education (NECHE) accreditation requirements. SLOAA supports programs as they create, implement, and report on assessment. SLOAA collaborates with the Office of Faculty Development to strengthen assessment at both the course and program levels through faculty training. It works with many departments (e.g., Academic Affairs, Student Affairs, Institutional Research, Center for Career and Experiential Learning) to promote strategies to integrate institutional data into learning assessment, to plan assessment of co-curricular learning, and to help programs design grant evaluation plans.

Institution-wide Academic Program Assessment Reporting

Biennial Cohort Reporting: Cohort II, May 2019
Each year, academic programs from one of two cohorts[1] report on program-level learning outcomes assessment. Data from these annual and combined biennial reports form the basis for SLOAA's four primary reporting efforts which include: 1) annual compliance and performance reports generated at the institution-, college-, and program-levels (presented to Faculty Senate); 2) biennial institution-level assessment reports that capture the complete picture of university-wide assessment reporting; 3) annual summary results of program-level assessment reporting aligned with NECHE reporting requirements; and, 4) national comparisons of program-level outcomes. The tracking and analysis of reporting compliance provides SLOAA with the evidence needed to improve campus wide assessment efforts. Each of these reports is described in more detail below.

1. Compliance and performance reporting
In May 2019, program-level assessment reports were expected from 45 non-accredited and 24 accredited programs in Cohort II (Table 1). In addition, 13 Cohort I interim progress reports or assessment plans were due from programs who did not report with their cohort last May 2018 (Table 2).

Table 1: Cohort II Program Reporting Compliance as of July 31, 2019 (reports due May 2019).

Program Level	Cohort II Programs Expected to Report in May 2018				
	Total	Compliant Programs	Programs Granted Exemptions	Programs Granted Extensions	Non Compliant
Undergraduate Programs	**30**	**25**	**2**	**2**	**1**
Non-accredited	21	16	2	2	1
Accredited	9	9	0	0	0
Graduate Programs	**38**	**29**	**2**	**3**	**4**
Non-accredited	22	15	0	3	4
Accredited	16	14	2	0	0
Total Programs	**68**	**54**	**4**	**5**	**5**
Non-accredited	43	31	2	5	5
Accredited	25	23	2	0	0

Notes: **Exemption:** Program indicates accountability for the report and provides clear reasons for the challenges with compliance *at that time* (e.g., sabbatical, staffing, need for new plan). **Noncompliant:** Programs did not submit a report.
Interim report

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[1] The list is continually updated to reflect program changes; total numbers of programs may vary depending on the timing of updates.

Programs are designated as "Exempt" (negotiated a delay in reporting with SLOAA) or "Noncompliant" (did not respond to reminders or submit a report to SLOAA) are asked to submit interim reports in between the regular reporting years. This ensures that programs are actively working on assessment and that they are on track to report with their cohort. Interim reports promote conversation and a scaffolded planning process with SLOAA.

Table 2: Cohort I *Interim* Reporting Compliance as of July 31, 2019 (reports were due May 2019 because no report was submitted in May 2018 due to exemptions or noncompliance).

Program Level	Cohort I Programs Expected to Submit Interim Reports in May 2019 (Missed the May 2018 deadline)				
	Total	Compliant Interims	Programs Granted Exemptions	Interims Granted Extensions	Non Compliant
Undergraduate Programs	**6**	**3**	**0**	**0**	**3**
Non-accredited	6	3	0	0	3
Accredited	0	0	0	0	0
Graduate Programs	**7**	**4**	**1**	**1**	**1**
Non-accredited	5	3	0	1	1
Accredited	2	1	1	0	0
Total Programs	**13**	**7**	**1**	**1**	**4**
Non-accredited	11	6	0	1	4
Accredited	2	1	1	0	0

Assessment data are gathered from report submission (e.g., outcomes examined, student work used, etc.) and from the peer reviewer feedback process (e.g., sampling methodology, evaluation process, etc.). The use of a scoring rubric with well-defined performance criteria, that are aligned with good assessment practice, allows reviewers to provide quantitative scores for each report section, while providing faculty with the essential criteria for improving their practice. Qualitative feedback provides reviewers a chance to acknowledge good assessment practice or guidance and suggestions for improvement (see section: "Institution-level Outreach: Assessment Report Review Process").

While reporting compliance is important, high quality assessment methods are critical for programs to obtain the information necessary to improve student learning. The information included in assessment reports allows for SLOAA to track several variables that are constant in the assessment process (e.g., outcome examined, method of assessment used), to compare details specific to graduate and undergraduate programs or accredited and non-accredited programs. Results help SLOAA identify areas in the process of reporting where programs need support.

Data from individual cohort reporting provide an index for progress toward adoption of program assessment processes and practices. Details from the two individual cohorts must be combined to present the full scope of assessment in academic program assessment reporting at URI (see Section: "Biennial Institution-Level Assessment Reporting").

In 2018-2019 SLOAA implemented a new formal process for requesting a reporting extension which resulted in improved internal tracking efforts and appears to be correlated to improved reporting compliance overall. Additionally, the timeliness and predictability of reports has positively impacted the ability to log and turnaround reports for review which results in a better timeline for summer review for both Level 1 review teams and Level 2 oversight.

A new tracking process was developed this spring to comprehensively capture reporting compliance and peer reviewer team report assignment using embedded menus for easy summary reports. Such continued innovations help to reduce time spent on manual tracking.

The lack of assessment technology continues to be an impediment, both for programs with reporting demands, and for SLOAA in managing the reporting process. The upcoming LMS migration to Brightspace during the 2019-2020 academic year is anticipated to better support the overall assessment process and will first be tested in the General Education Program.

2. Biennial institution-level assessment reporting

A complete picture of academic program assessment reporting and performance is made available biennially combining Cohort I and Cohort II reporting results (e.g., 2012 & 2013, 2014 & 2015, 2016 & 2017). Tables 3a and 3b display the university-wide program assessment reporting outcomes for the past three biennial reporting cycles. Preliminary totals for compliance only are provided for 2018 & 2019 because performance scores for Cohort II (May 2019) are currently being reviewed. The final biennial report will be available on the SLOAA website in Fall 2019.

Undergraduate Programs Reporting Compliance
- Section I reporting compliance among non-accredited undergraduate programs has remained relatively steady over the three biennial reporting cycles.
- There was a slight decrease in accredited undergraduate reporting compliance, from 100% (2016 and 2017) to 89% (2018 and 2019). Two undergraduate accredited programs were non-compliant.

Table 3a: <u>Undergraduate</u> Program Assessment Reporting by College (Section I - New Assessment)
Combined Compliance and Performance (Scored Satisfactory or Better) by College

	Non-Accredited Programs			Accredited Programs	
	2014 & 2015	*2016 & 2017*	*2018 & 2019**	*2016 & 2017*	*2018 & 2019**
University level (All Colleges)	53/62 (84%)	35/39 (90%)	34/41 (83%)	19/19 (100%)	17/19 (89%)
College of Arts & Sciences	22/28 (79%)	19/20 (95%)	24/24 (100%)	3/3 (100%)	1/3 (33%)
College of Business	1/1 (100%)	2/3 (67%)	1/2 (50%)	1/1 (100%)	1/1 (100%)
Continuing Education	0/1 (0%)	-	-	-	-
College of Education and Professional Studies	0/1 (0%)	-	-	3/3 (100%)	3/3 (100%)
College of Engineering	8/8 (100%)	-	-	8/8 (100%)	8/8 (100%)
College of the Environment and Life Sciences	13/14 (93%)	10/11 (91%)	5/11 (45%)	1/1 (100%)	-
College of Health Sciences	5/7 (71%)	3/4 (75%)	3/3 (100%)	1/1 (100%)	2/2 (100%)
College of Nursing	1/1 (100%)	-	-	1/1 (100%)	1/1 (100%)
College of Pharmacy	2/2 (100%)	1/1 (100%)	1/1 (100%)	1/1 (100%)	1/1 (100%)

*Note: Cohort II program assessment reports submitted in May 2019 are currently under review; the numbers reported here reflect compliance with reporting only.

Graduate Programs

- There was a substantial decrease in Section I reporting compliance among non-accredited graduate programs, from a high of 91% in 2016 & 2017 to 59% in 2018 & 2019. Significant shortfalls by the College of Engineering (0/6 reporting programs) and the Graduate School of Oceanography (0/3 reporting programs) contributed to this decrease.
- There was a slight decrease in accredited graduate program compliance, from 100% in 2016 & 2017 to 94% in 2018 & 2019. One College of Business program was non-compliant.

Table 3b: Graduate Program Assessment Reporting by College (Section I - New Assessment)
Combined Compliance and Performance (Scored Satisfactory or Better) by College

	Non-Accredited Programs			Accredited Programs	
	2014 & 2015	*2016 & 2017*	*2018 & 2019*	*2016 & 2017*	*2018 & 2019*
Colleges	44/53 (83%)	32/35 (91%)	17/29 (59%)	19/19 (100%)	15/16 (94%)
College of Arts & Sciences	18/22 (82%)	17/20 (85%)	5/7 (71%)	3/3 (100%)	2/2 (100%)
College of Business	1/1 (100%)	2/2 (100%)	2/2 (100%)	1/1 (100%)	3/4 (75%)
Continuing Education	0/1 (0%)	-	-	-	-
Graduate School	-	-	1/1 (100%)	-	-
College of Education and Professional Services	-	-	1/1 (100%)	3/3 (100%)	2/2 (100%)
College of Engineering	7/8 (88%)	-	0/6 (0%)	8/8 (100%)	-
College of the Environment and Life Sciences	10/13 (77%)	9/10 (90%)	2/2 (100%)	1/1 (100%)	-
College of Health Sciences	5/5 (100%)	3/3 (100%)	4/5 (80%)	1/1 (100%)	4/4 (100%)
College of Nursing	1/1 (100%)		1/1 (100%)	1/1 (100%)	4/4 (100%)
College of Pharmacy	2/2 (100%)	1/1 (100%)	1/1 (100%)	1/1 (100%)	-
Graduate School	-	-	1/1 (100%)	-	-
Graduate School of Oceanography	-	-	0/3 (0%)	-	-

### 3. Summary results of program-level assessment reporting

For the purposes of transparency, the institutional-level summary report aligns with NECHE reporting requirements and expectations for undergraduate and graduate programs. Although this report summarizes annual assessment report data, it does not include actual assessment results, instead focusing on the *type of recommendation made:* structural (e.g., facilities issues, faculty lines), pedagogical (e.g., course-base changes needed), assessment process (e.g., rubric changes needed), curricular (e.g., prerequisite adopted). Prior year reports are available on the SLOAA website (https://web.uri.edu/assessment/uri/); the 2018 and 2019 reports will be released in Fall 2019.

4. National comparison

American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) campaign is organized around 12 "Essential Learning Outcomes" (https://www.aacu.org/leap/essential-learning-outcomes) identified as critical for undergraduate. Since 2015, SLOAA has analyzed the learning outcomes assessed by programs during each reporting cycle, coding them to the LEAP Essential Learning Outcomes to situate the focus of assessment activity at URI. The figures below compare the learning

outcomes assessed by non-accredited programs in Cohort I (reports from May 2018) and non-accredited programs in Cohort II (reports from May 2019) for undergraduate programs (Figure 1a).

