All new programs must have clearly articulated program goal(s), (see Section I), and student learning outcome statements linked to curriculum and course experiences/requirements displayed in the curriculum map, (see Section II). The map should present the extent to which student learning outcomes are aligned within courses in the curriculum, and/or other major program requirements, and the degree to which courses provide students with opportunities to develop and master the learning outcomes by graduation. New programs develop an Assessment Timeline (see Section III) to plan ahead for when and how learning outcomes assessment can be expected to occur across a six-year period of reporting on learning achievement.

If you have questions or need assistance, please contact the Office of Student Learning, Outcome Assessment, and Accreditation (SLOAA) at assess@uri.edu.

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| **Program Information** |
| **New Program Name:** |        |
| **Academic year plan submitted:** |        |
| **Degree(s):** |        |
| **Department Chair/College:** |        |
| **Program Director/College:** |        |
| **Accredited Program:**  | **[ ] No [ ] Yes; specify year next accreditation report due:**       |
| **Published learning outcomes** (URL)**:** | *Upon approval, the new program/certificate learning outcomes (listed in Section II) must be posted to the program website with the URL to* *assess@uri.edu*. |

**Section I. Program Goals:** Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving program goals should be evaluated directly by measuring specific outcomes (Section II) related to each goal. ***TIP***: Recommend 2 - 4 goals for a typical undergrad or graduate curriculum; 1 - 2 goals for focused certificates.

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| Goal 1 |       |
| Goal 2 |       |
| Goal 3 |       |
| Goal 4 |       |

\*Add/delete lines as necessary

**Section II. Curriculum Mapping**

* **Horizontally**, across the top of the grid: **List** all the courses and other program requirements that may not be associated with a course number (e.g., internships, service-learning, portfolios); display the curriculum developmentally/sequentially when possible.
* **Vertically**, down the side of the grid: **Write** each program-level student learning outcome. Recommend 5-7 outcomes for a typical undergrad or graduate curriculum; 2-4 for focused certificates.
* **Within the grid**: **Use** the Map Key below to indicate the degree to which an outcome is taught **and** practiced by students within a course (see Map Key: I-R-E). Note that not all courses emphasize all outcomes! ***TIP***: Before assigning a letter, consider the goal of **key or critical** assignments and activities within courses and where and how students are asked to demonstrate their learning. Courses often scaffold and develop learning across several outcomes but typically focus assignments/activities on specific outcome(s). Coding with I/R/E should create a curriculum map that indicates 1) where a course focuses on specific outcome(s), 2) the faculty expectations of student learning by the end of the course (e.g., “I” typically in 100/200-level courses, etc.), and 3) the best opportunities for assessment and gathering student work as evidence of learning. Use “**\***” to identify the best assessable moments in the curriculum to guide planning.

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| **Student Learning Outcomes (Competencies) by Goal:**Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice. **Map Key – Insert into the matrix where appropriate:****I** = Outcome Introduced**R** = Outcome Reinforced**E** = Outcome Emphasized for Mastery**\*** = Indicates that a courses/program requirement includes a critical assignments or experience from which student work would be used for program assessment (e.g., capstone, thesis, research paper, performance).  | **Course Numbers/Program Requirements:**In addition to specific courses, this can include internships, portfolios, and other requirements not associated with a course number, such as thesis/dissertation proposals, thesis/dissertation defenses, and comprehensive examinations. |
|       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Goal 1 | 1.1 1.2(and rows as needed) |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Goal 2 | 2.12.2 |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Goal 3 | 3.1 |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Goal 4 |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

\*Add/delete lines as necessary

**PAGE INTENTIONALLY LEFT BLANK FOR CERTIFICATES:**

**AT THIS TIME, CERTIFICATES ARE NOT INCLUDED IN THE BIENNIAL ASSESSMENT REPORTING CYCLE.**

**Section III. Assessment Timeline**

Indicate when and how student learning will be assessed based on learning outcome statements and program expectations. Refer to the curriculum map to propose an assessment timeline in which the program will plan to assess student learning outcomes:

Specify a 6-year timeframe for assessment during which all goal areas are assessed by at least one outcome within the goal. This represents threetwo-year reporting periods:

* Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome. To determine the year for the first report, consider the expected of the program launch, numbers of students anticipated in the program, timing of the delivery of courses, etc. For example, anticipating a spring program approval and fall launch, the first report could be spring/May two or three years following a fall program launch.
* Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
* Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

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| **Assessment Reporting Year** | **Student Learning Outcome(s)**WHICH outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1)? | **Course(s) and Other Program Requirements**WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome. | **Assessment Evidence of Student Learning**WHAT(student work or other evidence of student learning will you examine in order to generate conclusions and recommendations? Direct authentic student work is required, Designate for each outcome. | **Assessment Method of Student Learning**HOW will you look at the evidence; what tools and process will you use to evaluate student learning (e.g., rubric, analysis of test scores, etc.)? Designate for each evidence source. |
| **Assessment Reporting Period 1** **Report Due May 20****\*** |                 |                 |                 |                 |
| **Assessment****Reporting Period 2** **Report Due May 20** |                  |                 |                 |                 |
| **Assessment Reporting Period 3** **Report Due May 20** |                 |                 |                 |                 |

 \* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.