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

May 2025 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 2025. 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, 2023, and 2024 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. 2-18)**
>
> **E1B[1]:** **Inventory of Specialized and Program Accreditation for Undergraduate Programs (p. 19-23)**

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.

v.7/2025

E1A: Inventory of Educational Effectiveness Indicators
University of Rhode Island
Non-Accredited Undergraduate Programs

Reporting May 2025

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	https://web.uri.edu/africana/academics/learning-outcomes/	Final project or paper. (O: Develop critical, analytical and research skills to evaluate cultural, social and political systems that shape the experiences of Africana populations in a global context.	The instructor of the course in conjunction with the Assessment committee will create the evaluation tool. The Assessment committee and chair will interpret the results.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan
		Number of students earning C or better grade on final project over a two-year period. (O: Explain key theoretical concepts and debates that have shaped the interdisciplinary and multidimensional nature of Africana Studies.)	The instructor of the course in conjunction with the Assessment committee will create the evaluation tool. The Assessment committee and chair will interpret the results.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan
Art History, BA	https://web.uri.edu/art/academics/b-a-art-history/learning-outcomes/	Final Portfolio Project due in all upper-level and capstone courses. (O: Develop discipline specific research in the history of art and architecture.)	We will evaluate the Final Portfolio Projects that are scaffolded in each of our upper-level courses using a rubric. All art history	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan

			faculty will interpret the results.					
		Final Portfolio Project due in all upper-level and capstone courses. (Create an interpretative project based on synthesis of visual, cultural, and historical material.)	We will evaluate the Final Portfolio Projects that are scaffolded in each of our upper-level courses using a rubric. All art history faculty will interpret the results.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan
Public Relations, BA	https://web.uri.edu/harrington/academics/public-relations-b-a/learning-outcomes/	Written assignments will be collected at three different points in the PR major sequence. (O: Critically evaluate and apply public relations theories, philosophies, and practices to real-world scenarios.)	In the fall, PR faculty will develop an instrument to serve as a scoring rubric for this assessment. We are currently examining both URI and VALUE rubric examples. Faculty will interpret the results both independently and then together as a group.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan
Journalism, BA	https://web.uri.edu/harrington/academics/journalism-b-a/learning-outcomes/	Written news stories at the 200-level and the 400-level. (O: Apply professional reporting techniques to create original, in-depth, and well-supported stories.)	We will develop and test an evaluation tool in the fall; we are evaluating existing rubrics to help inform the construction of our instrument. Journalism faculty will interpret the results independently and then discuss our evaluation process together during a dedicated assessment meeting.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan

History, BA	No Submission							
Global Language and Area Studies, BA	No Submission							
COLLEGE OF BUSINESS								
Fashion Business, BS	The Student Learning Outcomes (SLOs) are currently under development alongside changes to the program title and core courses.	Fashion Business major's assignments in a first-year course and a fourth-year course. (O: Proficiency and Communication - SLO 2)	A standard rubric of this outcome will be used to evaluate the collected students' assignments. Faculty members in a working group/committee will interpret the results.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan
		Fashion Business major's assignments in a first-year course and a fourth-year course. (O: Analytical and Critical Thinking - SLO 3)	A standard rubric of this outcome will be used to evaluate the collected students' assignments. Faculty members in a working group/committee will interpret the results.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan
Textile, Fashion Merchandising & Design, BS	No Submission							
COLLEGE OF ENVIRONMENTAL AND LIFE SCIENCES								
Aquaculture and Fisheries Technology, BS	https://web.uri.edu/favs/academics/aquaculture-and-fisheries-science-b-s/	Final Project on Understanding a Seafood System, Final infographic, Final group paper analyzing tidal energy site placement for fisheries in Narragansett Bay, Individual capstone papers developing Health	All these artifacts across 4 courses were evaluated using the URI STEM Knowledge Rubrics aligned with Bloom's taxonomy. The program's faculty team reviewed and discussed the results	The assessment process has resulted in concrete recommendations for decision-making and program planning, especially in relation to assignment design, evaluation of	Pedagogical and Assessment Process Changes.	Missing	Missing	Missing

