

The University of Rhode Island 2012 New England Association of Schools and Colleges (NEASC) accreditation report (full report located at: <http://uri.edu/accreditation/>) includes summaries of program assessment reports for 2011-2012. Excerpted from the full report are the following summary reports which represent a valuable resource for programs to review what other programs are doing in their assessment work, methods used, and the recommendations for program improvement:

- E1A: Inventory of Educational Effectiveness for undergraduate and graduate\* programs (p. 1-13)**
- E1B: Inventory of Specialized and Program Accreditation for undergraduate and graduate\* programs (p. 14-20)**
- S3: Licensure Passage and Job Placement Rates for undergraduate and graduate programs (p. 21-28)**

**Updates:** Summary documentation will be updated annually for reporting programs, which consists of two cohorts reporting every two years, on an every other year cycle. The availability of this information should prompt constructive dialogue around student learning since reports highlight program intentions toward continual improvement in response to assessment findings.

\*Graduate programs are being phased into assessment, 2011 - 2014.

# E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

## University of Rhode Island - Undergraduate

Program & Link to Outcomes	Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the Process? Who interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of Change (Pedagogical, Curricular, Assessment Process, Structural)
<b>General Education</b> <a href="http://www.uri.edu/assessment/uri/outcomes/general/General%20Education.html">http://www.uri.edu/assessment/uri/outcomes/general/General%20Education.html</a>	Application form and syllabus, final syllabi and written plan for integration with WRT/COM course, faculty focus groups convened in late fall 2010, student, sample of student work on course assignments.	SAGE members, with substantial help from the Office of Student Learning Outcome Assessment and Accreditation, assembled results from each of the selected data collection methods. When information was in the form of objective indicators (checked boxes, numerical ratings) these were tallied. When data involved judgments from qualitative sources (focus groups, review of student assignments), subgroups of SAGE were convened to conduct content analyses. Data interpretation was conducted through small group discussions followed by SAGE committee reviews of proposed conclusions.	<b>Changes in instructor preparation:</b> Use of faculty peer mentors to provide guidance to new GCI instructors. Workshop design for mentors and instructors. Added materials to support proposal preparation. New emphasis on clear assessment expectations. <b>Changes in the structure of the GCI Program:</b> More clarity in the meaning of "interdisciplinarity." Careful attention to how two-course teams would be structured and the messages that would be given about shared responsibility and respect. More extensive opportunities for teams to meet and work together built into the training. Mentor retreat in January 2011 was used to clarify the objectives for the Grand Challenge Initiative. <b>Changes in assessment:</b> Added early fall workshop to re-emphasize assessment expectations and reinforce alignment of learning outcome objectives with assignment structure and rubrics. Revised instructions for the end-of-semester assignment sample. Added items for the student survey, covering student perceptions of the cognitive learning outcomes. Recognition of the Grand Challenge learning objectives as relevant for the future of the general education program.	Pedagogical, Curricular, Assessment Process
<b>College of Arts and Sciences</b>				
<b>Africana Studies BA</b> <a href="http://www.uri.edu/artsci/af/outcomes.html">http://www.uri.edu/artsci/af/outcomes.html</a>	Final Research Assignment In the final research paper, students were instructed to identify and define a research problem or issue that emerged from analyzing one of the oral history interviews, on the Civil Rights Movement, found in the digital archives at the University of Southern Mississippi.	Instructor employed a 6-point rubric system to evaluate the extent to which students properly identified and defined a research problem or issue that emerged from analyzing one of the oral history interviews; reviewed by faculty member and instructor.	More time will be spent helping students develop information literacy skills and interact with library faculty when doing a research project. The final research assignment will provide an opportunity to assess the effects of this change in the next round.	Pedagogical
<b>Anthropology BA</b> <a href="http://www.uri.edu/artsci/soc/studentlearningoutcomes.html">http://www.uri.edu/artsci/soc/studentlearningoutcomes.html</a>	Program is being redesigned.	We came to a collective decision to address this issue by scraping all of the courses in our curricula and re-designing our offerings using progressive attention to the learning outcomes as a guide for both the new courses and the new sequence of courses. We also used this process to address some other curricular issues most of which involved insufficient staffing.	The results of this process were two entirely new curricula, one in sociology and one in anthropology. The assessment "highlight" of each curriculum is the inclusion of a portfolio course in which students will assemble a variety of products (written work, multi-media presentations, etc.) produced throughout their undergraduate careers as the basis for our assessment of student learning outcomes. They also will have a sophisticated product to demonstrate to graduate schools or potential employers what they know and are able to do.	Curricular
<b>Art History BA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/art_history/">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/art_history/</a>	See Art Studio (one report submitted)			

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<a href="#">outcomes.html</a>				
<b>Art Studio BA, BFA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/art_studio/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/art_studio/outcomes.html</a>	Junior review conducted in an exhibition setting; portfolio appraisal of all students' choice of best works completed sophomore/junior semesters.	Faculty use a common rubric. Junior review coordinator aggregates scores.	Structural changes: strongly indicate to all BFA/BA candidates the importance of junior review; make junior review awareness a part of advising; reinforce learning outcomes in Freshman Foundation Program, sophomore/junior course offerings, new faculty training, and studio faculty orientation. After structural changes are implemented, the dept. plans to require junior review, appoint a new Jr. Review coordinator, make the review a portfolio review only, and divide up the review so faculty are not responsible for reviewing all portfolios.	Assessment Process, Curricular, Structural
<b>Chemistry BA, BS (see also E1b)</b> <a href="http://www.chm.uri.edu/courses/ChemistryOutcomesAssessment.pdf">http://www.chm.uri.edu/courses/ChemistryOutcomesAssessment.pdf</a>	Final lab reports, written in class. Research report based on the independent study results from the semester. Power Point presentation of the final report. Final lab report based on individual student projects.	The Assessment Rubrics were used by the Evaluation Committee. Discussed at a faculty meeting.	In future semesters all students will be required to use the Template for Papers or Communications required by the American Chemical Society journals to improve written communication.	Pedagogical
<b>Chinese BA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/chinese/Chinese.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/chinese/Chinese.html</a>	New program – report due 2014.			
<b>Classical Studies BA</b> <a href="http://www.uri.edu/artsci/ml/classics/requirements.html">http://www.uri.edu/artsci/ml/classics/requirements.html</a>	Survey of graduating seniors; daily assessment in class of breadth of knowledge; review of individual student's array of coursework; performance on upper level assignments (papers, examinations).	Classics faculty will produce rubrics and surveys for analysis of data.	Increased focus on skills. Change of introductory textbook. Increased coaching and training of adjunct faculty. Two new prose courses offered and two previous courses reoffered. Present indications are that the new text is effective and enhancing student success. Improvement in student success indicates that the changes implemented are moderately effective and should be continued and enhanced for the next round of assessment, especially at the lower and intermediate levels of language learning.	Curricular, Assessment Process
<b>Communication Studies BA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/communication/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/communication/outcomes.html</a>	A review team used semester research project papers as well as two sequential assignments from COM381. Internship performance was assessed.	The Review team selected 10 each of the 2 assignments and drew a quasi-random sample of 30 final project papers. A rubric was applied. Site supervisors completed mid-semester evaluation of interns. Director of Internships completed final assessment and reports.	Some changes were effective, more data must be sampled COM/Speech Lab is effective and should be continued. Instructor and admins will be urged to expand the core courses to 4- credit design. Redesign and development of a school-based internship program. Adding additional data sources, sampling entry and midterm performances to benchmark, adding students self-reports from exit surveys. Adding a communications lab.	Curricular Assessment Process
<b>Computer Science BA, BS</b> <a href="http://www.cs.uri.edu/academics/learning-outcomes/">http://www.cs.uri.edu/academics/learning-outcomes/</a>	Student presentation.	There were at least two committee members viewing each student presentation. Each committee member	Continue the assessment of Outcome 3. We will complete the Employer/Advisor Survey that we will use to assess Outcomes 7, 9 and 11. In parallel with this program assessment, the Computer	Curricular, Assessment Process

