THE UNIVERSITY OF RHODE ISLAND
OFFICE OF STUDENT LEARNING, OUTCOMES ASSESSMENT, AND ACCREDITATION

May 2024 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 programs that were expected to submit an assessment report in May 2024. 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 2018, 2019, 2020, 2021, 2022, and 2023 are available on the website. Reports prior to 2018 are available upon request from assess@uri.edu. Please note that beginning in fall 2023, the Graduate School oversees the coordination of program-level assessment reporting for graduate programs.

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 Programs (p. 2-19)**
>
> **E1B[1]:** **Inventory of Specialized and Program Accreditation for Undergraduate Programs (p. 20-30)**

For additional information, please contact the assessment office: assess@uri.edu

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[1] 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 2024

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?
COLLEGE OF ARTS AND SCIENCES								
Africana Studies, BA	Exempt							
Art History, BA	Exempt							
Art Studio, BA	https://web.uri.edu/art/academics/art-studio/learning-outcomes/	Students final projects from one class and initial projects from another class. (O: Demonstrate a technical and conceptual expertise in using materials and methods of at least one media of the visual arts.)	Professors collaborated on a technical skills/conceptual skill-based rubric to assess the data. Dep. Chair Professor Ben Anderson, and Associate Teaching Professor Dr. Clarisa E. Carubin interpreted the evidence.	The findings and outcomes will be formally presented to the department during the upcoming faculty retreat at the beginning of the Fall '24 semester. They aim to inform future curriculum planning efforts. Will conduct more comprehensive evaluation of learning outcomes across the curriculum.	Curricular	N/A	N/A	N/A
Communication Studies, BA	https://web.uri.edu/harrington/academics/communication-studies-b-a/learning-outcomes/	Student work from assignments accross 4 courses where the outcome is introduced, reinforced, and emphasized. (O: Employ	The AAC&U Integrative Learning Rubric will be used to assess student work across the classes/sections/sem	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report

		communication theories, perspectives, principles, and concepts (explain, synthesize, apply, and critique).)	esters. Expected that Dr. Jalette will interpret the results as assessment director					
Computer Science, BA, BS	https://web.uri.edu/cs/academics/computer-science/learning-outcomes/	Assess this outcome with a final project. (O: Work effectively in teams to design and implement solutions to computational problems.)	A grading rubric was used to evaluate students. The results were interpreted by Dr. Fay-Wolfe the course instructor, and Dr. DiPippo the CS Department UG Area Lead.	The findings will be shared with the Department and Undergraduate Committee. The results indicate that no further revisions are necessary and there is no further decision making process for this learning outcome.	N/A	Changes made in CSC 411: students were not able to drop any assignments and the importance of the lab notebook was emphasized.	Did not formally assess the impact of the implemented changes.	Did not formally assess the impact of the implemented changes.
Data Science, BS	https://web.uri.edu/data-science/academics/learning-outcomes/	Assess this outcome with complex data project reports. (O: Use exploratory data analysis techniques to identify meaningful relationships, patterns, or trends from complex data sets and effectively communicate visually and in written form about data.)	A project grading rubric was used to evaluate students. The results were interpreted by Dr. Dekker and Dr. Katenka.	The results will be shared with the Data Science Executive and Undergraduate Committee. The results will be used to make recommendations to future course instructors and plan future assessment.	Assessment Process & Pedagogical	N/A	N/A	N/A
Economics, BA, BS	https://web.uri.edu/economics/academics/	Exam questions were used to assess this outcome. (O: Identify foundational economic concepts/processes/models.) / A semester-long research paper assignment was used to assess this outcome. (O: Demonstrate the ability to	A rubric was used for open response exam questions and results were interpreted by the instructor and the assessment committee. / A grading rubric was used and results were interpreted by the instructor and the assessment	Results will be shared with the department at the first departmental meeting in Fall '24. There will be a discussion on how to best integrate the assessment process into the curriculum.	Assessment Process & Pedagogical	Previous columns were the follow up on the prior report.	Previous columns were the follow up on the prior report.	Yes, they seem to have been effective.

		synthesize, conduct, and present economic research/critical inquiry.)	committee.					
Film Media, BA	https://web.uri.edu/harrington/academics/film-media-b-a/learning-outcomes/	Student binders and final films were used to assess this learning outcome. (O: Students understand the process of pre-production including creating treatments, scripts, and other pre-production materials) Student binders and final films were used to assess this learning outcome. (O: Students are able to demonstrate familiarity with media production equipment and technologies, including film/digital processes, editing and post-production software and workflow.)	A final assessment grid was used by a team of faculty to assess the work in student binders. The department chair interpreted the evidence.	Results were shared with the Film Assessment Committee and the report and feedback will be delivered at a faculty meeting. They plan to change their emphasis on the post-production workflow and a stronger curricular connection between production pedagogy.	Curricular & Pedagogical	It was suggested to follow up with examination of the capstone course to gauge effects of COVID on student performance.	N/A	N/A
Gender and Women's Studies, BA	https://web.uri.edu/gws/academics/student-learning-outcomes/	Research topic proposals for capstone paper, oral presentation, peer review of classmates paper, and research paper were used to assess this learning outcome. (O: Demonstrate adequate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies.)	A rubric will be used to check off whether student work demonstrates meeting learning outcomes, exceeding learning outcomes, or lacking learning outcomes. The GWS faculty will interpret the evidence.	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report