| | | Management Plans for an aquatic organism used in aquaculture, Final group paper synthesizing a semester-long fisheries system analysis project. (O: Describe the knowledge necessary for professional or academic work in the field of aquaculture and fisheries. This includes knowledge in the areas of ecology, oceanography, biology, physiology, pathology, nutrition, and genetics.) | and agreed upon a unified set of reflections and recommendations for curricular and assignment level adjustments. | higher-order thinking, and curricular scaffolding of analytical and creative competencies. Assignment Revision for Lower-Level Courses: Revise the final project in AFS105G to include explicit prompts related to data interpretation and critical evaluation, better aligning with the STEM rubric's higher-order elements. Scaffolded Evaluation in Mid-Level Courses: In AFS215 and AFS300, integrate structured peer review and reflection components to improve evaluation and synthesis skills within group-based work. Enhance Online/Asynchronous Delivery: In AFS415, explore options for incorporating synchronous check-ins or collaborative scaffolds to mitigate the challenges of online-only collaboration and improve the depth | | | | |

			of group analysis. Curriculum-Wide Review of Rubric Integration: Review additional AFS courses (e.g., AFS432, AFS584) for future assessment of this outcome or others, ensuring course projects are well aligned with rubric elements at the "Emphasized" level.					
Biotechnology, BS	https://web.uri.edu/cmb/academics/biotechnology-b-s/learning-outcomes/	Peer evaluation scores collected in the lab and capstone course, consistent delivery of high-quality group reports and projects, reflective evidence of skill growth, faculty or supervisor observation, or survey. (O: Students will demonstrate the ability to work effectively in teams to solve important biological and technological issues.)	To best evaluate teamwork and collaboration over the curriculum, a number of tools were used including a Group Process Eval both Quantitative and Qualitative, a Team Contract, Internship Evaluation, a course-level assignment rubric, and the AACU Value Rubric for Teamwork. Results from individual courses were compiled and evaluated by the program academic coordinator. The coordinator consulted with the other faculty	The results and conclusions of the program analysis will be shared with the following constituents: - The Office of Student Learning, Outcomes Assessment and Accreditation (SLOAA) - Dr. Becky Sartini, Interim Dean, CELS - Dr. Simona Trandafir, Interim Associate Dean for Academic Affairs - Kimberly Anderson, Assistant Dean for Student Affairs, CELS - Dr. Gongsin Sun, CMB Curriculum	N/A	N/A	N/A	N/A

			in the program for clarity and agreement on data analysis.	Committee Chair - CMB Department Faculty: The results of the report will be shared at a CMB faculty meetings in the Fall for questions and discussions. Expectations were met so there are no changes that will be made.				
Environmental Science & Management, BS	https://web.uri.edu/nrs/academics/environmental-science-and-management/learning-outcomes/	Papers, written exam responses, assignments, and presentations. (O: Apply principles of inclusive science communication to share scientific information related to natural resource conservation with diverse (public and technical) audiences using modern tools and media.)	ESM will use a proposed program draft rubric to evaluate the Communication SLO. Curriculum working group delegate/assessor (TBD) will interpret the results of the process.	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan	N/A: Interim Plan
Plant Sciences, BS	https://web.uri.edu/pse/academics/plant-sciences-b-s/curriculum/learning-outcomes/	Lab journals and final lab reports. (O: Use experience based knowledge to develop a practical skill set in applied horticulture.)	PLS Assessment learning outcome 4 rubric was used. The department chair interpreted the results.	Results suggest that students in PLS 216 would benefit from more detailed templates and specific instruction in reporting results of experiments. Students in both classes should be explicitly encouraged to utilize higher level thinking when analyzing results of experiments - integrating material from lectures to	N/A	N/A	N/A	N/A

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			explain WHY procedures are used or results obtained. Results and recommendations will be shared with the instructors. There are no program-level recommendations for change at this time.				
Sustainable Agriculture and Food Systems, BS	Exempt						
COLLEGE OF HEALTH SCIENCES							
Human Development and Family Science, BS	https://web.uri.edu/human-development/academics/b-s-program/learning-outcomes/	Essay questions on content assessment, sampled body paragraph(s) within research paper, couple interview assignment, position paper on a parenting issue, anti poverty evaluation paper, and senior survey self-report data on student attitudes and opinions regarding their ability to apply knowledge of relevant theories. (O: Graduates will be able to apply knowledge of relevant theories to analyze and interpret the cognitive, emotional, and social transformations experienced by individuals across various life stages.)	The Outcome 1 rubric was used and adopted from a widely used technique for structuring essay paragraphs and formulating good arguments (Point, Evidence, Explain). The 4 member Assessment Team (3 tenured track and 1 teaching track professor), 1 graduate student, and the HDF Department Chair all participated in some level of evaluating/analyzing the collected data including entering the data, running analysis, and conducting reliability checks on a random	Assessment Team met in early May to review the raw data and discuss preliminary analysis. We determined that a full report would be shared with the entire faculty at the Fall 2025 Advance meeting. At this meeting, the faculty will convene to discuss these results and identify interventions to increase number of students reaching target in future years. Signature assignments will be agreed upon to consistently collect data points at the Introduction, Reinforcement, and	Assessment Process, Curricular, and Pedagogical changes.	Recommendation indicated on the Spring 2023 Report: The diversity outcome was a newly proposed goal in 2021-22. We tried an adapted rubric in 2021-22 and were not satisfied with it. Then a team of faculty led by Julianna Golas worked on developing a new rubric in 2022-23. The department will continue to develop this new rubric and apply it in all relevant courses in 2023-24. Program Goal was eliminated in Fall	N/A	N/A