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		gave a score on the rubric.	Science B.S. program will be undergoing a curricular review.	
<b>Economics BA, BS</b> <a href="http://www.uri.edu/artsci/ecn/Evaluation.html">http://www.uri.edu/artsci/ecn/Evaluation.html</a>	A sample of 13 "thought papers" from ECN 305.	Thought papers were examined by a four-member team of faculty. Each member of the review team used a four-part rubric to evaluate the work on three-point scale (unacceptable, meets standards, exceeds standards).	We plan on reemphasizing differences between economic systems in both our principles of economics courses and in the Competing Traditions course itself. In addition, however, we are expanding our assessment program. This will involve new rubrics, more courses in the assessment process, and a much larger sample size of students.	Pedagogical, Assessment Process
<b>English BA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/english/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/english/outcomes.html</a>	A review of syllabi. Student research papers from introductory to senior level seminars were collected. Assignments and presentations were collected and reviewed.	Reviewed by the assessment committee.	The shift to a 4-credit design has increased opportunities for depth and breadth of study and for students to develop critical writing design. The English dept will continue to review syllabi. English 202 was removed and subsumed into English 201 to accommodate the new 4-credit design.	Curricular
<b>Film Media BA</b> <a href="http://www.uri.edu/artsci/film/learningoutcomes.html">http://www.uri.edu/artsci/film/learningoutcomes.html</a>	Oral presentations, varied course assignments, research papers, written and oral course work.	Speaking rubric, reading rubric, writing rubric, film culture rubric. Film media faculty interpret evidence.	Faculty will video tape student presentations in FLM 495. At least 3 FLM faculty will review the tapes. To further ensure all students become proficient in specifically reading, applying the reading, and writing about film, we will offer a course on reading and writing about film as a topic.	Assessment Process, Curricular
<b>French BA</b> <a href="http://www.uri.edu/artsci/ml/french/outcomes">http://www.uri.edu/artsci/ml/french/outcomes</a>	French faculty's plan in 2010 was to again score a series of final papers from the two capstone senior courses with 3 raters. A 21-item survey was sent to all 26 graduating French majors via Survey Monkey asking them to self assess on all of the program's student learning outcomes.	Professors would rate oral samples from 2 capstone courses independently and then share and compare our ratings. We would seek reliability in our understanding of our student learning outcomes and we would seek evidence from these samples that learning outcomes were being adequately achieved in this area. First, the French faculty team reviewed the rubric for evaluating the written reports. They agreed that the rubric could remain unchanged. Three raters then independently scored a stratified sample of 6 final papers [total of 18 ratings] from two capstone courses to compare for reliability of rating. The 3 raters then compared their assessments of each of the 9 components and determined	The first recommendation for curricular change is to include instruction at the earlier composition courses about how students can rate the quality of sources when researching a topic. The second recommendation for curricular change is to increase a focus on these 3 areas of weakness during the capstone courses themselves. The third recommendation is to expand the successful French Language Coach program in order to increase one-on-one assistance to French students on these areas. The first recommendation for curricular change is to refocus the syllabi to include more explicit work on pronunciation instruction. The second recommendation is to seek ways to enlist the help of native speakers on campus (e.g., exchange students) for more focused speaking activities for French majors.	Curricular, Pedagogical

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		whether the 80% proposed success rate was achieved.		
<b>German BA</b> <a href="http://www.uri.edu/artsci/ml/german/major.html">http://www.uri.edu/artsci/ml/german/major.html</a>	No report received.			
<b>History BA</b> <a href="http://www.uri.edu/artsci/his/outcomes.html">http://www.uri.edu/artsci/his/outcomes.html</a>	Students participate in a two-semester capstone sequence of courses resulting in a senior thesis.	An assessment committee composed of professors (six) teaching the capstone sequence during the year met to read and evaluate senior theses with regard to meeting the standards.	The history department approved a plan that requires students in all 300 level courses to have the opportunity to interpret multiple primary sources on one topic. We propose to incorporate a new recommendation that at the 300 level students should read scholarly articles for the structure of the argument rather than for information.	Pedagogical
<b>Italian BA</b> <a href="http://www.uri.edu/artsci/ml/italian/programs.html">http://www.uri.edu/artsci/ml/italian/programs.html</a>	<p>ORAL PROFICIENCY: We utilized the list of questions we devised in 2008 to ask individual students in a 10-minute interview with Prof. La Luna and Prof. Sama. These are questions about students' experiences at URI, ITL courses they especially enjoyed, their plans for the future, and their opinion about a current event in the world.</p> <p>LISTENING COMPREHENSION: We continued to utilize the exercise we created in 2008. Students go on-line (with a password from the Language Lab) to view a podcast of an episode of a current Italian TV show: Un posto al sole, a very popular contemporary show somewhat similar to Friends. Students answer comprehension questions and complete a cloze exercise.</p> <p>READING COMPREHENSION: We continued to utilize a challenging article from a major Italian daily newspaper (La Repubblica); students answer a series of multiple choice questions to test reading comprehension. We provide students with a short list of vocabulary for the exercise.</p> <p>WRITING ASSESSMENT: We continued to implement our writing assessment process (which includes assessment of the cultural competency inherent in this exercise). We chose a selection of sample papers/exams/analytical writing exercises done by 15 outgoing seniors in 300-400 level</p>	<p>ORAL PROFICIENCY: We used the grading rubric designed for this exercise which we had already modified somewhat over the course of the first two assessment cycles.</p> <p>LISTENING COMPREHENSION: Professors Sama and La Luna utilize a grading rubric to assess their outcomes.</p> <p>READING COMPREHENSION: We created a formal grading rubric.</p> <p>WRITING ASSESSMENT: We decided that creating a uniform grading rubric for papers in Italian was not practical for our assessment of student learning outcomes. Prof. La Luna and I discuss</p>	<p>RECOMMENDATIONS.</p> <ol style="list-style-type: none"> <li>1. Making the assessment exercises available on line. We hope that this will streamline the assessment process, reduce the annual and time-consuming preparation of packets for students, and encourage higher student participation. Another option could be to use recorded 'oral quizzes' from course work.</li> <li>2. Student participation. Overall goal: inform and equip students early.</li> <li>3. Improve clarity of Reading Comprehension questions.</li> </ol> <p>OVERALL PROGRAMMATIC EFFORTS</p> <ol style="list-style-type: none"> <li>1. Italian Language Coach. Starting in the academic year 2010-2011, in collaboration with the Academic Enhancement Center, Prof. Sama established the practice of training and working with an Italian Language Coach for two of her courses: ITL 205 and ITL 206.</li> <li>2. Conversation Hour. Inviting students themselves to become stewards of the program. A small group of students has now volunteered to take the lead in fostering the Italian conversation hour and with faculty guidance.</li> </ol>	Assessment Process, Pedagogical, Curricular

