

**University of Rhode Island
Student Outcomes Assessment
2004-2008 Timeline**

**Presented to the Rhode Island Office of Higher Education
September 2004**

The following document details the University of Rhode Island's plan for introducing and institutionalizing student outcomes assessment over the coming four years. It is important to note that this plan is envisioned as a dynamic framework, one which may and can be expected to change as the overall campus process unfolds and certain opportunities lend themselves to a slightly altered timeframe.

The timeline that we present is a simple, schematic view of what will necessarily entail a complex process. While programs at the University will engage in various years, they will all be expected to follow the same general process:

- Identify student learning goals and objectives;
- Select assessment measures to evaluate students' achievement of those objectives;
- Develop and implement procedures for systematic collection of assessment data using the selected assessment measures;
- Analyze, summarize, and report the assessment data; and
- Use the assessment data to improve student learning.

We provide more detailed assessment planning in the attached appendices which were developed by each college:

Specific attention is being given to developing an assessment plan for the University's new general education program. While content and development of specific courses within the general education program will remain the purview of the respective disciplines, such courses will be expected to support the general education outcomes, as they are eventually articulated.

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2004-2005					
2004-2005	Office of the Provost	University-wide Assessment Initiative	<ul style="list-style-type: none"> ▪ Identify and support faculty to attend assessment conferences ▪ Bring noted assessment leaders to faculty workshops ▪ Support faculty retreats ▪ Facilitate fall and spring semester student focus groups ▪ Make summer recontracting funds available to campus assessment leaders ▪ Seek external funding ▪ Website design 		Office of the Provost, Assessment Staff
May 2004	Office of the Provost	Davis Educational Foundation Grant	Proposal in support of University-wide outcomes assessment is funded by the Davis Educational Foundation		Provost's staff
June 2004	Office of the Provost	Outcomes Assessment Retreat	Dean's-level staff trained in student outcomes assessment approaches; initial articulation of draft University-wide student outcomes	Nationally recognized outcomes assessment expert, Peggy Maki, served as facilitator	Office of the Provost, Academic Deans, Office of Student Affairs, Faculty Senate (representatives from each)
June-August 2004	College of the Environment & Life Sciences	CELS Academic Roadmap	Ongoing development of a web-based academic roadmap for undergraduates and submission of an NSF grant, in conjunction with CCRI, to	The roadmap specifically supports outcomes-based learning	CELS/CCRI faculty and staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
			fund science modules		
June-August 2004	Faculty/Administrator Committee	University-wide expected student outcomes statements	Articulation of draft University-wide expected student outcomes for campus discussion	A subcommittee of the retreat participants refined the draft outcomes statements for eventual vetting by the URI faculty community.	Faculty, administrators and professional staff
August 2004	All URI Colleges	College Assessment Planning	Submission of draft outcomes assessment plans from each college	Plans are referred to as drafts, in recognition of the dynamic nature of the process of developing outcomes assessment for multiple disciplines and programs	Deans and administrators of various colleges
September-October 2004	Office of the Provost	URI Assessment Webpage	Development of a URI Assessment webpage and resource center		Office of the Provost, Assessment staff
October 2004	National Association of State Land Grant Universities & Colleges (NASLGUC)	13 th Northeast Regional Teaching Workshop on Outcomes Assessment and Electronic Portfolios	CELS is sponsoring regional conference	URI, RIC & CCRI faculty invited to attend	CELS faculty and staff, URI faculty
October-November 2004	Office of the Provost	2004 Assessment Institute, Indianapolis	Send faculty team to 3-day Institute	Faculty assessment leaders will be invited	Faculty

