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Comprehensive Assessment Plan Template  
Academic Degree Programs with (SLOs)  
Cycle: 2025-2029

|  |  |
| --- | --- |
| 1. **Program Information** |  |
| Degree Program: |  |
| Department: |  |
| Assessment Coordinator (Name, Email): |  |

|  |  |
| --- | --- |
| 1. **Program Student Learning Outcomes (SLOs):**   **(add or delete rows as needed)** | Include the program-level student learning outcomes (SLOs) that will be assessed during the next four years (2025-2026; 2026-2027; 2027-2028; 2028-2029). The SLOs should identify the knowledge, skills, or values that students are expected to achieve as they participate in - or complete - a program of study.  **Note: A minimum of ‘3’ SLOS is required. Maximum: ‘7’. Recommended: ‘4’** |
| **SLO 1:** | |
| **SLO 2:** | |
| **SLO 3:** | |
| **SLO 4:** | |
| **SLO 5:** | |
|  | |
|  | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **III. Curriculum Map** | Complete this table to show where in the curriculum the program SLOs are Introduced, Developed or Mastered. In addition, identify the courses or experiences where significant program assessments are expected to take place, including the sampling of student artifacts. **Note: In the cells below identify achievement levels (1=Introduced; 2=developed; 3=mastered) for each SLO and, when applicable, numbers should be followed by the letter “A” if assessment occurs in the course (example: 3; A).** The information provided in this section will be useful for all program faculty (including those not leading program assessment) to show how individual courses should align to the program learning outcomes. Thus, it is important to complete this curriculum map with as much input from program faculty as possible to ensure the curriculum is discussed from the program perspective rather than the course perspective. Additional resources on curriculum mapping are included below. | | | | | | | |
| **Degree Plan Sections** **(add or delete rows or headers as needed)** | List ***all*** course names/numbers and experiences propriety to the degree plan | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 5** |  |  |
| ***Major Specific Core Curriculum Courses  (list all, if applicable)*** | 1000 |  |  |  |  |  |  |  |
|  | 2000 |  |  |  |  |  |  |  |
| ***Major Required Courses (list all)*** | 1000 |  |  |  |  |  |  |  |
|  | 2000 |  |  |  |  |  |  |  |
| ***Prescribed Electives (Options: (1) list all electives, (2) list elective categories only with no course numbers, or (3) if only one category exists, state “All Prescribed Electives.”*** | … |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***Concentration 1 Courses (optional)*** | … |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***Concentration 2 Courses (optional)*** | … |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***Major Support Courses (list all)*** | … |  |  |  |  |  |  |  |
| ***Experiences*** | Experience 1 |  |  |  |  |  |  |  |

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| 1. **Long-Term Assessment Plan** | Provide a brief description of the essential components of your program’s Comprehensive Assessment Plan for the next FOUR years (2025-2026; 2026-2027; 2027-2028; 2028-2029) by drawing on the SLOs and Curriculum Map provided in the sections above. | | | |
| Program SLOs **(add or delete rows as needed)** | **Assessment Schedule[[1]](#footnote-2)** *Specify the semester/year.* ***(e.g., SP26, SP27, SP28, SP29)*** *the SLO will be assessed during the next four years.* | **Assessment Setting** *Identify the specific courses or student experiences where significant assessments will take place, including those where student artifacts will be sampled from?* | **Assessment Activities** *What signature student work products, performances or other activities will be used to assess student learning?* ***(e.g., a capstone project, presentation, exam, exhibition, dissertation)*** | **Assessment Tools**  *How will the assessment activity be scored/evaluated?* ***(e.g., rubric)*** |
| **SLO 1:** |  |  |  |  |
| **SLO 2:** |  |  |  |  |
| **SLO 3:** |  |  |  |  |
| **SLO 4:** |  |  |  |  |
| **SLO 5:** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Resources on curriculum mapping**

1. **Program Learning Opportunities and Skills Development Worksheet:** [**https://www.utrgv.edu/curriculum-assessment/\_files/resources/presentations/pslo.pdf**](https://www.utrgv.edu/curriculum-assessment/_files/resources/presentations/pslo.pdf)
2. **Course Alignment Worksheet:** [**https://www.utrgv.edu/curriculum-assessment/\_files/resources/presentations/worksheet.pdf**](https://www.utrgv.edu/curriculum-assessment/_files/resources/presentations/worksheet.pdf)
3. **Using Curriculum Maps to Design, Scaffold and Assess Student Learning”** [**https://www.utrgv.edu/curriculum-assessment/\_files/resources/presentations/mapping.pdf**](https://www.utrgv.edu/curriculum-assessment/_files/resources/presentations/mapping.pdf)

1. ***Note: Educational programs are strongly encouraged to assess all program SLOs annually. However, due to course rotation schedules or other factors it may be appropriate to stagger assessments. At minimum, each SLO needs to be assessed at least twice in four years to complete the Assess-Intervene-Reassess model of continuous improvement.*** [↑](#footnote-ref-2)