Figure 1a: Non-Accredited Undergraduate Program Outcomes Aligned with LEAP's Essential Learning Outcomes (Section I only; new assessment work)

Percentage Distribution of Undergraduate Program Outcomes Aligned with LEAP's Essential Learning Outcomes
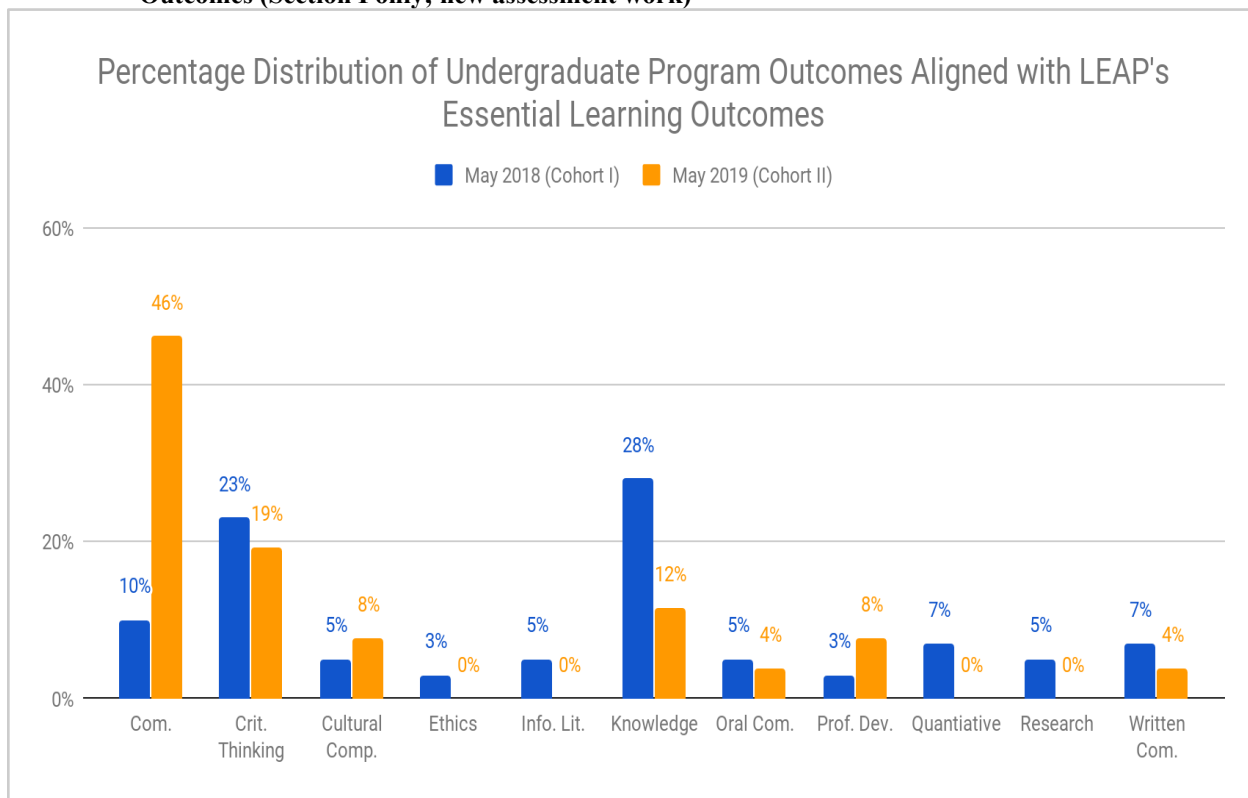
All but 4 of these outcomes related to our general education program and will be assessed as part of that program.

Assessment Initiatives

Assessment Climate Survey (November 2018)

The URI Assessment Climate Survey, designed by John Stevenson, Professor (Emeritus), Psychology, was first administered in Fall 2009 to look at URI's progress on the implementation of program-level student learning outcomes assessment. Perceptions of Chairs/Directors/Faculty in functionally equivalent roles were chosen as a useful indicator as they are most often engaged in and responsible for program assessment efforts. The survey has since been administered in Fall 2012, Fall 2015, and, most recently, fall 2018, with revisions that align with campus assessment efforts (e.g., graduate programs, general education), while retaining the majority of the items for the purpose of a critical longitudinal analysis.

The survey is organized into six major areas: (1) chairs' personal attitudes toward assessment; (2) institution-wide faculty norms regarding the value of assessment; (3) leadership commitment, including both administration and faculty peer leadership commitment; (4) infrastructure support for assessment; (5) department-level implementation; and, (6) university-wide implementation, including general education. A final item addresses chairs' perception of how far URI has come in the development of a useful, sustainable assessment system. The response rate in Fall 2018 was 49.1% (26 out of 53), similar to past administrations.

Highlights of the results (Appendix O) from the Fall 2018 survey suggest that in some ways program-level learning outcomes assessment is now well established, both within departments and in the institutional support structures, and yet there is still a strong sense that it is not being done enthusiastically or with appropriate recognition of its value for the institution:

- 68% of respondents "Strongly Agree/Agree" that program-level learning outcomes assessment is now a standard expectation for all degree programs at URI;
- 65% of respondents "Strongly Agree/Agree" that assessment for majors is very important;
- 92% "Strongly Agree/Agree" that it is valuable to continue checking to improve the "skills and attitudes" of those we graduate;
- 56% "Strongly Agree/Agree" that their faculty have useful discussions about their aspirations for their students in the context of assessment.

> *"I see the value in learning outcomes assessment when done well and thoroughly...Providing departments with administrative support to complete LOA would be a better model and would allow faculty more time to actually use the assessment to inform curricula."*
>
> -2018 Survey Respondent

The National Survey of Student Engagement (NSSE): 2019

Administration
In Spring 2019, SLOAA completed the 4th administration of the National Survey of Student Engagement. This administration was the most successful yet, with response rates of 36% for first-year students and 40% for seniors (Figure 4). This NSSE administration also achieved the highest average response rate (39.1%) nationally across participating institutions with undergraduate student populations of 10,000 or more. Analysis of the report and modules is forthcoming and aligned with the strategic plan and institutional priorities.

Figure 4: URI's NSSE Response Rates by Survey Year and Student Respondent Status

23
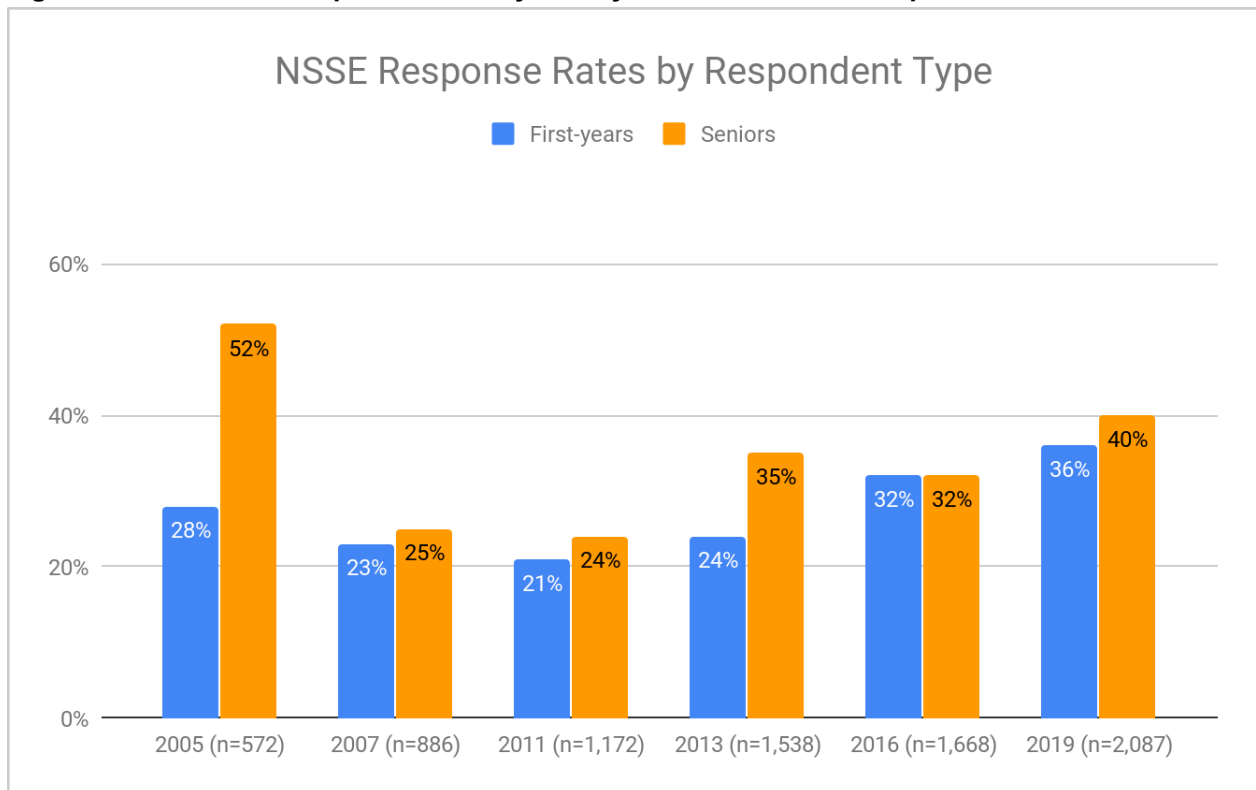
Outreach Efforts

Response rates were a result of an intensive recruitment effort which involved over 40 staff and six student ambassadors. Outreach efforts extended broadly to student groups, staff, faculty, and students in targeted non-academic and academic departments and courses. As in the past administrations, typical marketing mechanisms were used (e.g., digital screens, flyers, banners, lawn signs), and incentives were provided throughout the 10-week administration period (e.g., iPad minis, coffee cards, etc.) to create a buzz around winning prizes, candy, fruit, RAM cash, but several innovations were planned into the 2019 administration in an attempt to improve response rates. See Appendix P for NSSE Administration Strategies.

Assessment Outreach

Program-level Assessment Support

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 faculty have varying levels of course or program assessment knowledge, experience or expertise in assessment. Consultations in 2018-2019 included 47 faculty from 28 undergraduate programs and 41 faculty from 19 graduate programs and certificates.

Assessment Report Peer Review Process

The peer review training is an intensive, hands-on 15-hour experience for peer reviewers. SLOAA continues to strive for innovation in the faculty peer review training and changes are made annually to ensure the growth of a vibrant assessment culture at URI that starts with faculty "experts." The peer report review process accomplishes several important things:

Faculty Experience:
- Faculty are immersed in an interdisciplinary experience, both engaging with reports from multiple disciplines, and working in teams with colleagues from other disciplines.
- Faculty reviewers reinforce their knowledge and understanding of strong assessment practice using the process of peer review.
- Faculty reviewers become Assessment Mentors, available not as experts in assessment practice, per their request, but as experts in writing strong reports.
- Feedback on the reviewer training and curriculum is updated based on shared participant experiences.

Report and Feedback Documentation:

The report feedback rubric is tested and improved annually, and the reporting templates are reviewed and revised for clarity. In addition to the norming activities embedded within the faculty peer review training sessions, directly following reviewer training, SLOAA leads norming sessions to ensure a shared understanding of the process, test the rubric language and scoring process, and review best practice in using meaningful and appropriate feedback language. In June 2019, SLOAA held five norming sessions with each Level 1 peer review team and also included a Level 2 oversight reviewer in the process. These sessions, first piloted in June 2018, have been incredibly successful for improving the consistency of team feedback, enhancing the understanding of essential best practices in assessment, and identifying areas of the rubric that need improvement and clarity.

Assessment Culture

Thirteen faculty peer reviewers serve as either Level 1 or Level 2 reviewers for the summer. In the fall, they are invited to serve for one-year as Assessment Mentors, available to share their program assessment skills and report writing expertise in a consultation role with other faculty. Assessment Mentors are listed on the SLOAA website. To support the peer consultation process and help guide Mentors in discussions with colleagues, we developed a , "Guiding Conversations" document. To underscore the reach and representation of the peer review process, the majority of whom agree to be Mentors, a total of 78 reviewer positions have been filled since 2014 by 38 full-time faculty or lecturers, 50% of whom have served for more than one term. Reviewers often ask to participate in multiple rounds of review as noted in the records of faculty participation. See Appendix Q for a list of reviewers from 2014-2019.

New Program and Certificate Assessment Plans
SLOAA supports the process of new program applications through individual consultation and detailed feedback using a comprehensive rubric. This year, SLOAA, the LOOC Chair and subcommittee reviewed and approved the student learning outcomes Assessment Plans for the following new degree programs:

Undergraduate	**Graduate**
Biotechnology BS	Adult Ed Online MA
Global Language and Area Studies BA	Cytopathology MS
Music Therapy BA	Doctorate in Business Administration
Nonprofit Administration BS	Health Science PhD
Professional Leadership BS	**Graduate Certificate**
Sports Media BA	Natural Resources and the Environment

Institutional Outreach and Support

Scholarship of Teaching and Learning Initiative (SoTL)
SLOAA sponsored a third year of a SoTL initiative to encourage programs address undergraduate or graduate program-level student learning using outcomes assessment strategies to engage in pedagogical and curricular change. Programs are encouraged to leverage the effort toward their biennial program-level assessment report. Full-time faculty/lecturers were eligible to participate, and recipients were awarded $1,500 in summer re-contracting or professional development funds. In May 2019, three projects were funded (total awards: $4,500). Awardees have begun implementing their proposed projects and are expected to share their work in the April 2020 Showcase event (Table 4).

