

## May 2023 Institutional Assessment Report: Summary Results of Program-Level Assessment Reporting

This institutional assessment report summarizes the program-level assessment efforts of the University of Rhode Island's (URI) undergraduate and graduate<sup>1</sup> programs that were expected to submit an assessment report in May 2023. Programs at URI report on a biennial basis to the Assessment Office (see [cohort cycle](#)), and undergo faculty peer review for feedback. The institutional assessment report is updated annually; summary reports for programs that were expected to submit in May 2012 - 2016 are available upon request. The following more recent past reports are available on the [website](#): [2018](#), [2019](#), [2020](#), [2021](#), [2022](#).

This report adheres to the reporting forms approved by the New England Commission of Higher Education (NECHE). Summary information is provided on program assessment methods, actions, and recommendations for improvement, and can be used by programs to prompt constructive dialogue around curricular change and student learning.

**E1A: Inventory of Educational Effectiveness for Undergraduate and Graduate Programs (p. 2-31)**

**E1B<sup>2</sup>: Inventory of Specialized and Program Accreditation for Undergraduate and Graduate Programs (p. 32-49)**

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<sup>1</sup> Graduate programs were phased into assessment reporting beginning in 2012 and were expected to have submitted an Assessment Plan and at least one assessment report by May 2015.

<sup>2</sup> Beginning in May 2016, accredited programs were allowed to use E1B report templates for biennial assessment reporting in an attempt to streamline the demands of multiple external accreditors. A request for *highlights from student learning outcomes assessment* activities was added to the report form.

**E1A: Inventory of Educational Effectiveness Indicators**  
University of Rhode Island  
Non-Accredited Undergraduate Programs  
Reporting May 2023

**E1A: Inventory of Educational Effectiveness Indicators**  
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Program	Link to Outcomes	Other than GPA, what evidence was used to determine graduates have achieved stated outcomes for the degree, and for which outcomes?	What is the process? Who interpreted the evidence?	How are the findings used? What changes will be made based on the findings?	Types of change (Assessment Process, Structural, Curricular, Pedagogical) ?	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change(s)? What were the results?	Were the changes effective? What are the next steps and recommendations ?
<b>COLLEGE OF ARTS AND SCIENCES</b>								
History, BA	No submission							
Art Studio, BFA	<a href="https://web.uri.edu/art/academics/art-studio/learning-outcomes/">https://web.uri.edu/art/academics/art-studio/learning-outcomes/</a>	O1: Art Portfolio/Reflective Statement/Statement of Purpose Form	O1 and O2: The Studio Art Outcomes Rubric was used to evaluate student's performance. Two Studio Art instructors of 100 and 200 level courses filled out individual assessment forms for each student. Three teams, composed of 2 evaluators each, assessed 7 students each.	O1 and O2: Evaluation shows that the program is able to meet O1, applying knowledge of artistic materials, and O2, identifying major works of art. With the 22 portfolio reviews, Studio Art BA were competent or approaching competency in O1 and O2 by an overwhelming majority. Although there were some concerning discrepancies with O2, they intend to identify the impact	Assessment Process	N/A	N/A	N/A

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				the student learning outcomes have for future assessments such as assessing students performing capstone level projects.				
Chinese, BA	<a href="https://web.uri.edu/languages/academics/chinese/chinese-learning-outcomes-2/">https://web.uri.edu/languages/academics/chinese/chinese-learning-outcomes-2/</a>	O1 and O2: Computer-based oral interviews and Telephone interview	O1 and O2: Students respond orally to computer-generated prompts and the computer captures their response which is used to evaluate the oral proficiency of the majors. Instructors also perform the same tests, to better align curriculum desires to the levels described in the computer-based oral program. By aligning the curriculum with these specific proficiency levels, students are better equipped to meet the expectations set by the	The results show strong performance and alignment with expectations for students. These outcomes provide powerful insights for refining the curriculum and making instructional adjustments to better support students' Chinese language learning.	Curricular, Pedagogical	N/A	N/A	N/A

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			corresponding actual computer-based oral program assessments.					
Communication Studies, BA	No submission							
Anthropology, BA	<a href="https://web.uri.edu/soc-anth/academics/ba-anthropology/learning-outcomes/">https://web.uri.edu/soc-anth/academics/ba-anthropology/learning-outcomes/</a>	Construct an effective written argument in support of a thesis	Integrative Writing Project: Anthropological Issue Statement. A rubric is designed among faculty. These faculty members read the papers, scored on their own, then averaged to obtain the final scores.	Program expectations were met. However, there is consideration for deleting this outcome in the future as writing effectively is already a general education outcome.	Curricular	<p>In the 2019 report, three suggestions were created.</p> <p>Suggestion 1: Add a required book to help students review the anthropological concepts and methodologies they learned in their earlier coursework</p> <p>Suggestion 2: Scaffold this project more and provide feedback on initial drafts</p> <p>Suggestion 3: Make changes to assignment instructions in lower level</p>	<p>Suggestion 1: A book was added in Fall 2019 and used for 3 years. In Fall 2022, this was replaced by a newer and more applicable book called “Why Anthropology Matters” by Tim Ingold.</p> <p>Suggestion 2: Due to COVID and change of instructor, this suggestion is appreciated and is planned to assess this outcome again soon.</p> <p>Suggestion 3: This suggestion was discussed a while ago, minor</p>	Yes, the results were comparable to the 2019 report - in both cases students met or exceeded the expected level of achievement. The reporters do not plan to re-assess this outcome in the near future. Instead, they will choose a new outcome to assess/report in 2025.

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						courses to highlight the fact that students are applying concepts they have learned.	progress was made.	
French, BA	<a href="https://web.uri.edu/languages/academics/french/french-learning-outcomes/">https://web.uri.edu/languages/academics/french/french-learning-outcomes/</a>	<p>O1: Students can narrate and describe in past, present and future time.</p> <p>O2: Students can compare and contrast cultural practices as they relate to French and American culture and are able to generalize about the importance of understanding cultural differences</p>	<p>O1: A total of 30 students in the French section completed a speaking proficiency test. Speaking proficiency was measured via the Oral Proficiency Interview - Computer (OPIC). Each test is rated by two certified and highly trained OPIC raters who are external to URI. In the case of a discrepancy between the scores of two raters, the tester's audio file goes to adjudication, and is rated by a third rater.</p> <p>O2: Students' intercultural competence was</p>	<p>O1: Program expectations have been met. O2: The Department of Languages is taking steps to increase students' Intercultural Communicative Competence. Having hired an ICC specialist, aid has been found to implement changes to the curriculum. The results of this program indicated that while most midpoint students reach the goal of minimization, none of the endpoint students reached the goal of acceptance, and students ICC did not improve from midpoint to endpoint. To</p>	Curricular, Pedagogical	N/A	N/A	N/A