| | | | sample of assignments. | Emphasis stages of program outcomes. More targeted interventions related to Outcome 1 will be discussed during the faculty Advance meeting in August. The Assessment Team has recommended the following: planned curriculum meetings for classes that Introduce, Reinforce, and Emphasize a Program Outcome. review signature assignments to assess if the assignment provides students opportunities to demonstrate competency. creating more low stake opportunities for students to practice expressing their theoretical knowledge at the 300 level and 400 level courses. Meetings have been scheduled to talk about scaffolding learning goals across key classes starting in Summer 2025 and will continue in Fall 2025. | | 2023. Over the fall 2023 semester the assessment team with full faculty approval revised the program outcomes to align with professional standards, content areas, and skills outlined by the National Council of Family Relations (NCFR). The HDF curriculum has been certified by NCFR and it is a relevant professional organization aligned with our major. | | |

Psychology, BA & BS	https://web.uri.edu/psychology/academics/b-a-b-s-program/	Introduction to Psychopathology Assessment Assignment (O: 1.1, 2.2), Theories of Personality Assessment Assignment (O: 1.1, 1.2), and Social Psychology Assessment Assignment (O: 1.1, 1.2, 3.1). O 1.1: Demonstrate a research-oriented knowledge base in Psychology including a working knowledge of key content domains. O 1.2: Demonstrate a research-oriented knowledge base related to Psychology applications. O 2.2: Apply critical thinking skills in the discipline of Psychology. O 3.1: Be able to discuss psychology-related issues in diversity.	Course instructors and/or the chair developed the rubrics. The rubrics were then reviewed and approved by the Psychology Department Undergraduate Curriculum Committee (UGCC). The Chair, and the UGCC members interpreted the results of the evaluations.	The results were shared with the course instructors for PSY235, PSY254, and PSY335 and the members of the UGCC, the interim department chair, and with department faculty. The present results will primarily be used by the PSY235, PSY254, and PSY335 course instructors to improve those important courses. The results will be used in curricular decision-making and planning. We suggest that future data collection efforts involving learning outcomes include interrater reliability data. We suggest that the UGCC expand to include at least double the number of current FT faculty as regular members to add their positive energy, thoughtful contributions, and cooperative spirit to the work of the group. We also suggest that the	Assessment Process & Structural Changes.	N/A	N/A	N/A

			future Assessment cycle involve data collection in at least one course across four semesters to obtain data over time.				

COLLEGE OF PHARMACY							
Biomedical and Pharmaceutical Sciences, BS	https://web.uri.edu/pharmacy/wp-content/uploads/sites/1223/BSPS-Outcomes.pdf	Lab notebook entry, and running and analyzing a polymerase chain reaction assignment. (O: Demonstrate knowledge and technical ability in the basic and pharmaceutical sciences.)	Students were evaluated by an instructor designed rubric to evaluate ability to maintain appropriate scientific evidence for executing experiments. The results were interpreted by the director of the BPS program and the director of assessment.	Results will be shared with BPS faculty during a Fall 2025 department meeting. While no change is required, to help in assessing further growth in students, the department will review existing rubrics for skills based courses to attempt to standardize elements as much as possible so cohorts can be compared between junior and senior year.	Assessment Process Change	Ensure writing assignments were maintained through change in course instructor.	No re-evaluation of work was expected. ensuring written assignments were maintained was the goal of the last assessment.	Yes it was effective, maintaining writing assignments was part of the discussion as new teaching assignments were distributed.