		A bibliography assignment was used to assess this outcome. (O: Evaluate and interpret information from a variety of sources including print and electronic media, film, video, and other information technologies.) A one-page reflection was used to assess this outcome. (O: Analyze the ways in which societal institutions and power structures impact the material realities of women's lives.)						
Global Language and Area Studies, BA	No submission							
History, BA	Exempt							
International Studies and Diplomacy BS	Missing	An oral proficiency interview before and after studying abroad was used to assess this outcome. (O: Demonstrate proficiency in a spoken language other than English at the Advanced-Low level or higher.)	Speaking proficiently was measured by the Oral Proficiency Interview Computer (OPIc). The ISD Director/Proficiency Coordinator LeAnne Spino-Seijas interpreted the results.	The results will be shared with the International Studies Advisor Dr. Marc Hutchinson. The results have influenced changing the benchmark in Japanese to Intermediate High, implementing a clearer testing protocol, using student feedback to create a list of helpful hints to increase proficiency, having	Pedagogical, Curricular, and Assessment Process	The recommendations for change were not implemented because of unexpected structural changes.	N/A	The next steps are to create a new capstone class and discuss the possibility of collaborating with Political Science on assessment

				the ISD coordinator meet with students individually while abroad to discuss their progress, and creating a class about the development of language proficiency.				
Journalism, BA	Exempt							
Mathematics, BA, BS	https://www.math.uri.edu/wp-content/uploads/2022/06/CurriculumMap22-23.pdf	Student work such as exam equations and end of semester projects from a variety of courses was used to assess this outcome. (O: Graduates can apply mathematical methods to solve problems in other disciplines.)	Student work was evaluated using a rubric and faculty members, Bill Kinnersley and Li Mu interpreted the evidence.	The data for the rubric was not robust making it difficult to draw any conclusions. They recommend repeating the evaluation of that specific rubric element during the next cycle. Changes should be made to the department's assessment process.	Assessment Process	Most of the recommendations were not implemented as there was a change in personnel in charge of the department's assessment process. They did implement changes in the curriculum map to incorporate new courses.	N/A	N/A
Philosophy, BA	https://web.uri.edu/philosophy/academics/student-learning-outcomes/	Final papers from a variety of classes will be used to assess this outcome. (O: To Contextualize philosophical texts and thinkers within specific frameworks (e.g., those of history, method, topic, problem area, etc.)	Process is to be determined by the committee and the assessment committee will interpret the results.	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report	N/A: Interim Report
Physics, BA, BS, and Physical Oceanography, BS	https://web.uri.edu/wp-content/uploads/sites/362/2022/05/PhysicsUgradOutcome-CurriculumMap2	Final exam averages were used to assess this outcome. (O: Apply classical and modern physics theories to solve	Missing	Missing	N/A	N/A	N/A	N/A

	022.pdf	quantitative physics problems.)						
Political Science, BA	https://web.uri.edu/politicalscience/academics/b-a-in-political-science/b-a-curriculum/	Student quizzes from 2 courses were used to assess this outcome. (O: Identify core concepts, methods, and theories in political science.)	A theory quiz was used as the evaluation tool. Faculty who taught the course (Dan Carrigg and Meg Frost) and the assessment coordinator (Ashlea Rundlett) interpreted the evidence.	Results will be shared with the faculty members teaching the courses and with the core curriculum committee at its next meeting. Continue to recommend that courses include online components, more applied aspects, and designed activities that allows students to apply lecture material in discussion sessions.	Pedagogical	The recommendations that were implemented were encouraging faculty to keep some of their online components of their courses and to re-emphasize the core concepts on theories and methods in their course discussions.	They used a theory quiz to evaluate the learning outcome and then calculated the percentages of students who met the stand for each theory quiz question. The results are that students exceeded the expectations of 80% in three areas during this assessment period.	The changes were effective and the results will be used by individual faculty members who teach these courses, core curriculum committee meetings, and in faculty retreats.
		A written assignment was used to assess this outcome. (O: Apply political science theories to a case or identified se tof cases.)	A rubric was used to assess the student outcomes on the written assignment. The assessment coordinator, Ashlea Rundlett, interpreted the results.	Results will be shared with faculty members teaching these courses and the core curriculum committee. No changes will be made.	N/A	Recommendations that were implemented were instructors creating more opportunities for students to practice describing important political science theories, both verbally or in written assignments. Recommendations that were implemented were to hold a core committee meeting to align teaching strategies and standardize	They used a written assignment and rubric to assess the student outcome. The results showed that rubric element 1 and 2 had the highest percent of students meeting or exceeding the objective followed by element 3.	The changes were effective and the results will be relayed to faculty members who teach these courses, core curriculum committee meetings, and faculty retreats.

