INSTITUTIONAL SELF-STUDY

Submitted to:

New England Association
of Schools and Colleges

Commission on Institutions
of Higher Education

September 2017

125
1892–2017

THE
UNIVERSITY
OF RHODE ISLAND

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Please note that throughout this document underlined text indicates a hyperlink to further information.

Institutional Characteristics

Date: September 2017

1. Corporate name of institution: The University of Rhode Island
2. Date institution was chartered or authorized: 1892
3. Date institution enrolled first students in degree programs: 1892
4. Date institution awarded first degrees: 1894
5. Type of control:

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church) _____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

   The Council on Postsecondary Education of the Rhode Island Board of Education. The University is authorized to grant Certificate, Bachelor, Master, Professional Doctorate, Doctor of Philosophy degrees.

7. Level of postsecondary offering (check all that apply)

☐ Less than one year of work	☒ First professional degree
☐ At least one but less than two years	☐ Master's and/or work beyond the first professional degree
☐ Diploma or certificate programs of at least two but less than four years	☒ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐ Associate degree granting program of at least two years	☒ A doctor of philosophy or equivalent degree
☒ Four- or five-year baccalaureate program	☐ Other doctoral programs _____ degree granting _____
	☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

☐	Occupational training at the crafts/clerical level (certificate or diploma)	☒	Liberal arts and general
☐	Occupational training at the technical or semi-professional level (degree)	☒	Teacher preparatory
☐	Two-year programs designed for full transfer to a baccalaureate degree	☒	Professional
		☐	Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate 15 credit hours/minimum of 12 credits

b) Graduate 9 credit hours/minimum of 6 credits

c) Professional 15 credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	12,412	1,816	14,228
Part-time student headcount	1,533	891	2,424
FTE	13,184.4	2,565.7	15,750.5

b) Number of students (headcount) in non-credit, short-term courses: n/a

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last reviewed	Next review
College of Arts and Sciences				
Chemistry, B.S.	American Chemical Society (ACS)	c. 1965	2015	2019
Landscape Architecture, B.L.A.	American Society of Landscape Architects (ASLA)	1991	2015	2021
Library and Information Studies, M.L.I.S.	American Library Association (ALA)	1969	2010	2017
Medical Physics, M.S.	Commission on the Accreditation of Medical Physics Education Programs	2014	2017	2019
Music, B.A., M.M.A.	National Association of Schools of Music (NASM)	1971	2006	2017
College of Business Administration				
Accounting, M.S.	Association to Advance Collegiate Schools of Business (AACSB)	1994	2014	2018
Business Administration, B.S., M.B.A., Ph.D.	Association to Advance Collegiate Schools of Business (AACSB)	1969	2014	2018
College of Education and Professional Studies				
Educator Preparation, B.A., B.S., M.A., M.A.T.C.P., M.L.I.S., M.S., and Ph. D..	Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for Accreditation of Teacher Education (NCATE). (see table note concerning state accreditation)	1992	2015	2022
College of Engineering (B.S. programs)				
Biomedical Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	2011	2012	2018
Chemical Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	1954	2012	2018
Civil Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	1936	2012	2018

Computer Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	1990	2012	2018
Electrical Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	1936	2012	2018
Industrial and Systems Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	1957	2012	2018
Mechanical Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	1936	2012	2018
Ocean Engineering	Engineering Accreditation Commission (EAC) of ABET, Inc.	1993	2012	2018
College of Health Sciences				
Clinical Psychology, Ph.D.	American Psychological Association	1972	2011	2018
Dietetic Internship (DI), M.S.	Accreditation Council for Education in Nutrition and Dietetics	1989	2011	2021
Exercise Science, B.S.	Committee of Accreditation for the Exercise Sciences, Commission on Accreditation of Allied Health Education Programs	2017	2017	2020
Marriage and Family Therapy, M.S.	Commission on the Accreditation for Marriage and Family Therapy Education	1985	2012	2020
Medical Laboratory Science, B.S.	National Accreditation Agency for Clinical Laboratory Sciences (NAACLS)	Note: The Medical Laboratory Sciences program derives its NAACLS accreditation from its partnership with the accredited hospital programs below.		
	RI Hospital School of Medical Technology	c. 1965	2015	2020
	Our Lady of Fatima Hospital School of Medical Technology	c. 1972	2015	2020
Cytopathology, M.S.	Cytotechnology Program Review Committee, Commission on the Accreditation of Allied Health Programs	2002	2017	2022
Nutrition and Dietetics (DPD), B.S.	Accreditation Council for Education in Nutrition and Dietetics	2001	2016	2021
Physical Therapy, M.S.	Commission on Accreditation of Physical Therapy Education	1991	2016	2026

School Psychology, Ph.D.	American Psychology Association (APA)	1975	2015	2021
School Psychology, M.S., Ph.D.	National Association of School Psychologists (NASP) (Ph.D. automatic with APA accreditation)	1991	2012	2019
School Psychology, M.S., Ph.D.	Council for the Accreditation of Educator Preparation (CAEP) (accepts NASP result)	2010	2012	2019
Speech-Language Pathology, M.S.	American Speech-Language and Hearing Association (ASHA)	1986	2013	2021
College of Nursing				
Nursing B.S., M.S., D.N.P and APRN certificates	Commission on Collegiate Nursing Education (CCNE)	2001	2016	2026
Note: Prior to 2001, nursing programs were accredited by the National League of Nursing.				
College of Pharmacy				
Pharm. D.	Accreditation Council for Pharmacy Education (ACPE)	1992	2016	2023
Note: The College of Pharmacy's former B.S. program was accredited by the ACPE from 1956 to 2002. School of Education programs in Early Childhood Education, Elementary Education, Health Education, Physical Education, Music Education, Reading, School Library Media, Secondary Education, Special Education, and World Languages are accredited by the Rhode Island Department of Education. Programs were last reviewed in 2017 and will next be reviewed in 2021. The School Psychology Program is nationally accredited, but no longer state accredited.				

13. Off-campus Locations.

	Full degree	50%-99%	FTE
A. In-state Locations			
Narragansett Bay Campus, Narragansett, RI	Yes		Not tracked separately
Feinstein Providence Campus, Providence, RI	Yes		Not tracked separately
Nursing Education Center, Providence, RI	Yes—Graduate	Yes-Undergraduate	Opening in fall 2017
Westerly Education Center	Yes—Mechanical Engineering		18 part-time students
B. Out-of-state Locations			
Pfizer Pharmaceutical (CT)	Yes-on-site MBA		45 part-time students

14. International Locations: None

15. Degrees and certificates offered 50% or more electronically:

Name of program	Degree level	% on-line	FTE
R.N. to B.S. in Nursing	Baccalaureate	100	168.2
M.S. in Dietetics	Masters	100	50.0
Professional Master's in Cyber Security	Masters	100	25.7
M.A. in Teaching English to Speakers of Other Languages (TESOL)	Masters	100	15.3
Certificate in Cyber Security	Graduate certificate	100	13.8
Certificate in Cyber Security	Professional undergraduate certificate	100	New 2017
Certificate in Digital Forensics	Graduate certificate	100	6.2
Certificate in Digital Forensics	Professional undergraduate certificate	100	New 2017
Certificate in Digital Literacy	Graduate certificate	50	0.7
M.L.I.S.Library and Information Studies	Masters	50+	61.2

16. Instruction offered through contractual relationships: None

17. List by name and title the chief administrative officers of the institution.

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Barbara S. Cottam	Chair, Board of Education	2015
	William Foulkes	Chair, Council on Postsecondary Education	2015
President/CEO	David M. Dooley	President	2009
Chief Academic Officer	Donald H. DeHayes	Provost and Vice President for Academic Affairs	2007
Deans of Colleges	Jeannette Riley	Dean, College of Arts and Sciences	2017
	Maling Ebrahimpour	Dean, College of Business Administration	2015
	Anthony Rolle	Dean, College of Education and Professional Studies	2017
	Raymond M. Wright	Dean, College of Engineering	2007
	John Kirby	Dean, College of the Environment and Life Sciences	2010
	Gary Ligouri	Dean, College of Health Sciences	2016
	Barbara E. Wolfe	Dean, College of Nursing	2106
	E. Paul Larrat	Dean, College of Pharmacy and Coordinating Dean, Academic Health Collaborative	2013
	Bruce Corliss	Dean, Graduate School of Oceanography	2012
	Nasser Zawia	Dean, Graduate School	2009
	Jayne Richmond	Dean, University College for Academic Success	2001
Chief Financial Officer	Abigail Rider	Vice President of Administration and Finance	2017

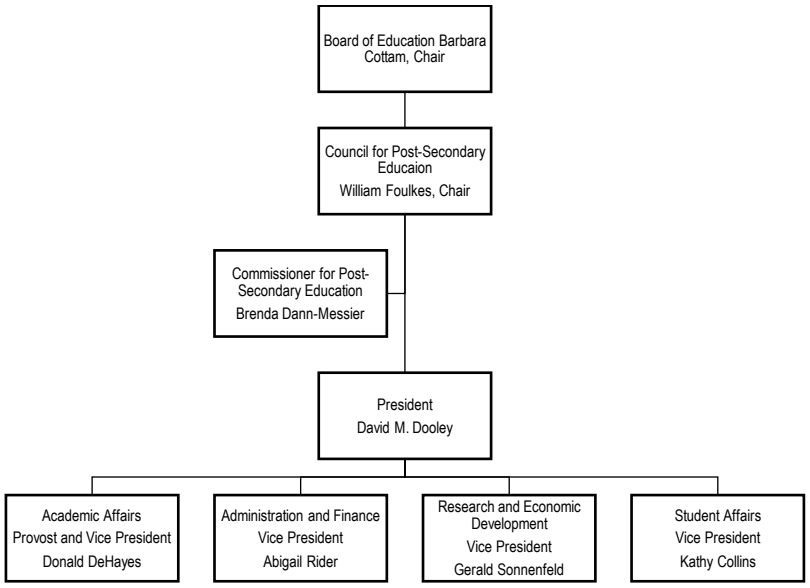
Function or Office	Name	Exact Title	Year of Appointment
Chief Student Services Officer	Kathy M. Collins	Vice President for Student Affairs	2016
Planning	Linda Barrett	Director of Budget and Financial Planning	1990
	Christopher McMahan	Director of Campus Planning and Design	2015
	Ann Morrissey	Special Assistant to the Provost for Academic Planning	2009
Institutional Research	Vacant (OIR staff currently reports to Vice Provosts)	Director of Institutional Research	
Assessment	Laura L. Beauvais	Vice Provost for Faculty Affairs	2009
Development	Lil Breul O'Rourke	President, URI Foundation	2016
Library	Karim Boughida	Dean, University Libraries	2015
Chief Information Officer	Richard Kubica	Interim Chief Information Officer	2016
Continuing Education	Anthony Rolle	Dean, College of Education and Professional Studies	2017
Grants/Research	Gerald Sonnenfeld	Vice President for Research and Economic Development	2013 (ending 9/30/17)
Admissions	Dean Libutti	Vice Provost for Enrollment Management	2008
Registrar	Dean Libutti	Vice Provost for Enrollment Management	2008
Financial Aid	Dean Libutti	Vice Provost for Enrollment Management	2008
Public Relations	Kelly K. Mahoney	Executive Director for External Relations and Communication	2015
Alumni Association	Michele Nota	Executive Director, Alumni Relations	1999

Function or Office	Name	Exact Title	Year of Appointment
Community, Equity, and Diversity	Naomi R. Thompson	Associate Vice President for Community, Equity, and Diversity	2012
Athletics	Thorr Bjorn	Director of Athletics	2007
Legal	Louis J. Saccoccio	General Counsel	1995

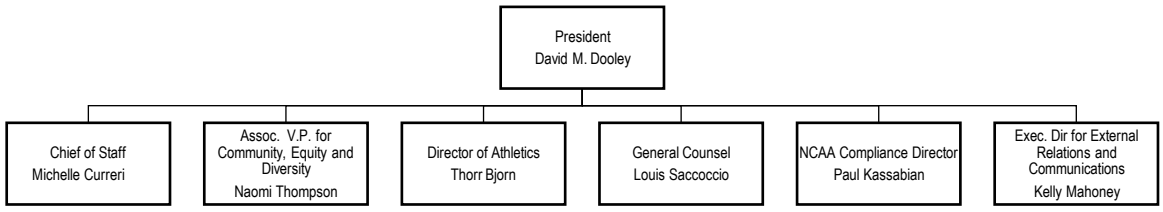
18. Supply a table of organization for the institution.

Leadership of major divisions and units

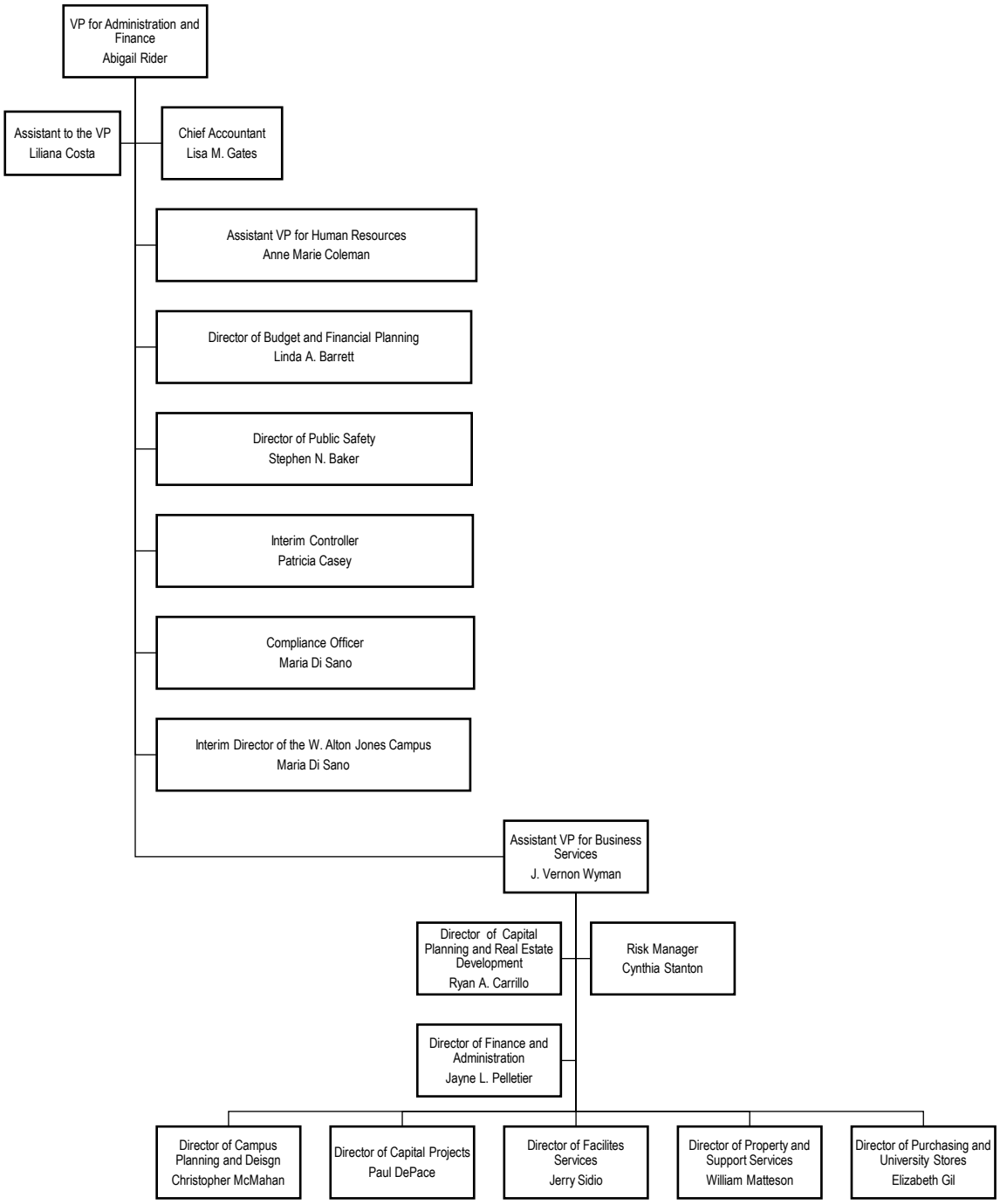
Top Administration



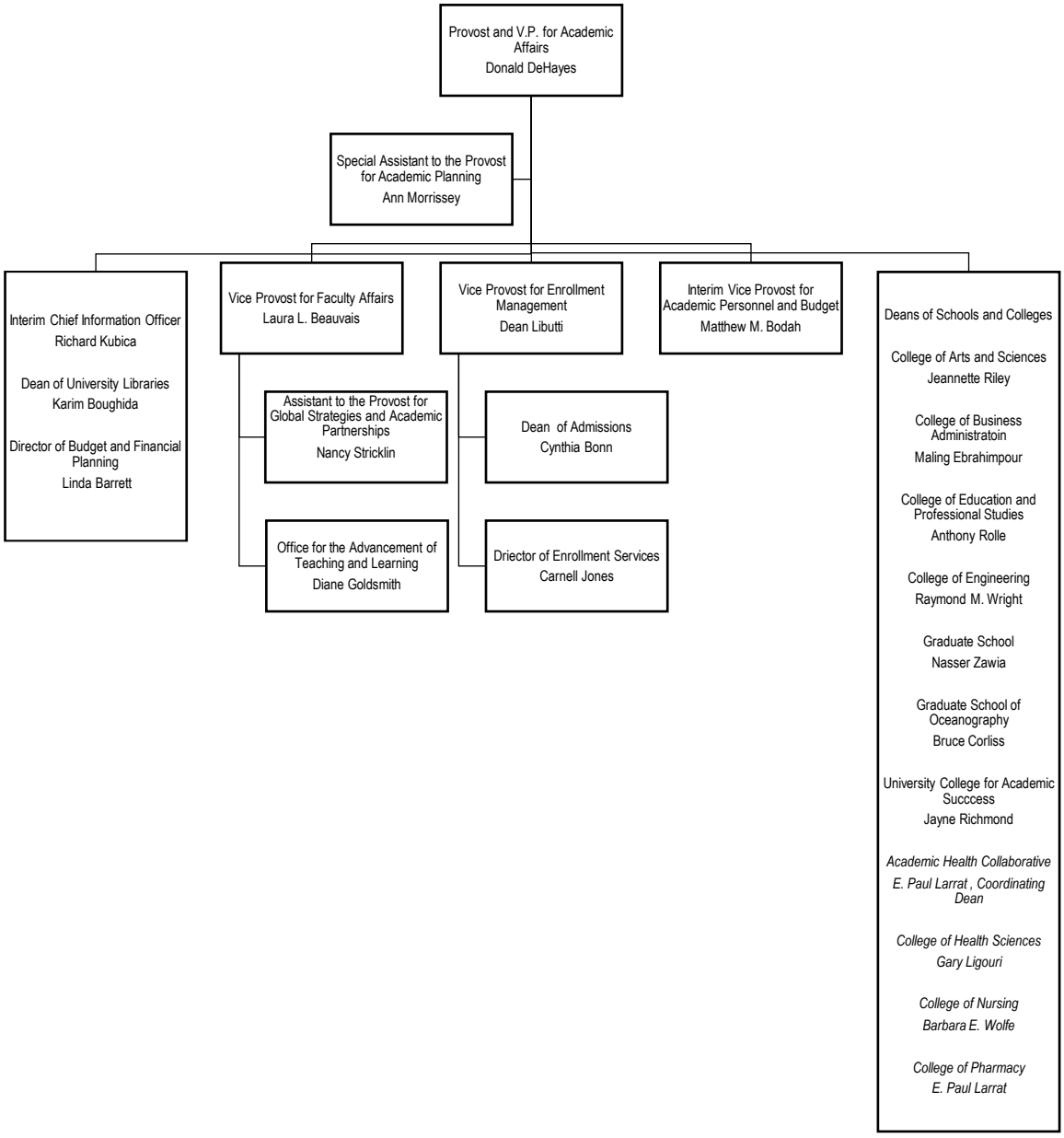
President's Office



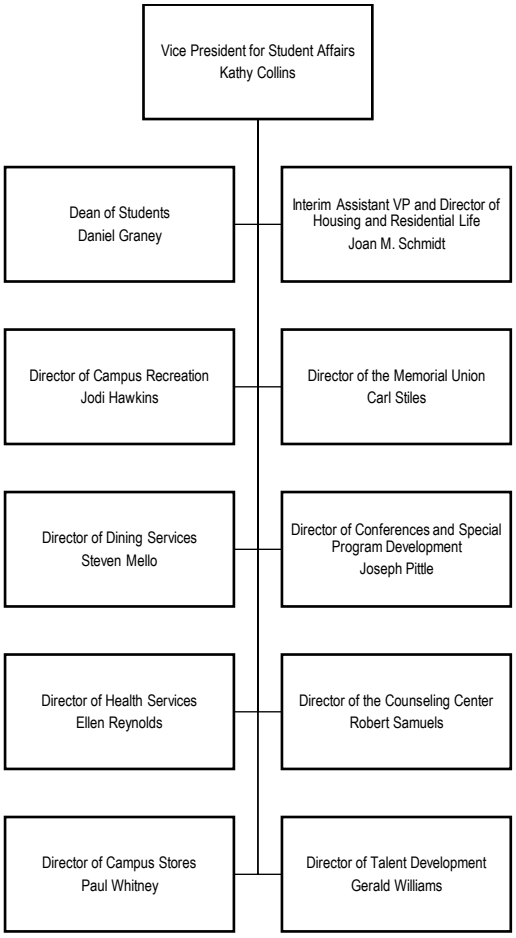
Administration and Finance



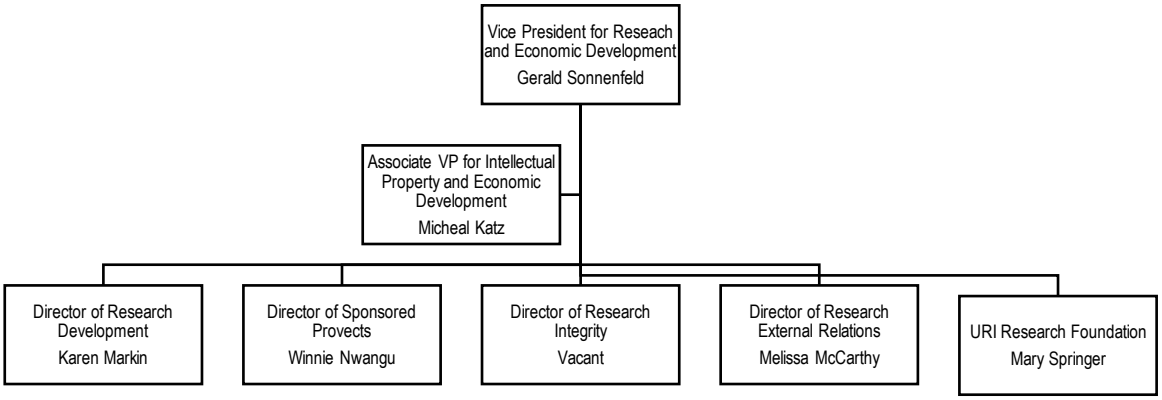
Academic Affairs



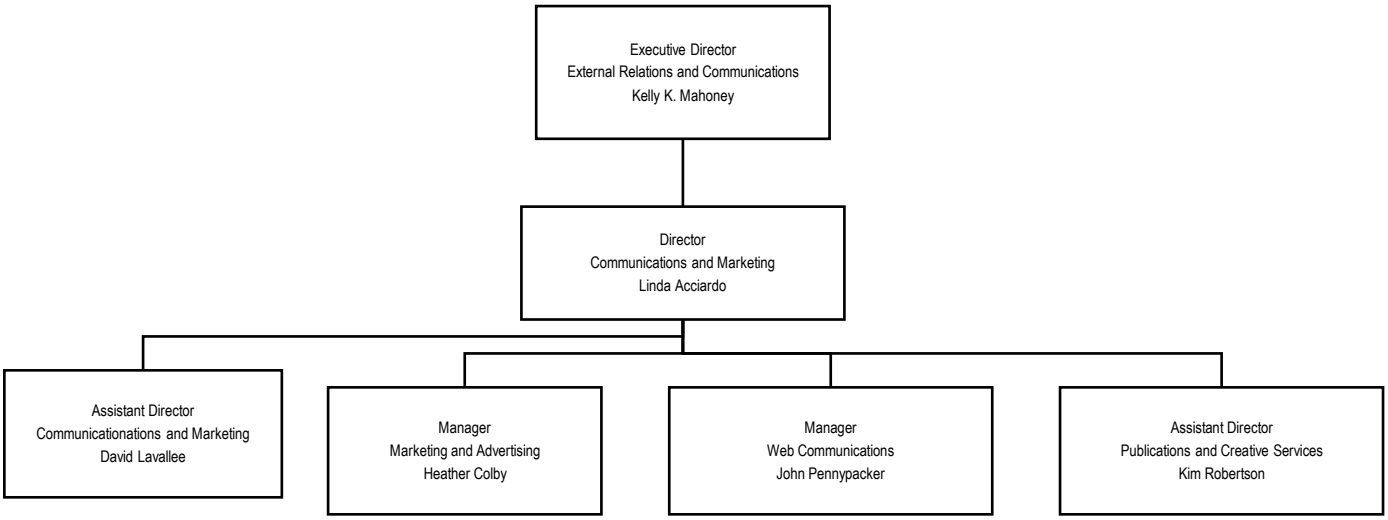
Student Affairs



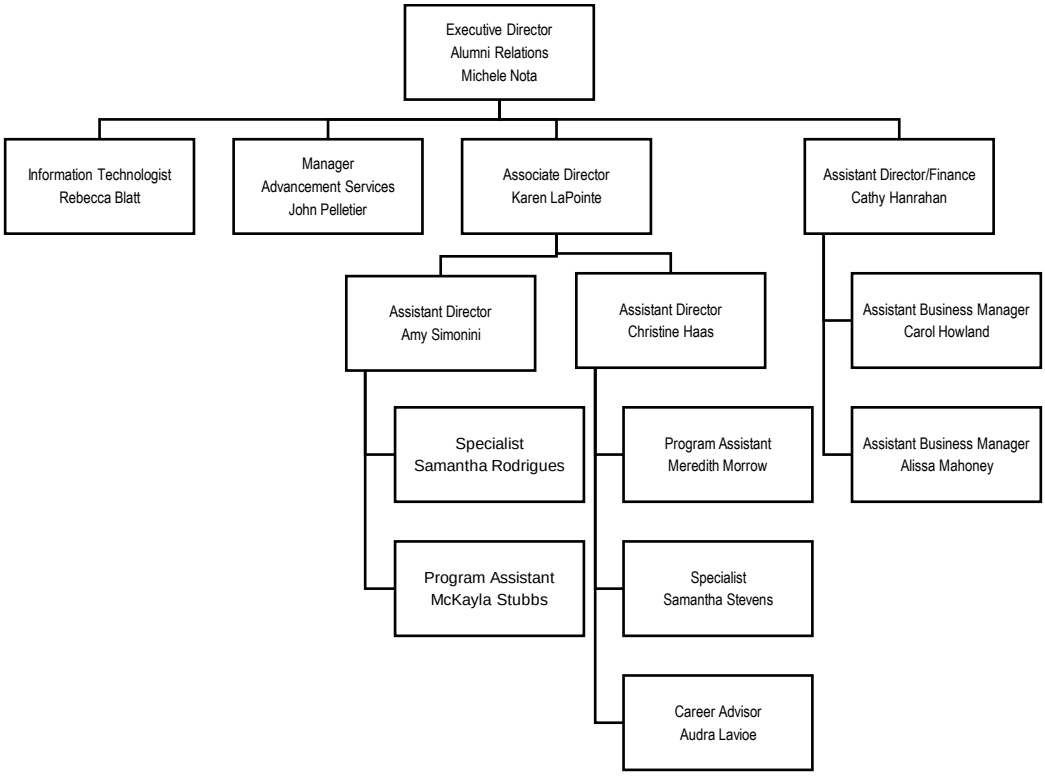
Research and Economic Development



External Relations and Communications



Alumni Relations



Note: Fundraising and endowment management is overseen by the URI Foundation, a private, not-for-profit organization. The Foundation also works closely with Alumni Association and Office of Alumni Relations. Since the URI Foundation is a private organization, legally separate from the University, its organization chart is not displayed in this report.

19. Record briefly the central elements in the history of the institution:

The University was chartered as the state's agriculture school in 1888. The Oliver Watson farm was purchased as a site for the school, which, in 1892, became the Rhode Island College of Agriculture and Mechanic Arts and has operated ever since as the state's land grant and flagship state research institution.

In 1909, the name Rhode Island State College was adopted to reflect the school's growing mission beyond agriculture and mechanics. By act of the Rhode Island General Assembly in 1951, the name was changed to the University of Rhode Island to reflect a further broadening of the school's mission, including the awarding bachelor of arts degrees. The University became a sea grant college in 1966, several years after the founding of the Graduate School of Oceanography. David M. Dooley was named the University's eleventh president in 2009.

In 2014, the Rhode Island General Assembly created the Council on Postsecondary Education of the RI Board of Education, which acts as the University's governing board.

Table of CIHE Actions

Date of CIHE letter	February 15, 2012		
Issue	**Action**	**Standard**	**Page(s)**
The impact of the new statewide governance structure and Board of Education on the University.	N/A	3	14
The University's success in revising and assessing the general education requirements.	The University implemented a new general education program in AY2016-17	4	26-28
Implementation of the institution's program review process which includes self-studies followed by external reviews.	An academic review process has been instituted with the first programs undergoing review in 2014	4,8	24-25
The institution's success in providing adequate funding for the library.	Expenditures per FTE student have grown from $513 to $553 between FY2014 and FY2017.	7	71
Revitalization of the University's graduate programs.	Graduate School enrollment has increased from 2,213 to 2,300 between 2014 to 2016. The number of degrees awarded has also increased. New degrees and certificate programs have been created.	4	30-32

INTRODUCTION: THE SELF-STUDY PROCESS

The University of Rhode Island (URI) began the self-study process for the 2017 comprehensive evaluation in the fall of 2015. At that time, a team of four faculty, staff, and administrators attended NEASC/CIHE's October Self-Study Workshop. Based on lessons learned at the workshop, a decision was made to appoint a faculty member as Self-Study Coordinator. The faculty member would devote approximately 50% of his/her work effort to the self-study, including creating and supporting work teams; compiling, writing, and editing chapters; coordinating the steering committee; presenting reports of progress to the community; and coordinating the visits of the evaluation team and preliminary visit of its chair.

Working closely with the Provost's Office, the Self-Study Coordinator's first task was assembling teams to investigate each standard for accreditation. Eight teams were created. Most teams were responsible for a one standard, although single teams handled standards one and two and three and nine. Standard seven was divided between two teams, with one focused solely on financial resources.

The process then began with a kickoff breakfast meeting on June 15, 2016 at which NEASC/CIHE Senior Vice President Patricia O'Brien gave an overview of the self-study process. Teams met throughout the summer and fall of 2016 and during the winter of 2016 and 2017. Many teams divided themselves into subcommittees. All team reports were completed by March of 2017.

Although there was some turnover and attrition during the process, approximately 75 faculty, staff, students, and administrators served on standards' teams (see list below). Every attempt was made to have broad and diverse representation from the campus community. Each team had two co-chairs who, with several others, formed the self-study steering committee.

During the process, the community was kept informed through periodic reports by the Self-Study Coordinator to the President's Senior Leadership Team, the Council of Deans, the Faculty Senate, the Student Senate, and in a briefing to the Chair of the Council of Postsecondary Education and Postsecondary Commissioner.

Further community involvement came through the review process. The Self-Study coordinator recruited approximately 60 faculty, staff, students, and administrators to read drafts of the self-study chapters (see list below). Comments were then incorporated into a revised document that was closely reviewed and edited by members of the Provost's staff as well as a faculty member who had been heavily involved in the 2007 self-study. NEASC/CIHE Vice President Carol Anderson reviewed the draft and the document was further revised during the summer of 2017.