Table 4: 2019 SoTL Initiatives

PI/Co-PI	Department/Program	
Michelle Flippin, Emily Clapham (repeat awardees)	Communicative Disorders/College of Arts & Sciences and Kinesiology/College of Health Sciences	Examining Instructors' Perceptions on Student Speaking in College Courses
LeAnne Spino-Seijas, Karen de Bruin	Modern and Classical Languages & Literatures/Arts & Sciences	Proficiency Initiative in the Languages Department
Hyunjin Kim, Susan Brand (repeat awardees)	Human Development and Family Studies/College of Health Sciences; Early Childhood Education/College of Education	Evidence-based Reflective Practices through Own Teaching Evaluation

General Education Program
Phase II: Implementation

SLOAA collaborated with the Office of Faculty Development to support Phase 1I Implementation of the new General Education program. During the 2018-2019 academic year, the newly formed (June 2018) interdisciplinary faculty Scholar Advocates for General Education program (SAGE) worked with SLOAA and the program Director in large group meetings (three), and in smaller rubric-based meetings (four) to incorporate the results and recommendations from Phase I Assessment into rubric revisions for three outcomes: Diversity and Inclusion, Integrate and Apply, Writing Effectively. The groups worked to create one process for revision and identified priority revisions for individual rubrics. Their work culminated in workshops on signature assignment design facilitated by an external resource (May, June 2019).

As reported in 2018, outstanding questions remain about planning for "next steps" in the implementation and assessment of the new General Education program. Resolving these issues is critical to ensure the success of the new program and the assessment effort, and the confidence and willingness of faculty to participate in assessment, as well as their interest in responding to results:
- need for more course offerings for learning outcomes that are underrepresented (e.g., integrate and apply, diversity and inclusion, civic responsibility, and grand challenge courses);
- faculty member concerns, including faculty reported frustration, with the course proposal process;
- faculty uncertainty around the requirements and implications of the assessment demands, the implications for rubric revision and alignment of assignments

Academic Testing Center

Overview of Academic Year Activity

The Academic Testing Center (ATC) continued its steep growth trajectory, proctoring 5,086 exams during our second year of operation. This is a 47% increase over 2017-2018. Operationally, there were no major changes to how the ATC runs during this second year. We continue to use our submission/scheduling software RegisterBlast, and the systems and processes from last year have continued to support the office this year. Additional monies allocated in our budget enabled us to hire additional proctors for the 2018-2019 year, and it was because of this extra staffing that we were able to handle the increased volume of students served.

Renovations

Renovations to the Broadcast Studio in the space adjacent to the ATC presented construction noise and disruption in our space, but more minimally than was expected. The project manager onsite worked closely with our team to ensure noise was a minimal issue during testing hours and the architects followed up on my concerns about how our overall usable space would be reduced significantly. As a result, the Broadcast Studio project provided new bench seating and cubbies for student belongings. Also, because we needed to change the location of our check in area, that project paid for an additional camera so we once again have full coverage of our hallway. This is vital for exam security. It seems the potential issues raised at the end of last year with regard to the hallway redesign have been sufficiently addressed and although our waiting area is small, it is efficiently designed such that it will serve our needs for the immediate future.

Academic Integrity

We closed the year with 5 cases of academic misconduct. Based on information from colleagues in the testing field, our number of cases is in line with other testing centers, proportionate to the number of assessments proctored. While it is impossible to know whether we've caught every student who has attempted to cheat in the ATC, we are confident that our policies, processes, and proctoring skills have greatly reduced the number of attempts. Using video surveillance, we have a full view of every workstation in the testing room and make sure students know they are being watched. This alone is a strong deterrent. Of course, wherever there are assessments given, there will be attempted cheating. However, at the ATC our standards are extraordinarily high, and our operation is secure. Professors trust that our proctoring is typically more secure than what they can provide in classrooms across campus and that is part of why they feel so comfortable and confident sending students to the ATC.

Usage and Capacity

Although there are times when the testing center is full to capacity, mostly we are not and there are empty seats in the room. During Final exams last term, we proctored around 315 exams per week while during the rest of the term we averaged around 200. We do run extended hours during finals but the tests are much longer, too, so for the purposes of this it seems fair to compare the two. The most popular session times (late morning, mid-afternoon) sometimes do fill up. However, there are some sessions where there might be only two or three people in the room. For now, the testing center has enough space to meet the current need and can serve as we grow through next year. If growth trends remain the same, though, within 1-2 years we will either need a bigger space or extended hours in order to serve students and faculty. Both of those options will necessitate significant increase in staffing.

The period of Final exams presents higher levels of need and we are at capacity. Each term we have turned people away. Prior to Spring 2019 this has been because the requests were very last minute or very specific or both (the instructor wanted the student to take the exam at a specific day and time and we were full by the time that student tried to schedule). However, because students and faculty have been conditioned by the ATC to schedule final exams well in advance, many of the sessions filled up weeks

ahead of time during this past term. This meant that at a certain point during final exams, we simply stopped accepted submissions from instructors. While it is difficult to accurately track this data, my best guess is that we actively turned away close to 150 students during this final exam period, approximately triple what it's been in previous terms.

It may be wise for the ATC to explore options for using a nearby classroom or other annex during final exams. However, this would require additional staff and an exploration of security issues in the absence of video cameras.

Synopsis of 2018-19 Service
- 5,086 individual assessments administered
- 2,119 unique students served, 32% increase over last year (1,606 students)
- Disability accommodations accounted for 61% of exams proctored while 39% were comprised of students completing make-up exams due to an excused absence. This is only a 2% shift from last year (2017-18 split was 59/41)
- 150 faculty members sent students to the ATC, versus 175 last year. This number seems to fluctuate from term to term and does not have any apparent impact on number of students served. We have nearly 500 faculty enrolled in our online submission platform.
- The top five course areas (and number of exams proctored) were: CHM (771), BIO (548), BUS (444), HDF (361), and NFS (284). CHM increased 40% over last year, and BIO and BUS both doubled the number of exams proctored.
- There were significant increases in the number of nursing and pharmacy students using the ATC. This is because we worked closely with faculty in these departments to develop processes for students to use ExamSoft testing software in the testing center. Nursing went from 3 instances to 77 and Pharmacy (combining various course codes) increased from 22 to 103.

See Appendix R for additional statistics.

Student Satisfaction
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.
- Very kind people, everything was extremely straightforward.
- I love coming here for testing.
- I appreciate that even though I showed up late, I was not rushed, in fact the staff here encouraged that I take a couple minutes if I needed…
- Y'all are just the best. Least stressful test experiences
- Very kind and helpful staff, quiet testing area
- Very pleasant and encouraging as always! Always positive and gives great directions.
- Very nice environment, and nice individuals at the sign in center. Organization is great, got in quickly, and the testing room was quiet and private.
- Very pleasant and encouraging as always! Always positive and gives great directions.

Staff Service, Presentations, Publications, and Professional Development

Elaine Finan
    Service at URI:
- Member: LOOC
- Search Chair (10/19)

    Publications:
- DiCiccio, R, **Finan, E**., Kaldor, E. (2018) Shifting Campus Conversations to Advance New General Education Programs. *Peer Review, 20(3), 22.*

    Professional Development:
- URI Search procedure Training (9/18)
- Attendee: NECHE Annual Conference (December 2018)
- Member: American Association of Colleges and Universities
- Member: Association for the Assessment of Learning in Higher Education
- Member: New England Education Assessment Network

Diane Goldsmith
    Service External:
- Member: Rhode Island Teaching and Learning Network
- Coordinator: CT-RI State Authorization Network
- NECHE Accreditation Reviewer

    Service at URI:
- Chair: Joint Committee on Online and Distance Education
- Member: LOOC
- Member: LMS Evaluation Committee
- Member: Labor-Management Course Evaluation Committee
- Co-Chair: President's Commission on LGBTQ Issues
- Member: First Generation Task Force
- Member: URI Online Implementation Committee
- Member: Search Committee IDEA Coordinator
- Member: Equity Council
- Member: Data Governance Committee
- Member: Science Education @URI Planning Committee
- Member: Vice Provost Search Committee

    Professional Development:
- Attendee: New England Faculty Developers Retreat (Salve Regina, July 2018)
- Attendee: National Collegiate Testing Association Annual Conference (September 2018)
- Attendee: NECHE Annual Conference (December 2018)
- Member, National Collegiate Testing Association
- Member, WCET

- Attendee: Opening the Curriculum: Educational Innovation in the Liberal Arts (Brown University, May 3-4)
- Observer: Course Development Institute with Michael Palmer

Publications:
- McHaelen, R., King, F., **Goldsmith, D**. Pomerantz, H. (2019) Opening the Doors for all LGBTQ+ Students. In S. T. Brand & L. Ciccomascolo (Eds.), *Social Justice and Putting Theory Into Practice in Schools and Communities*, IGI Global

Ingrid Lofgren (for SLOAA)

Service at URI:
- Member: Graduate Council
- Member: LOOC
- Member: Search Committee: SLOAA Coordinator

Professional Development:
- Attendee: URI ATL Teaching and Learning Showcase
- Participant: ATL HIT Seminar

Rachel Leveillee

Service at URI:
- Founder: Mindfulness Meet-up Group

Presentations:
- Kaldor, E. & Leveillee, R. (2018, August). Engage Your Students in Deep Learning with Mindfulness and the Learning Cycle. Opening session presented at the annual ATL Strategies and Tools for Teaching at URI, Kingston, Rhode Island.
- Leveillee, R. (2018, August). Mindfulness in Education. ATL Strategies and Tools for Teaching at URI, Kingston, Rhode Island.
- Leveillee, R. (2018, September). The Yoga of Testing. National College Testing Association 2018 Annual Conference, Scottsdale, Arizona.
- Dunkle, A. & Leveillee, R. (2019, February). Mindfulness Made Simple: Techniques to Improve Student Learning. ATL Conversation- a roundtable presentation, Kingston, Rhode Island.
- Leveillee, R. (2019, May). Engage Your Students in Deep Learning with Mindfulness and the Learning Cycle. CITLA Spring Symposium at The Community College of Rhode Island, Warwick, Rhode Island.
- Leveillee, R. (2019, June). Creating Your Mindfulness Gameplan. AWE Conference, Creating Mindfulness in the Workplace, Providence, Rhode Island.

Professional Development:
- Attendee: National Collegiate Testing Association 2018 Annual Conference (Scottsdale, AZ)
- Member, National Collegiate Testing Association

Joannah Portman-Daley

Service at URI:
- Member: Joint Committee on Online and Distance Education
- Member: President's Commission on People with Disabilities
- Member: LMS Evaluation Committee

- Member: First Generation Task Force

Publications:

- Gardner, Catherine V., et al. "Supporting Sustained Faculty Engagement in Blended Learning." *Handbook of Research on Faculty Development for Digital Teaching and Learning*, IGI Global, 2019, pp. 17–35.

Presentation:

- Portman-Daley, J. & Torrens, K. (2019, March). *Modeling the Mix: Faculty Development for Blended Teaching and Learning*. Presented at the 2019 NERCOMP Annual Conference, Providence, Rhode Island.

Professional Development:

- Attendee: 2019 NERCOMP Annual Conference, Providence, Rhode Island.
- Member: Quality Matters

Anna Santucci

Service:

- Member: POD Network
- Member: Rhode Island Teaching and Learning Network
- Member: AAC&U
- Member: American Association for Adult and Continuing Education

Publications:

- Santucci, A. (2019). The Performative Foreign Language Classroom as a Site of Creative Disruption. *Research in Drama Education* (*RiDE*), 24(3).
- Santucci, A. (2018). How the Performing Arts can help us enhance the Italian Curriculum. In L. Hipwell and D. Melucci (Eds), Innovation in Italian Programs and Pedagogy (pp. 68-79). Special issue of *Teaching Italian Language and Culture Annual* (*TILCA*).

Presentations:

- Santucci, A. (November 2018). "Teaching as Artistry: The challenges of integrating the performing arts into FL pedagogy." American Council on the Teaching of Foreign Languages 2018 Convention, New Orleans.
- Santucci, A. (July 2019). "Performing Language and Culture: Teaching and Learning Italian through Critical Embodied Encounters" & "Creative Agility: A theatre-based introduction to teaching for international graduate students." The role of drama in higher and adult language education: teacher training and the challenges of inclusion, 2019 Summer School, Grenoble, France.