		A semester-long research project, with an end product of a full research paper was used to assess this outcome. (O: Integrate and apply core concepts in political science)	An approved rubric was used to evaluate each project. The assessment coordinator, Ashlea Rundlett interpreted the results.	Results will be shared with the faculty members teaching these courses and with the core curriculum committee. No changes will be made.	N/A	assessment criteria. Recommendations of implementing weekly assignments to help student progressive build their capstone project was implemented. They also reviewed the assessment rubric to ensure consistency and clarity.	They used a capstone project and rubric to assess the student outcome. The results showed that 87.8 of students met or exceeded standards on this learning outcome.	The changes were effective and the results will be relayed to faculty members who teach these courses, core curriculum committee meetings, and faculty retreats.	
Public Relations, BA	Exempt								
Sports Media and Communications, BA	https://web.uri.edu/ harrington/academic s/sports-media-and-communication/curr iculum/	A student assignment of a long narrative podcast on a sport history and politics topic was used to assess this outcome. (O: Students will understand the practical and theoretical qualitative concepts central to sports media and communication.)	A course assignment rubric was used to evaluate the assignment. Matt Hodler interpreted the evidence.	These findings will be shared with the program faculty to continue developing and expanding the program's curriculum. Changes that will be made are reassessing how the program LOs were written and developed, including additional courses and/or assignments into the assessment process.	Assessment Process	N/A	N/A	N/A	N/A
Theatre, BA, BFA	https://web.uri.edu/ theatre/learning-out comes/	A mix of writing assignments, group projects, and visual/oral presentations were used to assess this outcome. (O: Students will express a unique point of view on	A rubric written by the assessment committee was used to evaluate the student work. The committee chair Rachel Walshe	The findings will be shared with the full assessment committee. They concluded that the results of student work exceeded	N/A	N/A	N/A	N/A	

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		theatrical topics through effective written, oral, visual, and aural communication methods.)	evaluated the results.	projections and therefore were effective. There will be no further change.				

COLLEGE OF BUSINESS								

Textile Marketing, BS	Exempt							

COLLEGE OF ENVIRONMENTAL AND LIFE SCIENCES								
Animal Science and Technology, BS	Missing	A list of specific assignments and assessments across classes will be used to assess this outcome. (O: Use analytical skills and scientific information to inform evidence-based decisions and strategies for effective animal care.)	The faculty created a skills based rubric with a VALUE rubric format. Justin Richards will interpret the evidence.	N/A: no data are presented in report	N/A	The recommendations that were implemented included the department collecting data from multiple courses taught by various faculty.	They collected direct evidence from 13 unique courses from across the curriculum. They assessed this by evaluating individual pieces of evidence against a rubric designed by the department. The results included a highly representative sample regarding the learning outcome.	They found the new process to be highly effective in improving the assessment of this outcome. There are further refinements before the next report is assessed. The first refinement is to close gaps or weaknesses in skill development pathways or direct evidence availability for component skills, so that students have sufficient developmental opportunities and future assessments can be more sensitive in detecting strengths and weaknesses in the program. A second refinement is to integrate a new assistant teaching professor. A third refinement was to further validate our

								process by performing interobserver reliability tests on a subsample of submitted evidence from each faucet member. The final refinement is to direct teaching emphasis toward helping students achieve milestone #1 across the various skills.
Biology/Biological Sciences, BA/BS	https://web.uri.edu/bio/academics/bs-in-biological-sciences/learning-outcomes/	Scores on 10 multiple-choice questions on the first midterm, responses to short-answer questions on final exam, and responses to two short-answer questions on final exam of intermediate/advanced course were used as evidence. (O: Describe the principles of organismal evolution, including the role of natural selection, and the origin and maintenance of biodiversity.)	Evan Preisser interpreted the evidence. He provided the questions previously assessed in 2022 to instructors. He then compared the data from the instructors from this year to the data from 2022.	The complete assessment will be distributed to all faculty members. In BIO 102 they want to improve student understanding of basic evolutionary principles by incorporating online platforms into labs or lectures. In intermediate to advanced classes they want to emphasize non-Darwinian mechanisms of evolution and their interplay with natural selection.	Pedagogical	The recommendations for change from prior reports were not implemented as there was a faculty change.	N/A	N/A
Cellular and Molecular Biology, BS	https://web.uri.edu/cmb/academics/cell-and-molecular-biology-b-s/learning-outcomes/	Oral presentations, written reports, and infographics were used as evidence. (O: Students will gather, analyze and synthesize existing scientific literature in order to communicate	Course specific rubrics were developed to evaluate success in achieving the learning outcome. The department chair	The results will be used by the department faculty and the department's curriculum committee to suggest modifications to the	N/A	N/A	N/A	N/A