A public announcement about the accreditation process was placed on the University website, and in both the student newspaper and in the state's major daily newspaper, *The Providence Journal*.

The self-study process was aided greatly by, and intended to advance, the climate of self-reflection and evidence-based decision-making that has developed at the University since the prior comprehensive evaluation. The development of this climate is addressed throughout this self-study, but particularly in Standard Two Planning and Evaluation, Standard Four The Academic Program, and Standard Eight Educational Effectiveness. In those chapters, readers will learn of the University's comprehensive and data-driven planning process, academic program review, and outcomes assessment.

Self-Study Work Teams (f)=faculty, (s)=student, all others=administration/staff/affiliate	
Standard One Mission and Purposes/Standard Two Planning and Evaluation	
Provost Donald De Hayes (co-chair)	Office of the Provost
Ann Morrissey (co-chair)	Office of the Provost
Marilyn Barbour (f)	College of Pharmacy
Michael Cerbo (f)	University Libraries
Daniel Graney	Division of Student Affairs
Hillary Leonard (f)	College of Business Administration
Christopher McMahan	Office of Campus Planning and Design
Damon Rarick (f)	College of Arts and Sciences
Joelle Rollo-Koster (f)	College of Arts and Sciences
Standard One Reviewers	
Winifred Brownell	College of Arts and Sciences
Lori Ciccomascolo	Feinstein College of Education and Professional Studies
Standard Two Reviewers	
Faye Boudreau-Bartels (f)	College of Engineering
John Kirby	College of the Environment and Life Sciences
Linda Welters (f)	College of Business Administration
Standard Three Organizational Governance/ Standard Nine Integrity, Transparency, and Public Disclosure	
Kelly Mahoney (co-chair)	Office of External Relations and Communications
Michael Rice (co-chair)(f)	College of the Environment and Life Sciences
Linda Acciardo	Office of External Relations and Communications
Sarah Couch	Office of External Relations and Communications
Peter Harrington	Office of the General Counsel
Brittany Kraft (s)	Student Senate
Theodore Myatt	Office of Research Integrity
Nancy Neff	Faculty Senate
Robert Weygand (f)	College of Arts and Sciences
Standard Three Reviewers	
Louis Saccoccio	Office of the General Counsel
Michael Sullivan (f)	College of the Environment and Life Sciences
Standard Nine Reviewers	
Matthew Delmonico (f)	College of Health Sciences
Donna Gamache-Griffiths (f)	College of Business Administration
Maureen Moakley (f)	College of Arts and Sciences
John Pantalone (f)	College of Arts and Sciences
John Pennypacker	Office of External Relations and Communications
Mary Riedford	Office of Research Integrity

Standard Four The Academic Program	
Andrea Rusnock (co-chair)	Graduate School
George Veyera (co-chair) (f)	College of Engineering
Laura Beauvais	Office of the Provost
Deborah Bergner	Division of Student Affairs
Lynne Derbyshire (f)	Honors Program
Nancy Eaton	College of Arts and Sciences
Ginnette Ferszt (f)	College of Nursing
Jack Humphrey	Enrollment Services
Valerie Maier-Speredelozzi(f)	College of Engineering
Paula McGlasson (f)	College of Arts and Sciences
Irene McIvor Mason (s)	College of Health Sciences
John Rooney	University College for Academic Success
Tammy Vargas Warner	Feinstein College of Education and Professional Studies
Standard Four Reviewers	
Jose Amador (f)	College of the Environment and Life Sciences
Joanna Burkhardt (f)	University Libraries
Rachel DiCioccio (f)	College of Arts and Sciences
Cheryl Foster (f)	College of Arts and Sciences
Jessica Goren (f)	College of Pharmacy
Kristin Johnson (f)	College of Arts and Sciences
John King (f)	Graduate School of Oceanography
Liam Malloy (f)	College of Arts and Sciences
Diane Martins (f)	College of Nursing
Mary McDonald (f)	University Libraries
Catherine Robinson	College of Arts of Sciences
Alexa Darche, John Morabito, Emily Murray, Katy Needle, Skylar Nelson. Connor Quinn, Rachael Sardinha, and Riley Temple (s)	Student Senate
Standard Five Students	
Mary Jo Gonzales (co-chair, 6/16-1/17)	Division of Student Affairs
Carnell Jones (co-chair)	Enrollment Services
Ellen Reynolds (co-chair, beginning 1/17)	Division of Student Affairs
Alycia Mosley Austin	Graduate School
Cynthia Bonn	Office of Admission
Brittany Cross	Athletic Department
Andrew Donnelly (s)	Student Senate
Lindsey McLellan (s)	Graduate Student Association
Earl Smith	College of Arts and Sciences
Gina Sperry	Athletic Department
Anne Marie Vaccaro (f)	College of Health Sciences
Standard Five Reviewers	
Kathy Collins	Division of Student Affairs
Dean Libutti	Office of the Provost
Joan Lynch	Office of Admission
Jayne Richmond	University College for Academic Success
Naomi Thompson	Office of Community, Equity, and Diversity
Brianna Benedict, Ryan Buck, Evan Cummiskey, Laura Creese, Mark Gall, Tristram Howard, Esoheosa Ibineweka, Ryan McWeeny, Nicolette St. Amand Stephanie St. Louis, Kennedy Tate, and Kelly Watka (s)	Student Senate

Standard Six Teaching, Learning, and Scholarship	
Diane Goldsmith (co-chair)	Office for the Advancement of Teaching and Learning
Brian Quilliam (co-chair)	College of Pharmacy/College of Health Sciences
William Bartels (f)	College of Arts and Sciences
Fernando Guzman	Office of Community, Equity, and Diversity
Kelsey James (s)	Graduate Assistants United
Clifford Katz	Office of the Provost
Linda Lyons	University College for Academic Success
James Opaluch (f)	College of the Environment and Life Sciences
David Smith	Graduate School of Oceanography
Veronica Walsh	Office of Institutional Research
Standard Six Reviewers	
Peter Adamy (f)	College of Education and Professional Studies
Julie Coiro (f)	College of Education and Professional Studies
Elizabeth Cooper (f)	College of Business Administration
Louis Kirshenbaum (f)	College of Arts and Sciences
Nedra Reynolds (f)	College of Arts and Sciences
Daniel Sheinin (f)	College of Business Administration
Kathleen Torrens (f)	College of Arts and Sciences
Jay Walsh	URI Chapter/American Association of University Professors
Standard Seven Institutional Resources	
David Porter (co-chair)	Office of Information Technology
J. Vernon Wyman (co-chairs)	Office of Business Services
Samuel Adams	Department of Public Safety
Robin Beaupre	Office of Business Services
Anne Marie Coleman	Human Resource Administration
Deborah Mongeau (f)	University Libraries
Patricia Morokoff	College of Arts and Sciences
Andree Rathemacher (f)	University Libraries
Standard Seven Institutional Resources Reviewers	
Karim Boughida	University Libraries
Ryan Carrillo	Office of Business Services
Charlene Dunn	Research Office Information Technology
Laura Kenerson	Human Resource Administration
Richard Kubica	Office of Information Technology
Mary Sullivan (f)	College of Nursing
Standard Seven Financial Resources	
Linda Barrett (co-chair)	Office of Budget and Financial Planning
Cheryl Hinkson (co-chair)	Office of Budget and Financial Planning
Sharon Bell	Office of the Controller
Maling Ebrahimpour	College of Business Administration
Michele Wood	Office of Sponsored and Cost Accounting
Standard Seven Financial Resources Reviewers	
Catherine Curtin-Miller	Academic Health Collaborative
Kathy Jervis (f)	College of Business Administration
Adam Quinlan	URI Foundation

Standard Eight Educational Effectiveness	
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Anne Veeger (co-chair)	College of the Environment and Life Sciences
Erica Cassidy (f)	Center for Career and Experiential Education
David Hayes	Academic Enhancement Center
Corinne Kulesh	Enrollment Services
Karen McCurdy (f)	College of Health Sciences
Michele Nota	Alumni Association
Pamela Rohland	Disability Services for Students
Standard Eight Reviewers	
Mayrai Gindy (f)	College of Engineering
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Steering Committee	
Matthew Bodah (chair)	Self-Study Coordinator
Laura Beauvais	Vice Provost for Faculty Affairs
Gary Boden	Office of Institutional Research
All Committee Co-Chairs	See above
Editorial Review Team	
Marilyn Barbour (f)	College of Pharmacy
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Matthew Bodah	Self-Study Coordinator
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Provost Donald DeHayes	Office of the Provost
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Ann Morrissey	Office of the Provost
Staff Support	
Lou Ann Diomandes	Office of the Provost
Sarah Maitland	Office of the Provost
Safietou Sagna	Office of the Provost

INSTITUTIONAL OVERVIEW

The University of Rhode Island is a dramatically different institution today than the one that underwent NEASC accreditation review a decade ago. Sustained strategic effort and focus has resulted in systemic transformation relative to finances; facilities; faculty; student quality, diversity and success; academic programs and research; teaching and learning modalities, and the internationalization of the University. Importantly, URI has embraced a renewed culture of achievement and focus on quality as evidenced by the noteworthy enhancement in the academic profile and selectivity of entering students, a major strategic investment in new full-time faculty positions, record-breaking growth in our Honors Program, and a renewed commitment to shared governance as shared responsibility for the health and well-being of the University. As an institution, we have moved from blaming dwindling state funding for our difficulties to recognizing that we are a tuition-dependent institution that must shape our own destiny. That destiny is defined by our vision and created by our investments in quality programs, innovation, and interdisciplinary learning and discovery that engages our students and faculty and has meaning and impact in the world. In so doing, URI has become an increasingly self-sufficient and selective institution committed to both student access and success, and constant and strategic improvement in all that we do.

Context. About a decade ago, prior to the recession that began in 2008, URI was struggling with multiple years of level or declining state funding and receiving about 14,000 applications for admission. Selectivity in admissions hovered around 85%, in-state tuition was too low, out-of-state tuition was too high, and our financial aid investment was insufficient to attract and retain students. At that time, only 45% to 50% of students were successfully completing 30 academic credits their first year and overall first-year student retention was slipping. In the 2008 freshman cohort, nearly one-third of our out-of-state students did not return for their sophomore year, which further exacerbated financial challenges. International students were rare on campus and research funding had been flat for a decade. URI was struggling, morale was low, and the challenges intensified when the state appropriation was reduced by $27 million between 2008 and 2010, including a $13 million reduction in 2009. The University's financial reserves were approximately $12 million in deficit and the institution had limited financial flexibility. Paradoxically, this challenging time inspired the beginning of a new era of reinvigoration for the institution—one characterized by strategic planning and investment, self-discipline and self-sufficiency, innovation, and focused attention on the quality of the student experience. Indeed, these challenges triggered the transformation of the University of Rhode Island.

The Transformation of The University of Rhode Island

***Academic Vision and Plans*.** In 2009, the University community forged a new vision:

> *The University of Rhode Island will be the institution of first choice for students and faculty with a passion for inquiry. Our emphasis on innovation and interdisciplinary learning and discovery connects us with the world and is built upon a contemporary foundation of liberal learning and scholarship that celebrates diversity and complexity, and instills empowerment and social responsibility. Our emphases and expertise in the broadly defined realms of health, environment, and science and technology translate into learning and discovery that matters deeply in the world. We contribute directly to global prosperity through collaborative innovation and productive partnerships.*

This vision shaped the University's new focus towards defining URI's first comprehensive strategic Academic Strategic Plan, entitled *Charting Our Path to the Future,* and the President's Transformational Goals for the 21st Century. This new Academic Strategic Plan was laser focused on six overarching goals that served as guideposts for all University investments and strategic initiatives from 2010 through 2015. Major foci for both effort and investment related directly to enhancing academic quality and value, and preparing students for an ever-changing world. Overarching themes stimulated interdisciplinary learning and discovery, the reinvigoration of general education, enrollment management, expanded opportunities in our Honors Program, and advancing research and innovation. To ensure an effective interconnection between the Academic Strategic Plan priorities and budget, the University formed the Strategic Budget and Planning Council (SBPC), a 20-member body chaired by the Provost, which comprises vice presidents and representatives of deans, faculty, staff, and students. In efforts to further leverage cross-divisional collaboration and planning, the Council's Vice Chair is the Vice President for Administration and Finance. The SBPC reviews all new funding proposals, including capital improvement investments, in relation to the goals of the Academic Strategic Plan and potential institutional benefits derived from the proposed new investments. The SBPC recommends only the most compelling and impactful funding proposals to the President for institutional investment. Further, the administration and the Faculty Senate collectively formed the Joint Committee on Academic Planning (JCAP), which is the responsible entity for developing, updating, and measuring progress toward academic plan goals and organizing our annual Academic Summit, which typically engage as many as 250 faculty, as well as other community members, each year.

In January 2016, following a year of effort on the part of faculty, administrators and students, URI promulgated its second Academic Strategic Plan, *Innovation with Impact - 2016 – 2021*. This Plan builds on the progress of the first plan and focuses on the following goals: *enhancing student success; expanding research, scholarship, and creative work; growing a global presence; embracing diversity and social justice; streamlining processes to improve effectiveness; and implementing a bold advancement agenda*. The overarching focus of this plan is the aggressive pursuit of strategic excellence in all areas of academics and institutional investment. The plan is steeped in *innovation* and focuses on creating new integrative approaches to learning, discovery, and outreach and developing meaningful partnerships both on- and off-campus.

With leadership from the newly formed Information Technology (IT) Governance Committee (ITgov) and the entire university community, URI distributed its first IT Strategic Plan in February 2017. This forward-looking plan acknowledges the critical role of technology for all constituencies and functions of the University, and the rapidity of change in technology and its applications. Importantly, the IT plan is intimately linked to the goals of the Academic Strategic Plan (see page 19 of the IT Plan), reinforcing the strategic and synergistic impact of each institutional investment. This plan serves as a guide for our IT investments moving forward.

In addressing the pervasive challenges of a decade ago, the University established a strong foundation in strategic planning that has guided every investment, creating crucial financial efficiencies that have boldly advanced the institution. Most importantly, these Plans have provided an investment framework that has guided resource allocation and ensured financial stability of the university. Indeed, the university budget has become a visible manifestation of institutional priorities and our strategic plans, and reserve funds are now at approximately $30 million. At the same time, the work of SBPC, JCAP, and ITgov has re-enforced a system of shared governance that has served the institution's best interests and is likely to continue to enable and empower URI in the future.

Enrollment Management and Financial Aid. Recognizing that URI is a tuition-dependent institution**,** serious attention to strategic enrollment management has been a critical element of URI's resurgence, financial stability, self-sufficiency, and reestablishment as Rhode Island's selective flagship institution. In

2009, we added a Vice Provost for Enrollment Management position and established an enrollment management strategy team and plan. Despite the demographic decline in high school graduates in Rhode Island, New England, the Northeast broadly, and much of the nation, URI has witnessed substantial growth in the number, quality, and diversity of its applicant pool. A decade ago URI received about 14,000 applications for approximately 3,100 freshman slots. In each of the last four years, URI has broken its record for most applications received and for the fall 2017 class we received 22,656 applications, a 60% increase from 2007. With the much larger pool, selectivity increased from an acceptance rate of 85% a decade ago to 69% for the entering class in fall 2017. Yield of high quality applicants has also increased. In the past few years about one-third or more of our entering freshman class has been eligible for our Honors Program and the academic profile of our fall 2017 freshman class is impressive—with an average high school GPA of 3.54 and SAT score of 1180. A decade ago this profile was 3.1 and 1075, respectively. The diversity profile of our student body has increased by one percent per year over the past decade with 22% of the 2017 entering freshman class and 20% of all students coming from underrepresented racial and ethnic groups. Diversity in the student body has grown by 65% since 2008 and enrollment has been the highest in the University's 125-year history for three of the past four years.

While our enrollment successes can be attributed in part to new and effective recruitment strategies, a key component has been the development and implementation of strategic financial aid allocation models tied to enrollment goals established via the Academic Strategic Plans. Financial aid has emerged as our most important enrollment management tool in addition to its critical role in providing support for needy and meritorious students. A strategic financial aid allocation model has enabled the institution to enhance student quality, increase ethnic diversity, ensure access and affordability for needy students, and generate net revenue necessary to operate the institution.

Student Success Initiatives. As a result of focused and strategic efforts aimed at "student success" in both the former and current Academic Strategic Plan, URI has made steady progress in advancing overall student retention and graduation rates. The Academic Strategic Plan metrics indicate that the 2016 first-year retention rate is 84.3%, the highest in the University's history. This figure represents an increase of 1.9% from the previous year and a six percent increase from the Academic Strategic Plan 2010 baseline. After decades of flat graduation rates (a six-year rate of 54% to 57%), URI has seen a steady increase in graduation rates of first-year, full-time students over the past eight years. The six-year graduation rate (2011 cohort) is greater than 65.5%, an increase of 2.8% from the prior year and 6.8% over 2008. The four-year graduation rate for the 2013 cohort is 52%, an increase of 13.5% from the baseline year (2008) of the 2010-15 Academic Plan and the highest in URI history. URI's undergraduate average time to degree (excluding double majors and dual degrees) averaged 4.2 years over the past two years, which compares favorably with peer institutions in the region (as reported by *Complete College America)*.

The University's critically important "student credit completion" (the proportion of first-year students completing 30 credits, sophomores completing 60 credits, etc.) initiatives, when compared to a decade ago, have resulted in a 29% increase in first-year students and a 24% increase in sophomores on track for timely graduation. Seventy-four percent of the 2016 first-year cohort earned 30 or more credits their first year and 70% of the 2015 sophomore cohort earned 60 or more credits after their second year, as compared to 45% and 46%, respectively, a decade ago. Our continued strategic focus on student credit completion along with our growing Winter J-Term enrollment and enhancement of summer offerings will continue to positively impact student learning and graduation rates in the future.

Although there remains much room for improvement, substantive gains in success measures thus far are attributed to our strategic financial aid investments and a focused institutional effort in our "Take 15 to Finish" campaign, designed to encourage and support students completing 15 credits per semester and

graduating on time. This effort has included developing curricular advising plans/maps to guide student progress, hiring professional advisors in University College for Academic Success, altering the class drop policy to encourage student course completion, and dramatically expanding experiential learning opportunities for our students. For AY2016-17, more than 8,100 URI students earned academic credit through experiential learning, such as internships, undergraduate research, clinical experiences, and more, as compared to about 4,000 students a few years earlier. This figure does not include paid internships that do not offer academic credit in some majors, such as Engineering, where 85% of students do at least one paid non-credit internship. The Winter J-Term, launched in January 2014, provides opportunities for students to earn additional credits at a reduced cost and "catch up" during the 3-week January term. During January 2017, nearly 1,000 students earned academic credit during Winter J-Term. Our Finish What You Started Program, designed to reengage students who have stepped out of URI, has resulted in approximately 275 students returning to college and completing their degrees over the past three years. A new and reinvigorated undergraduate research initiative, entitled University of Rhode Island Undergraduate Research and Innovation *(URI)*^{2}, expands opportunities and funding for students wishing to work with faculty on research and creative scholarship across all disciplines or innovation projects, such as product development, hackathons, etc.

Strategic Investment in Faculty. Despite substantial fiscal challenges from FY 2007 to FY2010, URI continued to strategically invest in new faculty. Since 2010, we have hired approximately 302 new full-time faculty, which has triggered the renewal of the intellectual foundation of the institution. Faculty positions were defined via strategic reinvestment of vacated positions, new cluster hires in areas of strategic importance (e.g., neuroscience, Islamic Studies, water resources, "big data," health across the lifespan, and renewable energy), and a significant investment of 60 new full-time faculty positons. The new positions, supported by revenue gains from retention increases, are allocated strategically to meet student demand, support relevant new academic programs, and to strategically enhance research, scholarship, and the creative work of the faculty. A new Multicultural Faculty Fellows program has enhanced the diversity of the faculty. During AY2015-16, we created a promotional path for lecturers, who can seek promotion to Senior Lecturer and Teaching Professor. These advancement opportunities for lecturers provide financial recognition and stability as reward for teaching excellence, but also reinforce the critical role of teaching faculty in both student learning and empowering research and scholarship across the University.

In 2014, URI established the Office for the Advancement of Teaching and Learning (ATL), a faculty development enterprise focused on advancing pedagogy, online learning, and learning outcomes assessment. ATL also manages the University's new academic testing center. ATL offers numerous workshops to support faculty teaching and also an Online Faculty Fellows Program to encourage and demonstrate best practices in online teaching. The assessment office supports departments and programs in developing best practices in learning outcomes assessment and has been instrumental in implementing assessment of our new general education program. During AY2016-17, there were 844 faculty participants in ATL workshops and programs. With guidance and support from ATL, URI's online enrollment of 9,000 students in AY2016-17 represents 50% growth since AY2012-13 and 19% growth over the previous year. This active participation reflects the extraordinary commitment of URI faculty to enhancing student learning and success and also speaks to the effectiveness of ATL faculty development programming.

During the AY2016-17, we initiated a new Writing Across URI program, led by a distinguished faculty member in our writing program. Recognizing student challenges in writing, Writing Across URI is committed to creating a culture of writing at the University, by helping faculty with their own academic and professional writing and also by asking more of students as writers. The program offers faculty opportunities to participate

in seminars, workshops, writing retreats, or other events—to improve their own writing and to develop the writing skills of our students in all disciplines.

Finally, URI has reinvented and reinvigorated its general education program. This was a lengthy and at times contentious process, but resulted in a contemporary 21st century general education program built around 12 learning outcomes. All courses included in the new program are newly developed and meet a set of learning outcomes that our faculty believe are critical to student learning and success. This program, adapted from the Liberal Education America's Promise (LEAP) model of AAC&U, was implemented in fall 2016 and is led by a new faculty Director of the Office of Innovation in General Education. We believe that this revitalized and transfer student-friendly program will add value to the student learning experience and better engage students in developing knowledge, skills, and values necessary to support their aspirations and quality of life.

Academic Reorganization. The University has recently reorganized academic programs related to "health" and "healthcare" and has created the URI Academic Health Collaborative (AHC). The AHC formally bridges the College of Pharmacy, College of Nursing, and the newly created College of Health Sciences. Collectively, the AHC comprises approximately 175 faculty and more than 5,000 students. Seven of the University's largest majors are in the AHC. The AHC fosters cross-cutting innovation in broad aspects of health education, research, and community engagement with a focus on inter-professional education, population health, health promotion, and recognition and elimination of health disparities. The operational and entrepreneurial entity of the AHC is the recently established Institute for Integrated Health and Innovation (IHII) focused on interdisciplinary academic programs, health services and analytics research, and outreach programs that address the needs of communities, health promotion, and promoting productive partnerships. IHII has entered into a formal and productive partnership with the RI Executive Office of Health and Human Services. In addition, the University has merged the School of Education and the former College of Continuing Education to create the new Alan Shawn Feinstein College of Education and Professional Studies. This new College builds a bridge between teacher preparation programs and adult education aimed at non-traditional students and has already seen a spike in enrollment in its first year. This college also includes a new Office of Strategic Initiatives, which serves as an entrepreneurial education outreach arm for the college and University aimed at providing educational resources to corporations, nonprofit organizations, and teachers. As part of the reorganization, the former Colleges of Human Sciences and Services and Continuing Education were eliminated.

Internationalization of the University. Historically, URI had a minimal international presence. For example, in 2005 there were only 169 international students at URI, 32 undergraduates and 137 graduate students. As part of the 2010 to 2015 Academic Strategic Plan, the University began efforts to strengthen global education and expand international programs and opportunities. In 2015, there were 567 international students at URI, 281 undergraduates and 286 graduates. Our plans are to continue to grow international enrollment, expand efforts to create international partnerships, and ensure that our domestic students gain international experience and cultural competency. Multiple strategies have advanced the internationalization of the University. Our new general education program has established a global competency learning outcome. In 2010, we established a Distinguished Visiting International Scholars Program, which brings four distinguished scholars to the University each year from all parts of the world and many disciplines for an extended visit, including presentations to students, faculty, and the public. Through this effort, 26 distinguished international scholars have been brought to URI, which have triggered many extended relationships as well as expanding the institution's reputation globally. In addition, our new Winter J-Term program includes 15 to 20 international travel courses each year led by URI faculty. As a result of Winter J-

Term travel courses, expanded study abroad opportunities, and exchanges and other global programs, 850 URI students participated in a global education experience abroad last year, a 200% increase from about a decade ago. We have recently entered into a partnership with Cambridge Education Group to establish an international pathway program named ONCAMPUS RHODE ISLAND,

Faculty have increasingly developed robust research and education partnerships with colleagues, institutions, and governments all over the world. In particular, ongoing partnerships with academic institutions and/or governments in Indonesia and Ghana have been especially productive along with partnerships in Cuba, China, Germany, and, until recently, Brazil. Our renowned International Engineering and International Business Programs are five-year programs (including a year abroad) leading to BS degrees in an engineering or business discipline and BA degrees in a foreign language. In 2012, URI was designated a Chinese Language Flagship Program (one of nine in the country) and recognized for providing "superior" Chinese language capabilities for our students. We have made substantial progress in growing our international presence, but recognize there is much left to do, including augmenting our international leadership and support team.

Campus Infrastructure. While the state appropriation to the University continues to be constrained (the FY2017 appropriation of $75 million is below the FY2007 level of $83 million), the citizens of Rhode Island have made substantial investments in the University's infrastructure. Over the past decade, we have made approximately half a billion dollars of state-supported strategic capital improvements to the campus, including the new Center for Biotechnology and Life Sciences, the Avedisian Pharmacy Building, the Beaupre Center for Chemical and Forensic Sciences, the Nursing Education Center (in Providence), the Ocean Science and Exploration Center (on the Bay campus), Hillside Residence Hall, and the new $150 million Engineering complex under construction today. We will soon break ground on a new Welcome Center in support of our admissions and visitor programs funded entirely from University reserve funds. In fall 2017, we will begin construction of another 500+ bed suite-style residence hall (Brookside Apartments). Recent major completed renovations include the historic Lippitt Hall, which now houses the University Honors Program, and the transformation of the University Library into the Carothers Library and Learning Commons. The Learning Commons includes new student learning and presentation spaces, an active learning classroom, Maker Space, and the transformation of the Library to include space dedicated to our Big Data Collaborative and URI DataSpark, a new University entity engaged in data analytics for state agencies and other partner organizations. Student use of the Library and Learning Commons is at an all-time high. In 2010, the University invested $1.2 million of carry forward funds to install state-of-the art technology in 67 general assignment classrooms that previously contained no technology at all and subsequently established an annual budget of approximately $600,000 to assist in maintaining and continuously improving classroom technology and furnishings. Classrooms within new and existing buildings now allow for the most advanced teaching technology available. The University's infrastructure has indeed come a long way in a brief time and the campus is now a wonderful asset that helps attract both students and faculty. Despite these improvements, however, our deferred maintenance remains significant (at approximately $300M) and we have a desperate need for major renovations to our Fine Arts building and the Narragansett Bay campus. We have received one million dollars in capital planning funds from the state in FY2018 to plan for the renovation and creation of new spaces in the Fine Arts building and we have completed a Master Plan for the renewal of the Narragansett Bay campus.

Research and Economic Development. The recent decade of institutional transformation has been accompanied by significant growth in our research programs and impacts. For the FY2009 to FY2017 period, our annual research expenditures averaged approximately $82 million (ranging from $68.7 to $100.2 million),

which represents 52% growth over the average of $53.9 million (ranging from $41.4 to $61.1 million) the previous decade. This growth in research includes a year or two of federal stimulus funding, but also reflects research funding success during the recent highly constrained federal research funding sequestration years. Importantly, the growth in research has occurred at a time of maximum growth in enrollment and many teaching/learning innovations across the university. The parallel growth of our research and educational enterprises over the past several years highlights the interconnection and interdependence of our learning and discovery missions and is a tribute to the extraordinary efforts and commitment of the URI faculty.

The growth in the research enterprise reflects the emergence of a new era of increasingly interdisciplinary and collaborative approaches to research, scholarship, and creative work at URI. The new George and Anne Ryan Institute for Neuroscience, for example, formally initiated in 2013 with a $15 million gift from Tom and Cathy Ryan, includes faculty affiliates from five colleges and numerous departments. The Institute is a multidisciplinary research center focused on discovering and developing disease-modifying therapies for neurodegenerative disorders and is in the process of adding four new highly accomplished faculty representing different disciplines. A recent prestigious Next Generation Humanities grant to URI from the National Endowment for the Humanities, entitled Humanities at Large, has advanced interdisciplinary and experiential learning for humanities doctoral students in five key areas: coastal environments, health/medicine, publishing/editing, digital humanities/big data, and cultural organizations. This initiative bridges faculty interests and expertise from across the campus, including the Center for the Humanities, the Coastal Institute and the Big Data Collaborative. Similarly, a new Social Science Institute for Research, Education, and Policy (SSIREP) is a campus-wide consortium comprising 60 scholars with interests and expertise in social sciences and public policy. In 2016, URI established a new Institute for Integrated Health and Innovation, an interdisciplinary research, education, and outreach center focused on population health, health services, and healthcare improvements. The Institute explores creative health reform strategies and fosters research, partnerships, and community engagement. The Institute is building strong partnerships across the Academic Health Collaborative, with regional health care providers, and the RI Executive Office of Health and Human Services. In particular, the Institute is emerging has a major player in the state in regard to health system and workforce transformation, especially in relation to state Medicaid programs and analytical needs.

The University takes seriously its role as a stimulator of economic growth and opportunity in the state and region. A 2012 economic impact study revealed that URI generated $726.4 million in statewide economic output that year. To expand that impact, URI established the Business Engagement Center (BEC) in 2013 to provide Rhode Island businesses with one-stop shopping to access the University's vast resources. Companies use the services to sponsor research, access assistance with technology or intellectual property transfer, receive customized workforce training, and connect with undergraduate and graduate students for internships, and much more. Hundreds of new University-corporate partnerships have been forged since the establishment of the BEC. Our research magazine, *Momentum: Research and Innovation* highlights the broad array of research, scholarship, and creative work of our faculty and illustrates the transformation of the URI scholarly enterprise in recent years.

Where to From Here?

This institutional self-study triggered by the NEASC comprehensive evalaution has stimulated a moment of pause and reflection by many in the University community who have been engaged in leading and participating in the institutional change agenda. This reflection has helped us understand and appreciate the efforts expended and the return on the investments to date, but also the transformation that has taken place at our University in a short period of time. Reflection can be important, even necessary, not only to

understand from whence you came, but to also motivate and direct continued productive efforts in the future. Indeed, URI is a vastly different institution than a decade ago. We believe it has become a much better institution—and one committed to sustaining a path of continuous improvement and excellence for our students, staff, and faculty, and also for alumni, friends, and partners who are engaged with and proud of the institution.

While we have made measurable progress, there is much more to be done for URI to meet its full potential. In that regard, there is considerable new work underway. For instance:

- We must better address the challenge of **student performance in critical gateway classes** where students struggle with learning and successful course completion. We have made some progress, but we need to thoughtfully invest resources and test new strategies in this area. The payback will have an enormous impact on student success.
- We are just beginning a University-wide **Campus Master Planning update** and a new **process streamlining initiative** aimed at reducing our internal bureaucracy and improving services to make the university more agile, efficient, and user-friendly for our community.
- We are undertaking a dramatic **reallocation of graduate teaching assistantships and planning a strategic new investment** aimed at expanding that critical resource and growing our graduate programs.
- We are working closely with state government to **create a URI-affiliated Innovation Campus** in partnership with industry partners.
- As outlined in goal 6 of our Academic Strategic Plan, we will be launching **a major new fundraising campaign** this year with a goal of raising $250 million; the Campaign for URI will be the most ambitious in our history, will further elevate the stature of the University, and help us establish a strong and sustainable financial and marketplace position.