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	courses, including Directed Studies.	and compare samples of student's written work from our advanced courses.		
<b>Journalism BA</b> <a href="http://www.uri.edu/artsci/jor/outcomes.htm">http://www.uri.edu/artsci/jor/outcomes.htm</a>	The final exam in Journalism 220 "Media Writing", The quality of their work is judged in several areas including language usage, clarity, completeness of the story, proper structure of the story and application of other skills taught and learned during the semester.	A standardized grading rubric is used in each section. Each instructor in each section graded the final exams using the standard grading rubric. The Department Chair reviewed the final exams, Cumulative grade points from both portions of the exam were combined for an overall score, but also examined separately to determine if there were any particular weaknesses in student learning masked by combined scores.	Department faculty have been meeting since early last summer to consider some revisions to the curriculum. The department is attending to stricter adherence to a common syllabus in the course and is emphasizing a common grading procedure. Assessment of changes in teaching emphasis, grading and curriculum will take place each semester. Consideration is being given to formulating a new course for PR majors.	Curricular, Pedagogical
<b>Mathematics BA, BS</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/math/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/math/outcomes.html</a>	Examined multiple outcomes using course grades from multiple level courses and placement exams looking for patterns correlating to success.	Committee examined and analyzed the various results to develop a variety of interventions	Multiple changes made including added course sections; created online support course to scaffold students toward higher levels of achievement; implemented program of using TA's for real-time tutoring; coordinated with Physics to create a linked course experience to support science students motivation on math; altered curriculum to improve assignments.	Curricular, Pedagogical
<b>Music BA</b> <a href="http://www.uri.edu/artsci/mus/pdfs/BAComps.pdf">http://www.uri.edu/artsci/mus/pdfs/BAComps.pdf</a>	Overall Applied Lessons MUS 110 – MUS 410; Voice Juries; Portfolios	The Music Department has begun the process of electronic grading submission for all performance jury grading. Currently voice and jazz performance juries and portfolio grading systems have been digitized.	As of Fall 2010 the music department changed this policy. There are now two music advisors that have divided the duties according to music degree programs. The anticipated results will be higher retention and more four-year graduation rates. The scheduling and sequence of all Music Methods classes has been revised to better serve and prepare the music student for the advanced content area intensive courses. Revising the music program curriculum for better oversight and evaluation/assessment of our music students. An exit jury will be required of all music students using the criteria of a similar nature with the expectations for a graduating Senior 400 level. Prerequisites for all courses are being addressed, along with advising expectations to help the student navigate through the music curriculum in four years. An educational sequence that is driven by thorough and logical preparation to and for each area of expertise is the overall goal of the UCAS committee.	Curricular, Pedagogical, Assessment Process
<b>Music Composition BM</b> <a href="http://www.uri.edu/artsci/mus/pdfs/BMComps.pdf">http://www.uri.edu/artsci/mus/pdfs/BMComps.pdf</a>	See Music BA (one report submitted)			
<b>Philosophy BA</b>	Dedicated in-class and at-home essay, quizzes	The dept. assessment committee read	Within a completely restructured Philosophy major curriculum, an	Curricular,

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<a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/philosophy/outcomes.htm">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/philosophy/outcomes.htm</a>	examining technical mastery.	late-stage quiz and assessed success in meeting outcome criterion. Assessment team read final exam essay and assessed success in meeting outcome criterion. In a few isolated cases team compared performance on similar essay from previous exam to assess either improvement or successful mastery at an earlier stage.	entire course - <i>What is Philosophy?</i> – will be devoted to outcome 2. The Philosophy program is transitioning to four-credit courses. Promote deliberate departmental focus on early development of outcome 3 through new, thematically-focused introductory courses as well as in the new major course <i>What is Philosophy?</i> Provide faculty with peer-to-peer pedagogical support for creation of teaching tools and assessment rubrics related to this skill.	Pedagogical, Assessment Process
<b>Physics BA, BS</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/physics/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/physics/outcomes.html</a>	No report received.			
<b>Physics and Physical Oceanography BS</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/physical_oceanography/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/physical_oceanography/outcomes.html</a>	See above (usually one report submitted on behalf of both programs)			
<b>Political Science BA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/political_sciences/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/political_sciences/outcomes.html</a>	Midterm exam, essay section of final exam; research paper, capstone research project	Aggregate baseline data was collected on overall performance (grades) in order to gauge if student learning outcomes were being met.	The development and adaptation of a 400 level capstone template identifying subcategories of student learning outcomes will be finalized and implemented in Spring 2012. Student learning outcomes will be measured in the execution and completion of a semester long project specific to the course and area of study.	Assessment Process, Curricular
<b>Psychology BA, BS</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/psychology/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/psychology/outcomes.html</a>	Multiple choice measure, final lab reports.	Rubric developed to evaluate critical thinking skills relevant to preparing lab reports, reports independently rated by two raters.	Objective measures suggest that pedagogical changes had produced a higher level of competence. Course instructors will revise curriculum to focus more specifically on critical thinking.	Curricular, Pedagogical
<b>Public Relations BS</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/public_relations/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/public_relations/outcomes.html</a>	Portfolio writing assignments, and critical analysis of an ad campaign.	Rubrics designed for each assignment were used to assess the work.	Integrate literacy workshop and support services from Academic Enhancement Center.	Curricular
<b>Sociology BA, BS</b> <a href="http://www.uri.edu/artsci/soc/studentlearning/outcomes.htm">http://www.uri.edu/artsci/soc/studentlearning/outcomes.htm</a>	Program is being redesigned.	Program decided to address this issue by re-designing courses attending to the learning outcomes as a guide for both the new courses and the new sequence of courses. We also used this Process to	The results of this Process were two entirely new curricula, one in sociology and one in anthropology. The assessment "highlight" of each curriculum is the inclusion of a portfolio course in which students will assemble a variety of products (written work, multi-media presentations, etc.) produced throughout their undergraduate careers	Curricular

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		address some other curricular issues most of which involved insufficient staffing.	as the basis for our assessment of student learning outcomes. They also will have a sophisticated product to demonstrate to graduate schools or potential employers what they know and are able to do.	
<b>Spanish BA</b> <a href="http://www.uri.edu/artsci/ml/spanish/requirements.html">http://www.uri.edu/artsci/ml/spanish/requirements.html</a>	Report due date extended: December 2012.			
<b>Theatre BFA</b> <a href="http://www.uri.edu/artsci/the/outcomes.html">http://www.uri.edu/artsci/the/outcomes.html</a>	Direct Evidence: Students were required to create a presentational portfolio of items developed during class-time. Indirect Evidence: Through interaction with previous graduates and guest speakers, students participated in focus groups and self reflective discussions that resulted in written materials.	Rubrics were used for the scoring of student work and eventual presentation of materials specific to their field of study. Professors evaluated and interpreted the evidence.	One change we continue to explore each semester is the roster of Professional, Guest Artist and Recent Graduate Speakers. We are hoping to explore some off-site opportunities in the upcoming semesters.	Curricular
<b>Women's Studies BA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/women's_studies/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/arts_sciences/majors/women's_studies/outcomes.html</a>	Revised essay and final project of capstone class; exit survey.	Three faculty members assess with criteria with 10-point scale.	More focused classroom time on analytical reading.	Pedagogical
<b>Writing and Rhetoric BA</b> <a href="http://www.uri.edu/artsci/writing/geneducation.shtml#learningoutcomes">http://www.uri.edu/artsci/writing/geneducation.shtml#learningoutcomes</a>	Reflective essays.	25 full-time, graduate, and part time instructors. Assessment committee developed a 4-point rubric.	Possible changes include: Expand and improve teacher training program (WRT 999). Reconsider textbook. Revamp the 100 level curriculum. Professional development. Revisit whether selected 300-level courses should remain Gen Ed, or if they should have pre-requisites. Consider multiple credit options for more depth. Revisit standard syllabi-104/106- to see if they are emphasizing a quantity of papers rather than allowing the time to teach each one in more depth.	Curricular, Pedagogical
<b>College of Environmental and Life Sciences</b>				
<b>Animal Science and Technology BS</b> <a href="http://cels.uri.edu/favs/FAVS_uGrad.aspx#AVS">http://cels.uri.edu/favs/FAVS_uGrad.aspx#AVS</a>	Survey of graduating seniors' confidence in knowledge and ability. Exit exams taken by seniors. Performance at NESA Northeast Animal Science Competition.	Faculty graded their respective sections; interpretation by department chair. External experts serve as judges.	Have changed some course content; have proposed new courses (approval pending); will consider making some courses mandatory. We recommend assessing progress via embedded questions on exams, either in addition to or in place of a terminal exam. We recommend involving more faculty in preparing students for NESA.	Curricular, Pedagogical, Assessment Process
<b>Aquaculture and Fisheries Technology BS</b>	Program is being redefined.			