		scientific information in written and oral presentations for targeted audiences.)	interpreted the evidence.	curriculum where necessary to ensure continued improvement in achieving the chosen learning outcome in the future. The results will be shared with CMB faculty, CMB curriculum committee, Assistant Dean for Student Affairs(CELS), and the Associate Dean for Academic Affairs(CELS). There are no program recommendations at this time.				
Environmental and Natural Resource Economics, BS	https://web.uri.edu/enre/academics/environmental-and-natural-resource-economics/learning-outcomes/	A 400 level course which requires students to complete a benefit cost analysis project with a final report and oral presentation was used to assess these outcomes. (O1: Understand and apply economic concepts to environmental and natural resource issues. O2: Demonstrate the ability to construct a statement of problem. O3: Demonstrate the ability to synthesize data to support economic analysis of environmental and natural resource issues. O4: Present research findings effectively using oral and written communication	The evaluations were done by a rubric and the undergraduate program coordinator and assessment coordinator (Simona Trandafir) interpreted the evidence.	Results will be shared with ENRE faculty. They plan to explore options to improve on the policy analysis aspect of the curriculum. They also plan to enhance evaluation for assessment, enhance support for students, create a structured plan for embedding and assessing the new DEI outcome, administer an exit survey to the graduating cohort to create a qualitative assessment report, and improve the program's alignment	Curricular, Assessment Process, Pedagogical, and Structural	The recommendation of making changes to the URI 101 section to help students communicate more effectively was implemented.	They measured by using a rubric to grade final project presentations in URI 101. The results improved from 89% meeting expectations to 90.5%.	Yes the changes were effective and there are no next steps.

		tools. O5: Assess strengths and weaknesses of policies.)		with market needs and educational objectives.				
Environmental Science and Management, BS	No submission							
Geology and Geological Oceanography, BS	https://web.uri.edu/geo/academics/geology-and-geological-oceanography-b-s/curriculum/learning-outcomes/	Assessments with both short answer and multiple choice questions on the fundamental concepts in Geosciences were used to assess this outcome. (O: Define, describe, and provide examples of fundamental concepts in the Geosciences(including Earth's composition, Earth structure, geologic time, critical factors in Earth Evolution over time, interactions between the solid Earth, water reservoirs, and atmosphere, processes driving change in Earth surface environments, and climate)	Dr. Brian Savage and Dr. Elizabeth Laliberte interpreted the results. They took 18 multiple choice questions drawn at random from a collection of 108 questions along with short answer questions to assess how they performed.	The findings were shared with the faculty members of the geoscience department. They plan on reviewing the assessment material more deeply and identifying which concepts were understood more than others.	Assessment Process	N/A	N/A	N/A
		Short questions and answers assignments in the laboratory that assess the nature of Geoscience inquiry were used to assess this outcome. (O: Articulate in plain speech the nature of geoscientific inquiry--in which we explore experiments already run in nature.)	Short answer questions were used and a result analysis was complete where there was a three point scale. Dr. Brian Savage and Dr. Elizabeth Laliberte interpreted the results.	The findings were shared with the faculty members of the geoscience department. They plan on reviewing the assessment material more deeply and identifying a simpler way to provide an assessment of geoscience inquiry.	Assessment Process			

Marine Affairs, BA/BS	https://web.uri.edu/maf/academics/bachelor-of-arts/	A capstone video project that demonstrates visual, oral, and reading of written communications for diverse audiences was used to assess this outcome. (O: Create oral, written, and visual communication to effectively express ideas to diverse audiences.)	A rubric was used and the course instructor and TAs interpreted the results.	Results will be shared at a faculty meeting in the fall to discuss the meaning and applicability for the results. Changes will be based on this meeting.	N/A	N/A	N/A	N/A
Marine Biology, BS	https://web.uri.edu/bio/academics/bachelor-of-science-in-marine-biology/learning-outcomes/	Lab quiz questions and laboratory exercise write ups were used to assess this outcome. (O: Design, conduct, and interpret hypothesis-driven experiments, and implement laboratory, field, quantitative, and/or computational methods used in biology.)	These questions were scored but who interpreted the evidence is missing.	Missing	Missing	The program wanted to undertake curricular revision but stated that this will need to wait until after sufficient faculty discussion at the departmental level.	N/A	N/A
		Four multiple choice questions from two different quizzes and two different essay questions on a final exam were used to assess this outcome. (O: Describe the flow of genetic information and the principles of organismal evolution, including the role of natural selection, and the origin and maintenance of biodiversity.)	Missing					
Wildlife and Conservation Biology, BS	https://web.uri.edu/nrs/academics/undergraduate-minors/wildlife-and-conservation-biology/learning-outcomes/	Portions of assignments were used to assess the relevant sub-outcomes being assessed. (O:	Student work was scored and the results will be interpreted by two NRS faculty	The results will be shared with the NRS department at a meeting to discuss	Assessment Process & Curricular	The recommendations from the prior report were not	N/A	N/A

		understand essential mathematical and statistical approaches used to analyze wildlife and conservation biology data; accurately comprehend and draw appropriate inferences from numeric data, statistical analysis)	members.	ways of improving the learning experience of students. The changes that will be made include: revise the list of outcomes, write the outcomes in a way that allows them to be efficiently and accurately assessed, designate a set of artifacts and create an associated set of assessment tools for each outcome, quantify the paths that students take through the major in terms of the extent to which students gain opportunities to meet the outcomes, rethink and state our goals with regard to our requiring students to take a large number of electives, develop new curriculum map, be more intentional about elements of learning, develop a combination of tools so that mere completion of required course satisfies outcomes.		implemented.		
COLLEGE OF HEALTH SCIENCES							

