Office for the Advancement of Teaching and Learning

Faculty Development

Online Education

URI Online

Student Learning, Outcomes Assessment, and Accreditation

Academic Testing Center

Annual Report
July 2019-June 2020

Executive Summary

The 2019-2020 academic year (AY) began with ATL's move from Edwards to Tyler, which provided expanded office space and a dedicated conference room, and ended with the University's pivot to remote learning as a result of COVID-19. During this year, our workshops and seminars had enrollments of over 1,000 and over 600 faculty (duplicated headcount) consulted with our offices. Appendix A provides a snapshot of the overall number of faculty engaging with ATL during the year.

With the support of the Governor, we launched URI Online in Summer 2019 including the hiring of an Assistant Director for Online Program Development, additional instructional design support, a marketing team, and creating a Student Contact Support Center. Our first master's degree program in Healthcare Management launched in January 2020 while we were still building much of the infrastructure to support URI Online, including multiple changes to policies and procedures. By June 2020 we had several more graduate degrees, a bachelor's degree completion program, and several certificates in the pipeline to launch Fall 2020, Spring 2021, and Fall 2021.

In August 2019, URI signed the contract to move to a new learning management system, Brightspace by D2L. For much of 2019-2020AY the Office of Online Education was dedicated to the implementation of Brightspace. The team worked with ITS on implementation decisions at a time when that team had no director. But its major focus was on developing the pedagogical trainings necessary to help faculty transition from Sakai. The team created a self-paced Basic Brightspace course, re-configured the fully facilitated Online Pedagogy course, trained 12 faculty to be Brightspace Mentors offering both workshops and drop-in sessions for faculty, and built a YouTube channel of instructional videos.

After several years of cohort reporting, the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) provided new program assessment reporting opportunities for programs to focus on assessment planning in lieu of a traditional report, along with extended deadlines. Many programs accepted this offer and began work on new plans with Summer and Fall 2020 deadlines. The SLOAA also provided funding for faculty or staff to do research using data from URI's participation in the National Survey of Student Engagement (NSSE) or a completing in a Scholarship of Teaching and Learning (SoTL) research project. While continuing to support general education assessment efforts, the Office also conducted a longitudinal institutional-level meta-assessment of program assessment activities and attitudes, which was presented at the annual New England Commission of Higher Education (NECHE) conference in December 2019. SLOAA is hampered by using manual methods of tracking program engagement in assessment activities instead of having appropriate technology to support both general education and program assessment.

The Office of Faculty Development began the year with a search for a new Assistant Director, a search that failed twice over the course of the year. Kayon Murray-Johnson was given a 50% release from her department to help support the office during this time. Despite the reduction in staff, the Faculty Development office conducted well-attended high impact teaching (HIT) seminars and ATL conversations. The Office also emphasized ATL's commitment to diversity,

equity, and inclusion by changes to the HIT seminar, and by offering five (5) book clubs focused on inclusive teaching. These changes were meant to lead to a two-day visit by Dr. Frank Tuitt with workshops for faculty, students, and administrators. COVID-19 disrupted those plans, and Dr. Tuitt's workshops were moved to a remote format in Fall 2020.

The rapid shift to remote learning in March 2020 due to COVID-19 dramatically refocused the work of the entire ATL staff, with the exception of the URI Online efforts. We added additional offerings of Online Pedagogy, created a one week Bootcamp for faculty who were trying to decide how to move to remove learning, and began to create a calendar of ATL Conversations and Town Hall events directed at the immediate issues faculty were facing during this transition to be offered in the late spring and throughout the summer. ATL staff from Faculty Development, Online Education, and SLOAA collaborated on this response.

Along with having to reschedule Dr. Tuitt's workshops, the move to remote learning also meant a cancellation of the annual URI Teaching and Learning Showcase. This event, coordinated by ATL, provides a venue for faculty who have participated in ATL sponsored workshops, scholarship of teaching and learning, assessment, or online activities to highlight the outcomes of the work they undertook as a result of that participation. The Showcase was planned for April 2020, with a total of 42 participants slated to present. Presenters continue to design and develop posters and lightning talks on the innovative strategies they are using to advance teaching, learning, and assessment at URI. Faculty interest in the Showcase continues to suggest progress towards creating a University-wide culture of commitment to teaching excellence. Appendix D shows the posters that had been prepared for the showcase.

ATL Highlights

- 359 faculty and staff representing 50 academic departments and 13 university offices attended the 14 *ATL Conversations* and one *ATL Town Hall* hosted during the 2019-2020AY, most of whom indicated that they were likely to use something they learned to support learning at URI (80%) and learned a new strategy or technique they wanted to try (70%).

- 39 faculty participated in at least one of four HIT seminars offered, and ATL staff held follow-up individual HIT seminar consultations with 37 faculty. All HIT seminars continue to be both sought out and impactful, with applications exceeding registration capacity every semester and attendance at 100% for almost every session.

- 39 faculty participated in one of five book clubs focused on critically inclusive teaching, and There has been a notable increase in requests for faculty support materials on inclusive teaching, for consultations on diversity equity and inclusion (DEI) interventions, and growth in the number of faculty-led book clubs around inclusive teaching across campus.

- Two virtual workshops were designed to support faculty following URI's transition to remote learning; 63 faculty attended the *First Steps to A Remote Environment* virtual workshop and 50 faculty attended the *To Sync or Not to Sync* virtual workshop.

- 53 faculty from 33 different departments, eight (8) colleges, and three (3) additional campus offices attended the New Faculty Strategies and Tools for Teaching workshop in August 2019.

- 42 participants were slated to present at the annual URI Teaching and Learning Showcase in April 2020, but the event was postponed until April 2021 due to COVID-19.

- ATL and ITS jointly manage the Brightspace transition, which began in January 2020 with full adoption in August 2020. Over 1,000 people enrolled in the Online Education's *Basic Brightspace* course between January and June 2020, with over 400 finishing the entire course.

- 198 faculty and staff enrolled in the three-week intensive *Online Pedagogy* course between March and June 2020, with 171 completing the course, and 51 faculty enrolled in a new one-week intensive *Hybrid Online Bootcamp* course, and 35 faculty completed it.

- URI launched URI Online in August 2019 and launched its first Master's degree program in Health Care Management in January 2020. A significant number of programs and certificates have been or will be launched in the next year.

- 39 non-accredited and 13 accredited undergraduate and graduate programs in Cohort I were expected to submit a program assessment report in May 2020, but due to the transition to emergency remote instruction SLOAA provided programs with a blanket extension followed by the option of three reporting formats and submission deadlines from which to choose.

- SLOAA conducted a longitudinal institution-level meta-assessment of program assessment activities and attitudes during Fall 2019 and was selected to present a poster of the results at the annual NECHE Conference in December 2019.

- 489 students from 25 states and 3 international students were enrolled in online courses during the 2019-2020AY.

- 646 students had experiential learning placements in 31 states and sites outside the United States during the Fall 2019 semester – an increase of 110% over Fall 2018.

- The Academic Testing Center (ATC) proctored 4,127 exams during its third year of operation.

- The ATC served 2,029 unique individuals with disability accommodations accounting for 63% of exams proctored.

- ATL moved into new office space in Tyler Hall in August 2019, which includes a large conference room for workshops, seminars, and trainings.

- ATL welcomed new staff member:; Jill Firtell, Assistant Director of URI Online; Andrea Monroe, Instructional Designer Level 2 (part-time); Kelly Ball, Instructional Designer Level 1 (part-time); Michelle Leys (part-time), Lead Proctor; Jenn McWeeney, Student Support Call Center Coordinator; Marissa Mezzanotte, Interim Assistant Director of ATC; Christy Ashley, Associate Professor of Marketing and the new Graduate Assessment Coordinator

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Office for the Advancement of Teaching and Learning

Introduction

The 2019-2020 academic year (AY) began with ATL's move from Edwards to Tyler, which provided expanded office space and a dedicated conference room, and ended with the University's pivot to remote learning as a result of COVID-19. During this year, our workshops and seminars had enrollments of over 1,000 and over 600 faculty (duplicated headcount) consulted with our offices. Appendix A provides a snapshot of the overall number of faculty engaging with ATL during the year. Our annual report details the work of the Offices of Assessment, Faculty Development, Online Education, URI Online, and the Academic Testing Center, and highlights outcomes and implications for further efforts.

Staffing (2019-2020AY)

Office for the Advancement of Teaching and Learning

- Diane J. Goldsmith – Director
- Mike Motta – Associate Director of Information and Technology Services (50%)
- Lisa Heidenthal – Administrative Assistant

Faculty Development

- Kayon Murray-Johnson – Interim Assistant Director (50%)
- Anna Santucci – Faculty Development Specialist
- Elizabeth Ann Viscone – Graduate Assistant

Online Education

- Kathleen M. Torrens – Assistant Director (50%)
- Joannah Portman-Daley – Assistant Director
- Hayley Pomerantz – Graduate Assistant

URI Online

- Jill Firtell – Assistant Director (hired September 2019)
- Andrea Munro – Instructional Design Specialist II (hired March 2020)
- Jenn McWeeney – Coordinator, Student Support Contact Center (hired April 2020)
- Kelly Ball – Instructional Design Specialist I (hired April 2020)

Student Learning, Outcomes Assessment, and Accreditation

- Elaine Finan – Assistant Director
- Amy Topper – Assessment Coordinator (hired March 2019)
- Ingrid Lofgren – Graduate Assessment Coordinator (May 2018 - July 2020; part-time, 10 hrs/wk)
- Adriana Wilding – Graduate Assistant (hired January 2020)

Academic Testing Center

- Rachel Leveillee – Assistant Director
- Marissa Mezzanotte – Interim Assistant Director (Spring 2020)
- Keri McAlice (part-time) – Coordinator

- David Fredrikson – Lead Proctor
- Michelle Ley – Lead Proctor
- Stephanie Henry – Proctor
- Julie McGrath – Proctor
- Sara Kaplow – Proctor
- Chi Nguyen – Proctor
- Sharon Babbitt – Proctor
- Sara Ladas – Proctor
- MaryBeth Wyllie – Proctor

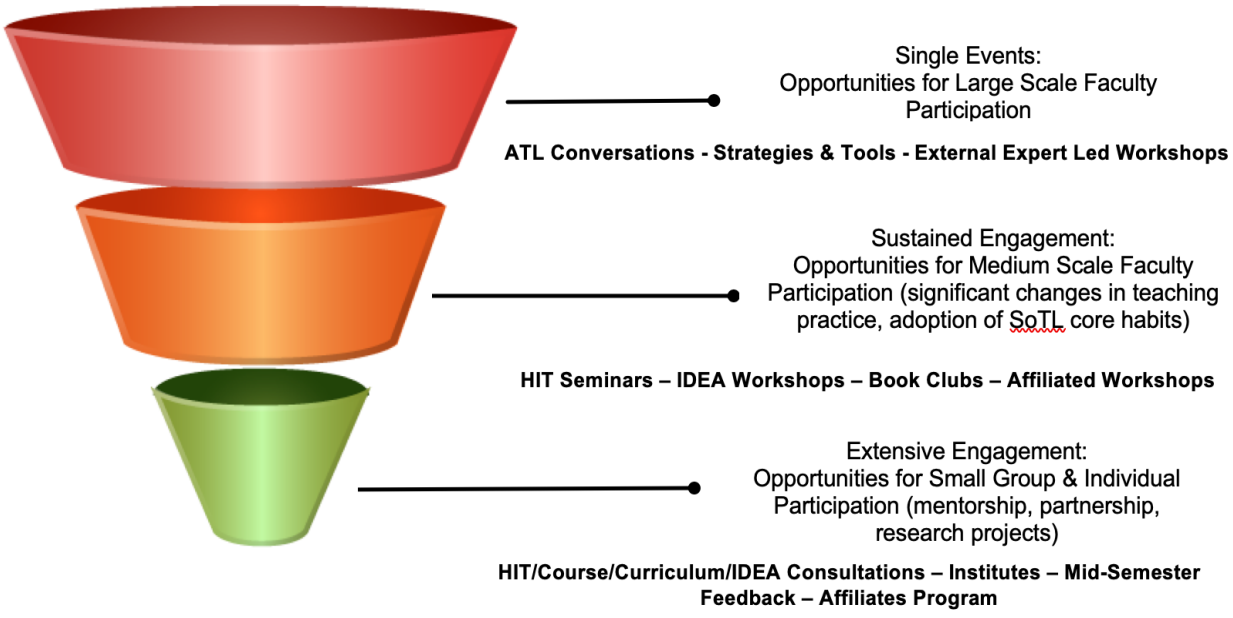
Office of Faculty Development

The Faculty Development office promotes the use of evidence-based strategies that foster teaching excellence. We emphasize learner-centered approaches, using insights from cognitive science and education. Our programs are strategically designed with a central mission: to build a critical mass of University faculty who actively engage in critical reflection and experimentation around the best ways to enhance students' learning.

Programming Overview

Faculty Development programming ranges from one-hour consultations to extended, more sustained professional development activities. To fulfill our mission of building a critical mass of faculty passionate about enhancing student learning, we utilize a funnel approach (Figure 1 below). Shorter events are designed to spark faculty initial interest, while longer term events are designed to encourage significant changes in teaching practice and the adoption of the core habits for the Scholarship of Teaching and Learning. Accordingly, our professional development opportunities feature large numbers of faculty participants for single event programs and extended events that serve up to 20-30 faculty in a structured pattern over a given semester or year. Layering our programming this way is also meant to encourage faculty to: (1) increase their exploration of evidence-based teaching and learning strategies over time, (2) use the exploration as a lens to interpret and improve their practice, and (3) ultimately play more active roles as campus leaders and mentors, having become sustained participants in our programs.

Figure 1. Program "Funnel"



Faculty can receive a letter summarizing their participation in all ATL workshops and seminars.

Single Events

ATL Conversations & (New) Town Halls Series

Description

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 Q&A while exploring a topic. Opportunities are provided for faculty and staff to participate in-person or remotely.

ATL Town Halls began in June 2020. In these virtual sessions open to interested faculty, members of a small panel share how they have grappled with a specific challenge that impacted their course as the University moved to remote learning. Faculty describe what they did, why, how it impacted student learning, and implications for future practice. All URI faculty attendees have the opportunity to participate actively by asking questions and engaging in conversation.

Outcomes

Fourteen *ATL Conversations* and one *ATL Town Hall* were planned and organized for 2019-2020AY (two *ATL Conversations* were postponed due to the University's COVID-19 measures). Sessions held explored the following themes: teaching students effective learning strategies; setting up and interpreting IDEA student feedback; integrating ethics into courses; supporting international students' learning; open educational resources; inclusive teaching for difficult times; paradigm shifting from in person to remote; pros and cons of remote proctoring software; and race, equity, and the learning environment. URI faculty (Douglas Reed, Rabia Hos, Britny Rogala, Sunshine Menezes, Matthew Holder), URI professional staff (Sean Krueger), URI graduate student (Holly Swanson), and external experts (Karen Cangialosi, Joseph Cullen) led conversations alongside ATL staff. In total, 359 faculty and staff representing 50 academic departments and 13 university offices attended the *ATL Conversations* and *ATL Town Hall*. Of these, 234 were unique participants (156 attended one *ATL Conversation/Town Hall* and 78 attended two or more). Appendix B describes each ATL conversation more fully.

Figures 2 and 3 illustrate faculty interest in *ATL Conversations* and *ATL Town Halls*, and in the concepts they explore. During the 2019-2020AY, 80% of our participants reported that they were likely to use something that they learned in an *ATL Conversation/Town Hall* in support of student learning, while just under 75% stated they learned a strategy or technique they wanted to try. Importantly, Figure 3 illustrates a strong, positive trend evident in our post-event evaluation responses for the past five years; faculty participants find that our topics remain very relevant, practical, and applicable to varied classroom contexts.

Figure 2. ATL Conversation/Town Hall Participant Feedback: 2019-2020AY

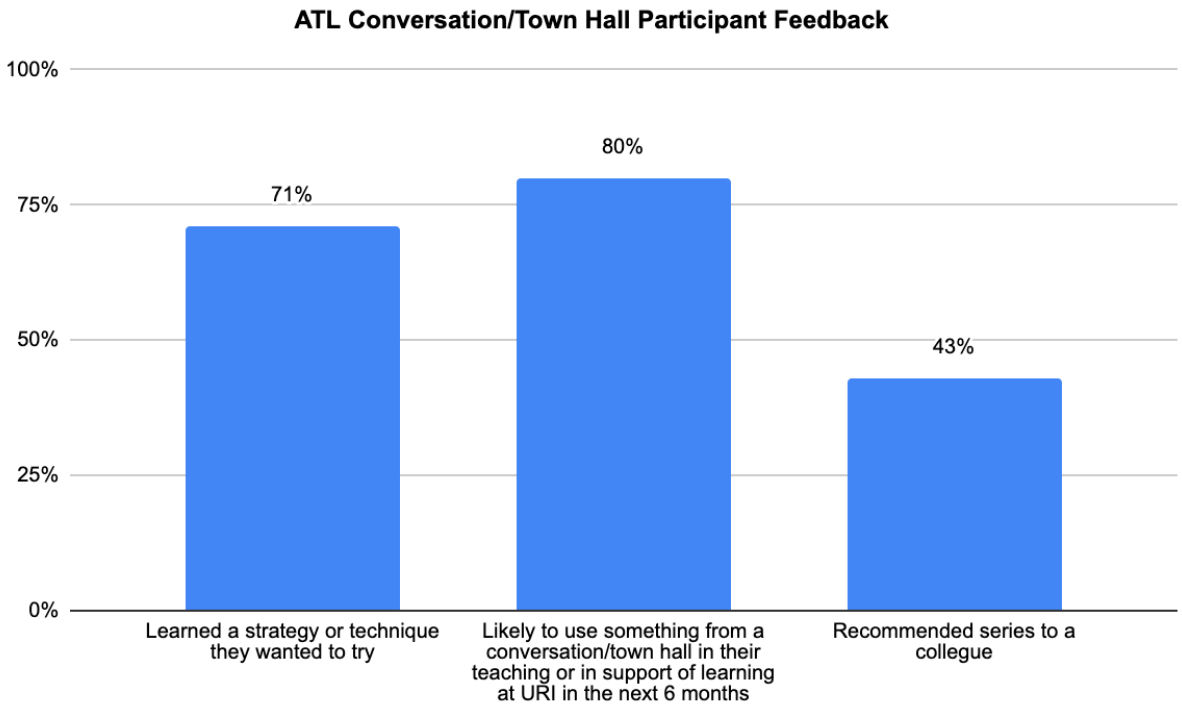
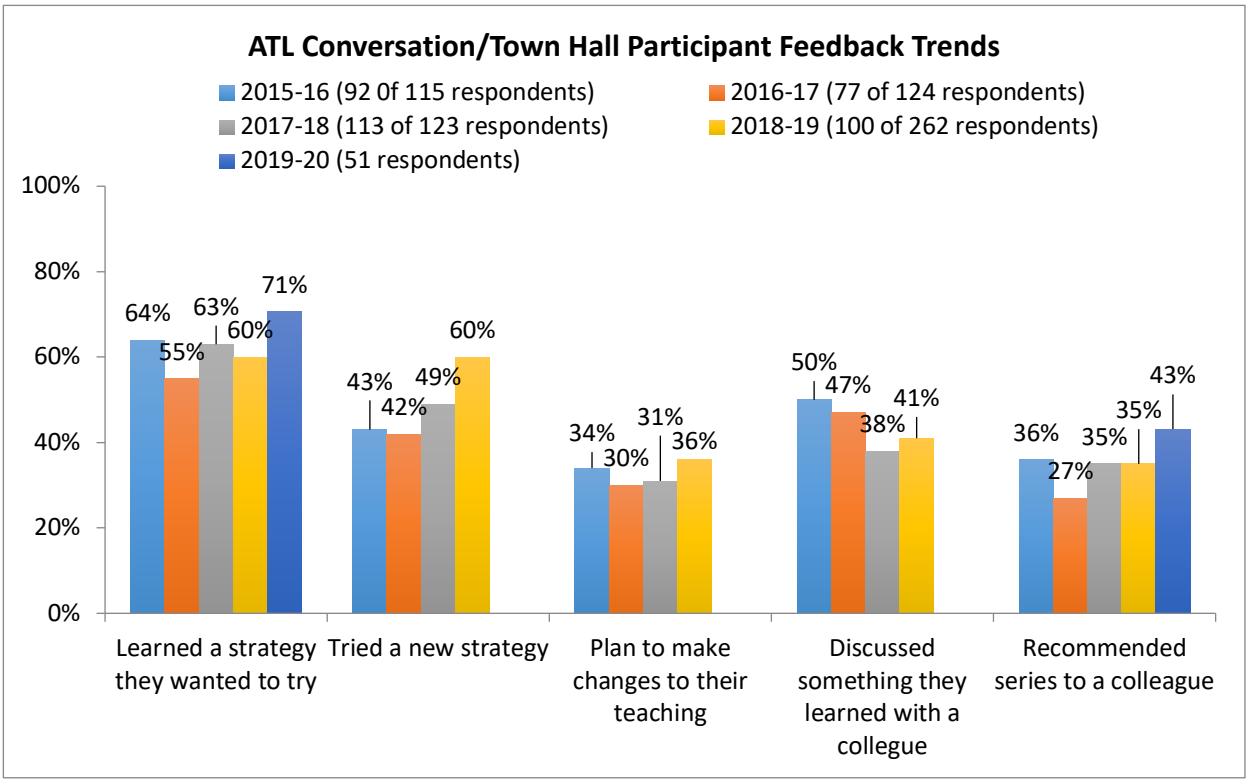


Figure 3. ATL Conversation/Town Hall Participant Feedback Trends: 2015-2016AY to 2019-2020AY



Frank Tuitt Campus Visit (Postponed)

Description

The Faculty Development team led planning for Spring 2020 workshops on inclusive teaching and campus environments to be facilitated by Dr. Frank Tuitt, a well-known author and recently named chief diversity officer at the University of Connecticut. Following previous expert-led visits by Dr. Saundra McGuire and Dr. Todd Zakrajsek on teaching students how to learn and effective study strategies respectively, Dr. Tuitt's sessions were to be held under the theme "Inclusive Strategies for Trying Times." Our team designed a program of events consisting of a campus-wide faculty and staff plenary, a keynote presentation for the student body, and interactive presentations with URI's executive leadership and members of the Rhode Island Teaching and Learning Network (RIDL). Unfortunately, these activities were cancelled due to COVID-19.

Outcomes to Date

In the early to mid-point stages of registration, over 100 participants RSVP'd for the faculty/staff plenary alone, over 200 students were anticipated to be in the student session, and approximately 40 faculty who had engaged with Fall 2019 and Spring 2020 book clubs around his co-authored book *Race, Equity and The Learning Environment* were slated to attend a special session. Planning is underway for a modified virtual version of Dr. Tuitt's workshops to be conducted during the Fall 2020 semester.

Strategies and Tools for Teaching

Before each Fall semester, ATL hosts a day-long meeting aimed at equipping early career faculty (in their first three years at URI) with success strategies and tools for teaching at URI. On August 28, 2019, 53 faculty from 33 different departments, eight colleges and three additional campus offices attended this event. Presentations and workshops explored engaging students in deep learning, effective strategies for the first day of class, creating assignments relevant for students, instructor strategies for self-care and sense of belonging, mindfulness, metacognition, introducing Brightspace, and the "Nuts & Bolts" of teaching at URI. A lively student panel also provided insights on student experiences and expectations faculty could learn from.