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			measured via the Intercultural Development Inventory (IDI). The IDI comes in the form of a questionnaire containing 50 items. It measures the participants' sensitivity to cultural differences. The results of this test were analyzed and interpreted by faculty and the Intercultural Communicative Competence Coordinator, a trained faculty member. Finally, results will be reviewed and used by full-time faculty members of the French section	increase the percentage of students that reach minimization at the midpoint, faculty has recommended implementing more classroom activities to help students establish commonality across cultures.				
Italian, BA	<a href="https://web.uri.edu/languages/academics/italian/learning-outcomes/">https://web.uri.edu/languages/academics/italian/learning-outcomes/</a>	O1: Students can narrate and describe in the past, present and future time.  O2: Students can compare and contrast cultural practices as	O1: A total of 17 students in the Italian section completed a speaking proficiency test. Speaking proficiency was	O1: Program expectations have been met.  O2: The Department of Languages is taking steps to increase	Curricular, Pedagogical	N/A	N/A	N/A

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		<p>they relate to Italian and American cultures and are able to generalize about the importance of understanding cultural differences.</p>	<p>measured via the Oral Proficiency Interview - Computer (OPIC). Each test is rated by two certified and highly trained OPIC raters who are external to URI. In the case of a discrepancy between the scores of two raters, the tester's audio file goes to adjudication, and is rated by a third rater.</p> <p>O2: Students' intercultural competence was measured via the Intercultural Development Inventory (IDI). The IDI comes in the form of a questionnaire containing 50 items. It measures the participants' sensitivity to cultural differences. The results of this test were analyzed and</p>	<p>students' Intercultural Communicative Competence. Having hired an ICC specialist, aid has been found to implement changes to the curriculum. The results of this program indicated that while most midpoint students reach the goal of minimization, none of the endpoint students reached the goal of acceptance, and students ICC did not improve from midpoint to endpoint. To increase the percentage of students that reach minimization at the midpoint, faculty has recommended implementing more classroom activities to help students establish commonality across cultures.</p>				
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			interpreted by faculty and the Intercultural Communicative Competence Coordinator, a trained faculty member. Finally, results will be reviewed and used by full-time faculty members of the Italian section					
Sociology, BA	<a href="https://web.uri.edu/soc-anth/academics/b-a-sociology/learning-outcomes-in-sociology/">https://web.uri.edu/soc-anth/academics/b-a-sociology/learning-outcomes-in-sociology/</a>	Demonstrate the ability to interpret, locate, evaluate, generate, and use	Final Projects for 200-level and 400-level courses. 14 students in sample. Ad hoc committee of 3 faculty independently evaluated student work using the rubric for this outcome.	Students were generally able to identify and interpret data accurately, with most meeting or exceeding the component questions in the rubric. The faculty plans to review and discuss the results of this assessment with all sociology faculty. They have adopted new learning outcomes and will need to meet to discuss the assessment process going forward	Assessment Process	The last time this department assessed their SLO, the results of this report were favorable. Thus, the report did not reassess this outcome again.	However, the report includes the results of an interesting assessment project.	Details can be found in the assessment project.

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Spanish, BA	<a href="https://web.uri.edu/languages/academics/spanish/learning-outcomes/">https://web.uri.edu/languages/academics/spanish/learning-outcomes/</a>	<p>O1: Students will be able to narrate and describe in past, present, and future time, linking sentences smoothly.</p> <p>O2: Students will be able to identify and discuss the importance of appreciating and respecting cultural differences</p>	<p>O1: The Oral Proficiency Interview Computer is a computerized speaking proficiency test where test takers answer a series of spoken questions. A total of 104 students completed this test. Each test is rated by two certified and highly trained OPIc raters. In the case of a discrepancy between the scores of the two raters, the tester's audio file goes to adjudication, and is rated by a third rater.</p> <p>O2: A total of 91 students completed the Intercultural Development Inventory, an examination testing intercultural competence. Students</p>	<p>O1: Program expectations have been met.</p> <p>O2: The Department of Languages is taking steps to increase students' Intercultural Communicative Competence. Having hired an ICC specialist, aid has been found to implement changes to the curriculum. The results of this program indicated that while most midpoint students reach the goal of minimization, none of the endpoint students reached the goal of acceptance, and students ICC did not improve from midpoint to endpoint. To increase the percentage of students that reach minimization at the midpoint, faculty</p>	Curricular, Pedagogical	N/A	N/A	N/A
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			completed the IDI survey as homework.	has recommended implementing more classroom activities to help students establish commonality across cultures.				
Sports Media and Communications, BA	No submission							
Theater, BA, BFA	<a href="https://web.uri.edu/theatre/learning-outcomes/">https://web.uri.edu/theatre/learning-outcomes/</a>	Students will express a unique point of view on theatrical topics through effective written, oral, visual, and aural communication methods.	A mix of writing assignments, group projects, visual/oral presentations with a collaborative rubric form a majority of their student population. The assessment committee plans to gather the assignments from the instructors teaching the courses and evaluate the artifacts.	The Theater Assessment Committee plans on using the results to determine the impact of the student learning outcome in their core curriculum and to consider any curricular considerations prompted by results and guide their continued assessment work.	N/A	N/A	N/A	N/A
Professional and Public Writing, BA	<a href="https://harrington.uri.edu/academics/writing-and-rhetoric-b-a/learning-outcomes/">https://harrington.uri.edu/academics/writing-and-rhetoric-b-a/learning-outcomes/</a>	Craft precise, multimodal, audience-appropriate texts	The following three aspects were defined in the report: (1) student performance as determined by grades/GPA, (2) Student Self-Assessment of	The results and analysis planned to be shared in the future. Faculty will be asked for input in terms of design regarding research components and the assessment	Curricular	N/A	N/A	N/A

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			Performance of WRT 104 IDEA Evaluations of Oral and Written Expression Outcomes, and (3) Student Performance as Determined by Written Artifact Assessment. Data from Enrollment Services and the Provost's Office was evaluated quantitatively, interpreted by two faculty members.	study overall. Ultimately, there will be no changes as the data is considered incomplete. Moreover, the data is illustrated as crucial, having the potential to help understand student success metrics. Conducting participatory action research with students from demographic groups whose GPAs have dropped since fall 2014.				
English, BA	<a href="https://web.uri.edu/english/academics/b-a-overview/undergraduate-program-learning-outcomes/">https://web.uri.edu/english/academics/b-a-overview/undergraduate-program-learning-outcomes/</a>	Students identify and synthesize texts from a range of historical periods and cultures, relating them to each other through form, theme, culture, history, politics, or ethics	Through the evaluation of 130 essays by 12 faculty members referencing carefully crafted curriculum maps.	The analysis results across the three levels of learning - introduce, reinforce, and enhance. Overall, the patterns found demonstrate the courses are successfully delivering the skill of synthesis across the four levels of the curriculum. These results will	Curricular	N/A	N/A	N/A