Communicative Disorders, BS	https://web.uri.edu/cmd/academics/b-s-program/	A disorder intervention assignment, transcription of correct vowels in non-words assignment, create phoneme table assignment, and transcription competency assignment were used to assess this outcome. (O: Students must demonstrate basic understanding of human communication processes across the lifespan.)	There was no evaluation tool for the assignments but the course instructor interpreted the results for all the assignments.	One change recommended is for the course to offer both styles (written and objective) of assessment to help students understand. Another change is increasing time and practice with IPA.	Pedagogical and Assessment Process	The recommendations for change from prior reports that were implemented included creating learning questions for outcomes from 2022.	N/A	N/A
		A mini presentation, video assignments, and senior health, wellness, and fall risk inter-professional education project were used to assess this outcome. (O: Students must be able to critically examine and synthesize information, both orally and in writing, from various in class and out of class sources.)	A grading rubric was used for the mini presentation but the evaluation tools for the other assignments were not given. THe course instructor interpreted the results for all the assignments.					
		A case study presentation, article review assignment, SOAP note assignment, and cultural encounter/excursion assignment were used to assess this outcome. (O: Students must evaluate the nature of communication disorder in order to formulate an appropriate intervention plan.)	A grading rubric was used for the article review assignment and the cultural encounter/excursion assignment but was missing for the other assignments. The course instructor interpreted the results for all the assignments.					

Program	Link	Assignment/Outcome	Evaluation	Use of Results	Process			
Health Studies, BS	https://web.uri.edu/public-health/academics/b-s-program/	The health information and fact sheet and infographic assignment, final paper analyzing intersectional analysis of health disparities, and group needs assessment assignment were used to assess this outcome. (O: Demonstrate the ability to integrate interdisciplinary health-related knowledge to address health-related issues.)	A rubric was used to evaluate all the assignments and Molly Greaney and Natalie Sabik interpreted the evidence.	Results will be shared with the full department. For HLT 100 & 200 they plan to review the content of the course to align the assessment with the learning outcomes and revise the curriculum map. For HLT 312 they plan to reassess the SLO and include a criteria in the assignment requiring students to specifically utilize sources from different disciplines. For HLT 450 they will use the results to determine if modifications, such as modifying the rubric, are needed.	Curricular & Assessment Process	N/A	N/A	N/A
Nutrition, BS	https://web.uri.edu/nutrition/academics/b-s-nutrition/mission-and-goals/	The environmental factors assignment was used to assess this outcome. (O: Analyze, synthesize, and evaluate scientific literature to make ethical, evidence-based practice decisions about nutrition and healthcare.) The SNAP challenge assignment was used to assess this outcome. (O: Create public and community programs in nutrition using knowledge of nutrition and human health.)	A rubric was used to review all the assignments and the NUT Department Undergraduate Committee (Sarah Larson, Kim Koness, and Amanda Missimer) interpreted the results.	The data will be shared with the faculty at the NUT Department Retreat. There are no changes that will be made.	N/A	N/A	N/A	N/A

		The SNAP challenge assignment was used to assess this outcome. (O: Integrate justice, equity, diversity, and inclusion principles to decisions related to food and food systems.)						
		The environmental factors assignment was used to assess this outcome. (O: Demonstrate mastery of nutritional science concepts orally and in writing.)						
Psychology, BA & BS	https://web.uri.edu/ psychology/academi cs/b-a-b-s-program/ goals-learning-outco mes/	An assignment from the Introduction to Psychopathology course was used to assess two outcomes. (O1: Demonstrate a research-oriented knowledge base in Psychology including a working knowledge of key content domains. O2: Apply intermediate-level critical thinking skills in the discipline of Psychology.)	A rubric that was approved by the Psychology Department Undergraduate Curriculum Committee was used to evaluate the student assignment. Margaret Rogers who is the Chair and the UGCC members interpreted the evidence.	Results from the analysis were shared with course instructors, the Department Chair, the UGCC, and with the department at the next meeting. The results will be used in curricular decision-making and planning.	Curricular	N/A	N/A	N/A
THE GRADUATE SCHOOL								
Interdisciplinary Neuroscience, BS	https://web.uri.edu/ inp/academics/b-s-p rogram/requirement s/	A reflection paper, final exam results, topic paper, Allen Brain Atlas Project, and individual research presentation were used to assess this outcome. (O: Summarize and relate cellular and molecular biology to development,	For written work a goal-specific three point rubric was used as an evaluation tool. For exams grades were assigned. For presentations and slides, rubrics were used to review. The	The results will be shared with the INP faculty at the faculty retreat. This data will be used to guide changes in the learning outcomes.	Assessment Process	The proposed recommendation was to redesign NEU 210 for spring 2023 and this change was implemented but the impact will be assessed in fall	N/A	N/A

| | | structure, and function of the human nervous system.)