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
October-December 2004	College of the Environment and Life Sciences	Extra-mural funding	Explore feasibility of applying for National Science Foundation funding for outcomes assessment for science disciplines	Will support outcomes assessment in science programs	Office of the Provost, Assessment staff, CELS faculty
2004-2005	College of Arts and Sciences	Applied Mathematics, Biological Sciences, Biology, Chemistry, Chemistry and Chemical Oceanography, College Writing, Communication Studies, Computer Science, Marine Biology, Mathematics, Physics, Physics and Physical Oceanography, Statistics (both undergraduate and/or graduate where applicable)	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning. 	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.	A&S faculty and administrators, Assessment Staff, Office of the Provost
2004-2005	College of Business Administration	Objectives will be developed for the 14 courses which form the core of all business degree programs, i.e., courses in: Accounting, Management, Marketing Operations, Management Finance, Financial Service, General Business Administration International Business Management, Information Systems	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be	Business faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
				ongoing.	
2004-2005	College of Continuing Education	Labor Relations and Human Resources	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.	CCE faculty and administrators, Assessment Staff, Office of the Provost
2004-2005	Division of Student Affairs	Career Services, Counseling Center, Multicultural Center, Memorial Union/Student Involvement/Student Leadership	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing	DSA staff and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2004-2005	College of Engineering	Examine common accreditation mandates and other relevant information to implement a college-wide plan: Biomedical Engineering, Chemical and Ocean Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, Ocean Engineering, Manufacturing and Industrial Engineering, Mechanical Engineering and Applied Mechanics	<ul style="list-style-type: none"> ▪ Review and amend student learning goals and objectives. ▪ Review and amend assessment measures. ▪ Review and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance; COE began outcomes assessment in 2000, see attached draft of assessment plan. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.	Engineering faculty and administrators, Assessment Staff, Office of the Provost
2004-2005	College of the Environment & Life Sciences	Nutrition, Dietetics, Geosciences, Geology and Geological Oceanography, Coastal and Marine Policy Studies, Aquaculture and Fisheries Science, Animal and Veterinary Science, Microbiology, Environmental Horticulture and Turf Grass Management, Environmental and Natural Resource Economics (both undergraduate and/or graduate where applicable)	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning. 	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.	CELS faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2004-2005	General Education Program	Skills areas of: “Writing effectively” “Speaking effectively” “Quantitative Reasoning”	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning. 	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.	URI Faculty, Assessment Staff, Office of the Provost
2004-2005	Graduate School of Oceanography	Oceanography minor	Develop a minor in oceanography with outcomes assessment as an integral part of proposal	These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.	GSO faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2004-2005	College of Human Science and Services	Textiles, Fashion Merchandizing and Design, Teacher Certification, School of Education (both undergraduate and/or graduate where applicable)	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	<p>These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance; During 2003-2004, the School of Education developed student outcomes statements, aligned with curriculum/courses, developed student assessments and scoring matrices. They will be migrating this information into a student electronic portfolio system during the coming year. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.</p>	HSS faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2004-2005	College of Nursing	Nursing degrees, all program levels	<ul style="list-style-type: none"> ▪ Review and amend student learning goals and objectives. ▪ Review and amend assessment measures. ▪ Review and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning ▪ Review existing CCNE standards and determine if college needs to modify existing outcomes 	<p>These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance; . First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.</p>	Nursing faculty and administrators, Assessment Staff, Office of the Provost
2004-2005	College of Pharmacy	Doctor of Pharmacy	<ul style="list-style-type: none"> ▪ Review and amend student learning goals and objectives. ▪ Review and amend assessment measures. ▪ Review and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	<p>These efforts will be supported in a number of different ways, i.e., faculty meetings, retreats, external facilitation, conference attendance, staff assistance; Review national standards (ACEP) and customize for URI program. First three action items will be completed within 6-18 months after initiation; subsequent analysis and improvement measures will follow the next year, and be ongoing.</p>	Pharmacy faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2005-2006					
2005-2006	Office of the Provost	University-wide Assessment Initiative	<ul style="list-style-type: none"> ▪ Identify and support faculty to attend assessment conferences ▪ Bring noted assessment leaders to faculty workshops ▪ Support faculty retreats ▪ Facilitate fall and spring semester student focus groups ▪ Make summer recontracting funds available to campus assessment leaders ▪ Update website with relevant progress, new methods and advice ▪ Seek external funding 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Office of the Provost, Assessment Staff
2005-2006	College of Arts and Sciences	African and African American Studies, Anthropology, Applied Sociology, Art, Art History, Art Studio, Classical Studies, Economics, Film and Media Studies, Forensic Science, Journalism, Latin American Studies, Military Science, Political Science, Public Relations, Sociology, Theater, Women's Studies (both undergraduate and/or graduate where applicable)	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	A&S faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2005-2006	College of Business Administration	Accounting, Management, Marketing, Finance, General Business Administration, International Business, Management Information Systems, Masters in Business Administration (both undergraduate and/or graduate where applicable)	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning ▪ 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Business faculty and administrators, Assessment Staff, Office of the Provost