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<a href="http://cels.uri.edu/favs/FAVS_uGrad.aspx#AFS">http://cels.uri.edu/favs/FAVS_uGrad.aspx#AFS</a>				
<b>Biological Sciences BS</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/alpha.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/alpha.html</a>	Sections of lab reports written up as homework. Lab practical	Lab instructors (TAs) apply rubric. Results reviewed with Laboratory Coordinator.	Lab report exercise will be further changed to focus on learning outcomes. New focus has students writing more scientific abstracts and results sections of reports. Expanded introductory material, including presentations in complex lab sessions.	Pedagogical
<b>Biology BA</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/cels/majors/biology/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/cels/majors/biology/outcomes.html</a>	See Biological Sciences BS.			
<b>Marine Biology BS</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/alpha.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/alpha.html</a>	See Biological Sciences BS.			
<b>Environmental Horticulture and Turfgrass Management BS</b> <a href="http://cels.uri.edu/pls/pls_ugrad.aspx">http://cels.uri.edu/pls/pls_ugrad.aspx</a>	GCSAA Exam, RIH Exam, Capstone class, group projects and student presentations, summer internship mentor reports.	Faculty members, panels of industry practitioners and faculty from multiple institutions across the country.	Instituted 2 seminar classes. Improving internship quality. Increase formalized content.	Curricular
<b>Environmental &amp; Natural Resource Economics BS</b> <a href="http://cels.uri.edu/enre/uGradOutcome.aspx">http://cels.uri.edu/enre/uGradOutcome.aspx</a>	Results of two assessment exams, one covering 100/200 level coursework, one near the end of program.	Written examinations evaluated by department chair.	Expand coverage of Learning outcomes and topic areas on the exams. Provide more balanced coverage of topics.	Pedagogical
<b>Environmental Science and Management BS</b> <a href="http://nrs.uri.edu/docs/undergrad/ESM_Exp_Outcomes_2010.pdf">http://nrs.uri.edu/docs/undergrad/ESM_Exp_Outcomes_2010.pdf</a>	No report received.			
<b>Geology and Geological Oceanography BS</b> <a href="http://cels.uri.edu/geo/GEO_ugrad.aspx">http://cels.uri.edu/geo/GEO_ugrad.aspx</a>	Written assessment at the beginning of GEO 103. Also used is the institution of exclusively based problem-based learning (PBL) in sophomore class; revisiting approach in later (senior-level) classes (GEO 450; 483). Students, organized in groups, received a series of problems, graded in difficulty, through the semester, which they were to solve. The work products are 5 synthesis papers and 6 125-minute talks.	In GEO 204, the class became exclusively PBL, with explicit rubrics. Students worked in effectively self-reliant teams. The efficacy of these methods was then assessed by examination questions in GEO 450, written to reveal analytical skills presumably obtained in GEO 204.	Restructure and redesign the problem sets; vary the work products expected; instructor needs to be more involved in day-to-day development of solutions to the problems; partner with an instructor in the Department of Writing and Rhetoric to optimize best practices for writing instruction.	Pedagogical
<b>Marine Affairs BA, BS</b>	Exam in capstone course.	Corrected by a professor.	Replace exam and focus on in-class assignments that test the	Pedagogical

# E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

## University of Rhode Island - Undergraduate

Program & Link to Outcomes	Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the Process? Who interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of Change (Pedagogical, Curricular, Assessment Process, Structural)
<a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/cels/majors/marine_affairs/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/cels/majors/marine_affairs/outcomes.html</a>			students' ability to integrate knowledge.	
<b>Cell and Molecular Biology BS</b> <a href="http://cels.uri.edu/cmb/CMB_Outcome.aspx">http://cels.uri.edu/cmb/CMB_Outcome.aspx</a>	Performance based on assessment of lab skills and bacteria identification. Two laboratory practical exams during the semester. Post-grad employment/grad school acceptance data.	Course instructor and department chair evaluate results.	A study guide was created for future use.	Pedagogical
<b>Wildlife and Conservation Biology BS</b> <a href="http://nrs.uri.edu/docs/undergrad/WCB_Exp_Outcomes_2010.pdf">http://nrs.uri.edu/docs/undergrad/WCB_Exp_Outcomes_2010.pdf</a>	No report received.			
<b>Feinstein College of Continuing Education</b>				
<b>Bachelor of Interdisciplinary Studies BIS</b> <a href="http://www.uri.edu/prov/bis/BISoutcomes.html">http://www.uri.edu/prov/bis/BISoutcomes.html</a>	Final research papers from one of the senior interdisciplinary seminars. Student peer ratings from Book Groups in the Social Science Seminar offered.	Search papers were assessed using The VALUE rubric "Integrated Learning." Two faculty who teach one of the other interdisciplinary seminars assessed the papers and interpreted the evidence. Book Club Peer Ratings were collected in class, using a rubric to assess how well each peer member participated in the groups' class presentations. Each member also did a self-assessment.	Work with the seminar instructors to ensure that assignments more closely reflect the collaborative learning goal of the BIS program. Use these two additional classes to make decisions about revising the VALUE rubric for use in the BIS program as the assessment of the Collaborative Learning BIS program goal. Use the data from the 3 seminars in the design of learning goals in the BIS seminars at all levels. Use the data to also make decisions about revising the Collaborative Learning BIS program goal. There would be value interviewing and providing more specific examples for the students of what is meant by each element in the rubrics enhancing the validity of the assessment tool.	Curricular, Assessment Process
<b>College of Human Sciences and Services</b>				
<b>Communicative Disorders BS</b> <a href="http://www.uri.edu/hss/cmd/programs.html">http://www.uri.edu/hss/cmd/programs.html</a>	The course instructor evaluates student participation in (1) an annual, national colloquium series on communication disorders sponsored by CMD, (2) case presentations of individuals with communication disorders, and (3) small group activities.	Rubrics regarding faculty expectations for student writing will be developed in the fall of 2012 and the spring of 2013. Student performance will then be analyzed by faculty with respect to the rubric starting in the spring or fall of 2013. During the 2012-2013 academic year, outcome measures for experiential learning impact will be developed and outcomes evaluated.	At present, CMD students are only required to take 1 writing course to satisfy their General Education Requirement for Communication. In the 2012-2013 academic year, we will require an additional writing course of all our majors. A new system of audio-visual recording that makes use of Internet technology will make it easier for students to garner observational hours. This system should be operation during the 2012-2013 academic year and outcome data can then be collected.	Curricular

# E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

## University of Rhode Island - Undergraduate

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<b>Health Studies BS</b> <a href="http://www.uri.edu/hss/health/outcomes.html">http://www.uri.edu/hss/health/outcomes.html</a>	New program – report due 2014.			
<b>Human Development and Family Studies</b> <a href="http://www.uri.edu/hss/hdf/outcomes.html">http://www.uri.edu/hss/hdf/outcomes.html</a>	Capstone portfolios, alumni surveys, supervisor evaluation.	Instructors and field placement supervisors use a common evaluation rubric.	Consider changing 1 credit seminar to 3 credit capstone seminar. Continue to work with field instructors and modify assessment measures. Reduce number of learning outcomes from 6 to 4. Revise writing rubric. Refine and coordinate supervisor rubrics for early and senior field experience. Revise course objectives. Implement writing mentor program.	Curricular, Assessment Process
<b>Kinesiology</b> <a href="http://www.uri.edu/hss/physical_education/learning_outcomes.html">http://www.uri.edu/hss/physical_education/learning_outcomes.html</a>	Capstone class, internship and internship seminar, lab reports.	Course instructors, department chair, site supervisors, graduate teaching assistants.	Added strength training class. Added a biochemistry course. Curricular changes to 2012-2013 year. Evaluation tool used by site supervisors will be evaluated to ensure that the important factors are being measured.	Curricular
<b>Textile Marketing</b> <a href="http://www.uri.edu/assessment/uri/outcomes/Undergraduate/hss/majors/textile/outcomes.html">http://www.uri.edu/assessment/uri/outcomes/Undergraduate/hss/majors/textile/outcomes.html</a>	Redefining program – report due 2014.			
<b>Textiles, Fashion Merchandizing and Design</b> <a href="http://www.uri.edu/hss/tmd/TMD%20Outcomes.html">http://www.uri.edu/hss/tmd/TMD%20Outcomes.html</a>	Survey administered to freshman in URI 101 and seniors in TMD 433 as “pre” and “post” query of learning outcomes.	A Sakai site was set up with a dropbox for each of the selected students, and the appropriate assessment from key courses (using the curriculum map) was uploaded by faculty. The transcripts of the selected students were also reviewed and a spreadsheet was generated to list their grades in all TMD courses.	Our curriculum map and outcomes are overly complex and need some simplification to allow for meaningful assessment of the broad range of students that are enrolled in the program. We await software implementation that will make the assembling of portfolios more direct. We will continue to collect work from the previously identified courses, but a limited set of courses will be examined in more detail over the 2011-2012 academic year.	Curricular, Assessment Process
<b>College of Pharmacy</b>				
<b>Pharmaceutical Sciences</b> <a href="http://www.uri.edu/pharmacy/programs/bsps/bpslearninggoals.shtml">http://www.uri.edu/pharmacy/programs/bsps/bpslearninggoals.shtml</a>	New program – report due 2013.			