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				be used in decision-making and planning for future assessment. Outcomes will be revised and the faculty will be attentive to the relationship between the outcomes.				
German, BA	<a href="https://web.uri.edu/languages/academics/german/learning-outcomes/">https://web.uri.edu/languages/academics/german/learning-outcomes/</a>	<p>O1: Students will demonstrate their ability to research, design, develop and report on self-selected topics that also show their ability to effectively and professionally present, compare, and contrast, and/pr summarize specific information related to academic and technical topics. Students will also be able to prepare and perform sustained monologues describing familiar experiences, taking a position in a debate, and/or describing technical systems.</p> <p>O2: Students will</p>	<p>O1: A total of 15 students completed the Oral Proficiency Interview Computer examination. Each test is rated by two certified and highly trained OPIc raters.</p> <p>O2: A total of 19 students completed the Intercultural Development Inventory.</p>	<p>O1: Program expectations have been met.</p> <p>O2: The Department of Languages is taking steps to increase students' Intercultural Communicative Competence. Having hired an ICC specialist, aid has been found to implement changes to the curriculum. The results of this program indicated that while most midpoint students reach the goal of minimization, none of the endpoint</p>	Curricular, Pedagogical	N/A	N/A	N/A

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		demonstrate awareness of cross-cultural and intercultural difference and similarity and develop strategies for speaking and opening inquiry using appropriate verbal and nonverbal behavior to allow them to be more effective in intercultural interactions		students reached the goal of acceptance, and students ICC did not improve from midpoint to endpoint. To increase the percentage of students that reach minimization at the midpoint, faculty has recommended implementing more classroom activities to help students establish commonality across cultures.				
Global Language and Area Studies, BA	No submission							
Criminology & Criminal Justice, BA	<a href="https://web.uri.edu/ccj/academics/major/">https://web.uri.edu/ccj/academics/major/</a>	Evaluate policy using theoretically informed research	A rubric was designed by two faculty members. A final capstone paper is the primary assessment tool in this report. 80 papers were anonymized, and an evaluation tool was applied.	This assessment resulted in a showcase that the students in midpoint are able to describe a criminal justice policy issue, present a summary of the major positions, an evaluation of the evidence for and against the	Curricular	N/A	N/A	N/A

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				positions, discuss their position on the policy issues and provide support for that position to the extent they should be. However, there is room for improvement, thus, the department will continue to review our assignments, final papers, and larger curriculum and assessment plans.				
<b>COLLEGE OF ENVIRONMENTAL AND LIFE SCIENCES</b>								
Plant Sciences, BS	<a href="https://web.uri.edu/pse/academics/plant-sciences-b-s/curriculum/learning-outcomes/">https://web.uri.edu/pse/academics/plant-sciences-b-s/curriculum/learning-outcomes/</a>	O1: Short answer questions from exams. O2: Final papers	O1 and O2: Department chair interpreted results of the short answer questions and collected final papers from the faculty and scored them using the rubric.	O1: The results confirm that most students are able to explain the fundamental principles of plant biology. It is interpreted as those who do have the ability to learn concepts rather than memorization of facts, or because they simply do not do the work.  O2: The results of	Curricular	N/A	N/A	N/A

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				the assessment show that most students are able to integrate and apply their knowledge to successfully grow plants and are able to communicate production plans. Only changes would be more clear rubrics for instructors to convey to students.				
Marine Affairs, BA, BS	<a href="https://web.uri.edu/maf/academics/bachelor-of-arts/learning-outcomes/">https://web.uri.edu/maf/academics/bachelor-of-arts/learning-outcomes/</a>	Capstone video project	A panel of faculty apply a rubric evaluation tool to each senior video project and the rubric results are aggregated for each project. The course instructor interprets the results and assigns grades.	The assessment has not been fully performed. However, for the future, rubrics will be revised and finalized. Furthermore, the capstone project is a group project, so the program does not have a credible amount of individual level of student assessment. Revisions to the evaluation process, project assignment, and procedures are	Assessment Process, Structural, Curricular	N/A	N/A	N/A



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				reported to be developing.				
Environmental Science & Management, BS	No submission							
Biotechnology, BS	<a href="https://web.uri.edu/cmb/undergraduate-programs/biotechnology-bs/">https://web.uri.edu/cmb/undergraduate-programs/biotechnology-bs/</a>	Students will communicate, in both oral and written modalities, scientific and technical results to a range of audiences.	Two different performance areas within the learning outcome were analyzed, oral and written communication. Careful sampling and curriculum were devised, and the following methods were used for the assessment report; (1) written lab reports, (2) supervisor evaluation form, and (3) oral presentations. Tools for assessing proficiency in the learning outcome were designed uniquely and specifically for each course (and course-level) and used for analysis by the individual instructors.	Based on the results and analysis of the learning outcome and learning question, the students do meet expected level of achievement. There are three planned program changes, which are the following; (1) scaffolding of writing assignment, (2) additional of individual writing assignment, and (3) curriculum change.	Curricular, Pedagogical	N/A	N/A	N/A

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<p>Aquaculture and Fisheries Technology, BS</p>	<p><a href="https://web.uri.edu/favs/academics/aquaculture-and-fisheries-science-bs/">https://web.uri.edu/favs/academics/aquaculture-and-fisheries-science-bs/</a></p>	<p>Create local and global solutions to complex challenges in aquaculture and fisheries</p>	<p>This report uses a mixture of group projects, individual projects, independent research, and technical reports to measure student success. The Problem Solving VALUE rubric was used, and the students' works were evaluated by 7 instructors and the chair.</p>	<p>The assessment process has resulted in recommendations for decision making and planning - in particular regarding implementation and assessment of experiential learning, problem-based courses. There is intention to revise the forms used to evaluate and report the work done in the independent research projects so these reports and the mentor/supervisor evaluation can be used to better assess the separate elements. Furthermore, there are plans to revise student learning outcomes.</p>	<p>Curricular</p>	<p>Missing</p>	<p>Missing</p>	<p>Missing</p>
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Sustainable Agriculture and Food Systems, BS	<a href="https://web.uri.edu/favs/academics/sustainable-agriculture-and-food-systems/">https://web.uri.edu/favs/academics/sustainable-agriculture-and-food-systems/</a>	Understand the complexity of the biological, cultural, social, economic, and political issues involving the sustainable harvesting, production, processing, marketing, and use of food (systems-thinking): Appraise the integrated nature of agricultural and food systems	In a varying selection of courses, different assignments were used to evaluate student success. Individual work, capstone projects, and reflective summaries were used. 2 coordinators/faculty members independently evaluated student materials using a rubric. Then, three faculty members interpreted the data and reflected on the results.	The scope of the individual work (policy brief assignment) to be expanded to explicitly encompass activities beyond production and include reflective thinking. Furthermore, the report recommends that exercises be added to the semester-long projects.	Structural, Pedagogical	Four of six recommended changes have been implemented. An intro course is now required for all first-year students in the CELS learning-living community. Curriculum changes, such as a new 300-level course and soon-to-be implemented majors-only first-year seminar course.	The assessment of the curricular changes will begin next assessment reporting period.	N/A
<b>COLLEGE OF BUSINESS</b>								
Textiles, Fashion Merchandising & Design, BS	<a href="https://web.uri.edu/business/academics/undergraduate/textiles-fashion-merchandising-and-design/tmd-learning-outcomes/">https://web.uri.edu/business/academics/undergraduate/textiles-fashion-merchandising-and-design/tmd-learning-outcomes/</a>	O1: Students communicate ideas in written, oral, and visual forms using appropriate technology.  O2: Functions as a team member and leader within professional and culturally diverse environments	O1 and O2: PowerPoint presentations prepared by groups of 3-5 students was the primary process. Using a rubric, that looks for timely submission, contributions to in-class discussion, correct citations, accurate	O1 and O2: It seems that non-TMD major students did not have a difficult time scoring. It demonstrates the strength of these courses. Furthermore, these courses provide enough introductory information to	Assessment Process, Curricular	N/A	N/A	N/A