2005-2006	College of Continuing Education	General Studies	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	CCE faculty and administrators, Assessment Staff, Office of the Provost
2005-2006	Division of Student Affairs	Dining Services, Residential Life, Health Services, Bookstore	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	DSA staff and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2005-2006	College of Engineering	All degree programs	<ul style="list-style-type: none"> ▪ Assure that all engineering programs are following outcomes assessment plan, including program and curriculum improvements as a result of measurements ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning ▪ 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Engineering faculty and administrators, Assessment Staff, Office of the Provost
2005-2006	College of the Environment & Life Sciences	Environmental Science and Management, Environmental Sciences, Wildlife and Conservation Biology, Resource Economics and Commerce, Environmental Economics and Management, Clinical Laboratory Science (both undergraduate and/or graduate where applicable)	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	CELS faculty and administrators, Assessment Staff, Office of the Provost
2005-2006	General Education Program	Skills areas of: “Reading complex texts”, “Using information technology”, “Engaging in artistic activity”	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	URI Faculty, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2005-2006	Graduate School of Oceanography	Oceanography minor	<ul style="list-style-type: none"> ▪ Employment of assessment plan ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	GSO faculty and administrators, Assessment Staff, Office of the Provost
2005-2006	College of Human Science and Services	Kinesiology, Physical Therapy	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	HSS faculty and administrators, Assessment Staff, Office of the Provost
2005-2006	College of Nursing	All Nursing degree programs	<ul style="list-style-type: none"> ▪ Continuation of previous year's work on all programs ▪ Employment of assessment plan ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Nursing faculty and administrators, Assessment Staff, Office of the Provost
2005-2006	College of Pharmacy	M.S. & Ph.D. programs Pharmacology, Pharmacology and Toxicology, Pharmacy Administration	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Pharmacy faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
			learning		
2006-2007					
2006-2007	Office of the Provost	University-wide Assessment Initiative	<ul style="list-style-type: none"> ▪ Identify and support faculty to attend assessment conferences ▪ Bring noted assessment leaders to faculty workshops ▪ Support faculty retreats ▪ Facilitate fall and spring semester student focus groups ▪ Make summer recontracting funds available to campus assessment leaders ▪ Update website with all relevant progress on University-wide assessment program ▪ Seek external funding ▪ Collect assessment data and review 		Office of the Provost, Assessment Staff
2006-2007	College of Arts and Sciences	Clinical Psychology, Comparative Literature, English, English Language Studies, Experimental Psychology, French, German, Library Science and Information Studies, History, Italian, Music Composition, Music Education, Music Performance, Philosophy, Psychology, Spanish, School Psychology (both undergraduate and/or	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	A&S faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
		graduate where applicable)			
2006-2007	College of Business Administration	Assess student perceptions of their academic experiences using AACSB's Educational Benchmarking Instrument	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Business faculty and administrators, Assessment Staff, Office of the Provost
2006-2007	Division of Student Affairs	Athletics, Student life, Talent Development, Gay/Lesbian/Bisexual/Transgender Issues	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continues to be ongoing following collection of data	DSA staff and administrators, Assessment Staff, Office of the Provost
2006-2007	College of Engineering	ABET reaccreditation visit	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing	Engineering faculty and administrators, Assessment Staff, Office of the Provost
2006-2007	College of the Environment & Life Sciences	Landscape Architecture, Environmental Plant Biology, Water and Soil Science, Biochemistry, Cell and Molecular Biology. Marine Affairs Nutrition and Food Science (both undergraduate and/or	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	CELS faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
		graduate where applicable)	learning		
2006-2007	General Education Program	Skills areas of: “Using qualitative data” “Examining human differences” Diversity overlay	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	URI Faculty, Assessment Staff, Office of the Provost
2006-2007	Graduate School of Oceanography	Biological Oceanography Physical Oceanography Chemical Oceanography	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	GSO faculty and administrators, Assessment Staff, Office of the Provost
2006-2007	College of Human Science and Services	Communicative Disorders: Audiology, Speech-Language Pathology, Human Development and Family Studies	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	HSS faculty and administrators, Assessment Staff, Office of the Provost
2006-2007	College of Nursing	All Nursing degree programs	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures	Nursing faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
				continue to be ongoing.	
2006-2007	College of Pharmacy	All Pharmacy degree programs	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Pharmacy faculty and administrators, Assessment Staff, Office of the Provost
2007-2008					
2007-2008	Office of the Provost	University-wide Assessment Initiative	<ul style="list-style-type: none"> ▪ Identify and support faculty to attend assessment conferences ▪ Bring noted assessment leaders to faculty workshops ▪ Support faculty retreats ▪ Facilitate fall and spring semester student focus groups ▪ Make summer recontracting funds available to campus assessment leaders ▪ Update website with new achievements in University-wide assessment ▪ Seek external funding ▪ Collect assessment data and 		Office of the Provost, Assessment Staff