# E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

## University of Rhode Island - Graduate

Program & Link to Outcomes	Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence?	How are the findings used?	Type of Change (Pedagogical, Curricular, Assessment Process)
Clinical Psychology	Written comps (methods questions), publications, presentations, course exams, annual student evaluation rubric, Master's thesis and Dissertations, supervisor evaluation rubric, case presentation evaluation rubric, grades.	Data were entered from student vitas and evaluation rubrics into Filemaker (relational database) and analyzed by the program director. Percentages of students "meeting the standard" (operationalized on evaluation rubric) were calculated from evaluation rubrics where appropriate.	Several efforts (e.g., use of written comps to generate manuscripts) are underway in order to increase the number of student publications. The program will reassess for efficacy of strategies in two years, and will consider use of a Graduate Student Research Proposal Evaluation rubric. Applied for and received a grant entitled "Enhancing therapy and clinical training through evidence-based assessment of psychotherapy progress and outcomes: A three pronged plan" from the Society for a Science of Clinical Psychology to increase student knowledge in this area.	Assessment Process, Pedagogical
Communication Studies	M.A. Thesis defense, student portfolios, teaching observations.	The Graduate School Assessment Team developed a rubric. Committee members within the program read the thesis and participated in the defense using the rubric. Director of Graduate Student instructors reviewed the portfolio and observed student teaching, applied appropriate rubrics, evaluated student performance, and recommended improvements.	The portfolio process and expectations will be more clearly articulated. For example, Section I of the portfolio will follow the Eastern Communication Association (ECA) guidelines for submission, students must submit section I to the ECA conference, and Section II and III of the portfolio will be refined.	Pedagogical

# E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

## University of Rhode Island - Graduate

Program & Link to Outcomes	Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence?	How are the findings used?	Type of Change (Pedagogical, Curricular, Assessment Process)
<b>Couples &amp; Family Therapy</b> <a href="http://www.uri.edu/hss/hdf/cft_outcomes.html">http://www.uri.edu/hss/hdf/cft_outcomes.html</a>	Supervisor Practicum/Internship, evaluation rubric.	The supervisor scored rubric rating from novice to expert on 5 professional practice criteria.	This is a very small pilot sample. This is the first use of this new evaluation rubric and we are still establishing rater reliability. Focus group with all supervisors is planned for fall to gather input on the utility of the rubric. No programmatic conclusions from this data can be presently drawn. Our next steps are to track the development of clinical skills that coincide with the clinical sequence of the curriculum.	Assessment Process
<b>English – Writing &amp; Rhetoric</b> <a href="http://www.uri.edu/artsci/writing/grad/doctoraloutcomes.shtml">http://www.uri.edu/artsci/writing/grad/doctoraloutcomes.shtml</a>	For all outcomes assessed in this cycle, we gathered every comprehensive exam taken since we implemented a new "cohort" system in Fall 2008. This encompassed 11 students, and netted a total of 53 artifacts for our study. We included both initial exams and re-takes. All identifying markers were removed, but our Graduate Director retained a key in case we needed to drill down further.	Our Assessment Committee invited the department's Graduate Committee to join us in the rating and analysis of these artifacts. The evaluation was conducted by 3 tenure-track faculty and 3 graduate students for 7 raters total. As a committee, we developed a holistic rubric with a 1-3 scale. We then normed our responses using sample artifacts. After norming, each rater received a packet with a rating sheet, a revised rubric, and artifacts for rating. Each artifact was read by 3 raters. More than a 1 point discrepancy of rating was found in only 7 of the 53 artifacts. The results were collated, and the committee then met to interpret and discuss them.	Deeper coursework and varied opportunities to link theory and practice. WRT 524 is now on a regular every-other-spring rotation, and it is now a required course for doctoral students as of Fall 2012. However, one course alone is clearly not enough. The committee very strongly recommends that the department consider offering a new open-ended topics course focused on the scholarship of practice, WRT 646, every fall. The committee also recommends that WRT 999 be made a more substantial course, with a more scholarly basis, and it should carry 3 credits.	Curricular, Pedagogical
<b>English Literature</b>	Direct evidence included research papers written by PhD students in graduate seminars. Indirect evidence included faculty holistic evaluations of the papers they scored for assessments.	Program-approved rubric with criteria that differentiates level of achievement, and faculty holistic evaluations. 15 faculty members in	The formal research paper will be now be required of English PhD students in all graduate seminars, with the exception of the required ENG 510/511 and ENG 514 and	Assessment Process, Curricular, Pedagogical

# E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

## University of Rhode Island - Graduate

Program & Link to Outcomes	Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence?	How are the findings used?	Type of Change (Pedagogical, Curricular, Assessment Process)
		English participated in assessing the evidence and making recommendations. Each faculty member assessed 2 papers (Avg. 30-40 pages). Evidence was interpreted by the Program Director.	creative writing seminars. We will explore the desirability of requiring an abstract and/or annotated bibliography of the formal research paper in graduate seminars, and discuss creating an electronic archive of "model" work that students could consult. The rubric will be revised to better reflect expected level of achievement at the coursework stage, and then will be made available to students. Representative sample of seminar papers written in AY13- 14 will be assessed with revised rubric.	
<b>Mechanical, Industrial &amp; Systems Engineering</b>	Graduate core course student evaluations, thesis proposal evaluations.	A core course student evaluation was completed by the instructor at the end of the course. Department faculty conducted three independent/blind thesis proposal reviews.	Due to limited data, no program changes are planned at this time. More department faculty communication on the new assessment activities are needed. Further refinement of a student self-assessment form. Plans to create an advisor assessment form.	Assessment Process
<b>School Psychology</b> <a href="http://www.uri.edu/artsci/psy/school_forms_programhandbook">http://www.uri.edu/artsci/psy/school_forms_programhandbook</a>	Report delayed – August 2012.			