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			<p>summary/information/correct process, and takeaways. Four faculty members are writing, contributing to the report, and interpreting the results.</p>	<p>students of all backgrounds, which means that non-TMD major students can complete the TMD-required courses without hardship. In general, students met the expectations. The TMD assessment committee illustrates a desire to develop better assessment practices, better rubrics to evaluate all the evidence similarly. There is an effort to have the curriculum map represent the program's curricular alignment with outcomes which might include faculty needing to emphasize some content.</p>				
<b>COLLEGE OF HEALTH SCIENCES</b>								

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Human Development and Family Studies, BS	<a href="https://web.uri.edu/human-development/academics/b-s-program/learning-outcomes/">https://web.uri.edu/human-development/academics/b-s-program/learning-outcomes/</a>	<p>O1: Demonstrate appropriate interpersonal communication in professional settings.</p> <p>O2: Demonstrate awareness of global factors (e.g. economic, political, cultural, social) and how they may affect</p>	<p>O1: Students complete a professional development assignment. Their instructor assesses the students' communication and relational skills by examining their assignment.</p> <p>O2: Students wrote an integrated report on their service learning in combination with course topics and research. Their instructor grades the students' report using the rubric.</p>	<p>O1: The department will use the same rubrics.</p> <p>O2: This outcome is new, and the report illustrates unsatisfactory feeling towards this adapted rubric. The department will continue to develop this new rubric and apply it in all relevant courses</p>	Assessment Process	N/A	N/A	N/A
Psychology, BA, BS	No submission							
<b>COLLEGE OF PHARMACY</b>								
Pharmaceutical Science, BS	<a href="https://web.uri.edu/pharmacy/academics/bmps/">https://web.uri.edu/pharmacy/academics/bmps/</a>	Communicate effectively to diverse audiences	Three written assignments from two different courses, two scientific writing assignments and one lab report was used to measure student success. The professor in	No structural changes to the assignments are required.	N/A	Missing	Missing	Missing

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			each course applied the evaluation tool. Two faculty members were responsible for the interpretation of the results.					
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Program	Link to Outcomes	Other than GPA, what evidence was used to determine graduates have achieved stated outcomes for the degree, and for which outcomes?	What is the process? Who interpreted the evidence?	How are the findings used? What changes will be made based on the findings?	Types of change (Assessment Process, Structural, Curricular, Pedagogical)?	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change(s)? What were the results?	Were the changes effective? What are the next steps and recommendations?
<b>COLLEGE OF ARTS AND SCIENCES</b>								
Chemistry, MS, PhD	<a href="https://www.chm.uri.edu/wp4/wp-content/uploads/documents/ChemistryGraduateProgramAssessment.pdf">https://www.chm.uri.edu/wp4/wp-content/uploads/documents/ChemistryGraduateProgramAssessment.pdf</a>	O1: Define an unsolved problem in a specific focus area. O2: Design and perform novel experiments. O3: Disseminate research findings in scientific media.	O1, O2, and O3: The report performed an overall evaluation on research productivity, independence, professionalism, and communication. This is seen through a number of examples such as research goals, interpretation of key data, literature reading, time management, writing and presentation skills. The department's	O1, O2, and O3: The department does not propose a restructuring of the program framework, but rather how they communicate the progression towards existing milestones and skill development to the students. The graduate program committee will immediately restructure the annual review forms to explicitly prompt for written feedback and to flag whether students are adequately progressing the program.	Assessment Process	N/A	N/A	N/A



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			graduate curriculum committee evaluated the outcomes.					
Computer Science, MS, PhD	No submission							
History, MA	No submission							
International Relations, MA	<a href="https://web.uri.edu/politicalscience/academics/m-a-in-international-relations/m-a-curriculum/">https://web.uri.edu/politicalscience/academics/m-a-in-international-relations/m-a-curriculum/</a>	<p>O1: Describe theoretical and empirical research in a core subfield of International Relations (Diplomacy, International Development, or Global Peace Studies).</p> <p>O2: Critically evaluate scholarly theoretical and empirical research in a core subfield of International Relations (emphasis Diplomacy, International Development, Global Peace Studies)</p>	<p>O1 and O2: The evidence for this outcome are comprehensive exams, which come with a department approved rubric. Each comprehensive exam committee has three faculty members on it. Each of the committee members submitted individual scores and discussed the student performance following completion of the oral defense. The graduate director consolidated the exam scores by</p>	<p>O1 and O2: Students generally did better in this assessment period compared to last period. The report finds importance in preparing and encouraging students to set up meetings with faculty members when preparing for their exam. The program decides to make these two changes institutionalized going forward</p>	Pedagogical	<p>The structure of comprehensive exams was changed to (1) allow students extended time 24 hours and (2) place page limits on each submitted answer. Faculty were encouraged to feature revision and reflection exercises to prepare students to complete a concise and well written answer in preparation for the comprehensive exams.</p>	<p>In the next 2-3 years the program Director will always set at least 4 weeks' time for students to prepare and she will also stress the importance of meetings between committee members and students at departmental meetings and through email.</p>	N/A