COVID Transition Workshops

Description

Two virtual workshops were designed to support faculty following the University's March 2020 transition to remote learning: "First Steps to A Remote Environment" and "To Sync or Not to Sync". These interactive workshops have also been a useful supplement to Online Education's Bootcamp training and to the technical training led by URI's Information Technology Services (ITS). In "First Steps", members of the ATL team invited faculty to explore the key *pedagogical* implications of a move to a remote environment. "To Sync or Not to Sync" helped faculty determine best practices for asynchronous versus synchronous environments, and which option may be best for their content and context. Both workshops focused on: (1) creative and effective options for learning activities, assessments, and communication and feedback based on student learning goals, and (2) additional resource support for faculty and their students.

Outcomes

As of June 30, 2020, 63 faculty had attended "First Steps to A Remote Environment" and 50 faculty had attended "To Sync or Not to Sync" workshops. Bringing groups of instructors together in informal virtual spaces like this has reduced anxiety/uncertainty, boosted morale, and helped faculty begin to chart a clearer plan critical for student success in a remote environment (see Figure 4 below).

Figure 4. Example Participant Feedback from the "To Sync or Not to Sync" Workshop

- Importance of being strategic about how one teaches online	- Importance of engaging students and strategies to "encourage student participation"
- "Identifying options for structuring and planning for asynchronous and synchronous class activities and time"	- "No lengthy lectures - break them up"
- Do not try to "'fit' the old syllabus into the new [online] style"	- Importance of diversifying class activities
- There is no need to completely reinvent everything in the course	- Usefulness of virtual breakout rooms/sessions
- "How to link [course learning outcomes] with learning activities, assessments and feedback"	- Stick to a few technology platforms "to prevent students from getting overwhelmed"
- "Rethink synchronous strategies"	- Identifying student feedback strategies
- "What to do or not to do in asynchronous classes"	- Encouraging collaboration/ brainstorming with colleagues
- "Revisit and revise [course design] on [a] regular basis"	- Feeling less alone after hearing another faculty member with the same concern
- Think creatively about course design	- Learned new teaching tools/platforms (e.g., Canva, Flipgrid)
- "Flexibility and willingness to try new teaching methods"	- "Planning is key"

Sustained and Extensive Events

High Impact Teaching Seminars

HIT seminars focus on specific evidence-based teaching practices. The seminars designed and conducted during the 2019-2020AY were: *Teaching for Learning, Researching Across the Disciplines*, and *Writing Across the Curriculum*. The *Teaching for Learning* seminar engages faculty in evidence-based best practices for achieving student learning goals. *Researching Across the Disciplines* focuses on developing more meaningful information literacy assignments that help students master threshold concepts and transfer critical information literacy competencies to other courses and situations. *Writing Across the Curriculum* focuses on improving faculty writing assignments in courses and providing faculty with guidance on how to scaffold students' development as writers. These seminars are held over multiple sessions, either spanning across several weeks throughout a Fall/Spring semester, or in an intensive week-long format during the

summer. The end-goal is that participating faculty will develop small projects that incorporate evidence-based practices in one or more of their courses.

At the end of each seminar series, faculty submit an action plan outlining changes to at least one of their courses and assessing the impact of these changes. The action plan focuses on very specific research questions that can be addressed in one semester. Faculty receive $1,000 in professional development funds to support their plan (e.g., covering costs for attending conferences, purchasing materials, licenses or technology, or paying students to serve as research assistants). Enrollment priority for HIT seminars is given to faculty who teach large courses, faculty who teach general education courses, and faculty who have previously applied but not had an opportunity to attend. Often, faculty completing HIT seminars feature their project progress and results in the annual URI Teaching and Learning Showcase, and have individual follow up consultations on their plans and projects.

A fourth HIT seminar, *Ethics Across the Curriculum*, was designed in Spring/Summer 2020 by Anna Santucci with Rebecca Millsop and Douglas Reed of the Philosophy Department. Ethics, Research, and Writing Across the Curriculum are all designed to support URI's General Education Program. Ethics was offered in August 2020.

Outcomes

Two *Teaching for Learning* HIT seminars, facilitated by ATL's Anna Santucci and Kayon Murray-Johnson, were conducted this year: Fall 2019 (seven weeks) and Spring 2020 (eight weeks). Each seminar had approximately 10 faculty participants from the following disciplines and departments: Pharmacy; Electric, Computer, & Biological Engineering; Chemistry; Political Science; Gender & Women's Studies; Philosophy; Cell & Molecular Biology; Nutrition & Food Sciences; Computer Science & Statistics; Landscape Architecture; Mathematics; Biomedical & Pharmaceutical Sciences; Modern and Classical Languages and Literatures; Graduate School of Oceanography; History; Plant Sciences & Entomology. Three new features were added to the Spring 2020 *Teaching for Learning* HIT seminar: (1) a segment explicitly dedicated to equity and sense of belonging in the learning environment; (2) pedagogical considerations for "new norm" virtual environments, and (3) a pilot mentorship initiative for participants who completed the seminar. The mentorship initiative was planned in conjunction with our new Faculty Development Affiliates program (see below). Currently, one Affiliate is paired with two HIT seminar graduates; that number is expected to grow gradually over time.

Writing Across the Curriculum was offered in Spring 2020 by Heather Johnson, Director of Writing Across URI (WAURI). *Researching Across the Disciplines* (RAD), which concluded in June 2020, was held virtually and facilitated by Anna Santucci, Amanda Izenstark, and Mary MacDonald. These seminars averaged 10 faculty participants from the following disciplines and departments: Political Science; Communication Studies; Marine Affairs; Plant Sciences & Entomology; Music; Human Development and Family Studies; Education; Biomedical & Pharmaceutical Sciences; the Ryan Institute for Neuroscience; Business; Pharmacy Practice; Kinesiology; Modern and Classical Languages and Literatures; Textiles, Fashion Merchandising, and Design; Philosophy; Cell & Molecular Biology; Psychology; English. Feedback on all seminars was overwhelmingly positive. For example, post survey comments from WAURI included the following:

- "the one-on-one session was a game changer for me"
- "I want to let you know how much I am enjoying the class! The book is really helpful and you are an engaging instructor"

- "the bi-weekly get together with other faculty was a great part of my 2nd semester here at URI, and I really appreciated the way that you were able to facilitate a community in that short time."

WAURI plans to showcase the evolution of several effective writing assignments by Seminar participants on its website (linked to ATL's). Sharing the *process* of creating a meaningful writing assignment may encourage other faculty at URI to create authentic and situational assignments which in turn, can improve students' writing abilities for diverse audiences, genres, and purposes. Mentoring faculty through post seminar peer connections and through best practice resources supports Faculty Development's strategic mission to reproduce mentor leaders in teaching excellence and to expand capacity for the scholarship of teaching and learning at URI.

Post survey feedback from RAD participants revealed 100% of participants were "extremely satisfied" with the content and delivery of the seminar. Qualitative data indicate that faculty continue to find the seminar highly impactful. For example, faculty noted their "love [for] interactive zoom breakout rooms", "variety of disciplinary perspectives", and "dynamic facilitators." Feedback also highlighted potential change resulting from attendance: "I do know that my attendance in RAD is going to create a 'reconstruction' of my courses... changes to my Syllabi will come from a broader well-informed place that highlights process, collaboration, autonomy and engagement."

Since 2016, 139 unique faculty have attended ATL HIT seminars. Since the semester they completed the seminar, they have taught 678 sections with enrollments of over 18,000 students. For a breakdown of participant information, see Appendix C. All HIT seminars continue to be both sought out and impactful, with applications exceeding registration capacity every semester and attendance at 100% for almost every session.

Book Clubs on Critically Inclusive Teaching

Five four-week long book clubs exploring *Race, Equity and the Learning Environment* (Tuitt, Haynes, & Stewart, 2015) were hosted by ATL during the 2019-2020AY. Four were held in person and one online; approximately 39 participants from the following programs/departments participated: Modern and Classical Languages and Literatures; Art & Art History; Philosophy; Education; Economics; Communication Studies; Nursing; Nutrition & Food Sciences; Chemistry; Pharmacy Practice; Marine Affairs; Business; Natural Resource Science; Writing & Rhetoric; University College for Academic Success; Sociology & Anthropology; Environmental & Natural Resource Economics; Mathematics; Music; Academic Enhancement Center; Biological Sciences; Business; Chemical Engineering.

Kayon Murray-Johnson and Anna Santucci facilitated the book clubs and strived to design and build as safe a space as possible for critical conversations on race, with the opportunity for faculty to learn, unlearn, and relearn key elements and strategies for becoming more critically inclusive educators. URI faculty Bryan Dewsbury and Annemarie Vaccaro, well known for doing inclusive work in STEM and the humanities, served as guest facilitators periodically. As an important accountability measure after the book club ended, participants have been encouraged to share an action plan that will indicate how they will implement a significant takeaway from the book club into their course design and teaching.

Outcomes

Besides participants' action plans, post book club feedback and events have signaled that the book's content and session facilitations had a positive impact on participants' understanding of equity and inclusion. For example:

- There has been a notable increase in requests for faculty support materials on inclusive teaching, and for consultations on diversity equity and inclusion (DEI) interventions proposed for entire programs and departments (for the first time the faculty development office has added a focused DEI category to the consults we offer).
- Faculty-led book clubs around inclusive teaching are gradually increasing across campus; in June, ATL donated books to a book club group of faculty and staff in CELS (this group is facilitated by a faculty member who has been inspired by the Tuitt book club).
- Representatives from the book club have been featured as panelists, sharing their intervention stories concerning anti-racist pedagogy in ATL's summer learning session on "Race, Equity and the Learning Environment" (over 60 URI faculty attended).

Post book club feedback over time also support the sense of positive impact (see examples below):

> "Thank you so much for leading this book group. You've created a space in which we can begin pushing the boundaries of our understanding, and I feel as though everyone who is physically or virtually in the room is curious and invested in thinking together….my point is that you have set the tone effectively, and I appreciate that."
>
> "Doing this town hall is a testament to the book club that you ran this year that we co-created a space where folks can be vulnerable & honest and there's space for folks to share their experiences."

Rhode Island Teaching & Learning (RITL) Network Annual Summer Collaboration

The office of Faculty Development is part of the Rhode Island Teaching and Learning (RITL) Network. Established in 2017, its members support each other's work through shared resources and collaborations to advance excellence in teaching and learning throughout the state. RITL organizes one major event collaboratively each summer. The theme planned for Summer 2020 two-day intensive institute was "Overcoming Bottlenecks in Learning and Teaching", to be facilitated by Joan Middendorf, Lead Instructional Consultant in the Center for Innovative Teaching and Learning and Adjunct Professor in Educational Leadership at Indiana University. Multiple institutions across Rhode Island were earmarked to participate, with the URI team anticipating six faculty members working toward course enhancement and problem solving in varied content areas. Regrettably, the event had to be cancelled due to COVID-19.

Consultations

Faculty growth and development at URI is consistently supported by active participation in individual and small group consultations. The office offers eight types of consultations, the most commonly attended for 2019-2020AY are highlighted below (IDEA interpretation, teaching, course design, HIT seminar and mid-semester feedback consults). Based on faculty demand, the Office added diversity and inclusion consultations and Scholarship of Teaching and Learning consultations this year as well. Consultation requests in general have increased with the advent of COVID-19 and URI's transition to emergency remote instruction. Faculty development also

worked with ATL's Office of Online Education, Office of Student Learning, Outcomes Assessment, and Accreditation, and the Academic Testing Center to conduct several of the emergency remote transition consults related to teaching during the early stages of COVID-19.

Interpretation of IDEA Reports

The IDEA Diagnostic Feedback Instrument reports provide faculty with rich feedback from students, but many faculty just focus on the summary metrics and comparisons. Our IDEA consultations focus on helping faculty learn how to identify strengths and weaknesses in their courses using the report's 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 eight individual IDEA consults during the 2019-2020AY with participants from the following eight academic units: College of Arts & Sciences, Biological Sciences, Cell & Molecular Biology, Economics, Education, Languages, Pharmacy Practice, Political Science. Faculty were uniformly impressed with the way the campus lab platform can be used to develop a plan of action for improving student learning.

Mid-Semester Feedback

The office has continued to offer two core facilitated processes for students to provide mid-semester feedback. Data is collected using Qualtrics survey software. Our feedback process asks students to focus on these 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?

For courses with 40 students or less, students answer these questions individually, work in small groups to reach a consensus about their top three answers for each question, which are then imported into a second survey that students fill out individually. This process occurs over the course over a 50-60 minute class session. For courses with more than 100 students, we have developed a process that includes two 15-minute classroom sessions within which students respond to survey questions via Qualtrics. We use qualitative coding techniques to highlight emerging patterns and themes that answer each question. Once the data are analyzed, faculty are invited to a thorough post-feedback consultation, during which they have an opportunity to review the results and co-construct the best ways to enhance student learning outcomes by way of responses to students, and identify possible adjustments to various elements of their course design and teaching. Five mid-semester feedback sessions were conducted this year; a total of 266 students were facilitated from the following disciplines: Natural Resource Science; Human Development & Family Studies; Nutrition & Food Sciences; Philosophy. Two sessions were conducted during Spring 2020, while the two sessions scheduled to take place after Spring Break were postponed in response to the University's COVID-19 measures.

Course Design and Teaching Consultations

Course design consultations begin with review of instructors' primary concerns. These consults can be single meetings targeted at specific design issues or involve multiple meetings to pursue systematic course redesign. During the 2019-2020AY, the Office provided 48 consults with 46 faculty members for 47 courses across the following 31 academic units: Biological Sciences; Biomedical & Pharmaceutical Sciences; Business; Cell & Molecular Biology; Chemical Engineering; Chemistry; Communication Studies; Economics; Education; English; Film/Media; Fisheries, Animal, & Veterinary Science; Gender & Women's Studies; Graduate School of

Oceanography; History; Human Development & Family Studies; Interdisciplinary Neuroscience Program; Kinesiology; Mathematics; Mechanical, Industrial, and Systems Engineering; Modern and Classical Languages and Literatures; Natural Resources Science; Nursing; Nutrition & Food Sciences; Pharmacy; Plant Sciences & Entomology; Political Science; Psychology; Sociology & Anthropology; Textiles, Fashion Merchandising, & Design; Writing & Rhetoric. The office transitioned fully to virtual consultations in March 2020 due to the onset of COVID-19.

HIT Seminar Consultations

HIT seminar participants benefit from follow-up individual consultations that help them explore strengths and areas for improvement concerning their completed action plans. Each session is scheduled for 60 minutes. This year, faculty development staff facilitated 35 consultations, representing the following programs: Sociology & Anthropology; Human Development & Family Studies; Communication Studies; Fisheries, Animal, and Veterinary Sciences; Biological Sciences; Nutrition & Food Sciences; Philosophy; Education; Biomedical & Pharmaceutical Science; Gender & Women's Studies; Computer Science & Statistics; Pharmacy Practice; Cell & Molecular Biology; Kinesiology; Arts & Sciences Dean's Office; Graduate School of Oceanography; Mathematics; Plant Sciences & Entomology; Landscape Architecture; Languages; History; Electric, Computer, & Biological Engineering; Political Science; Chemistry. We are thrilled to report that the total number of student enrollments in courses taught by faculty who have attended at least one HIT seminar is now greater than the total population of URI undergraduate and graduate students combined.

Curriculum Consultations

Curriculum consultations provide an excellent opportunity to help faculty find common ground with colleagues about what they really care about their students learning, as well as giving our Office the opportunity 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 an analysis of strengths, weaknesses, opportunities, and threats (i.e., SWOT analysis) among stakeholders to create strategic focus. During this academic year, we worked with individuals from Talent Development (TD), Philosophy (EAC), and Economics to develop action steps based on evidence-based practices to address both the needs identified within their specific programs or units as well as broader issues of concern for the benefit of the wider URI community.

(New) Diversity, Equity and Inclusion (DEI) Consultations

In response to the growing emphasis on inclusive teaching within ATL and the increasing number of faculty requests, the office established 60-90 minute DEI consults. We were able to conduct two, with representatives from the College of Nursing and the College of Environmental Life Sciences (CELS). Participants explored practical and contextual strategies for increasing inclusion in their departments, and walked away with a draft plan of action to be implemented in 2020-2021AY.

(New) Scholarship of Teaching and Learning (SoTL) Consults

The Office added this consultation category in Fall 2019 in order to support URI faculty interested in pursuing the Scholarship of Teaching and Learning, for example, after having attended a HIT seminar. Three consultations were conducted with faculty from the departments of Philosophy, Biological Sciences and Fisheries, and Animal and Veterinary Sciences.

Strategic Initiatives and Partnerships

The Faculty Development Office continues to emphasize four strategic initiatives that are closely aligned with URI's Academic Strategic Plan for 2016-2021: (1) Student Success, (2) Teaching Excellence, (3) the new General Education program, and (4) Supporting Faculty Development by other Campus Experts. We highlight this year's key activities in support of these initiatives below.

The Inclusive Teaching and Learning Initiative (ITALI)

The Inclusive Teaching and Learning Initiative (ITALI) was launched at URI's GSO campus in August 2019. The overarching goal of the program was to help participants explore and develop best practices for inclusive teaching in STEM areas. ITALI's approach is to personalize the process through which practitioners incorporate inclusive practices, with the understanding that (1) each is often at a different comfort and practice level regarding inclusion, (2) course contexts are unique, and (3) assessment of inclusive practices would depend on the practices enacted. Twenty-three faculty from the College of Pharmacy, College of Health Sciences, and the College of Environmental and Life Sciences participated.

Project resources stemmed from varied sources. ATL provided seminar funding through the Davis Grant. Anna Santucci and Kayon Murray-Johnson presented at the launch event. Stipends for non-CAS faculty and for graduate assistants who focused on projects pertaining to ITALI were provided by the Provost's Office, the Dean of the College of Arts and Sciences, and the Vice-Provost of Enrollment Management. The Dean of the College for the Environment and Life Sciences provided the project lead (Bryan M. Dewsbury) with a course release and a GA-ship where the GA worked specifically on ITALI-related projects.

Outcomes to Date

Though faculty projects were unique, their initiatives for increasing inclusion in the classroom coalesced around group work and metacognition. Initial results from the two Math classes are also included here, as success in those classes tends to predict success in other STEM courses.

Group Work

Most ITALI fellows sought to incorporate some level of meaningful group work into their classrooms, including means to assess if group work increased a sense of belonging as well as academic performance in the classroom. Assessment of sense of belonging was primarily done using the Classroom Community Scale (CCS)[1]. There was initial success of the positive impact of the use of group work as an intentional means of classroom instruction. For example, in her class "Understanding Cancer: Basics and Beyond" (PHP 203G), Dr. Britny Rogala not only saw a positive increase in community measures after administering a mid-semester and then post version of the survey, but gains were particularly higher for students from underrepresented backgrounds. In Dr. Barbara Payne's "Virology" course, formative assessment scores increased substantially when compared to previous years. Dr. Shahla Yekta's "General Chemistry" course (CHM 101), which historically has been perceived as being a difficult gateway science experience, experienced similar positive trends.

[1] Rovai, A. P. (2002). Sense of community, perceived cognitive learning, and persistence in asynchronous learning networks. *The Internet and Higher Education*, *5*(4), 319-332.

Metacognition
Participants with a focus on metacognitive strategies helped students cultivate agency with respect to their learning. Undergirding metacognition is the concept of "agency", whereby students come to understand their role in the education process not as passive receivers but as potential generators of new knowledge. Using creative infographic assignments, Dr. Justin Richard converted his "Introduction to Animal Science" course (AVS 101) from one that was primarily a didactic transmission of knowledge to one where students co-constructed deep understanding of what constitutes scientific literacy. Students who completed all sections of what was required performed best, suggesting that the evolution of this assignment and better structures to keep all students on task can engender further success. Dr. Ingrid Lofgren infused a variety of reflective summaries in her "Food Systems, Sustainability, and Health" course (AVS/NFS/SAFS 404/504). Students conduct these after speaker visits reflecting on what they think they were supposed to get out of the experience and what they actually did.

Math
Dr. Robin Schipritt's "Intermediate Algebra" course (MTH 101) incorporated discussion groups for the first time with the assistance of graduate and undergraduate teaching assistants. Attendance to the discussion groups were predictive of success in the course. Particularly noteworthy was that TD students who attended discussion groups did 9% better than those who did not. The class average for this improvement was 5%. This suggests some success with the discussion model and future efforts might be directed at ensuring attendance. In "Applied Pre-Calculus" (MTH 103), Dr. Meredith Boyajian worked closely with AVS 101 as there were many students co-enrolled in both courses. Modules were developed between Dr. Boyajian and Dr. Justine Deming that incorporated both AVS and math content. The modules were integrated into the AVS 101 course, which meant that the non-AVS students in MTH 103 did not engage in the modules. AVS students performed 15% better than non-AVS students on the modules where math content was integrated into AVS contents. This suggests an enhancing effect of the content integration that the modules aimed to achieve.

Mid-Semester Feedback
In his capacity as ITALI project lead and ATL Faculty Development Affiliate (see below), Dr. Bryan Dewsbury also conducted one mid-semester feedback session in Fall 2019 with 22 students enrolled in a Nutrition & Food Sciences course.

The Ace Your Course Challenge

The "metacognition" initiative inspired by Dr. Sandra McGuire's campus visit in 2018 continued in various forms during the 2019-2020AY. Biology PhD candidate Holly Swanson facilitated the following activities with faculty:

- Facilitated an *ATL Conversation*, "Teach Your Students How to Learn in 50 Minutes", on September 20, 2019.
- Follow-up session and sharing of findings with faculty from the original *Ace Your Course Challenge* (from Fall 2017). Instructors provided data from their courses for sharing and analysis, and instructor specific findings were disseminated to Cheryl Foster, Sarah Larson, and Maria Donnelly at their request.

In addition to these faculty-focused efforts, Ms. Swanson co-facilitated the transfer of the *Ace Your Course Challenge* to a student run intervention through the *Seeds of Success* initiative with CELS. She held an initial meeting with Anna Santucci and Michelle Fontes-Barros (Assistant Dean, Diversity, Retention & Student Success Initiatives), and two additional meetings with the

student group's academic chair, Isabel Nunez, to provide information on the implementation of the *Challenge*. She also co-facilitated a 90-minute presentation of the student metacognition workshop to the students' leadership team to provide reference for future student-led presentations. Finally, Ms. Swanson closed the loop on student-led implementation by attending the *Seeds of Success* membership meeting where Ms. Nunez presented the metacognition workshop to their group. Faculty Development will continue the collaboration with *Seeds of Success* and encourage assessment of the impact of this intervention in the 2020-2021AY.