# E1B: INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

## University of Rhode Island Undergraduate Accredited Programs

Program	Professional, Specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by each agency listed	Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure board, or bar pass rates; employment rates, etc.)	Date and nature of next scheduled review
<b>College of Arts and Sciences</b>					
Chemistry BA, BS Chemistry & Forensic Chemistry BS	American Chemical Society (ACS). The ACS Committee on Professional Training (CPT) is the accrediting body for Chemistry degrees.	2006			2016
Music Education BM	NASM National Association of School of Music RIDE – RI Teacher Standards NCATE – National Teacher Standards	2006 2006 2005	<ol style="list-style-type: none"> <li>1. No continuing faculty member whose expertise is vocal arts. The voice area is the largest performance area in size. Currently, there are two lecturers teaching voice.</li> <li>2. Safe and secure storage for student and departmental instruments and equipment.</li> <li>3. Concert Hall needs renovation to meet safety and professional standards.</li> <li>4. Music area needs expansion and renovation. Problems include no elevators to upper levels, inadequate acoustical treatment between rooms, not enough teaching and rehearsal space for size of dept, very little storage space.</li> <li>5. Selected curricular, policy and procedural issues within the department (no faculty handbook, better mentoring system for graduate assistants, etc.).</li> </ol>	None at this time.	2016 National Accreditation-music program is reviewed.  2012 State Review of BM in Music Ed. Program K-12  2015 National Review of School of Education
<b>College of Business</b>					
Business BS	AACSB, The Association to Advance Collegiate Schools of Business	Jan 2009	Additional cycles of Assurance of Learning; academically Qualified definition strengthened; strategic planning for retirement	None	2012-2013 Self-Study 2013-2014 Site Visit
<b>College of Engineering</b>					
Biomedical Engineering BS	ABET, Inc	2006	*will be accredited in 2012		
Chemical Engineering BS	ABET, Inc	2006	None	Assessment of Program Educational Objectives and Student Outcomes	Fall 2012

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Civil Engineering BS	ABET, Inc	2006	*report due 6/12		
Computer Engineering BS	ABET, Inc	October 2006	No deficiencies or weaknesses or concerns reported	N/A	October 2012
Electrical Engineering BS	ABET, Inc	2006	No deficiencies or weaknesses or concerns reported	N/A	2012
Industrial & Systems Engineering BS	ABET, Inc	2006	*report due 6/12		
Mechanical Engineering BS	ABET, Inc	2006	*report due 6/12		
Ocean Engineering BS	ABET, Inc	2006	None	Assessment of specific program educational objectives and student outcomes	Fall 2012
<b>College of Environmental and Life Sciences</b>					
Landscape Architecture BLA	LAAB Landscape Architecture Accreditation Board	March 2010	Stronger objectives, more planning and administration time for Chair, change in student to faculty ratio, increase diversity	<a href="http://www.asla.org/AccreditationLAAB.aspx">http://www.asla.org/AccreditationLAAB.aspx</a>	Fall 2015
Medical Laboratory Science BS	NAACLS National Accrediting Agency for Clinical Laboratory Sciences	2009	No areas of concern	<a href="http://www.naacls.org/approval/ca/standards.asp">http://www.naacls.org/approval/ca/standards.asp</a>	2012
Nutrition & Dietetics BS	Commission on Accreditation for Dietetics Education, American Dietetics Association	2011	None	Passing rate on national credentialing examination (5yr average >80%)	2016 -Paper Review 2021 -Site Visit
<b>College of Human Sciences and Services</b>					
Education BA	NCATE National Council for the Accreditation of Teacher Education programs	2008	More diversity among faculty and students, more full time faculty, more administrative support	<a href="http://www.ncate.org/public/standards.asp">http://www.ncate.org/public/standards.asp</a>	2012



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<b>College of Nursing</b>					
Nursing BS	CCNE Commission on Collegiate Nursing Education Rhode Island Board of Nurse Registration and Nurse Education	2006	All accreditation standards met	NCLEX-RN, licensure pass rates and job placement	2016
<b>College of Pharmacy</b>					
Pharmacy Pharm D	ACPE Accreditation Council for Pharmacy Education	2011	No areas of concern	NAPLEX	2015

# E1B: INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

## University of Rhode Island Graduate Accredited Programs

Program	Professional, Specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by each agency listed	Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure board, or bar pass rates; employment rates, etc.)	Date and nature of next scheduled review
<b>College of Arts and Sciences</b>					
<b>Library &amp; Information Science MSLIS</b>	American Library Association ALA  National Council for Accreditation of Teacher Education (NCATE) and American Association of School Librarians SPA	2010  2007	Financial sustainability: large number of courses taught; faculty small at 7 members; use of same faculty/student ratio in determining undergraduate and graduate program needs; heavy teaching load "inhibits faculty research and innovation", aging facilities.  "National Recognition." "The program is meeting the needs of New England Region by offering the program at various sites and via the web. The program report is excellent." The program has an excellent relationship with both the Graduate School of Library and Information Studies and the School of Education. The program coordinator is actively involved with the university's Council of Teacher Education. There are clinical experiences at both the beginning and the conclusion of the program of studies. The program is integrated with various Rhode Island Department of Education teacher preparation, themes, frameworks, evaluations, etc. The program uses a variety of assessment tools to integrate with ALA/AASL standards. These assessments are clear and tailored to demonstrate compliance with these standards. There is an adequate and diverse faculty which is active in the professional community. Assessment rubrics are well designed and clear. The program has a very well planned practicum."	Mission, goals, & objectives; Curriculum; Faculty; Students; Finance and governance; Facilities  "In general the program meets each standard in a variety of ways and courses. This is one of their strengths" Every standard designated "Met" with no conditions or recommendations. Assessments used include Licensure Exam for RIDE pass rate for PRAXIS II PLT; GSLIS Comprehensive Exam Pass Rate; Site Evaluations from Practicum; E-Portfolio rubric scores posted to TrueOutcomes with documents as evidence of mastery of 5 roles of the school librarian and 11 RIPTS. "Program is nationally recognized." "To retain recognition, another program report must be submitted before that review."	Full Review 2017  2012
<b>Music Performance MM</b>	NCATE – National Teacher Standards	2005		2015	
<b>Music Education MM</b>	NCATE – National Teacher Standards	2005		2015	

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Clinical Psychology PhD	American Psychological Association	2011; Reaccredited for 7 years	Efforts to retain diverse faculty.	<ul style="list-style-type: none"> <li>• Employment rates</li> <li>• Indicators required by accrediting agency are dependent upon program’s individualized goals, objectives, and competencies</li> </ul>	Self-study due in 2017; Next site visit 2018
School Psychology MS, PhD	Report delayed – August 2012.				
<b>College of Business</b>					
Accounting MS	The Association to Advance Collegiate Business School	Fall 2008	<ol style="list-style-type: none"> <li>1. Faculty research standards require review and strengthening.</li> <li>2. Succession planning to ensure College is adequately staffed.</li> <li>3. Continued cycles of Assurance of Learning.</li> </ol>	Selected by Program: Employment Rates CPA Exam	October, 2013
Business Administration PhD	The Association to Advance Collegiate Business School	Fall 2008	<ol style="list-style-type: none"> <li>1. Faculty research standards require review and strengthening.</li> <li>2. Succession planning to ensure College is adequately staffed.</li> <li>3. Continued cycles of Assurance of Learning.</li> </ol>	Selected by Program: Employment Rates CPA Exam	October, 2013
Masters of Business Administration MBA	The Association to Advance Collegiate Business School	Fall 2008	<ol style="list-style-type: none"> <li>1. Faculty research standards require review and strengthening.</li> <li>2. Succession planning to ensure College is adequately staffed.</li> <li>3. Continued cycles of Assurance of Learning.</li> </ol>	Selected by Program: Employment Rates CPA Exam	October, 2013
<b>College of the Environment and Life Sciences</b>					
Medical Laboratory Science – Cytotechnology option MS	Commission on Accreditation of Allied Health Education Programs	2009	Adequate resources: faculty equipment, updated library, space, finances, etc.	Employment, Board of Certification pass rate, retention rate, employer and employee surveys	July 2016
Nutrition & Dietetics Internship MSDI	Accreditation Council for Education and Nutrition (formerly Commission on Accreditation for	2011	1. Program planning and outcomes assessment.	Evidence that data are being collected and assessed on an ongoing systematic basis	Site Visit 2021