**E1A: Inventory of Educational Effectiveness Indicators**  
 University of Rhode Island – Non-Accredited Graduate Programs Reporting May 2023

			student/committee and compiled the results for this report.					
Mathematics, MS, PhD	<a href="https://www.math.uri.edu/~thoma/grad/mathematics_grad_learning_outcomes.pdf">https://www.math.uri.edu/~thoma/grad/mathematics_grad_learning_outcomes.pdf</a>	<p>O1: Graduates can state, use, and prove essential results in broad areas of mathematics.</p> <p>O2: Graduates can state, use, and prove essential results in a specialized subject.</p>	<p>O1 and O2: A rubric was provided to all faculty teaching courses under this assessment report. The results were interpreted by the graduate director.</p>	<p>O1: The student sample size is considered small by the reporters. The results will be held until future assessment reports. The results suggest that students' rigor improves when continuing towards building skills they gain from math courses.</p> <p>O2: No recommendation required</p>	Assessment Process	<p>Previous assessment feedback suggested to reformulate some outcomes and review course mapping for previous outcomes.</p>	N/A	<p>The feedback suggestions on the learning outcomes and the curriculum map were fully implemented in the current curriculum map.</p>
Physics, PhD	<a href="https://web.uri.edu/physics/5396-2/">https://web.uri.edu/physics/5396-2/</a>	<p>O1: Biannual Exams</p> <p>O2: Professors' reports based on observations</p>	<p>O1: The written exams were graded double-blind with the grader being different from persons making and administering the exams. Faculty interpreted evidence in meetings.</p>	<p>O1: Surveys indicate that general math prep does not meet expectations and the program is revising the math methods course sequence to address this apparent deficiency.</p> <p>O2: Faculty inferred that most students are well-prepared to</p>	Curricular	Missing	Missing	Missing

**E1A: Inventory of Educational Effectiveness Indicators**  
 University of Rhode Island – Non-Accredited Graduate Programs Reporting May 2023

			O2: Reports reviewed by the graduate committee and graduate students were individually met with.	begin research after their core courses. No changes needed.				
Statistics, MS	No submission							
Data Science, MS (Online)	No submission							
English, MA, PhD	No submission							
<b>COLLEGE OF BUSINESS</b>								
Labor Research and Human Resources, MS	<a href="https://web.uri.edu/business/academic/s/graduate/labor-relations-hr/">https://web.uri.edu/business/academic/s/graduate/labor-relations-hr/</a>	<p>O1: Develop deep knowledge and mastery around key functional areas and core competencies of human resources (HR) and labor relations (LR) in a national context.</p> <p>O2: Demonstrate professional level writing, reporting, negotiation, interviewing, and presentation skills to advise and influence decision makers about topics related to HR and LR.</p>	<p>O1: Some students chose to take an exam, the SHRM HR Certification, a third-party testing agency proctored the exam. The results were interpreted by the director of the program and requested results from each student and provided them to the assessment committee. Furthermore, students who participated in LERA</p>	<p>O1: The committee decided to continue the practice of pre-test for all new MS students as a benchmark of their knowledge. Recommendations like adding HR analytics to the core courses are apparent. Review of weakness in previous SLOs as well as proper timing for assessment cycles are also illustrated in the report.</p> <p>O2: The assessment group will meet in the future to discuss the results from this</p>	Assessment Process, Structural	N/A	N/A	N/A

**E1A: Inventory of Educational Effectiveness Indicators**

University of Rhode Island – Non-Accredited Graduate Programs Reporting May 2023

		<p>Effectively work in teams or groups to collaboratively and creatively address HR and LR issues, manage projects, and evaluate peer assignments and contributions.</p>	<p>seminars/meetings gathered greater insights on practice of Labor Issues and Law. Students reflected on industry applications of LR education for each event and shared in class discussions. This was interpreted by faculty responsible for these class discussions.</p> <p>O2: Student presentations from courses are used to evaluate student success. Rubrics were attached and the work was evaluated by individual faculty members.</p>	<p>evaluation and determine if any changes need to be made.</p>				
<p><b>COLLEGE OF ENVIRONMENTAL LIFE SCIENCES</b></p>								

**E1A: Inventory of Educational Effectiveness Indicators**  
 University of Rhode Island – Non-Accredited Graduate Programs Reporting May 2023

Environmental & Natural Resource Economics (ENRE), MS, PhD	<a href="https://web.uri.edu/enre/academics/ms-environmental-and-natural-resource-">https://web.uri.edu/enre/academics/ms-environmental-and-natural-resource-</a>	Students are able to use appropriate software to carry out quantitative (statistical and numerical) analyses	The final problem set from a 600-level course is used as the primary evidence for this report's assessment. A rubric is used and one faculty member analyzed the results	The results will be shared with faculty over email. Nonetheless, students have demonstrated they have the capacity to succeed using appropriate software for analyses. The report notes that the department changes how they evaluate students on this student learning outcome	Assessment Process	Recommended change was for advisors to discuss research topics and questions more frequently with students. There were minor attempts at this, containing several, varying attempts at informing the student population.	Assessment of this was primarily performed by advisors evaluating each student on their performance working on their major paper or dissertation	Overall students performed well. The strongest area of performance was in 'articulation of why methods are appropriate'. The weakest area was 'identifying gaps in the literature'. With more targeted intervention between advisors and students, student success can be seen. However, it is still to be seen if this is applicable to all students, if all students need this skill that derives from the learning outcome.
Marine Affairs, MMA, MAMA, PhD	<a href="https://web.uri.edu/maf/academics/marine-affairs/learning-outcomes/">https://web.uri.edu/maf/academics/marine-affairs/learning-outcomes/</a>	Students are able to draw on different social science disciplines and methods to develop contributions	Committee assesses thesis research. The graduate program director ultimately evaluates the results	Results were generally positive. Main takeaway is engagement with students by faculty and course requirements for the curriculum.	Curricular, Pedagogical	N/A	N/A	N/A
<b>COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES</b>								
Education (Adult Ed), MA	<a href="https://web.uri.edu/education/academics/m-a/m-a-adult-education/">https://web.uri.edu/education/academics/m-a/m-a-adult-education/</a>	Students will utilize scientific method to design and complete research	Final reports were the primary piece of evidence for this assessment report. A rubric was used, and the	There are no program recommendations for changed based on the report's results	N/A	N/A	N/A	N/A

**E1A: Inventory of Educational Effectiveness Indicators**  
 University of Rhode Island – Non-Accredited Graduate Programs Reporting May 2023

			standard course instructor and program coordinator.					
<b>COLLEGE OF HEALTH SCIENCES</b>								
Behavioral Science, PhD	No submission							
Nutrition, MS	<a href="https://web.uri.edu/nutrition/academic/s/m-s-nutrition/learning-outcomes/">https://web.uri.edu/nutrition/academic/s/m-s-nutrition/learning-outcomes/</a>	Students demonstrate facility with critical use of scientific information	Performance was assessed using a simple scoring tool to categorize performance on a single item - whether it meets their expectations. Scientific Literature Evaluations were the primary artifact. The course instructor and the program director interpreted the results	Some recommendations for change are based on the results because even though they were generally positive, there is room for improvement, as stated by the report. Graduate faculty will be encouraged to use scientific literature in their courses and lab groups to facilitate critical thinking about the information. Furthermore, the faculty will become more aware of on-campus resources in order to suggest them to their students.	Pedagogical	Areas were noted for improvement, such as preparing clear, helpful slides, using professional tone and pace, not reading from notes or slides, engaging the audience, and avoiding filler words. Seminars were used for more guidance, practice, and feedback for developing oral communication skills.	These assessment processes and structural changes were made and the results will be viewed as time goes on.	N/A
<b>COLLEGE OF HEALTH SCIENCES</b>								