Professional Development:

- Attendee: Opening the Curriculum - Educational Innovation in the Liberal Arts (May 2019, Brown University, Providence RI)
- Attendee: Invitation to Learning - Emotions, Inclusivity, and Community (May 2019, Assumption College, Worcester MA)
- Attendee: POD Institute for New Faculty Developers (UNC-Greensboro, July2019, NC)

Amy Topper

Service:

- Guest Member: URI Learning Outcomes Oversight Committee (LOOC)
- Member: Publications Committee, Association for the Assessment of Learning in Higher Education (AALHE, 2019)

Publications:
- Topper, A. M. (2019). More than a number: A capabilities framework for conceptualizing community college success. *Teachers College Record*, *19*(1). Available at: http://www.tcrecord.org/Content.asp?ContentId=22444
- Fischman, G. E., Sahlberg. P., Silova, I., & Topper, A. M. (2019). International large-scale student assessments and their impact on national school reforms, in Sutter, L. (Ed.) *Handbook of Comparative Studies in Education*. London, U.K.: Sage Publisher.
- Fischman, G. E., Topper, A. M., Silova, I., Goebel, J., & Holloway, J. (2018). The influence of international large-scale educational assessments on national policies. *Journal of Education Policy*. https://doi.org/10.1080/02680939.2018.1460493

Professional Development:
- Attendee: AALHE Conference, St. Paul, MN, June 2019
- Member: Association for the Assessment of Learning in Higher Education
- Member: Association for the Study of Higher Education
- Member: New England Educational Assessment Network

Kathleen Torrens (For Online Education)

Service at URI:
- Member: IT Governance
- Member: Joint Committee, Online and Distance Education
- Chair: LMS Evaluation Task Force

Publications:
- Gardner, Catherine V., et al. "Supporting Sustained Faculty Engagement in Blended Learning." *Handbook of Research on Faculty Development for Digital Teaching and Learning*, IGI Global, 2019, pp. 17–35.

Presentation:
- Portman-Daley, J. & Torrens, K. (2019, March). *Modeling the Mix: Faculty Development for Blended Teaching and Learning*. Presented at the 2019 NERCOMP Annual Conference, Providence, Rhode Island.

Professional Development:
- Attendee: 2019 NERCOMP Annual Conference, Providence, Rhode Island.
Member, Quality Matters

APPENDICES

Appendix A: URI Teaching and Learning Showcase Presenters

Name	Department
Ernest Dupuis III	Economics
Donna Gamache-Griffiths	College of Business
Alana Bibeau	Sociology and Anthropology
Rebecca Millsop	Philosophy
Patricia Morokoff	Psychology
Julianna Golas	Human Development and Family Studies
George Dombi	Chemistry
Alison Roberts	Biological Sciences
Margaret Rogers	Psychology
Phyllis Penhallow	Human Development and Family Studies
Rachel Leveillee	Office for the Advancement of Teaching & Learning
Ryan Trimm	English
Jiangping Cai	Modern and Classical Languages and Literatures
Mehmet Yalcin	College of Business
Gulver Karamemis	College of Business
Jessica Gray	Writing and Rhetoric
Joyce Wu	Modern and Classical Languages and Literatures
Dennis McLeavey	College of Business
Stephen Jordan	Mechanical, Industrial, and Systems Engineering
Aimee Phelps-Lee	College of Business, Schmidt Labor Research Center
Susan Brand	Education
Nelle Couret	Biological Sciences
Michelle Flippin	Communicative Disorders
Hyunjin Kim	Human Development and Family Studies

Linda Forrester	Biological Sciences
Bryan Dewsbury	Biological Sciences
Rachel Schwartz	Biological Sciences
Ric Mcintyre	Economics
Kristin Johnson	Political Science
Megan Echevarria	Modern and Classical Languages and Literatures
Niko Tracksdorf	Modern and Classical Languages and Literatures, International Engineering Program
Alexander Magidow	Modern and Classical Languages and Literatures
Lauren Mandel	Graduate School of Library and Information Studies
Valerie Karno	English, Graduate School of Library and Information Studies
Ingrid Lofgren	Nutrition & Food Sciences
Matt Lacroix	Office of the Dean, College of Pharmacy
Lisa Dipippo	Computer Science and Statistics
Molly Greaney	Kinesiology
Sarah Larson	Nutrition & Food Sciences
Liam Malloy	Economics
Douglas Gobeille	Physics
Emily Clapham	Kinesiology
Justin Richard	Fisheries, Animal and Veterinary Science
Laura Barnes	Mathematics
Vandana Jain	Economics
Scott Kushner	Communication Studies
Mary Moen	Graduate School of Library and Information Studies

Appendix B: ATL Conversation Series 2018-2019

Overcoming Knowledge Gaps – How to assess students' incoming knowledge and help them prepare for your class?
August 21, 2018
Colleen Richardson (University of Pennsylvania)
Participant #: 22

With the start of each semester you're faced anew with the question of what prior knowledge your students are bringing to the classroom. What topics can you safely skip? What material from a previous course will you need to re-teach? Prior knowledge assessment techniques can help.

Inclusive from Day One: Laying the foundations for a successful classroom community
August 24, 2018
Anna Santucci (ATL)
Participant #: 21

Would you like to see your students participate more actively and constantly? Please join us for a lively workshop with Anna Santucci, a candidate for Faculty Development Specialist in the Office for the Advancement of Teaching & Learning.

Intro to IDEA: How to use the New Online Course Evaluation System - 2 Sessions
October 30 and 31, 2018
Sean Krueger (Office of the Provost)
Participant #: 10 (session 1) and 10 (session 2)

This hour-long training session will focus on the instructor experience within the Campus Labs Course Evaluation (IDEA) platform. The training is designed for both first time and returning users interested in understanding tools available within the platform. Topics covered will include instructions on logging in, setting objectives and custom questions, monitoring response rates, and accessing current and past evaluations. Participants are encouraged to bring laptops so they can set up the current semester evaluations and have questions answered in real time. Additional sessions will focus on interpreting results and setting future goals. If you want to gain knowledge and feel more comfortable with the new online course evaluation platform this training is for you!

Intro to IDEA: How to use the New Online Course Evaluation System - 2 Sessions
November 14 and 15, 2018
Sean Krueger (Office of the Provost)
Participant #: 19 (session 1) and 13 (session 2)

This hour-long training session will focus on the instructor experience within the Campus Labs Course Evaluation (IDEA) platform. The training is designed for both first time and returning users interested in understanding tools available within the platform. Topics covered will include instructions on logging in, setting objectives and custom questions, monitoring response rates, and accessing current and past evaluations. Participants are encouraged to bring laptops so they can set up the current semester evaluations and have questions answered in real time. Additional sessions will focus on interpreting

results and setting future goals. If you want to gain knowledge and feel more comfortable with the new online course evaluation platform this training is for you!

From IDEA Results to Effective Teaching Action Plans - 2 Sessions
November 29 and 30, 2018
Eric Kaldor (ATL)
Participant #: 8 (session 1) and 8 (session 2)

Get beyond summary course evaluation scores. This session is designed to help instructors use the data from IDEA reports as evidence of teaching effectiveness. We'll walk through the steps to review and interpret IDEA reports in the new online system and then discuss how to turn this into a personal action plan with specific teaching strategies and measures of progress. Remote access is available for both sessions.

Mindfulness Made Simple: Techniques to Improve Student Learning
February 14, 2019
Rachel Leveillee (ATL), Amy Dunkle (ATL)
Participant #: 7

Simple, brief mindfulness activities can help students be more engaged, focused, and productive in their classroom work. Did you know some faculty at URI already use mindfulness exercises during class? Rachel Leveillee (ATL), Amy Dunkle (Writing & Rhetoric), and Jonathan Perry (Music) will share their approaches to this practice as well as their students' positive feedback. In addition, participants will experience a few different mindfulness activities they can consider using with their students.

Introduce Your Students to Working with Big Data
March 28, 2019
Harrison Dekker (Kingston Library)
Participant #: 9

Do you wish your students became familiar with significant survey research datasets and/or started performing simple statistical analyses earlier in the curriculum? In this session, Harrison Dekker (University Libraries) will provide a brief overview of the basic resources available through our institutional subscription to the Inter-university Consortium for Political and Social Research (ICPSR), which contains over 10,000 datasets. The conversation will focus on two different models for assignments that introduce students to working with these datasets. Participants will also learn how to explore the wide range of datasets available in ICPSR.

Bringing Course Content to Life: Digital tools for the Online or Face-to-Face Classroom
April 5, 2019
Kathy Peno (Education), Anna Santucci (ATL), Eric Kaldor (ATL)
Participant #: 18

Visual activities are a very effective way to get students more excited about course content. This ATL Conversation led by Kathy Peno will explore two digital tools: Flipgrid and Adobe Spark. The event will be run as an online webinar using Zoom.

Understand the IRB for the Scholarship of Teaching & Learning
April 26, 2019
Ted Myatt (Research Administration), Mary Riedford (Research Administration)
Participant #: 13

Are you getting ready to investigate a question about student learning in your classes? Now is the time to start working on the IRB proposal for your Scholarship of Teaching and Learning (SoTL) project. In this workshop, Ted Myatt & Mary Riedford from the Office for Research Integrity will discuss how the recent changes in the Common Rule for Human Subject Research make the IRB application process easier.

Appendix C: 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	7
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	4
	Su 18	Teaching for Learning	10	8
4	Fa 18	Teaching for Learning	9	7
	Spr 19	Teaching for Learning (Tues)	10	8**
	Spr 19	Teaching for Learning (Fri)	9	6**
	Su 19	Writing Across the Curriculum*	10	3**
	Su 19	Researching Across the Disciplines*	11	5**

* Supported by the Davis Education Foundation Grant
**Participants still working on completing their action plans

Appendix D: Sections and Students Taught by HIT Faculty

T4L=Teaching for Learning; WAC=Writing Across the Curriculum; TEIR=Teaching Effective Information Research; RAD=Research Across the Discipline

Program, Semester	Name	Dept	Spring 17		Summer 17		Fall 17		Spring 18		Fall 18		Spring 19	
			No. of sections	No. of students	No. of sections	No. of students	No. of sections	No. of students	No. of sections	No. of students	No. of sections	No. of students	No. of Sections	No. of students
Year 1														
T4L, FA16	Alana Bibeau	Sociology & Anthropology	4	174	3	42	3	137	3	76	4	117	3	72
T4L, FA16	Ernest Dupuis III	Economics	4	172	0	0	5	183	5	218	5	194	5	204
T4L, FA16	I-Ling Hsu	Languages	5	90	4	37	4	68	5	43				
T4L, FA16	Scott Kushner	Communications	3	91	0	0	2	110	2	59	3	142	3	68
T4L, FA16	Silvana Ngo	Chemistry	2	134	2	63	2	255	1	147	2	320	2	231
T4L, FA16	Thomas Sharland	Mathematics	3	43	0	0	2	33	5	41	3	40	2	15
T4L, FA16	Shahla Yekta	Chemistry	2	279	1	11	2	353	0	0	2	280	2	269
WAC, SPR17	Karl Aspelund	TMD	X	X	2	23	5	111	7	219	5	158	6	173
WAC, SP17	Jill Doerner	Sociology & Anthropology	X	X	3	18	4	45	2	49	3	21	4	54
WAC, SP17	Jay Fogleman	Education	X	X	1	7	5	110	4	64	5	103	5	46
WAC, SP17	Elizabeth Laliberte	Geosciences	X	X	0	0	4	169	3	154	3	229	3	141
WAC, SP17	Jing Jian Xiao	HDFS	X	X	2	25	0	0	0	0	3	63	2	54
WAC, SP17	Christine Zozula	Sociology & Anthropology	X	X	0	0	2	53	2	26	3	78	3	60
T4l, SU17	Derek Nikitas	English	X	X	X	X	1	32	5	51	3	27	2	18

T4L, SU17	Michael Barrus	Mathematics	X	X	X	X	6	77	5	44	4	35	5	48
T4L, SU17	Sarah Larson	Nutrition & Food Science	X	X	X	X	6	396	0	0	6	422	5	234
T4L, SU17	Julianna Golas	School of Professional and Cont. Stud	X	X	X	X	3	58	3	83	3	79	5	128
T4L, SU17	Kim Fournier	Kinesiology	X	X	X	X	4	82	6	98				
T4L, SU17	Sandra Basley	Nursing	X	X	X	X	1	114	3	143	1	113	X	X
T4L, SU17	Koray Ozpolat	College of Business	X	X	X	X	2	17	5	69	1	1	4	109
T4L, SU17	Aimee Phelps	College of Business	X	X	X	X	3	64	5	56	3	37	4	41
T4L, SU17	Shanette Harris	Psychology	X	X	X	X	6	115	3	34	5	63	4	88
SUBTOTAL Sections & Students											**65**	**2522**	**69**	**2053**