The (New) Faculty Development Affiliates Program

The Office for Faculty Development launched a pilot Faculty Affiliates program in January 2020. In keeping with the University's strategic plan to promote teaching excellence (see Goal 1/Strategy 4 for Student Success, and Goal 2/Strategy 2 on SoTL), the initiative is a core part of ATL's vision to build capacity for the Scholarship of Teaching and Learning across campus, and to systematically expand learning communities that support faculty growth and development. Seven Faculty Affiliates were appointed across four colleges and five departments: Christy Ashley (Business), Bryan Dewsbury, Becky Sartini (CELS), Julianna Golas, Annemarie Vaccarro, Jay Fogelman (CEPS), and Cheryl Foster (CAS). Though specific responsibilities vary because of individual expertise, Affiliates are primarily responsible for:

- conducting select mid-semester feedback sessions and teaching consults alongside faculty development staff;
- providing mentorship and (SoTL) support for faculty;
- helping garner faculty support for ATL initiatives and events; and,
- sharing insights on trends, needs, and gaps that can guide faculty development work and offerings

Faculty Affiliates serve two-year terms and are appointed by the ATL Office as liaisons within their respective colleges and/or departments, though they network and serve faculty campus wide. These colleagues have:

- remained interested, active participants in ATL led initiatives;
- demonstrated commitment to student learning, student success – as well as inclusive and high impact teaching practice; and,
- demonstrated excellent facilitation skills and are respected by teaching peers university wide.

In exchange for their time serving the teaching and learning community, Affiliates receive $1,000 in Professional Development Funds per year and benefit from expanded networking opportunities and campus-wide recognition as a select ATL faculty representative.

Outcomes

During Spring 2020, each Faculty Affiliate engaged in two or more of the following activities in support of URI faculty development:

- Shadowing of two mid-semester feedback sessions (approximately 70 students reached)
- Co-leading two post consultations for faculty undergoing mid-semester feedback process
- Facilitating individual teaching consults for emergency remote instruction transitions - eight faculty from the following departments participated: Political Science, Communication and Media, Landscape Architecture, Business, Philosophy.
- Presentation to Human Development and Family Science faculty on "Specs Grading Implementation" and "Lessons Learned"

- Facilitation of three Inclusion Workshops (College of Arts and Sciences and Writing Department)
- Documentation and submission of strategies to the College of Business Dean for effective teaching to support faculty preparation for annual review and high impact teaching
- Attendance and participation in two strategic planning meetings for the Affiliates program (January 2020 and May 2020)
- Completion and submission of individual action plan proposals for Fall 2020
- Establishment of a Slack™ (communication platform) channel for greater collaboration amongst affiliates

Affiliates also network formally across other areas of campus, pertinent to faculty development efforts. For example, Bryan Dewsbury serves as a Member of the Provost's Working Group, working alongside Academic Enhancement Center to support Learning Commons Model.

Intercultural Development Inventory (IDI) for International Education Programs

Faculty Development continues to support the assessment of the Intercultural Development of students enrolled in URI's International Education programs. The IDI is a meaningful tool to assess whether experiential learning through International Education programs produce meaningful changes in students' mindsets or orientations towards interactions across cultural differences. Before his departure in Spring 2019, the Assistant Director of Faculty Development, Eric Kaldor, collaborated with the International Engineering Program (IEP) Director Sigrid Berka concerning the use of the IDI with outgoing students. Faculty developer Anna Santucci has continued this collaboration and is currently a member of the Intercultural Competence Committee, which is tasked with determining and implementing the way forward for assessing Intercultural Development at URI and led by Dr. Bing Mu, the new Coordinator of Intercultural Communicative Competence in the Department of Modern and Classical Languages and Literatures.

Faculty Development Programming Led by Campus Experts

URI is fortunate to have a number of faculty whose research and scholarly practice center faculty development activities. Despite limited capacity, our office has continued to provide support, consultation, and expertise as needed and when possible.

This year, we have offered support to faculty development programs run by affiliated parties and units through the creation of marketing tools and website updates, registering interested faculty, and faculty development personnel involvement. The benefit of this support is tighter coordination with other faculty development efforts and records of faculty participation to find faculty partners and participants for our own programs. Our office provided this support for:

- Heather Johnson's faculty workshops and writing retreats for *Writing Across the Curriculum*;
- Annemarie Vaccaro's URI Inclusion Workshops for Departments; and,
- Bryan Dewsbury's inclusive initiatives with a STEM focus (e.g., ITALI overview above)/

Supporting Critical Reflection & Evaluation of Teaching: Peer Observations and the IDEA Campus Labs Platform for Student Ratings of Instruction

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 2017-2018AY, and as documented in our previous reports our office played a significant role in the transition.

Alongside offering IDEA interpretation consults (see above), multiple ATL Conversations focused on IDEA setup and results interpretation (see Appendix B). In Fall 2019, the Faculty Development team also offered two workshops for department chairs as part of the Provost's Office Workshop series: *Using IDEA Results with Your* Faculty and *How to Effectively Observe Faculty for the Review Process*. Moreover, detailed information remains available to the URI community, such as an interactive online checklist and a PowerPoint that walks instructors through key steps and considerations for effectively gathering student feedback and interpreting it (see https://web.uri.edu/teach/student-feedback-checklist/ and https://web.uri.edu/teach/idea/).

Performing as Teachers and Learners at URI (PT&L)

In line with URI's strategic goals to enhance student success (Goal 1, Strategies 3-5) and expand creative work (Goal 2, Strategy 2), PT&L is a cross-discipline collaboration started in early 2019 by representatives from Faculty Development (Anna Santucci), Theatre (Max Ponticelli, Rachel Walshe), Education (Rabia Hos), and Business (Anis Triki, Mehmet Yalcin). The initiative aims to help URI instructors apply theatre skills to improve their teaching efficacy, effectiveness, self-confidence, and cultural competence. During the 2019-2020AY, the team conducted a number of activities related to their main research question - "Can theatre skills improve teacher confidence, sense of preparedness, and effectiveness?" Such activities included:

- the creation of a core syllabus;
- the creation of a grant application;
- conducting a two-hour experiential workshop for incoming graduate student teaching assistants (August 2020);
- integrating theatre techniques into two classes (COM 503: Graduate Practicum Teaching Communication Seminar and BUS 601: Practicum in Business Teaching);
- the creation and approval of the X-course "All the World's a Classroom: Performing for teaching & Learning";
- offering workshops as a part of the Graduate School's Diversity and Inclusion Badge Program; and,
- collecting research on their initiative intended for publication (draft manuscript completed, work in progress has also been presented at conferences).

Feedback from participants in all sessions offered has been overwhelmingly positive. For example, data collected from the Diversity and Inclusion Badge Program (DIBP) indicated that 100% of the graduate students who participated in the session facilitated by PT&L members Anna Santucci and Rachel Walshe in Fall 2019 rated all workshop quality items as 4 out of 4,[2] and "strongly agreed" that the workshop met the relevant program objectives.[3] For more information on the DIBP program: https://web.uri.edu/graduate-school/dibp/.

Expanding Faculty Participation

The Faculty Development 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. This

[2] A score of "4" was equivalent to "strongly agree". The following survey items relate to workshop quality: The facilitator outlined the workshop objectives; The facilitator was organized and easy to follow; the facilitator was knowledgeable about the content; the facilitator encouraged participation and interaction; There was sufficient time for the workshop; I would recommend this workshop to other graduate students; The topic is relevant/useful for me.
[3] Relevant program objectives: Objective 4 – "apply knowledge of effective problem solving or conflict resolution skills related to diversity and inclusion in order to respond to real-life situations"; Objective 6 – "choose and use appropriate communication styles to engage in difficult dialogues related to diversity and inclusion".

also was a unique year with COVID-19 stalling several major programming and evaluation efforts. For example, we were unable to facilitate the annual End-of-Semester Faculty Survey concerning mode of participation in faculty development opportunities because of the need for our staff to immediately begin creating emergency remote support resources in early March 2020. Anecdotal evidence indicates our core programs continue to enjoy high levels of interest and participation. Registration for HIT seminars and *ATL Conversations* as well as momentum for post implementation and inclusive teaching strategies continues to be high. We have also sought to increase program participation by:

- developing the ATL Faculty Development Affiliates initiative, aimed at reaching and mentoring a greater number of faculty toward teaching excellence;
- adding two new categories for individual faculty consults: Diversity, Equity and Inclusion (DEI) and Scholarship of Teaching and Learning (SoTL);
- housing and posting follow up-resources online (e.g., on Google Docs and LMS) for core programs like our HIT seminars;
- offering WebEx or Zoom options for individual faculty consultations (i.e., teaching, course design, IDEA);
- providing livestream or remote options where possible for expert led workshops, plenaries and ATL conversations;
- enhancing our program marketing efforts for broader appeal (visuals and language, etc.); and,
- adding to our online resource bank, specifically to supplement faculty requests and needs of an emergency remote instruction “era”.

Online Education

The Office of Online Education (OOE) and URI Online help 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. OOE's work during the 2019-2020AY focused on three major areas: (1) the development of URI Online, (2) the transition to a new learning management system, and (3) the rapid and unexpected shift to remote learning in March 2020. These three areas are interconnected and also had an impact on our core training, support, and regulatory work.

Transition to Brightspace

After a year-long process (2018-2019AY, the decision was made to move from Sakai to a new learning management system (LMS). Brightspace, a product of D2L, was selected by a committee and the contract was signed in August 2019. The timetable called for the first courses in the new Master's in Health Care Management to launch in Brightspace early January 2020 (Spring 1), for a select group of faculty to pilot Brightspace in the Spring 2020 semester, and for all users to move to Brightspace in Fall 2020. Helping faculty learn a new LMS and move their courses from Sakai was, and continues to be, an enormous undertaking involving OOE staff in collaboration with ITS and the Brightspace's implementation team

Management

ATL and ITS jointly manage the Brightspace transition. In general, ATL was responsible for providing faculty support and training related to pedagogical issues and ITS was responsible for the SIS integration, backend administration, and third-party integrations. However, these divisions were not as clear as originally thought, especially during the period when there was no Director of the ITS staff. Instead, the process was led by the ITS Associate Director, Mike Motta. The ATL and ITS teams met and continue to meet weekly, and leadership from both teams met every other week with the Brightspace company implementation team.

Training

The OOE team developed a variety of faculty training resources, including a self-paced *Basic Brightspace* course, access to course templates and YouTube video tutorials, trained Brightspace faculty mentors in each of the colleges, and instructional design help. The team also created self-paced materials to help faculty move their existing courses from Sakai to Brightspace and re-configured all existing training courses in Sakai into Brightspace, such as *Online Pedagogy*.

Basic Brightspace

Joannah Portman-Daley designed a self-paced *Basic Brightspace* course as an introduction to the LMS open to all URI faculty or staff. Completing the course was a prerequisite for other training and help from Brightspace faculty mentors. The course, which takes between 3-5 hours to complete, is designed to show faculty step-by-step how to navigate the platform, create modules, discussions, quizzes, and assignments, as well as add and contact course participants. Just over 1,000 people enrolled in *Basic Brightspace* between January 1, 2020 and June 30, 2020, with over 400 finishing the entire course and submitting a request for their site to be reviewed.

Templates

The OOE team created Brightspace templates for 5-, 7-, 10-, and 14-week courses that are available to all faculty inside the LMS. The design of these templates ensures that the course

navigation is easy for students. They can be adapted by a program to ensure that all courses in that program have the same basic design.

YouTube Videos

Our Instructional Design team created a YouTube channel of video tutorials on Brightspace tools, some created by them and others curated from D2L. Faculty can subscribe to our YouTube channel (https://www.youtube.com/channel/UC9SYY19qDesoteggAeptLpg/) to access this video library.

Transitioning Courses from Sakai to Brightspace

Moving a course designed in Sakai to the new LMS is not seamless because Brightspace is configured differently and offers many advanced features. We had hoped that D2L would provide us with an easy tool to migrate courses in bulk. Because they were not able to do this, we developed a self-paced tutorial to help faculty do this themselves. Given that many faculty had numerous courses, many of which they had revised over time and may have included extensive test banks as well as other materials, this clearly made things more complex and, in some ways, difficult for URI faculty. One positive consequence was that faculty were required to think critically about where and how to deploy their old content and what they might want to revise. Along with OOE's self-help materials, ITS provided workshops and help for faculty who ran into problems with migration.

Brightspace Faculty Mentors Program

In order to maximize the availability of people to help faculty with their transition to Brightspace, ATL – with funding from the Provost's office – hired 12 faculty from across the university to serve as Brightspace Faculty Mentors. After completing an intensive instructor training with D2L on the Brightspace platform, as well as a Course Design workshop with Joannah Portman-Daley and Andrea Munro, the Brightspace Faculty Mentors were responsible for holding weekly office hours and offering one two-hour workshop each per month. Between the beginning of March 2020 until June 30, 2020, the Brightspace Faculty Mentors held 105 drop-in sessions and the OOE graduate assistant worked with over 400 faculty. These sessions continued throughout Summer 2020 and will continue throughout the 2020-2021AY.

COVID Pivot to Remote Learning

In March 2020, with the increasing threat from COVID-19, the University asked students not to return from spring break, extended spring break one week, and asked faculty to move all of their courses to a remote environment. ATL was asked to move quickly to provide training for faculty, many of whom had never taught in any environment except for a physical classroom.

Online Pedagogy

Online Pedagogy (OP) is a three-week intensive course on designing courses and teaching online. Faculty who finish the course will have designed an entire online course. OP was traditionally offered once a semester. However, with the transition to Brightspace, the team decided it made more sense to not offer it in Sakai during Fall 2019 but spend that time redesigning the entire course in Brightspace so that it incorporated the new features available. The new OP was offered by OOE Assistant Director Kathleen Torrens for the first time in the February 2020. With the pivot to remote learning, it has been offered five additional times

between March 2020 and June 2020. A total of 198 people enrolled in OP in Spring 2020 with 171 completing the course through a final Quality Matters[4] review.

Hybrid Online Bootcamp

A new one-week intensive *Hybrid Online Bootcamp* course was designed by Joannah Portman-Daley with support from OOE and Faculty Development staff in response to URI's COVID-19 pivot. This course focuses on synchronous and asynchronous pedagogical best practices and course design for those teaching in a remote or partially remote setting. Faculty who complete this course are able to utilize best practices of online pedagogy including a clear understanding of the benefits and uses of both asynchronous and synchronous delivery. Faculty in the course re-configure their course delivery by employing Backwards Design to create a course map that applies Quality Matters standards and Universal Design for Learning (UDL) principles to develop fully accessible learning activities, instructional content, and course assessments. They then use this map to develop seven weeks of a Brightspace course shell, with instructional guides and resources, for course deployment and instruction. The first iteration of this course launched in May 2020, with an additional offering each month throughout the summer. Between May 2020 and June 2020, 51 faculty enrolled in the course and 35 faculty completed it.

Regulatory Work

Regulatory compliance became even more important with the development of URI Online. URI successfully renewed its membership in the State Authorization Reciprocity Agreement (SARA), which allows us to offer our courses and programs in 49 states. In June 2020, we submitted data on the number of out-of-state students taking only online courses at URI and the number of out-of-state experiential placements. Appendix E shows that we had 258 students from 24 states enrolled in the RN to BS, Dietetics, and Cybersecurity programs. URI had 646 students in experiential placements (clinical, internships, co-ops) outside of Rhode Island, with Connecticut, Massachusetts, New Jersey and New York having the largest number of placements.

ALT Director Diane Goldsmith worked with Anne Veeger and Peter Harrington to ensure URI complied with the new federal regulations on student notification of the educational requirements for licensure in their state.

Consultations

OOE staff provide consultations to faculty and administrators on all aspects of online education. Joannah Portman-Daley continues to work with faculty across URI on training within Brightspace and the design of their courses, both online and blended, and has met with faculty from Business, CELS, Economics, Film, Library and Information Studies, English, Communication Studies, Human Development and Family Studies, Computer Sciences, Languages, Kinesiology, Nursing, NFS, Philosophy, Pharmacy, Psychology, Textiles, Marketing and Design, Sociology, Theatre, Studio Art, Public Relations, and Writing & Rhetoric (see Appendix F). In addition, she moved the RN to BS program from Sakai and provided training for those faculty.

URI Online

With the appropriation of $1.8 million from the state, URI embarked on the development of URI Online – fully online programs and certificates at the post-baccalaureate and undergraduate levels – directed at working adults. The intent was not to create a separate online college but

[4] https://www.qualitymatters.org/

work within existing offices. While we had a head start in this direction with our existing online 7-week programs, this new effort, launched without a partner such Academic Partnerships, meant that existing offices and staff in the offices of Admissions, Enrollment Services, Budget and Financial Planning, the Graduate School, and External Relations and Communications had to adapt many existing processes and procedures or design new ones to work with URI Online. URI Online's first program, a Master's in Health Care Management, was launched in January 2020. As of June 30, 2020, URI offered five online master's degrees, five post-baccalaureate online certificates, and one degree completion program. Three more programs/certificates will be launched in Fall 2020, with six additional programs and certificates in the pipeline.

New Staff

In order to support URI Online, ATL hired a number of new staff. Jill Firtell, the Assistant Director for URI Online, manages the program. She works with programs from the idea stage to successful launch, including the coordination with all of the appropriate URI offices. In order to support the development of excellent online courses and the training of course designers and instructors, URI Online hired two part-time instructional designers, Andrea Monroe (Instructional Designer Level 2) and Kelly Ball (Instructional Designer Level 1), and a Coordinator for the Student Support Call Center (Jenn McWeeney). URI's Department of External Relations and Communications hired two new staff to oversee the website and marketing URI Online. We anticipate the need for additional part-time call center and instructional design staff as we grow.

New Processes

One of the difficulties of launching URI Online inside the existing URI structures, processes, and procedures is that those structures were not developed to accommodate programs offered in a 7-week calendar, marketed to an adult working population, or prepared for the highly competitive world of online programs. OOE staff meet regularly with all the offices that are touched by URI Online and have worked together to create the necessary new policies and procedures. This work is ongoing as we work to find new ways to improve the program for students, faculty, and administrators.

Changes to Manuals

Many of these new processes and procedures required official changes. URI Online worked with both the Faculty Senate, Registrar, and the Graduate School to identify areas in the University Manual and Graduate School Manual that needed to be adapted, changed, or augmented. URI Online also worked in a timely manner with groups across the University to ensure that we had the ability to offer independent undergraduate certificates (i.e., those not connected to a degree program) in anticipation of the launch of its first undergraduate certificate program, which was through the College of Pharmacy. Many other URI and Graduate School Manual changes have been made and others are still being considered for the 2020-2021AY.

Changes to the Calendar

The 7-week accelerated calendar continues to present challenges to URI. Because the terms of URI Online do not run with the dates or URI's semester-based calendar, federal financial aid rules and our federal reporting requirement prohibit students from enrolling in any courses outside of the calendar in which they are matriculated. This presents difficulties for programs that would like to allow their current students to enroll in a URI Online program or certificate while they are enrolled at URI.

Design the Student Contact Support Center (SCSC)

One of the necessary components of an excellent online program is a robust support system for online students. This support begins at the point of inquiry and must continue through graduation. URI online hired a coordinator for the SCSC, identified and renovated a space to be used as a formal call center, and is developing a series of scripts and emails that will be used by additional staff when hired. The SCSC Coordinator and the Assistant Director work personally with those who submit inquiries to move them from point of inquiry through submission of application and enrollment. The SCSC staff work collaboratively with other offices across URI, including Enrollment Services, Admissions, Disability Services for Students, and the Academic Enhancement Center.

New CRM: Slate

In order to support the SCSC, URI Online invested in creating an expanded shared instance of Slate, the customer relationship management (CRM) software used by URI's Office of Admissions. Working with a consultant, Slate has been designed to provide a means for us to track and support students from their first inquiry through admissions. However, in order for URI Online to use the full capacity of Slate for all its student, we are continuing to work on the configuration of Slate to ensure that we are able to track students applying through the readmissions process. We also need to integrate Slate with the Graduate School processes.

Training and Support for Faculty

Departments developing programs for URI Online are asked (and provided with a stipend) to design their courses through an innovative Online Design Program developed and led by the Instructional Design team. This process ensures that the students experience a cohesive program with courses designed around a set of clearly defined programmatic learning outcomes. With the help of the Instructional Design team, each program agrees on a Brightspace template for all of its courses and works together to discuss how each learning outcome is introduced, reinforced, and assessed in the program. Faculty meet together twice and work individually with an instructional designer during this process to create "master courses" from which all faculty teach. All courses are developed to meet Quality Matters standards.[5] Faculty who are teaching for URI Online, but not designing the master course, must complete the *Online Pedagogy* course.

Marketing

URI Online has two dedicated staff within the Department of External Relations and Communications. They have launched a dedicated website (web.uri.edu/online) as well as web pages for all existing URI Online programs. The team also implemented advertising campaigns using Google search and social media ads to build inquiries and awareness during recruitment cycles. Targeted audiences and demographics varied per program for these campaigns, but all programs were marketed in Rhode Island, Massachusetts, Connecticut, New York, and New Jersey. Aside from website development and paid advertising campaigns, both of the Department's staff members work on continuous marketing tactics per program, including press releases, webinars, and travel piece brochures. URI Online marketing strategies have generated 65,000 users and 121,000 page views across all URI Online web pages, with an average time spent on a web page of just over one minute, which is above standard average, as well as news coverage from *Inside Higher Ed*, ABC 6, WPRI, and WLNE.

[5] https://www.qualitymatters.org/qa-resources/rubric-standards

Programs

Prior to launching URI Online, the University had launched several online programs that continue to thrive. URI Online launched its first master's degree program in Spring 2020 followed shortly thereafter by its first undergraduate degree completion program in Summer 2020. Additional programs have since launched and there is a robust pipeline of future programs as well, all of which are detailed below.

Existing Programs

RN to BS Degree Completion Program: This program was launched with Academic Partnerships to provide marketing and call center support. The program is expected to move to URI Online when the contract ends. The program currently has 382 active students, some of whom will be successfully graduating in August 2020.

M.S. Dietetics: This program was launched in conjunction with Sodexo to provide the academic pathway to a master's degree for students in their hospital-based internship program. The program currently has 38 students enrolled with an incoming class of 56 students planned for the 2020-2021AY.

M.S. Cybersecurity: This program, along with certificates in Cybersecurity and Digital Forensics, is offered in the traditional 14-week calendar. There are currently 51 students enrolled.

M.A. TESOL/BDL: This program is offered in the 14-week calendar primarily to Rhode Island teachers. It currently has approximately 40 students enrolled.

M.A. Adult Ed: This program is currently offered in the 14-week calendar, but intends to move to URI Online next year. The program has 25 students enrolled and recently graduated 15 students in May 2020.

Table 1. URI Online Program Data

Program	Launch Date	Inquiries	Admitted	Enrolled
M.S. Healthcare Management	Spring 1, 2020	191	23	10
B.A. Degree Completion in Communication Studies	Summer 1, 2020	75	22	7
M.S. Supply Chain Management	Fall 1, 2020*	93	0*	0*
Undergraduate Certificate in Cannabis Studies	Fall 1, 2020*	288	0*	0*

*programs to launch in Fall 2020 and have not yet realized admissions and enrollments.

Programs Launching Spring 2021

Natural Resources and the Environment, Graduate Certificate: This program was created for students who seek expertise in natural resource management, and for professionals in the field who are interested in updating their skills in analyzing, managing, and communicating data about natural resources. Graduates will develop the ability to manage natural resource challenges and

translate data into effective communications about complex natural resource issues while identifying solutions.