**E1A: Inventory of Educational Effectiveness Indicators**  
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Interdisciplinary Neuroscience, MS, PhD	<a href="https://web.uri.edu/inp/academics/philosophy-program/curriculum/">https://web.uri.edu/inp/academics/philosophy-program/curriculum/</a>	O1: Students incorporate principles of ethical conduct into their research design  O2: Graduates produce innovative and ethical research that advances the field of interdisciplinary Neuroscience using appropriate applications of quantitative and qualitative methods in interdisciplinary neuroscience	O1: Scores from capstone project undergo data collection and ethical considerations, and successful completion of CITI training are all observed.  O2: The written proposal and presentation of the thesis is given to the graduate committee.	O1: CITI training is a standardized assessment used for neuroscience and other human subjects and animal research nationally.  O2: Graded by courses of major professors as well as thesis committees.	None	Report does not have a section on previous recommendations. Any comments listed in 2021 were addressed in 2023.	N/A	N/A
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**Option E1: Part B Inventory of Specialized and Program Accreditation**  
University of Rhode Island – Accredited Undergraduate Programs

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**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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Program	URL	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by date	List key issues for continuing accreditation identified in the accreditation letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or exam pass rates, employee rates, etc.)	Date and nature of next scheduled review
<b>COLLEGE OF ARTS AND SCIENCES</b>						
Music Therapy, BOM	No submission					
<b>COLLEGE OF HEALTH SCIENCES</b>						
Kinesiology, BS	<a href="https://web.uri.edu/Kinesiology">https://web.uri.edu/Kinesiology</a>	COAES	July 2022	Advisory Committee doesn't receive Meeting Minutes and a regular report is not occurring to department faculty.	Student Retention Culminating Experience: Internship Graduate Placement Employer Satisfaction Graduate Satisfaction	July 2023, continuing accreditation report
<b>COLLEGE OF ENGINEERING</b>						
Biomedical Engineering, BS	<a href="https://web.uri.edu/engineering/academics/undergraduate/biomedical/outcomes">https://web.uri.edu/engineering/academics/undergraduate/biomedical/outcomes</a>	Accreditation Board for Engineering and Technology (ABET)	August 2019	None	Employment rates	Fall 2024, General Review
Chemical Engineering, BS	<a href="https://web.uri.edu/engineering/academics/undergraduate/chemical/outcomes/">https://web.uri.edu/engineering/academics/undergraduate/chemical/outcomes/</a>	Accreditation Board for Engineering and Technology (ABET)	2018	Program received full 6-year accreditation so no key issues identified	Student Learning Outcomes	2024. ABET review of department self-study report and in-person accreditation

**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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						visit
Civil Engineering, BS	<a href="https://web.uri.edu/engineering/academics/graduate/civil-environmental/outcomes/">https://web.uri.edu/engineering/academics/graduate/civil-environmental/outcomes/</a>	Accreditation Board for Engineering and Technology (ABET)	2018	None		ABET 1-7 criteria 2024
Computer Engineering, BS	<a href="https://web.uri.edu/engineering/academics/undergraduate/computer/outcomes">https://web.uri.edu/engineering/academics/undergraduate/computer/outcomes</a>	Accreditation Board for Engineering and Technology (ABET)	August 2019	None		Employment rates Fall 2024, General Review
Electrical Engineering, BS	<a href="https://web.uri.edu/engineering/academics/undergraduate/electrical/outcomes">https://web.uri.edu/engineering/academics/undergraduate/electrical/outcomes</a>	Accreditation Board for Engineering and Technology (ABET)	August 2019	None		Employment rates Fall 2024, General Review
Industrial & Systems Engineering, BS	<a href="https://web.uri.edu/engineering/academics/undergraduate/industrial-and-systems/outcomes/">https://web.uri.edu/engineering/academics/undergraduate/industrial-and-systems/outcomes/</a>	Accreditation Board for Engineering and Technology (ABET)	Self-Study submitted June 2018, site visit October 2018, final action announced August 2019	Program's ABET EAC status continues until the next 6-year review period in 2024	Please see the following page of our accrediting body's website: <a href="https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/">https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/</a> For Industrial in particular, see section "III. Program Criteria" on the following page: <a href="https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2022-2023/">https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2022-2023/</a>	Comprehensive Self Study should be due by June 2024, site visit should occur during Fall 2024
Mechanical Engineering, BS	<a href="https://web.uri.edu/engineering/academics/">https://web.uri.edu/engineering/academics/</a>	Accreditation Board for	Self-Study submitted June	Program's ABET EAC status continues until the next 6-year review period in 2025	Please see the following page of our	Comprehensive Self Study

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	<a href="https://web.uri.edu/cs/undergraduate/mechanical/outcomes/">cs/undergraduate/mechanical/outcomes/</a>	Engineering and Technology (ABET)	2018, site visit October 2018, final action announced August 2020		<p>accrediting body's website:  <a href="https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/">https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/</a></p> <p>For Mechanical in particular, see section "III. Program Criteria" on the following page:  <a href="https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2022-2023/">https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2022-2023/</a></p>	should be due by June 2024, site visit should occur during Fall 2024
Ocean Engineering, BS	<a href="https://web.uri.edu/engineering/academics/undergraduate/ocean/outcomes/">https://web.uri.edu/engineering/academics/undergraduate/ocean/outcomes/</a>	Accreditation Board for Engineering and Technology (ABET)	August 2019	None	Employment rates	Fall 2024, General Review

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Program	URL	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by date	List key issues for continuing accreditation identified in the accreditation letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or exam pass rates, employee rates, etc.)	Date and nature of next scheduled review
<b>COLLEGE OF BUSINESS</b>						
Accounting, MS	<a href="https://web.uri.edu/business/academics/graduate/accounting/curriculum/">https://web.uri.edu/business/academics/graduate/accounting/curriculum/</a>	AACSB International: Association to Advance College Schools of Business	March 2019	1. Need for improving written communication skills as noted by faculty conducting assessment of learning for that learning goal and others. 2. Learning outcomes assessment may not sufficiently measure areas for continuous improvement because nearly all showed very high rates of accomplishment.	1. CPA exam pass rates are one method of assessment. URI has consistently achieved results comparable to or above the pass rates achieved by other Rhode Island programs and peer business schools nationwide. 2. MSA student employment rates are consistently at 100%.	2023 under the standard AACSB Continuous Improvement Review cycle.
Business Administration Profess. Doctorate, DBA	<a href="https://web.uri.edu/business/academics/graduate/dba/curriculum/">https://web.uri.edu/business/academics/graduate/dba/curriculum/</a>	AACSB International: Association to Advance College Schools of Business	N/A	N/A	N/A	2023