We welcome this institutional review, especially at this time in the evolution of our University, and look forward to learning from the observations and insights of the visiting team and Commission members. Today, we stand proud of our University, and, in particular, in the collective accomplishments that have reshaped, refocused, and reinvigorated the University of Rhode Island. Thank you in advance for your time and effort.

DATA FIRST FORMS				
GENERAL INFORMATION				
Institution Name:		University of Rhode Island		
OPE ID:	?	341400		
			Annual Audit	
	?		Certified:	Qualified
Financial Results for Year Ending:	?	06/30	Yes/No	Unqualified
Most Recent Year	?	2016	Yes	Unqualified
1 Year Prior		2015	Yes	Unqualified
2 Years Prior		2014	Yes	Unqualified
Fiscal Year Ends on:		06/30	(month/day)	
Budget / Plans				
Current Year		2017		
Next Year		2018		
Contact Person:	?	Gary Boden		
Title:		Sr. Information Technologist		
Telephone No:		401-874-4465		
E-mail address		gboden@uri.edu		

STANDARD ONE: MISSION AND PURPOSES

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

DESCRIPTION

The Mission Statement. The Mission Statement of the University of Rhode Island has been revised several times but has always been inspired by the founding purpose of the University as contained in its 1896 enabling legislation (General Laws of Rhode Island (RIGL) § 16-32-3):

> *The board, as now constituted, and their successors, for the terms for which they have been or for which they hereafter may be appointed regents, shall continue to be a body politic and corporate for the purpose of continuing and maintaining the University of Rhode Island as a university where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach any branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life…*

The current Mission Statement was created in 2005 with broad-based participation by stakeholders. It was endorsed by the Faculty Senate, approved by the President, and adopted by the (former) Rhode Island Board of Governors for Higher Education on January 24, 2006 (see *University of Rhode Island Institutional Self-Study 2007*:1 for more detail (hereinafter *2007 Self-Study*). It is prominently displayed on the University's homepage through the About URI link. The Mission Statement reads:

> *The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate and professional education, research and outreach serve Rhode Island and beyond. Students, faculty, staff and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island's heritage of independent thought, we value:*
>
> - *Creativity and Scholarship*
> - *Diversity, Fairness, and Respect*
> - *Engaged Learning and Civic Involvement*
> - *Intellectual and Ethical Leadership*

Other Guiding Documents and Statements. In 2010, and in alignment with the Mission Statement, the President offered his *Transformational Goals for the 21st Century* as both a road map to the University's future and focal point for development activities. They are:

- "*Creating a 21st Century 24/7 Learning Environment" by expanding learning outside the classroom and taking advantage of new educational tools and technologies;*
- *"Increasing the Magnitude, Prominence, and Impact of Research, Scholarship, and Creative Work" through, among other things, increasing research funding and expanding graduate education;*

- *"Internationalizing and Globalizing the University of Rhode Island" through increased research and study abroad opportunities and by attracting more international students and scholars to the University;*
- *"Building a Community at the University of Rhode Island that Values and Embraces Equity and Diversity" and in which all members are welcomed, supported and valued.*

In addition, and in alignment with the Mission Statement, the University's Academic Vision Statement reads:

> *The University of Rhode Island will be the institution of first choice for students and faculty with a passion for inquiry. Our emphasis on innovation and interdisciplinary learning and discovery connects us with the world and is built upon a contemporary foundation of liberal learning and scholarship that celebrates diversity and complexity, and instills empowerment and social responsibility. Our emphases and expertise in the broadly defined realms of health, environment, and science and technology translate into learning and discovery that matters deeply in the world. We contribute directly to global prosperity through collaborative innovation and productive partnerships.*

The colleges and in some cases departments and programs as well as several major divisions of the University, have their own mission statements that align with the University's Mission Statement.

APPRAISAL

The value of the Mission Statement can be appraised by how well it has informed strategic planning and the broader work of the University. Planning and Evaluation will be discussed in detail in the following chapter, but several examples are given below to demonstrate the value of the Mission Statement.

During the past decade and after review of the Mission Statement, the Provost has led the University in adopting two Academic Strategic Plans. The first plan, in effect from 2010 through 2015, was entitled *Charting our Path to the Future* and contained six key goals: 1) To enhance academic quality and value…through focused efforts in enrollment planning and strategic investments in teaching and scholarship; 2) To prepare students for a changing world by implementing a contemporary model of active and collaborative learning and achievement; 3) To promote existing and new interdisciplinary endeavors in faculty and student research, scholarship, and creative work to address major societal challenges and opportunities, add value to the human experience, and expand a new innovation-based knowledge economy; 4) To ensure that students and faculty are equipped with knowledge and experiences to function as responsible and inquisitive global citizens; 5) To ensure an equitable and inclusive campus community by creating a climate that celebrates difference and creates a rich learning community built upon respect, inclusion, and understanding of issues related to class, race, gender, sexual orientation, ability, religion, and culture; and 6) To improve institutional effectiveness, academic quality, accountability, and performance.

The current plan, *Innovation with Impact: Shaping the Future of URI*, builds upon the prior effort with an added emphasis on innovation and its outcomes. It also aligns with the goals of the current strategic plan of the Rhode Island Office of Postsecondary Commissioner (OPC), entitled *Sailing Ahead: Strategic Plan for Postsecondary Education,* which emphasizes the higher attainment of postsecondary degrees by Rhode Islanders, increased access and affordability, greater economic impact on the state's economy by institutions of higher education, and improved institutional effectiveness.

The goals of *Innovation with Impact* are: 1) To enhance student success by transforming undergraduate and graduate student learning and academic support with a firm commitment to student success and the development of knowledgeable, skilled, and engaged graduates prepared for an ever-changing world; 2) To expand research, scholarship, and creative work through high impact translational,

and innovative research, scholarship, and creative work that addresses state, regional, and world challenges to improve health, environmental sustainability, economic development, and the human experience; 3) To grow a global presence by advancing the internationalization of the University, developing students as engaged global citizens, and creating meaningful international strategic partnerships; 4) To embrace diversity and social justice by inspiring an enlightened community that is characterized by vibrant cultural diversity that embraces difference and is built upon a learning environment that fosters respect, understanding, and social justice and rejects prejudice and intolerance; 5) To streamline processes to improve effectiveness by engendering a highly professional culture that celebrates service and is characterized by flexible, effective, and efficient processes and by trust, support, and recognition towards greater institutional effectiveness; and 6) To implement a bold advancement agenda that elevates the stature of the University through robust and bold strategic advancement initiatives designed to establish a strong and sustainable financial and marketplace position.

The Academic Strategic Plan is the centerpiece of planning at the University. While the colleges and other divisions of the University have their own planning documents, all are expected to support the Academic Strategic Plan. The plan directly guides the work of Academic Affairs, but also provides focus for the divisions of Finance and Administration, Research and Economic Development, and Student Affairs. Several brief examples of how the Academic Strategic Plan and, by extension, the Mission Statement have guided the University are given below.

The budget planning process requires that deans clearly connect budget requests to the Academic Strategic Plan. This process allows for critical assessment and the allocation of resources consistent with the mission. These procedures are, perhaps, most critical when the Provost considers strategic reinvestment in faculty positions. Deans must demonstrate how a position will advance student success, align with student demand, as well as foster excellence and enhance research and scholarship. In addition, before any new program proposal is placed before the Faculty Senate, it is subject to rigorous vetting by the Joint Committee on Academic Programs (JCAP). The main criterion for JCAP review is how a new program advances the University's mission and goals

Fulfilling the University's mission to "serve Rhode Island and beyond" through our research and outreach efforts, the Division of Research and Economic Development, in addition to supporting scholarly activities at the University, has emphasized the importance of contributing to the economic development of the state, region, and country. The recently established multidisciplinary George & Anne Ryan Institute for Neuroscience, which focuses on developing treatments and cures for neurodegenerative diseases, and the Institute for Integrated Health and Innovation are also examples of goal-driven expansion of the University's research mission. The University's strategic role in economic development has been further advanced by the 2013 establishment of the Business Engagement Center, which links firms with University resources, including research and internship support. The Small Business Development Center and Polaris Manufacturing Extension Center have been brought to the University during the past several years, as has URI SPARC (i.e. Start-Up Program/Accelerator/Resource Center) where innovators and entrepreneurs receive advice from business and innovation experts.

The Division of Student Affairs is integral to "building a community joined in a common quest for knowledge" and in "enriching the lives of students," both key elements of the Mission Statement. Student Affairs, however, is also directly involved in creative scholarship and engaged learning in alignment with the Academic Strategic Plan. Perhaps the strongest links are through the Talent Development program and URI's Living and Learning Communities (LLC). The Talent Development program was started in 1968 and focuses on the success of Rhode Island students from economically disadvantaged backgrounds. The program consists of an intensive summer program to develop college-readiness, rigorous advising, and numerous other academic and social activities to support success. With LLCs, a residence hall (or portion thereof) is dedicated to students in a specific major or with a unifying interest. Nearly every college has an

affiliated LLC for freshman and there are several for upperclassmen as well, such as those for students in the Honors Program and International Engineering Program.

The Division of Administration and Finance also promotes a strong campus community through construction of high quality, sustainable, and attractive facilities (guided by the Campus Master Plan) as well as the provision of critical business services. Capital investments have supported the strategic development of new academic buildings, smart classrooms, state-of-art space in the library, and new residence and dining halls. All new development at the University are mission-driven and in accordance with the Campus Master Plan and Academic Strategic Plan.

"Diversity, equity, and respect" and "embracing difference" are prominently mentioned in the Mission Statement, Transformational Goals, and Academic Strategic Plan. The Office of Community, Equity, and Diversity was created during the past decade to assure the fulfillment of these goals. The Office is led by a Chief Diversity Officer and includes the Office of Affirmative Action, Equal Opportunity and Diversity, the Multicultural Student Services Center, the Women's Center, Bystander Intervention Program, and the Gender and Sexuality Center. As discussed elsewhere in this report, the University has made substantial progress in increasing the diversity of its student body, faculty, and staff. In 2015, URI became the first University in the country to open a free-standing Gender and Sexuality Center when the ribbon was cut on a $2.1 million building near the main entrance to the campus.

PROJECTIONS

While the Mission Statement has served the University well for the past twelve years, it will be reviewed for possible revision during the next several years. Our goal is to have a revised Mission Statement, if needed, in place prior to the planning phase for the 2022-2027 Academic Strategic Plan. Specifically, a committee will be created by the beginning of the 2019-2020 Academic Year. The committee will be charged with presenting a revised Mission Statement, if needed, by mid-year for approval by the President, Faculty Senate, and Council for Postsecondary Education in the spring of 2020. Work on a successor Academic Strategic Plan will then commence at the beginning of the 2020-2021 Academic Year. This schedule is subject to change if, for example, the Council on Postsecondary Education orders an earlier revision. Alternatively, the committee could determine that the current Mission Statement needs no revision.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website location
Institutional Mission Statement	?	http://web.uri.edu/about/mission/
Approved 1/23/06		
Mission Statement published		**Website location**
? University Website	?	http://web.uri.edu/about/mission/
University Catalogs		http://web.uri.edu/catalog/about-uri/
Related statements		**Website location**
? Academic vision statement	?	http://web.uri.edu/provost/files/academic_vision.pdf
President's Transformational Goals		http://web.uri.edu/president/files/2015/05/Transformational-Goals-2010.pdf
Council of Postsecondary Education Mission		https://www.riopc.edu/page/Council%20overview/
College Mission Statements		
College of Arts and Sciences		http://web.uri.edu/artsci/mission-and-vision/
College of Business Administration		http://web.uri.edu/business/about/
College of Engineering		http://egr.uri.edu/welcome-to-the-college/
College of the Environment and Life Sciences		http://web.uri.edu/cels/about-the-college/
Graduate School		http://web.uri.edu/graduate-school/about/
Graduate School of Oceanography		https://web.uri.edu/gso/about/
College of Nursing		http://web.uri.edu/nursing/about/
College of Phamacy		http://web.uri.edu/pharmacy/about/mission-values-and-goals/
University Libraries		http://web.uri.edu/library/academicdivision/
Please enter any explanatory notes in the box below		

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STANDARD TWO: PLANNING AND EVALUATION

The institution undertakes planning and evaluation to accomplish and improve the achievements of its mission and purposes. It identified its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.

PLANNING

DESCRIPTION

The planning process: shared governance and collaboration. The Academic Strategic Plan serves as the University's principal strategic plan and informs planning in all University divisions (as discussed in the 2010 and 2012 reports to NEASC). The current Academic Strategic Plan, entitled *Innovation with Impact: Shaping the Future of URI*, was created through a fifteen-month, highly collaborative process based on principles of shared governance and led by the Joint Committee on Academic Planning (JCAP). Work began in the fall of 2014 with a thorough review of the University's Mission Statement, President's *Transformational Goals for the 21st Century*, Academic Vision Statement, and by reviewing progress made under the 2010-2015 Academic Strategic Plan, *Charting our Path to the Future*. JCAP created a website, and used other means of communication, such as community email notices, to keep the University community informed of progress throughout the process.

In laying a foundation for revising the Academic Strategic Plan, JCAP first engaged in two intensive activities: reviewing the 2010-2015 Academic Strategic Plan to determine what components might continue to be relevant for next five-year period and surveying the external environment for emerging trends and possible challenges critical to the planning process. This work was done early in AY2014-15 and involved analyzing articles and reports concerning national issues in higher education, meeting to present findings based on this literature review, and engaging in discussions about the practical effects and potential implications of findings for the planning process.

The 2015 Academic Summit was then used to develop the plan further. Academic Summits have been held since 2009. They are an opportunity for all faculty to explore a theme of critical importance to the Academic Strategic Plan. Summits are planned by the Provost's Office in collaboration with faculty representatives, some of whom give presentations and lead discussions. JCAP guided the 2015 Summit, which was entitled *Higher Education in the 21st Century: Designing URI's Future and Place*. Open to all faculty and invited staff and administrators, the Summit focused on developing the new Academic Strategic Plan. There were 225 attendees who spent the day listening to presentations and engaging in topical discussions. Notes from the Summit were used to develop a first draft of a new plan, which was posted for public comment. A Student Summit was held in April 2015 and attended by approximately 60 students. Notes from the Student Summit were also posted and incorporated into the second draft of the emerging plan.

From May through July 2015, together with the Faculty Senate Executive Committee, JCAP organized 10 task forces, including nearly 100 faculty and key staff, to develop potential strategies and actions aligned with the plan's goals. Task force recommendations and notes were incorporated into the draft plan, which was further refined and edited by JCAP between August and October 2015. The President's Senior Leadership Team and deans were invited to provide feedback during several meetings. In August and early September, feedback was solicited from the Faculty Senate via a weblink viewable by JCAP members. JCAP reviewed all

submissions and incorporated revisions into the final draft. The goals of the plan were debated and endorsed by the Faculty Senate at their October 2015 meeting. The plan was then introduced at the 2016 Academic Summit, which was entitled "Big Innovative Ideas for the University's Future." The Provost supported four projects emerging from the summit with small seed grants.

The goals of *Innovation with Impact* (see Standard One) are aligned with the University's Mission Statement; the *President's Transformational Goals for the 21st Century*; *Sailing Ahead*, the strategic plan of the Rhode Island Office of the Postsecondary Commissioner; and the Academic Vision Statement and reflect and address key trends in higher education today.

Linking strategic planning with resource allocation. Linking strategic planning with resource allocation is critical to the University's operation. The Strategic Budgeting and Planning Council (SBPC) meets monthly, as it has since its inception in 2010, with extended budget deliberations in the late spring and early summer. The SBPC has 22 members from across the University appointed by the President. It receives staff support from the Director of Budget and Financial Planning and the Special Assistant to the Provost for Academic Planning. The SBPC ensures that the Academic Strategic Plan guides resource allocation and financial investments involving any new funding. Its work is governed by a set of principles found, with other important documents, on its website. As per the SBPC's charge, all requests for new funding from the operating budget—except for requests resulting from contractual or negotiated increases—must be vetted by the SBPC. The SPBC handles requests from all the University's major divisions: Academic Affairs, Administration and Finance, Research and Economic Development, Student Affairs, Athletics, and the President's Office. Requests are considered based on their alignment with the goals of the Academic Strategic Plan and their benefits to the institution as detailed on a rating form that each SBPC member uses to score proposals. Requests for funding from division leaders are expected to cite data, including benchmark data, concerning the efficient and effective use of resources.

The process entails written submissions, presentations by division heads, a critique by a team of reviewers, and several rounds of discussion and voting. The SBPC recommends its priorities for funding to the President. His decisions are based on available resources, which become fully known after the state legislature passes the annual state budget in June. Each fall, the President reports to the SBPC on his final recommendations along with the rationale for his decisions. The SBPC's work is made available to the community through its website. Briefings are also given periodically by the Provost to the deans and to the Faculty Senate by its Chairperson.

Enrollment planning, which relies heavily on data for forecasting overall trends and understanding student demographics, is also a key component of the budget planning process. Much of this work is done by the Vice Provost for Enrollment Management with assistance from the Office of Institutional Research and the Enrollment Management Committee.

All divisions of the University have their own budget processes aligned with their own internal strategies but reflect the University's strategic goals. Within the division of Academic Affairs, important requirements in the budget process include an emphasis on strategic investments, an open and transparent process, data-informed measures of productivity and cost effectiveness, and initiatives to support innovation. The resource allocation process includes annual planning that is reflected in each college or unit's budget narrative, public presentation, and a budget hearing using a template that is provided to each dean and available on the Provost's website. Criteria for investments in faculty positions are developed collaboratively between the deans and Provost. Deans submit a position request template with information concerning priorities and alignment with the Academic Strategic Plan. The process is annual but projections are made for subsequent years to ensure a multiyear budget horizon for each unit and the institution.

Resource allocation decisions result from a reasoned, balanced, and objective analysis of unit performance, priorities, and needs. Such analyses are guided by the Academic Strategic Plan, but also

consider quality, unit productivity, cost effectiveness, efforts to promote innovation, and disciplinary nuances. To assure transparency, deans share their strategic and reinvestment requests with each other, members of Faculty Senate Executive Committee, and the Provost's staff. This meeting is followed by individual college budget hearings, typically held February through April, at which each dean discusses his or her request in greater detail with the Provost and his staff. The Provost then makes his recommendations for budget investments and informs the deans of each school or college through a strategic reinvestment memo. In addition, the Provost reports all allocation decisions to the Council of Deans so that all deans understand the details of resource allocations across Academics Affairs.

Divisional plans—e.g. for Athletics, Administration and Finance, Research and Economic Development, and Student Affairs—support and advance the core Academic Strategic Plan as well as the distinctive missions of these units. These plans are posted on the planning website.

Capital project planning. Significantly revised since the 2007 NEASC comprehensive evaluation, the current procedure for approving major capital projects includes a systematic and well-defined process for gathering input from key stakeholders and weighing this input against the University's strategic goals and priorities. The process is clearly illustrated in a flow chart on the Campus Planning & Design website.

A major project is defined as one costing over one million dollars. Since 2000, there has been approximately $850 million worth of major project construction at the University. For such projects, planning begins with a dean or director articulating a need. A vice president, dean, or director then completes a Capital Improvement Project Proposal Form, which requests information about linkages to strategic priorities, project and maintenance costs, and other financial information. A divisional vice president then reviews the proposal, closely checking for alignment with strategies and priorities. If endorsed by a vice president, the proposal is forwarded to the Office of Campus Planning & Design for further refinement. The Master Plan Review Team then scrutinizes the proposal considering priorities expressed in the Campus Master Plan, recommends sources of funding and, if appropriate, adds the project to the Capital Improvement Plan (CIP).

The CIP is reviewed by the SBPC, which makes recommendations for the priority of new projects. The President and his Senior Leadership Team approve the final five-year CIP, which is then submitted to the Board of Education. Proposals approved by the Board go to the Governor for consideration. If the plan meets with the Governor's approval, she submits it to the legislature for consideration.

Each fiscal year the state issues a Capital Budget and five-year Capital Improvement Plan. The revenue for major projects may depend on voter approval of bond referenda. Asset protection funding, however, is also included in the Capital Budget. For FY2016, $12.5 million in asset protection funding was requested and $7.7 million approved.

The asset protection plan is developed by the Division of Administration and Finance for all three of URI's teaching campuses (i.e. Kingston [Main] Campus, Narragansett Bay Campus, Feinstein Providence Campus), and the special events' W. Alton Jones Campus (located in West Greenwich, RI) and is administered under the direction of the Assistant Vice President for Business Services with advice from the directors of Capital Planning and Real Estate Development, Campus Planning and Design, Office of Capital Projects, and University Facilities Services. The directors are informed by annual assessments provided by *Facilities Benchmarking & Analysis Reports* submitted by Sightlines, a facilities management firm. Facility needs are also brought to the attention of the directors by faculty, staff, and students. The plan serves as a management tool for the team to assess and prioritize the deferred maintenance conditions of assets based on concerns for safety, code conformity, and system life-cycle maturity that call for the most immediate attention to repair or upgrade.

APPRAISAL

The University has made substantial progress in planning since the 2007 comprehensive evaluation. Beyond the information provided in this chapter, recent progress was also reported in our 2010 and 2012 NEASC interim reports. Today, the University's comprehensive commitment to a collaborative planning model requires advanced planning at all levels of the University and involves systems, structures, and processes that incorporate the work of key committees and all organizational units on campus. The Academic Strategic Plan is the foundation for budget planning and resource allocation. The process of planning and allocation requires intensive data analysis and evaluation.

The SBPC was formed in 2010 to integrate strategic and financial planning tied to a process of shared governance. It continues to function extremely well and has produced policies and procedures to improve the strategic allocation of resources. The SBPC frequently reviews its own procedures and continues to operate according to its *Principles for a Strategic and Sustainable Budget Process*. The SBPC adopted policies on contingency funds and fund balance use to improve planning for and response to financial and other contingencies. One measure of the SBPC's success is its track record of getting its budget recommendations included in the President's request and ultimately approved by the Board of Education.

The SBPC continues to be challenged, however, with arriving at a process that is responsive to the needs of the various units on campus while also focusing on strategic priorities and addressing critically important evolving needs and financial mandates. During its annual process review, the SBPC noted the issue of funding emergent critical needs and mandates within the current process and recommended modifying its process to improve consideration of these needs.

In addition, improving planning within divisions other than Academic Affairs continues to be a priority. Although progress has been made across the University during the past decade, the clarity of the planning process and level of transparency vary by division. To address this issue, the SBPC recently added a requirement to requests for new funding that the process used to arrive at the request be described. The goal of this new requirement is twofold: to ensure that the reallocation of existing resources is considered before a request for new resources is made and to assure that thorough and strategic processes are used at the unit level.

The capital planning process continues to evolve and improve to reflect strategic priorities and realistic funding plans. During the internal review process of the FY2017 to FY2021 CIP, the SBPC revised the plan that was proposed at its May 2015 meeting to reprioritize and eliminate certain projects. The recommendations were discussed at subsequent Senior Leadership Team meetings to align projects with overall funding considerations and fiscal realities at the state level. A new SBPC process for developing capital project priorities was initiated in the spring of 2016. It is focused on the project approval process and contains a deadline for the SBPC to make recommendations to the Senior Leadership Team by each April.

The deferred maintenance of campus assets remains a problem at the University. Nonetheless, the University has instituted a method of consistent asset protection—resulting in approximately 400 line-items of work annually—by calibrating and adjusting the asset protection plan based on annual funding and by managing expenses throughout the year through biweekly progress reviews.

EVALUATION

DESCRIPTION

Another significant change at the University since the 2007 NEASC comprehensive evaluation is the attention paid to evaluation and measurement as critical components of planning. At the highest levels, progress under both the President's *Transformational Goals for the 21st Century* and the 2010-2015 Academic Strategic Plan has been measured, analyzed, and published (see, *Transformational Goals for the 21st Century: Progress Report Fall 2014* and the outcomes measurement page of the Provost's Academic Planning website).

As described under Standard Four, the Academic Program Review process is a key element in planning at the department level. It consists of a three-level program review protocol involving annual institutional reporting of data to departments and colleges, a standardized biennial survey completed by chairs for department-level collection of data, and a sexennial comprehensive self-study with external review.

Evaluation is also provided by the various agencies that periodically review the accredited units and programs at the University (see Standard Four and the Institutional Characteristics Form for information about accredited programs).

Discussed in more detail elsewhere in this report, faculty are evaluated through a contractually mandated system of comprehensive review and teaching evaluation. Recent changes in the full-time faculty collective bargaining agreement have refined evaluation for the University's nontenure-track faculty. There is also contractual language in both the Part-Time Faculty Union and Graduate Assistants United agreements that govern supervision and teaching evaluation.

The Vice Provost for Enrollment Management, in cooperation with the Office of Institutional Research, conducts evaluation of student and faculty trends, as well as unit performance. The further development over the past decade of eCampus, URI's central online (PeopleSoft) system for student and financial administration and human resources, has assisted evaluation through its report manager and query functions.

Systematic evaluation also occurs within other divisions of the University. For example, the Division of Research and Economic Development publishes monthly and annual reports, which include monthly year-over-year and cross-unit comparisons. The Office of Budget and Financial Planning and the SBPC provide and evaluate detailed and multiyear financial information. As mentioned above, facilities management is assisted by evaluation information from Sightlines, a facilities management consultant.

APPRAISAL

The use of internal data in planning and evaluation has improved since the last two Academic Strategic Plans have been put into place. Many departments, but particularly the offices of Institutional Research, Budget and Financial Planning, Enrollment Management, and Enrollment Services are key sources of data. The Academic Strategic Plan has a set of metrics designed to track progress toward each goal. These outcomes measurement variables are updated annually and published on a website for easy access. Progress is reviewed periodically by the Provost and his staff, the Council of Deans, and JCAP. The President's annual report to the Council on Postsecondary Education (CPE) (the governing board) also provides an update on the strategic priorities of the University. Strategic progress and other important updates are provided regularly by the Provost on his website at News & Notes, which serves as an additional vehicle for communicating progress to the campus. This focused attention on strategic planning and integrated processes with resource allocation/budgeting has improved the institution in a variety of ways as demonstrated in the strategic plan metrics and outcomes and as highlighted in annual reports of the President to the CPE. As discussed later in

this report, steady progress has been made in retention rates, graduation rates, the quality of entering students yielded in the applicant pool, diversity of students, staff, and faculty, and in globalizing and contemporizing the curriculum.

External data and information are also heavily used in planning and evaluation. Various administrators and committees at the University regularly review data from the Integrated Postsecondary Education Data System (IPEDS), the State Higher Education Finance Report (SHEF), NEASC Economic Impact Report, National Study of Instructional Cost and Productivity, and several other sources. Key variables that are closely tracked include: credit completion rates, graduation rates, retention rates, percentage of Pell Grant recipients, financial need met, research expenditures, patents and licenses, tuition comparisons, and state appropriations. The Institutional Research Office works closely with the Vice Provost for Enrollment Management and the Special Assistant to the Provost for Academic Planning—positions created since the 2007 comprehensive evaluation—in providing data relative to institutional planning and examining progress on related initiatives and goals. Communication and progress of planning are reported frequently within committees and through reports, such as the annual reports by the President to the CPE and Office of the Postsecondary Commissioner (OPC) and in various news updates from the Provost to the campus, including presentations to SBPC, JCAP, the Faculty Senate, the Council of Deans, and through other committee reports and Academic Strategic Plan progress reporting. All this focused activity and consideration of data has informed and led to significantly improved programs and budget requests that are strategically aligned.

The creation of the position of Vice Provost for Enrollment Management has improved the use of student and enrollment data. The Vice Provost works closely with the Provost, deans and the President's Senior Leadership Team in making enrollment projections, which are the basis for the University's budget planning. Enrollment and student success data (credit completion rates, graduation rates, etc.) are critical in developing institutional responses and contingency plans concerning both finances and services. These data are frequently analyzed and discussed at deans' meetings and with various committees so that adjustments can be made in response to data trends and forecasts.

PROJECTIONS

A bill concerning performance-based funding was passed by the legislature during its 2016 session and signed into law in August 2016. Beginning in FY2019, the state's higher education institutions will be expected to show progress in three priority areas: graduation rates, the production of graduates in high-wage/high-demand fields, and meeting institution-specific goals as articulated in mission statements and strategic plans. If an institution does not meet its performance goals, a portion of its funding will be redirected toward improving performance in deficient areas.

In addition, the OPC strategic plan for 2015-2020 *Sailing Ahead: Strategic Plan for Postsecondary Education* emphasizes four core areas: higher attainment of postsecondary degrees by Rhode Island students, increased access and affordability to higher education, greater impact of higher education on economic development, and increased institutional effectiveness. The goals of the University's Academic Strategic Plan align with *Sailing Ahead*, as do many of the University efforts and actions.

While evaluation has always been a key part of the University's planning process, the new statute and the OPC's new strategic plan bring added pressure to create valid and precise measures of progress. Therefore, JCAP is currently working on developing metrics to gauge progress under the current Academic Strategic Plan. Further, the state's three institutions were directed by the OPC to develop common performance measures that can be used to apply the new funding instrument. That work is also underway. And, in the AY2020-21, JCAP will begin work on a successor Academic Strategic Plan.

For its part, the SBPC will need to continue to monitor and improve its processes to ensure the realization of shared governance and achievement of the institution's priorities through strategically aligned funding. SBPC will also continue the work it has begun to spread improvement in the planning and evaluation process throughout the University's divisions.

The University has thoughtfully and strategically managed and grown its enrollment, which has also enhanced financial resources. In enrollment planning, the institution will be charged with developing a longer-range plan based on an analysis and projected capacity of infrastructure, resources, and enrollment trends and projections.

To improve strategic capital planning, the Division of Administration and Finance added a new position in FY2017 to the Business Services group, Director of Capital Planning and Real Estate Development. This position is designed to strengthen the link between the CIP and the goals of the Academic Strategic Plan. The first action in this process has been the introduction of the above-referenced "New CIP Project Submission & Review Process" as well as adjusting the alignment of achievable priorities with the Senior Leadership Team.

The URI Narragansett Bay Campus Master Plan, completed in August 2016, identifies numerous assets to be removed and replaced by $288 million of proposed new construction. The plan addresses the renewal of this waterfront campus in an era of climate change. Beginning in 2019, phase one will be completed by 2024 and phase two by 2028. The project will require a voter-approved bond revenue supplemented with donated funding to be raised through a capital campaign.

A new Kingston Campus Master Plan is being developed. Currently, the University is analyzing the campus landscaping, parking and transportation, and storm water systems. The planning process will also identify properties for reuse or removal.

Finally, continued work is underway on deferred maintenance management and asset protection. Inadequate annual funding creates difficulties in balancing funding with demand, but developing methods to deal with this current reality is ongoing.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2009	2010-15	http://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf
Current Strategic Plan	2015	2016-21	http://web.uri.edu/academic-planning/
Next Strategic Plan	2020		
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan	2000	2000-	http://web.uri.edu/cpd/cmp/
Academic plan	2015	2016-21	http://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf
Financial plan	2017	FY2018	http://web.uri.edu/sbpc/recommendations/
Technology plan	2017	2017-21	http://web.uri.edu/itgov/files/IT-Strategic-Plan-2017_Final.pdf
Enrollment plan			
Development plan			
Plans for major units (e.g., departments, library)*			
Capital Improvement	2017	FY2018-22	http://web.uri.edu/cpd/cip/
Space Planning			http://web.uri.edu/cpd/space/
Student Affairs	2016	2016-	http://web.uri.edu/student-affairs/assessment-planning/
Adminstration and Finance	2012	2012-14	http://web.uri.edu/adminfinance/files/2012-2014StrategicPlanAdministrationandFinance.pdf
College and Department Strategic Plans			http://web.uri.edu/academic-planning/college-department-and-division-plans/
EVALUATION			**Website location**
Academic program review			
Program review system (colleges and departments). System last updated: 2017			http://web.uri.edu/facsen/committees/academic-program-review-committee/
Program review schedule (e.g., every 5 years): Every 6 years			http://web.uri.edu/facsen/committees/academic-program-review-committee/
Sample program review reports (name of unit or program)*			
See workroom documents			
System to review other functions and units			
Program review schedule (every X years or website location of schedule)			http://web.uri.edu/student-affairs/assessment-planning/
Sample program review reports (name of unit or program)*			
Talent Development Program			http://web.uri.edu/student-affairs/files/td-self-study-2016.pdf
Other significant institutional studies (Name and web location)*			
Administration and Management Review Committee Final Report (2013)			http://web.uri.edu/amrc/
Information Technology Review (2016)			http://web.uri.edu/itreview/files/BerryDunn-IT-Assessment-Final-Report.pdf
Student Evaluations of Teaching (each term)			http://web.uri.edu/provost/faculty-affairs/idea-sri/
*Insert additional rows, as appropriate.			
Please enter any explanatory notes in the box below			
The Campus Master Plan is continualy revised through the work of the Master Plan Review Team (http://web.uri.edu/cpd/mprt/). There is no university-wide system for program review. Currently Academic Affairs and Student Affairs are the only two division with comprehensive systems of program review.			