A Specific Aims Page assignment, individual presentation on journal article, and a final report on experiential learning experience were used to assess this outcome. (O: Integrate the principles of neuroscience and practice that intersect with neuroscience from multiple disciplines.) | assessment sub-committee and the INP director interpreted the evidence. | | | 2024. | | |

Option E1: Part B Inventory of Specialized and Program Accreditation
University of Rhode Island – Accredited Undergraduate Programs

Reporting May 2024

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
COLLEGE OF ARTS AND SCIENCES						
Chemistry, BA, BS; Chemistry & Forensic Chemistry, BS	https://web.uri.edu/%20https://www.chm.uri.edu/index.php/home/	American Chemical Society Committee on Professional Training	4/25/2019	1) Expand the content of Ethics in the curriculum beyond the current emphasis on plagiarism. 2) Provide more examples of how students develop problem solving skills beyond error analysis.	Missing	Missing
Music, BA, BM	Missing	National Association of Schools of Music	2018	From the 2018 NASM Report (full approval) The Commission commends the institution for its diligent attention to facilities issues that upon remediation, will improve the health, safety and artistic environment of students, faculty, staff and patrons. NASM appreciates the institution's extraordinary efforts clearly evident in its application. To assist with future planning, the institution may wish to note that its next comprehensive review is scheduled to be conducted during the 2027-2028 academic year.	Missing	2027-2028 Comprehensive Review
		American Music Therapy Association	2019 - initial submission of new program	Missing	Board certification from the Certification Board for Music Therapists. Passage entitles therapist to the MT-BC credential.	2027-2028 Concurrent with NASM review
COLLEGE OF BUSINESS						
Business Administration, BS	https://web.uri.edu/business/undergraduate-programs/college-of-business-undergraduate-curriculum-overview/	AACSB International-The Association to Advance Collegiate Schools of Business	Spring 2024 (based on AY 2022-2023)	Improve faculty qualifications criteria and increase percentage of scholarly academic faculty. Update communications on website.	Staffing levels, including academic qualifications.	The final vote will be this summer. If it is successful, our next review will

						be in 2029, with an interim report due in year three.
COLLEGE OF ENVIRONMENTAL LIFE SCIENCES						
Landscape Architecture, BLA	https://web.uri.edu/lar	Landscape Architecture Accreditation Board (LAAB) granted reaccreditation to the BLA program at the University of Rhode Island after a review conducted in October 2023. The BLA received a 3-year reaccreditation that will end in the fall of 2026. The shortened period of reaccreditation was due to the previously shortened interval based on the postponement of the LAAB visit first due to Covid, then at the request of the CELS Dean. After the Fall 2025 accreditation visit, we will be back on the regular visit interval timeline.	Accreditation visit and report: October 1-4, 2023	The visiting team report included the following RECOMMENDATIONS affecting accreditation: 1. Develop and establish an assessment process and define benchmarks for assessing and advancing the program toward meeting state program goals (Standard B2-3). 2. With the financial and administrative support of the President, Provost, and Dean, complete a long-range planning process that will position the curriculum and program in novel ways to fully participate in the opportunities afforded by being in CELS of a land-grant institution which has substantial collaborative opportunities to think big and progressively about 21st century challenges facing higher education and the State of Rhode Island (Standard D1-3). 3. The professional program's Program Disclosure information needs to be complete and accessible with a single-click from the program's main website (Standard E1-2). 4. Develop more formal and action-oriented review and evaluation of curricular and course activities and outcomes, including and formally documenting items for improvement (Standard H1-4) 5. Include adjunct and part-time faculty in the professional program's curriculum evaluation and development in a coordinated and organized manner as they are integral to the success of the BLA program (Standard A3). 6. Develop and implement a systematic evaluation process for all faculty addressing their development, teaching effectiveness and cultural competency (Standard B7). Note: CELS has provided summer 2024 re-contracting for the three Landscape Architecture faculty to work on items 1, 2, 3 and 6. Item 3 has been resolved. Item 5 may be	Knowledge – Technical and Design presented in assignments and indicated in portfolios. Problem Solving – Process, Service Learning, Design Concepts, Master Plans and Creativity produced through finished projects, documents and drawings. Professional Skills – Construction documentation, business planning, resumes and writing are indicated through examples posted in final portfolios, reports and reviews. Communication/Graphic Skills – CAD, GIS, SketchUp, etc., hand graphics and public speaking. The latter is not included in the portfolio review but is noted in projects from sophomore to senior year including service projects conducted for public clients and NGOs. Graphic communication is displayed through individual and group projects. All students are expected to exhibit professional presentation skills. Ethical Principles – environmental values, service learning, public	Interim report is due 12/25 The next LAAB visit will be in Fall 2026