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Business Administration, PhD	<a href="https://web.uri.edu/business/academics/graduate/phd/">https://web.uri.edu/business/academics/graduate/phd/</a>	AACSB International: Association to Advance College Schools of Business	March 2019	Two items: (1) [Unrelated to the Ph.D. Program.] // “The college has made progress on improving the Assurance of Learning (AoL) processes; however, more attention should be paid to ensure that the processes are robust and that they reach an appropriate level of maturity. (Standard 8: Curricula Management and Assurance of Learning)” (2) [A very important concern to maintain the quality of the Ph.D. Program.] // “The PRT notes that faculty salaries are below market which could impact faculty retention, especially among very productive faculty members publishing in the top-tier journals. (Standard 5: Faculty Sufficiency and Deployment; Standard 15: Faculty Qualifications and Engagement)”	N/A for the Ph.D. Program.	2023-2024
Masters in Business Administration, MBA	<a href="https://web.uri.edu/business/academics/graduate/mba-one-year/">https://web.uri.edu/business/academics/graduate/mba-one-year/</a>	AACSB International: Association to Advance College Schools of Business	January 2019	They encouraged us to formalize and streamline assurance of learning, with an emphasis on closing the feedback loop to improve the curriculum. We also need to include employers in assurance of learning as we move forward.	The main performance indicators relate to continuous improvement toward the COB mission. For this program, we have business partner’s approval to evaluate the student team’s performance. We ensure the instructors are qualified to improve the program to help students achieve learning outcomes that are in line with the COB	September 2023

**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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					mission.	
<b>COLLEGE OF HEALTH SCIENCES</b>						
Dietetics, MSDI (In Person)	<a href="https://web.uri.edu/nfs/academics/m-s-nutrition-dietetic-internship">https://web.uri.edu/nfs/academics/m-s-nutrition-dietetic-internship</a>	ACEND Academy of Nutrition and Dietetics 3	April 2022	The MSDI Program will be replaced by the Dietetics Future Education Model Graduate Program starting Fall 2023.	One year pass rate on Dietetic Registration Examination (80% target) Employment in dietetics-related job within one year of graduation (80% target) Completion of program within three years of enrollment (80% target)	September 2023 for the new Dietetics Future Education Model Graduate Program which starts Fall 2023 - no further reviews for the MSDI program which will terminate in 2024 except for close-out reports
Dietetics, MS (Online)	<a href="https://web.uri.edu/nfs/academics/m-s-dietetics/uri-sodexo-graduate-dietetics-track/learning-outcomes/">https://web.uri.edu/nfs/academics/m-s-dietetics/uri-sodexo-graduate-dietetics-track/learning-outcomes/</a>	Accreditation Council for Education in Dietetics (ACEND)	Initial accreditation - Feb 2022 Accredited through June 2026	None	Outcome 4 - 80% of students will earn a score of 80% or higher on each measure of the needs assessment. Outcome 7 - 80% of students will earn a score of 80% or higher on each measure of the narrative review journal article. NOTE: Since our first cohort enrolled since we received accreditation (2022-2023 cohort) has not graduated yet, we don't have data for exam pass rates and employment rates. Instead, we reported on competencies required for	Site visit TBD between Jan - June 2025

**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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					accreditation from our learning plan. Please see narrative for more information.	
Physical Therapy Doctorate, DPT	<a href="https://web.uri.edu/physical-therapy/dpt-program/learning-outcome">https://web.uri.edu/physical-therapy/dpt-program/learning-outcome</a>	Commission on Accreditation in Physical Therapy Education (CAPTE)	December 2016	None	<ol style="list-style-type: none"> <li>1. Comprehensive Exam (first try &amp; eventual)</li> <li>2. Graduation Rate</li> <li>3. Licensure Pass Rate (first try &amp; eventual)</li> <li>4. 6 month post-graduation employment rate (of those seeking employment)</li> </ol>	N/A
Speech-Language Pathology, MS	<a href="https://web.uri.edu/cmad/academics/m-s-program/m-s-program-student-achievement-data/">https://web.uri.edu/cmad/academics/m-s-program/m-s-program-student-achievement-data/</a>	American Speech-Language-Hearing Association	February 2022 (most recent re-accreditation)	<ol style="list-style-type: none"> <li>1. Providing sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources</li> <li>2. Demonstrating that the program has adequate access to clerical and technical staff to support the work of the students, faculty, and staff</li> </ol>	<ol style="list-style-type: none"> <li>1. number and percentage of students completing the program within the program's published time frame for each of the 3 most recently completed academic years (i.e., two AYs + one summer for full-time students)</li> <li>2. number and percentage of program test takers who pass the Praxis® Subject Assessment examination for each of the 3 most recently completed academic years</li> </ol>	Annual Report due February 1, 2023 was submitted. The next re-accreditation review/site visit will be in November 2029.
<b>COLLEGE OF ARTS AND SCIENCES</b>						



**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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Library & Information Studies, MLIS	<a href="https://web.uri.edu/wp-content/uploads/sites/1614/GSLIS_Goals_Outcomes_RevisedApprovedMay14-2020.pdf">https://web.uri.edu/wp-content/uploads/sites/1614/GSLIS_Goals_Outcomes_RevisedApprovedMay14-2020.pdf</a>	American Library Association	6/24/2018	"None: "Meets all standards. No follow-up reporting required." See <a href="http://www.ala.org/CFApps/lisdir/directory_pdf.cfm">http://www.ala.org/CFApps/lisdir/directory_pdf.cfm</a> (p. 43)"	"Student learning outcomes; retention rates, average time to degree completion, employment (see Student learning outcomes; This year ALA requested retention rates, average time to degree completion, employment (see <a href="https://harrington.uri.edu/wp-content/uploads/2019/03/GSLIS-RetentionRatesTime-toDegreeCompletionEmploymentRates.pdf">https://harrington.uri.edu/wp-content/uploads/2019/03/GSLIS-RetentionRatesTime-toDegreeCompletionEmploymentRates.pdf</a> )"	Spring 2026, full review
		Association for Advancing Quality in Educator Preparation	July 2022	None	<a href="https://aaqep.org/files/AAQEP-Expectations-Framework-2022.pdf">https://aaqep.org/files/AAQEP-Expectations-Framework-2022.pdf</a>  (our focus is Standard 1)	Spring 2029 full review
		Rhode Island Department of Education	March 2017	Impact on Student Learning (Assessment), RI Educational Expectations, Equity, Dispositions and Clinical Preparations	RI Professional Teaching Standards	Spring 2025 Full PREP-RI visit (2021 visit was delayed due to COVID-19)
Medical Physics, MS	<a href="https://web.uri.edu/physics/2-year-medical-physics-program/">https://web.uri.edu/physics/2-year-medical-physics-program/</a>	CAMPEP (Commission on Accreditation of Medical Physics Education Programs)	August 22, 2020	"1. Steering committee: add members, list member names, add student members, describe function of the committee 2. Increase classroom time spent on ethics 3. Financial support: information requested on student communication 4. More formal methods for student feedback"	We publicly disclose admission statistics, total number of students, number of graduations, and what type of position graduates go to.	2025; full review including self study and site visit