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting the Commission's Standards for Accreditation.

The authority, responsibilities, and relationships among the University's governing board, administration, faculty, and staff are clearly described in several documents, principally Title 16 of the *General Laws of the State of Rhode Island* (RIGL) and Chapter 1 of the *University Manual* (hereinafter, *the Manual*). A table of organization is published prior to each fiscal year by the Office of Budget and Financial Planning and appended to the *Manual*. Aspects of governance that concern terms and conditions of employment are also found in the collective bargaining agreements of the University's various faculty and staff unions.

The organizational structure and governance of the University are consistent with its mission as the state's land and sea grant research university and provide regular communications between all stakeholders. Such communication is fostered by open and recorded meetings of several governing bodies, including the Board of Education, Council on Postsecondary Education, Faculty Senate, Graduate Council, Student Senate, and Graduate Student Association and by the representation of faculty, staff, and students on standing committees of the University, such as the Strategic Budget and Planning Council (SBPC) and Joint Committee on Academic Planning (JCAP), among others.

GOVERNING BOARD

DESCRIPTION

Article XII of the *Rhode Island Constitution* grants the Rhode Island General Assembly (hereinafter, the legislature) the authority to oversee and fund public education. Since our most recent NEASC report (*Fifth-Year Interim Report*, August 15, 2012), the legislature has twice used this authority to reorganize the governance structure of public education, including that of higher education.

The Governing Board. Formerly, from 1981 through 2012, governance was vested in the RI Board of Governors for Higher Education (RIBGHE) (RIGL §16-59). In the 2012 legislative session, and with the stated goal of fostering greater consistency in educational policy, the legislature passed two measures that established the RI Board of Education (hereinafter, the Board) and eliminated both the RIBGHE and Board of Regents for Elementary and Secondary Education (RI Public Laws, chapters 291 and 341 [2012]). Subsequently, the legislature amended the 2012 legislation by delegating several of the Board's routine management functions to the presidents of the state's public institutions and by creating two subsidiary councils within the Board: the Council for Elementary and Secondary Education (CESE) and the Council on Postsecondary Education (CPE) (RI Public Laws, chapter 145, Article 20 [2014]).

By current statute (RIGL §16-97), the Board consists of 17 public members appointed by the Governor with the advice and consent of the state senate, eight of whom are designated to serve on the CESE and eight on the CPE. The Chairperson of the Board serves on both councils. Members serve three-year terms with a

limit of three consecutive terms. All members serve without compensation and none may have a financial interest in an institution under their jurisdiction. Additionally, the Chairperson of the Governor's Workforce Board and the Chairperson of the RI Commerce Corporation have non-voting, *ex-officio* seats on the Board. The Chairperson and Vice-Chairperson of the Board are chosen by the Governor from among its public members and serve at the pleasure of the Governor; they may continue in their roles for the time they are eligible to serve on the Board.

The primary functions of the Board are strategic planning for all public education in the state, building college readiness, and fostering a seamless kindergarten through graduate school education system. The procedures of the Board are governed by its by-laws, which are published on its website. The Board's website also provides biographical sketches of all members, including a description of their professional experience, and minutes and agendas of Board meetings.

The CPE reports to the full Board but, in practice, is the successor to the RIBGHE regarding the functions and responsibilities detailed in law (RIGL §16-59-1; RIGL §16-59-4). Its mission is:

> [T]o provide an excellent, efficient, accessible and affordable system of higher education designed to improve the overall educational attainment of Rhode Islanders and thereby enrich the intellectual, economic, social and cultural life of the state, its residents, and its communities.

The primary functions of the CPE are to collect and maintain data on higher education status and trends; engage in strategic planning; formulate, in consultation with the commissioner and the institutions' presidents, broad implementation policies; supervise the Commissioner of Postsecondary Education; appoint and dismiss presidents; exercise fiscal oversight; establish and oversee system-wide policies in non-discrimination, affirmative action, and sexual assault and harassment; provide appropriate delegation of powers to the presidents with oversight; and plan and oversee the public properties connected with higher education. The CPE is a public corporation, legally separate from the executive branch, and the employer of record for the RI Office of the Postsecondary Commissioner (OPC) and the state's higher education institutions.

Most of the work of the CPE is done in meetings of the full Council and in compliance with the state's open meetings law. Currently, the Council has two standing subcommittees concerning finance/facilities and personnel, which meet with the appropriate officers and groups from the state's institution to consider policies, projects, actions, and budgets.

One of the CPE's prescribed powers is to establish, in consultation with each institution, a clear and distinct role, scope, and mission to minimize duplication across the state's public institutions and to maximize efficiency. The CPE strives to encourage, approve, and fund those activities that will help each institution achieve its own role, scope, and mission. While final funding authority lies with the legislature, the CPE prepares and presents to the Governor an annual budget and a five-year projected budget for the OPC and the state's colleges and university. The annual budget is reviewed by the Governor prior to inclusion in the overall state budget request presented to the legislature.

The Commissioner. The Commissioner of Postsecondary Education is the state's higher education chief executive officer. The commissioner works closely with the presidents of the state's colleges and university on, among other things, curricular, organizational, and budgetary matters. Additionally, the duties of the commissioner include ensuring that the CPE fulfills its mandatory statutory obligations; managing the OPC's staff; overseeing the state's private non-profit and proprietary institutions; recommending to the CPE ways to build greater efficiencies within the higher education system; facilitating the state's entry into, and management of, interstate reciprocity agreements; and managing the Division of Higher Education Assistance. In turn, the mission of the OPC is:

> [T]o support the work of the Board of Education and the Council on Postsecondary Education in providing an excellent, accessible and affordable system of higher education designed to improve the overall educational attainment of the citizens of Rhode Island, support economic development, and enrich the civic, social and cultural life of all living in the state of Rhode Island.

The Office carries out its work primarily through data analysis, strategic planning, policy development, fiscal analysis, regulatory and administrative actions, and the advocacy and implementation of the CPE's policies and priorities.

APPRAISAL

The governing board (i.e. the CPE) is legally constituted. It operates independently of the University. Its members, who serve without compensation, act in the interest of the state's colleges and university while at the same time fulfilling their obligations to the public. The effectiveness of the organizational structure and governance of the Board and the CPE is assured by periodic review by the Governor's Office as well as through committees on educational oversight established by the legislature. Section 16-97-1(e) of the statute creating the Board of Education states: "[M]embers of the Board shall be removable by the Governor for cause only. Removal solely for partisan or personal reasons unrelated to performance, capacity, or fitness for office shall be unlawful." Nonetheless, since Board members have terms shorter than the Governor's (i.e. three versus four years), the governor has, within a single term, a chance to appoint the entire Board.

The legislature quickly recognized and corrected the problems created by the 2012 legislation. The subsequent creation of a specialized council solely for higher education has returned the focus of the governing board. Coordination with the state's K-12 system is maintained by having the Board's chair serve on both councils.

The delegation of authority to the institutions and their presidents, particularly after the 2014 legislation, assures that a division of responsibility between the institutions, the OPC, and the CPE is recognized. The governing board understands the University's mission and reviews the University's institutional policies and fiscal condition. It approves major initiatives of the University and appoints and periodically evaluates its President. Under law, however, the governing board may not involve itself in the day-to-day administration or operation of the University.

There is an effort by the CPE to engage in capacity building and to exchange information; however, it is unclear (per Standard 3.8) if there has yet been any effort to develop a formalized policy of new member orientation, professional development, or a system of periodic evaluation. Most of the focus of the CPE in its short life has been on developing its own basic internal governance policies and dealing with its primary responsibilities of reviewing the annual budget prior to submission to the Governor and in the oversight of high-level personnel. According to statute, it is the role of the OPC, not the University, to recommend ways to improve the institutional effectiveness of the CPE.

Although the changes that occurred at the Board during the 2012 to 2014 period created uncertainty and difficulties for the University, the CPE has now been in existence for three years. The CPE's relationship with the University is stable and the roles of both entities clear.

INTERNAL GOVERNANCE

DESCRIPTION

An overview of the administrative structure of the University of Rhode Island is provided in Chapter 2 of the *Manual*, which serves as the University's primary organizational and governance document. An organization chart of the University is included in Appendix D of the *Manual*.

Top Leadership. The President is the chief executive officer of the University and reports to the CPE. The typical length of contract for a President, whose exclusive duties and responsibilities are to the University, is three years, subject to annual review by the CPE personnel committee. The President is also reviewed triennially by the Faculty Senate and given performance feedback. Academic and curricular matters are governed jointly by the President and the Faculty Senate per statute (RIGL §16-32-10).

While the CPE maintains overall responsibility for the control, management, and operation of the University, it is specifically prohibited from interfering in its daily administration. Rather the administration of the University is vested in the University itself under the leadership of the President and consistent with all specific laws, regulations, agreements, and by-laws (RIGL §16-32-2, RIGL §16-59-4 and *Manual* § 2-10-10). Further, the President has statutorily enumerated powers and duties, which include the power to create University structures and courses of study; manage the University's property; and propose and implement with the CPE's approval the University's budget (RIGL §16-32-2.1). Each year the President submits a management letter to the CPE reviewing the University's actions in fulfilling its mission.

The President is supported by a Senior Leadership Team composed of the University's vice presidents as well as the URI Foundation President; Chief Diversity Officer and Associate Vice President for Community, Equity, and Diversity; Executive Director of External Relations and Communication; Director of Athletics; and Chief of Staff to the President.

Advising the President on matters of budget and academic planning is the Strategic Budget and Planning Council (SBPC). The SBPC was created in 2010 to provide a more effective mechanism for shared governance and institutional strategic planning and evaluation (*Manual* §5.55.10-14). The SBPC assists in the creation, implementation, and monitoring of the Academic Strategic Plan. It also reviews and prioritizes items for the budget, the capital plan, and the capital campaign, and considers other matters of strategic importance. Included in its membership are the vice presidents, the presidents of the undergraduate and the graduate student organizations, as well as representatives from the Faculty Senate Executive Committee, the Council of Deans, the URI Foundation, the general faculty, the extramural community, and the University's staff.

The President also meets periodically with the executive committees of the Faculty Senate and the American Association of University Professors, the collective bargaining representative for faculty. The President and/or designee (usually the Provost) regularly attends Faculty Senate meetings, with a report of the President a regular agenda item. The President often meets with student leaders and periodically with the Student Senate and the Graduate Student Association. The President's Advisory Council, established in 2003, meets at the President's call, approximately every six months, to provide advice and feedback to the President. It is composed of state and national leaders, many of whom are University alumni.

The Provost and Vice President for Academic Affairs (hereinafter, the Provost) reports to the President. The Provost oversees the day-to-day academic administration of the institution (*Manual* § 2.20.10) and is also charged with carrying out the duties of the President, should the President be "unavailable or incapacitated" (*Manual* § 2.13.10). The Provost is also the chief budget officer with authority and oversight of the University's academic finances.

The Provost is appointed by the President, typically to a three-year term, and is subject to administrative review by the Faculty Senate. Three Vice Provosts (for Faculty Affairs, Academic Personnel and Budget, and Enrollment Management) report directly to the Provost as do the deans of the colleges, the Dean of University Libraries, the Chief Information Officer, and the Special Assistant to the Provost for Academic Planning. The Director of Budget and Financial Planning reports to both the Provost and the Vice President for Administration and Finance. The Provost's staff meets weekly. The Council of Deans, which is chaired by the Provost and includes the deans of the colleges, the vice provosts, and several others, meets biweekly. The responsibilities of the Council of Deans include sharing information from the colleges and assisting the Provost in addressing major concerns relating to the Academic Strategic Plan, various policies, and numerous other matters affecting academic issues.

The Vice President for Administration and Finance is responsible for the financial, personnel, labor relations, construction, security and safety activities of the University and for all matters concerning its development, operation, property, and plant. The Vice President for Research and Economic Development serves as the chief research officer of the University with overall supervision of the research and economic development missions of the University. The Vice President for Student Affairs is responsible for integrating within the academic goals of the University the broad range of programs and activities that constitute the life of the student outside the classroom and for assuring that each student has the opportunity for a fully integrated and absorbing educational experience, including the cultural, social, academic and recreational aspects of campus life. The Chief Diversity Officer and Associate Vice President for Community, Equity and Diversity leads efforts to integrate diversity, equity, and community into the University's core mission, vision, and strategies.

Deans. The University's academic activities are housed in ten colleges, each headed by an academic dean. New deans are appointed by the Provost on behalf of the President, typically to three-year terms, following recommendation by a search committee under the provisions of the faculty collective bargaining agreement. Deans are subject to triennial review by the Faculty Senate and reappointment. While the duties of most deans are typical of all research universities and have remained essentially the same since the last comprehensive evaluation, several require updating or further explanation. As described in detail under Standard Four, two new colleges, the College of Health Sciences (CHS) and Alan Shawn Feinstein College of Education and Professional Studies (CEPS), were created since the last comprehensive evaluation. At same time, the College of Human Science and Services and Alan Shawn Feinstein College of Continuing Education were closed. In addition, the Academic Health Collaborative (AHC) under a coordinating dean—currently the dean of the College of Pharmacy—was created to promote joint activities among the colleges of Health Science, Nursing, and Pharmacy.

The Dean of the Graduate School, in close cooperation with the Graduate Council and with the assistance of an Associate Dean, oversees graduate education and the awarding of graduate degrees at the University.

University College for Academic Success (UCAS) has primary responsibility for orienting, advising, and monitoring the progress of new students at the University, mainly before they matriculate in a degree-granting college. UCAS is also responsible for the evaluation of transfer credit and generally helping transfer students acclimate to URI. In addition, the Center for Career and Experiential Education, which provides both career counseling and administers internship and other experiential opportunities, as well as the Academic Enhancement Center, which provides tutoring, writing assistance, and academic skills coaching, are housed in UCAS. Oversight for academic advising is also largely managed by UCAS.

Chairs. The duties of department chairs are detailed in both Section 3.21.10 of the *Manual* and in the faculty collective bargaining agreement. Chairs, who remain members of the faculty collective bargaining unit, are

appointed for renewable three-year terms, limited (except in extraordinary circumstances) to four terms, and serve as departmental administrators charged with providing leadership for the instructional activities of their departments. By tradition and the collective bargaining agreement, the evaluation of faculty in teaching, research or creative activities, and service is conducted through a system of peer review. Department chairs administer and participate in the evaluation process and make an independent recommendation to the dean on matters of tenure, promotion, and/or retention in rank. The selection, review, and compensation of chairs is governed by the collective bargaining agreement.

In colleges that have no departments, area coordinators may fulfill some of the duties typically handled by chairs, such as scheduling and assigning courses, chairing meetings, and acting as a liaison of the faculty. Program directors, in some cases, may also perform such duties. The appointment, duties, responsibilities, evaluation, and compensation of coordinators and directors are largely determined by individual negotiations and letters of appointment, except where governed by the *Manual* or collective bargaining agreement.

The Faculty and the Faculty Senate. The faculty maintains a critical role in assuring academic integrity and developing institutional policies related to the mission of the University. Indeed, shared governance, which is the central role of the faculty in establishing and maintaining the integrity of academic programs, is mandated by law (RIGL §16-32-10):

> It shall also be the duty of the president and a committee of the faculty, with the approval of the board of governors for higher education [sic], to arrange courses of study conforming to all acts of Congress, and prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper.

Acting as a committee-of-the-whole, the general faculty's role is, for the most part, limited to meeting three times each year to vote on the granting of degrees and to hear from the President. The statutory role of the "committee of the faculty" was delegated by action of the general faculty to the Faculty Senate in 1960. The Faculty Senate is an elected and representative body, with seats apportioned by college. The responsibilities of the Faculty Senate as having ultimate legislative power regarding educational policies are set forth in Article II of the *Constitution of the Faculty Senate*, and the Faculty Senate's powers and duties are enumerated in its constitution, which can be found in Appendix B of the *Manual*. Its activities are assisted by two staff members and numerous standing committees. The Faculty Senate is the principal legislative body at the University and plays a central role in reviewing and approving academic programs and policies subject to the approval of the President and, in certain cases, the CPE. The Faculty Senate annually hears reports from its standing committees. The Faculty Senate is also the appointing authority for faculty representation to many campus committees and has developed a system of evaluation of administrative officers.

The Faculty Senate Executive Committee (FSEC), which includes the Chair of the Faculty Senate and five other members, serves as the coordinating body for all other Faculty Senate committees and prepares the agendas for monthly meetings of the Faculty Senate. As noted previously, the FSEC members all serve as voting, ex-officio members of the Joint Committee on Academic Planning.

The role of faculty in the governance of individual colleges and departments is addressed in Sections 4.32.10 through 4.60.13 of the *Manual*. These sections minimally set forth general principles for the conduct of college and departmental business. Colleges additionally maintain bylaws consistent with the *Manual* that further define governance procedures within the college and its departments.

Part III of Chapter 8 of the *Manual* prescribes the rights, duties, and responsibilities of the faculty regarding the development of courses and programs at the department through Faculty Senate levels. Chapter 8 also provides the rules and regulations to be followed in the conduct of instruction, examinations, grades, and other academic matters.

The Graduate Council. The Graduate Council determines requirements for admission of students to graduate work, their candidacy for degrees, and awarding of degrees; approves, subject to action by the Faculty Senate, all plans of graduate instruction and all courses carrying graduate credit; acts upon all petitions from graduate students relating to their academic work and degree requirements; establishes academic standards for all graduate work; recommends to the graduate faculty those who have completed degree requirements; and makes recommendations to the Faculty Senate on all matters relating to teaching and research on the graduate level. The council is the policy-setting body at the graduate faculty (*Graduate School Manual* § A.21).

Student Government. The system of governance at the University makes provision for student views and judgment concerning matters in which they have an interest. Section 9.10.10 of the *Manual* authorizes the Student Senate to be the representative body for undergraduate students and the Graduate Student Association the representative for graduate students. The Faculty Senate, SBPC, JCAP include membership of the Presidents of the Student Senate and Graduate Student Association. In addition to representation on these key committees, other University boards and committees as set forth in the *Manual* have student representatives. Among these boards and committees are the Athletics Advisory Board, Campus Security and Parking Committee, Graduate Council (four graduate students), Student Rights and Responsibilities Committee, University Conduct Board, University Appeals Board, and the Admissions Advisory Committee. At the level of the CPE, students are represented by a full voting member, whose seat is rotated annually among the state's three institutions of higher education.

The Student Senate is a public corporation chartered independently from the University. Its charge is to:

> foster awareness of the students' role in the University community, investigate student problems and take appropriate action, provide the official voice through which student opinions may be expressed, encourage responsible student participation in the overall policy and decision-making processes of the University community, to enhance the quality and scope of education at the University, to participate in University and Faculty Senate committees, and to provide means for responsible and effective participation in the organization of student affairs.

The Student Senate is required to pursue this purpose by means of a deliberative body of popularly elected representatives selected from among the student population by the students themselves. This body is obligated by its instruments to act, upon request by any member of the URI community, on any issue that affects students both in their specific capacity as students and in their more general capacities as residents of the state and nation.

The Student Senate has nearly exclusive control and responsibility for the promotion and funding of student activities. The primary mechanism by which the Student Senate supports student activities is through its power of official recognition, which confers upon independent student organizations several privileges, including the ability to use the University's name and to have priority access to University facilities and student financial resources.

The Student Senate is authorized to collect an assessment from students. At the current student population, this amount is approximately $1.1 million per year. Raising, lowering, or changing the base apportionment of the assessment requires a referendum of the student body, approval by the Faculty Senate, and ultimately action by the CPE.

Alumni participation. Alumni voice and participation is valued in University governance. The principal instrument of participation is the Alumni Association. The purpose of the Alumni Association, which is an

independent organization, is to a foster a lifelong, mutually beneficial relationship between alumni and the University, including current students, through programs and services that inform and involve alumni and make them committed partners of the University, its mission and traditions. The alumni are critical members of the University's community through, among other things, involvement in fundraising, support for state bond referenda, and collective influence with the state legislature. The Alumni Association Executive Board, which also includes current faculty and students, sets policy for the Alumni Association and works with Alumni Relations Office staff to plan events and determine priorities. Members of the Executive Board are nominated and elected annually by alumni.

APPRAISAL

The President of the University has clear executive authority within the institution and is supported by a chief academic officer (i.e. the Provost) as well as several vice presidents. The President shares appropriate authority with the faculty, staff, and students consistent with law and the University's own bylaws. As discussed under Standard One and Standard Two, the distribution of resources is mission-driven and the faculty and staff are of sufficient size to carry out the work of the University. This is particularly true following a recent and continuing initiative to increase the full-time faculty by 60 positions.

Academic Affairs is led by the Provost, who shares authority for the academic program with the Faculty Senate. Distance, continuing, international, and online education are overseen by the Provost with the assistance of the Vice Provost for Faculty Affairs and/or an academic dean. Consortia arrangements are overseen and periodically reviewed by the Provost's Office.

The views of students are formally recognized in *Manual* and advanced by the Student Senate and Graduate Student Association. Students are represented on many University committees, including the SBPC and JCAP, which are key to strategic planning and resource allocation at the University.

The effectiveness of the University's organizational structure and system of governance is improved through a system of periodic review by the President and the Faculty Senate. During the past ten years, the system of governance has undergone some revision to improve inclusion of various University constituencies in the strategic planning process. As a result of a review of the now-defunct Joint Strategic Planning Committee (JSPC) and a system of Presidential Common Agenda Meetings (i.e. open forums), the Joint Committee on Academic Planning (JCAP) was established on April 19, 2010 (Bill #09-10-26) as a joint presidential and Faculty Senate body and includes representatives from multiple University constituencies: top administrators, faculty, staff, and students. Chapter 5 of the *Manual* defines presidential and Faculty Senate jurisdictions as to standing committees.

A thorough review of the *Manual* by the Constitution, Bylaws and University Manual Committee (CBUM) of the Faculty Senate is ongoing and challenging. At times, actual practices at the University have been found to be at odds with the *Manual*. Most often, these changes are minor (e.g. an administrative title has been redefined and retitled), but occasionally are more significant.

Finally, many Faculty Senate and college committees lack a full complement of members and lack proportional representation by rank. More needs to be done to encourage participation, particularly by junior faculty. A recent faculty-wide referendum to extend Faculty Senate membership to non-tenure track faculty failed to achieve the supermajority needed for passage. Hence, non-tenure track faculty do not enjoy the same representation rights as tenure-track faculty.

PROJECTIONS

To introduce junior faculty to participation in University governance, the Faculty Senate will work with the Provost and deans to encourage junior faculty to serve on at least one university-level committee during their pre-tenure time to emphasize the value of service as a component of University citizenship and essential duty of a faculty member. The Faculty Senate has appointed a committee to review its standing committee structure. The committee may recommend the elimination and/or consolidation of committees. The *Manual* will continue to be reviewed, updated, and reconciled with actual practices.

Standard 3: Organization and Governance

(Board and Internal Governance)

Please attach to this form:			
	1) A copy of the institution's organization chart(s).		See institutional characteristics form
	2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.		
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.			
	Name of the sponsoring entity		Rhode Island Board of Education: Council on Postsecondary Education
	Website location of documentation of relationship		https://www.riopc.edu/page/Council%20overview/
Governing Board			**Website location**
	By-laws		https://www.riopc.edu/page/policies/
	Board members' names and affiliations		https://www.riopc.edu/page/council%20members/
	Board committees *		**Website location or document name for meeting minutes**
?	Personnel		https://www.riopc.edu/page/attend_meeting/
	Finance and Facilities		https://www.riopc.edu/page/attend_meeting/
Major institutional faculty committees or governance groups*			**Website location or document name for meeting minutes**
	Faculty Senate		http://web.uri.edu/facsen/?s=minutes
	Graduate Council		http://web.uri.edu/graduate-school/graduate-council/
Major institutional student committees or governance groups*			**Website location or document name for meeting minutes**
	Student Senate		http://web.uri.edu/studentsenate/student-senate-minutes/
	Graduate Student Associiation		http://web.uri.edu/gsa/
Other major institutional committees or governance groups*			**Website location or document name for meeting minutes**
	Joint Committee on Academic Planning		http://web.uri.edu/academic-planning/planning-intiatives/jcap/
	Strategic Budget and Planning Council		http://web.uri.edu/sbpc/
	IT Strategic Governance Committee		http://web.uri.edu/itgov/
	*Insert additional rows as appropriate.		
	Please enter any explanatory notes in the box below		
	Links to planning committees and task forces found at http://web.uri.edu/academic-planning/planning-intiatives/		

TITLE 16
Education

CHAPTER 16-32
University of Rhode Island [See Title 16 Chapter 97 – The Rhode Island Board of Education Act]

SECTION 16-32-10

§ 16-32-10 Award of degrees – Curriculum and government.

The board of trustees, with the approval of the president and a committee of the faculty of the university, shall award academic degrees and diplomas and confer honors in the same manner as is customary in American colleges. It shall also be the duty of the president and a committee of the faculty, with the approval of the board of governors for higher education, to arrange courses of study conforming to all acts of Congress, and prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper.

History of Section.
(P.L. 1935, ch. 2250, § 84; G.L. 1938, ch. 188, § 1; impl. am. P.L. 1939, ch. 688, § 3; impl. am. P.L. 1951, ch. 2686, § 3; G.L. 1956, § 16-32-10.)

Standard 3: Organization and Governance

(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior AY2014-15 (FY 2015)	1 year prior AY2015-16 (FY 2016)	Current year AY2016-17 (FY 2017)
(Insert additional rows as appropriate.)					
Main campus	Kingston, RI	1892	19,105	19,081	19,699
Other principal campuses	Providence, RI	1942	--	--	--
	Narragansett, RI	1961	--	--	--
Branch campuses (US)	none				
Other instructional locations (US)	Nursing Education Center	2017	n/a	n/a	n/a
	Westerly Education Center	2013	0	0	18
	Pfizer Phramacuetical	1994	15	21	17
Branch campuses (overseas)	none				
Other instructional locations (overseas)	none				

Educational modalities

	Number of programs	Date First	Enrollment* 2 years AY2014-15 (FY 2015)	1 year AY2015-16 (FY 2016)	Current AY2016-17 (FY 2017)
Distance Learning Programs					
Programs 50-99% on-line	1	see note 2	126	133	127
Programs 100% on-line	7	2007	34	263	702
Correspondence Education	0				
Low-Residency Programs	0				
Competency-based Programs	0				
Dual Enrollment Programs	0				
Contractual Arrangements involving the award of credit	0				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Enrollment* data are not kept by campus.
Academic year consists of a summer/fall/spring sequence of terms and includes all degree and non-degree, undergraduate and graduate students. Some students may be enrolled in additional academic programs.
Master of Library and Information Studies (est. 1963) currently delivers more than half of courses online.
Digital Forensics certificate was the first 100% online program. Two additional certificate, one bachelor (RN to BS in Nursing), and two masters programs on 100% online.

Distance Learning Programs	Enrollment* AY2014-15	AY2015-16	AY2016-17
RN to BS in Nursing	--	175	524
Graduate Certificate in Digital Forensics	16	12	15
Graduate Certificate in Cyber Security	17	25	32
Graduate Certificate in Digital Literacy	1	12	9
Master of Science in Dietetics	--	24	58
Cybersecurity Professional Science Masters Degree	--	15	36
TESOL/Dual Language Immersion Masters Degree	--	--	28
Master of Science in Library and Information Studies	126	133	127

STANDARD FOUR: THE ACADEMIC PROGRAM

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Introduction and Overview. In AY2017-18, the University offers 92 undergraduate majors with more than 125 degree options, formally known as subplans. Students may also choose from among 122 minors, including 28 interdepartmental minors, and have the option of completing a self-designed minor under the direction of a qualified faculty member. Undergraduate degrees are offered through eight degree-granting colleges. Most major fields are typical of a land and sea grant institution and include liberal arts, scientific, artistic, and professional fields. Degree options, however, provide several distinctive and innovative choices, for example: Global and Environmental Health, Interactive and Collaborative Gaming, and Green Markets and Sustainability. As a further example, the International Engineering Program requires students to earn two degrees simultaneously: a B.S. in an engineering discipline and a B.A. in Chinese, French, German, Italian or Spanish. By combining an engineering program with immersion in foreign language and culture, including a year abroad that provides both academic and internship experiences, the five-year dual-degree program prepares students for global engineering careers.

Graduate studies are composed of 62 thesis and non-thesis master's degree options, including 10 Master of Arts and 43 Master of Science programs. Doctoral (Ph.D.) study is available in 34 areas. There are also 10 professional degrees offered, including seven master's degrees (e.g. the MBA and MPA), one professional science master's degree in Cyber Security, and three doctorates (i.e. Doctor of Physical Therapy (D.P.T.), Doctor of Nursing Practice (D.N.P.) and the six-year undergraduate/graduate Doctor of Pharmacy (Pharm. D.). Graduate degrees are offered in the eight degree-granting colleges mentioned above and the Graduate School of Oceanography. The University offers 25 post-baccalaureate and post-master's degree certificates.

In AY2016–17, URI awarded 3,343 undergraduate degrees, 116 Pharm. D. degrees, 528 master's degrees and 140 doctorates.

Admission and specific program degree requirements are included in the University *Catalog* (hereinafter the *Catalog*). General undergraduate degree requirements are found in the *Manual*. In addition, all undergraduate programs have associated curriculum sheets, which list major and other requirements, and provide both advisors and students with a means to chart a student's academic progress. Some undergraduate programs, such as those in the colleges of Engineering and Pharmacy, are highly structured and require a well-defined sequence of courses. Other programs, such as many in the College of Arts and Sciences, afford students more choices in their coursework. In either case, curriculum sheets help students navigate their programs. The University's main database, e-Campus, allows students to check their transcript and examine degree progress. In addition, the University's Branding Initiative has led to the standardization and ease of navigation across the University's various websites. University College for Academic Success (UCAS) has professional advisors, department faculty representatives, and a Transfer Resource Center to help new students—both freshmen and transfers—plan their academic programs.

Bachelor of Arts and Bachelor of Science degrees require between 120 and 148 credits (*Manual* §8.21.10). The Bachelor of Interdisciplinary Studies degree, located at the Feinstein Providence campus, is designed for students who have been out of high school for at least three years or are returning to complete

college-level studies started earlier in life. All undergraduate students take a minimum of 40 General Education credits in 12 learning outcome areas. The General Education program, described more fully below, was completely revised with new requirements and learning outcomes taking effect in AY2016-17. One-quarter of the credits must be taken at URI, and students must have a GPA of at least 2.0 upon completion of coursework to earn a degree.