Fisheries Sciences, Graduate Certificate: The online graduate certificate in Fisheries Sciences is designed to provide students with the knowledge and skills to address real-world problems in food security related to seafood, and to prepare students for employment in agencies and businesses involved in research and scholarly/problem-solving endeavors in the field of sustainable fisheries.

Geographic Information Systems and Geospatial Technologies, Graduate Certificate: The Online Graduate Certificate in Geographic Information Systems (GIS) and Geospatial Technologies is designed to meet the needs of students seeking expertise and advanced credentials in a variety of high demand fields in both the public and private sectors including terrestrial and coastal natural resources management, community planning, emergency management, engineering, business, and public health. The program will prepare graduates to employ state-of-the-art techniques for collecting, analyzing, interpreting, managing, and presenting location-based data and meet the demands of this rapidly evolving field.

Oceanography, Master of Oceanography (MO): The Master of Oceanography (MO) degree is a unique program that delivers practical experience and in-depth knowledge aimed at enhancing a career in ocean sciences. Graduates are expected to demonstrate a command of the fundamental principles of oceanography, as well as an understanding of the current state of oceanic problems and technologies. Additionally, they will have a demonstrated ability to create and apply solutions linking the science to policy and management practices.

Programs in Development

Data Science, Certificate Summer 2021: The graduate certificate in Data Science is an interdisciplinary program where students complete core data science courses and then demonstrate these skills in a domain area of their choice. The program is designed to serve two audiences – new professionals in the field of data science, and scientists or professionals who seek advanced skills to contribute to other fields. Graduates will be able to tackle real-world problems by applying data science tools and techniques such as machine learning, analysis of large or unruly datasets (big data), data visualization using approaches that emphasize problem solving, data management, and collaborative research.

Public Management, Certificate Fall 2021: The graduate certificate in Public Management was created in response to the identification of a need for future workers with public management skills and knowledge of budgeting and finance. This certificate program will also allow for a more flexible pathway into the MPA program.

Master of Library and Information Studies (MLIS), Fall 2021: The MLIS program is currently offered through the Graduate School of Library and Information Studies in the 14-week format and will be moving to the Online Accelerated 7-week format. This accredited program (ALA) provides students with the skills needed to meet the complexities and demands of the information age. Graduates work in an array of positions to include school, public and special library settings in communities throughout the United States and abroad in major cities, multinational corporations, and government and nonprofit organizations.

Office of Student Learning, Outcomes Assessment, and Accreditation

The Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) has served the URI faculty and staff community since 2006 by promoting student success and achievement through learning outcomes assessment and encouraging continuous program improvement. Campus policy requires programs to participate in biennial reporting, which maintains institutional compliance with the New England Commission for Higher Education (NECHE) accreditation requirements. SLOAA supports programs as they create, implement, and report on assessment plans and activities designed to improve student learning through curricular and pedagogical change. SLOAA, as a division of ATL, collaborates with the Office of Faculty Development and the Office of Online Education to strengthen assessment practice at both the course and program levels, in addition to collaboration with departments across campus (e.g., Academic Affairs, Student Affairs, Institutional Research, Center for Career and Experiential Learning) to promote strategies that integrate institutional data into learning assessment, to plan for the assessment of co-curricular learning, and to consult on grant evaluation plans.

Institution-Wide Academic Program Assessment Reporting

Biennial Cohort Reporting

Each year, at graduation, academic programs from one of two cohorts[6] are scheduled to report on their program-level learning outcomes assessment efforts. Data from the biennial reports comprise SLOAA's four primary updates, which include: 1) annual compliance and quality of reports generated at the institution, college, and program level (presented to Faculty Senate each spring); 2) annual summary results of program-level assessment reporting aligned with NECHE reporting requirements; 3) biennial institution-level assessment reports that capture the comprehensive picture of the assessment reporting effort of all URI programs; and, 4) national comparisons of program-level outcomes. Each of these reports is described in more detail below.

Cohort I Compliance and Performance Reporting in May 2020

Program-level assessment reports were expected in May 2020 from 39 non-accredited and 13 accredited undergraduate and graduate programs in Cohort I, as well as five Cohort II interim progress reports or assessment plans due from programs who did not report with their cohort in May 2019. However, due to URI's transition to emergency remote instruction in March 2020, SLOAA provided Cohort I programs with a blanket extension and offered the following reporting options from which to choose how and when to provide an assessment update:

- Option I: Complete regular biennial assessment report covering Fall 2018 - Spring 2020.
- Option II: Complete a partial biennial assessment report covering Fall 2018 - Winter 2020 (excluding the Spring 2020 term).
- Option III: Opt out of a traditional report, instead:
    - A. Complete a COVID-19 reflection detailing the Spring 2020 experience and how plans for program-level reporting going forward will be adapted to support recent changes in instruction, or
    - B. Create an interim summary report or assessment plan in 2021.

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

Programs who selected Option I (n=26) or Option II (n=4) were offered several possible reporting dates from which to choose (Table 2).[7] For Option III, programs that selected a COVID-19 reflection (n=5) committed to an October 15, 2020 submission date; programs selecting an interim report or assessment plan option (n=11) have a report due in May 2021 (mid-cycle). All programs in Cohort I have a full report due in May 2022.

In addition to these reporting options, several Cohort I programs are participating in SLOAA's Undergraduate Reflective Planning Initiative (n=1 in Cohort I; n=1 in Cohort II selected this option as an interim report; see Assessment Initiatives section) adapted from the College of Arts & Sciences Reflective Planning Initiative (n=3; see Assessment Outreach section) piloted in Fall 2019. Each has their own submission deadlines, and one program is currently non-compliant.

Table 2. Cohort I Program Reporting Status as of July 31, 2020

Program Level		Option I	Option II	Option III					
		Full Report	Partial Reporting	COVID-19 Reflection	Interim Report/ Plan	A&S Planning Initiative	UG Planning Initiative	Non-Compliant	Total
UG	Non-Accrd.	6	2	4	8	2	1	1	**24**
	Accrd.	11							**11**
UG Total		17	2	4	8	2	1	1	**35**
Grad	Non-Accrd.	7	2	1	3	1			**14**
	Accrd.	2							**2**
Grad Total		9	2	1	3	1			**16**
Total		**26**	**4**	**5**	**11**	**3**	**1**	**1**	**51**

Note: Spanish MA is exempt from reporting as enrollment has been suspended.

The tracking and analysis of reporting compliance and performance provides SLOAA with evidence to help improve campus-wide assessment efforts as well as identify cross-cutting themes in student learning. Internally, reporting data are traditionally gathered at two points: 1) report submission (e.g., outcomes examined, student work assessed, etc.), and 2) from the peer reviewer feedback process about the report process which yields scores for "closing the loop" on both new assessment work and the implementation of recommendations from prior reports. For this reporting cycle, with the additional reporting options and deadlines offered to Cohort I programs, tracking and analysis will extend into the 2020-2021AY due to the pandemic, prompting flexibility in reporting options and submissions dates.

Reports from programs that submit a full or partial report will go through faculty peer review, which involves using a standardized scoring rubric with well-defined performance criteria aligned with strong assessment practice. This allows peer reviewers to provide quantitative scores for each report section, and provides program faculty with essential feedback for improving their practice. The quantitative scores are also used to determine programs to be recognized for excellence in reporting each spring. Summary qualitative feedback is provided to enhance quantitative scores, acknowledge good assessment practice or provide guidance and suggestions for improvement.

[7] Cohort I reporting deadline options: on or before May 30, 2020; June 15, 2020; September 15, 2020; October 15, 2020; May 2021; an alternative date to be confirmed with SLOAA.

Programs submitting a COVID-19 reflection or interim report/plan, or those participating in the Undergraduate Reflective Planning Initiative, will receive qualitative narrative feedback from SLOAA and peer reviewers. Programs participating in the College of Arts & Sciences Reflective Planning Initiative will receive feedback from the college's faculty-led Assessment Committee.

Cohort II programs, which were originally expected to submit their program assessment reports in May 2021, will also be offered the same flexible reporting options and deadline extensions to also accommodate the disruption to instruction resulting from the Spring 2020 transition to emergency remote instruction and the Fall 2020 plans for reopening. The result is that all URI undergraduate and graduate programs will have been offered one full round of flexible reporting options, which includes not reporting, but reflecting or planning.

Innovations

- SLOAA's tracking process, which was implemented in Spring 2019, was adapted to accommodate the multiple reporting options and deadlines offered to Cohort I programs as a result of URI's transition to emergency remote instruction. This adaptation helps to reduce time spent on the manual tracking of reminders, report submissions, and peer reviewer feedback.
- Expanded use of FileMaker for tracking and payment of faculty

Challenges

- The lack of assessment technology continues to be an impediment for programs staying abreast of reporting expectations and for SLOAA both in managing the reporting process and in time lost on tracking and follow-up. The LMS migration to Brightspace during the 2019-2020AY was anticipated to better support the overall assessment process, but does not currently appear able to support URI's existing program assessment scoring tools or support the faculty peer reviewer feedback process. If Brightspace is able to eventually support General Education Program assessment, adaptations to all program reporting should be achievable.

Program-Level Assessment Reporting Summary Results

For the purposes of transparency and reference, institutional-level summary reports align with NECHE reporting requirements and expectations for undergraduate and graduate programs. This summary report summarizes annual assessment report data but does not include actual assessment results. Summaries are focused 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), and curricular (e.g., prerequisite adopted). The 2019 summary was released in Fall 2019; past reporting summaries are available on SLOAA's website (https://web.uri.edu/assessment/uri/).

Biennial Institution-Level Assessment Reporting

Data from individual cohort reporting do not fully represent institutional success with program assessment, the reality of the assessment climate or culture, nor the active use of evidence and results at URI. Rather, the data provides an index for progress toward adoption of program assessment processes and practices to support learning improvement. Details from the two individual cohorts must be combined to present the full scope of assessment in academic program assessment reporting at URI and is made available biennially by combining Cohort I and Cohort II reporting results (e.g., 2012 & 2013, 2014 & 2015, 2016 & 2017, 2018 & 2019).

The biennial reports for the past three cycles were included in the 2018-2019 Annual Report and published on the SLOAA website in Fall 2019 (see below for link to 6-year report). The results were also analyzed as part of SLOAA's meta-assessment of program assessment compliance, performance, and internalization (see next section).

Institution-Level Meta-Assessment

SLOAA conducted a longitudinal institution-level meta-assessment during Fall 2019 (https://web.uri.edu/assessment/files/University-Level-Program-Assessment-Results-9-16-20.pdf) and was selected to present a poster of the results from this project at NECHE's Annual Conference (December 2019, Boston, MA). The research questions that guided the meta-assessment follow:

1. In what ways has the program assessment culture at URI (indices include: reporting compliance, report quality, faculty attitudes towards program assessment, etc.) changed over time?
2. What are the catalysts and barriers to building a valued and internalized program assessment culture?

To answer these questions, SLOAA analyzed direct and indirect evidence from the following quantitative and qualitative data sources: 1) biennial program assessment reports (2014-2019), 2) program assessment report feedback on report quality generated during the faculty peer review process (2014-2019), and 3) URI's triennial Assessment Climate Survey of department chairs/directors of department-equivalent academic programs (Fall 2009 - 2018).

Findings

- Undergraduate non-accredited program reporting compliance has steadily increased for assessing new outcomes (Section I; Figure 5), but slightly decreased for using results to make change (Section II). The quality of reporting practices (performance) in Section I and Section II has steadily improved.
- Graduate non-accredited program reporting compliance (Section I and Section II) has decreased substantially (Figure 6). Although Section I assessment reporting quality (performance) has improved, Section II has seen more variability.
- During the same time period, there has been a steady improvement in Chairs' perceptions of faculty attitudes towards assessment in general, the infrastructure to support assessment, and university-wide assessment implementation (Figure 7).
- In Fall 2015 and Fall 2018, about half (~50%) of Chairs continue to perceive URI's program assessment stage of development as an "External Demand" (Figure 8).

Figure 5. Non-Accredited Undergraduate Program Assessment Report Compliance and Performance Trends

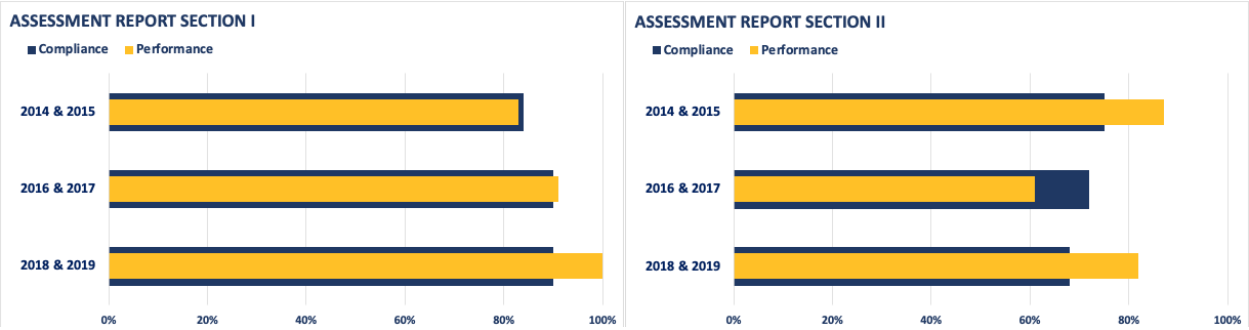


Figure 6. Non-Accredited Graduate Program Assessment Report Compliance and Performance Trends

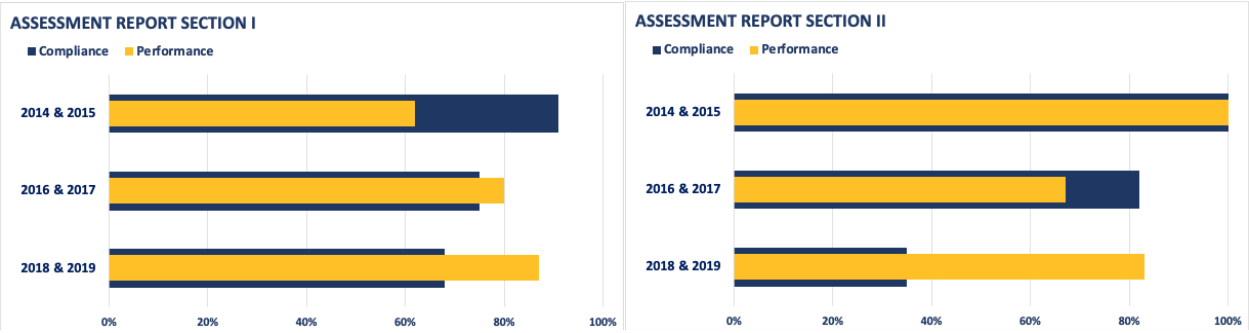


Figure 7. Trend in Climate Survey Mean Domain Scores

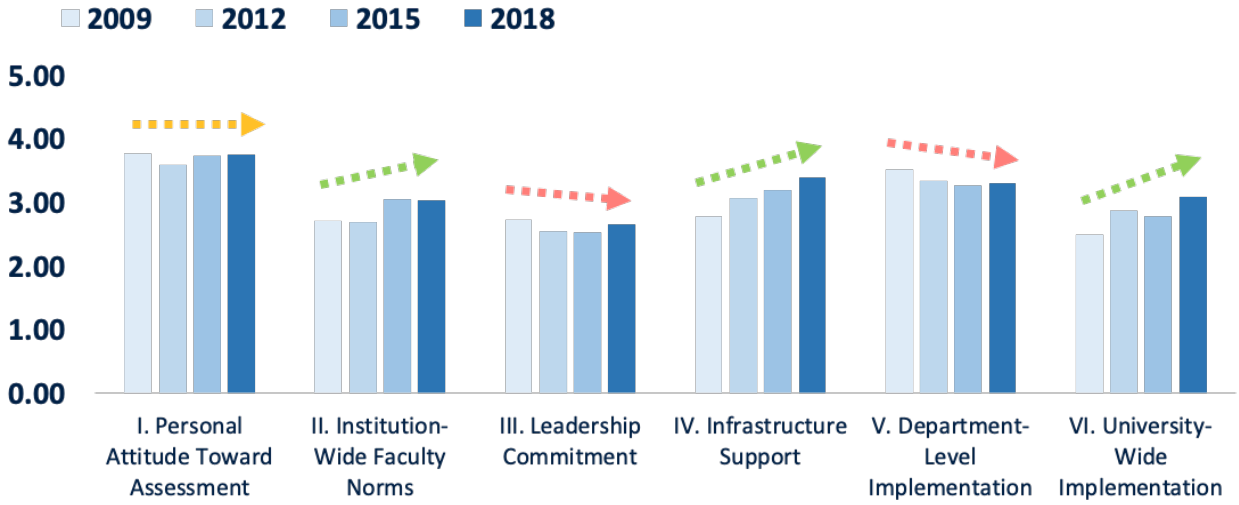
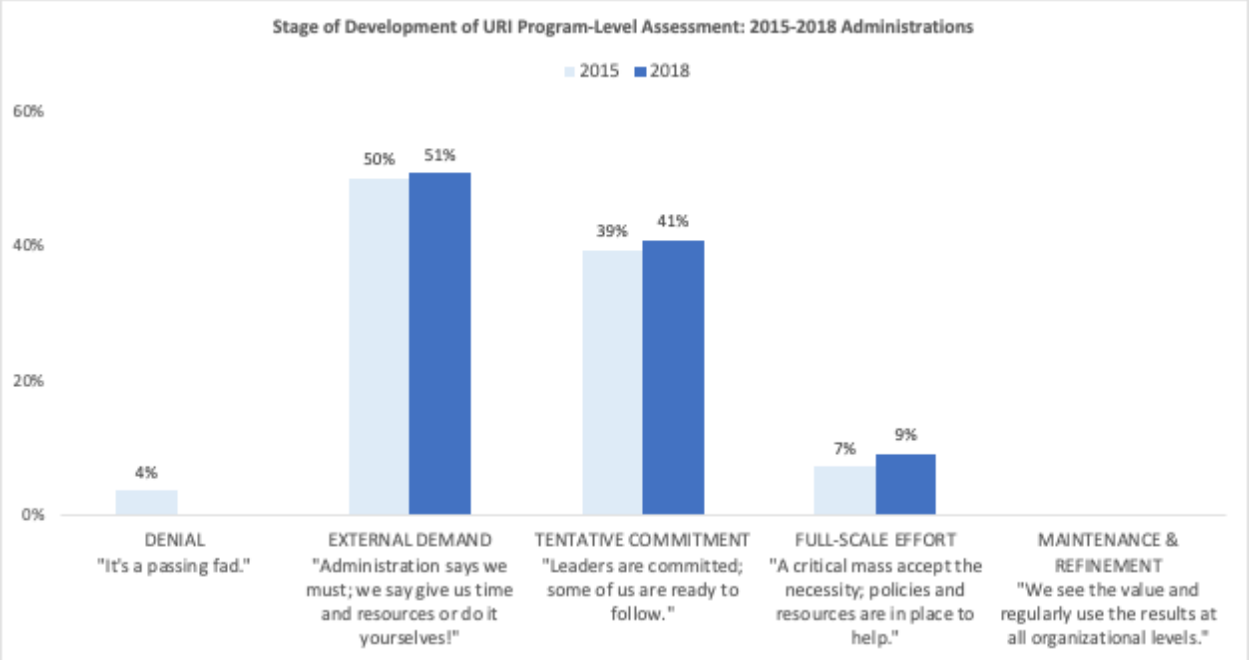


Figure 8. Climate Survey Trends on the Stages of Development of URI Program-Level Assessment



Recommendations and Next Steps

After analyzing the results of our meta-assessment, SLOAA has made the following recommendations to improve URI's program assessment culture and reporting compliance, quality, and use of results:

- Promote models for excellent use of assessment results.
    - Programs who have excelled in their use of assessment results are invited to present at URI's Teaching and Learning Showcase and are recognized in the Learning Outcomes Oversight Committee's (LOOC) Annual Report to the Faculty Senate.
- Identify and recognize the faculty peer leaders who have demonstrated successful processes.
    - SLOAA's Assessment Mentors include faculty who have been actively engaged in program assessment having also been trained as program peer reviewers.
    - Faculty who have received funding from one of SLOAA's assessment grant opportunities and initiatives are recognized on our website.
- Advocate for the (further) integration of the program-level assessment goals, use of results, and impact of action on results into program review and strategic planning.
- Challenge administrators at all levels to acknowledge the ever-increasing workload for chairs, program directors, and faculty by valuing the additional work of program-wide assessment in ways that matter to faculty (e.g., promotion and tenure).

Assessment Initiatives

Reflective Planning Initiatives

Arts and Sciences Undergraduate Reflective Planning Initiative

In Fall 2019, SLOAA partnered with the leadership of the College of Arts and Sciences to pilot an opportunity for non-accredited undergraduate programs in both Cohort I and II (N=26) to receive funding to participate in the development of an Assessment Plan to drive the next three

rounds of assessment activity for the program. This initiative directly responded to the climate survey results, which indicated that faculty do not feel motivated to participate in the extra effort of program-level assessment if leadership is not directly messaging about the importance and value of this work. Assessment professional development funds were provided by SLOAA ($250/faculty, up to $1,000/department) to programs who agreed to consult with SLOAA in the development of the Plan which consists of two parts:

- Part 1 - Review and Reflection: research past assessment reports, review and reaffirm learning outcomes and the curriculum map;
- Part 2 - Develop a 3-year Assessment Plan Timeline. Faculty peer reviewers provide feedback on the submitted Assessment Plans.

The College goal was for all programs to opt-in to select a date to have a Plan created by May 2022; to date, 10 of 26 programs are participating. The pandemic has affected the compliance with this initiative and several of the Cohort I programs selected a flexible reporting option for Spring 2020. Currently, three programs submitted a reflective plan as expected.

Undergraduate Reflective Planning Initiative

SLOAA expanded the *Arts and Sciences Undergraduate Reflective Planning Initiative* pilot to programs in other URI colleges in an effort to check on the potential for scaling up the effort and create a faculty pool to use as coaches for other programs. Two programs participated in this pilot expansion and both submitted plans in June 2020: Geology and Geological Oceanography BS (Cohort I) and Psychology BA/BS (Cohort II).

NSSE Data Use Initiative

In February 2020, SLOAA collaborated with the Office of Institutional Research and the Office of Enrollment Services to create a new initiative designed to stimulate faculty and staff to use URI NSSE data to systematically investigate question(s) related to student engagement and student learning at URI, and to be able to answer unique questions and make informed decisions and recommendations for policies and practices. The NSSE Data Use Initiative was promoted at the NSSE Sandbox Event (described below), and posted on the ATL listserv. Professional development/summer re-contracting funds were offered (up to $2,000) based on project scope, dissemination, and use of results. Projects are due September 2020 and awardees are required to share their research projects at a future a URI NSSE Forum and to create a "fact sheet" with the learning/research question, a summary of data used, the key take-aways from research results, and possible recommendations/action steps. Optional dissemination activities include presenting findings at an upcoming URI Student Success Committee meeting (Fall 2020), presenting a poster at the URI Teaching and Learning Showcase (April 2021), and posting to the SLOAA and Institutional Research websites. Two projects were funded (total: $3,500) and are currently underway (Table 3).