Year 2

T4L, FA17	Kathy Quick	Art & Art History	X	X	X	X	X	X	4	194	3	144	3	152
T4L, FA17	Damon Rarick	Languages	X	X	X	X	X	X	1	22	5	74	5	75
T4L, FA17	Kimberly Page	College of Business	X	X	X	X	X	X	2	105	2	78	2	159
T4L, FA17	Gerard Jalette	Communications	X	X	X	X	X	X	5	74	3	85	4	60
T4L, FA17	Yang Shen	GSO	X	X	X	X	X	X	2	2	1	2	1	1
T4L, FA17	Melissa Villa-Nicholas	GLIS	X	X	X	X	X	X	3	26	3	50	4	48
T4L, SPR18	Amy D'Agata	College of Nursing	X	X	X	X	X	X	X	X	2	114	2	92
T4L, SPR18	Margaret Rogers	Psychology	X	X	X	X	X	X	X	X	7	104	7	72

T4L, SPR18	Celine Jacquenod-Garcia	Languages	X	X	X	X	X	X	X	X	4	60	4	79
WAC, SP18	Karl Aspelund	TMD	X	X	X	X	X	X	X	X				
WAC, SP18	Laura Lenardon	Languages	X	X	X	X	X	X	X	X				
WAC, SP18	Susan Thomas	Music	X	X	X	X	X	X	X	X	4	11	8	38
WAC, SP18	Joyce Wu	Languages	X	X	X	X	X	X	X	X	3	65	2	45
WAC, SP18	James Haile III	Philosophy	X	X	X	X	X	X	X	X	3	78	3	72
WAC, SP18	Lisa Tom	Art & Art History	X	X	X	X	X	X	X	X	3	50	3	52
WAC, SP18	Martha Rojas	English	X	X	X	X	X	X	X	X	3	40	3	27
TEIR, SP18	Vandana Jain	Economics	X	X	X	X	X	X	X	X	2	142	3	156
SUBTOTAL Sections & Students											**48**	**1097**	**54**	**1128**
Year 3														
TEIR, SP18	Colleen Mouw	Oceanography									1	59	1	4
TEIR, SP18	David Fontaine	Education									1	22	X	X
T4L, SUM18	Norman Barber	Africana Studies and Political Science									3	40	4	55
T4L, SUM18	John Burkett	Economics									3	25	3	12
T4L, SUM18	Gulver Karamemis	Business									2	46	3	53
T4L, SUM18	Wayne Lee													
T4L, SUM18	Carole Miller	Economics									4	153	4	132

T4L, SUM18	Nassim Rahmani	Engineering											4	169	5	156
T4L, SUM18	Jaqueline Sparks	Human Development and Family Studies											3	19	3	18
T4L, SUM18	Robert Thompson	Marine Affairs											2	12	2	25
T4L, SUM18	Lisa Tom	Art											3	50	3	52
T4L, SUM18	Mehmet Yalcin	Business											3	45	3	54
T4L, FA18	David Brown	Computer Science											7	188	3	65
T4L, FA18	Emily Clapham	Kinesiology											5	25	5	39
T4L, FA18	Robert Coyne	Physics											1	149	2	68
T4L, FA18	Linda Forrester	Biological Sciences											2	20	1	8
T4L, FA18	Donna Gamache-Griffiths	Business											2	236	4	145
T4L, FA18	Natalie Pifer	Criminology & Criminal Justice											6	86	6	89
T4L, FA18	Ping Xu	Political Science											2	26	4	167
SUBTOTAL Sections & Students													**54**	**1370**	**55**	**1142**

Total Number of Sections: 345
Total Number of Students: 9,312

Year 4: HIT SEMINAR FACULTY SPRING 19 – WILL TEACH 19'-20

T4L SP19	Sue Adams	Human Development & Family Studies														
T4L SP19	Dawn Cardace	Geosciences														
T4L SP19	Nelle Couret	Biological Sciences														

T4L SP19	Maria Hyde	Theatre															
T4L SP19	Ingrid Lofgren	Nutrition & Food Sciences															
T4L SP19	Michelle Peach Lang	Natural Resources Science															
T4L SP19	Brett Still	Natural Resources Science															
T4L SP19	Meng Wei	Graduate School of Oceanography Faculty															
T4L SP19	Alessandra Adami	Kinesiology															
T4L SP19	Melanie Brasher	Sociology & Anthropology															
T4L SP19	Brietta Oaks	Nutrition & Food Sciences															
T4L SP19	Max Ponticelli	Theatre															
T4L SP19	Britny Rogala	Pharmacy Practice															
T4L SP19	Jessica Strubel	Textiles, Fashion Merchandising & Design															
RAD SP19	Jill Doerner	Sociology & Anthropology; Criminology & Criminal Justice															
RAD SP19	Holly Dunsworth	Sociology and Anthropology															
RAD SP19	Jay Fogleman Jr	Education															
RAD SP19	Julianna Golas	School of Professional and Continuing Studies															
RAD SP19	Rabia Hos	Education															
RAD SP19	Jyothi Menon	Biomedical and Pharmaceutical Sciences															
RAD SP19	Justin Richard	Fisheries, Animal and Veterinary Science															

RAD SP19	Earl Smith III	Office of the Dean, College of Arts & Sciences													
RAD SP19	Christine Zozula	Sociology and Anthropology													
RAD SP19	Nelle Couret	Biological Sciences													
RAD SP19	Kayon Murray-Johnson	Education													
WAC SP19	Melanie Brasher	Sociology and Anthropology													
WAC SP19	Dawn Cardace	Geosciences													
WAC SP19	Margaret Frazier	Music													
WAC SP19	Crystal Greene	Communication Studies													
WAC SP19	Scott Kushner	Communication Studies													
WAC SP19	Jane Perkins	Education													
WAC SP19	Hans Saint-Eloi Cadely	Human Development and Family Studies													
WAC SP19	Asha Spivak	Human Development and Family Studies													
WAC SP19	Coleen Suckling	CELS Academic Unit 1													
WAC SP19	Rachel Walshe	Theatre													

APPENDIX E: Performing as Teachers and Learners

Outcomes

Participating graduate students will be able to:

L1: Increase Confidence & Self-efficacy as Instructors

L2: Develop Self-Awareness as Communicators

L3: Heighten Sense of Belonging within the URI Community

L4: Engage in Intercultural Conversations about Education

L5: Increase Connection to Students with Improved Spontaneity & Relatability

L6: Instill Enthusiasm in Audiences

L7: Articulate Passions & Personal Stories Behind Professional & Educational Interests

L8: Foster Innovative Integrations Across Fields of Study

L9: Actively Participate in Inter-, Multi-, & Trans-Disciplinary Initiatives at URI

Phase #1 (Summer '19)

- Design of Course Curriculum & Website
- Completion of Data Collection Techniques
- 2-hour Workshop at TA Orientation, Aug. 28 with Data Collection & Survey
- L1, L2, L3

Main Team

Rabia Hos, School of Education
Max Ponticelli, Dept. of Theatre
Anna Santucci, Faculty Development, ATL
Rachel Walshe, Dept. of Theatre
Mehmet G. Yalcin, College of Business

Phase #2 (Pilot - Fall '19)

- BUS601 & COM503 Integration
- Continued Data Collection & Documentation
- Introduction to Campus Community & Recruitment
- Development & Grant Writing
- Phase #1 plus L4, L5, L6

Budget & Costs (est.)

Adjunct Course Stipend: $5,000
Development Funds: $10,000
TA Wages: $11,000
Materials, Supplies: $2,000
Total Initiative Funding: $28,000

> "[Often] there's a lack of communication between myself and a graduate student instructor. It leaves me seeking whatever outside support I can get or feeling completely helpless."
> - Current URI Senior

Phase #3 (Development - Spring '20)

- Launch of X-Course: All the World's A Classroom: PTL
- Participation in Grad School's Diversity & Inclusion Badge Program
- Data Collection & Presentations
- Phase #1 & 2 plus L7, L8, L9

Questions?
Contact: Max Ponticelli, max_tp@uri.edu

APPENDIX F: RN to BS DATA

Table 1: Enrollments and Course Persistence AY 2018-2019									
Enrollments	**FA 1 2018**	**FA 2 2018**	**SP 1 2019**	**SP 2 2019**	**SUM 1 2019**	**SUM 2 2019**	**TOTALS or AVG - YR 4** *6 Sessions*	**TOTALS or AVG - YR 3** *6 Sessions*	**TOTALS or AVG -YR 2** *6 Sessions*	**TOTALS or AVG - YR 1** *5 Sessions*
Courses Offered	11	10	11	10	11	8	**10.17**	**66**	**48**	**17**
Average Class Size	45	49	43	43	34	37	**41.83**	**49.6**	**55.7**	**38.3**
Largest Class	96	88	69	86	48	50	**72.83**	**114**	**129**	**74**
Course Enrollment at Drop Date	495	486	468	434	378	299	**2560**	**3274**	**2665**	**727**
Course Enrollment at End Date	483	482	464	423	374	297	**2523**	**3231**	**2626**	**708**
% Completed Course from Drop date	97.58%	99.18%	99.15%	97.47%	98.94%	99.33%	**98.61%**	**98.60%**	**98.50%**	**97.40%**

Table 2: Race/Ethnicity of Admitted Students

Term	American Indian/Alaska Native	Asian	Black/African American	Hispanic/ Latino	Native Hawaiian/ Pac Island	White	2+ Races	Not Specified	Total
FA 2015		3	2	3	1	58		3	**69**
SP 2016	1	8	12	5		110		12	**149**
SU 2016	1	3	6	2		91	1	5	**109**
FA 2016	1	6	12	1		149		17	**186**
SP 2017	1	4	11	10		89	1	8	**124**
SU 2017		4	8	10		75		4	**101**
FA 2017	3	2	11	11		96	1	6	**130**
SP 2018	1	3	9	8		67	1	4	**93**
SU 2018		1	1	2		23	2	16	**45**
FA 2018		3	10	7		73	1	2	**96**
SP 2019	1	2	7	6	1	51	2	10	**79**
Total	**9**	**39**	**89**	**65**	**0.1%**	**882**	**9**	**87**	**1181**
Percent	**0.8%**	**3.3%**	**7.5%**	**5.5%**		**74.7%**	**0.8%**	**7.4%**	**100.00%**

Table 3: Location of Admitted Students

State	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	Total	Percent
RI	59	88	66	94	79	71	69	44	26	45	38	679	56.5%
CT	4	23	15	58	33	18	27	26	10	29	17	260	21.6%
MA	4	25	19	16	15	14	24	16	7	12	16	168	14.0%
NY		5	3	7	1	2	1	2		5	3	29	2.4%
NJ	1	4	4	5		1		1	1	1	2	20	1.7%
NH		1	2	2	1							6	0.5%
VT			2	1			2	1				6	0.5%
PA	1			1		1	1				1	5	0.4%
FL		2					2				1	5	0.4%
CA				2			1	1		1		5	0.4%
NC				2							1	3	0.2%
GA		1					1					2	0.2%
ME			1				2					3	0.2%
OK								1				1	0.1%
TX						1				1		2	0.2%
VA				1		1		1		1		4	0.3%
WI				1					1			2	0.2%
MD										1		1	0.1%
Grand Total	69	149	112	190	129	109	130	93	45	96	79	1201	

Table 4: Gender and Average Age of Admitted Students					
Gender					**Average Age**
	Female	**Male**	**Unspecified**	**Total**	
FA 2015	65	2	2	**69**	37.5
SP 2016	134	12	3	**149**	39.6
SU 2016	97	6	9	**112**	38
FA 2016	162	22	6	**190**	36.2
SP 2017	112	16	1	**129**	37.2
SU 2017	80	12	2	**94**	38.1
FA 2017	111	17	2	**130**	35.7
SP 2018	84	9		**93**	37.7
SU 2018	38	7		**45**	35.1
FA 2018	87	9		**96**	35.2
SP 2019	69	9	1	**79**	36.4
Total	**1039**	**121**	**26**	**1186**	**37.0**
Percent	**87.6%**	**10.2%**	**2.2%**	**100.00%**	