# E1B: INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

## University of Rhode Island Graduate Accredited Programs

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	Dietetics Education)		<p>2. Dietetic registration examination first-time pass rate below the 80% standard.</p> <p>3. Ongoing curricular improvement.</p>	<p>and strengths and limitations identified through the assessment process.</p> <p>The trend in the first time pass rate since the plan has been implemented, actual changes made and implemented to the curriculum, policies and procedures, and progress on assessment of the student learning outcomes.</p> <p>The program needs to identify the strengths and areas for improvement based on the data collected from the student learning outcomes and the curriculum assessment process.</p>	
<b>College of Human Sciences and Services</b>					
<b>Education MA</b> <b>Elementary Education (MA &amp; MATCP)</b> <b>Secondary Education (MA &amp; MATCP)</b> <b>Reading Specialist MA</b> <b>Special Education Elementary (MA)</b> <b>Special Education Secondary (MA)</b> <b>HDF (TCP)*</b> <b>Library Media (TCP)*</b> <b>Music MM (TCP)*</b> <b>School Psychology (MS &amp; PhD)*</b> <b>Speech Language Pathology (MS)*</b> <b>Education (PhD)</b>	NCATE Rhode Island Program Approval (RIPA) Specialized Program Accreditation (SPA) (ACEI) <ul style="list-style-type: none"> <li>• NCTE- English</li> <li>• NCTM – Math</li> <li>• NCSS – Social Studies</li> <li>• NSTA – Science</li> <li>• ACTFL – Foreign Language</li> <li>• ASHA</li> </ul>	2008-2012	<p><u>Standard 4 Diversity:</u> Candidates have limited opportunities to interact with faculty from diverse populations (Initial and Advanced programs).</p> <p><u>Standard 4 Diversity:</u> Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups (Initial and Advanced programs).</p> <p><u>Standard 6 Unit Governance and Resources:</u> The unit does not have sufficient administrative and support staff to ensure the effective and efficient operation of programs for the preparation of educators.</p>	NCATE: Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experiences and Clinical Practice Standard 4: Diversity Standard 5: Faculty Qualifications, Performance, and Development Standard 6: Unit Governance and Resources	2012-2021
<p><i>*These programs are not part of the Education MA, but are accredited by the same accrediting bodies for their education components.</i></p>					
<b>Doctor of Physical Therapy DPT</b>	Commission on Accreditation in Physical Therapy Education (CAPTE)	April 26, 2006	At the time of the self-study and visit, the visit team indicated problems with the performance of the Academic Coordinator for Clinical Education (ACCE). All issues were resolved when that person resigned and a new ACCE was hired. We then received full	Pass Rate for Licensure Exam (National Physical Therapy Exam) Employment Rate All students will demonstrate entry-level competence in all practice expectations	2016

# E1B: INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

## University of Rhode Island Graduate Accredited Programs

Program	Professional, Specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by each agency listed	Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure board, or bar pass rates; employment rates, etc.)	Date and nature of next scheduled review
			accreditation for 10 years		
<b>Couples &amp; Family Therapy MS</b>	Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	2006	None.	AMFTRB National exam pass rate >70% Advertised length of completion (2yrs) graduation rate > 50% Maximum length of completion (5yrs) graduation rate >65%	Self-study submitted 1/5/2012. Site visit scheduled for 11/2013.
<b>Speech – Language Pathology MS</b>	Council on Academic Accreditation-Audiology and Speech Pathology (CAA)	5/2005; Annual re-accreditation Report due 2/1 each year	Development of accurate and current web site including performance indicators, documentation of student progress, better faculty meeting documentation and evidence of programmatic decision making (e.g., curriculum change).	Graduation rates, employment rates, rates of passage of the Praxis exam	2/2013
<b>College of Nursing</b>					
<b>Nursing MS</b>	State Accreditation: Rhode Island Board of Nursing Registration and Nurse Education National Accreditation: Commission of Collegiate Nursing Education (CCNE)	State: 2006 National: October 2006	State Accreditation: All criteria met National Accreditation: "All accreditation standards met; no compliance concerns with respect to key elements."	State Accreditation: State approval is based on the outcome of CCNE program evaluation and follows the same timeline and review. National Accreditation: CCNE requires that a program demonstrate the incorporation of knowledge and skills identified in <i>The Essentials of Masters Education in Nursing</i> . This includes attention to graduation rates, certification pass rates, and job placement.	National: Full Accreditation 2016  State: 2016

# S3 University of Rhode Island Undergraduate Accredited Programs

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
	Exam	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for Next Year	
<b>State Licensure Passage Rates *</b>						
College of Arts & Sciences						
1	Chemistry BA, BS					
2	Chemistry & Forensic Chemistry BS					
3	Music BM	*not tracked				
College of Business						
4	Business BS					
College Engineering						
5	Biomedical Engineering BS	*2012 accreditation				
6	Chemical Engineering BS	*not tracked				
7	Civil Engineering BS					
8	Computer Engineering BS					
9	Electrical Engineering BS					
10	Industrial & System Engineering BS					
11	Mechanical Engineering BS					
12	Ocean Engineering BS	*not tracked				
College of the Environment and Life Sciences						
13	Landscape Architecture BLA	LARE*	*Licensure exam has a 2 year experience prerequisite			
14	Nutrition & Dietetics BS	n/a				
15	Medical Laboratory Science BS					
College of Human Sciences and Services						
16	Education BA	Rhode Island State Licensure Exam	100%	100%	100%	
College of Nursing						
17	Nursing BS	NCLEX – RN Licensure Exam	May 2010 86%	Dec 2010 89%	May 2011 95%	
College of Pharmacy						
18	Pharmacy PharmD					
<b>National Licensure Passage Rates *</b>						
College of Arts & Sciences						
1	Chemistry BA, BS					
2	Chemistry & Forensic Chemistry BS					

3	Music BM					
<b>Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES</b>						
		Exam	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for Next Year
<b>National Licensure Passage Rates *</b>						
College of Business						
4	Business BS					
College Engineering						
5	Biomedical Engineering BS	*2012 accreditation				
6	Chemical Engineering BS	*not tracked				
7	Civil Engineering BS					
8	Computer Engineering BS					
9	Electrical Engineering BS					
10	Industrial & System Engineering BS					
11	Mechanical Engineering BS					
12	Ocean Engineering BS	*not tracked				
College of the Environment and Life Sciences						
13	Landscape Architecture BS	CLARB*	*Scores of testing results are not available			
14	Nutrition & Dietetics BS	Registration Examination for Dietitians	86%	82%	86%	80%
15	Medical Lab Science BS	ASCP BOC	94%	100%	87%	100%
College of Human Sciences and Services						
16	Education BA					
College of Nursing						
17	Nursing BS					
College of Nursing						
18	Pharmacy PharmD	NAPLEX	98%	95%	100%	100%
<b>Job Placement Rates **</b>						
College of Arts & Sciences						
1	Chemistry BA, BS					
2	Chemistry & Forensic Chemistry BS					
3	Music BM	*not tracked				
College of Business						
4	Business BS					
College Engineering						
5	Biomedical Engineering BS	*2012 accreditation				
6	Chemical Engineering BS	*not tracked				
7	Civil Engineering BS					
8	Computer Engineering BS					

9	Electrical Engineering BS					
<b>Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES</b>						
			2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for Next Year
<b>Job Placement Rates *</b>						
10	Industrial & System Engineering BS					
11	Mechanical Engineering BS					
12	Ocean Engineering BS	*not tracked				
College of the Environment and Life Sciences						
13	Landscape Architecture BLA		10/17 1 in grad school	15/20 2 in grad school	10/12 1 in grad school	
14	Nutrition & Dietetics BS	1 yr following graduation	90%	83%	96%	80%
15	Medical Laboratory Science BS	BS, w/in 6 mo. of graduation	100%	100%	100%	100%
College of Human Sciences and Services						
16	Education BA					
College of Nursing						
17	Nursing BS		May 2010 – not analyzed	Dec 2010 94%	May 2011 95%	
College of Pharmacy						
18	Pharmacy PharmD		98%	100%	99%	100%
<b>Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES – CON'T</b>						
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
<b>Institutional Notes of Explanation</b>						
a	<b>Education:</b> Title II data is the official data used for licensure pass rates by the State of Rhode Island. 2010-2011 Title II data is currently being compiled for reporting in the spring 2012. Provided numbers are confident estimates, but not officially recognized until Spring 2012.					
b	<b>Nursing:</b> 100% of generic graduates (not those who already had RN licensure and enrolled solely to earn their BS degree) are eligible to take the exam. Unfortunately only the scores of those who take the exam in RI are available to URI.  <b>Nursing:</b> Tracking of employment is via informal reporting, end-of-program (EOP) survey, and post-graduation survey. Generally, most seniors report having started jobs within a month or so of receiving their RN license and the post-graduation surveys support this. Graduates usually have to wait about 3 months after graduation to take the NCLEX-RN exam and be notified of their licensure status. Some employers start employment on conditional status, and others prefer to have the new graduate wait until results of licensure are known. Accurate data on employment has been difficult for the CON to obtain due to a poor response rate to surveys by our graduates.					