				outdated as the program is not anticipated to have part time or adjunct faculty in the future. The program director is responsible for submitting an interim report to the LAAB providing evidence of progress towards these goals by December 2025.	engagement, teamwork and knowledge of international practices are values students are exposed to and develop. Personal Growth/Development – reflection in class and diverse experiences here and abroad. Students write about experiences in studios in their reflections and in upper-level studio and practice classes. Readiness for professional practice is exhibited by graduating students. Post-graduation employment is a critical measure of the success of student learning, skill building and career preparation. Jobs are critical and our students are hired for jobs in the profession throughout New England and around the nation.	
Medical Laboratory Science, BS	https://web.uri.edu/cmb/academics/medical-laboratory-science-b-s/learning-outcomes/	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Accreditation held by Rhode Island Hospital / Lifespan Health System	5/24/2021	N/A	1. Passage rate on the national Medical Laboratory Science National Certification Exam [MLS(ASCP)] of the Board of Certification of the American Society for Clinical Pathology (BOC/ASCP) 2. Employment rates	Self-study submitted 4/1/2024 with site visit planned for fall 2024.
		National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Accreditation held by Our Lady of Fatima Hospital / CharterCARE Health System	10/31/2022	N/A	1. Passage rate on the national Medical Laboratory Science National Certification Exam [MLS(ASCP)] of the Board of Certification of the American Society for Clinical Pathology (BOC/ASCP)	Self-study due spring 2025 with site visit planned for fall 2025.

FEINSTEIN COLLEGE OF EDUCATION						
Early Childhood Education, BS	https://web.uri.edu/education/about/accreditation/	AAQEP	7/2022	The Full 2022 Initial Program Quality Assurance Report explains key findings across all initial teacher licensure programs.	1. Standard 1: Candidate/Completer Performance Program completers perform as professional educators with the capacity to support success for all learners. 2. Standard 2: Completer Professional Competence and Growth Program completers adapt to working in a variety of contexts and grow as professionals. 3. Standard 3: Quality Program Practices The program has the capacity to ensure that its completers meet Standards 1 and 2. 4. Standard 4: Program Engagement in System Improvement Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	May 2029
		Performance Review of Education Preparation – Rhode Island (PREP-RI)	03/29/2017	The full 2017 Prep-RI Program Approval Report explains key findings across all initial teacher licensure programs.	1. Knowledge, Skills, and Professional Dispositions 2. Knowledge of Content and Content Pedagogy 3. Standards- Driven Instruction 4. Data-Driven Instruction 5. Technology 6. Equity 7. Rhode Island Educational Expectations 8. Clinical Preparation 9. Impact on Student Learning 10. Clinical Partnership for Preparation 11. Clinical Educators	March 2025 (Continuing program approval visit was extended 3 years due to the COVID pandemic and PREP-RI standards/approval process revisions

					12. Assessment throughout Preparation 13. Recommendation for Certification 14. Evaluation Outcomes 15. employment Outcomes	
Elementary Education, BA	https://web.uri.edu/education/about/accreditation/	AAQEP	7/2022	The Full 2022 Initial Program Quality Assurance Report explains key findings across all initial teacher licensure programs.	1. Standard 1: Candidate/Completer Performance Program completers perform as professional educators with the capacity to support success for all learners. 2. Standard 2: Completer Professional Competence and Growth Program completers adapt to working in a variety of contexts and grow as professionals. 3. Standard 3: Quality Program Practices The program has the capacity to ensure that its completers meet Standards 1 and 2. 4. Standard 4: Program Engagement in System Improvement Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	May 2029
		Performance Review of Education Preparation - Rhode Island (PREP-RI)	03/29/2017	The full 2017 Prep-RI Program Approval Report explains key findings across all initial teacher licensure programs	1. Knowledge, Skills, and Professional Dispositions 2. Knowledge of Content and Content Pedagogy 3. Standards- Driven Instruction 4. Data-Driven Instruction 5. Technology 6. Equity 7. Rhode Island Educational Expectations 8. Clinical Preparation	March 2025 (Continuing program approval visit was extended 3 years due to the COVID pandemic and PREP-RI standards/approval process revisions.)

					9. Impact on Student Learning 10. Clinical Partnership for Preparation 11. Clinical Educators 12. Assessment throughout Preparation 13. Recommendation for Certification 14. Evaluation Outcomes 15. employment Outcomes	
Secondary Education, BA	https://web.uri.edu/education/about/accreditation/	AAQEP	7/2022	The Full 2022 Initial Program Quality Assurance Report explains key findings across all initial teacher licensure programs. No key issues were identified as necessary for continuing accreditation and we were granted full accreditation for the 7 year period	1. Standard 1: Candidate/Completer Performance Program completers perform as professional educators with the capacity to support success for all learners. 2. Standard 2: Completer Professional Competence and Growth Program completers adapt to working in a variety of contexts and grow as professionals. 3. Standard 3: Quality Program Practices The program has the capacity to ensure that its completers meet Standards 1 and 2. 4. Standard 4: Program Engagement in System Improvement Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	May 2029
		Performance Review of Education Preparation - Rhode Island (PREP-RI)	03/29/2017	The full 2017 Prep-RI Program Approval Report explains key findings across all initial teacher licensure programs.	1. Knowledge, Skills, and Professional Dispositions 2. Knowledge of Content and Content mPedagogy 3. Standards- Driven Instruction	March 2025 (Continuing program approval visit was extended 3 years due to