All graduate students must file a program of study with the Graduate School. Programs of study conform to the program requirements included in the *Catalog* and additional work as determined by a major professor or program director. Graduate degree requirements are found in the Graduate School Manual and *Catalog*. A master's degree with thesis requires an approved program of study and a minimum of 30 credits, with at least 18 of the credits comprising courses exclusive of the thesis, special problems, and directed studies. A non-thesis master's degree requires an approved program of study with a minimum of 30 credits of coursework, including at least one course requiring a substantial paper involving significant independent study. A doctorate requires an approved program of study with a minimum of 72 credits beyond the baccalaureate degree, 42 of which must be taken at URI. A GPA of at least 3.0 is required to maintain enrollment in a graduate program. Graduate certificates require between 12 and 16 credits of coursework, which may be applied toward a graduate degree in the same or closely related program.

Learning outcomes are determined by each program with guidance from the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA). The Learning Outcomes Oversight Committee (LOOC), which was created by the Faculty Senate in the spring of 2007, oversees student learning outcomes assessment, and provides advice to SLOAA in fulfilling its mission. Learning outcomes are published on department websites and are linked with SLOAA's website. SLOAA provides a specialized report rubric for accredited programs. Learning goals are clearly available to all students.

Departments and programs regularly review course offerings and make recommendations for changes, as needed, to their respective college's curriculum committees. Items approved by the colleges' curriculum committees are then brought before the Faculty Senate for review, discussion and approval, going first to the Faculty Senate Curriculum Affairs Committee (CAC). If approved by the Faculty Senate, measures then advance to the President and, when required, the Office of the Postsecondary Commissioner (OPC) for further approval. Graduate Council approval is needed for changes in graduate courses and programs. The Faculty Senate maintains oversight of the undergraduate curricula, and establishes consistent standards for programs through its committees, including the CAC (*Manual*, Appendix C, By-Laws 4.75-4.82) and the General Education Committee (*Manual* §80.20.25). The Dean of the Graduate School and the Graduate Council (*Manual* §5.65.30-5.67.35) together have oversight of the graduate programs.

Several significant changes have affected the academic program during the past ten years. Two new colleges, a major institute, and a nursing education center were created. The colleges are the College of Health Sciences (CHS) and the Alan Shawn Feinstein College of Education and Professional Studies (CEPS). The College of Health Sciences consists of the departments/programs of Health Studies, Physical Therapy, Human Development and Family Studies, Communicative Disorders, and Kinesiology, which were formerly in the now-disbanded College of Human Science and Services. In addition, the departments of Nutrition and Food Sciences and Psychology migrated to CHS from the colleges of the Environment and Life Sciences and Arts and Sciences, respectively. The Academic Health Collaborative (AHC), which bridges CHS, the College of Nursing, and the College of Pharmacy under a coordinating dean was created to join students, faculty, clinicians, and researchers engaged in interdisciplinary work in health sciences. The disbanding of the College of Human Science and Services also led to the placement of the Department of Textiles, Fashion Merchandising and Design (TMD) in the College of Business Administration (CBA).

Another significant change was the renaming and restructuring of the Alan Shawn Feinstein College of Continuing Education, which is now the Alan Shawn Feinstein College of Education and Professional Studies (CEPS) located on both URI's Kingston and Providence campuses. CEPS includes the School of

Education (formerly within the now-disbanded College of Human Science and Services) and the School of Professional and Continuing Studies, the latter of which focuses primarily on adult learners. In addition, CEPS's Office of Strategic Initiatives creates partnerships for community outreach and workforce development. The office also administers Dual and Concurrent Enrollment programs for high school students and ensures that syllabi and instructors meet academic department standards.

The George & Anne Ryan Institute for Neuroscience is a recently established research and discovery center based at the University with partners at universities, clinical centers, community organizations, and companies across the state. The Institute is dedicated to finding treatments and cures for neurodegenerative diseases. It reports directly to the Provost. The Rhode Island Nursing Education Center will open in 2017 as a technologically advanced shared facility with Rhode Island College and in proximity to the state's major hospitals and Brown University's Warren Alpert Medical School.

In January 2014, URI formally began offering a Winter J-Term structured to run from the first workday of January through the Friday before spring semester. A maximum of four credits may be earned during Winter J-Term. In the first Winter J-Term, the University offered 31 courses (23 on-campus courses and eight travel courses) serving a total of 404 students. In January 2017, URI offered 65 courses (48 on-campus courses; 17 travel courses) serving an estimated 918 students. Winter J-Term is becoming an increasingly popular way for students to accelerate their programs or get caught up on their earned credits.

Several online programs have been created during the past several years: RN to BS program in Nursing, designed specifically for registered nurses who currently hold an associate's degree or diploma in nursing and wish to complete their baccalaureate degree and the M.S. in Dietetics program for students currently completing ACEND-accredited dietetic internship programs, and/or registered dietitians who have completed an ACEND-accredited dietetic internship program within the past seven years. The University also offers online master's degrees in Cyber Security and Teaching English to Speakers of Other Languages (TESOL). Graduate certificates in Cyber Security and Digital Forensics are also offered completely online and 50% of the requirements for a graduate certificate in digital literacy is offered online.

Since 2012, the Office of Online Education has grown from one half-time employee to 2.5 FTEs plus graduate assistants. This growth has allowed the office to offer faculty training, instructional design support, and a robust website with resources for both faculty and students. As of this writing, over 190 faculty have completed training in online teaching, with an additional 99 completing training in online course design.

ASSURING ACADEMIC QUALITY

DESCRIPTION

The Academic Strategic Plan guides academic quality. In addition, proposers of new curricula must consult with SLOAA to develop an appropriate assessment plan, which must be approved by the LOOC (*Manual* § 8.85.14), whose members include administrators, faculty, and students. The *Manual* articulates the criteria committees should use to evaluate new programs, including how the proposed program contributes to URI's mission; how it contributes to education, research, and to the community at large; how it aligns with the Academic Strategic Plan; and finally whether a new program will be cost-effective (*Manual* §8.85.20-24). New programs must also be approved by the OPC and programs recommended for elimination must continue until currently enrolled students have graduated (§8.87.11).

Curriculum changes are overseen by the Faculty Senate through a process guided by the Curriculum Affairs Committee (CAC) for undergraduate programs and by the Graduate Council for graduate programs (*Manual* §8.85). New course proposals, course changes, course deletions, and new programs must first be approved by the appropriate college curriculum committee and are then reviewed by the Faculty Senate CAC

and/or the Graduate Council (400-level courses eligible for graduate credit require both CAC and Graduate Council approval) before final consideration by the Faculty Senate. The Faculty Senate has also developed a supplemental form for online courses to ensure quality.

The Academic Program Review Committee (APRC), which is composed of appointees of the Faculty Senate, the Provost, and the President, oversees the administration of academic program review. The primary purpose of academic program review is to assess both the academic quality and the financial viability of a program, leading to improved program focus and quality. Unit review occurs at the level of the department, or at the level of the College if departments do not exist or they are integrated. The Academic Program Review (APR) process at the University consists of three elements, two related to data collection and the third to self-evaluation. Since 2011, departmental/unit data has been collected centrally and distributed annually to department chairs and deans by the Office of Institutional Research (through a Central Data Report). These reports contain benchmarking information from the University's participation in the Delaware Study. The second biennial data collection is directly by departments/units using a standardized electronic survey (Chair Survey) created by the APRC. Data is processed and returned to academic units as an Excel file. Survey question consistency allows for easy longitudinal comparisons within the units. To date, three surveys have been completed by all academic departments/units (spring 2012, 2014 and 2016). The comprehensive self-study is scheduled to be performed every six years and includes an external review.

The University seeks NEASC/CIHE approval for all substantive changes. Recent examples are the Rhode Island Nursing Education Center, which received NEASC approval in the spring of 2017, and online programs that were developed several years ago.

The University has no specific requirement that students demonstrate English-language fluency; rather it is a prerequisite for admission to the University. At the undergraduate level, incoming students must score at least 79 on the TOEFL iBT, 6.5 on the IELTS, 176-184 on the Cambridge English Advanced Test, 53 on the Pearson Test of English, or complete level Pre-1 of the Eiken Test of English. Standards are somewhat higher for the Pharm. D. program. In addition, URI offers a university pathway program, called ONCAMPUS Rhode Island, which allows students to take credit-bearing courses along with English classes and, after successful completion, matriculate in their sophomore year. For graduate study, applicants must achieve a score of 80 on the TOEFL iBT, including at least a 20 in reading, 22 in writing, 17 in listening, and 17 in speaking. Applicants who wish to become graduate teaching assistants must achieve a minimum speaking score of 23. Specific graduate programs may have more stringent requirements or allow an exam other than the TOEFL. The Office of International Students & Scholars provides resources for international students.

The *Manual* (§8.30.10) details the course numbering system for the University. Course numbers from 001 to 999 indicate the rigor and complexity of courses ranging from "pre-freshman" (e.g. non-credit remedial courses) to special types of graduate courses. Most undergraduate courses range from 100 to 499. Bachelor of Arts students must take at least 42 credits at the 300-level or above. Graduate courses are numbered from 500 to 699. Graduate courses at the 900-level are non-credit special courses. Some 400-level courses qualify for graduate credit, but graduate students are restricted in the number of 400-level courses they may take. Student learning outcomes must be approved and are mapped to individual courses. In addition, college curriculum committees and the Faculty Senate CAC evaluates rigor and content when approving the course-level and number of credits.

APPRAISAL

The University has taken significant steps since its last comprehensive evaluation to assure the academic quality of its undergraduate and graduate programs. The Academic Strategic Plan provides strategic goals for academic program development. Regular assessment, coupled with Academic Program Review, provides programs with necessary data to inform and guide changes and improvements. The creation of the JCAP and the LOOC ensures that new programs are properly reviewed and evaluated as they are developed

and implemented. To date, nearly all graduate programs have completed at least one cycle of assessment, with many having completed two cycles. The new General Education program is being assessed from its initial rollout in fall 2016. Assessment procedures have been successfully implemented across the University and are used to improve academic quality.

Since the University's 2012 NEASC Fifth-Year Interim Report, the Academic Program Review Committee's (APRC) process has continued to make steady and significant progress, including: 1) 100% completion rates of all three biennial Chair Survey cycles, with rapid distribution of easily accessed data back to chairs; 2) 100% distribution of all annual Central Data Reports, with close follow-up and assistance to department chairs and deans by the Office of Institutional Research; 3) the creation and distribution of criteria for external review of the self-studies and the securing of a financial commitment for the process from the Provost's office; 4) modifications to self-study guidelines to improve clarity including connectivity regarding importance of learning outcomes assessments; 5) provision of APRC updates to the Faculty Senate and Council of Deans; 6) provision of aggregated 2014 Academic Program Review Chair Survey data for 2010-2015 Academic Plan metrics; and 7) implementation of self-studies by several departments and programs with the APRC providing information and assistance to department chairs and program directors.

Responding to feedback from chairs and deans, appropriate changes have been made to the original Academic Program Review schedule. As of May 2017, 20 departments/units have completed the self-study process, including a formal meeting of department chair, dean, and Provost. Thirteen departments/units are currently scheduled for completion by the end of 2017. Chairs/program directors completing the self-study with its external review and follow up with the Provost have found the process to be highly beneficial. This is especially true for departments without accredited programs.

UNDERGRADUATE DEGREE PROGRAMS

DESCRIPTION

All undergraduate students, regardless of degree program, study broad areas of knowledge, theory, and methods of inquiry specific to their disciplines. By requiring both General Education courses and a rigorous program of study in a major, undergraduate degree programs lay the foundation for examining and explaining the fundamental complexities of the human experience. Each college provides programs of study in selected disciplines or interdisciplinary fields. Study options vary from traditional liberal arts education to those focused on professional preparation. Major requirements are described fully in the *Catalog*.

Of the nine degree-granting schools and colleges, eight offer undergraduate degree programs in 92 majors with over 125 degree options. All programs aim to balance studies of the natural and social sciences, the humanities, and professional subjects. Certain courses and programs of study are approved by national accrediting agencies and accepted for credit by other approved institutions of higher education. At the baccalaureate level, curricula for each program include substantial requirements at the intermediate and advanced undergraduate levels, with appropriate prerequisites indicating requirements for sequential progression and synthesis of learning. Undergraduate programs include a General Education requirement, a major or concentration, required supporting courses, and the possibility of pursuing further knowledge through electives and minors, with specific requirements varying by degree program.

All freshmen entering URI (other than those in the Providence-based Bachelor of Interdisciplinary Studies program) are first enrolled in University College for Academic Success (UCAS). This nondegree-granting college provides a range of services to students during their first one or two years at the University. Most students enter the University with a major in mind. For those who are undeclared or wish to change their major, a wide choice of programs and both professional and faculty advisors are available to assist students in making a choice.

In addition, URI currently offers 122 minors. Many students take minors to explore topics outside their majors or in fields that complement their major field of study. Minors generally comprise either 18 credits of study within a department or the completion of interdisciplinary coursework. Under the sponsorship of a qualified faculty member, a student may also design his or her own minor. Further requirements for a minor are that a GPA of at least 2.0 be earned in minor coursework and that at least 12 of the 18 credits be taken at the 200-level or above. At least half of minor credits must be earned at URI and none may be taken on a pass/fail basis. General Education courses may count toward the completion of a minor, but no course may be used to satisfy the requirements of both a minor and major.

APPRAISAL

Undergraduate programs and courses are reviewed and evaluated through multiple means. The Academic Program Review process requires each program to complete a self-study and have an outside evaluation every six years. The assessment process is used to evaluate the efficacy of majors. Each major has its own set of learning outcomes, developed by departments, that include acquisition of basic skills, ability to apply research methods, and integration of principles. Each program assesses at least one outcome every two years.

New programs are created through a comprehensive process, beginning with an evaluation by JCAP. Final approval is given by the President and the OPC. In the summer of 2016, the Faculty Senate office completed a revision of forms to streamline the process for faculty while maintaining high standards for program proposals. New undergraduate majors, including Criminology and Criminal Justice, Sustainable Agriculture and Food Systems, and Health Studies, have been added along with minors in Restoration Science and Management, Environmental Engineering, and Engineering Entrepreneurship. The Health Studies interdisciplinary major has experienced tremendous growth since its inception in 2012 with 350 majors in AY2016-17. Also, during the past several years, the College of Nursing developed the online RN to BS program.

GENERAL EDUCATION

DESCRIPTION

The General Education Program at URI has undergone major revision since the 2007 NEASC comprehensive evaluation. This revision began in 2009 with a pilot of the Grand Challenge Initiative, which supported the development of new interdisciplinary General Education courses that engage students and challenge them to explore multiple perspectives in areas of contemporary significance. The General Education Committee was charged by the Faculty Senate Executive Committee to develop a program that would meet NEASC accreditation requirements, spread General Education across the years of college education, work with all colleges and programs, allow for a mix of three and four credit courses, be “transfer-friendly,” and support dynamic, interdisciplinary courses to attract and engage students (modeled after the Grand Challenge courses). The new General Education Curriculum was presented in 2012 and fully adopted by the Faculty Senate in 2014. Following an implementation phase, the new program became mandatory for incoming freshmen in fall 2016. The program is centered on learning outcomes adapted from the LEAP Essential Learning Outcomes developed by the American Association of Colleges and Universities (AAC&U), but also tailored to the needs of URI and aligned with the Academic Strategic Plan. An advising website has been established to help students and advisors adjust to the new General Education program, including current students who started at URI under the old program but want to switch to the new. A useful advising worksheet for tracking degree progress is available.

The General Education program is built around four broad areas of learning: build knowledge of diverse peoples and cultures and of the natural and physical world; develop intellectual and interdisciplinary competencies for academic and lifelong learning; exercise individual and social responsibilities; and integrate and apply these abilities and capacities, adapting them to new settings, questions, and responsibilities and to lay the foundation for lifelong learning.

Twelve learning outcomes are linked to the four areas:

A. In area one, build **knowledge** of diverse peoples and cultures and of the natural and physical world through the following four outcomes: knowledge of science, technology, engineering, and mathematical (STEM) disciplines; social and behavioral sciences; humanities; and arts and design.
B. In area two, develop intellectual and interdisciplinary **competencies** for academic and lifelong learning through the following four outcomes: write effectively; communicate effectively; apply the appropriate mathematical statistical, or computational strategies to problem solving; and develop information literacy to independently research complex issues.
C. In area three, exercise individual and social **responsibilities** through the following three outcomes: civic knowledge and responsibilities; global responsibilities; and diversity and inclusion.
D. In area four, i**ntegrate and apply** abilities and capacities developed under each of the three above areas, adapting them to new settings, questions, and responsibilities

General education consists of 40 credits. Each of the twelve outcomes must be met by at least three credits. A single course may meet more than one outcome, but cannot be double-counted toward the 40-credit total. No more than 12 credits used to meet general education requirements may be from the same course code, with the exception of Honors Program courses, which may have more than 12 credits. General education courses may also be used to meet requirements of the major or minor when appropriate.

Students must take one course from those designated as a Grand Challenge course. A Grand Challenge course is an interdisciplinary General Education course that may be offered at any level (100 to 400). It is designed to facilitate students' exploration of multiple perspectives on areas of contemporary significance, including their ethical implications, and to provide a stimulating and innovative course experience that addresses significant global challenges and broadens students' understanding of the critical issues.

APPRAISAL

The new General Education program took effect in the fall 2016 semester; it is, therefore, too early to appraise. What follows is primarily an assessment of the implementation process.

A new Office of Innovation in General Education was established, with a director appointed in the summer of 2016. A faculty member was appointed to a one-half time position dedicated to General Education and responsible for program oversight and administration. This position reports to the chair of the Faculty Senate Executive Committee.

The Subcommittee on the Assessment of General Education (SAGE) which reports to the General Education Committee, has worked with the SLOAA and LOOC to develop an assessment plan for the new General Education program at URI. The General Education program is also subject to the ongoing program review process, as described under Standard Eight.

In recognition of the transition to an outcomes-based General Education program, the first step to successful implementation was the development of rubrics. These rubrics are used to assess student competency in each outcome, but also expand the descriptive language surrounding each outcome and guide the course approval process. The 12 student learning outcomes were approved by the Faculty Senate;

however, the rubrics are subject to review and revision, particularly during the early years of program implementation.

The assessment plan for the new General Education Program was designed by SAGE, in conjunction with the SLOAA office, which provided pedagogical and technical support to implement the program, and the Office of Institutional Research, which helped randomly select courses and instructors to participate in each assessment phase. Phase 1 is a pilot program to assess all 12 outcomes over a two-year period, with three outcomes selected each semester, as follows: Humanities, Information Literacy, and Global Responsibilities in fall 2016; Social and Behavioral Sciences, Communicate Effectively, and Civic Knowledge and Responsibilities in spring 2017; STEM Disciplines; Write Effectively; and Diversity and Inclusion Responsibilities (tentative) in fall 2017; and Arts and Design, Mathematical, Statistical, and Computational Strategies, Integrate and Apply (tentative) in spring 2018.

Phase 1 Assessment is an opportunity for instructors to share their insight regarding the assessment process, the rubric tools, and the rubric language, and it is a first step toward examining and drawing conclusions about student learning in the new General Education Program. The Office of the Advancement of Teaching and Learning (ATL) is supporting Phase 1 by providing help for instructors who participate in the assessment process. They offer two Assessment Academies for each of the three learning outcomes prior to the start of each semester during Phase 1. The academies help faculty learn to employ the rubrics, to align assignments with the outcome elements, and to submit assessment materials. The Davis Educational Foundation is providing funding for instructors who participate in the Assessment Academies.

One significant improvement in the overall implementation of General Education is that assessment is now required for all courses approved for the new program. Around the time that the General Education Committee was charged with redesigning the program, it had become evident that after courses were approved for the old program, there was very little feedback or assessment. Some general education courses had been approved decades before, had drastically changed through the years, or had multiple sections or instructors who had significantly different content and focused on different integrated skills from the originally approved course. For example, one section of a course may have had small enrollments and involved a significant writing project with an emphasis on information literacy skills, while another section of the same course may have been taught in a large lecture format with multiple-choice tests focused more on content knowledge. An outcomes-based General Education program with well-defined assessment procedures addresses this previous shortcoming.

THE MAJOR OR CONCENTRATION

DESCRIPTION

The University offers 92 undergraduate majors with more than 125 degree options, and 122 minors through eight degree-granting colleges. Depending upon the program and degree (e.g., B.A., B.S., Pharm. D.), students are required to complete from 30 to 134 credits within the major. In addition, URI requires B.A. students to complete a minimum of 42 credits in courses numbered 300 and above. All students must also complete 40 credits of General Education courses. The level and complexity of courses, from introductory to advanced, is evident in their sequencing. Departmental review and oversight, as well as professional accreditation standards in many cases, ensure that programs of study leading to a major are an appropriate mix of introductory and advanced courses. As noted previously, details on major requirements are available to students through the *Catalog* and through centralized online resources at University College for Academic Success that include comprehensive detailed curriculum sheets in a common format for all majors, and links to departments and career and internship opportunities for all majors.

Academic departments set degree requirements and determine course sequencing and course content specific to their majors. Some requirements are mandated by accrediting agencies and others by

national standards of competency. Departments routinely review their programs and course offerings to remain current and competitive. Professional degree programs are designed to provide both curricular content and practical learning experiences that reflect current practice in the field of specialization. The curricula of these programs reflect current standards of practice defined by professional organizations as evidenced through program accreditation by appropriate professional bodies.

Upper-level courses in many professional programs involve labs, practicums, internships, capstone projects, or other forms of hands-on experience. To give just a few examples: Internships are not a graduation requirement in the College of Engineering; however, the college works closely with employers around the world to connect students with internship opportunities. Students in the College of Nursing assume increasing responsibility for nursing care each semester in practicum courses. The final academic year for College of Pharmacy students consists entirely of practice experiences in a pharmacy setting. In all cases faculty provide supervision of students, and maintain close relationships with the field supervisors or preceptors. The pass rates on the content/practice parts of licensing exams typically indicate high degrees of success. In addition, college faculty routinely examine student outcomes to ensure that graduates are prepared to meet the demands of practice, and meet the requirements of their respective professional accrediting bodies.

The Center for Career and Experiential Education (CCEE) assists students by offering self-assessments, searching and networking strategies, resume development, and internship information sessions. The Center provides students opportunities to explore a variety of occupations and gain practical experience by doing an internship or service learning project while earning credit. The number of credits earned depends on the hours students complete throughout the semester. Students in internships typically enroll in ITR 301 or 302 as well as ITR 303 or 304. The former courses are field experience while the latter are colloquia during which students address issues and problems faced during field experiences. Students may also earn credit for internships and fieldwork through program-coded independent study and assigned work courses, many of which are variable credit.

Articulation agreements are in place among the state's three public higher education institutions. These agreements are detailed on the Rhode Island Transfers website and provide the framework for students to pursue degrees and take courses at any of the three institutions with the ability to easily transfer courses that meet the credit and grade requirements.

APPRAISAL

Changes in undergraduate degree offerings since the 2007 NEASC comprehensive evaluation include 11 new undergraduate majors: B.S. in Cell and Molecular Biology, B.A. in Chemistry and Forensic Chemistry, B.A. in Chinese, B.A. in Criminology and Criminal Justice, B.M. (Bachelor of) Music, B.S. in Environmental and Resource Economics, B.S. in Health Studies, B.S. in Production and Operations Management, B.S. in Psychology, B.S. in Sustainable Agriculture and Food Systems, and B.S. in Pharmaceutical Sciences. The University continues to consider the development of new majors to meet demand and address emerging scientific and societal issues. The Council for Postsecondary Education also has a process in place for the periodic review of low enrollment programs to determine their future viability.

An increasing number of programs have required capstone courses or experiences that can be intra- or interdisciplinary in scope. Many programs also have required an elective internship experience for advanced students to connect theory and practice. For example, approximately 85% of engineering undergraduates have at least one paid engineering internship experience during their time at URI. A newly created office of undergraduate research will also foster experiential education along the lines of the current NSF-funded Summer Undergraduate Research Fellowship (SURF).

As well, study abroad as part of major has increased during the past decade. Some of this growth is due to the popularity of the International Engineering and International Business programs as well as the

establishment of the Chinese Flagship Program. In addition, the popularity of travel courses as part of the Winter J-Term has allowed for shorter international experiences to enhance coursework.

GRADUATE DEGREE PROGRAMS

DESCRIPTION

The University's graduate programs provide advanced education, research experience, and skills in a variety of disciplinary and interdisciplinary fields. Both the number of master's programs and number of master's degrees awarded has increased during the past 10 years. In AY2005-2006, URI offered 48 master's degree programs and awarded 493 master's degrees. In AY2016-17, URI had 62 master's degree programs and awarded 529 master's degrees. During the same period, the number of Ph.D. programs remained almost the same (36 to 34), but the number of Ph.D. degrees awarded rose from 67 to 140. The total number of enrolled students including full-time and part-time (degree-seeking, certificate seeking, and non-degree seeking; excluding Pharm. D.), declined from a high of 2631 in 2006 to a low of 2213 in 2014. Since 2014, total enrollment has been steadily rising and stands at 2300 for fall 2016. The greatest decline was in the number of non-degree-seeking, full- and part-time students: from 617 in 2006 to 358 in 2016. During this period, the Graduate School has increased oversight regarding how many credits taken as a non-degree-seeking student may be applied to a degree program, which has encouraged matriculation.

New degree programs introduced include a Professional Science Masters (P.S.M.) in Cyber Security, an online M.S. in Dietetics, an M.S. in Medical Physics, an M.S. and Ph.D. in Interdisciplinary Neurosciences; and a Doctorate in Nursing Practice (D.N.P). URI's graduate fields are listed in the *Catalog*. URI also offers 10 professional, performance, and practice-oriented master's or doctoral degrees. Professional programs typically have strong records of success. For example, the Doctor of Physical Therapy (D.P.T.) has a 95% retention and graduation rate; all graduates have passed the licensure exam, and all graduates have secured employment within six months of their graduation. All accredited graduate programs have met their accreditation standards and currently are in good standing.

Some programs encompass research activities and include professional practice opportunities. For example, the Master of Environmental Science and Management (M.E.S.M.) degree requires that students complete a major research paper, and an internship is strongly recommended for all students. The Clinical Psychology doctoral program, accredited by the American Psychological Association, adopts a "scientist-practitioner model" that educates students to be both clinicians and research scientists. Students are required to complete a master's thesis, a dissertation, and a one-year clinical internship to earn a Ph.D.

The University now offers 25 post-baccalaureate certificate programs in a number of areas ranging from Digital Literacy to Cyber Security. The College of Nursing also awards post-master's certificates.

The Graduate School oversees all graduate programs at URI. Since the 2007 NEASC comprehensive evaluation, it has initiated a range of annual events to encourage greater collaboration and communication among graduate faculty, graduate students, and the Graduate School. These events include a new graduate student orientation, a teaching assistant workshop, and the graduate faculty summit. In the spring of 2017, the Graduate School held its first open house.

In 2012, the Graduate School presented its first strategic plan (2012-2020), developed collaboratively with faculty, students, and administrators across the campus at its annual Graduate Faculty Summit. The plan outlines several goals including: improve recruitment, enrollment, and retention; foster interdisciplinary programs; establish global collaborations with universities worldwide; increase diversity; oversee the creation of learning outcomes and regular assessment for all graduate programs; and improve operational and institutional process. All of these goals have been met at least partially.

During the past 10 years, the Graduate School has professionalized the administration and delivery of graduate programs to improve the quality of education and student experiences. In 2010, the Graduate

School appointed a Director of Graduate Recruitment and Diversity Initiatives who attends graduate school fairs to recruit diverse students, coordinates the Graduate Diversity Awards that provide tuition waivers and stipends for nine to 10 diversity students each year, and works with the Office of Community, Equity, and Diversity to plan events to support the retention and professional development of students historically underrepresented in graduate education. In spring 2017, the Graduate School launched the graduate professional development milestone in diversity and inclusion.

The recently appointed Director of Professional Development has created an array of new programs to help students develop auxiliary skills to be successful in careers outside academe, including resume/curriculum vitae workshops, social media presentation, interview techniques, and one-on-one advising.

In addition, two information technologists have guided the implementation of the online application system, ApplyYourself, and Transform, an online form system that has facilitated the creation and submission of forms required by the Graduate School (e.g., programs of study, establishment of doctoral committees, thesis approval forms). Both software systems have improved the consistency, timeliness, and accuracy of Graduate School procedures. The Graduate School has also used e-Campus features to monitor graduate student progress. In 2012, it implemented automatic time-to-degree holds on graduate student enrollments one year before a student reaches the time limit to complete their degree (i.e. year four for a student in a master's program; year six for doctoral students). The holds have been very effective in reducing requests for time-to-degree extensions.

The Graduate School works with the Graduate Council, which is composed of faculty and graduate students from graduate degree programs representing all of the colleges. The Dean of the Graduate School chairs the Graduate Council. All decisions pertaining to graduate study at URI are overseen and voted on by the Graduate Council. The Graduate Curriculum Committee, a subcommittee of the Graduate Council, is chaired by the Associate Dean of the Graduate School and reviews new course proposals, changes in existing courses and programs, and degree requirements. Proposals are then considered by both the Graduate Council and the Faculty Senate before they are approved. In the review process, library, teaching, and research needs are evaluated. The Graduate Council and its New Program subcommittee review all new program proposal submissions. New program proposals must include a clear budget approved by the Office of Budget and Financial Planning, information about how the courses will be staffed and how frequently they will be offered, and list learning outcomes to demonstrate that the rigor and complexity of the coursework and associated research exceed undergraduate work.

Degree requirements for all graduate programs are listed in the *Catalog* and on the webpages of each program. Graduate School degree criteria are summarized below.

- For master's degrees**:** a minimum of 30 credits is required, and at least 18 of these credits must be formal course credits. The majority of courses must be at the 500- or 600-level. The remaining credits may be fulfilled through thesis research, independent study, or directed study. Both thesis and non-thesis Master's programs are available at URI. Students in the non-thesis Master's programs are required to complete a culminating experience that demonstrates the student's ability to synthesize, integrate, and apply knowledge and skills acquired in the master's program.
- For Ph.D. degrees: a minimum of 72 credits beyond the baccalaureate degree is required. Ph.D. students must pass a qualifying exam, written and oral comprehensive exams, and successfully defend their dissertation.

- All graduate students: required to submit a Program of Study, which lists the courses that students have taken or intend to complete. The Graduate School audits all graduate student programs of study to certify that students have completed the requirements for their degrees.
- Master's thesis students and Ph.D. students: required to form Graduate Program Committees headed by their major professor. They are also required to complete training in the Responsible Conduct of Research. In addition, they must submit proposals for their theses and dissertations that are reviewed by all members of their committees and by the Associate Dean of the Graduate School.

Graduate Faculty status is required to serve on graduate student committees. Department chairs nominate faculty for Graduate Faculty status. The Dean or Associate Dean of the Graduate School then reviews the curriculum vitae of nominated individuals before approving Graduate Faculty status. Beginning in the fall of 2016, all new assistant professors who have earned terminal degrees are automatically granted Graduate Faculty status (*Graduate School Manual* Appendix I). Individual departments may request adjunct status for practitioners in their field. These requests are reviewed and approved by the Provost's Office.

The Graduate School requires degree program admission applicants to have a baccalaureate degree and a minimum GPA of 3.00/4.00. (In exceptional circumstances, a student with a GPA of at least 2.50 will be considered.) International students must have acceptable TOEFL scores. Individual graduate programs set additional requirements, including standardized test scores. Once applications are complete they are sent to the individual graduate programs for review. At least two faculty members review each application, and recommendations for admission are sent to the Graduate School. The Graduate School sends offers of admission to the applicants.

APPRAISAL

In 2010, the Graduate School created an assessment plan for all URI's graduate programs, which is conducted by the SLOAA office with the approval of LOOC. Nineteen programs have completed two two-year assessment cycles; 55 graduate programs have completed one full two-year assessment cycle, and will complete their second two-year assessment cycle in May 2017. Only six programs have not completed any assessment.