APPENDIX G: Total Online Course Enrollments AY15-19

Includes Graduate and Undergraduate Enrollments
Does not include enrollments in Accelerated Online Programs

Total Online Course Enrollments AY 15-AY 19
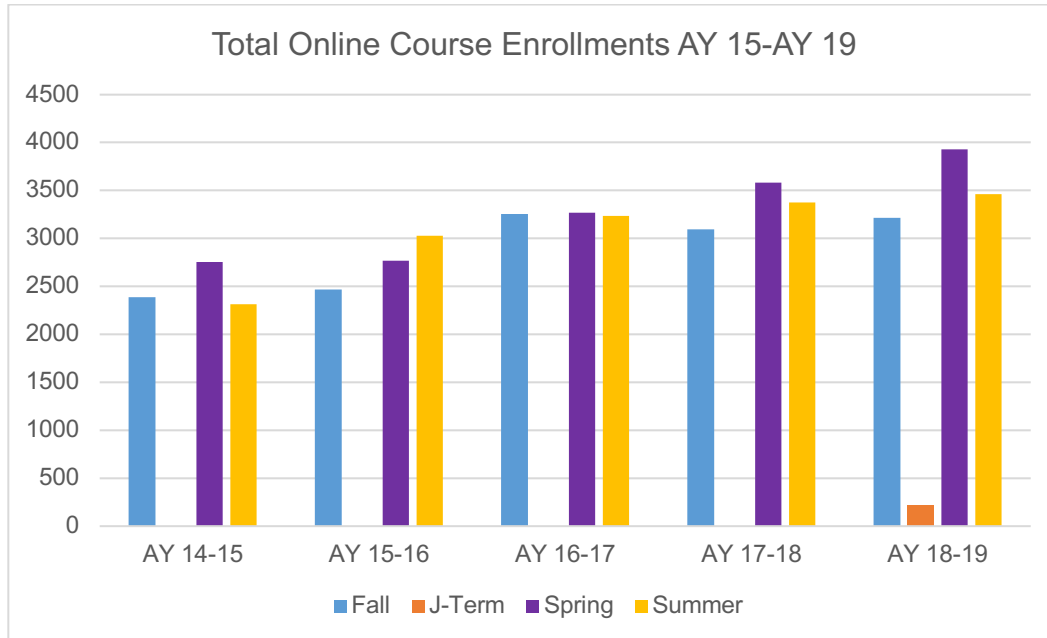
TOTAL	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Fall	2391	2468	3254	3096	3214
J-Term					217
Spring	2755	2770	3272	3581	3927
Summer	2312	3026	3237	3377	3462
Total	**7458**	**8264**	**9763**	**10054**	**10820**
% Increase		10.8%	18.1%	3.0%	7.6%

APPENDIX H: Undergraduate Enrollment AY 15-19
(Does Not Include Accelerated Programs)

Undergraduate Course Enrollments AY 15 - AY 19
(Does Not Include Accellerated Programs)
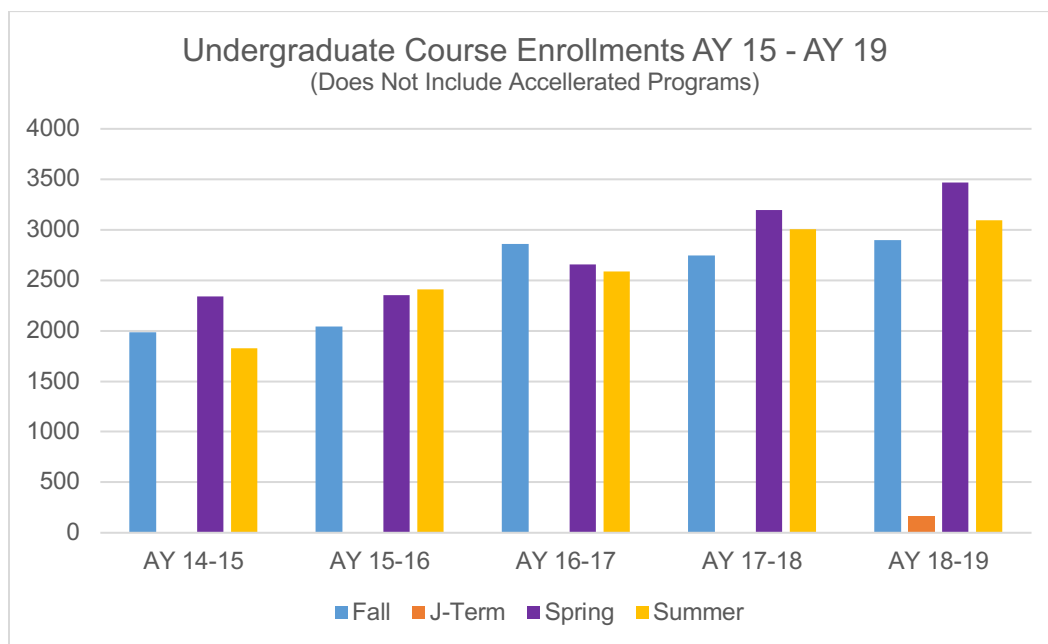
Undergrad	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Fall	2189	2255	3056	2742	2896
J-Term					165
Spring	2549	2561	2965	3210	3471
Summer	2068	2718	2913	3023	3095
Total	**6806**	**7534**	**8934**	**8975**	**9627**
Increase		10.7%	18.6%	0.5%	7.3%

Undergrad by College	Fall 2018	J-Term 2019	Spring 2019	Summer 2019	Total by College
Total by Semester	**2896**	**165**	**3471**	**3095**	
A_SCI	1516	88	1541	1909	**5054**
BUS	411		465	259	**1135**
CEPS	83		25	79	**187**
CHS	278	39	483	499	**1299**
ELSCI	148	18	644	92	**902**
ENGR		20		93	**113**
NUR	117		169	72	**358**
UCOLL	43		144	92	**279**

APPENDIX I: Graduate Enrollment AY 15-19

Does not include enrollments in Accelerated Online Programs

Graduate Course Enrollments AY 15-19
(Does Not Include Accellerated Programs)
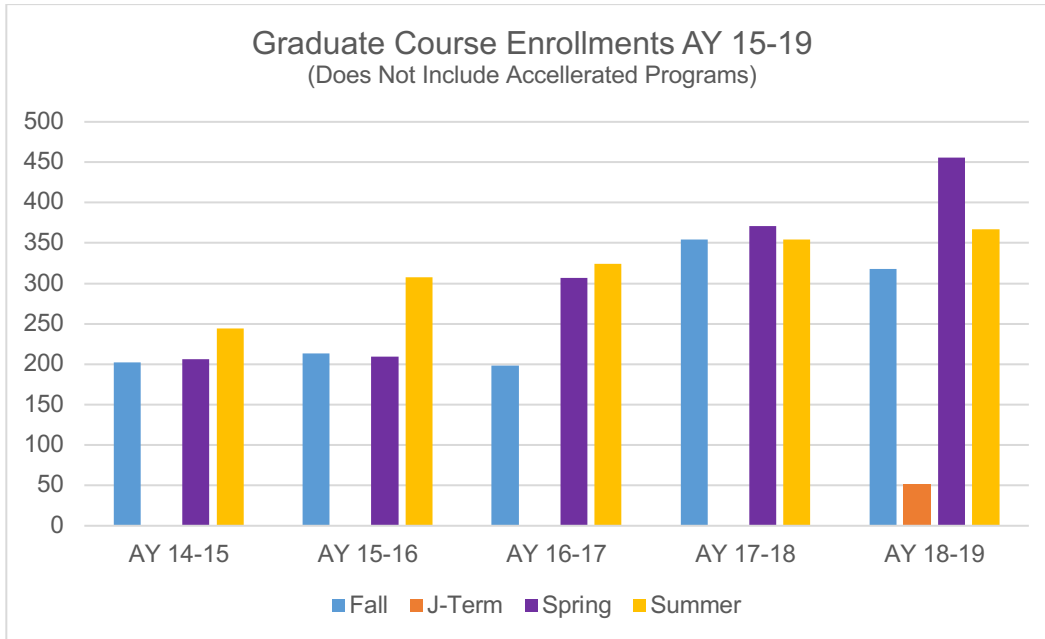
	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Fall	202	213	198	354	318
J-Term					52
Spring	206	209	307	371	456
Summer	244	308	324	354	367
Total	652	730	829	1079	1193
Increase		12.0%	13.6%	30.2%	10.6%

APPENDIX J: Total Blended Enrollment by College
Includes Graduate and Undergraduate Courses

	Fall 2017	Spring 2018	Summer 2018	Fall 2018	J-Term 2019	Spring 2019	Summer 2019	Total by College
A_SCI	517	216	64	2239	480	2179	1915	**7610**
BUS				492	760	596	260	**2108**
CEPS							79	**79**
CHS	21	101		176	88	208	499	**1093**
ELSCI				220	64		94	**284**
ENGR	111	246	8	364	120	1248	95	**2097**
NUR							73	**73**
UCOLL	25	36		188			92	**249**
ULIB		26			40	80		**146**
Total by semester	**674**	**625**	**72**	**3679**	**1552**	**4311**	**3107**	

APPENDIX K: 2018-2019 Online Pedagogy Participants

Peach Lang	Michelle	NRS
McIntyre	Richard	Economics
D'Agata	Amy	Nursing
Le Brun	Michelle	Film Media/Communications
Hospod	Tom	Office of International Education
Leonardo Silva	Beth	English
Reed	Doug	Philosophy
Foley-Schramm	Ashton	English
Adams	Jessica	Biological Sciences
Kaskosz	Barbara	Mathematics
Winters	Catherine	English
Goswami	Saheli	Textiles, Fashion Merchandising and Design
Jervis	Kathryn	Accounting/College of Business
Riley	Susan	Business
Consilvio	Damiano	English
Trimm	Ryan	English
Halley	Jonas	English
Connors	Steven	English
Stutz	Michael	English
Rundlett	Ashlea	Political Science
Hidir	Serap	English
Chen	Yuwen	Business
Murray	Kayon	Education
Pomerantz	Hayley	Psychology/ATL

APPENDIX L: Instructional Design Support for Online Faculty

First Name	Last Name	Department		First Name	Last Name	Department
Becky	Sartini	AFS		Sara	Larsen	NFS
Emilija	Djurdjevc	BUS		Michelle	Peach	NRE
Gulver	Karamenis	BUS		Ana	Silva	NUR
Doug	Creed	BUS		Jennifer	Foley	NUR
Memhet	Yalcin	BUS		Donna	Rajotte	NUR
Kathy	Jervis	BUS		Diane	Gertzevitz	NUR
Stephen	Kogut	BUS		Joan	Dugas	NUR
Su	Wu	BUS		Sandy	Basley	NUR
Jianping	Cai	CHN		Julia	Twinning	NUR
Stephen	Jordan	ECN		Kathe	Hawes	NUR
Ryan	Trimm	ENG		Mia	Wood	PHL
Lauren	Mandel	GSLIS		Margie	Rogers	PSY
Yan	Ma	GSLIS		Alana	Bibeau	SOC
Valerie	Karno	GSLIS		Karl	Aspelund	TMD
Karen	Stein	GWS		Susan	Hannel	TMD
William	Ballard	HDF		Heather	Johnson	WRT
Rick	Armstrong	KIN		Jessica	Gray	WRT
Allison	Harper	KIN		Jeremiah	Dyehouse	WRT
Shira	Hirshberg	NFS		Thomas	Gidley	WRT