Table 3. 2020 NSSE Data Use Initiative

PI/Co-PI	Department/Program	Project Title
Corinne Kulesh	Enrollment Services	How can we better support URI students who are on Academic Probation after their first semester?
Kim Stack, Sarah Miller, Kristin Fratoni, Brianne Neptin, and Lynne Finnegan	Center for Career and Experiential Education	Connecting Learning Outcomes, Perceived Competency Development, and Career Pathways

Curriculum Map Coding Initiative

In 2019, a team of three from SLOAA undertook updating the 2017 qualitative coding project using Atlas.ti, and created a strict protocol for interrater reliability. The learning outcomes gleaned from curriculum maps for every URI academic program (programs by cohort) were coded using the nationally normed learning outcomes identified by AAC&U as essential for student success in work, citizenship, and life (codes aligned with AAC&U VALUE rubrics). In addition, in vivo codes were developed to fully capture the breadth of unique URI learning outcome statements (e.g., research). The research goals include, but are not limited to:

- Compare and share results to national trends and employer survey data
- Aggregate and examine results to uncover internal institutional trends
- Examine trends of outcomes within colleges to explore the development of college-level learning outcomes
- Examine trends by outcome across programs and colleges to inform faculty development needs across disciplines (e.g., ethics across the curriculum; writing across the curriculum, etc.)

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. During the 2019-2020AY, SLOAA staff met with 34 faculty from 21 undergraduate degree programs across five colleges, and 10 faculty from 11 graduate degree programs and certificate programs across four colleges (see Appendix A).

Assessment Report Peer Review Process

SLOAA's peer reviewer training is traditionally an intensive, hands-on 15-hour experience that is updated annually to enhance the curriculum (an online peer reviewer training workshop in Brightspace is also being developed, discussed below). Adjustments to the May 2020 Cohort I program assessment reporting requirements and submission timeline reduced the number of program reports available to go through peer review. Four faculty members with substantial program assessment peer reviewer experience were retained (May 2020) to serve as peer reviewers during Summer and Fall 2020. Reviewer training was adjusted from the typical 3-week hybrid model to one online calibration session (July 2020; seven participants) focused on one report. SLOAA led the norming session, made in-time improvements to the non-accredited program feedback rubric, scoring process, and reviewed best practice in creating meaningful and appropriate feedback using a 2020 update to the "Guidelines to Effective Report Review." Participant debrief sessions following each round of review enhance the process and forge improvements to training, the rubric and the reporting template. See Appendix G for a list of all faculty peer reviewers since July 2014.

Assessment Mentors

The four faculty peer reviewers selected for the Summer/Fall 2020 review process, as well as the 13 Level 1 and Level 2 faculty peer reviewers selected for the Summer 2019 review process, will again be invited to serve as one-year Assessment Mentors during the 2020-2021AY. In this role, they will be available to share program assessment and report writing expertise in a consultation role with other faculty. Contact information for Assessment Mentors is on the SLOAA website

(https://web.uri.edu/assessment/faculty-mentors/), as well as resources to guide their work with programs.

Enhancing the Assessment Culture

The report review process serves to both honor the widely accepted practice of peer review and feedback, and to cultivate expertise within programs and colleges via faculty who sought to enhance their knowledge and skills. Each fall, SLOAA acknowledges the faculty reviewers with a formal letter for their dossier describing their years of service and contributions, as well as a framed certificate of participation. To underscore the reach and representation of the peer review process, 82 reviewer positions have been filled by full-time faculty or lecturers since Spring 2014, the majority of whom agree to be Assessment Mentors (see above) for the year following service as a reviewer. Reviewers often ask to participate in successive rounds of peer review, as noted in the records of faculty participation. See Appendix G for a list of reviewers from July 2014 onward.

New Program and Certificate Assessment Plans

SLOAA and LOOC support the process of new program applications through the approval of new program Assessment Plans through individual consultation and detailed feedback using a comprehensive rubric. Approximately 36 meetings occurred to review and guide new program planning with extensive telephone and email support as programs undertook revisions of assessment plans. The time required for the approval process, which includes consultation, review, revision, feedback and coordination with LOOC, to generate the final approval documentation averages 8-10 hours per plan. The LOOC Chair and a subcommittee of LOOC members reviewed and approved the student learning outcomes Assessment Plans for the following:

New Degree Programs

- Interdisciplinary Studies, Learner Designed BA
- Neuroscience BS Plan submitted (retroactive)
- Quantum Computing MS

New Graduate Certificate Program

- Marine Technical Certificate
- Online Certificate in Fisheries Science
- Cannabis Studies Certificate

Targeted Resource for Graduate Program Directors

SLOAA created a new online resource for graduate program directors in December 2019 to assist them with planning for assessment (https://web.uri.edu/assessment/files/Graduate-Program-Director-Reporting-Guidelines.pdf).

Assessment Workshops & Events

New Program Proposals Made Clear(er)

A panel of representatives from SLOAA, Faculty Senate, the Budget Office, and University Libraries hosted a one-hour information session in November 2019 to examine the new program/certificate proposal process. The session offered tips for making the process clear to ensure a timely program launch. The session was open to both faculty new to the proposal

process and those who were repeat proposers. Twenty (20) faculty from the following colleges/departments attended the workshop: Biomedical and Pharmaceutical Sciences; School of Education and Professional Studies; Data Science; College of Health Sciences; Human Development and Family Studies; Graduate School of Oceanography; Natural Resource Science; Landscape Architecture; Psychology; Music; Department of Languages; College of the Environment and Life Sciences; Fisheries, Animal, and Veterinary Sciences.

Cookies and Cocoa: Assessment Planning

In January 2020, SLOAA invited programs who registered for the Arts & Sciences Reflective Plan and interested others to drop-in to the Library Galanti Lounge to work on their plan, ask questions, and obtain feedback. SLOAA provided refreshments. Two (2) faculty from two programs participated in the two-hour session: Sociology and Anthropology; Communication Studies.

Jumpstart Graduate Program Assessment

SLOAA hosted an information session on the program assessment process for graduate programs during winter intersession in January 2020. Led by Ingrid Lofgren, Graduate Program Assessment Coordinator, the session reviewed the use and value of assessment for graduate program improvement, ways to streamline the process, how to use the Assessment Plan as a guide, and addressed common stumbling blocks in documenting student learning for graduate programs. Eleven (11) faculty from the following colleges/departments attended the workshop: Harrington School of Communication and Media; Natural Resource Science; Communicative Disorders and Interdisciplinary Neuroscience; Landscape Architecture; Mathematics; Marine Affairs; College of Business; Ocean Engineering; Communication Studies.

NSSE Sandbox Event

SLOAA completed its 4th administration of the National Survey of Student Engagement (NSSE) in May 2019 and received the results in August 2019. To facilitate the meaningful use of NSSE data, SLOAA collaborated with the Office of Institutional Research (Gary Boden) and Enrollment Management (Dean Libutti, Corinne Kulesh) to host an interactive NSSE Sandbox event in the Active Learning Classroom in February 2020. Key findings from NSSE 2019 were explored, followed by a demonstration and interactive "play time" using survey data. The *NSSE Data Use Initiative* (described above) was launched during the Sandbox event, a partnership between Institutional Research and SLOAA, to stimulate use of NSSE results. Forty-one participants (leadership, faculty, and staff) from six colleges and several offices participated.

Scholarship of Teaching and Learning Initiative

SLOAA sponsored a fourth year of a SoTL initiative to encourage programs to 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. One project was awarded a SoTL grant in May 2020 (Table 4). The researchers are expected to share their work in the next ATL Showcase event (Table 5). Recipients were awarded a total of $1,500 in summer re-contracting or professional development funds. Note that the transition to emergency remote instruction in March 2020 contributed to the low number of SoTL grant applications.

Table 4. 2020 SoTL Initiative

PI/Co-PI	Department/Program	Project Title
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

URI Teaching and Learning Showcase

SLOAA supported 14 poster projects (18 faculty invited) and sponsored one ignite speaker to present at URI's Teaching and Learning Showcase event originally scheduled for April 2020 (see Appendix D). This event was postponed due to the University's transition to emergency remote instruction and is tentatively scheduled for April 2021.

Institutional Support

General Education

SLOAA assisted the Director of General Education with the review and revision of one outcome rubric, Global Awareness, and supporting the work of four Scholar Advocates. Additionally, SLOAA was closely involved in the training and development of the new Graduate Assistant, providing recommendations for the layout and design of the first biennial assessment report, which will consist of a snapshot of the General Education program using descriptive statistics from Institutional Research and Enrollment Services. This report, due May 2020, will be submitted in lieu of a traditional program assessment report that would necessitate faculty gathering learning data without proper technology or training.

As reported in the 2018 and 2019 annual reports, 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. Outstanding assessment-related issues include:

- faculty uncertainty around the requirements and implications of the assessment demands, the implications for rubric revision and knowledge about aligning of assignments; and,
- the ability of the Brightspace analytic rubric feature to aggregate data at the rubric criterion level.

Additional outstanding issues include:

- the 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); and,
- faculty member concerns, including reported faculty frustration with the course proposal process.

Writing Across the Curriculum

SLOAA collaborated with Institutional Research to prepare a data package that included national NSSE writing module data and summaries from the SLOAA college-level coding project to identify programs with the potential for collaboration on writing and assessment projects across disciplines. These data were provided to Heather Johnson, Director of WAURI.

Graduate Program Assessment Data Management Initiative

SLOAA developed this new initiative in Spring 2020 to support non-accredited graduate programs with assessment data collection, management, and analysis. This initiative offers programs a way to systematize data gathering by hosting a custom Qualtrics survey scoring tool, collecting and compiling aggregate student scores, and providing the data back to the program faculty. It is being piloted within the graduate program in Nutrition and Food Sciences in Fall 2020 and then will be launched to all graduate non-accredited programs. SLOAA resources will be made directly available to programs who are currently using, or planning to adopt, a scoring guide or rubric to assess signature or critical graduate student work (e.g., thesis, dissertations, practica, capstone projects/performances).

Graduate Assessment Badge

SLOAA began developing a new professional development opportunity for graduate students in March 2020 that follows the current URI practice for online badging based on existing badges (e.g., URI's Diversity and Inclusion Badge). The "Grad Badge" may be further adapted into a micro-credentialing project associated with the completion of assessment training modules and specific deliverables. The anticipated implementation date for the Grad Badge is January 2021.

Transition to Emergency Remote Instruction

The pivot to emergency remote instruction required all ATL staff to support instructional designers and faculty developers in order to respond to faculty needs. SLOAA staff also opted into training to enhance skills (see Staff Service). The following SLOAA initiatives were created during this time to ensure the program assessment processes will be sustained and supported through innovation in an online environment.

Faculty Survey on Transition to Remote Teaching

In an effort to better support teaching, learning, and assessment following the emergency transition to remote learning, SLOAA led the development of a Qualtrics survey inviting faculty to share their experiences during Spring 2020. The survey was piloted with Faculty Development Affiliates and administered to all faculty (N=1,180) in May 2020 over a three-week period. The survey consisted of 12 items and six open-ended prompts for feedback on successful teaching strategies, technology recommendations, and how to maintain a sense of class community. Four questions probed for feedback on the quality of support experienced during ATL faculty support sessions offered between March 2020 and May 2020. The response rate was 18% (N=210).

Key takeaways from the survey include:

- support from the University, ATL, ITS, faculty colleagues, department chairs, and students were cited as crucial for helping faculty respondents navigate the transition to remote learning;
- the overwhelming majority of faculty who participated in an ATL workshop offered in Spring 2020 were "very satisfied/satisfied" with the level of support offered;
- faculty respondents used a wide range of technology applications, many of which URI has site licenses for and are supported by ITS;
- many faculty respondents shared that their students appreciated both the flexibility of asynchronous instruction *and* the opportunity to meet synchronously to connect with their classmates and instructors; and,
- faculty respondents expressed concern about students' experiences during and after the transition to remote instruction, the need to ease students' anxiety in an online environment, the increased preparation time needed for assignments, the use of different

assessment methods to keep students engaged, and the need for more pedagogical guidance and support.

Two reports summarized the findings: 1) a summary of the major themes surfaced during our analysis of the open-ended survey questions, and 2) a comprehensive report summarizing the overall findings. These findings were shared with the URI community and are posted on the ATL website. See Appendix H for the comprehensive report.

End-of-Semester Student Feedback Survey

With the shift to emergency remote instruction, SLOAA coordinated with offices in ATL to develop a survey question bank in April 2020. The questions serve as a resource for faculty interested in obtaining end-of-semester feedback specifically about their students' experience with online learning (see Appendix I), which are not included in URI's IDEA Diagnostic Feedback instrument. SLOAA drafted the survey following a review of similar national surveys[8], and incorporated feedback from the other ATL offices and the Office of the Vice Provost for Academic and Faculty Initiatives. SLOAA produced a PDF of the final survey question bank, which was posted on the ATL and SLOAA websites, and advertised through the ATL listserv. Faculty were encouraged to use or modify the survey question bank to meet their needs. Faculty were also made aware that they could customize their IDEA by adding items from the survey question bank, or their own items.

Program Assessment Primer and Assessment Modules

SLOAA began developing a series of program assessment instructional videos in Spring 2020 that address each step in the program assessment process and mirror the reporting template. The videos consist of a mix of narrated slides interspersed with interview excerpts from faculty discussing their program assessment experiences and process. The primer and modules are geared towards faculty new to the program assessment process, faculty looking to refresh their knowledge and skills, or those tasked with completing the biennial report. Once finalized, the videos will live on the SLOAA website, be accessible within the reporting template, and will be integrated into workshops and peer reviewer training. The anticipated completion date for these videos is Fall 2020.

Online Peer Reviewer Training

The traditional peer reviewer training used a flipped model with deliverables and projects completed outside the face-to-face training days. A new five-week course Brightspace Peer Reviewer Training project site was created as a prototype of a fully online version in May 2020, which will have both synchronous and asynchronous components. The original curriculum adapted well due to the hybrid nature, but the new course will incorporate the primer and modules. The anticipated launch date for the online peer reviewer training is Spring 2021.

[8] These national surveys were reviewed and relevant survey items were adapted with permission: HEDS Student Survey, Distance Ed Transition Assessment Item Bank, Ithaka S+R Student Survey, Qualtrics Pulse Survey, and Open Access Canvas Quiz.

Academic Testing Center

Overview of Academic Year Activity

The 2018-2019AY worked as an excellent proof of concept that the Academic Testing Center (ATC) could operate at high volumes and maintain high satisfaction rates among faculty and students. It also revealed some areas of opportunity in our operations, which we were able to take steps toward strengthening in Fall 2019 by adding staff, evolving staff roles, and making changes to the set-up of the office.

- *Addition of New Staff Members*: It was necessary to add additional proctors in Fall 2019 to compensate for increased testing volume and the associated workload.
- *Creation of Lead Proctor Role*: Over the past several terms, the Assistant Director and Coordinator were increasingly becoming a bottleneck in the operations of the testing center due to the volume and nature of work involved with the exam approval process, onboarding new faculty users, and handling student scheduling inquiries. To alleviate this, a new role of Lead Proctor was created. This role was filled by Michelle Leys, who quickly excelled in all areas. This new role and Michelle's competencies were vital in the sustainability of the ATC in Fall 2019.
- *Reorganization of Office Space*: The small size of the testing center office has been an ongoing challenge as the number of staff and students served has increased. In Fall 2019, the proctors, namely Julie McGrath, suggested several changes to the office set-up that improved our flow. Moving the printer into the Assistant Director's office allowed a new worktable to be put in the main area, and some other table/desk switches made the space more usable for students when they come into the office needing to reach faculty with exam questions.

While some of these staff and space changes may seem small, the actual impact on our operational flow was significant. It is important to note, however, that while these changes *improved* the situation, they did not *solve* the root problems we have in the ATC space. We are often at capacity in our waiting area, forcing us to be very creative in how we work with students in order to maintain FERPA privacy. In our office space, we do not have enough room to work in efficient ways or to have a filing system that supports efficient workflow. These are the issues we have in our current space with our current rate of testing. Even though there is room to grow testing numbers to support more students, we will quickly run out of operational support space to do so.

Spring 2020 Notes

Spring 2020 was remarkable in two ways:

1. The Assistant Director, Rachel Leveillee, was out on maternity leave beginning mid-January 2020. This required a temporary replacement to be hired to cover her duties. After an interview process with several outside candidates, Marissa Mezzanotte was hired. With experience in fast-paced, student-service roles, Marissa had skills exceptionally well-suited to fill the role. She quickly earned respect of the staff and kept things running smoothly in Rachel's absence. Notably, student satisfaction surveys provide tangible proof of this by providing actual satisfaction rates and comments consistent with previous terms.
2. COVID-19 forced the University to suspend in-person classes and services following the week of Spring Break. As such, the ATC shut down and provided no further testing

beyond midterms. Since the purpose of this report as it relates to the ATC has historically been to reflect growth, we project some data in the appendices so we can see what an uninterrupted Spring 2020 would have looked like in terms of final numbers.

Academic Integrity

Academic integrity remains an area of focus in the ATC. This issue was examined during Fall 2019 from a campus-wide perspective, taking place during meetings and communication between Rachel Leveillee and faculty across various departments. The initiative stalled with Rachel out on leave, but has since been picked up by the Faculty Senate.

Actual incidents of academic misconduct in the ATC remained low, at under 10 for the year. No changes to process or policy seem to be necessary in this area.

Synopsis of 2019-2020AY Service

- 4,127 individual assessments were administered during the 2019-2020AY, compared to 5,086 during the 2018-2019AY. Projected data based on growth rates suggests the year would have ended around 6,050 exams if COVID-19 had not shut down operations.
- 2,029 unique students served
- Disability accommodations accounted for 63% of exams proctored while 37% were comprised of students completing make-up exams due to an excused absence. This is only a 2% shift from last year (2018-2019AY split was 61/39).
- Over 600 faculty are enrolled in our online submission platform, representing more than 100 new faculty added since last academic year
- Student satisfaction rates continue to hover around 90% of students rating their overall experience as “good” or “wicked good”. Ratings of “bad” or “wicked awful” account for less than 2% of survey responses. It is clear from some of the comments that at least a few in the negative categories are actually related to how the student felt they did on their exam, and not on their actual experience with the ATC office.

See Appendix J for additional statistics and Appendix K for the unedited list of comments received on the student satisfaction survey.

Staff Service, Presentations, Publications, and Professional Development

Elaine Finan

Service at URI:

- Non-Voting Member: Learning Outcomes Oversight Committee

Other Professional Service:

- Member: Association for the Assessment of Learning in Higher Education (AALHE)
- Member: New England Education Assessment Network (NEean)

Presentations:

- Poster Presentation: NECHE Annual Conference (December 2019)

Publications:

- Boden, G., Finan, E., Topper, A. (2020) "*Lessons from the Field: Playing in the Sandbox for Student Success"* (Pending publication: National Survey of Student Engagement Dispatch, Fall 2020)

Professional Development:

- Member: New England Educational Assessment Network
- Attendee: NECHE Annual Conference (December 2019)
- Certificate: Basic Brightspace (April 2020)
- Certificate: Online Pedagogy (May 2020)
- Attendee: AALHE Annual Conference (June 2020)
- Attendee: NEEAN Webinar Series - Design Assignments that Promote Academic Integrity in Online Environments (June 2020)

Jill Firtell

Service at URI

- Member: Search Committee, Call Center Coordinator

Diane Goldsmith

Service External:

- Member: Rhode Island Teaching and Learning Network Coordinator
- Coordinator: CT-RI State Authorization Network

Service at URI:

- Chair: URI Online Leadership Team
- Member: Search Committee, Assistant Director, URI Online
- Member: Leadership Team, URI Online
- Chair: Joint Committee on Online and Distance Education
- Member: LOOC
- Member: Data Governance Committee
- Member: ITALI Planning Groups
- Member: Brightspace Leadership Team
- Member: Teaching Evaluation Committee
- Chair: Search Committee, Assistant Director, URI Online
- Chair: Search Committee, Call Center Coordinator

- Member: Search Committee, Instructional Design Specialist II
- Member: Search Committee, Assistant Director, Faculty Development

Professional Development:
- Attendee: NECHE Annual Conference (December 2019)
- Attendee: WCET Annual Meeting
- Attendee: WCET SAN Coordinators Meeting
- Member: National Collegiate Testing Association
- Member: WCET

Lisa Heidenthal
- Promoted to Administrative Assistant II (2019)
- Coordinate ATL office move
- Member: Search Committee: Administrative Assistant Talent Development

Ingrid Lofgren
Service at URI:
- Member: College of Health Sciences PhD Committee
- Member: Graduate Council
- Member: Graduate Writing Committee
- Member: IRB
- Member: LOOC
- Member: NFS Graduate Steering Committee
- Member: Search Committee: SLOAA Coordinator
- Member: Sustainable Agriculture and Food Systems (SAFS) Undergraduate and Graduate Committee

Professional Development:
- Member: Academy for Nutrition and Dietetics
- Member: American Society for Nutrition
- Panel Member: Proposal Review for Dairy Management Inc
- Panel Member: Proposal Review for National Science Foundation

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

Presentations:
- Leveillee, R. (2019, August). Creating Your Mindfulness Gameplan. National College Testing Association 2019 Annual Conference, New Orleans, Louisiana.
- Leveillee, R. (2019, November). Creating Your Mindfulness Gameplan. National College Testing Association Webinar.

Professional Development:
- Attendee: National Collegiate Testing Association 2019 Annual Conference (August 2019)
- Member, National Collegiate Testing Association

Kayon Murray-Johnson

Award

- Recipient, 2019 Christine A Stanley Award for Diversity and Inclusion Research (POD Network for Faculty Developers)

Publications

- Murray-Johnson, Santucci and Goldsmith (2020, *Manuscript Under Review*) "Listening To the Sound of Silence in Supporting Instructors' Transitions to Remote Teaching During COVID-19" *E-Learn Magazine*

Presentation

- Murray-Johnson (2019). "Giving Quality Feedback: Oh the (Technology) Possibilities!" Commission for Distance Learning and Technology Pre-Conference (AAACE)

Professional Development

- Member: POD Network
- Member: American Association for Adult and Continuing Education

Joannah Portman-Daley

Service at URI:

- Member: Joint Committee on Online and Distance Education

Professional Development:

- Member: Quality Matters

Anna Santucci

Service at URI:

- Member: 2020 Academic Summit Planning Committee
- Member: Part-Time Faculty Teaching Excellence Award Committee
- Member: Intercultural Competence Committee
- Member: Search Committee: Assistant Director of Faculty Development
- Attendee: 2020 Rose Butler Browne Leadership and Mentoring Dinner
- Facilitator: Diversity and Inclusion Badge Program, Graduate School

Other Professional Service:

- Member: POD Network
- Co-founder & Member: POD Mastermind for Theatre-Based Educational Development
- Member: Rhode Island Teaching and Learning Network
- Member: AAC&U
- Member: American Association for Adult and Continuing Education
- Co-organizer & Facilitator: Deep Teaching Residency (HHMI, January 2020)

Publications:

- Murray-Johnson, Santucci and Goldsmith (2020, *Manuscript Under Review*) "Listening To the Sound of Silence in Supporting Instructors' Transitions to Remote Teaching During COVID-19" *E-Learn Magazine*

Presentations:

- 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.