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
			review		
2007-2008	All applicable Colleges	All Minors and Certificate Program will be addressed	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 		
2007-2008	College of Arts and Sciences	All A&S degree programs	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	A&S faculty and administrators, Assessment Staff, Office of the Provost
2007-2008	College of Business Administration	All Business degree programs	<ul style="list-style-type: none"> ▪ Meet reaccreditations standards ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Business faculty and administrators, Assessment Staff, Office of the Provost
2007-2008	College of Engineering	All Engineering degree programs	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Engineering faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2007-2008	College of the Environment & Life Sciences	Community Planning	<ul style="list-style-type: none"> ▪ Identify student learning goals and objectives. ▪ Select assessment measures. ▪ Develop and implement data collection procedures. ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	CELS faculty and administrators, Assessment Staff, Office of the Provost
2007-2008	General Education Program	All skills areas	<ul style="list-style-type: none"> ▪ Integrate skills areas into an overall assessment mechanism ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning ▪ 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	URI Faculty, Assessment Staff, Office of the Provost
2007-2008	Graduate School of Oceanography	All GSO degree programs	<ul style="list-style-type: none"> ▪ Continuation of work on graduate programs ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	GSO faculty and administrators, Assessment Staff, Office of the Provost
2007-2008	College of Human Science and Services	All HSS degree programs	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	HSS faculty and administrators, Assessment Staff, Office of the Provost

Date	Responsible Administrative Unit	Program/Project	Action	Notes	Participating Personnel
2007-2008	College of Nursing	All Nursing degree programs	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Nursing faculty and administrators, Assessment Staff, Office of the Provost
2007-2008	College of Pharmacy	All Pharmacy degree programs	<ul style="list-style-type: none"> ▪ Analyze, summarize, & report data. ▪ Use data to improve student learning 	Continuing support as detailed above; see 2004-2005. Analysis and improvement measures continue to be ongoing following collection of data.	Pharmacy faculty and administrators, Assessment Staff, Office of the Provost