**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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Music, MM (Ed, Perf)	No submission					
<b>COLLEGE OF NURSING</b>						
Nursing, DNP	<a href="https://web.uri.edu/nursing/academics/ms-to-dnp/">https://web.uri.edu/nursing/academics/ms-to-dnp/</a>	DNP Program is fully accredited by AACN/CCNE	Fall accreditation in 2021	None	"Exiting student satisfaction reports on standardized Skyfactor surveys; graduation rates, certification exam pass rates, employment rates"	"10 years is normal cycle; anticipate interim report due in 2025 with full self study report and site visit in 2030."
Nursing, MS	<a href="https://web.uri.edu/nursing/academics/ms/">https://web.uri.edu/nursing/academics/ms/</a>	"MS Program is fully accredited by AACN/CCNE (Commission on Collegiate Nursing Education)"	"2016 full accreditation; Interim self study report is due to AACN/CCNE in December, 2021."	None	"Exiting MS student satisfaction reports on standardized Skyfactor surveys; graduation rates, NP certification exam pass rates, employment rates."	"Full accreditation self study report and on-site visit due in 2026. Interim self-study report due in December, 2021."
<b>COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES</b>						
Education (Reading), MA	<a href="https://web.uri.edu/education/about/">https://web.uri.edu/education/about/</a>	PREP-RI	March 1, 2017	"The Reading Program earned full program approval from the Rhode Island Department of Education at the last PREP-RI program approval visit in 2017. The areas for consideration from the 2017 PREP-RI report are listed below: The Reading program should review the expectations for PREP-RI	"Reading Program action steps: Graduates of the MA/Reading program occupy reading and/or leadership roles in many of the school districts in RI. Reading faculty have created and enacted a four-course Graduate Certificate in Dyslexia Knowledge and Practice. With this, we have a new opportunity to re-design the clinical experience in partnership. Reading faculty have had several conversations with RIDE	2025

**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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				<p>component 2.3, including the expectation that programs develop and maintain mutually beneficial partnerships that share responsibility for designing and refining clinical partnerships and practice, establish agreed-upon indicators of effectiveness, and making partnership decisions. Establish defined partnerships either through a revised clinic structure or with other stakeholders, including professionals in the reading field, who can work with the program to provide practitioner input into program design, instruction, assessment, clinical preparation, and partnership decisions for program improvement. Establish explicit criteria for the role of clinical educator in the afterschool reading clinic, including an evaluation and retention process, to ensure candidates continually</p>	<p>personnel regarding how the new program might best meet the needs of district teachers. Reading faculty will continue to meet with teachers to design a clinical experience that better meets the needs of the districts, while also being feasible given our limited faculty. We created a job description for the clinical supervisor, detailing the skill set required."</p>	
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**Option E1: Part B Inventory of Specialized and Program Accreditation**  
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				<p>have access to high-quality clinical educators who meet the criteria. Establish a clinical supervision structure and process that capitalizes on the current model in which candidates receive expert, program-based feedback while also including practitioner-based feedback to best support candidate growth and clinical preparation."</p>		
TESOL, MA	<a href="https://web.uri.edu/education/about/">https://web.uri.edu/education/about/</a>	AAQEP	March 1, 2022	<p>"The TESOL/BDLI MA program earned a full 7 year national accreditation with few areas of weakness identified. Below are the areas of concern, which have been addressed since the visit report was released. The surveys for the TESOL/BDL program were redesigned and aligned to reflect AAQEP's Standard 2 Completer Professional Growth and Competence aspects A through F. A new schedule of yearly evaluations of past program completers (Teacher Surveys) and employers was instituted. The leadership</p>	<p>"The TESOL/BDL teacher licensure program is required to submit a report every 7 years to the Association for Advancing Quality in Educator Preparation (AAQEP) responding to how the program meets the following standards:                  Standard 1: Candidate/Completer Performance                  Program completers perform as professional educators with the capacity to support success for all learners.                  a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</p>	March 2029

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				<p>team worked closely with the advanced program management teams to redesign the survey and explain the importance of completing the survey when received. The outcomes and assessment data team will also continue to reach out to URI teacher employers in advance to discuss the importance of completing and returning the surveys."</p>	<p>b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory                  c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning                  d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice                  e. Creation and development of positive learning and work environments                  f. Dispositions and behaviors required for successful professional practice                  Standard 2: Completer Professional Competence and Growth                  a. Program completers adapt to working in a variety of contexts and grow as professionals.                  b. Understand and engage local school and</p>	
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					<p>cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</p> <p>c. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</p> <p>d. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts</p> <p>2</p> <p>URI Assessment Reporting Form is in compliance with NEASC and campus reporting requirements. Submit completed report to: <a href="mailto:assess@uri.edu">assess@uri.edu</a></p> <p>UNDERGRADUATE/ FIRST PROFESSIONAL DEGREE/GRADUATE PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES - INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION</p> <p>e. Support students' growth in international and global perspectives</p> <p>f. Establish goals for their own</p>	
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					<p>professional growth and engage in self-assessment, goal setting, and reflection</p> <p>g. Collaborate with colleagues to support professional learning</p> <p>Standard 3: Quality Program Practices</p> <p>The program has the capacity to ensure that its completers meet Standards 1 and 2.</p> <p>a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable</p> <p>b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts</p> <p>c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation</p> <p>d. Enacts admission and monitoring processes linked to candidate success as</p>	
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					<p>part of a quality assurance system aligned to state requirements and professional standards</p> <p>e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation,</p> <p>f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment</p> <p>Standard 4: Program Engagement in System Improvement</p> <p>Program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission.</p> <p>a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes</p> <p>b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support</p> <p>c. Supports completers’ entry into</p>	
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					<p>and/or continuation in their professional role, as appropriate to the credential or degree being earned</p> <p>d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs</p> <p>e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates</p> <p>f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments"</p>	
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