- Santucci, A. (October 2019) "Inclusive from Day One: Laying the foundations for a successful and sustainable classroom community" AAACE 2019 Annual Conference, St Louis
- Dewsbury, B., Santucci, A. (November 2019) "SURI (STEM Education URI) – Transforming gateway STEM instruction around principles of Deep Teaching" AAC&U 2019 Transforming STEM Higher Education, Chicago
- Santucci, A. (January 2020) "What's (Dis)Comfort Got To Do With It?" Deep Teaching Residency, HHMI
- Santucci, A. (Scheduled for May 2020) "All the World's a Classroom: Performing as Teachers and Learners" Accepted for Scenario 2020 Conference, Cork - conference was canceled, invitation to present remotely and submit to Scenario Journal
- Caldwell-O'Keefe, R., Santucci, A., Takayama K.M., (Scheduled for June 2020) "Practices for building pedagogical risk-taking and resilience" Accepted for ICED 2020 Annual Conference, Zurich - conference was canceled, invitation to submit for proceedings and to International Journal for Academic Development

Professional Development:

- Member: POD Network
- Member: Rhode Island Teaching and Learning Network
- Member: AAC&U
- Member: American Association for Adult and Continuing Education
- Attendee: POD Institute for New Faculty Developers (UNC-Greensboro, July 2019)
- Attendee: Intercultural Awareness, Communication and Competence - New Paradigm Theory and Practice for Intercultural Learning (Wellesley College, September 2019)
- Attendee: AAACE Annual Conference (St Louis, October 2019)
- Attendee: AAC&U Transforming STEM Higher Education (Chicago, November 2019)
- Attendee: POD Network Annual Conference (Pittsburgh, November 2019)
- Attendee: Theatre of the Oppressed - Julian Boal Residency (Brown University, November 2019)
- Certificate: Basic Brightspace (URI, April 2020)
- Scheduled to attend - Canceled Conference: Empower Students for Academic Success: Teaching Students Study Skills Informed by the Science of Learning (May 2020, University of New Hampshire)
- Attendee: REMOTE - The Connected Faculty Summit (July 2020)

Amy Topper

Service at URI:

- Non-Voting Member: Learning Outcomes Oversight Committee

Other Professional Service:

- Member: Association for the Assessment of Learning in Higher Education (AALHE)
- Member: New England Education Assessment Network (NEEAN)
- Member: AALHE Publications Committee
- Editorial Board Member: *Intersection* (AALHE peer-reviewed journal)

Presentations:

- Poster Presentation: NECHE Annual Conference (December 2019)

Publication:

- Boden, G., Finan, E., Topper, A. (2020) "*Lessons from the Field: Playing in the Sandbox for Student Success"* (Pending publication: National Survey of Student Engagement Dispatch, Fall 2020)

Professional Development:

- Attendee: NECHE Annual Conference (December 2019)
- Participant: Weave Academy Course - Implementing Successful Program Assessment Practices
- Attendee: Weave Webinar - The More Things Change, The More They Stay the Same: New Challenges to Using Evidence to Improve Student Learning (October 2019)
- Participant: Basic Brightspace (March 2020)
- Attendee: Weave Webinar - Why Assessment and Faculty Development Need Each Other: Using Evidence to Improve Student Learning (April 2020)
- Attendee: AALHE Annual Conference (June 2020)
- Attendee: NEEAN Webinar Series - Design Assignments that Promote Academic Integrity in Online Environments (June 2020)
- Attendee: REMOTE - The Connected Faculty Summit (July 2020)

Kathleen Torrens (For Online Education)

Service at URI:

- Member: IT Governance
- Member: Joint Committee, Online and Distance Education
- Member: Brightspace Leadership Team

APPENDICES

Appendix A: Overall Numbers of Faculty Engaging with ATL

Event Type	Number Held	Estimated Number of Participants
WORKSHOPS/SEMINARS	**52**	**1000+**
HIT Seminar: Teaching for Learning (T4L)	**2**	**19**
HIT Seminar: Writing Across the Curriculum/URI	**1**	**10**
HIT Seminar: Researching Across the Disciplines (RAD)	**1**	**10**
ATL Conversations/Town Halls	**13**	**359**
Book Clubs on Critically Inclusive Teaching	**5**	**39**
The Inclusive Teaching and Learning Initiative (ITALI) Inaugural Event	**1**	**16**
Online Pedagogy	**6**	**Enrolled: 198 Completed: 171**
Hybrid Bootcamp	**2**	**Enrolled: 51 Completed: 35**
Basic Brightspace	**on-going; self-paced**	**Enrolled: 1000+ Completed: 400+**
New Program Proposals Made Clear(er)	**1**	**19**
Cookies and Cocoa: Assessment Planning	**1**	**2**
Jumpstart Graduate Program Assessment	**1**	**9**
NSSE Sandbox Event	**1**	**41**
COVID-19 Transition Workshop: *First Steps to a Remote Environment*	**15**	**63**
COVID-19 Transition Workshop: *To Sync or Not To Sync*	**2**	**50**
CONSULTATIONS	**275**	**600+**
IDEA Result Interpretation Consults	**8**	**8**
Mid Semester Feedback Consults	**5**	**5**
Course Design and Teaching Consults	**48**	**46**
Curriculum Consults	**4**	**7**
(New) Diversity, Equity and Inclusion (DEI) Consults	**2**	**2**
(New) Scholarship of Teaching and Learning (SoTL) Consults	**3**	**3**
HIT Seminar (Implementation) Consults	**35**	**35**
Online Education Consults	**22**	**22+**
URI Online Consults	**11**	
Brightspace Mentoring Consults	**105**	**400+**
Undergraduate Program Assessment Consults	**21**	**34**
Graduate Program Assessment Consults	**11**	**10**
STRATEGIES & TOOLS FOR TEACHING	**1**	**53**
URI TEACHING & LEARNING SHOWCASE	**postponed until April 2021**	**42**

Appendix B: ATL Conversation Series 2019-2020

Teach Your Students How to Learn in 50 minutes
September 20th, 2019
Holly Swanson (Biology PhD Candidate)
Participant #: 12

Dr. Saundra McGuire's learning strategies are easy to teach to your students. The key to her success is that her message is designed to motivate students to take responsibility for their own learning. In this ATL Conversation, we will share how this work has been specifically impactful for URI students in the past two years, and deconstruct her 50-minute presentation so that faculty may adapt it to their own teaching contexts.

Setting up your IDEA course evaluations - 2 Sessions
October 18 and 31, 2019
Sean Krueger (Office of the Provost)
Participant #: 8 (Session 1) and 18 (Session 2)

This hour-long session will focus on the instructor experience for the IDEA Course Evaluations on the Campus Labs platform. The workshop is designed for both first time and returning users interested in understanding tools available within the platform.

Topics covered will include 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 about both set-up and results interpretation.

Grand Challenge Accepted! Integrating Ethics into your Courses
October 25, 2019
Douglass Reed (Philosophy)
Participant #: 18

Are you interested in fleshing out more explicitly the ethical elements of your courses? Are you currently teaching a Grand Challenge course, or planning on submitting a proposal for a new Grand Challenge course, and would like some support in dedicating attention to its ethics component? In this 2-hour session we will think about moral reasoning, explore several moral theories, and consider how to apply them and integrate ethical thinking into our course content. Participants will have an opportunity to engage with a variety of ethical frameworks, and work on their courses hands-on while receiving feedback and answers to their questions in real time.

The role of culture in the classroom: Supporting international students' learning
February 14, 2020
Rabia Hos (Education)

Participant #: 14

Are you interested in how to best support our international students and their learning experiences at URI? This session will focus on the role culture plays in international students' adjustment within an institution like URI, the challenges they typically face, and possible solutions to these challenges. Participants will have an opportunity to share ideas and strategies while engaging in this interactive conversation.

More than just a number: interpreting IDEA results for all their worth
February 21, 2020
Anna Santucci (ATL), Kayon Murray-Johnson (Education & ATL)
Participant #: 17

Much more lies behind the IDEA results that faculty receive at the end of every semester. The IDEA student feedback tool is a very powerful instrument providing, just at the click of a button, a wide variety of sections that can help instructors tell their unique teaching story, collect additional evidence for their portfolios, and explore strategies to enhance their classroom practice. Come spend an hour with us decoding IDEA results and discover all the elements that make IDEA Student Feedback "much more than just a number!"

Setting up your IDEA Student Feedback on Campus Labs - 2 Sessions
February 28 and March 5, 2020
Sean Krueger (Office of the Provost)
Participant #: 10 (Session 1) and 5 (Session 2)

This hour-long session will focus on the instructor experience for the IDEA Student Feedback Form on the Campus Labs platform. The workshop is designed for both first time and returning users interested in understanding tools available within the platform.

Topics covered will include logging in, setting objectives and custom questions, monitoring response rates, and accessing current and past results. Participants are encouraged to bring laptops so they can set up the current semester forms and have questions answered in real time about both set-up and results interpretation.

Voice, Body, Presence: Theatre Tools for the Classroom
March 19, 2020
Paula McGlasson (Theatre), Rachel Walshe (Theatre)
Registered Participant #: 29; Postponed to Fall 2020 due to COVID-19

Would you like to intentionally cultivate a connected and confident teaching self? Wondering how fine-tuning your presence in the classroom might help keep your students engaged and invested in the material? This hour-long session focuses on the performative aspects of teaching; participants will experiment with practical tools and strategies to develop awareness as authentic and dynamic facilitators of learning.

Supporting Students' Team Experiences in Large Classes
March 27, 2020
Bryan Dewsbury (Biological Sciences)
Postponed to Fall 2020 due to COVID-19

This session will focus on ways in which we can use the grouping software Catme (catme.org) to create meaningful groups and assess the structure and nature of the interactions within them. Participants will also have the opportunity to discuss diverse approaches to arranging groups to foster significant learning experiences.

The Opportunity of Open Education
May 18, 2020
Karen Cangialosi (Keene State College)
Participant #: 45

This workshop will introduce participants to Open Education, which for many, has always been about centering care, compassion and agency for students. But especially now in a time of crisis, Open Educational Resources (OER) can be particularly potent for addressing student precarity and equitable access; and Open Pedagogy can engage students that feel the loss of connection from not being in face-to-face classrooms. By focusing our attention on our pedagogical practices in digital spaces (not ed tech solutions), we can prioritize digital citizenship and community over content and modality. Open pedagogy enables students to contribute to the knowledge commons, engage in dialogue with the wider public, and take greater ownership of how and what they learn. It also involves trusting students and empowering especially the most marginalized to find and raise their voices.

You Know You are a Star: Inclusive Teaching for Difficult Times
May 22, 2020
Joseph P. Cullen (Labouré College)
Participant #: 52

This workshop will focus on the psychological barriers faced by students from under-represented groups and how to engineer the environment of your classroom to enhance their opportunities for success. The title of the workshop comes from a song by the rap artist Lizzo, who is used as a model of resilience and self-acceptance. Participants will have the opportunity to discuss key concepts, share their views, and participate in a group problem-solving activity.

Paradigm Shifting from in Person to Remote: Matching Course Learning Goals to Appropriate Virtual Tools
June 23, 2020
Anna Santucci (ATL)
Participant #: 61

The main goal of this session is to explore how we might best match course learning outcomes with the technologies suitable for achieving them. There is a wide variety of digital tools including Brightspace and video conferencing that we can use in order to enhance our remote

teaching and learning experiences. How do we decide which tools and strategies might best align with our goals? What core elements will help us ensure that our student's learning remains the key focus as we make these choices? What lingering questions remain? Looking forward to working and learning with you!

Remote Proctoring Software - Pros and Cons
June 25, 2020
Diane Goldsmith (ATL), Rachel Leveillee (ATL)
Participant #: 48

Is Remote Proctoring the Answer? Remote learning poses unique challenges to maintain academic integrity especially in large classes. This issue became magnified at URI with the mass transition online this spring. Some faculty are looking to remote proctoring as a possible solution. Join Rachel Leveillee, Coordinator of the Academic Testing Center and Diane Goldsmith, Director of ATL to discuss the pros, cons, costs, and alternatives of remote proctoring solutions.

ATL Town Hall - Race, Equity, and the Learning Environment
June 30, 2020
Panelists: Britny Rogala (Pharmacy), Sunshine Menezes (CELS), Matt Hodler (Communication & Media)
Facilitators: Kayon Murray-Johnson (Education & ATL) and Anna Santucci (ATL)
Participant #: 51

Race, Equity, and the Learning Environment is without a doubt an incredibly timely theme in a national moment like this. Join the conversation with a panel of faculty who have explored the book of the same name in the 2019-20 ATL book club (ed. by Tuitt, Haynes, & Stewart), and who will share important takeaways and strategies they have applied to their classrooms on the journey toward understanding inclusive teaching and "anti-racist" practice. As a community on that journey, we hope to grapple with these questions - together:

- What does it really mean to be a critically inclusive educator?
- What are your experiences working on course design and teaching as it concerns making classes more anti-racist; what implications exist for the online environment?
- What benefits, challenges and opportunities remain along the journey?

We look forward to seeing you there!

Appendix C: High Impact Teaching Seminar Participants

Year	Semester	Seminar	Number of faculty participants	Number of completed action plans
Pilot Year	Spr 16	Teaching for Learning	16	16
	Su 16	Teaching for Learning	8	8
1	Fa 16	Teaching for Learning	7	7
	Spr 17	Writing Across the Curriculum*	9	6
	Su 17	Teaching for Learning	9	9
2	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
3	Fa 18	Teaching for Learning	9	7
	Spr 19	Teaching for Learning (Tues)	10	10
	Spr 19	Teaching for Learning (Fri)	9	8**
	Su 19	Writing Across the Curriculum*	9	6**
	Su 19	Researching Across the Disciplines*	11	10**
4	Fa 19	Teaching for Learning	10	10
	Spr 20	Teaching for Learning	9	9
	Spr 20	Writing Across the Curriculum (Now run by Writing Across URI)*	10	WAURI data
	Su 20	Researching Across the Disciplines*	10	6**

* Supported by the Davis Education Foundation Grant (N.B.: WAC Spring 2020 only supported 50%)

** participants still working on completing their action plans

Appendix D: URI Teaching and Learning Showcase Presenters

The following table represents information submitted by faculty who were planning on participating in the 2020 showcase, which was cancelled due to COVID-19. They will be invited back to present at the 2021 showcase.

Faculty Development Presentations			
Course	**Class Size**	**Changes Made**	**Results**
N/A	N/A	The presenters analyzed through a decolonizing framework 821 case studies available through the National Center for Case Study Teaching in Science as a means of identifying "bias in course content in undergraduate science education.	"Results suggest problem-based learning supports the view of a European dominant culture in science"; "Recommended that instructors use a critical lens when considering a case study that depicts a minority"
PHL 212	35-40/ section	The instructor implemented reading engagement activities (REAs) that required students to write about terms that they had to investigate further, 2 or more questions that expand the reading, and "connections and reflections" brought about by the text.	Students reported that the REAs helped with comprehension of the material, preparation for class, and relating the content to their lives.
COM 100	N/A	The instructor developed more "meaningful assignments," as was demonstrated by having the class go to the Grand Opening of Harrington School Broadcast Center and develop PSAs in the Center that were given to the Down Syndrome Society of Rhode Island.	Increase in IDEA ratings; Positive IDEA feedback
SOC 460	N/A	The instructor instituted backwards course design in a quantitative methods course, with a particular focus on the final research project.	Positive IDEA feedback; Increased confidence experienced by students and instructor
CHM 101	~1,000	The instructor introduced group work and learning assistants in order to attempt to change this "major STEM requirement" course's reputation of being the most challenging in the university.	High percentage of students found group work enjoyable or "helpful/useful"; Almost half of the students attended help sessions provided by the learning assistants; About half endorsed "overall positive reaction to their classroom experience regardless of grade"
PHP 203G	30	The instructor had students use Twitter as a way to "interact with one another and other healthcare professionals." Tweets were to be informationally "accurate," associated with course content, and cite current articles.	Students engaged with one another and with others on Twitter
MTH 103	~530	The instructor added modules into the course that helped students understand how the math material related to their science major.	"Students [were] more likely to be a proficient math student if they [understood] why precalculus [would] help them be successful in their major"
GEO 103	110-170	The instructor instituted group work in order to help promote "sense of community" in this lecture-based class.	"Group work appeared to help with learning but did not result in significant 'connectedness'"

BUS 315	~100	The instructor introduced a group assignment about contract negotiation in order to help the students "develop critical thinking skills while improving communications."	"More comprehensive knowledge of contracts and more articulate presentations"; Students were able to "prove themselves to themselves, one another and the instructor"; Quiz and test scores regarding contracts increased by 5 and 7 points, respectively
HDF 202	50-70	The instructor utilized an activity to help students understand how to appropriately identify sources for a research paper.	"Students [were] more prepared to identify scholarly sources, gain familiarity with a variety of search engines and databases, became more critical of popular sources,...[with] popular sources... [moderating] the content found in scholarly sources;" "78% of students submitted a first draft of their final paper citing only scholarly sources"
AVS 101	91	The instructors used three modules, class lectures/activities, and assignments about identifying a "bad infographic" and developing a "good infographic" as a way to facilitate scientific literacy in this first semester course for freshman students.	Grades revealed that the additions to the course were "broadly successful in achieving the learning outcomes"; "However, there was a high percentage of late, missing, or incomplete submissions"; "If only complete submissions are considered, performance was much improved"
CMB 334	40	The instructor "partially-flipped" (i.e., "30-40 minutes lecture, 20 minutes of guided class teamwork") this course about a "boring" subject in order to "engage long-term memory," "reduce the amount of information," and "employ inclusive teaching practices."	Increased class attendance and retention; Higher quiz scores; Teamwork has resulted in greater creativity and quality of "inquiry"; "[Appeared] to be limited 'within team' learning"
CCJ/SOC 230	35	The instructor changed some "participation questions to low-stakes reading pop quizzes" in order to motivate students to do assigned readings.	Improved accuracy on reading pop quizzes; "Getting more out of class" evidenced by "strong participation rate and more...reading;" Better class average on midterm exam
N/A	348	The presenter did a content analysis of how students "[described] their experience" of the Ace Your Course Challenge (which was designed to complement Dr. Saundra McGuire's workshop on metacognitive learning strategies) and investigated whether there were "differences between those that only started the Challenge and those that completed it."	"The majority of students choose to use strategies presented in the workshop, regardless of if they completed the Challenge"; "For those who completed the Challenge, there was no significant shift in the type of strategies they described overall"; "There was no difference in semester GPA for those that uses strategies from the workshop and those that did not"
Assessment and Online Education Presentations			
SoTL Grant: Evidence-Based Self-Reflections of Early		The project, funded by a SoTL grant from the Assessment Office, will result in future program development and improvement. This poster examines Early Childhood Education (ECE) teaching candidates' abilities to reflect and act upon the	

Childhood Education Pre-Service Teachers	results of their own teaching and learning experiences, thus becoming more effective teachers.
SoTL Grant: Examining Instructors' Perspectives on Student Speaking in College Courses	The project, funded by a SoTL grant from the Assessment Office, will result in future program development and improvement. This poster examines instructors' perspectives on student speaking in Kinesiology BS courses in order to understand the frequency and types of classroom talk valued by instructors as well as to identify potential barriers to speaking for instructors to promote speaking in college classes.
NSSE Data Use Grant: Undergraduate Research with Faculty	This poster examines student participation in faculty research using First-Year and Senior student responses to the Spring 2019 administration of the National Survey of Student Engagement (NSSE), the premiere instrument used on campus to assess the level of engagement that students have with faculty, peers, and in various activities.
NSSE Data Use Grant: First-Year Students and Senior Engagement Across URI	This poster examines First-Year and Senior student engagement across the URI campus using student responses to the Spring 2019 NSSE administration. Specifically, this poster explores how the data and context help to identify and apply approaches that support student success through engagement principles.
Program Recognition: Curricular Innovation Through Assessment in Physics Graduate Program	The Physics Phd program was recognized for its program assessment work conducted as part of their May 2019 program assessment report. This poster examines the impact of curricular innovation in the Physics PhD program on student learning. The program used an applied framework to redesign the Quantum Mechanics course sequence and changed the method of delivery, resulting in a better organized sequence of courses and an improvement on qualifying exam scores.
Program Recognition: Education PhD	The Education Phd program was recognized for its program assessment work conducted as part of their May 2019 program assessment report. This poster examines how the program has used the assessment process to inform curricular improvement.
Program Recognition: Communication Studies BA	The Communication Studies BA program was recognized for its program assessment work conducted as part of their May 2019 program assessment report. This poster examines how the program has used the assessment process to inform curricular improvement.
Program Recognition: French BA	The French, German, and Italian BA programs were recognized for their program assessment work conducted as part of their May 2019 program assessment reports. This poster examines the process used by these programs to assess shared departmental outcomes for Section I of their respective program assessment reports. While the assessment process was the same, the data were analyzed separately and the resulting recommendations reflected the specific needs of each program.
Program Recognition: Anthropology BA	The Anthropology BA program was recognized for its program assessment work conducted as part of their May 2019 program assessment report. This poster examines how the program has used the assessment process to inform curricular improvement.
Program Recognition: Sustainable Agriculture and Food Systems (SAFS), BS	The SAFS BA program was recognized for its program assessment work conducted as part of their May 2019 program assessment report. This poster examines how the program has used the assessment process to inform curricular improvement.
Program Recognition: Nutrition, MS	The Nutrition MS program was recognized for its program assessment work conducted as part of their May 2019 program assessment report. This poster examines how the program has used the assessment process to inform curricular improvement.
Program Recognition: International Relations MA	The International Relations MA program was recognized for its program assessment work conducted as part of their May 2019 program assessment report. This poster examines how the program has used the assessment process to inform curricular improvement.
Assessment: Meta-Assessment of Program Assessment Compliance, Performance, and Internalization	This poster examines the Assessment Office's internal meta-assessment to determine the effect of program assessment efforts on developing a culture of assessment—from compliance to performance and, most importantly, use of assessment results to inform program decision-making (i.e., "closing the loop").

Online Education: Using Rubrics in Brightspace	This lightning talk presentation examines the benefits of using rubrics in Brightspace, URI's new learning management system.
Online Education: Moving from Sakai to Brightspace: Lessons Learned	This poster examines a successful transition from Sakai to Brightspace and lessons learned.
Online Education: The Learning Curve-Transitioning from Sakai to Brightspace	This poster examines course changes made to the Operations and Supply Chain Management course taught in Spring 2020 using Brightspace. Students and faculty resistance to using Brightspace was addressed by the development of more instructional videos and in-class demonstrations, resulting in increased levels of reported comfort using Brightspace.
Online Education: Designing the Online Design Course	This poster examines designing an online design course.
Online Education: Pioneering the First Fully Online Course Taught in Brightspace	This poster examines the first course in the Masters in Healthcare Management program to be taught fully online in Brightspace.