GENERAL EDUCATION							
General Education, 2021	https://web.uri.edu/general-education/students/learning-outcomes/	Individual speeches, group presentations, Youtube videos, etc. (O: Communicate Effectively)	A B2 rubric was used and attached and Office of Innovation in General Education and Assessment Office sponsored	Shared with program and stakeholders: The Faculty General Education Curriculum Committee will determine the process for	Assessment Process & Structural Changes	N/A	N/A	N/A

			the scoring training and will provide a summary of results for the Faculty Senate and GECC to provide interpretation and meaning.	sharing results with faculty teaching these courses and plan for action as needed. Changes include focusing on the assignment being assessed, changing the rubric criteria, and creating a standing subcommittee. Some programmatic concerts include, faculty participation, departmental effort, data de-identification, and expansion of data results.				
		Term papers, annotated bibliographies, power point presentations, website creation, etc. (O: Information Literacy).	A B rubric was used and the Office of Innovation in Education and Assessment Office sponsored the scoring training and provided a summary of results for the Faculty Senate and GECC to provide interpretation and meaning.	The results are published via the websites of the Office for the Innovation of General Education (OIGE) and the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) at the end of each academic year. Changes include addressing the sample size constraints, improving faculty participation, ensuring the usefulness of artifacts submitted to be able	Assessment Process & Structural Changes	N/A	N/A	N/A

			to disaggregate and cross tabulate results within the student population, and adjust rubrics.					
General Education, 2022	https://web.uri.edu/ general-education/st udents/learning-out comes/	Annotated bibliography portion research papers, research papers, final projects, paper component, etc. (O: Write Effectively).	A B1 rubric was used and the Office of Innovation in General Education and Assessment Office sponsored the scoring training and will provide a summary of results for the Faculty Senate and GECC to provide interpretation and meaning.	Shared with program and stakeholders: The Faculty General Education Curriculum Committee will determine the process for sharing results with faculty teaching these courses and plan for action as needed. Summary overall results are published on the websites of the Office for the Innovation of General Education (OIGE) and the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) at the end of each academic year. Recommendations include improving quality of data, improving program structure, faculty participation, evaluating the current rubrics, working on data de-identification issue, and the expansion of data	Assessment Process and Structural Changes	N/A	N/A	N/A

			results.				
			Shared with program and stakeholders: The Faculty General Education Curriculum Committee will determine the process for sharing results with faculty teaching these courses and plan for action as needed. - Summary overall results are published on the websites of the Office for the Innovation of General Education (OIGE) and the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) at the end of each academic year. Changes include strengthening faculty identity and engaged with Gen Ed program, evaluate current rubrics, incorporate student feedback, recertification process for Gen Ed courses, align Gen Ed learning outcomes with students years, require regular training, review templates, align practices with				
		Prompted reflections, papers, sustainability plan paper literature review, presentations, exam with long answer responses, etc. (O: Civic Knowledge).	A C1 rubric was used and the Office of Innovation in Education and Assessment Office sponsored the scoring training and provided a summary of results for the Faculty Senate and GECC to provide interpretation and meaning.		Assessment Process and Structural Changes	N/A	N/A	N/A

			assessment, find resources for the program,find ways to assess a sufficient number of non-White students to determine where they stand relative to this outcome.					
General Education, 2023	https://web.uri.edu/general-education/students/learning-outcomes/	No student work was submitted; work was self-scored and included tests, problem sets, etc. (O: Mathematical, Statistical and Computational Literacy. MSC)	A B3 rubric was used. Office of Innovation in General Education and the ATL Assessment Office created the Google Sheet Scoring Tool to support faculty self-scoring student work in order to provide the most accurate results given the level of expertise in the subject matter. In the future, subject matter experts could be invited as external scorers. This round, a simpler process was used as an initial assessment of learning given the rubrics have been piloted and the aggregate learning results could be more reliable. (This is not deemed a necessarily best practice, but a more a convenient intermediate	-Shared with program and stakeholders: The Faculty General Education Curriculum Committee will determine the process for sharing results with faculty teaching these courses and plan for action as needed. -Summary overall results are published on the websites of the Office for the Innovation of General Education (OIGE) and the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) at the end of each academic year. Recommended changes include strengthening faculty identity and engaged, identify research and evaluation questions, evaluate current rubrics, incorporate student feedback,m	Assessment Process, Curricular, and Pedagogical Change	N/A	N/A	N/A

			process.)	implement recertification process, align Gen Ed learning outcomes with students years, provide faculty with additional support for aligning specific outcomes of Gen Ed, reach out to faculty to increase work samples from per level students, provide assessment report with accessible summary, take steps to make sure sufficient student work samples are collected and can be compared.				
		Essays, papers, presentations, reflections, etc. (O: Diversity and Inclusion)	A C3 rubric was used and the Office of Innovation in Education and the ATL Assessment Office sponsored the scoring training and provided a summary of results for the Faculty Senate and GECC to provide interpretation and meaning.	-Shared with program and stakeholders: The Faculty General Education Curriculum Committee will determine the process for sharing results with faculty teaching these courses and plan for action as needed. -Summary overall results are published on the websites of the Office for the Innovation of General Education (OIGE) and the Office of Student Learning, Outcomes Assessment, and	Assessment Process, Curricular, and Structural Changes	N/A	N/A	N/A

				Accreditation (SLOAA) at the end of each academic year. Recommendations include, review 400 level courses to determine if they provide sufficient opportunities for students to develop knowledge and skills related to all Diversity and Inclusion outcome elements and prioritize the Diversity and Inclusion outcome.				

