

ACADEMIC PROGRAM ASSESSMENT PLAN FOR CERTIFICATES

Date SLOAA Review:

Date Oversight Review:

To complete an assessment plan, all new programs should have clearly articulated aspirational program goal(s), [Section I](#), and measurable student learning outcome statements linked to curriculum and course experiences or requirements presented within a curriculum map, [Section II](#). The map should also present the extent to which student learning outcomes are aligned to the curriculum and other major program requirements, and the degree to which various experiences provide students with opportunities to develop and master the learning outcomes by graduation. New programs also project an Assessment Timeline, to plan for when and how learning outcomes assessment can be expected to occur across a six-year period following program launch, [Section III](#).

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

Program Information	
New Program Name:	
Academic year plan submitted:	
Degree(s):	
Department Chair/College:	
Program Director/College:	
URI ONLINE:	☐ No ☐ Yes
Accredited Program:	☐ No ☐ Yes; specify year next accreditation report due:
Published Learning Outcomes (URL):	<i>Upon approval, the new program/certificate student learning outcomes (listed in Section II) must be posted to the program website per URI policy with the URL sent to assess@uri.edu.</i> ☐ Check to indicate that you understand and agree to provide this information

Section I. Program Goals:

These statements should be broad, general aspiration statements of who the program expects students will be, know and be able to do upon completion of the program. Prompt: Graduates **will be**... (leaders in..., professionals who..., researchers who...) Goals should relate to the mission of the department, college, and university in which the program resides. Goals are next defined by the student learning outcomes (Section II), and success in achieving program goals should be able to be evaluated directly by measuring achievement of the outcomes related to each goal.

TIP: Recommend 2 - 4 goals for a typical undergrad or graduate curriculum; 1 - 2 goals for focused certificates

Goal 1	
Goal 2	
Goal 3	

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Goal 4	
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* Add/delete rows as needed.

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Section II. Curriculum Mapping

- **Horizontally**, across the top of the grid: **List** all the courses in the curriculum; include other major 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 - these relate and nest within goal areas but are not the goal statements. 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 nor need to be linked. **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 toward the end of the course/experience. Courses often scaffold and develop learning across several outcomes but typically focus assignments/activities on specific outcome(s). Not all courses need to fully support all learning outcomes, but all learning outcomes should be aligned fully (linked to) at least points within the curriculum to support student learning, development and achievement.

Coding with I/R/E creates a curriculum map that indicates 1) where a course focuses on specific outcome(s), 2) faculty expectations of student learning by the end of the course (e.g., “I” typically for 100-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 assessment efforts and planning.

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 exams.															
Map Key - Insert into the matrix where appropriate: I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized for Mastery * = Indicates that a course/program requirement includes a critical assignment or experience from which student work would be used for program assessment (e.g., capstone, thesis, research paper, performance).																	
Goal 1	Learning outcome statement(s) aligned with Goal 1 (from prior section): 1.1 1.2 (add rows as needed)																

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Goal 2	Learning outcome statement(s) aligned with Goal 2: 2.1 2.2																	
Goal 3	Learning outcome statement(s) aligned with Goal 3: 3.1 3.2																	
Goal 4	Etc.....																	

* Add/delete rows as needed

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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, taking into consideration the program implementation and launch date, and expectations for student enrollment.

Specify a 6-year timeframe for assessment during which all goal areas are assessed by at least one outcome within the goal. This should represent concurrent 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 expectations 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/three years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3*: follows two/three years later, with plans defined for assessing additional outcome(s).

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 processes 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 ____*				

* Adjust timeline according to the appropriate program assessment cycle (e.g., as of fall 2023, graduate programs are on a 3 year cycle, etc.).