Appendix E: Fall 2019 SARA Enrollment in Online Programs by State and Program

State	Primary Program	Enrollment
CA	RN to BS	1
	Dietetics	7
	State Total	**8**
CO	Dietetics	4
	State Total	**4**
CT	RN to BS	87
	Dietetics	2
	CYBRSC-PSM	3
	TESOL_MA	1
	State Total	**93**
FL	RN to BS	1
	Dietetics	2
	State Total	**3**
HI	Dietetics	3
	State Total	**3**
IL	RN to BS	1
	Dietetics	3
	State Total	**4**
IN	RN to BS	1
	Dietetics	3
	State Total	**4**
KS	RN to BS	1
	State Total	**1**
MA	RN to BS	46
	Dietetics	3
	CYBRSC-PSM	5
	TESOL_MA	3
	State Total	**57**
MD	RN to BS	1
	Dietetics	3
	State Total	**4**
ME	Dietetics	1
	State Total	**1**
MN	Dietetics	3
	State Total	**3**
NC	RN to BS	1
	Dietetics	1
	CYBRSC-PSM	1
	State Total	**3**
NH	Dietetics	1
	CYBRSC-PSM	1
	State Total	**2**

State	Primary Program	Enrollment
NJ	RN to BS	6
	Dietetics	5
	State Total	**11**
NV	Dietetics	1
	State Total	**1**
NY	RN to BS	16
	Dietetics	6
	State Total	**22**
OH	Dietetics	1
	State Total	**1**
PA	RN to BS	2
	Dietetics	13
	State Total	**15**
RI	RN to BS	181
	Dietetics	5
	CYBRSC-PSM	27
	TESOL_MA	21
	State Total	**234**
SC	Dietetics	4
	State Total	**4**
TN	Dietetics	1
	State Total	**1**
TX	RN to BS	2
	Dietetics	1
	State Total	**3**
VA	RN to BS	2
	Dietetics	3
	State Total	**5**
VT	RN to BS	1
	Dietetics	1
	State Total	**2**
International	Dietetics	1
	CYBRSC-PSM	2
	State Total	**3**
TOTAL ONLINE ENROLLMENT		**492**

Appendix F: 2019-2020 Online Pedagogy Participants

Aberdam	Elaine	Music
Anderson	Chris	Art and Art History
Armenti	Samantha	Computer Science
Ashraf	Muhammad Hasan	Business
Avila	Ashton	Film Media Program
Ayrapetov	Marina	Cell & Molecular Biology
Bah	Saffie	Human Development
Balko	Tony	Film Media Program
Ballard	Will	Human Development
Baranowski	Robin	Natural Resources Science
Baron	Alisa	Communicative Disorders
Beauvais	Laura	Business
Beckman	Judy	Business
Boisvert	Shay	English
Bovy	Kristine	Sociology & Anthropology
Bowden	William	English
Boyd	Riley	Human Development
Brand	Susan	Education
Briggs	Christopher	Economics
Brittain	Cindy	Chemistry
Brothers	Todd	Pharmacy
Brown	David	Computer Science
Brown	Emma	Biology
Buxton	Jane	Landscape Architecture
Cai	Qing	Engineering
Carol	Byrne	Education
Chavez Casillas	Jonathan	Mathematics
Chen	Ying	Business
Chiang	Angela	Communication Studies
Clapham	Emily	Kinesiology
Cohen	Robert	Film Media
Condella	Rosemary	Modern & Classical Languages and Literatures
Converse	Lauretta	Finance

D'Adamo	Joseph	Business
D'Aloisio	Brooke	Business
de los Heros	Susana	Modern & Classical Languages and Literatures
De Los Heros	Susana	Modern & Classical Languages and Literatures
DeCataldo	Rachel	Education
Delmonico	Matthew	Kinesiology
DeMichiel	AnnMarie	English
Deming	Justine	Fisheries, Animal and Veterinary Science
DePalma	Lydia	Modern & Classical Languages and Literatures
Diamond	Emily	Communication Studies
DiNardi	Michael	Economics
DiPippo	Lisa	Computer Science
Dunkle	Amy	Writing & Rhetoric
Duvanova	Tatiana	English
Earp	Jacob	Kinesiology
Echevarria	Megan	Modern & Classical Languages and Literatures
Echevarría	Megan	Modern & Classical Languages and Literatures
Eron	Sarah	English
Faflik	David	English
Ferry	James	English
filippo	mary	Film media
Finan	Elaine	Advancement for Teaching & Learning
Fonseca	Crystal	Communication Studies
Foulke	Elizabeth	English
Fountain	Jeff	Communications
Francis	Adella	Office of Strategic Initiatives
Franko	Karen	Writing & Rhetoric
Gamache-Griffiths	Donna	Business
Gibbons	Meredith	University College
Gilmore	Kevin	Art and Art History
Gobeille	Doug	Physics
Greaney	Mary	Health Studies
Greene	Crystal	Communication Studies
Gruebel	Elizabeth	Human Development and Family Studies
Grullon	Elaine	Textiles, Fashion Merchandising and Design

Halley	Jonas	English
Harper	Allison	Kinesiology
Haskell	Karen	Writing & Rhetoric
Healey Jamiel	Mary	Communication Studies
Heather	Johnson	Writing & Rhetoric
Hedderich	Norbert	Modern & Classical Languages and Literatures
Hirshberg	Shira	Nutrition and Food Sciences
Hos	Rabia	Education
Hu	Xiaoyan	Modern & Classical Languages and Literatures
Jackson	Benjamin	Computer Science and Statistics
Jacobson	Rose	Biological Sciences
Jolicoeur	Kenneth	English
Jones	Jennifer	English
Katenka	Natallia	Computer Science
Kelley	Katherine	Oceanography
Kim	Sue	English
Kinnersley	Bill	Mathematics
Kinsey	Shirley	Communications Studies
Kouider	Soheyb	Computer Science
Kulenovic	Reshad	Film Media
La Luna	Michelangelo	Modern & Classical Languages and Literatures
Lammert	Karina	Modern & Classical Languages and Literatures
LaRocco	Mary Jo	Education
Larson	Sarah	Nutrition and Food Sciences
Leonardo Silva	Beth	English
Leoni	Giacomo	Philosophy
Lin	Bing-Xuan	Business
Lin	Xiaofeng	Cell & Molecular Biology
Lopes Palm Pinto	Daniela	Biological Sciences
Lovell	Darcey	English
Lynch	Emily	Political Science
Macpherson	Heather	English
Mammen	Jennifer	Nursing
Marquez Illescas	Gilberto	Business
Martins	Diane	Nursing

Matthew	Annu	Art and Art History
Maynard	Brian	Plant Sciences
McConnell	Martha	Graduate School of Oceanography
Merecicky	Andrew	English
Merker	Laura	English
Millsop	Rebecca	Philosophy
Missimer	Amanda	Nutrition and Food Sciences
Mohamed	Anis Ferchichi	English
Mok	Christine	English
Monllos	John	Music
Nash	Caitlin	Health Studies
Newell	Roberta	Business
Nikitas	Derek	English
Oaks	Brietta	Nutrition and Food Sciences
Orr	Katherine	Physical Therapy
Pennelhow	Phyllis	Human Development
Perez-Ibanez	Ignacio	Modern and Classical Languages and Literature
Perovic	Vasilije	Mathematics
Phelps	Aimee	Business
Pinning	Charles	Writing and Rhetoric
Pisabarro	Silvia	Modern and Classical Languages and Literature
Quick	Kathy	Art and Art History
Ramnariain	Smita	Economics
Rarick	Damon	Modern & Classical Languages and Literatures
Rayta	Bonnie	Biology
Reed	Doug	Philosophy
Reed	Jenny	Writing and Rhetoric
Robinson	Michael	Writing and Rhetoric
Robinson	Catherine	Mathematics
Rogers	Sean	Business
Rojas	Martha	English
Romaniuc-Boularand	Bianca	Modern & Classical Languages and Literatures
Rose	Alison	Women's Studies
Rousseau	Carl-Ernst	Mechanical/Engineering

Rowe	Cherie	International Office
Ryder	Ulli	Women's Studies
Salvatore	Jennifer	Dietetics
Schipritt	Robin	Math
Schipritt	Robin	Mathematics
Schniederjans	Dara	Business Administration
Schwegler	Robert	Writing
Semnoski	Catherine	Education
Sharland	Ayse	Mathematics
Sharland	Thomas	Mathematics
Sharma	Madhav	Mathematics
Skrobe	Laura	Environment and Life Sciences
Somers	Barbara	Fisheries, Animal and Verterinary Science
Spino-Seijas	LeAnne	Modern & Classical Languages and Literatures
Steen	Penelope	Kinesiology
Still	Brett	Natural Resoures Science
Strubel	Jessica	Textiles, Fashion Merchandising and Design
Szpila	Joe	Writing
Taylor	John	Plant Sciences
Taylor	Cynthia	Sociology & Anthropology
Trachtenberg	Mara	Women's Studies
Triki	Anis	Business
Trimm	Ryan	English
Tsafack	Georges	Business
Turken	Diana	Writing and Rhetoric
Van Sciver	Barbara	Biological Sciences
Waitkun	Martha	Communication Studies
Walton	Jean	English
Warrell	Chelsea	Nutrition & Food Science
Wei	Tao	Engineering
West-Puckett	Stephanie	Writing & Rhetoric
White	Bryana	Women's Studies
Wilkinson	Emelia	English
Williams	Travis	English
Wrobel	Andrew	Psychology

Wu	Jing	Computer Science
Xiao	Jing Jian	Human Development
Xu	Xiaowei	Business
Yalcin	Mehmet	Business
Yekta	Shahla	Chemistry
zhang	jiayuan	Business
Zhang	Yiping	Modern & Classical Languages and Literatures

Appendix G: SLOAA Report Reviewers July 2014 - June 2020

Participated 6 Years:

- Ingrid Lofgren, Nutrition

Participated 5 Years:

- Susan Brand, Education
- Kristin Johnson, Political Science
- Martha Waitkun, Communication

Participated 4 Years:

- Adam Moore, Education
- Susan Thomas, Music
- Miriam Reumann, History
- Melissa Boyd-Colvin, Leadership Minor

Participated 3 Years:

- Norma Owens, Pharmacy
- Emily Clapham, Kinesiology

Participated 2 Years:

- Christy Ashley, Marketing
- Kris Bovy, Anthropology
- Michelle Flippin, Communicative Disorders
- Aaron Ley, Political Science
- Christine McGrane, Nursing
- Samantha Meenach, Chemical Engineering/Biomedical & Pharmaceutical Sciences
- 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
- 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
- Michelle Caetano, Pharmacy
- Ping Xu, Political Science
- Sandy Hicks, Elementary Education

- Sarah Larson, Nutrition and Food Sciences
- Theodore Walls, Psychology

Appendix H: URI Faculty Survey on Spring 2020 Transition to Emergency Remote Instruction

July 2020

In May 2020, the Office for the Advancement of Teaching Learning (ATL) invited faculty to share their Spring 2020 transition to emergency remote instruction experiences in an effort to better support teaching, learning, and assessment going forward. Of the approximately 1,180 full- and part-time faculty members employed by URI in Spring 2020, 210 completed the survey for a response rate of 18%. The survey feedback summarized below underscores the strength, flexibility, innovation, and commitment of URI faculty during these recent unprecedented times. ATL is sharing the results of this survey with the URI community so we can continue to learn from one another. (See Appendix for additional information about the survey.)

Faculty Survey Feedback

Faculty respondents provided feedback on successful teaching strategies, technology recommendations, maintaining a sense of class community, and also shared their experiences attending the ATL support sessions offered during Spring 2020.

Emergency Remote Instruction Transition Experience

The following teaching strategies were most commonly identified by faculty respondents as working best for their students during URI's transition to remote instruction:

- Discussion-based assignments
- Blended system of asynchronous and synchronous learning
- Using voice-over Powerpoints and Youtube videos for interactive learning
- Flexible deadlines for assignments
- Constant communication with students via email or LMS
- Student engagement with the professor via video conferencing and one-on-one meetings
- Group learning via breakout rooms and forums in Sakai
- Creation of a weekly agenda after the transition
- Using open resources to limit access issues
- Short meetings to keep student's attention

Many faculty respondents shared that their students appreciated both the flexibility of asynchronous instruction *and* the opportunity to meet synchronously to connect with their classmates and instructor as exemplified in this comment[9]:

> *I realize that asynchronous learning became the norm for many students, but my students LOVED the stability and constancy of continuing to "meet" virtually at our regular class time. Additionally, offering flexibility to the whole class with some project deadlines while maintaining our topical scope and schedule week to week made for an easier transition that they experienced in other courses.*
>
> -Sara Murphy, Per-Course Instructor

[9] Survey participants were asked if they consented to ATL sharing responses on our website with or without attribution.

Faculty respondents used a wide range of technology applications, many of which URI has site licenses for and are supported by URI's Information and Technology Services (ITS). Some of the most popular technology tools were:

- Zoom/Webex and Google Meets
- Techsmith Relay
- Google Suite (Drive, Documents, Spreadsheets, Forms, Meet, etc.)
- Brightspace/Sakai
- Big Blue Button
- YouTube
- PowerPoint Audio Record Feature
- Chalkboard
- Turnitin

Support from the University and ATL and ITS, faculty colleagues, department chairs, and students were cited as crucial for helping faculty respondents navigate the transition to remote learning, as well as clear guidance from URI, having a sense of humor, and support from family and friends:

> *The support of my colleagues in the department. We talked frequently as a large group and smaller groups, strategized on how to make our courses run smoothly and provide as much consistency as possible for our students, and provided support to one another when days were tough.*
>
> -Lecturer

> *The biggest thing that helped in this transition, aside from the technology, was the students. They continued to stay motivated to attend class, work with their teams despite the work becoming virtual, and they showed up for the class and for each other.*
>
> -Per-Course Instructor

Given how quickly URI faculty were asked to pivot to remote instruction and the professional and personal stress around COVID-19 in Spring 2020, many faculty did not have the time, resources, or space to develop a comprehensive online course. When asked what they would do differently if they had to make this transition again, the most frequent themes suggested by faculty respondents were:

- Engage students in more face-to-face interactions through video
- Create short video lectures
- Change deadlines within the course
- Schedule office hours differently
- Provide more resources for students
- Take more time to create the class/class resources
- Get more university support
- Provide clear guidance early on
- Use proctored exams earlier

- Use more group learning

Similar themes were identified in faculty respondents feedback about how they will change their face-to-face teaching going forward based on their remote instruction experiences, particularly around the use and integration of technology:

- Use a hybrid approach
- Use more pre-recorded videos
- Share pre-printed notes for class
- Use student surveys throughout the term
- Use the LMS platform (Brightspace/Sakai) more effectively
- Better prepare students for asynchronous learning
- Break the students into small groups more frequently
- Utilize Zoom/Webex for student interaction with the professor/class
- Have more compassion for student's situations
- Increase communication with students via email/Webex/etc.

Developing a sense of classroom community is a key component of good teaching practice and can be challenging to cultivate in the emergency remote instructional environment. Some of the most common ways faculty respondents maintained a sense of community in their classes included:

- Hold Webex meetings about non-academic topics
- Provide multiple opportunities to check in with the professor (office hours, scheduled check in meetings)
- Make forum posts in Brightspace/Sakai
- Make frequent announcements about the course schedule/assignments
- Join Webex meetings earlier/staying later to answer any questions
- Assign students into groups/more group work
- Have empathy towards students
- Use humor
- Be flexible with their schedule
- Use Flipgrid so students can comment on each other's videos

Many of the open-ended responses to this survey question emphasized clear, consistent, and compassionate communication, and acknowledging the challenges experienced by faculty and students alike through the sharing of personal experiences, such as in this quote:

> *I still had some "F2F" synchronous time and always tried to start with checking in with how folks were doing. I introduced a discussion forum during the first week having students share one thing they were doing to help them manage stress each day. I would post a weekly voice recorded announcement in Brightspace at the beginning of each week similar to announcements I might make at the beginning of class. I tried to share my personal experience with the transition to remote including my flubs and mistakes and asked them to help identify those issues for me since they are on the receiving end. I let them know we all have*

personal circumstances that were significantly impacting us during these changes and I was more than willing to be flexible but that they needed to reach out and communicate those issues so we could readjust accordingly. I had several single Moms and parents that were then responsible for daycare while still trying to learn and we adjusted things accordingly either for the class or the individual. Finally I tried to post something either inspirational or functional from a "wellness" perspective each week unrelated to the topic I was teaching. So TED talks, cartoons, links to meditations, etc that provided some stress management tools that they didn't have to search out.

-Christine Clarkin, Assistant Professor

In addition to the feedback shared above, some of the common themes faculty respondents expressed included the concern about students' experiences during and after the transition to remote instruction, the need to ease students' anxiety in an online environment, the increased preparation time needed for assignments, the use of different assessment methods to keep students engaged, and the need for more pedagogical guidance and support. Some of their successes and challenges are shared below:

The silver lining for me was that it made me reflect on courses I teach and on academic advising. I asked myself more questions and asked students more questions to meet needs. It pushed me to learn webex, zoom, techsmith, alter assignments, find ways to build class communities and manage time in new ways. Many things I learned, I will incorporate into my everyday practice. Thank you ATL!

-Phyllis Penhallow, Lecturer

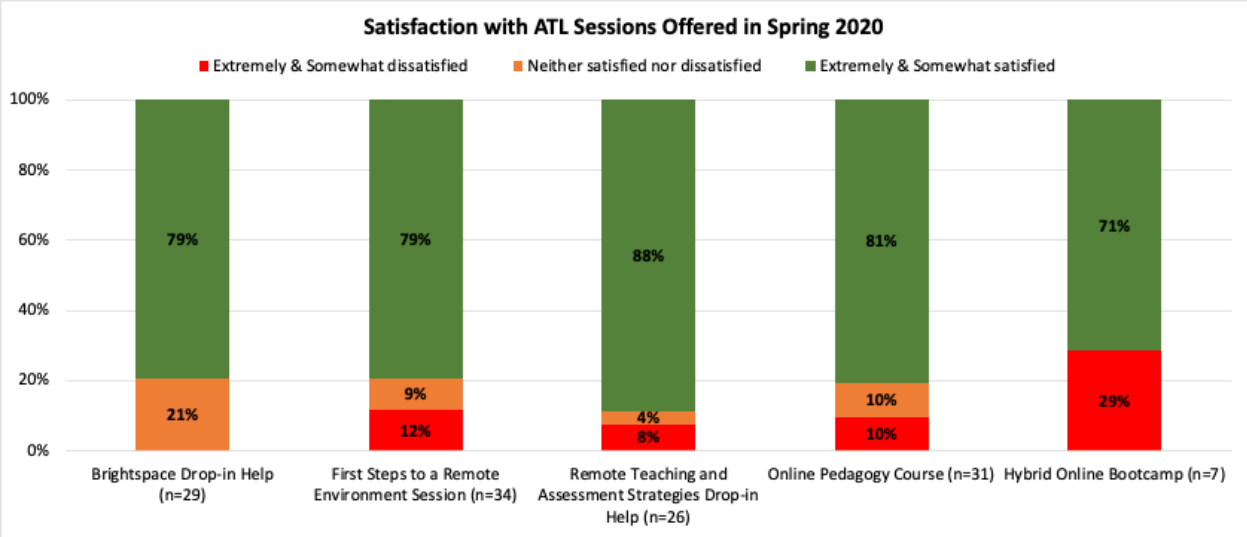
My one concern is that some students said instructors were adding work or not trusting the integrity of their work. I find this very frustrating. Faculty need to understand that in a remote environment, especially one in an emergency, requires students to reevaluate and sometimes shift priorities. Requiring more work can add to already strained mental health. This needs to be addressed to all faculty as many of them think only of their classes and academics and miss the student/human side of the issue.

-Per-Course Instructor

ATL Session Experiences and Satisfaction

Of the faculty respondents who attended an ATL session offered in Spring 2020 (49%), the majority were extremely satisfied or satisfied with the level of support offered (Table 1). Faculty recommended that ATL offer additional online sessions on and/or support for basic and advanced training in Brightspace training; course design, specifically for synchronous/asynchronous classes, fully online classes, large classes, remote lab classes, remote group work, discussion/project/performance/field-based classes; course assessment, specifically remote tests and quizzes and ensuring academic integrity; and, additional technology training in WebEx/Zoom, TechSmith Knowmia, and Google Suite.

Table 1. Faculty Satisfaction with ATL Sessions Offered in Spring 2020



Next Steps: ATL Response to Survey Results

ATL has integrated faculty feedback into the Summer 2020 and Fall 2020 programming to ensure faculty have the support and resources necessary to provide the best teaching and learning experiences.

Brightspace Training

➔ ATL continues to provide Basic Brightspace training through a self-paced course, and hosts Brightspace Drop-In assistance: Building and Teaching in Brightspace

Course Design

➔ ATL *Conversations* and *Town Hall* meetings are scheduled throughout Summer 2020 on topics such as: race and equity in the learning environment; facilitating difficult conversations and navigating labs/fine arts courses in a remote environment; cultivating a sense of belonging in the classroom; and, how to use Zoom for engaging pedagogy. A full list of topics as well as access to previously recorded sessions is on the ATL Events Calendar.

Course Assessment

➔ ATL is hosting several webinars over the summer to address classroom assessment (see the ATL Events Calendar) and hosted a webinar on the pros and cons of remote proctoring software in June (recording accessible here).

Technology Training

➔ ATL has forwarded faculty suggestions for technology training with ITS who is hosting webinars and drop-in sessions on the Innovative Technology & Brightspace Training Calendar. The first "Tech Day" was sponsored by ITS on June 24 and another is scheduled on August 4 (registration not yet open).

Faculty Survey Report Appendix

About the Survey

ATL developed the faculty survey with input from each of our four offices (Faculty Development, Online Education, Academic Testing Center, and Student Learning, Outcomes Assessment, and Accreditation), URI faculty participating in the Faculty Development Affiliates program, and the Vice Provost for Academic and Faculty Initiatives. The final Qualtrics survey consisted of 12 items, including six open-ended prompts inviting feedback on successful teaching strategies, technology recommendations, and how to maintain a sense of class community, and four questions assessing the quality of support provided during ATL's sessions offered between March and May 2020 to facilitate faculty's transition to remote teaching.

The survey was administered over a three week period. A link to the survey was shared with all URI faculty through ATL's weekly listserv email announcement and posted on the ATL website. The survey was also promoted by the Vice Provost for Academic and Faculty Initiatives. At the end of the survey administration window, the survey was downloaded from Qualtrics and the data were analyzed by ATL's Office of Student Learning, Outcomes Assessment, and Accreditation.

Out of the 1,180 faculty members employed by URI in Spring 2020[10], 210 completed the survey, yielding a response rate of 18%. Approximately 60% of faculty respondents identified as tenured/on the tenure-track, 20% as lecturers, and 20% as per-course instructors. About half (49%) of faculty respondents participated in an ATL session, with participation by academic rank approximately comparable to the overall sample.

[10] Source: https://www.uri.edu/about/facts/

Appendix I: Faculty Resource – Online Learning Student Survey

For individual faculty use and administration only

Survey introduction for students:
As the summer session concludes, I would appreciate hearing about your personal experience with learning online in ***this course*** so that I can understand what worked, what did not, and how I can improve the learning experience for students in the future. There are no penalties if you decide not to participate or if you choose to skip questions. Your responses will be used by me in the aggregate only for my course planning purposes, and there will be no student identifiers so your responses will remain confidential and anonymous. The survey should take less than 10 minutes to complete.