Since 2011, as part of the assessment process, the Graduate School has required all new course proposals to list learning outcomes. Only 10 of the 70 graduate programs, however, currently list Learning Outcomes on their websites.

The Graduate School has worked with faculty to create new programs in Cyber Security, Neuroscience, and Dietetics. It is currently working with the Academic Health Collaborative to create a Masters of Public Health (M.P.H.) degree program. The Graduate School is encouraging colleges to develop master's programs, especially professional master's programs, because of greater interest and stronger enrollment in master's rather than Ph.D. programs. It is also helping departments create 4 + 1 programs for undergraduate students. These, too, are gaining popularity among potential undergraduate applicants.

The Graduate Admissions process ensures that students meet at least a minimum standard to be able to complete their graduate programs. Since 2010, the Graduate School has implemented a rigorous time-to-degree policy: five years for master's programs and seven years for Ph.D. programs. Data First Forms Group G, Standard 8 show that graduate degrees are now being completed at higher rates and in shorter periods of time. The Graduate School has also begun to collect retention data for each graduate program. These data could help evaluate the success of the admission process, and to identify specific factors that could help improve retention. A preliminary analysis of these data suggests that just under 10% of students leave programs because of low GPAs.

The Graduate Curriculum Committee and the Graduate Council provide essential reviews of graduate courses and curricula. The required coursework, qualifying and comprehensive exams, thesis/dissertation proposal, and final thesis/dissertation defense provide a clear framework for student success in the pursuit of advanced scholarship and research. Oversight by the major professor, Graduate Program committees, and the Graduate School ensures compliance with the requirements. A combination of outside accreditation and internal oversight ensures that the professionally oriented graduate programs provide the essential knowledge and skills to practice and advance in the profession.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

DESCRIPTION

Largely addressed above, degrees awarded by the University are appropriately named and require courses of study and time to completion typical of American institutions of higher education. Most bachelor's degrees, for example, require 120 credits and are designed to be completed in four years; master's degrees require a minimum of 30 credits; Ph.D. programs require both coursework and the satisfactory completion of a dissertation. The University's procedures align with NEASC's Policy on Credits and Degrees.

Course offerings are included in the *Catalog*. Courses not offered for two years are removed from the public listing (*Manual* §8.81.62). Whether a student can enroll in a course in the semester desired may depend on available seats and the student's place in the registration queue. Curriculum modification at the undergraduate-level and changes in programs of study at the graduate-level may be used to handle emergency or unusual situations when a course is not available, but must be approved at the department, college, and university-level.

The University has a procedure of systematic review to ensure integrity in the award of academic credit. Both college curriculum committees and the Faculty Senate Curriculum Affairs Committee review and approve or disapprove of proposed courses. Opportunities for comment by the URI community are included in relevant processes and procedures. Academic regulations are detailed in the University and Graduate School manuals. Various Faculty Senate and other University committees have oversight obligations concerning relevant sections of these manuals. Final approval for changes in regulations require approval of the President. Ad hoc committees also review unique academic issues.

Further evidence of systematic review can be found in the *Manual*, where recent updates and changes to academic regulations are cited in each applicable section. Relevant examples of such changes can be found in §8.70.13 Recommendations Regarding Rescheduling Class Days Missed Within an Academic Year, §8.20.10 General Education, and §8.50.30 Course Syllabi. Information regarding changes to academic regulations is communicated through approved Faculty Senate minutes and made available on the Faculty Senate website as well as annual updates to the *Manual* and *Catalog*. Archived recent Faculty Senate legislation is also available on the Faculty Senate website, while older legislation can be found in DigitalCommons@URI maintained by University Libraries.

Regulations are in place for naming, proposing, and approving academic programs of study, courses, and the awarding of credit (*Manual*, Chapter. 8, Pts. I, III). These include the review and award of transfer credits, study abroad, internships, independent study, service learning activities and prior learning assessment. Policies, processes and procedures for determining scholastic standing, probation, dismissal and readmission are well established and are used by all colleges after each academic term. Each academic dean's office reviews students who are not in good standing and notifies each in writing as to his or her status as well as the necessary steps needed to return to good standing or to file an appeal of their standing. Readmission policies are clearly stated on the readmission form and are also found in the *Catalog*.

Academic deans' offices review each readmitting student individually and require advising by the dean's office staff prior to readmission. The award of credit for study abroad, internships, independent study, service learning, and prior learning assessment is governed by *Manual* policy (Chapter 8, Pt. I). The Office of Strategic Initiatives, Center for Career and Experiential Education, and International Center, in collaboration with academic departments, develop and approve programs of study that award academic credit for appropriate experiences. The award of transfer credits from any of these experiences is subject to the same policies and procedures as all other undergraduate transfer credits. The award of credit for prior experiential and/or non-collegiate sponsored learning is awarded in accordance with *Manual* policy cited above. In addition, students seeking credit for prior learning are required to register for PLA100 Prior Learning Assessment Portfolio Development, a one-credit course offered through the College of Education and Professional Studies. When completed, the student's portfolio is forwarded to a designated departmental reader who reviews the portfolio and makes specific course and credit recommendations to the department chair for the posting of academic credit.

The evaluation of student learning and award of individual course credit is largely the responsibility of the course instructor. Guidance, general policies and procedures and a detailed list of "approved" grades are included in the *Manual* §8.50.10-8.57.10. Faculty members are expected to include grading criteria in their course syllabi. Examples of syllabi and general guidance regarding syllabi development can be found on the Faculty Development website, which is maintained by the Office for the Advancement of Teaching & Learning (ATL).

New challenges concerning academic integrity both in the classroom and online arise repeatedly. It is a priority for the Office of Online Education and the Joint Committee on Distance and Online Learning, which will continue to monitor academic integrity issues in classes and investigate existing technologies available to ensure student authentication and integrity. Student authentication is done through a password protected learning management system. Faculty may also choose to use a video-based remote proctoring system for final exams. The cost of proctoring is minimal, $17 per exam through a token available at the bookstore. In addition, ATL online training programs emphasize how to use pedagogy and good assessment design to minimize issues related to authentication and academic integrity. The Office's website section on course design includes a page on academic integrity issues.

All courses offered at URI, regardless of format, location, or technology, are subject to the same standards (*Manual* §8-30). Undergraduate courses using web-based instruction currently undergo additional scrutiny through a review process by the Faculty Senate. Classes offered as intensive short courses and accelerated online programs are subject to the guidelines cited above and additional regulations that can be found in the *Manual* §8.32.10-8.32.13 and §8.38.13, which outlines additional credit limits for Winter J-Term, and five-to-six-week summer courses (*Manual* §8.30). Students enrolled in courses offered at off-campus locations and in online courses interact with faculty who are qualified in the same way as those teaching at on-campus locations. The Office of Strategic Initiatives administers Dual and Concurrent Enrollment programs for high school students ensuring, that course syllabi and the individual instructor's credentials meet URI standards. Departments set standards for these programs of instruction that are consistent for both on-campus and off-campus enrollments.

Courses and programs offered for credit off-campus, through dual enrollment, distance, or continuing education, evening or weekend divisions, are consistent with the educational objectives of the institution. Such activities are integral parts of the institution, and maintain the same academic standards as courses and programs offered on the main campus. Faculty and students receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources exist to maintain academic quality.

The award of undergraduate transfer credit is primarily the responsibility of the academic dean's office in each college. The acceptance of graduate transfer credit is granted on a limited basis and only when the request is recommended by the student's major professor and the graduate program director, and approved by the Dean of the Graduate School. Specific policies and procedures regarding the acceptance of graduate transfer credit can be found in the *Graduate School Manual* §7.20-§7.28.

Policies and procedures for the review and awarding of undergraduate transfer credit can be found in the *Manual* (Chapter 8, Pt. 1 and Appendix F), the *Catalog,* and the transfer guide. Determination of undergraduate transfer credit is made by a combination of academic deans' review, department chairs' review, a formal prior approval process for off campus study, and/or articulation agreements. The RI Board of Education's Transfer Guide for Students details the articulation agreements between the state's public institutions. In addition, the University's Transfer Resource Center assists with transfer credits. Students, advisors, and academic deans may use this resource to assist in evaluating incoming transfer credit and to check to see if a course is pre-approved. The University has partnered with College Source to provide a searchable database (TES) by academic institution to assist in searching for courses that may meet the academic needs of students seeking transfer credit. Review of the award of all academic credit remains the responsibility of the dean's office of the degree-granting colleges, ensuring that errors in programming or data entry are detected and corrected.

APPRAISAL

As described above, URI has processes and procedures for systematic review to ensure integrity in the award of academic credit. Historically, systematic review has served URI well; however, the current process to change academic regulations is time consuming. Faculty Senate review requires that proposals be submitted well in advance of expected implementation, which sometimes results in the delayed implementation of changes. Thoroughness and community input during the review process, however, are considered highly valuable.

The academic regulations in place for the award of credit, including undergraduate transfer credit, are communicated and implemented through training opportunities sponsored by academic deans, individual training sessions for new academic support staff and professional advisors, and in-service training opportunities sponsored by Enrollment Services. These mechanisms have been used to provide the necessary information and to determine the level of consistency in the application of policies and procedures among the academic colleges. To date, training is provided on an ongoing basis for all colleges. Enrollment Services also created and maintains a training resources site using Sakai as a collaborative project site. In addition, Sakai is used to communicate business practices and policy changes to the academic deans and their support staff.

Detecting academic cheating and plagiarism continues to pose a challenge for faculty. The University, however, has policies and procedures designed to address these concerns. Incidents of cheating and plagiarism are reported using the Report of Cheating and Plagiarism form and are subject to the *Manual* (§8.27.10 – 21) and are addressed in the Integrity section of the Student Handbook. ATL also recommends policy statements regarding academic honesty and integrity.

PROJECTIONS

The projection for General Education is continued development of courses for outcomes that are the newest and most innovative components of the program. For example, new Grand Challenge courses are desired to assure enough seats annually for each student to complete at least one such course. Since fall 2016 was the first semester that freshmen were required to follow the new General Education curriculum, there must be enough seats within three to four years to accommodate the current freshman class in Outcome

D, Integrative Experiences. Certain Knowledge and Responsibility outcomes may also need additional courses approved and thus seat management will be an important priority for the new Director of Innovation in General Education, working closely with the Office of Enrollment Services. As new faculty are hired as part of the Provost's Cluster Hire Initiative, it is expected that they will introduce new courses in their areas of expertise. And, in fact, all colleges are encouraged to submit courses that can contribute to the new general education program. In summary, we project that over the next several years there will be many new courses submitted for General Education approval.

SAGE has set goals and established Expected Outcomes and Measures for Phase 1 of the assessment plan as follows: 60% of faculty who participate in Phase 1 will see improvements in IDEA student ratings of progress on objectives relevant to their General Education outcome; 50% of participants in Assessment Academies will improve assignment alignment with General Education outcomes; 60% of faculty respondents will report greater confidence in the validity and reliability of outcome rubrics by the end of Phase 1.

Phase 2 of General Education Assessment will focus on developing a cycle for assessing all 12 outcomes within a reasonable timeframe, expanding the number of courses or sections selected for assessment each semester, expanding the number of students assessed in each selected course, and implementing an enhanced technology platform for the collection and analysis of assessment data. Care will be given to ensure a stratified random sample across courses, disciplines, instructor classifications, and student demographics such as class standing. SAGE has discussed ways to ensure sufficient support for, and recognition of, faculty engaged in the assessment of general education. Of particular importance is assuring that communication to faculty, department chairs, and deans regarding random sampling of courses and sections for assessment is consistent and timely. In addition, the tools developed for collecting assessment data must be easy to use for faculty, and the feedback generated should be promptly and effectively used to enact continuous improvement of the General Education program and courses.

The Graduate School will work with SLOAA to complete first and second cycles of assessment for all graduate programs. It will also ensure that all programs develop and list their learning outcomes in the *Catalog* and on their individual program websites. The Graduate School and SLOAA will also work with departments that offer undergraduate and graduate degrees to identify ways to strengthen both the undergraduate and graduate curricula. The Graduate School will continue to compile data on retention and use this data to reexamine admissions criteria and enrollment procedures to identify potential obstacles to degree completion. One of the challenges facing Ph.D. programs is the decline in the number of academic positions for recent graduates. The Graduate School has recently hired a Professional Development Director to help graduate students prepare and apply for non-academic careers. Individual graduate programs are also addressing this changing landscape. The Ph.D. Program in English was awarded a National Endowment for the Humanities Next Generation Ph.D. planning grant to explore new options for Ph.D. students in the humanities.

The University will continue its process of systematic review of all areas affecting the awarding of academic credit. Initiatives from the OPC to strengthen the partnerships and articulation agreements among the state institutions have been proposed as well as an exploration of the options available for students and the methods used by colleges and universities to evaluate prior learning for the awarding of credit.

Continued growth is also expected in our transfer student population, possibly requiring increased resources for the Transfer Resource Center.

Growth is expected in study abroad programs as plans are underway to add Japan and a Middle Eastern country to the current list of nations participating in the International Engineering Program and International Business Program. Further, an interdisciplinary program in international studies and diplomacy is being created. Assuming growth in the presence of international students at URI (which is uncertain in light of current changes in immigration policy), there will be an expansion of the Pathways program.

Additional growth is expected in course offerings and students served in Winter J-Term. Regular analyses of courses offered and delivery formats of those offerings continue. For example, modular course offerings are being explored in some gateway courses. This will allow students in need of some remedial skills to meet the academic prerequisites for other required courses without registering for an overly heavy course load or for an additional semester.

There are no projected changes in the fundamental approval processes for online courses and programs, which ensure that the institution retains control of academic quality. We do project growth in online programs and will continue to update practice and procedures to assure their integrity.

Finally, as discussed elsewhere, the process of Academic Program Review has developed strongly at the University. During the next several years, a method of assessing its value and impact will be developed.

Standard 4: The Academic Program

(Summary - Degree-Seeking Enrollment and Degrees)

2016 Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Post-Bachelor's Certificate	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	0	12,353	9	577	797	6	0	393	14,135
Main Campus PT	0	1,198	21	639	56	48	0	102	2,064
Other Principal Campus FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Other Principal Campus PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Branch campuses FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Branch campuses PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Other Locations FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Other Locations PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Overseas Locations FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Overseas Locations FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Distance education FT	0	59	0	34	0	0	0	0	93
Distance education PT	0	335	31	24	0	0	0	0	390
Correspondence FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Correspondence PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Low-Residency FT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Low-Residency PT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Unduplicated Headcount Total	0	13,945	61	1,274	853	54	0	495	16,682
Total FTE	0.0	13,184.8	35.0	1,036.2	843.6	28.4	0.0	622.4	15,750.5
Enter FTE definition:		Total credits / 15	Total credits / 9	Total credits / 9	Total credits / 9 plus total credits for Pharm.D / 15	Total credits / 9		Total credits / 9	
Degrees Awarded, Most Recent Year (Aug and Dec 2016, May 2017)	0	3,343	74	547	156	9	0	91	4,220

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Data as of 15 October 2016.
Student enrollments are not identified by campus.
Most recent calendar year of degree conferrals includes summer and fall 2016 and spring 2017 awards. Data is total degrees, not individuals.
One post-Master's certificate is categorized here with post-Bachelor's certificate.

Standard 4: The Academic Program

(Summary - Non-degree seeking Enrollment and Awards)

2016 Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	0	37	40	42	14,135	14,177
Main Campus PT	0	1,310	3	1,313	2,064	3,377
Other Principal Campus FT	n/a	n/a	n/a	0	0	0
Other Principal Campus PT	n/a	n/a	n/a	0	0	0
Branch campuses FT	n/a	n/a	n/a	0	0	0
Branch campuses PT	n/a	n/a	n/a	0	0	0
Other Locations FT	n/a	n/a	n/a	35	0	35
Other Locations PT	n/a	n/a	n/a	0	0	0
Overseas Locations FT	n/a	n/a	n/a	0	0	0
Overseas Locations FT	n/a	n/a	n/a	0	0	0
Distance education FT	0	0	0	0	93	93
Distance education PT	0	0	0	0	390	390
Correspondence FT	n/a	n/a	n/a	0	0	0
Correspondence PT	n/a	n/a	n/a	0	0	0
Low-Residency FT	n/a	n/a	n/a	0	0	0
Low-Residency PT	n/a	n/a	n/a	0	0	0
Unduplicated Headcount Total	0	1,347	43	1,390	16,682	18,072
Total FTE	n/a	395.4	38.9	434.3	15,750.5	16,185
Enter FTE definition:	n/a	Undergraduate total credits / 15; graduate total credits / 9	Undergraduate total credits / 15	Undergraduate total credits / 15; graduate total credits / 9	Undergraduate total credits / 15; graduate total credits / 9	
Certificates Awarded, Most Recent Year	0					

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Data as of 15 October 2016.
Student enrollments are not identified by campus.

Standard 4: The Academic Program							
(Headcount by UNDERGRADUATE Major)							
?		Number of credits*	3 Years Prior (Fall 2013)	2 Years Prior (Fall 21014	1 Year Prior (Fall 2015)	Current Year (Fall 2016)	Next Year Forward (goal) (Fall 2017)
	For Fall Term, as of Census Date						
Certificate							
?	n/a						
	Total		0	0	0	0	0
Associate							
?	n/a						
	Total		0	0	0	0	0
Baccalaureate (by First Major)							
?	Accounting - BS	121	340	399	397	351	369
	African & African American Studies - BA	120	12	16	8	6	6
	Animal Science & Technology - BS	120	309	302	313	342	342
	Anthropology - BA	120	56	52	60	46	46
	Applied Communications - BIS	118	3	2	3	1	1
	Applied Sociology - BS	120-126	264	306	304	280	168
	Aquaculture & Fishery Technology - BS	130	37	35	37	47	47
	Art - BA	120	79	77	66	55	55
	Art - BFA	120	51	44	41	34	34
	Art History - BA	120	14	20	14	11	11
	Biological Sciences - BS	120	427	364	331	282	268
	Biology - BA	120	98	136	146	130	124
	Biomedical Engineering - BS	124	145	191	205	215	215
	Business Institutions - BIS	118	45	38	31	31	31
	Cell & Molecular Biology - BS	120	16	79	147	227	250
	Chemical Engineering - BS	120	132	145	166	176	176
	Chemistry - BA	120	14	9	13	3	3
	Chemistry - BS	120	56	51	35	52	52
	Chemistry/Forensic Chemistry - BS	120	21	14	20	21	21
	Chinese - BA	120	35	36	39	25	25
	Civil Engineering - BS	124	207	201	214	202	202
	Classical Studies - BA	120	9	11	14	11	11
	Coastal Marine Policy Management - BS (Marine Affairs)	120	51	62	65	67	67
	Coastal Marine Policy Studies - BA (Marine Affairs)	120	50	36	27	22	22
	Communication Studies - BA	120	599	597	603	584	555
	Communicative Disorders - BS	120	247	239	232	277	277
	Computer Engineering - BS	124	89	117	125	117	117
	Computer Science - BA	121	73	103	117	103	103
	Computer Science - BS	124	164	202	237	293	322
	Criminology - BS	-	-	-	-	-	160
	Economics - BA	120	107	109	137	149	149
	Economics - BS	120	76	84	105	94	94
	Electrical Engineering - BS	123	121	113	119	118	118
	Elementary Education - BA	120	227	241	246	253	266
	Elementary Education - BS	120	2	3	4	6	6
	English - BA	120	165	140	153	123	123
	Entreprenuerial Management - BS	120	112	116	114	113	113
	Environment & Natural Resource Economics - BS	120	63	76	85	84	84
	Environmental Economics & Management - BS	120	17	4	2	-	-
	Environmental Horticulture & Turf Management - BS	120	59	55	55	50	50
	Environmental Science & Management - BS	120	94	103	109	113	113
	Film Media - BA	120	173	173	147	151	151
	Finance - BS	120	183	229	252	263	271
	French - BA	120	55	52	49	23	23
	Gender & Women's Studies - BA	120	7	9	16	9	9
	General Business Administration - BS	120	203	194	222	196	206
	Geology and Geological Oceanography - BS	120	55	62	68	57	57
	Geosciences - BS	120	3	3	1	-	-
	German - BA	120	18	19	24	8	8
	Global Business Management - BS	120	75	83	71	77	77
	Health Services Administration - BIS	118	13	11	11	10	10
	Health Studies - BS	120	203	271	323	350	368
	History - BA	120	149	131	116	99	99
	Human Development & Family Studies - BS	120	426	423	402	364	364
	Human Studies - BIS	118	15	15	20	20	20
	Industrial & Systems Engineering - BS	122	46	60	67	67	67
	Italian - BA	120	30	18	15	10	10
	Journalism - BA	120	114	103	127	84	84
	Kinesiology - BS	120 - 124	657	679	756	723	723
	Landscape Architecture - BLA	126	62	64	63	67	67

	Marine Biology - BS	120	209	219	204	198	198
	Marketing - BS	120	217	282	280	293	308
	Mathematics - BA	120	14	10	14	8	8
	Mathematics - BS	120	51	52	57	60	60
	Mechanical Engineering - BS	122	344	408	431	425	425
	Medical Laboratory Science - BS	120	134	124	116	148	148
	Microbiology - BS	120	50	29	13	3	3
	Music - BA	120	25	21	19	15	15
	Music - BM	124	40	40	42	43	43
	Music Education - BOM	131	-	9	4	-	-
	Music Performance - BOM	124	1	-	-	-	-
	Nursing - BS	120	867	848	862	943	943
	Nursing RN - BS	60	-	-	-	394	394
	Nutrition & Dietetics - BS	120	160	172	135	144	144
	Ocean Engineering - BS	126	122	129	135	138	138
	Pharmaceutical Sciences - BS	121	153	170	166	186	186
	Philosophy - BA	120	32	28	24	20	20
	Physics - BA	120	3	1	2	1	1
	Physics - BS	120	29	32	34	33	33
	Physics & Physical Oceanography - BS	129	1	2	3	4	4
	Plant Science - BS	120	2	-	-	-	-
	Political Science - BA	120	201	180	181	181	190
	Psychology - BA	120	598	476	444	422	422
	Psychology - BS	120	34	104	125	132	132
	Public Relations - BA	120	165	178	200	192	192
	Resource Economics & Commerce - BS	120	2	1	-		-
	Secondary Education - BA	120	205	184	189	205	215
	Secondary Education - BS	120	-	1	1	4	4
	Sociology - BA	120	63	59	54	48	48
	Spanish - BA	120	38	33	47	24	24
	Supply Chain Management - BS	120	86	123	150	182	191
	Sustainable Agric & Food - BS	120	-	-	-	4	8
	Textile Marketing - BS	120	27	22	24	34	34
	Textiles, Fashion Merchandising & Design - BS	120	262	245	257	223	223
	Theatre - BA	120	2	2	1	-	-
	Theatre - BFA	120	56	55	51	55	55
	Wildlife Biology & Management - BS	120	1	-	-	-	-
	Wildlife Conservation Biology - BS	120	102	101	111	151	151
	Writing & Rhetoric - BA	120	44	42	46	42	42
	Undeclared Arts & Sciences - BA	n/a	75	67	54	41	41
	Undeclared Arts & Sciences - BS	n/a	17	14	9	8	8
	Undeclared Business - BS	n/a	191	146	179	305	336
	Undeclared Environment & Life Sciences - BA	n/a	32	16	6	3	3
	Undeclared Environment & Life Sciences - BS	n/a	20	20	29	17	17
	Undeclared Engineering - BS	n/a	101	66	50	81	81
	Undeclared Human Science & Services - BA	n/a	1	4	1	-	-
	Undeclared Human Science & Services - BS	n/a	18	23	22	8	8
	Undeclared University College - BA	n/a	567	558	508	512	486
	Undeclared University College - BS	n/a	24	33	47	49	49
	Undeclared College of Continuing Education - BIS	n/a	10	5	6	4	4
	Waiting for Music Edducation - BOM	n/a	25	15	20	18	18
	Waiting for Psychology - BA	n/a	51	57	52	60	60
	Waiting for Environment & Life Sciences - BS	n/a	1	-	-	-	-
	Waiting for Nutrition & Dietetics - BS	n/a	42	35	26	22	22
	Waiting for Elementary Education - BA	n/a	4	-	-	2	2
	Waiting for Secondary Education - BS	n/a	-	1	-	3	3
	Waiting for Textile Marketing - BS	n/a	1	-	-	-	-
	Waiting for Textile Marketing & Design - BS	n/a	4	-	1	-	-
	Waiting for Business Administration - BS	n/a	249	171	13	-	-
	Wanting Engineering - BS	n/a	111	144	142	149	110
	Waiting for Kinesiology - BS	n/a	124	96	30	16	32
		Total	13,181	13,380	13,506	13,945	14,090
	Total Undergraduate		13,181	13,380	13,506	13,945	14,090
* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)							
Please enter any explanatory notes in the box below							
Census data are as of October 15th each year. Data for first major incompletely reflects academic robustness; ~12% of students also are enrolled in a second major and ~5% in a minor. Variable required credits depend on track within the major. Students with "waiting for" and "wanting" academic plans have not completed requirements to declare an intended major. Data include off campus study enrollment.							

Standard 4: The Academic Program							
(Headcount by GRADUATE Major)							
?	For Fall Term, as of Census Date						
?		Number of credits*	3 Years Prior (Fall 2013)	2 Years Prior (Fall 21014	1 Year Prior (Fall 2015)	Current Year (Fall 2016)	Next Year Forward (goal) (Fall 2017)
Master's							
?	Accounting - MS	30	55	33	32	34	34
	Biological Sciences - MS	min 30	-	-	-	-	-
	Business Administration - Fulltime MBA	45	30	30	30	18	18
	Business Administration - MBA	30-45	186	165	178	165	165
	Business Administration - Providence Metro MBA	45	8	8	10	4	4
	Cell & Molecular Biology - MS	30	6	2	-	-	-
	Chemical Engineering - MS	30	12	7	9	13	13
	Chemistry - MS	30-31	6	3	8	8	8
	Civil and Environmental Engineering - MS	30	15	21	18	20	20
	Communication Studies - MA	min 30	29	28	23	19	19
	Computer Science - MS	30	24	22	22	21	21
	Conservation Biology - MESM	36	9	7	7	3	3
	Cyber Security - PSM	36	-	-	17	41	41
	Nutrition & Dietetics - MS	30	-	-	-	58	58
	Earth & Hydrological Science - MESM	36	3	4	3	3	3
	Education - MA	min 30	47	46	47	55	55
	Education - MA with teacher certification program	min 30	39	43	51	52	52
	Electrical Engineering - MS	min 30	27	26	29	25	25
	English - MA	30	9	8	7	5	5
	Environment & Natural Resource Economics - MS	30-34	16	13	11	9	9
	Environmental Biology - MS	min 30	42	40	45	45	45
	Environmental Science & Management - MESM	min 30	14	10	9	13	13
	Environmental Science: Geosciences - MS	min 30	-	-	-	-	-
	Environmental Sciences - MS	min 30	-	-	-	-	-
	Finance - MS	30	-	-	-	2	2
	Fish, Animal & Veterinary Science - MS	min 30	1	1	-	-	-
	History - MA	24-30	19	8	9	12	12
	Human Development & Family Studies - MS	39	47	55	58	53	53
	Industrial Systems Engineering - MS	min 30	1	-	-	-	-
	Interdisciplinary Neuroscience - MS	min 30	8	6	5	8	8
	Kinesiology - MS	32	18	16	15	13	13
	Labor Relations & Human Resources - MS	39	13	12	11	13	13
	Library & Information Studies - MLIS	36	96	98	106	97	97
	Manufacturing Engineering - MS	min 30	14	10	10	9	9
	Marine Affairs - MA	30	13	14	18	14	14
	Master of Marine Affairs - MMA	45	17	15	13	16	16
	Mathematics - MS	30	8	6	8	10	10
	Mechical Engineering and Applied Mechanics - MS	min 30	45	40	34	27	27
	Medical Lab Science - MS	33-39	46	43	45	44	44
	Medical Physics - MS	41	1	1	-	-	1
	Music - MM	12-15	11	12	9	8	8
	Nursing - MS	42-46	81	85	65	69	69
	Nutrition & Food Science - MS	30	22	21	20	15	15
	Ocean Engineering - MS	30	28	25	35	24	24
	Oceanography - MOO	30	1	-	2	10	10
	Oceanography - MS	??	26	21	19	15	15
	Pharmaceutical Sciences - MS	30	14	12	11	7	7
	Physics - MS	30	3	5	4	2	2
	Planning & Design - MESM	36	-	-	2	7	7
	Political Science - MA	30	15	13	12	14	14
	Psychology (School) - MA	60	15	15	19	1	1
	Psychology (School) - MS	60	11	9	9	10	10
	Public Administration - MPA	min 36	28	27	30	43	43
	Remote Sensing & Spacial - MESM	36	7	4	3	1	1
	Spanish - MA	30	12	11	10	10	10
	Special Education - MA	36	25	22	10	7	7
	Speech-Language Pathology - MS	54	48	50	45	44	44
	Statistics - MS	??	9	11	9	11	11
	Sustainable Systems - MESM	36	5	2	3	3	3
	TESOL/Dual Language Immersion - MA	31	-	-	-	24	40
	Textile Fashion Merchandising & Design - MS	30-33	13	14	13	12	12
	Wetland Ecological Science - MESM	36	6	2	2	8	8
	Total		1,304	1,202	1,220	1,274	1,291

Doctorate							
?	Applied Mathematical Sciences - PHD	closed	1	1	1	-	-
	Biological Sciences - PHD	min 72	6	-	-	-	-
	Businees Administration - PHD	min 72	17	13	17	16	16
	Cell & Molecular Biology - PHD	72	7	4	3	-	-
	Chemical Engineering - PHD	15-33	12	18	16	15	15
	Chemistry - PHD	15	41	47	43	47	47
	Civil and Environmental Engineering - PHD	42	13	10	13	12	12
	Computer Science - PHD	72	12	12	13	16	16
	Education - PHD	58-88	39	51	47	54	54
	Electrical Engineering - PHD	min 72	25	24	24	19	19
	English - PHD	72	51	52	47	45	45
	Environment & Natural Resource Economics - PHD	72	18	17	14	15	15
	Environmental Biology - PHD	min 72	44	54	57	65	65
	Environmental Science: Fish Science - PHD	min 72	-	-	-	-	-
	Environmental Science: Natural Resources - PHD	min 72	5	1	-	-	-
	Environmental Sciences - PHD	min 72	7	5	3	1	1
	Industrial Systems Engineering - PHD	min 72	10	11	9	7	7
	Interdisciplinary Neuroscience - PHD	min 72	5	11	10	12	12
	Marine Affairs - PHD	66	2	3	7	8	8
	Mathematics - PHD	72	10	12	11	9	9
	Mechancial Engineering and Applied Mechanics - PHD	min 72	12	12	11	12	12
	Medicinal Chemistry and Pharmacognosy - PHD	72	1	2	-	-	-
	Nursing - DNP	min 42-72	8	30	37	28	28
	Nursing - PHD	35	22	18	17	20	20
	Nutrition & Food Science - PHD	min 72	-	-	-	-	-
	Ocean Engineering - PHD	72	9	7	12	15	15
	Oceanography - PHD	??	42	37	40	36	36
	Pharmaceut & Drug Design - PHD	72	1	-	-	-	-
	Pharmaceutical Sciences - PHD	72	32	32	33	35	35
	Pharmacology & Toxicology - PHD	72	-	-	-	-	-
	Physical Therapy - DPT	min 109	92	93	92	91	91
	Physics - PHD	72	15	14	13	15	15
	Psychology (Behavioral Science) - PHD	min 90	5	4	4	2	2
	Psychology (Clinical) - PHD	min 90	65	67	60	71	71
	Psychology (General-Experimental) - PHD	min 90	8	7	2	1	1
	School Psychology - PHD	min 90	4	4	4	1	1
	Total		641	673	660	668	668
Doctorate - Professional Practice							
?	Pharmacy - PMD	196-198	728	769	755	734	734
	Total		728	769	755	734	734
Post-baccalaureate Certificate							
?	Advance Practice Nursing Certificate	18-21	-	4	3	5	5
	Community Planning Graduate Certificate	15	-	-	1	1	1
	Cyber Security Certificate	16	14	14	20	23	25
	Digital Forensics Certificate	12	14	9	5	6	6
	Digital Literacy Certificate	12	-	-	2	2	2
	Early Childhood Education Certificate	50-66	2	3	6	2	2
	GeoInformation Systems & Remote Sensing Certificate	19	2	28	22	3	3
	Human Development & Family Studies Certificate		-	1	2	2	2
	Human Resources Certification	12	9	10	8	7	7
	Hydrology Certificate	15	-	-	2	-	-
	Labor Relations Certification	12	5	3	3	2	2
	Library & Information Studies Teaching Certificate	variable	-	-	-	-	-
	Neuroscience Certificate	12-16	1	4	2	1	1
	Nursing Certificate	18-21	10	1	1	-	-
	Nursing Education Certificate	12	-	1	1	-	-
	Physical Education Teaching Certificate		-	-	4	7	7
	Gender and Women's Studies Certificate	15	-	-	2	-	-
	Total		57	78	84	61	63
	Total Graduate		2,730	2,722	2,719	2,737	2,756
	* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)						
Please enter any explanatory notes in the box below							
Census data October 15th each year. Number of required credits are variable depending on prior educational level, thesis/non-thesis, and track options. Doctoral degrees may require Master's degree or qualifying examination and additional credits.							