<b>Institutional Notes of Explanation Con't</b>	
c	<p><b>Pharmacy:</b> The Multistate jurisprudence law exam is both a national and state exam. We are reporting the results of those students who took this exam to qualify for RI licensure.</p> <p><b>Pharmacy:</b> We'd like to point out that this is the first time in our history where 100% of graduates have passed the NAPLEX licensing exams. We are very proud of this accomplishment.</p>
d.	<p><b>Nutrition &amp; Dietetics:</b> The national credentialing exam is used for state licensure.</p> <p><b>Nutrition &amp; Dietetics:</b> First-time pass rate for the 5-year periods ending in 2008, 2009, and 2010. The value provided is the number of students passing the exam out of the total number of students taking the exam. URI pass rate exceeded the national average in each time period.</p> <p><b>Nutrition &amp; Dietetics:</b> Dietetic students attend a one-year internship following graduation from URI. Internship programs may be linked with graduate programs. Students not attending an internship or graduate program are likely to work. Data comes from a survey question asking students 'what they have been doing since graduation' and the answers include attending internships, attending graduate programs, working in the nutrition field, and working in a non-nutrition field one year following graduation. The wording of the question allows for multiple responses. Data presented is the number of responses for attending an internship, attending graduate school, and working in a nutrition field from the total of all responses.</p>
e.	<p><b>Landscape Architecture:</b> A survey was sent to alumni from the class of 2011 through the class of 2006.</p>

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<b>Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES</b>						
	Exam	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for Next Year	
<b>State Licensure Passage Rates *</b>						
College of Arts & Sciences						
1	Library & Information Science MSLIS	N/A				
2	Music Performance MM					
3	Music Education MM	NCATE – National Teacher Standards				
4	Clinical Psychology PhD	Various states (0/6)	1 student currently pursuing licensure (N = 6)	0% (licensure requires at least 2 years post-grad supervision hours) (N = 6)	0% (licensure requires two years post-grad supervision) (N=3)	Not program goal (see institutional notes of explanation)
5	School Psychology MS PhD					
College of Business						
6	Accounting MS					
7	Business Administration PhD					
8	Master of Business Administration MBA					
College of the Environment and Life Sciences						
9	Medical Laboratory Science – Cytotechnology option MS					
10	Nutrition & Dietetics Internship MSDI					
College of Human Sciences and Services						
11	Education MA					
12	Special Education MA					
13	Doctor of Physical Therapy DPT					
14	Couples & Family Therapy MS					
15	Speech-Language Pathology MS	N/A				
College of Nursing						
16	Nursing MS	Graduate students are already registered nurses				
<b>National Licensure Passage Rates *</b>						
College of Arts & Sciences						
1	Library & Information Science MSLIS	N/A				
2	Music Performance MM					

3	Music Education MM					
		Examination for Professional Practice of Psychology (0/6)	To date, one student currently pursuing licensure, score not yet available (N = 6)	0% (licensure requires 2 years post-grad supervision hours)	0% (licensure requires two years post-grad supervision)	Not program goal (see institutional notes of explanation)
4	Clinical Psychology PhD					
5	School Psychology MS PhD					

**Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES**

	Exam	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for Next Year
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**National Licensure Passage Rates \***

College of Business						
6	Accounting MS	CPA: audit CPA: Business & Env CPA: Financial Report. CPA: Business Reg.	61% 55% 52% 41%	42% 52% 53% 49%	Not Available " " "	Increase by 5% " " "
7	Business Administration PhD	NA				
8	Master of Business Administration MBA	NA				
College of the Environment and Life Sciences						
9	Medical Laboratory Science – Cytotechnology option MS	Board of Certification	100%	100%	80%	100%
10	Nutrition & Dietetics Internship MSDI	Registration Examinations for Dietitians	70%	100%	100%	85%
College of Human Sciences and Services						
11	Education MA	ETS PRAXIS	100%	100%	100%	100%
12	Doctor of Physical Therapy DPT	National Physical Therapy Exam NPTE	22/22 100%	25/25 100%	33/33 100%	34/34 100%
13	Couples & Family Therapy MS					
14	Speech-Language Pathology MS	PRAXIS Exam	92%	100%	100%	100%
College of Nursing						
15	Nursing MS	ANCC Nurse Educator Nurse Administrator	100% 0/3 100%	100% 0/1 10/11	100% 0/5 0/3	100% 100% 100%

**Job Placement Rates \*\***

	Program	2 years Prior	1 Year Prior	Most Recent Year (2011)	Goal for Next Year	Goal 2 Years Forward
College of Arts & Sciences						
1	Library & Information Science MSLIS	N/A				
2	Music Performance MM					
3	Music Education MM					
4	Clinical Psychology PhD	100% (N = 6)	100% (N = 6)	100% (N = 3)	100%	100%

5	School Psychology MS PhD					
College of Business						
6	Accounting MS	94%	89%	91%	Maintain above 90%	Maintain above 90%
7	Business Administration PhD	100%	100%	100%	Maintain above 90%	Maintain above 90%
8	Master of Business Administration MBA	47%	57%	40%	Increase by 5%	Increase by 5%
College of the Environment and Life Sciences						
<b>Job Placement Rates **</b>						
	Program	2 years Prior	1 Year Prior	Most Recent Year (2011)	Goal for Next Year	Goal 2 Years Forward
9	Medical Laboratory Science – Cytotechnology option MS	88%	100%	60%	80%	100%
10	Nutrition & Dietetics Internship MSDI	90%	100%	100%	70%	70%
College of Human Sciences and Services						
11	Education MA	No data available				
12	Doctor of Physical Therapy DPT					
13	Couples & Family Therapy MS					
14	Speech-Language Pathology MS	100%	100%	100%	100%	100%
College of Nursing						
15	Nursing MS	100%	100%	100%	100%	100%
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p> <p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						
<b>Institutional Notes of Explanation</b>						
<b>Accounting</b>	Pass rates data on CPA exam does not make it possible to identify graduates of Master of Science in Accounting program from undergraduates in Accounting.					
<b>Clinical Psychology</b>	Licensure is not a key outcome indicator as our program allows for the training of research scientists as well as practitioners. Our program has a licensure rate of 83.3% in the past 10 years.					
<b>Education</b>	Pass rates data on CPA exam does not make it possible to identify graduates of Master of Science in Accounting program from undergraduates in Accounting.					
<b>Nursing</b>	<p>Nurse practitioners and clinical nurse specialists must pass a national certification exam in order to practice as advanced practice nurses.</p> <p>For each Masters specialty, the certification organization is named below the bolded role.</p> <p>The certification exam for Nurse Educator and Nursing Administration is optional.</p> <p>The GNP option is suspended. It will be transitioned to an Adult-Gerontology Nurse Practitioner option in response to national ANCC changes and the certification exam.</p>					

	10 of 11 were graduates of the Miriam Hospital ADM/CNL program. The Clinical Nurse Leader is a clinical expert at the bedside and certification is optional through ANCC Commission on Nurse Certification
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