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

Reporting May 2025

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 ENGINEERING						
Biomedical Engineering, BS	https://web.uri.edu/ecbe/academics/biomedical-engineering-b-s/objectives-and-outcomes/	ABET	2024	Published engineering standards had not been used in capstone design. As a result of the most recent ABET visit, all capstone teams now incorporate such standards in their projects. We also have instructional modules on engineering standards and medical device regulations.	Employment Rates	Fall 2030, General Review (expected)
Chemical Engineering, BS	https://web.uri.edu/cheme/academics/chemical-engineering-b-s/outcomes/	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 visit. This is currently ongoing. The ABET visit

						was October 20-22, 2025. We are about to submit a response to the initial ABET report.
Civil and Environmental Engineering, BS	https://web.uri.edu/cve/academics/b-s-in-civil-engineering/objectives-and-outcomes/	ABET	2025	The civil engineering program received a weakness in 2024 related to assessment of student outcomes. The assessment process, including performance indicators and rubrics, were completely revised and all student outcomes were assessed in the 2024-2025 academic year. A formal response to the weakness that included the new performance indicators and assessment data was submitted to ABET in May 2025 and we are waiting for a final decision.	N/A	TBD. We should know this by the end of the summer 2025.
Computer Engineering, BS	https://web.uri.edu/ecbe/academics/computer-engineering-b-s/objectives-and-outcomes/	ABET	February, 2025	Published engineering standards had not been used in capstone design. As a result of the most recent ABET visit, all capstone teams now incorporate such standards in their projects.	Employment Rates	Fall 2030, General Review (Expected)
Electrical Engineering, BS	https://web.uri.edu/ecbe/academics/electrical-engineerin	ABET	October, 2024	Published engineering standards had not been used in capstone design. As a result of the most recent ABET visit all capstone teams now incorporate such standards in their projects.	Employment Rates	Fall 2030, General Review (Expected)

	g-b-s/objectives-and-outcomes/					
Industrial & Systems Engineering, BS	https://web.uri.edu/mcise/academics/b-s-in-industrial-and-systems-engineering/	ABET (Accreditation Board for Engineering and Technology), EAC (Engineering Accreditation)	Self-Study submitted June 2024, site visit October 2024, final action announced August 2025	Program's ABET EAC status continues until the next 6-year review period in 2030	Please see the following page of our accrediting body's website: https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/ For Industrial in particular, see section "III. Program Criteria" on the following page: https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2025-2026/	Comprehensive Self-Study will be due by June 2030, site visit should occur during Fall 2030.
Mechanical Engineering, BS	https://web.uri.edu/mcise/academics/b-s-in-mechanical-engineering/	ABET (Accreditation Board for Engineering and Technology, EAC (Engineering Accreditation)	Self-Study submitted June 2024, site visit October 2024, final action announced August 2025. Immediate feedback was that there was no finding.	Program's ABET EAC status continues until the next 6-year review period in 2030	Please see the following page of our accrediting body's website: https://www.abet.org/accreditation/what-is-accreditation/why-abet-accreditation-matters/ For Mechanical in particular, see	Comprehensive Self-Study will be due by June 2030, site visit should occur during Fall 2030.

					section "III. Program Criteria" on the following page: https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2025-2026/	
Ocean Engineering, BS	https://web.uri.edu/oce/academics/ocean-engineering-b-s/objectives-and-outcomes/	ABET	2025	N/A	N/A	October 2030, 6-year review
COLLEGE OF HEALTH SCIENCES						
Kinesiology, BS	https://web.uri.edu/kinesiology/academics/b-s-program/learning-outcomes/	CoAES	January 2024	Annual report states that program has met all of the requirements for accreditation.	Student Retention Rate National Credentialing Exam Culminating Experience and Pass Rate: Internship Graduation Rate Graduate Positive Placement Employer Satisfaction Graduate Satisfaction	July 2025, continuing accreditation report July 2032. full re-certification