Standard 4: The Academic Program

(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

?		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
?		AY2013-14	AY2014-15	AY2015-16	(AY2016-17)	AY2017-18)
		(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Undergraduate						
?	Accounting	5,564	5,888	5,750	5,154	tbd
	Africana Studies	891	1,095	1,037	1,148	tbd
	Art & Art History	6,048	6,457	5,603	4,763	tbd
	Biological Sciences	16,325	19,218	19,410	19,968	tbd
	Biomedical and Pharmaceutical Sciences	5,533	5,632	5,153	6,112	tbd
	Business Administration	15,974	16,238	16,797	18,280	tbd
	Cell & Molecular Biology	7,540	8,483	7,197	8,078	tbd
	Chemical Engineering	1,849	1,837	2,399	2,426	tbd
	Chemistry	15,791	16,115	15,980	16,410	tbd
	Civil & Environmental Engineering	2,912	3,268	3,606	2,291	tbd
	Comminity Service	0	9	3	2	tbd
	Comminucation Studies	21,367	21,852	23,088	23,661	tbd
	Communicative Disorders	3,302	3,033	3,146	3,697	tbd
	Computer Science & Statistics	10,672	11,800	12,807	14,242	tbd
	Continuing Education	355	539	632	0	tbd
	Economics	9,885	10,316	11,363	10,794	tbd
	Education	6,884	8,015	8,122	9,177	tbd
	Electrical, Computer & Biomedical Engineering	4,609	5,169	5,232	5,886	tbd
	Engineering	128	90	161	144	tbd
	English	15,002	14,846	15,132	14,120	tbd
	Environmental & Natural Resource Economics	1,800	2,095	2,151	2,025	tbd
	Environmental Science	74	104	98	98	tbd
	Film/Media	3,859	3,500	4,089	5,026	tbd
	Finance	2,844	3,927	3,663	3,226	tbd
	Fisheries, Animal & Veterinary Science	7,316	7,489	7,839	7,338	tbd
	Gender & Women's Studies	3,479	3,078	3,289	3,116	tbd
	Geosciences	3,496	3,333	2,955	3,009	tbd
	Graduate School of Library & Information Studies	4	0	0	0	tbd
	Graduate School of Oceanography	1,367	1,565	2,163	1,784	tbd
	Harrington School of Communications & Media	0	0	0	0	tbd
	Health Sciences	0	528	465	1,471	tbd
	History	7,883	7,647	7,622	7,797	tbd
	Honors Program	2,485	2,665	2,725	2,610	tbd
	Human Development & Family Studies	8,795	9,380	9,694	9,120	tbd
	Interdisciplinary Neuroscience Program	0	0	0	0	tbd
	Internship Program	2,145	2,144	2,229	2,037	tbd
	Journalism	3,701	3,611	3,496	3,142	tbd
	Kinesiology	10,959	10,755	12,195	10,532	tbd
	Labor Relations Center	141	249	222	81	tbd
	Landscape Architecture	3,018	2,543	2,557	3,426	tbd
	Library	765	705	348	489	tbd
	Marine Affairs	1,653	1,610	1,723	1,869	tbd
	Marketing	2,990	3,244	3,339	3,764	tbd
	Mathematics	19,202	17,443	18,025	19,610	tbd
	Mechanical Industrial & Systems Engineering	7,036	8,479	8,294	8,752	tbd
	Military Science	345	264	239	215	tbd
	Modern & Classical Languages & Literatures	19,704	19,264	19,340	18,948	tbd
	Music	6,661	5,839	5,588	6,623	tbd
	Natural Resources Science	3,998	3,978	4,391	4,914	tbd
	Nursing	12,107	11,685	11,618	16,417	tbd
	Nutrition & Food Sciences	6,412	6,481	6,173	6,460	tbd
	Ocean Engineering	1,208	1,138	1,369	1,451	tbd
	Pharmacy Practice	5,918	6,212	6,497	6,113	tbd
	Philosophy	9,426	9,735	9,379	7,683	tbd
	Physical Therapy	543	24	57	18	tbd
	Physics	9,445	8,033	9,017	8,942	tbd
	Plant Sciences & Entomology	3,456	3,173	3,742	3,335	tbd
	Political Science	6,311	6,257	6,120	7,706	tbd
	Professional & Continuing Studies	0	0	0	889	tbd
	Psychology	19,655	19,105	19,289	19,467	tbd
	Sociology & Anthropology	10,818	10,731	9,969	9,561	tbd
	Textiles, Fashion Merchandising & Design	4,597	4,298	4,123	3,877	tbd
	Theatre	4,951	4,796	4,658	4,805	tbd
	University College for Academic Success - Freshman Seminar	2,755	2,842	2,629	2,911	tbd
	University College for Academic Success - Seminar	0	176	371	172	tbd
	Writing & Rhetoric	13,994	13,794	12,486	11,715	tbd
	Total	387,942	393,818	398,851	408,894	0
Graduate						
	Accounting	1,163	877	861	754	tbd
	Africana Studies	0	0	0	0	tbd
	Art & Art History	0	0	0	0	tbd
	Biological Sciences	668	653	564	491	tbd
	Biomedical and Pharmaceutical Sciences	1,928	1,935	1,892	1,712	tbd

	Business Administration	2,421	1,969	2,252	1,911	tbd
	Cell & Molecular Biology	1,030	947	918	1,103	tbd
	Chemical Engineering	662	555	575	498	tbd
	Chemistry	829	881	912	954	tbd
	Civil & Environmental Engineering	351	400	425	563	tbd
	Comminity Service	0	0	0	0	tbd
	Comminucation Studies	282	795	359	265	tbd
	Communicative Disorders	1,087	1,115	973	985	tbd
	Computer Science & Statistics	909	881	868	1,202	tbd
	Continuing Education	63	0	0	0	tbd
	Economics	401	298	233	111	tbd
	Education	1,400	1,348	1,283	1,715	tbd
	Electrical, Computer & Biomedical Engineering	712	888	847	617	tbd
	Engineering	24	0	0	0	tbd
	English	506	1,425	530	560	tbd
	Environmental & Natural Resource Economics	626	541	496	443	tbd
	Environmental Science	0	0	0	0	tbd
	Film/Media	0	0	0	0	tbd
	Finance	376	386	253	180	tbd
	Fisheries, Animal & Veterinary Science	172	192	336	220	tbd
	Gender & Women's Studies	0	9	18	18	tbd
	Geosciences	288	245	332	364	tbd
	Graduate School of Library & Information Studies	1,189	999	1,141	1,139	tbd
	Graduate School of Oceanography	1,196	1,011	1,239	1,017	tbd
	Harrington School of Communications & Media	138	0	0	0	tbd
	Health Sciences	0	0	0	0	tbd
	History	144	107	91	112	tbd
	Honors Program	0	57	0	0	tbd
	Human Development & Family Studies	1,028	1,138	1,309	1,102	tbd
	Interdisciplinary Neuroscience Program				48	tbd
	Internship Program	0	0	0	0	tbd
	Journalism	0	0	0	0	tbd
	Kinesiology	232	274	206	211	tbd
	Labor Relations Center	36	218	294	189	tbd
	Landscape Architecture	67	67	106	111	tbd
	Library	0	117	75	18	tbd
	Marine Affairs	541	596	567	636	tbd
	Marketing	369	381	361	376	tbd
	Mathematics	253	262	220	259	tbd
	Mechanical Industrial & Systems Engineering	911	836	813	913	tbd
	Military Science	0	0	0	0	tbd
	Modern & Classical Languages & Literatures	117	159	120	99	tbd
	Music	151	414	110	122	tbd
	Natural Resources Science	696	936	857	896	tbd
	Nursing	1,770	1,601	1,380	1,400	tbd
	Nutrition & Food Sciences	290	301	301	1,063	tbd
	Ocean Engineering	436	396	580	591	tbd
	Pharmacy Practice	5,485	6,326	7,207	6,304	tbd
	Philosophy	3	111	0	0	tbd
	Physical Therapy	2,962	2,927	3,006	2,884	tbd
	Physics	297	444	416	364	tbd
	Plant Sciences & Entomology	74	155	81	90	tbd
	Political Science	575	612	507	606	tbd
	Professional & Continuing Studies	0	0	0	63	tbd
	Psychology	2,129	2,016	2,006	1,617	tbd
	Sociology & Anthropology	3	12	0	21	tbd
	Textiles, Fashion Merchandising & Design	105	174	63	110	tbd
	Theatre	0	0	0	0	tbd
	University College for Academic Success - Freshman Seminar	0	0	0	0	tbd
	University College for Academic Success - Seminar	0	0	0	0	tbd
	Writing & Rhetoric	209	246	167	231	tbd
	Total	37,304	39,227	38,148	37,256	0

Information Literacy Sessions

	Main campus	AY2013-14	AY2014-15	AY2015-16	(AY2016-17)	AY2017-18) est.
	Sessions embedded in a class	803	718	633	410	n/a
	Free-standing sessions	11	14	11	14	n/a
	Branch/other locations					
	Sessions embedded in a class	34	38	39	est. 36	36
	Free-standing sessions	n/a	n/a	n/a	n/a	n/a
	Online sessions	10	20	n/a	n/a	n/a
URL of Information Literacy Reports:		http://uri.libguides.com/instruction				

Please enter any explanatory notes in the box below

These data combine Fall and Spring terms in an academic year. Summer session data are excluded. The data represent credits by discipline codes offered by departments and may understate some cases. For example, some Honors courses are offered by multiple departments under their own codes in addition to the Honors Department HPR discipline code. Cross-listed courses are attributed to the discipline code of enrollment. The 41% increase in Nursing credits in FY2017 results from introduction of the online RN to BS program.

The University Libraries offer information literacy (IL) credit-bearing courses (these are general education courses), programmatic instruction for introductory Writing courses (WRT 104 and WRT 106), Talent Development pre-matriculation summer program students, and a wide variety of single session subject focused information literacy classes for other credit bearing courses.

Source: Course datasets extracted approximately at Oct 15th and Mar 1st and parsed by offering department.

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STANDARD FIVE: STUDENTS

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Introduction. In fall 2016, the University had a total student census of 17,834 students, including 14,801 undergraduates and 3,033 graduate students. These students were enrolled in baccalaureate, post-baccalaureate certificate, master's, professional science master's, post-master's certificate, doctor of philosophy and professional doctoral degrees. Students take courses at three teaching campuses: the Kingston (Main) Campus, the Graduate School of Oceanography's Narragansett Bay Campus, the Feinstein Providence Campus, and several satellite locations (see Institutional Characteristics form in front matter). Of the total student population, approximately 6,000 live in campus housing. Out-of-state students account for 46.3% of the undergraduate student population.

The undergraduate student population in AY2016-17 was 18.4% larger than is was at the time of 2007 NEASC comprehensive evaluation, while the graduate student population is approximately 10.3% smaller. In AY2016-17, there were 8,445 women and 6,587 men enrolled in part- and full-time undergraduate and non-degree programs and 1,819 women and 1,221 men undertaking graduate study.

The diversity of undergraduate students has increased. In 2007, 11.5% of students (for whom race/ethnicity was known) identified as Black, non-Hispanic; American Indian or Alaska Native; Asian or Pacific Islander; or Hispanic. In 2016, 19.5% identified as Black or African American, non-Hispanic; American Indian or Alaska Native, non-Hispanic; Asian, non-Hispanic; or Native Hawaiian or other Pacific Islander, non-Hispanic.

ADMISSIONS

DESCRIPTION

Undergraduate Admission. The publicly stated goal of the Office of Admission is:

> …to enroll a diverse undergraduate class of freshman and transfer students from the State of Rhode Island as well as from other states and countries. We seek to enroll students prepared to be successful at the University, who possess a variety of talents and strengths, who are committed to becoming contributing members of the community, and who will be stimulated and challenged by doing undergraduate work in an environment that includes scholarly research and graduate study.

In addition, the *Manual* (§8.10.20-21) includes the following admission policy statement:

> The University desires that its matriculating students shall be not only competent to perform well in the classroom, but also possess wide interests and positive qualities of character and personality. Students are selected for enrollment primarily on the basis of their academic competence and

potential without regard to age, race, sex, creed, national origin, or disability. In accordance with Section 504 of the Rehabilitation Act of 1973, the University shall not discriminate against any student applicant who is otherwise qualified, solely on the basis of a disability. The University recognizes its very real obligation to the citizens of Rhode Island, and accordingly assigns priority in undergraduate admission to well-qualified residents of the state of Rhode Island. At the same time, the University recognizes that the intellectual horizons of its students are greatly broadened by an exchange of ideas with students from other parts of the United States and from other countries.

The University recognizes that many potentially worthy candidates may have suffered educational deprivation for causes quite beyond their control in following the normal pattern of preparatory studies. This circumstance may be taken into account at the time of admission.

Admissions at the University has evolved from a set of processes and programs to an enrollment management strategic approach. With the addition of the Vice Provost for Enrollment Management position and the creation of an Enrollment Management team, the University has undertaken a series of strategic initiatives that have resulted in record enrollments and increased diversity, selectivity, and quality. The use of strategic data and creation of predictive models are part of the recruitment and yield process.

The recruitment activities of the Office of Admission include a variety of efforts to compete in an era of decreasing high school graduates in Rhode Island and the Northeast. On campus recruiting events include two large open house events each fall, which attract approximately 2,500 prospective students and their families. The open house events feature campus tours and a University Fair where academic programs and student services representatives provide information and answer questions on topics ranging from campus life to choosing a major. The Office of Admission also hosts prospective students and their families for daily tours and information sessions. Campus tours are provided by 100 student guides who give 90-minute, 2.1 mile tours of the campus every day except Sunday. Approximately 40,000 guests tour the campus each year. Virtual tours are available online and a brochure allows visitors to take a self-guided tour. In addition, 45-minute admission information sessions are conducted every weekday and many Saturdays. Some URI colleges and programs also offer focused information sessions, which are listed on the admission website.

Each year the Office of Admission sends staff to approximately 600 high schools and 450 college fairs in the United States and abroad. Representatives give presentations, provide information, and answer the questions of prospective students and their families. An additional staff member was added to support international recruitment. The admissions Viewbook is mailed to thousands of high school seniors and given to campus visitors. To enhance recruitment efforts, the University has also partnered with several online strategic partners, including Cappex and Carnegie, and launched a virtual tour in the fall of 2015 that has helped gather over 40,000 views from every state and from over 60 countries. These efforts have helped increase the University's list of prospects and have helped support continued application growth.

One click on the University's homepage takes prospective students to admission information. Students can then choose information concerning freshman, transfer, or international student admission. This information is also available in the *Catalog*. Briefly, undergraduate admission requires 18 units of college preparatory work, including four units of English, three units of mathematics, two units of science, two units of history or social science, two units of the same foreign language, and five additional units of college preparatory classes. There are additional requirements for students wishing to major in business, chemistry, computer science, physics, engineering, pharmacy, nursing, or music. Students must also submit a high school transcript, SAT or ACT scores, an essay, and at least one letter of recommendation. The admission office website and the *Catalog* provide additional information for advanced placement and international baccalaureate, advanced standing and dual enrollment, and early enrollment/early admission. The admitted

freshman profile for 2016 was a GPA of 3.52, and SAT scores of 565 in math, 551 in reading, and 541 in writing. The average ACT score was 25.

The admission office website provides specific additional detail for transfer students. Due to limited space, some programs are not open for transfer. For example, transfer students are not currently accepted into the Pharm. D. program. International students must meet English proficiency requirements for full admission. Students who do not meet English proficiency requirements may be conditionally admitted and complete a university pathway program leading to full matriculation.

Applicants to the Providence-based School of Professional and Continuing Studies (SPCS) Bachelor of Interdisciplinary Studies degree or one of its B.A. or B.S. degrees are considered for admission through a performance-based admission process. Programs at the SPCS are designed for students who have been out of high school for at least three years.

The Office of Admission, led by the Dean of Admission, includes 33 professional and support staff. The staff is demographically diverse and receives frequent training in admission practices and trends. Compliance and sensitivity to diversity issues are assured through ongoing training, and collaboration with various campus stakeholders including the Office of Community, Equity, and Diversity, the Multicultural Student Center, and Talent Development. In fulfilling its mission, the admission office carries out a "holistic review" of all application materials.

Several programs exist to assist students with identified needs or characteristics. These include the Talent Development program, which provides preparation, advising, and community support for Rhode Island students from economically disadvantaged backgrounds; Disability Services for Students; and the Office of International Students and Scholars. In addition, the Honors Program has seen significant growth. Eligibility for the program was recently increased to a high school GPA of 3.5 and minimum SAT score of 1300 or GPA of 3.8 with no reference to SAT score.

Once admission decisions are made, the Office of Admission in collaboration with the entire campus community conducts several yield events to encourage enrollment. Formerly, program representatives telephoned out-of-state admitted students to answer questions and urge matriculation. Today, these events use internet chat rooms that allow students and families to connect with faculty and staff online. In addition, each spring the University holds several admitted-student Welcome Day events, which attract approximately 3,000 prospective students and family members. Welcome Day events include tours; a fair attended by faculty, staff, and representatives of student organizations; and breakout sessions where colleges and departments hold panel discussions, often led by current students. The University also has developed a series of outreach emails to admitted students and parents to keep them engaged and informed throughout the admission cycle.

The strategic use of financial aid has been at the center of the University's strategic enrollment plan. Internal data sets were created and predictive models developed to help foster yield. Merit scholarships and need-based aid programs have been enhanced also to foster enrollment yield. Financial aid award letters and communication have been improved to provide families with clear, concise, and timely information.

In summary, the University's strategic enrollment and recruitment efforts are substantial and focused on creating a large, diverse, and qualified cohort of applicants. Targets are established overall for the University and are then broken down by college. This is done to ensure the University meets its overall target while ensuring it has the curriculum and support programs needed to accommodate students. Retention guidelines are included in the *Manual* (§8.23.10-8-24.16). Section 8.23.12 states that:

> A student shall be dismissed for scholastic reasons at the end of the third semester of probation or when the student has a deficiency of eight or more quality points below a 2.00 average after being on probation the previous semester. (A student on probation for the second successive semester who has a deficiency of fewer than eight quality points below a 2.00 average will continue on

probation.) Students who obtain less than a 1.00 average in their first semester shall be dismissed automatically.

Under §8.24.10-16 of the *Manual*, students have the right to appeal dismissal to their dean with review by a college's scholastic standing committee. Section 8.25.10 of the *Manual* provides guidelines for the reinstatement of previously dismissed students.

The University provides many resources (some of which are discussed in detail below) to assist students having academic difficulty and/or other problems affecting academic performance. These services are located primarily, although not exclusively, in the Division of Student Affairs, University College for Academic Success, and the Office of Community, Equity, and Diversity. The Academic Enhancement Center provides tutoring and other support services for students, particularly those in difficult gateway courses. Undergraduate students may also exercise a second-grade option. The second-grade option allows students to retake a course completed within their first 30 credits and in which they receive a grade of C- minus or lower. Although all grades remain on the student's transcript, only the second grade counts toward cumulative GPA or credits toward graduation.

Financial Aid. **T**he University has a professionally staffed Financial Aid unit within the Office of Enrollment Services. The Financial Aid office assists students and their families in procuring a variety of grants, scholarships, loans, and student employment. Clear guidelines and eligibility criteria are found on the Financial Aid website for the University's Centennial, University, and Transfer Merit Scholarship awards. Information and links to information about federal and state grants and loans are also included on the website.

Scores of privately funded scholarships are available through the URI Foundation. Most of these scholarships are connected to a school or college and awarded upon a dean's recommendation. Some scholarships are for the general student population and awarded by Enrollment Services.

Information concerning the costs of tuition, room, board, and fees are included on the University's website and in the *Catalog*. The Enrollment Services website includes links to several external resources to help students and families calculate the costs and financial burden of college expenses.

Graduate Admission. Graduate admission is more decentralized than undergraduate admission. While the Graduate School has the ultimate authority to admit students, it does so upon effective recommendation of individual graduate programs. Therefore, the characteristics of candidates for graduate study are defined and described by individual programs. The Office of Admission plays no role in graduate admission.

General requirements for admission to graduate study are detailed in the *Graduate School Manual* (§ 3.20). These requirements include a baccalaureate degree from an accredited institution, an undergraduate GPA of no lower than 3.0 (or at least 2.5 with "other evidence of academic potential"), and two letters of recommendation. Students whose native language is not English must achieve acceptable TOEFL (or alternative test) scores. Standardized tests are required of most graduate programs, but are not a University requirement. Individual programs may also have other specialized requirements. Admission and retention information can be found on the Graduate School's website, in the *Catalog*, and on the websites of individual graduate programs.

The Graduate School has two admission officers who work closely with program directors throughout the admission process. There is also an Associate Dean and a Director of Graduate Recruitment and Diversity Initiatives. Historically, recruitment, including recruitment events, took place solely at the program level. In 2017, however, the Graduate School began holding open house events.

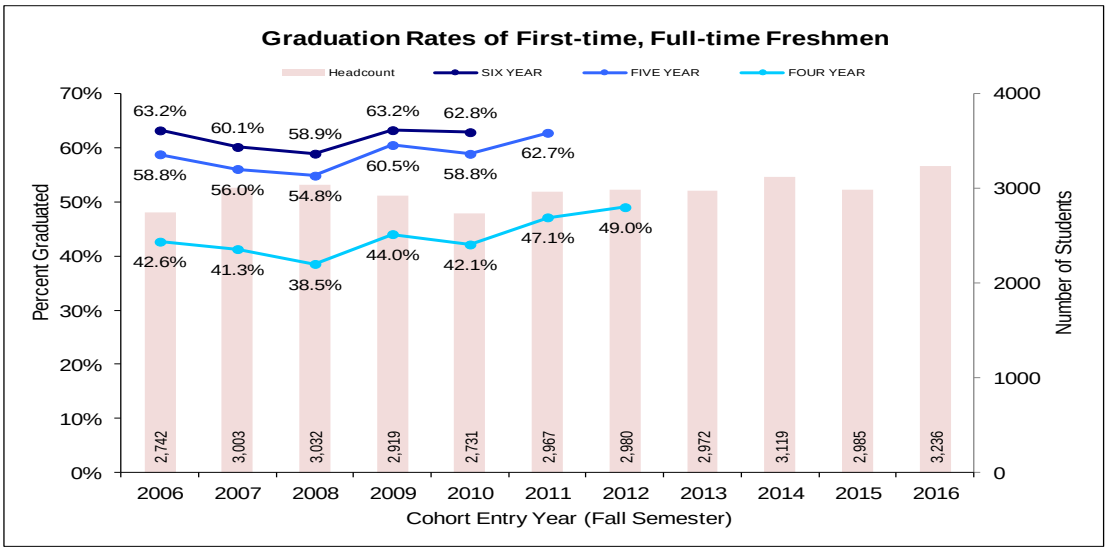
The *Graduate School Manual* (§4.90 and 4.95) details the dismissal of students for scholastic and other reasons: a 3.0 GPA is required for graduate students to remain enrolled and on non-provisional status.

APPRAISAL

By several measures, undergraduate admission has shown much success and improvement during the past 10 years. Despite unfavorable demographic trends in the both the state and region, such as declining population and declining high school enrollments, the University has experienced record undergraduate applications and has managed to increase its undergraduate student body substantially while improving quality, selectivity, diversity, and preparedness. In fact, the percentage of enrolled students scoring 500 or above on the English portion of the SAT increased from 70% in 2007 to 74.5% in 2016 and, in the same period, from 75% to 78.1% on the math portion. The percentage of freshmen who finished in the top 10% of their high school's graduating class increased from 12% to 18%. In 2016, more than 85% of entering freshmen were in the top half of their high school class. In 2007, 79% of applicants were admitted to the University, dropping to 73% in 2016. And, as mentioned earlier, the percentage of students identifying themselves as a historically under-represented minority increased during the decade to 19.5% overall.

While many more students are applying and being admitted, the yield rate of admitted students has declined during the past decade from 27.9% to 21.3%. The decline in yield has been offset by a 68.1% increase in applications during the same period.,

Graduation rates for first-time, full-time, undergraduate students have improved recently, reaching four- and six-year completion rate of 49% and 63%, respectively. The rates, however, are lower than all but one of our New England state university counterparts. First- and second-year retention rates of ~82% and ~72% indicate that larger number of students leave the institution compared to our peers. In contrast, however, the increasing proportion of students completing 30 credits by the end of their first year (55% for the 2010 cohort rising to 74% for 2016) is strong indicator that advising and academic enhancement initiatives currently in place, such as "Take 15/Finish in 4," Gateway to Completion, and Winter J-Term, are improving student success. We expect to see continued improvement in four-year and six-year graduation rates as more recent cohorts advance to graduation. The University's addition of 11 professional advisors in University College for Academic Success in fall 2016 was the latest move made to foster student success, retention, and timely completion.



Graduate admissions are below 2007 levels (following a national trend), but the number of degrees awarded has increased. In AY2007-08, 481 master's degrees were awarded, while 529 were awarded in 2016. The number of doctorates awarded during the same period from 68 to 131. Discussed in more detail elsewhere, the increase in graduate student completion rates can be attributed to stricter oversight by the Graduate School and more pressure by the Graduate School on students and major professors to complete work on time and to have well-developed plans of study.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

Introduction. The University provides a wide range of student services and co-curricular experiences. These services and experiences are provided or overseen primarily by the Division of Student Affairs; University College for Academic Success (UCAS) within the Division of Academic Affairs; and the Office of Community, Equity, and Diversity.

The Division of Student Affairs includes (relevant to this Standard and among others) the offices of Housing and Residential Life, Dining Services, Health Services, Disability Services for Students, Campus Recreation, Counseling, Dean of Students Office, Greek Life, and Talent Development. Student Affairs also oversees the Memorial (Student) Union, which houses student organizations, and Campus Stores. Approximately 50 services are listed on the Division of Student Affairs Resources at a Glance webpage. UCAS provides academic advising, transfer student services, new student programs, tutoring and academic support, and career and experiential education, including assistance with internships. The Office of Community, Equity, and Diversity oversees the Bystander Intervention Program, Gender and Sexuality Center, Multicultural Student Services Center, and the Women's Center. Information about these services and opportunities are available on the University's website. Key resources can also be accessed by clicking the Life on Campus button on the University's homepage.

Student services and co-curricular experiences align with the University's Mission Statement, URI Cornerstones, President's Transformational Goals for the 21st Century, and Academic Strategic Plan, as well as the mission and vision statements of the individual units that provide these services and experiences.

The array of services and experiences available to students at the University are too numerous to discuss in detail, but can reasonably be placed in three categories: health and well-being, academic support, and diversity and inclusion. Each is summarized, with examples, below.

Health and well-being. The health and well-being of students are promoted through several units and activities. Health Services provides a range of ambulatory primary care services, including health education and wellness programs. The clinical staff includes four medical doctors, four nurse practitioners, and a psychiatric clinical nurse. Another four medical doctors comprise the consulting clinical staff. In addition to typical medical appointments, Health Services provides laboratory, x-ray, and pharmacy services. It also has a specialized Women's Clinic and offers consulting psychiatry services. Additional behavioral and mental health assistance is available through the Counseling Center, the Psychological Consultation Center, and the Couples and Family Therapy Clinic. A specialized office of Substance Abuse Prevention Services works to forestall substance abuse problems on campus, but also helps students already in need of assistance. In addition, the office provides information to faculty and family members to help them identify students with abuse problems and guide them to the proper resources. UCAS has Early Alert Services that reach out to students and make appropriate referrals as needed. The University also hosts a mental health first aid program.

The Campus Recreation office plays an important role in student health and well-being. The office oversees several fitness facilities, including the state-of-the-art Anna Fascitelli Fitness & Wellness Center, which opened in 2013. Campus Recreation also offers aquatic programs; a variety of fitness and wellness programs, including group exercise and personal training; intramural sports; club sports; and sailing.

Finally, in addition to simply supplying food to campus, the University's office of Dining Services provides nutrition information to students, including guidelines for healthy eating and detailed nutrition facts for food served in the dining halls.

Academic support. Although academic support services can be found in nearly all departments and programs, most organized services are housed within UCAS. UCAS is a nondegree-granting college that provides support services for undergraduate students throughout their education.

A student's first contact with UCAS may come through New Student Orientation. Each year, UCAS provides eight two-day orientation sessions for first-year students and their families. Sessions provide attendees with necessary information concerning academic and student life at URI and help students make the transition to college. Workshops on topics such as thriving in a diverse community; rules around alcohol, drugs, plagiarism, and dealing with roommate issues; and the importance of student involvement are part of the Orientation programming, as is meeting individually with an academic advisor to enroll in classes. One-day orientation sessions are also held for transfer students. Follow-up orientation sessions are offered in July, September, and January. International students living outside the United States are required to attend a pre-semester Welcome Week Orientation, which is run jointly by UCAS and the Office of International Students and Scholars.

Several other programs and resources are provided by UCAS for first-year students. These include the course URI 101 Planning for Academic Success, which is a one-credit seminar required of all students entering URI with fewer than 24 credits. URI 101 assists students in their transition to higher education and includes topics ranging from academic planning to college learning strategies to understanding the resources available to students at URI. All incoming students are enrolled in a learning community: a cluster of two to three courses in their major as well as the associated URI 101seminar. These academic learning communities help students to connect with others in their major and with their faculty. UCAS also works with the Office of Housing and Residential Life in coordinating the University's Living and Learning Communities (LLCs). An LLC is a residential community dedicated to a specific academic college or major. There are also LLCs organized around personal identity as well as professional and social interests. Various support services are available within LLCs including Residential Academic Mentors, who organize academic support programs including study groups and registration events. Freshmen are automatically eligible for an LLC, although placement is not guaranteed and not all majors and programs have associated LLCs. However, students who are not in an LLC, such as commuters, may engage with LLC staff and take advantage of resources and programming.

Starfish, which is administered by UCAS, is the University's current early alert system. Starfish allows faculty to "raise a flag" when they are concerned about a new student's pattern of behavior, such as attendance, missed assignments, or other behavioral indicators of academic distress. Students receive notice of the flag and are encouraged to follow-up with the faculty member. A higher-level "in danger of failing flag" triggers involvement of a professional advisor and the Early Alert Office. Early Alert has various ways to receive notifications and referrals concerning students, which can come from family members, faculty, residential life employees, or other students. Most referrals now come through the Starfish retention technology platform. The Early Alert Office also supports students who have failed (GPA 1.0 or less) their first semester at URI. Upon dismissal, students are able to request a waiver of dismissal in order to continue at URI within the PASS program (Program for Academic Skills and Success). They must meet weekly with an academic counselor, learn about strategies for academic success, and ultimately earn a semester GPA of 2.0 in order to matriculate.