APPENDIX M: Out-of-State Enrollments in Online Programs

Reporting Period ⓘ

2018 - 2019 ▼

NC-SARA 2019 Annual Enrollment Reporting

University of Rhode Island

Previous

SARA States Total Enrollments - 708

Alabama (AL)	Alaska (AK)	Arkansas (AR)
0	0	0
Arizona (AZ)	Colorado (CO)	Connecticut (CT)
0	1	105
District of Columbia (DC)	Delaware (DE)	Florida (FL)
2	0	2
Georgia (GA)	Hawaii (HI)	Iowa (IA)
1	0	0
Idaho (ID)	Illinois (IL)	Indiana (IN)
1	2	0
Kansas (KS)	Kentucky (KY)	Louisiana (LA)
0	0	1
Massachusetts (MA)	Maryland (MD)	Maine (ME)
93	8	5
Michigan (MI)	Minnesota (MN)	Missouri (MO)
1	3	0
Mississippi (MS)	Montana (MT)	North Carolina (NC)
1	0	0
North Dakota (ND)	Nebraska (NE)	New Hampshire (NH)
0	0	9
New Jersey (NJ)	New Mexico (NM)	Nevada (NV)
13	0	0
New York (NY)	Ohio (OH)	Oklahoma (OK)
12	0	1
Oregon (OR)	Pennsylvania (PA)	Puerto Rico (PR)
1	19	0
*Rhode Island (RI)	South Carolina (SC)	South Dakota (SD)
413	1	0
Tennessee (TN)	Texas (TX)	Utah (UT)
1	4	0
Virginia (VA)	Virgin Islands (VI)	Vermont (VT)
7	0	1
Washington (WA)	Wisconsin (WI)	West Virginia (WV)
0	0	0
Wyoming (WY)		
0		

APPENDIX N: Out-of-State Learning Placements

| Enrollments | Out-of-State Placements | |

NC-SARA Annual Out-of-State Learning Placements Reporting

University of Rhode Island

CIP Type	State/District/Territory	Enrollment Count
04) Architecture and Related Services	CT - Connecticut	1
04) Architecture and Related Services	MA - Massachusetts	1
11) Computer and Information Sciences and Support Services	CT - Connecticut	2
11) Computer and Information Sciences and Support Services	MA - Massachusetts	1
13) Education	CT - Connecticut	1
31) Parks, Recreation, Leisure, and Fitness Studies	ME - Maine	2
34) Health-related Knowledge and Skills	CT - Connecticut	37
34) Health-related Knowledge and Skills	MA - Massachusetts	40
51) Health Professions and Related Programs	CT - Connecticut	24
51) Health Professions and Related Programs	DE - Delaware	3
51) Health Professions and Related Programs	IA - Iowa	1
51) Health Professions and Related Programs	KS - Kansas	1
51) Health Professions and Related Programs	ME - Maine	14
51) Health Professions and Related Programs	MD - Maryland	6
51) Health Professions and Related Programs	MA - Massachusetts	70
51) Health Professions and Related Programs	NH - New Hampshire	15
51) Health Professions and Related Programs	NJ - New Jersey	36
51) Health Professions and Related Programs	NY - New York	42
51) Health Professions and Related Programs	NC - North Carolina	3
51) Health Professions and Related Programs	PA - Pennsylvania	2
51) Health Professions and Related Programs	TX - Texas	2
51) Health Professions and Related Programs	VT - Vermont	2
51) Health Professions and Related Programs	VA - Virginia	2
51) Health Professions and Related Programs	WA - Washington	1

APPENDIX O: Chairs Survey -- Longitudinal Trend Analysis

Highlights of the trend analysis compares respondents who self-identified as Program Chairs or Directors, or faculty in functionally equivalent roles across the four administrations. Overall, findings indicate:

- There has been a steady increase in the percentage of respondents who "Strongly Agree/Agree" that faculty at URI value transparency and the sharing of assessment information, from 23% in 2009 to 38% in 2018.
- The percentage of respondents who "Strongly Agree/Agree" that all levels of the URI administration support assessment has increased from 47% in 2009 to 63% in 2018.
- A greater percentage of respondents "Strongly Agree/Agree" that program assessment reporting expectations are clear for accredited and non-accredited programs, from 23% in 2009 to 35% in 2018.
- The percentage of respondents who "Strongly Agree/Agree" that there is adequate training provided for assessment reporting more than doubled, from 13% in 2009 to 35% in 2018.
- A greater percentage of respondents are aware of SLOAA and LOOC as resources for their assessment reporting efforts.
- Mean domain scores have either stayed the same or increased in most domain areas over the four survey administrations (Figure 3). Most notable is the steady increase in respondents' positive perceptions about URI's infrastructure to support program assessment and level of university-wide achievement on assessment reporting efforts.

Climate Survey Mean Domain Scores: 2009, 2012, 2015, and 2018 Administrations
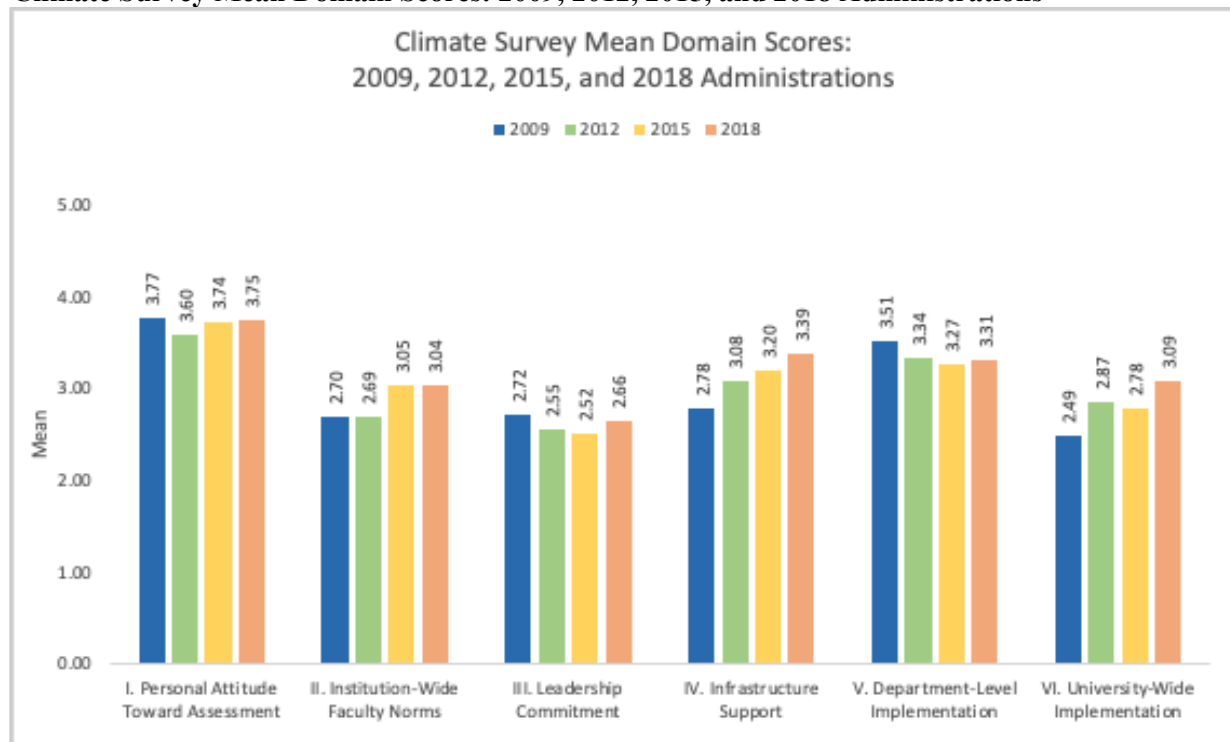
APPENDIX P: NSSE Administration Strategies

Reflections:
- Faculty should play a bigger role in improving student participation; SLOAA plans to partner with IR and engage faculty in discussions about NSSE through data stories to make the data meaningful and to underscore why their personal endorsement is critical.
  Before the next administration, SLOAA will work with 1) URI leadership to garner stronger and clearer endorsement in advance of and throughout the survey administration to publicly influence faculty, staff, and students, and with 2) students to create an challenge or competition (e.g., Greek life points, etc.)
- In future administrations, SLOAA will work develop a plan to better target students at the Providence campus, commuters, and male students.
- The time and effort to administer a successful survey is enormous and has been traditionally disproportionate to the use and value of the results. This was noted, too, in the lackluster support from the promotion and users' group aside from the folks in housing and residential life. NSSE needs to have meaning among the potential users of the data before the administration in order to alleviate some of the burden of the administration.

APPENDIX Q: SLOAA Report Reviewers Since 2014

Participated 6 Years:
- Ingrid Lofgren, Nutrition

Participated 5 Years:
- Kristin Johnson, Political Science

Participated 4 Years:
- Adam Moore, Education;
- Susan Brand, Education;
- Susan Thomas, Music;
- Miriam Reumann, History;
- Martha Waitkun, Communication;
- Melissa Boyd-Colvin, Leadership Minor