					4. Data-Driven Instruction 5. Technology 6. Equity 7. Rhode Island Educational Expectations 8. Clinical Preparation 9. Impact on Student Learning 10. Clinical Partnership for Preparation 11. Clinical Educators 12. Assessment throughout Preparation 13. Recommendation for Certification 14. Evaluation Outcomes 15. employment Outcomes	the COVID pandemic and PREP-RI standards/approval process revisions.
Health and Physical Education, BS	https://web.uri.edu/education/about/accreditation/	AAQEP	7/2022	The Full 2022 Initial Program Quality Assurance Report explains key findings across all initial teacher licensure programs.	1. Standard 1: Candidate/Completer Performance Program completers perform as professional educators with the capacity to support success for all learners. 2. Standard 2: Completer Professional Competence and Growth Program completers adapt to working in a variety of contexts and grow as professionals. 3. Standard 3: Quality Program Practices The program has the capacity to ensure that its completers meet Standards 1 and 2. 4. Standard 4: Program Engagement in System Improvement Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	May 2029
		Performance Review of	03/29/2017	The full 2017 Prep-RI Program Approval Report explains key	1. Knowledge, Skills, and	March 2025

		Education Preparation - Rhode Island (PREP-RI)		findings across all initial teacher licensure programs.	Professional Dispositions 2. Knowledge of Content and Content Pedagogy 3. Standards- Driven Instruction 4. Data-Driven Instruction 5. Technology 6. Equity 7. Rhode Island Educational Expectations 8. Clinical Preparation 9. Impact on Student Learning 10. Clinical Partnership for Preparation 11. Clinical Educators 12. Assessment throughout Preparation 13. Recommendation for Certification 14. Evaluation Outcomes 15. employment Outcomes	(Continuing program approval visit was extended 3 years due to the COVID pandemic and PREP-RI standards/appr oval process revisions.)
COLLEGE OF PHARMACY						
Pharmacy, Pharm D	https://web.uri.edu/wp-content/uploads/sites/1223/SLOs-Oct-2015.pdf	Accreditation Council for Pharmacy Education (ACPE)	January 2024	All standards were deemed to be in compliance with all accreditation standards For follow up monitoring: 1) Brief description of updated IPPE plan 2) Report on filling vacancies that existed as of Nov 1 2023 3) Follow up on NAPLEX and any data from class of 2024 and beyond	NAPLEX Pass Rate MPJE Pass Rate Employment Rate	Prior to June 30, 2032 (regular 8 year cycle)
COLLEGE OF HEALTH SCIENCES						
Dietetics, BS	https://web.uri.edu/nutrition/academics/b-s-dietetics/	Accredited through 6/30/2031. Successful completion of re-accreditation and on-campus site visit in early 2022.	None at this time	1. Application rate to dietetic internship programs 2. Acceptance rate to dietetic internship programs 3. Pass rate on national exam.	Missing	Annual program review due each December; next re-accreditatio n will begin in 2030.
COLLEGE OF NURSING						

Nursing BS, (Nursing RN->BS paused)	https://web.uri.edu/nursing/academics/bs-nursing/ https://web.uri.edu/nursing/academics/rn-to-bs-oncampus/ https://web.uri.edu/nursing/academics/rn-to-bs-online/	CCNE (Commission on Collegiate Nursing Education) This is a 10-year accreditation renewed/continued in 2016 with a mid-cycle review completed and submitted in December 2021 as a required standard of 10-year accreditation. Next review is scheduled for 2026.	2016	N/A Data and reporting on faculty outcomes, individual and aggregate that demonstrates achievement of expected faculty outcomes. CCNE accreditation site visitors previously expressed concern for the low number of FTE faculty within program and the reliance on part-time/per-course faculty to deliver nursing program.	NCLEX-RN pass rates (for pre-licensure baccalaureate track) Utilization of SkyFactor to assess program with student satisfaction. The College of Nursing Master Evaluation Plan aligns with the CCNE standards. Individual goals meeting annually with Dean Willis in addition to standard Peer Review process. Full-time faculty to student ratio has improved in the last four years, with all didactic NUR undergraduate classes delivered by full-time faculty. Clinical courses continue to rely on part-time faculty but there has been an increase in the number of sections offered by full-time faculty. Use of part-time faculty for clinical delivery is a standard approach to meeting the demand of clinical education in pre-licensure nursing track by nursing schools nationwide. The online RN-BS track as well as the On Campus – Special Programs RN-BS also has a blend of full-time and part-time faculty; however, the online program is in process of being phased out	2026 Full Accreditation Mid-cycle review completed & submitted in December 2021 with approval by CCNE. Occur on an annual basis per faculty member

					effective since Spring 2022.	