All new programs and certificates must have clearly articulated program goals (Section I) and student learning outcome statements linked to curriculum and course experiences/requirements (Section II). The Curriculum Map guides programs in to present the extent to which their student learning outcomes are aligned with courses and other program requirements intended to provide students with opportunities to develop and master the learning outcomes by graduation. Each program (not certificates) will also create an Assessment Timeline (Section III) indicating when and how learning outcomes assessment will take place. All undergraduate and graduate programs are encouraged to create a six-year (3 rounds) Assessment Plan to guide assessment reporting.

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

|  |  |
| --- | --- |
| **Program Information** | |
| **Program:** |  |
| **Academic year plan submitted:** |  |
| **Degree(s):** |  |
| **Department Chair:** |  |
| **Program Director:** |  |
| **Accredited Program:** | **No Yes; specify year next accreditation report due:** |
| **Published learning outcomes** (URL)**:** |  |

**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 Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal.

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

\*Add/delete lines as necessary

**Section II. Curriculum Mapping:** Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological/developmental sequence and add a standard description of your program requirements. Down the side, list program student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements. Use “\*” to identify the best assessable moments in the curriculum.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Map Key**  I = Outcome Introduced  R = Outcome Reinforced  E = Outcome Emphasized for Mastery  \* = Courses from which student artifacts are sampled for program assessment  **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. | | **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 more rows as needed) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Goal 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Goal 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Goal 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Goal 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Goal 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\*Add/delete lines as necessary

**Section III. Assessment Timeline:** Indicate when and how student learning will be assessed based on learning outcome statements and 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 plan for assessment to represent **3 two-year reporting periods**:

* Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
* 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).

All goal areas should be assessed by at least one outcome within the 6-year plan.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Years** | **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 direct/indirect student work or other evidence of student learning will you examine in order to generate conclusions and recommendations?  Designate for each requirement. | **Assessment Method of Student Learning**  HOW will you look at the evidence; what means 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.