Participated 3 Years:
- Norma Owens, Pharmacy;
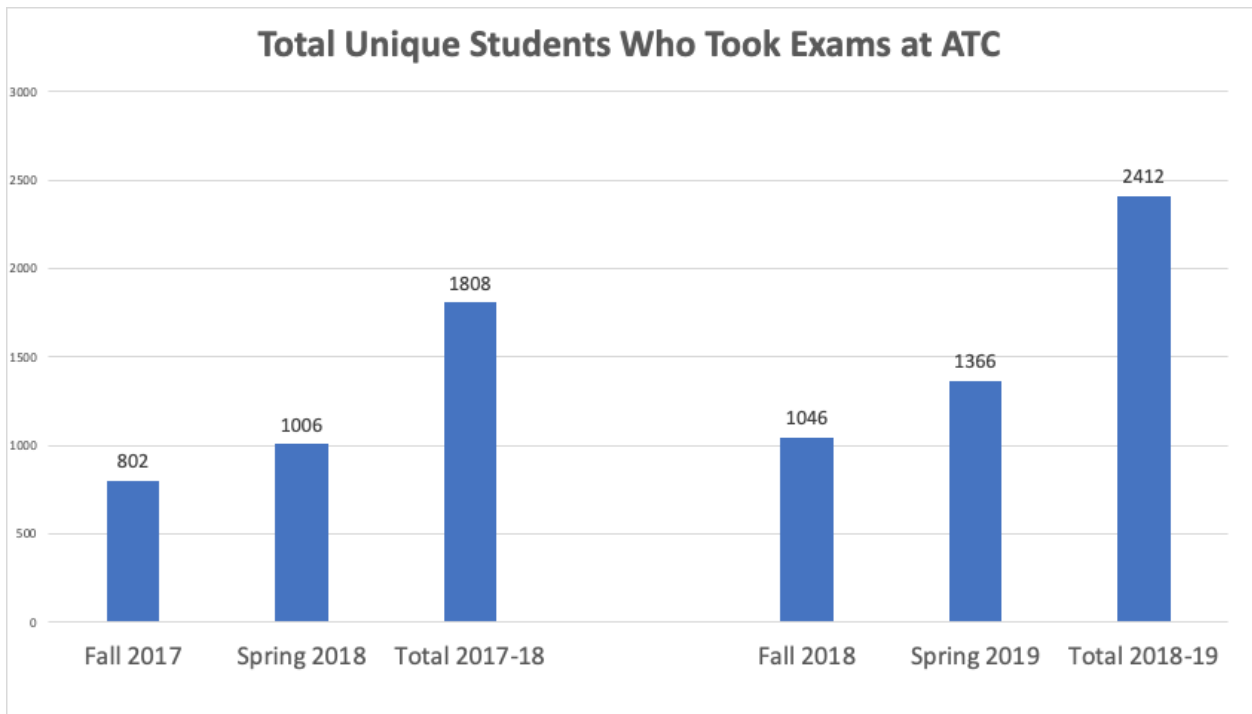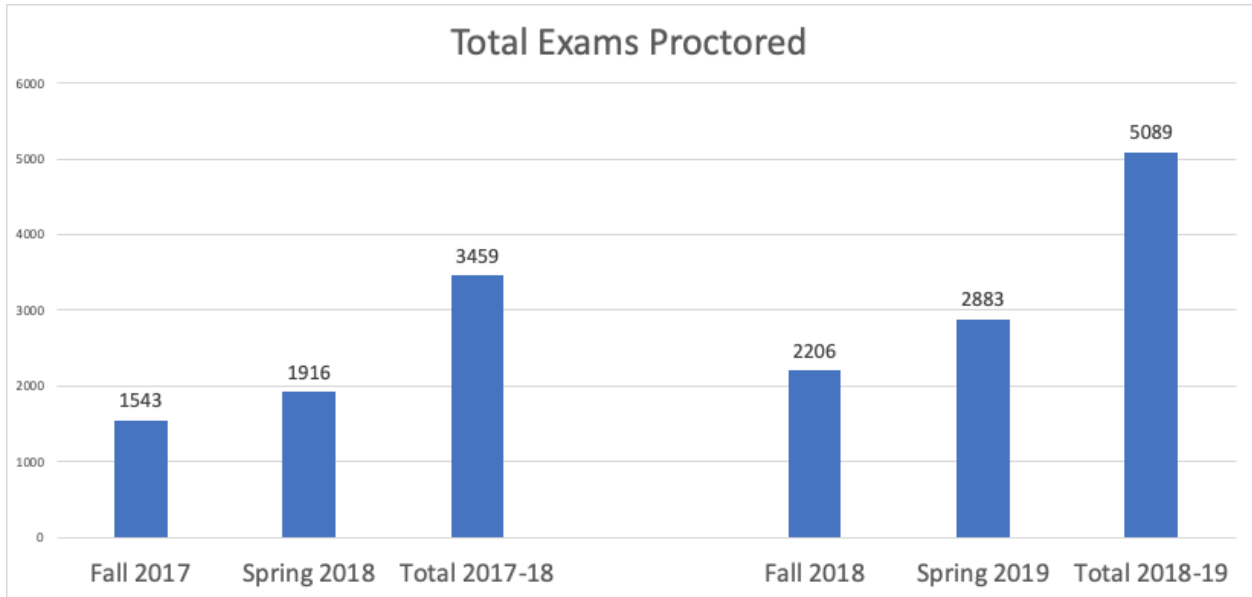- Emily Clapham, Kinesiology
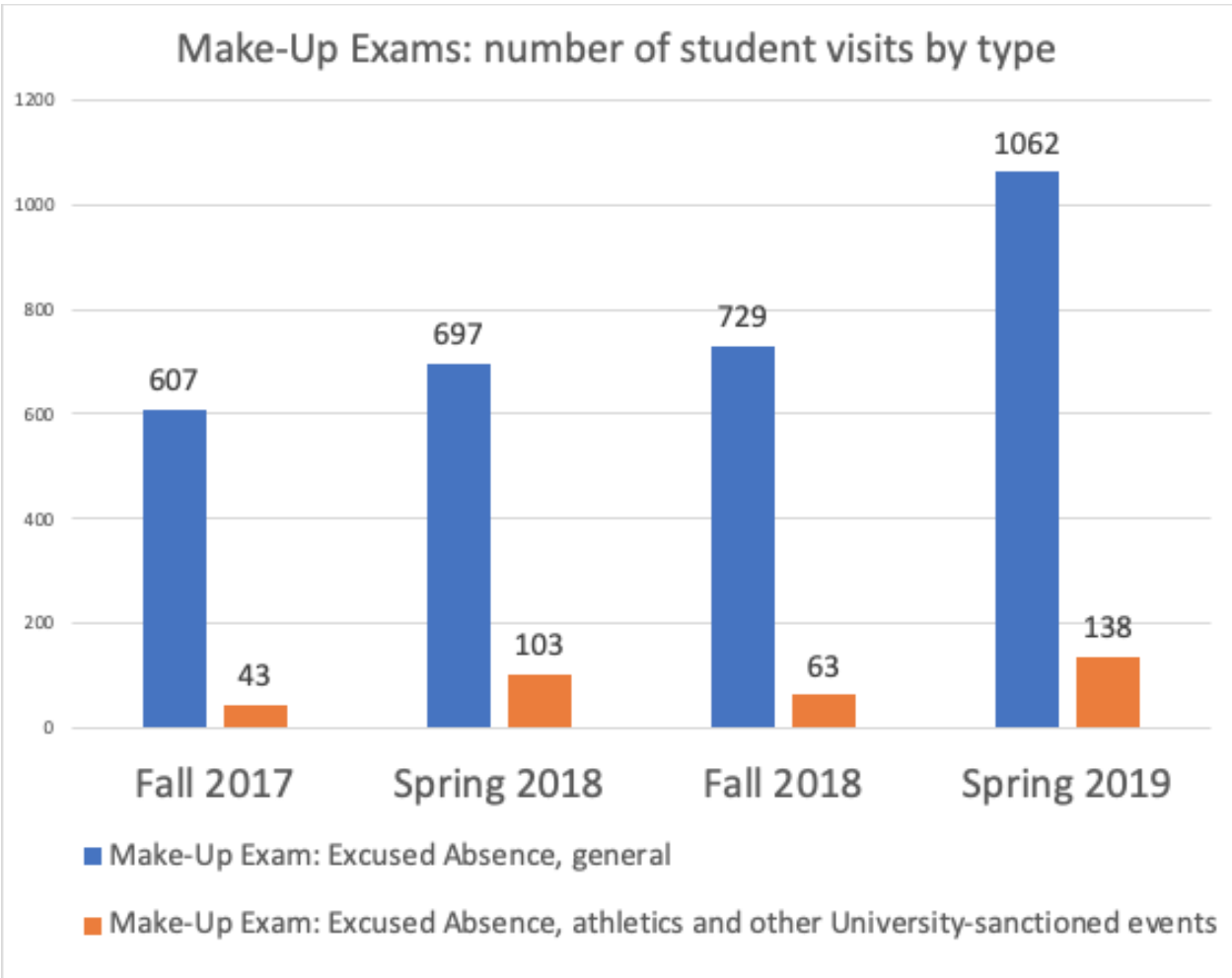
Participated 2 Years:
- Kris Bovy, Anthropology;
- Aaron Ley, Political Science;
- Christine McGrane, Nursing;
- Cathy Semnoski, Education;
- Simona Trandafir, Environmental and Natural Resource Economics;
- Gerard Jalette, Communication Studies;
- Alana Bibeau, Sociology;
- Ann-Marie Sacco, Accounting

Participated 1 Year:
- Ali Akanda, Civil and Environmental Engineering;
- Anne Hubbard, General Studies;
- Barbara Costello, Sociology and Anthropology;
- Bethany Milner, Communicative Disorders;
- Brett Still, Natural Resources Science (2019);
- Christy Ashley, Marketing;
- Diane Kern, Secondary English Education;
- Heather Johnson, Writing and Rhetoric;
- I-Ling Hsu, Chinese;
- Lauren Mandel, Library and Information Sciences;
- Libby Miles, English;
- Mary MacDonald, Library and Information Sciences;
- Mary Moen, Library and Information Sciences (2019);
- Michelle Caetano, Pharmacy;
- Michelle Flippin, Communicative Disorders (2019);
- Ping Xu, Political Science (2019);
- Samantha Meenach, Chemical Engineering/Biomedical & Pharmaceutical Sciences (2019);
- Sandy Hicks, Elementary Education;
- Sarah Larson, Nutrition and Food Sciences (2019);
- Theodore Walls, Psychology

APPENDIX R: Total Exams Proctored

Total Exams Proctored

	Fall 2017	Spring 2018	Total 2017-18	Fall 2018	Spring 2019	Total 2018-19
	1543	1916	3459	2206	2883	5089

Total Unique Students Who Took Exams at ATC

	Fall 2017	Spring 2018	Total 2017-18	Fall 2018	Spring 2019	Total 2018-19
	802	1006	1808	1046	1366	2412

Make-Up Exams: number of student visits by type

■ Make-Up Exam: Excused Absence, general

■ Make-Up Exam: Excused Absence, athletics and other University-sanctioned events

Accommodated Exams: number of student visits by type

	Time and a Half	Double Time	Separate Space, no time extension	Private Room with extended time	Dictation	Screenreading	Word Processing
Fall 2017	792	98		39		10	6
Spring 2018	963	102	11	27	1	4	7
Fall 2018	1295	76	18	65	2	12	6
Spring 2019	1434	136	52		3		
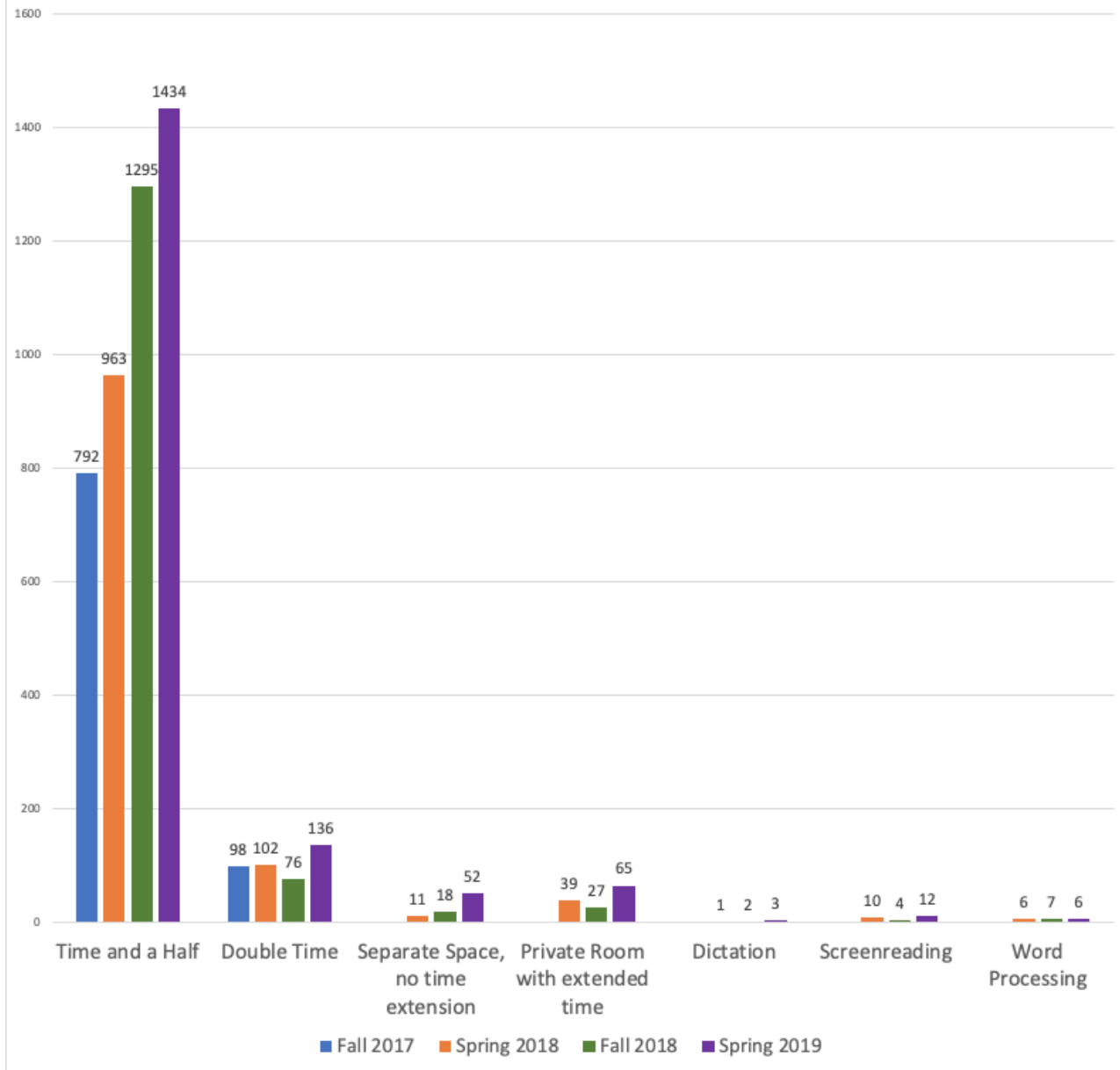
APPENDIX S: Exams Proctored by Discipline AY 2018-19
Total = 4,975

This report excludes a small number of exams that were proctored due to some inherent filters.

# of Exams Proctored	Discipline	Notes
721	CHM	
519	BIO	
420	BUS	
339	HDF	
269	NFS	
234	CMB	
212	PSY	
201	PHL	
156	ECN	
135	STA	
134	PHY	
130	HIS	
112	GEO	
103	Pharmacy	BPS 34, CORE 35, P3 CORE 7, PHP 16
98	PSC	
97	COM	
95	NRS	
88	KIN	
68	GER	

77	NUR	includes 11 CNS
55	AVS	
51	CMD	
49	EDC	
46	SOC	
45	MAF	
41	OCG	
39	FRN	
39	MCE	
37	CVE	
37	SPA	
35	CSC	
29	PLS	
25	KIN/BIO	
24	CCJ/SOC/PSC	
19	BME	
18	HLT	
17	AFS	
17	ELE	
16	MTH	
16	TMD	
14	JOR	
12	MUS	
11	ENG	

11	NRS / BIO	
10	FLM	
8	CHE	
8	RLS	
5 or less	APG, EGR, SCM, WRT, HPR, CHN, MBA, PRS, GWS, HSS/PSY, MLS	