OPEN-ENDED QUESTION BANK
(Students: Please answer questions using terms or examples that are as specific as possible.)

1. What teaching strategies or approaches (e.g., online discussion boards/forums, interactive simulations, video lectures, etc.) used in this course worked well for you? Why do you think they were effective?
2. What teaching strategies or approaches (e.g., online discussion boards/forums, interactive simulations, video lectures, etc.) used in this course did not work well for you? Why do you think they were not effective?
3. Which assignment do you think was most effective and why?
4. Which assignment do you think was least effective and why?
5. What specific aspects of the course helped you succeed? Please explain.
6. What additional assistance would have helped you be more successful in the remote learning environment? Please explain.
7. What strategies would you advise students to use to be successful? Please explain.
8. Please share any additional comments about how your experience with remote learning could have been improved.
9. [Faculty: INSERT OPEN-ENDED QUESTION(s) OF YOUR CHOICE]

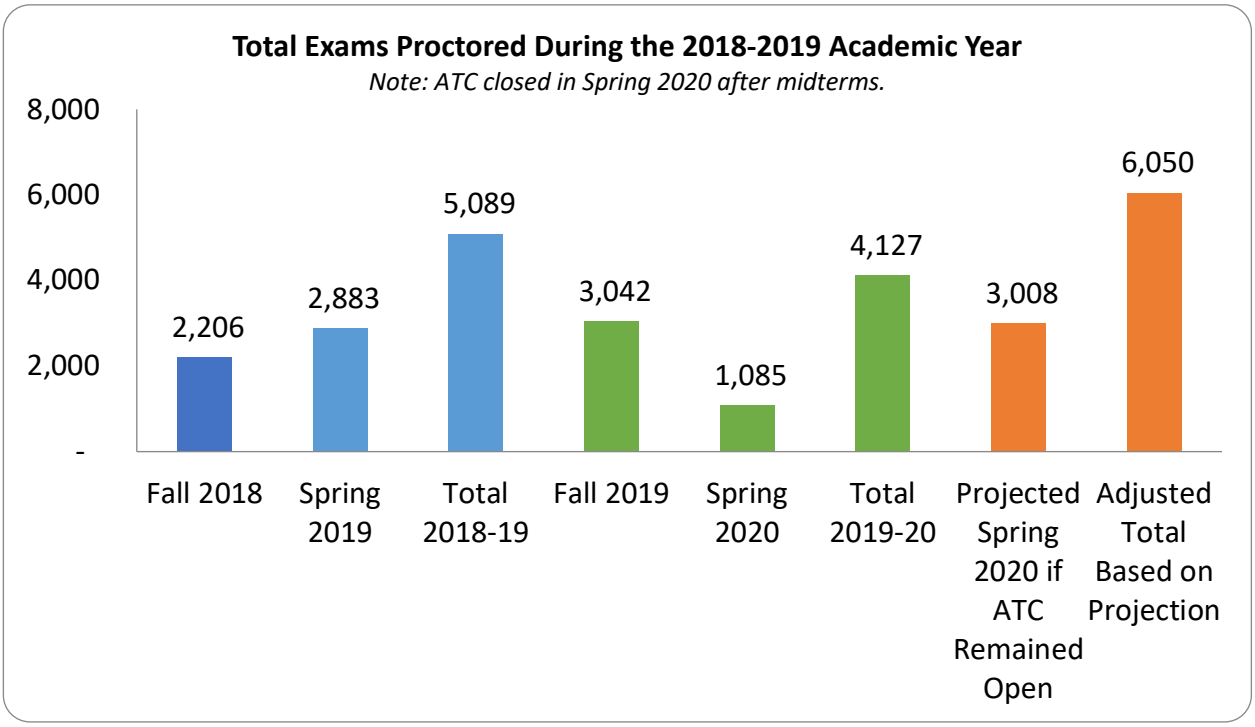
CLOSE-ENDED QUESTION BANK

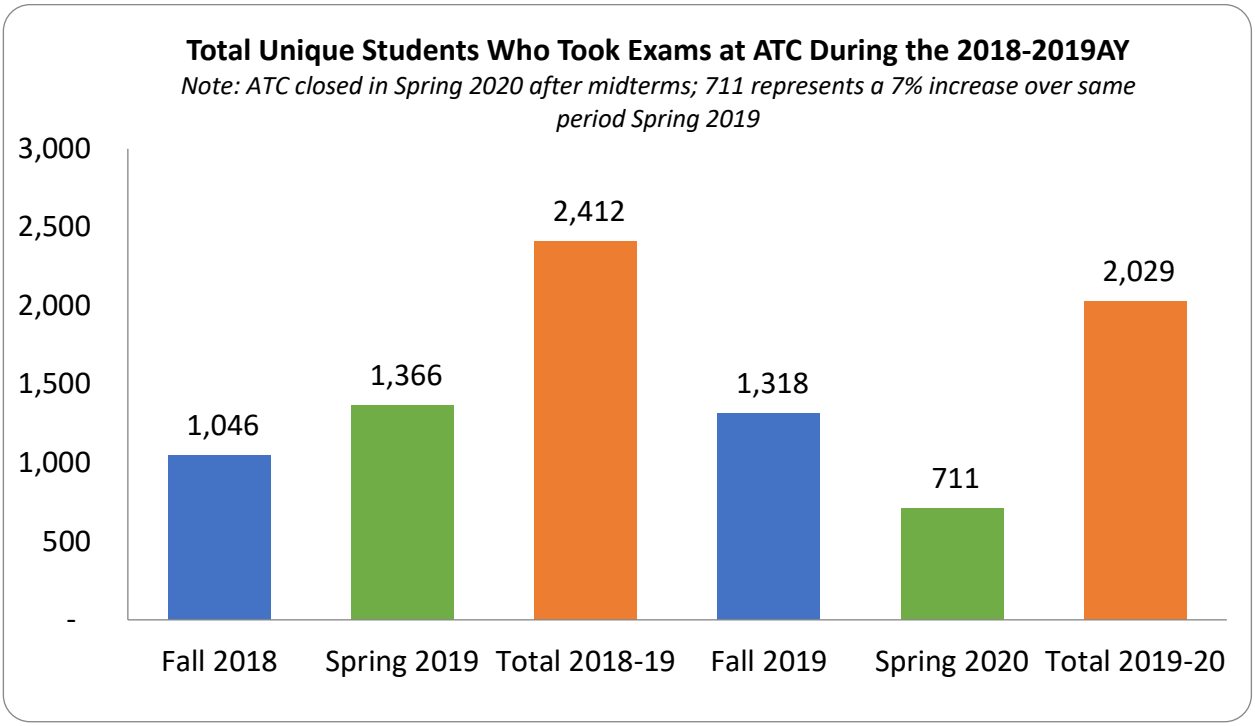
10. How satisfied were you with your ability to interact with the other students in this course?
    - Extremely satisfied
    - Satisfied
    - Neither satisfied nor dissatisfied
    - Dissatisfied
    - Extremely dissatisfied
    - Not applicable/did not experience
11. How satisfied were you with your ability to interact with the course instructor?
    - Extremely satisfied
    - Satisfied
    - Neither satisfied nor dissatisfied
    - Dissatisfied

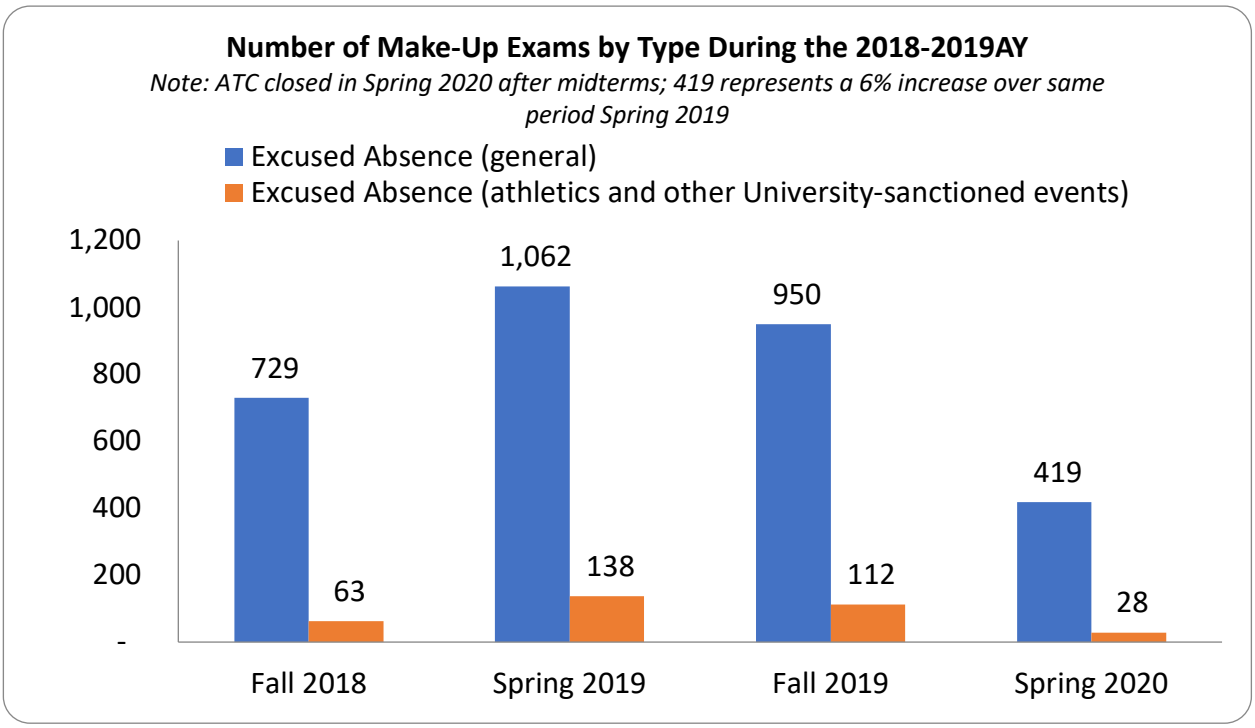
- Extremely dissatisfied
- Not applicable/did not experience

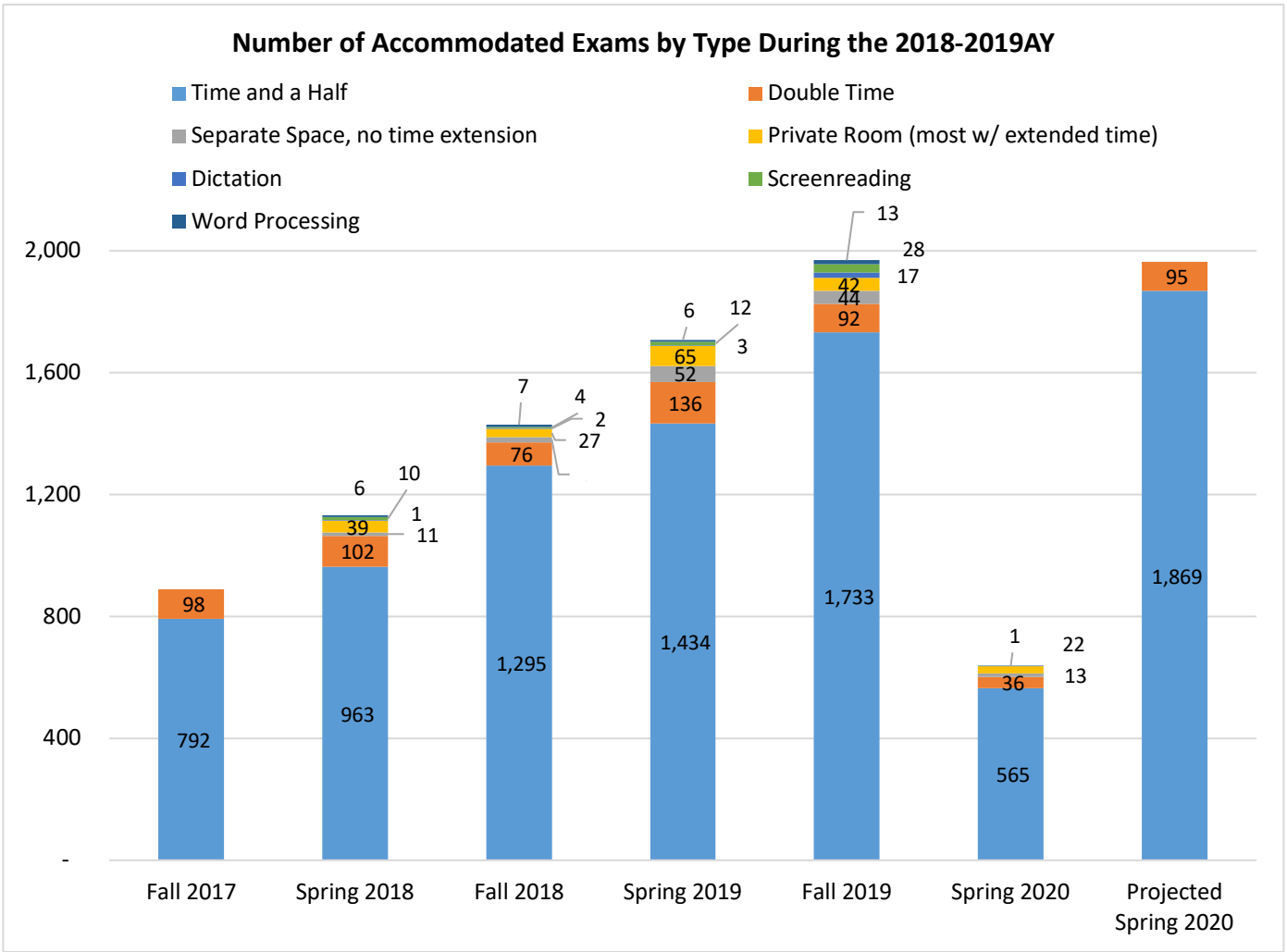
12. How satisfied were you with the course materials used (i.e., textbooks, articles, videos)?
    - Extremely satisfied
    - Satisfied
    - Neither satisfied nor dissatisfied
    - Dissatisfied
    - Extremely dissatisfied
13. To what extent do you agree or disagree with the following statements about this course:
    Likert Scale: (5 (strongly agree) - - - 3 (neither agree nor disagree) - - - 1 (strongly disagree)
    N/A (does not apply to this course)
    __ The online course layout was easy to navigate.
    __ The online course layout was consistent throughout the days and weeks.
    __ Expectations for class participation were clearly stated.
    __ I understood how I was being graded in this class.
    __ The number of online tools and technology I was asked to use was manageable.
    __ Times for completing activities was adequate.
    __ Times for completing projects was adequate.
    __ Times for completing quizzes was adequate.
    __ Times for completing exams was adequate.
    __ Instructions for completing activities, assignments, and/or readings were clearly stated.
14. Please indicate how easy or difficult each of the following was for you while taking this course?
    Likert Scale: (5 (very easy) - - - 3 (neither easy nor difficult) - - - 1 (very difficult)
    N/A (does not apply to this course)
    __ Time management
    __ Getting help with completing assignments
    __ Balancing work and school responsibilities
    __ Having reliable access to the Internet (via Wi-Fi or Ethernet)
    __ Having reliable access to a functioning computer, laptop, or other similar device
    __ Finding quiet space for completing coursework

Appendix J: ATC Proctored Exams






Number of Make-Up Exams by Type During the 2018-2019AY
Note: ATC closed in Spring 2020 after midterms; 419 represents a 6% increase over same period Spring 2019
Excused Absence (general)
Excused Absence (athletics and other University-sanctioned events)
1,200
1,000
800
600
400
200
-
729
63
1,062
138
950
112
419
28
Fall 2018
Spring 2019
Fall 2019
Spring 2020


Number of Accommodated Exams by Type During the 2018-2019AY
Time and a Half
Double Time
Separate Space, no time extension
Private Room (most w/ extended time)
Dictation
Screenreading
Word Processing
2,000
1,600
1,200
800
400
-
98
792
6
10
1
39
11
102
963
7
4
2
27
76
1,295
6
12
3
65
52
136
1,434
13
28
17
42
44
92
1,733
1
22
13
36
565
95
1,869
Fall 2017
Spring 2018
Fall 2018
Spring 2019
Fall 2019
Spring 2020
Projected Spring 2020

Appendix K: ATC Student Satisfaction Survey Results

Survey Question:
Overall, how was your experience using the testing center? (This isn't asking how you did on your exam; we're looking for feedback on our services.)
Comments Welcome (not required)!

Exams Proctored between September 2019 - November 2019

Rating	% of responses	# of responses	Student Comments *(All student comments included, unedited.)*
wicked awful	**0.60%**	**10**	I hate taking essay exams i felt like i was going to throe up the entire time
bad	**1.30%**	**23**	Messed up exam formst but were very nice bout it
			I had a really had time on this one
ehhh neutral	**9%**	**162**	A student was talking during the exam session
			cold here
			Glad I checked all my answeres especially for 19 & 20
			noisey
			Extra 15 min should be allowed.
good	**33.60%**	**603**	The rrom was too cold
			Very good testing environment
			Staff was very friendly.
			It was a bit cold, but I could've just dressed warmer.
			It's cold
			yeehaw and all that, but maybe i could ask that the pencils and pens get some form of sanitization/disinfections after getting used? today i got some that were unfortunately sticky.
			One of the protectors gave me a 5 minute warning at the hour mark which made no sense since I had an hour and a half.
			Girl behind me was sniffling a lot which was a distraction to me personally. Very friendly and welcoming experience with staff of ATC.
			Mechanical pencils with a thicker lead size and highlighters would be really helpful
			My test was supposed to be at 3 but we didnt start until 3:15. Slow staff but good place to take a test. Somewhat Orwellian.
			First time here. Good set up
			Room was quite warm
			Cleaning the tables triggered my ADHD
			The new noise canceling headphones were AMAZING
			Great service
wicked good	**55.50%**	**996**	I rather take my exams here than in the lecture halls
			Im anemic so i get cold easy. Didn't realize til i finished my exam that my hands and feet went numb from the cold.
			Very official, proctors were kind.

	Very friendly and awesome staff!
	A pleasant experience, quiet and clean
	Very quiet and calm experience
	You guys are awesome!!!
	Very comfortable environment
	I'm very thankful and grateful that the ATC still let me take the test even though I accidentally arrived an hour late.
	Calm and relaxing place to do well on tests or exams
	Very easy and clear on instructions.
	It was really quiet and helped me focus on my work
	Easy
	It was far easier to focus
	This was much less stressful for sure
	yeehaw
	yeehaw
	yeehaw
	yeehaw
	Everyone was extremely helpful
	Very helpful and nice
	So nice and welcoming!
	Wonderfull time i live tests !!!!!!!!!!!!!
	This was my first time coming to the testing center and the staff were very helpful and friendly!
	Staff is so friendly its crazy
	Everyone was very kind and helpful
	So glad I show up classes: face to face time helps comprehensibly own material
	Thank you, always a pleasure.
	So, nice. Thank you for al of the help!
	Very easy
	Good job!
	Love this place
	Academic testing center is ferd
	Dictation was a little difficult and definitely made me spend more time on the exam!
	Needed a word processor or a scribe for exam though :(I still should not be using my injured finger to this extent
	It would be great if mechanical pencils were offered so I don't have to get a new pencil after the first one gets dull.
	Very friendly :)
	Kind of cold in the room
	Wicked kehd
	Such nice people, the enviorment makes me less nervous

	Fantastic Staff
	Wonderful staff!
	Was a very good experiences
	Great!
	Very easy
	Thanks!
	Happy Holidays! :)
	Thank you as always! Happy Halloween :D
	Thank you!!!!
	Thankyou
	I like the setting here :)
	Very nice staff here, helped me schedule this exam because my instructor couldn't.
	calm and relaxing place to do well on tests or exams

Exams Proctored in December 2019

The month of finals was tabulated separately from the rest of the term because in the past comments have indicated a different testing environment due to volume (room temperature, distractions, difficulty scheduling, etc.). This term, there was no substantial difference in satisfaction ratings or comments describing experience.

Rating	% of responses	# of responses	**Student Comments** *(All student comments included, unedited.)*
wicked awful	**0.60%**	**4**	(no comments)
bad	**1.00%**	**7**	I was nervous, and didnt feel preparede as I should have been
ehhh neutral	**11%**	**73**	Could here staff laughing from next door - distractng
good	**26.00%**	**181**	I wish i could start testing immediately
			Great enviroment
			Enjoyed the pencils readily available. I did feel a little uncomfortable but everyone was very nice.
wicked good	**62.00%**	**432**	Thank you!!
			Very nice and accomadating!!!
			Great overall experience using the testing center, all staff were very helpful!
			Stress balls are great
			So nice!! Defintley what i needed before my test
			Great
			Very kind and welcoming!
			The facilitator was absolutely wonderful!
			Thank you
			yeehaw
			yeehaw i guess

	yeehaw
	Great and super friendly
	Wonderful facility and staff. Great location for testing.
	Everyone was supper nice. The quiet room was awesome to take the final exam in.
	Smelled good
	Best thing about URI is the ATC staff!!!
	Great experience
	Liked the stress balls!
	Good
	Awesome service that allowed me to take an exam without outside issues. Service was very helpful and kind before and after the exam. Thank you.
	Make a providence testing center!
	Thank you
	Very nice staff!
	happy holidays
	Check in earlier
	Good
	Thank you
	Ty
	Ty!!!
	Staff is so kind. The lady relaxed me before and after my exam

Exams Proctored in Spring 2020

Rating	% of responses	# of responses	Student Comments
wicked awful	**0.70%**	**6**	Hate this place... so much pressure
bad	**0.80%**	**7**	(no comments)
ehhh neutral	**8.50%**	**78**	“Wicked” is not in my vocabulary.
			Could not get a hold of professor
			Not happy makeup was much different than original
good	**30.00%**	**277**	I liked taking my exam here
			You need to move the trashcan to the front of the testing room. People having to blow their nose or wiping off equipment must presently go all the way to the back of the room to trash wipes or tissues which results in partial interruption of other testers. Also, get some pencils with better erasers; the present selection is attrocious!
			Thank you!
			Could be great if I could face a wall, I know that might not always be possible though
wicked good	**60.00%**	**551**	Very nice environment, very friendly staff
			Good service, keep doing what you’re doing

	Wicked friday
	Everyone here was super nice, helpful, and organized.
	Staff is very helpful and super friendly :)
	Straight foward.
	Everyone is so nice! And the environment is so relaxing!
	Happy with the staff and the fact i got to use a green pen after time was up
	Detailed instruction on how the testing center works from Julie! Great bedside manner and helped to decrease test anxiety :)
	yeehaw
	The people here are really amazing and helpful!
	Love the people here! Made my exam 10x less stressful! Very Peaceful and Quiet Environment!
	Everyone was polite and really helpful
	Very helpful and super nice!
	Super easy process and the staff is so nice!
	Super quite no distractions
	Everything was amazing, and everyone was incredibly helpful
	Thank you so much. It was my first time, and I got a lot of help.
	Na
	Very orderly
	Probably the least-stressed I've ever been during an exam
	Free Bobby Shmurda
	Super nice instructor.
	I like the lady thst helped me out
	Super chill and relaxed environment, everything was explained very clearly, I honestly prefer testing here than anywhere else. Thank you!