In addition to using Starfish for early alert messaging, faculty are encouraged to post their office hours for students to make appointments for advising or classroom concerns. Students and faculty may see their courses, course rosters, and list of advisees through the Starfish portal. UCAS works with each degree-granting college to ensure that advisees are assigned to faculty in eCampus so that this information appears in Starfish.

General advising is also managed by UCAS and combines systems of both professional and faculty advising. Advisors work with students of all academic interests and backgrounds, including both those with declared majors and those still exploring or trying to find the right major. In alignment with the Academic Strategic Plan, the University recently hired 11 professional advisors who are assigned to first- and second-year students in each degree-granting college. Although faculty are still involved in advising and mentoring, professional advisors relieve some of the burden from full-time faculty and contribute to the structure and professionalization of advising. Faculty and professional advisors participate in ongoing training, including a focus on mental health and well-being, "safe zone" issues, and career and major pathways. Advisors and career education specialists collaborate in teaching UCS 270, a seminar in career decision making. Professional advisors also work with the faculty and student affairs offices in the degree-granting colleges to ensure that curriculum materials are updated and posted.

The Academic Enhancement Center (AEC) provides a range of services to support academic success. Academic coaching helps students develop study skills, manage their time, and deal with test anxiety. AEC also offers three types of tutoring: walk-in centers, weekly tutoring groups, and individual appointment tutoring. The walk-in center currently helps students with chemistry, math, and physics. Weekly tutoring groups are organized around biology, cell and molecular biology, chemistry, computer science, economics, math, physics, and statistics. Students who need tutoring in a subject not listed may still receive help from an academic coach. AEC also administers the University's Writing Center, which helps students across all disciplines hone their writing abilities. The writing center also reaches out to students and faculty in the new general education courses that fulfill the writing outcome. Further, the new Writing Across URI program helps faculty both with their own writing and in pushing their students to become better writers. The goal of the program is to create a culture of writing at the University.

The Center for Career and Experiential Education (CCEE), which is also a unit of UCAS, links students with experiential education opportunities, including internships. Credit-bearing internship are available through enrollment in internship (ITR) courses. Typically, students enroll simultaneously in a variable credit field experience course (ITR 301/302) and a three-credit colloquium (ITR 303/304), during which they discuss issues raised in the internship and learn about professional development techniques and practices, such as interviewing and resume development. CCEE also runs a career planning course (ITR 300) that helps students explore personal interests and possible careers. CCEE is also the University's main conduit to employment opportunities for students and, among other things, holds university-wide and college-specific job and internship fairs, hosts employer events, and maintains RhodyNet, which is URI's online platform for internship and job postings. Most programs also have independent study courses that allow students to gain credits in their majors while engaged in experiential learning.

The Office of Academic and Student Affairs at the School of Professional and Continuing Studies provides many of the same, or substantially similar, services to Providence-based continuing education students as are available on the Kingston Campus. For example, there is an Academic Advising Office at the Feinstein Providence Campus as well as an Academic Skills Center, which provides academic coaching, tutoring, and disability services to students.

Disability Services for Students, which is a unit of the Division of Student Affairs, works with students and all units of URI to create inclusive and sustainable learning and working environments. Currently, ~1,400 students are certified as requiring some form of accommodation as compared to 688 in 2007. The number of students who received an accommodation in AY2016-17 was 848 compared to 444 in AY2007-08. The unit

has also noted a shift in the modal category of accommodation need from learning/attention to mental health. The office facilitates access, discourse, and involvement through services, programs, leadership, and collaboration. By complying with the ADAAA and Section 504 of the Rehabilitation Act, the University promotes academic success, self-advocacy, and equal opportunity through education, awareness, and an understanding that disability is a matter of cultural diversity. The office also recommends and coordinates reasonable accommodations (exam, course, program, housing, transportation), encourages student development through self-advocacy and personal decision-making, supports student commitment to academic success and retention, and provides information to faculty and administrators regarding disability awareness and inclusion.

Diversity, equity, and inclusion. Several departments at the University are involved in creating a diverse, equitable, and inclusive campus environment. Chief among these is the Office of Community, Equity, and Diversity (CED). Led by the University's Chief Diversity Officer, who is part of the President's Leadership Team, the office oversees several units that advance its mission. The Office of Affirmative Action, Equal Opportunity, and Diversity promotes compliance with federal, state, and the University's own standards and is also the University's Title IX compliance office. As well, the Bystander Intervention Program, Gender and Sexuality Center, Multicultural Student Services Center, and Women's Center all assist in creating a just, safe, and inclusive environment.

The Bystander Intervention Program provides education and awareness to the community concerning sexual assault, domestic violence, and stalking. By taking CSV 302 Bystander Intervention Training and some additional preparation, students can become URi-STANDers who take an active role in preventing sexual assault and domestic abuse on campus.

The University's Gender and Sexuality Center allows students, faculty, and staff to explore and affirm their multiple and intersecting identities, especially regarding gender and sexuality. The Center is committed to nurturing a student-centered learning environment where all are engaged in purposeful academic and personal identity development. The Center occupies one of newest buildings on campus and is the only free-standing gender and sexuality center at an American university. The Center holds numerous programs and events and oversees the University's Safe Zone training.

The stand-alone Multicultural Student Services Center collaborates with other URI offices in providing a variety of programs, activities, and services that help diverse learners systematically explore the ways society culturally constructs identity, knowledge, power, community, and culture. Among the programs provided by the Multicultural Student Services Center is an Annual Academic Showcase where multicultural scholars share research and other experiences with the community; Diversity Awards, which honor outstanding contributions by faculty, staff, and students toward developing a more inclusive, diverse, and equitable community; Diversity Week, during which numerous workshops, panels, films, concerts and other activities take place to celebrate identity; and Martin Luther King, Jr. Week, which includes various events to honor the life and work of the civil rights leader. Beyond its activities, the Center provides a range of activities to the community, including planning, advising, and student referrals. In addition, nearly 40 student organizations are affiliated with the Center. Their involvement is coordinated by Multicultural Unity and Student Involvement Council (M.U.S.I.C.).

The Women's Center partners with others in the URI community to provide an empowering space that promotes social justice for every member of the community, regardless of gender, gender identity, body, ability, sexual orientation, race, spirituality, or ethnicity. Community members are encouraged to engage and foster continual dialogue on gender and issues that disproportionately affect woman-identified persons and their allies. By developing, supporting, and advocating woman-identified persons' abilities, talents, values and diverse identities, the URI Women's Center supports all University students, faculty, and staff in expanding their positive potential, agency, and life experience. The Women's Center is both a residence for several dozen

women, based on principles of community and self-governance, and a center for training, programming, and activities consistent with its mission.

In addition to the departments within CED, several other groups promote diversity and inclusion on campus. The URI Chaplains Association, for example, works to foster dialogue, understanding, and respect among people of different faiths and traditions. Approximately one dozen denominations and faith communities are affiliated with the Chaplains Association.

Enrollment Services at the Kingston Campus and a specialized Veterans Affairs Office at the Providence Campus help students who are military veterans navigate admissions, enrollment, and financial aid offerings at the University. These offices also link student-veterans to other campus and community resources and liaise with the U.S. Department of Veterans Affairs. The University will be pursuing the hiring of a Director of Veterans Affairs in the summer of 2017.

The Commuters Affairs office provides resources, including a housing database, for student who live, or wish to live, off campus. The Work-Life Committee advocates for and provides resources to faculty, staff, and students who have workplace flexibility and dependent care needs. The Child Development Centers at both the Kingston and Providence campuses are open to the general public and have limited space, but students with children may join the waiting list for these services.

All student services and co-curricular experiences are well-publicized through links on the University's homepage and the websites of Student Affairs, UCAS, and the Office of Community, Equity, and Diversity. Services and experiences are available to all students equitably and advance community diversity.

Student Organizations and Athletics. As mentioned in Standard Three, students are involved in the governance of the University through the Student Senate and the Graduate Student Association. The Student Senate is a public corporation chartered independently from the University. Among its duties is nearly exclusive control for the promotion and funding of student activities. It has the power of official recognition of student organizations, which confers upon them several privileges, including the use of the University's name, priority access to facilities, and student financial resources. Student activities are funded largely through an assessment that currently generates revenues of approximately one million dollars per year. It is up to the Student Senate to distribute funds based on the requests of student organizations.

URI Greek Life includes two undergraduate governing boards, two alumni governing boards, 15 fraternities, and 10 sororities. Approximately 20% of the University's undergraduate student population belongs to a fraternity or sorority. Two full-time staff members work with the Greek organizations on campus. Fraternities and sororities are actively involved in numerous educational and service activities. In addition, a Greek Leadership course is offered by the staff in Greek Life to those students in leadership positions.

The Department of Athletics oversees seven men's and nine women's NCAA Division I sports teams. The Athletic Director reports directly to the President and is part of the President's Leadership Team. There are also associate and assistant athletic directors for compliance. Compliance documents are published online. The Athletic Advisory Board includes faculty, staff, students, and alumni and is chaired by a faculty member. There is a Student-Athlete Advisory Committee, which advises the department on the concerns of student-athletes. The department publishes both a Student-Athlete Handbook and Student-Athlete Code of Conduct. A well-developed program of academic support, advising, and tutoring is available to student-athletes. The Mission Statement of the department recognizes its role and place in the University:

> The mission of the Department of Athletics is to provide experiences that are consistent with the mission of the University and the NCAA Division I philosophy. The Department provides opportunities for student-athletes that encourage the pursuit of commitment, teamwork, competitive success, development of personal character, and leadership skills. We maintain an environment that values academic achievement, integrity,

diversity, gender equity, and sound fiscal management. URI Athletics strives to provide quality programs that cultivate an exciting atmosphere for the University and the community.

Student Affairs and Student Conduct. The Division of Student Affairs is led by a Vice President, who reports directly to the President and is a member of the President's Leadership Team. The Vice President and multiple staff members throughout the Division hold doctoral degrees. All members of the Division's leadership team are experienced in their fields and are professionally qualified; most have graduate degrees. The Division is sufficiently staffed and resourced. It has recently begun a five-year comprehensive program review. Each year, at least two departments within the Division undergo review, which includes external evaluation. The Talent Development Program was the first to complete the process.

The Student Handbook details expectations for student conduct, including student rights and responsibilities. These rights and responsibilities are guided by URI Cornerstones, a set of principles developed in 1996 by the Quality of Student Life Committee and endorsed by the Student Senate and Graduate Student Association. The Handbook includes a statement of Student Rights and Responsibilities. Student conduct is overseen by the Dean of Students. Conduct issues are heard by the Conduct Board, composed of full-time students. Conduct Advisors are available to assist students in the process. Students may appeal a Conduct Board decision to an Appeals Board composed of two faculty members and one student. Conduct breaches are monitored using a software package that allows for the tracking and reporting of data.

Student Records. University regulations concerning the reporting of grades, how grades are to appear on the transcript, the calculation of GPA, etc. are guided by the *Manual* (§8.52.10-8.57.10) and the *Graduate School Manual* (Appendix C). Information concerning the Family Educational Rights and Privacy Act (FERPA) and the University methods of compliance with FERPA can be found on the website of the URI Office of Information Security and in the *Catalog*. FERPA compliance training is conducted regularly.

APPRAISAL

In 2017, URI Health Services earned The Joint Commission's "Gold Seal of Approval" for Ambulatory Health Care Accreditation. During an announced visit in December of 2016, The Joint Commission's accreditors evaluated compliance with ambulatory care standards, including coordination of care, monitoring for the use of procedures that involve the use of sedation or anesthesia, infection prevention and control, management of medication, and patient education and training. In its announcement of accreditation, The Joint Commission wrote: "We commend URI Health Services and its staff for achieving this pinnacle demonstrating a commitment to patient safety and quality."

The opening of Anna Fascitelli Fitness & Wellness Center addressed a specific need identified in the 2007 NEASC Self-Study Report, specifically that the University's space for recreational and intramural sports activities was well below the nationally recommended total of 15,000 square feet for a university of URI's size. Although the University is still deficient in this area, the 2013 opening of the Center closed the gap significantly. In addition, Campus Recreation trainers must pass a teaching audition assessment at the end of a six-week training course. Currently, all nine trainers are nationally certified and teaching a variety of group exercise classes. Additional data on usage, satisfaction with services, and impact will come when Campus Recreation goes through the Division of Student Affairs comprehensive program review process in the fall of 2017. This is also true for Dining Services.

In April 2011, a university-wide ad hoc committee was created and charged with examining and making recommendations concerning academic advising. The committee delivered its report to the Faculty

Senate in August 2012. Longstanding concerns with advising at University were supported by 2013 NSSE data, which showed that seniors rated advising interactions lower than peers at other institutions. The differences were statistically significant on seven of 10 variables measured. The fact that freshmen satisfaction was higher suggested that advising broke down with student movement from UCAS to a degree-granting college. Results were similar in the 2016 NSSE survey, but with even lower scores among first-year students. The results of the 2013 survey and the work of the ad hoc committee led to serious attention being paid to academic advising in the 2015-2021 Academic Strategic Plan. The second strategy for accomplishing the goal on student success is to: "Significantly expand opportunities for experiential learning within all majors, and restructure academic and career advising to better support students in meeting their life goals." The first action step under this goal is to "[m]ove toward a model of professional advising, especially in the early years of the student experience and systematically assess the effectiveness of advising at all levels." With this support in the strategic plan, the Strategic Planning Budget Committee was able to approve the hiring of 11 professional advisors. While these advisors are formally housed in UCAS and managed by its dean, they work with the deans and departments of the degree granting colleges. Their job is both to interact directly with students and to apply their professional expertise to helping colleges, departments and programs improve advising. A standing Undergraduate Academic Advising Committee has succeeded the former ad hoc committee and delivers an annual report to the Faculty Senate.

The AEC uses Tutorac (an online scheduling tool) and surveys to monitor its effectiveness and make necessary changes in the delivery of its services. For example, data showed that students needed to attend at least seven supplemental instruction sessions to affect their grade. The data also showed, however, that only 10% of students—and mostly from engineering—attended these sessions. This has led to the introduction of weekly tutoring groups in place of supplemental instruction sessions. This change will continue to be monitored.

At the time of the 2007 NEASC comprehensive evaluation, the offices that now comprise the Center for Career and Experiential Education (CCEE) were divided between two units. The Office of Internships and Experiential Education was in UCAS and Career Services was part of the Division of Student Affairs. The new configuration has led to more integration and alignment between experiential education, the setting of career goals, and the job search. Students enrolled in internships through the CCEE were asked about post-experiential learning outcomes. Of students who participated in an internship, 43% were offered a job after experiential learning, with 28% offered a paid position at their internship site, and additional 15% offered a job with another employer based on connections they had made through their internship site. Since CCEE is a relatively new unit, good longitudinal and comparative data are lacking. That more than one-quarter of students reported receiving a paid position at their internship site suggests at least some evidence of the efficacy of aligning experiential education and career services. The Center is now also working with all degree-granting colleges and the Alumni Office to reach out to graduates regarding their post-graduation employment or other plans.

The creation of the Office of Community, Equity, and Diversity (CED) and the hiring of a Chief Diversity Officer, who holds the rank of Associate Vice President and sits on the President's Leadership Team, was a significant step for the University. The admissions data reported earlier suggest a positive trend in enrollments of students of color. In addition, the University has been recognized as a top 100 school in *The Advocate's Comprehensive Guide to Colleges and Universities with the Best Programs, Services, and Student Organizations for LGBT Students*. The construction of the new Gender and Sexuality Center specifically addressed a need identified in the 2007 NEASC Self-Study. Programs put on by the Multicultural Student Services Center, particularly Diversity Week, are popular and well-attended. A new director was recently hired for the Women's Center following an internal review with the expectation that Center programming and effectiveness will improve. In addition, CED just completed a strategic plan to guide its activities through 2022.

The 2017 Annual Academic Summit focused heavily on the needs of minoritized students. Qualitative data were collected from such students about their campus experiences and shared with the faculty and staff at the summit. Students of color as well as transgender and students with disabilities spoke of the problems that still exist on campus. These problems often include faculty, staff, and other students who are insensitive to difference or, possibly, unaware of the effects of their behaviors. Some of the problems will be remedied only through continued efforts by a more diverse University workforce, but others can be aided by additional programming and training around these issues. The Provost's Office, in conjunction with the Academic Affairs Diversity Task Force, is working with a faculty expert on campus to develop a menu of diversity programs designed to enhance the cultural competency of faculty and staff. Those programs should be in place by fall 2017.

While the Financial Aid Office is professionally staffed and provides many resources, affordability and unmet need continue to be problems at the University. The percentage of financial need met at the University is 57.4% down from 62.8% in 2007.

The start of a systematic assessment within the Division of Student Affairs should further identify needed changes. Among current concerns that may be validated included over-decentralized student services leading to duplication of efforts within degree-granting colleges, an unfamiliarity with services by faculty and staff, and a disconnect between some services, such Housing and Residential Life and Living and Learning Communities, with the academic mission of the University. As changes occur at the Feinstein Providence Campus, there needs to be assurance that there are adequate student services for Providence-based students.

Students have opportunities to choose from more than 180 student organizations that focus on academic, cultural, religious, service, social, and recreational interests. Students have an opportunity to apply to be a mentor in URI 101 where they co-teach the seminar with an instructor. Many students indicate this is one of the most challenging and rewarding experiences they have and as a result often seek other positions of leadership on campus. URI is well known for its minor in Leadership, the offering of a Leadership Institute for entering freshmen, and its Student Organization Leadership Center. These organizations and opportunities, in addition to ROTC, Marching Band, etc., create opportunities for students to exercise their skills and practice what they are learning in the classroom. In 2015, URI participated in the Multi-institutional Study of Leadership, which showed that:

- URI students show significant change from pre-college to senior year on all Social Change Model measures
- URI students say positive things about the sense of belonging and campus climate, on par with national comparisons
- There is a strong impact on students due to mentoring from student affairs professionals on the Social Change Model measures and scores related critical thinking, hope, and leadership efficacy

Based on these and other results, the team in the Student Organization and Leadership Center area are working across the University to enhance leadership and student organization work.

PROJECTIONS

The University of Rhode Island hired a new Vice President for Student Affairs in July 2016. This new leader has introduced a rigorous process of assessment and planning to demonstrate the effectiveness of the programs in the Division of Student Affairs and to aid in planning for the future. The staff is now focused on student success across the division and the role the departments have in retention and persistence. To do this, the Division created an assessment committee, and assessment training has been developed for staff to enhance skills in this area. Most importantly, the Division has started a comprehensive program review process. The first department to complete this process was Talent Development. The Memorial (Student) Union will undergo this process in the spring of 2017, followed by Campus Recreation. Information about the comprehensive program review process, including self-study and external review reports, can be found on the Division of Student Affairs website. In addition, the Division is exploring software that will allow it to assess evidence of learning in co-curricular experiences. The goal will be that the Division will better articulate its value about the quality of its programs, create learning and program outcomes, and encourage assessment and research to promote student success.

Students' educational experiences at URI are enriched through student employment. Not only do these positions provide income, working on campus provides learning opportunities for students and staff. During the summer of 2017, the Division of Student Affairs, which employs over 1,000 students, will pilot a Student Employee Learning Outcomes project created after examining best practices across the country. Student employment opportunities across the Division include Resident Assistants, Desk Managers, Fitness Instructors, and multiple internships.

Students at the University of Rhode Island have access to high impact practices including first year seminars, Learning Communities, Living and Learning Communities, leadership programs, peer mentoring, undergraduate research, global experiences, internship, and capstone experiences. These efforts are central to retention efforts at URI. As data becomes more available about these experiences and their outcomes on student learning, staff across the University will work to use the data to enhance and shape current and future programs.

The University is committed to enhancing its culture of data-based assessment and evidence-based decision making. The Division of Student Affairs and other units are making great strides in developing a culture of assessment that will supplement the work being done by academic units across the University. One example is the use of Starfish, which will be incorporated across Student Affairs by the fall of 2017. Moving forward, the Division of Student Affairs will focus on providing more high impact practices, collecting data for program improvement, and enhancing the overall graduation and retention rates of the University.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

						?
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Goal (specify year)**
		(Fall 2013)	**(Fall 2014)**	**(Fall 2015)**	**(Fall 2016)**	**(Fall 2017)**
		(FY 2014)	**(FY 2015)**	**(FY 2016)**	**(FY 2017)**	**(FY 2018)**
Freshmen - Undergraduate (Pharm.D. below)	?					
Completed Applications	?	19,842	20,923	20,366	20,971	21,897
Applications Accepted	?	15,603	16,071	14,980	15,259	15,354
Applicants Enrolled	?	2,993	3,145	3,011	3,257	3,150
% Accepted of Applied		78.6%	76.8%	73.6%	72.8%	70.1%
% Enrolled of Accepted		19.2%	19.6%	20.1%	21.3%	20.5%
Percent Change Year over Year						
Completed Applications		-1.9%	5.4%	-2.7%	3.0%	4.4%
Applications Accepted		-9.6%	3.0%	-6.8%	1.9%	0.6%
Applicants Enrolled		-0.1%	5.1%	-4.3%	8.2%	-3.3%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Mean SAT Critical Reading + Math (incl. Special Admissions)		1066	1070	1067	1066	1146
Mean SAT Critical Reading + Math (excl. Special Admissions)		1090	1095	1093	1093	1173
Transfers - Undergraduate	?					
Completed Applications		1,590	1,642	1,682	1,558	1,605
Applications Accepted		1,238	1,181	1,169	1,130	1,156
Applications Enrolled		604	550	603	676	658
% Accepted of Applied		77.9%	71.9%	69.5%	72.5%	72.0%
% Enrolled of Accepted		48.8%	46.6%	51.6%	59.8%	56.9%
Master's Degree	?					
Completed Applications		1,198	1,262	1,219	1,215	1,265
Applications Accepted		649	637	568	635	635
Applications Enrolled		443	424	402	415	415
% Accepted of Applied		54.2%	50.5%	46.6%	52.3%	50.2%
% Enrolled of Accepted		68.3%	66.6%	70.8%	65.4%	65.4%
Doctoral Degree - Professional Practice (Pharm.D)	?					
Completed Applications		546	468	710	822	749
Applications Accepted		423	449	638	324	351
Applications Enrolled		120	152	128	121	138
% Accepted of Applied		77.5%	95.9%	89.9%	39.4%	46.9%
% Enrolled of Accepted		28.4%	33.9%	20.1%	37.3%	39.3%
Doctoral Degree	?					
Completed Applications		838	930	899	727	727
Applications Accepted		228	229	174	204	204
Applications Enrolled		117	86	91	93	93
% Accepted of Applied		27.2%	24.6%	19.4%	28.1%	28.1%
% Enrolled of Accepted		51.3%	37.6%	52.3%	45.6%	45.6%
Please enter any explanatory notes in the box below						

Degree-seeking students only; excludes non-matriculating. SAT scores reported for full-time undergraduate only; exlcudes Pharm.D. Special Admissions students admitted through the Talent Development program (approx 10% of each freshman class). The College Board changed the SAT exam and scoring for the Fall 2017 cohort. The 2017 goal is equivalent to 1076 old SAT score when including Special Admissions, and 1103 when excluding them.

Standard 5: Students

(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

			3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
			(Fall 2013)	(Fall 21014	(Fall 2015)	(Fall 2016)	(Fall 2017)
			(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	3,798	3,843	3,681	3,877	3,815
	Part-Time Headcount	?	97	89	85	80	80
	Total Headcount		3,895	3,932	3,766	3,957	3,895
	Total FTE	?	3,957	4,005	3,825	4,045	3,982
Second Year	Full-Time Headcount		3,048	2,945	3,133	2,950	3,179
	Part-Time Headcount		178	164	158	160	160
	Total Headcount		3,226	3,109	3,291	3,110	3,339
	Total FTE		3,123	3,025	3,240	3,050	3,274
Third Year	Full-Time Headcount		2,738	2,802	2,827	2,910	2,714
	Part-Time Headcount		280	284	220	391	391
	Total Headcount		3,018	3,086	3,047	3,301	3,105
	Total FTE		2,873	2,946	2,969	3,131	2,945
Fourth Year	Full-Time Headcount		2,315	2,435	2,572	2,675	2,793
	Part-Time Headcount		727	643	665	734	734
	Total Headcount		3,042	3,078	3,237	3,409	3,527
	Total FTE		2,584	2,692	2,825	2,959	3,062
Unclassified	Full-Time Headcount	?	117	131	93	77	77
	Part-Time Headcount		609	514	465	1,244	1,306
	Total Headcount		726	645	558	1,321	1,383
	Total FTE		311	311	261	434	455
Total Undergraduate Students							
	Full-Time Headcount		12,016	12,156	12,306	12,489	12,578
	Part-Time Headcount		1,891	1,694	1,593	2,609	2,671
	Total Headcount		13,907	13,850	13,899	15,098	15,249
	Total FTE		12,847	12,977	13,118	13,619	13,717
% Change FTE Undergraduate			1.7%	1.0%	1.1%	3.8%	0.7%
GRADUATE		?					
	Full-Time Headcount	?	1,818	1,868	1,828	1,810	1,800
	Part-Time Headcount	?	912	854	891	926	925
	Total Headcount		2,730	2,722	2,719	2,736	2,725
	Total FTE	?	2,580	2,553	2,571	2,566	2,556
% Change FTE Graduate			-5.5%	-1.1%	0.7%	-0.2%	-0.4%
GRAND TOTAL							
Grand Total Headcount			16,637	16,572	16,618	17,834	17,974
Grand Total FTE			15,427	15,530	15,689	16,185	16,273
% Change Grand Total FTE			0.4%	0.7%	1.0%	3.2%	0.5%

Please enter any explanatory notes in the box below

Class year determined by earned credit level (FR=0-29, SO=30-59, JR=60-89, SR=>90). Undergraduate excludes students studying off campus. Unclassified includes undergraduate and graduate level non-degree students taking for-credit courses. Graduate includes Masters, Doctoral, Doctoral Professional Practice (Pharm.D), and Post-baccalaureate Certificate. FTE calculated based on typical credit load per semester: Undgraduate and Pharm.D = total enrolled credits / 15; Graduate = total enrolled credits / 9.

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

	(FY2011)	(FY2012)	(FY2013)	(FY2014)	
? **Three-year Cohort Default Rate**	5.5%	6.9%	7.3%	tbd	
? **Three-year Loan repayment rate (completers)**	86.7%	86.6%	87.0%	tbd	
(from College Scorecard)					

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
Aid Year	AY2013-14	AY2014-15	AY2015-16	(AY2016-17)	AY2017-18)
Fiscal Year	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
? **Student Financial Aid**					
Total Federal Aid	$104,139	$107,146	$105,859	$105,664	tbd
Grants	$17,094	$17,281	$17,034	$16,716	tbd
Loans	$85,836	$88,815	$87,617	$87,782	tbd
Work Study	$1,209	$1,050	$1,208	$1,166	tbd
Total State Aid	$8,063	$8,824	$11,568	$12,750	tbd
Grants	$2,734	$1,646	$2,789	$2,698	tbd
Loans	$5,329	$7,178	$8,779	$10,052	tbd
Total Institutional Aid	$65,753	$72,222	$75,759	$81,202	tbd
Grants	$65,753	$72,222	$75,759	$81,202	tbd
Loans	$0	$0	$0	tbd	tbd
Total Private Aid	n/a	n/a	n/a	n/a	
Grants	$3,596	$3,786	$4,070	$4,615	
Loans	n/a	n/a	n/a	n/a	
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	70%	71%	77%		
Graduates	n/a	n/a	n/a		
Doctoral professional practice	n/a	n/a	n/a		
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$30,731	$32,587	$32,750		
Graduates	n/a	n/a	n/a		
Doctoral Professional Practice	n/a	n/a	n/a		
Average amount of debt for students leaving the institution without a degree					
Undergraduates	n/a	n/a	n/a		
Graduate Students	n/a	n/a	n/a		
Doctoral Professional Practice	n/a	n/a	n/a		
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	0.0%	0.0%	0.0%	tbd	tbd
English (reading, writing, communication skills)	0.0%	0.0%	0.0%	tbd	tbd
Math	0.3%	1.6%	3.0%	tbd	tbd
Other	0.0%	0.0%	0.0%	tbd	tbd
Please enter any explanatory notes in the box below					

	Three-year cohort default rate (CDR3) and three-year repayment rate for completers (COMPL_RPY_3YR_RT) from College Scorecard (U.S. Dept. Education) database. FY2014 data not available as of 1 Sep 2017.					
	3-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. Please refer to the Cohort Default Rate Guide for a more in-depth description of cohort default rates and how the rates are calculated.					
	The three-year repayment rate for completers is the "fraction of borrowers at an institution who have not defaulted on their federal loans and who are making progress in paying them down (i.e. have paid down at least $1 in the principal balance on their loans) after leaving school. Repayment rates are based on the set of federal loan borrowers who enter repayment in a given fiscal year. Students who have received either an in-school or military deferment are excluded from the calculation. Each rate is disaggregated for completers and non-completers; low-income students, middle-income students, and high-income students; dependent and independent students; male and female students; students who ever received a Pell grant and students who never received a Pell grant; students who ever received a federal loan at the measured school and students who never received a loan there; and for first-generation students and not-first-generation students."					
	State Loans are from Rhode Island Student Loan Authority.					
	Total Institutional Aid Grants excludes Athletic scholarships.					
	Data source: eCampus system as of 1 Sep 2017.					

Standard 5: Students

(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Fall 2016

	Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		Selectivity	Yield
?	**Category of Students (e.g., male/female); add more rows as needed**						
	Men	8,433	5,935	1,389		70%	23%
	Women	12,538	9,324	1,868		74%	20%
	Asian	681	509	104		75%	20%
	Black	1,137	515	158		45%	31%
	Hispanic	1,091	611	347		56%	57%
	Native American	42	20	7		48%	35%
	Pacific Islander	14	7	1		50%	14%
	White	14,853	11,505	2,395		77%	21%
	Two or More Races	1,834	1,204	82		66%	7%
	Not Specified	931	700	125		75%	18%
	Non-Resident Alien	388	188	38		48%	20%
	In-State	4,451	3,156	1,414		71%	45%
	Out-of-State	16,520	12,103	1,843		73%	15%
	Total	20,971	15,259	3,257		73%	21%
	Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**			
?	**Category of Students (e.g., male/female); add more rows as needed**						
	Men	786	384	234		49%	61%
	Women	1,241	531	352		43%	66%
	Asian	317	46	35		15%	76%
	Black	104	32	25		31%	78%
	Hispanic	9	5	10		56%	200%
	Native American	17	7	6		41%	86%
	Pacific Islander	3	2	2		--	--
	White	1,177	557	387		47%	69%
	Two or More Races	31	19	4		61%	21%
	Not Specified	171	68	49		40%	72%
	Non-Resident Alien	198	179	68		90%	38%
	In-State	512	366	309		71%	84%
	Out-of-State	1,515	549	277		36%	50%
	Total	2,027	915	586		45%	64%
	Pharmacy PMD Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**			
?	**Category of Students (e.g., male/female); add more rows as needed**						
	Men	267	96	38		36%	40%
	Women	555	228	83		41%	36%
	Asian	158	72	9		46%	13%
	Black	56	7	1		13%	14%
	Hispanic	31	6	5		19%	83%
	Native American	2	0	0		0%	--
	Pacific Islander	0	0	0		--	--
	White	426	173	89		41%	51%
	Two or More Races	44	11	2		25%	18%
	Not Specified	47	26	11		55%	42%
	Non-Resident Alien	58	29	4		50%	14%
	In-State	123	45	35		37%	78%
	Out-of-State	699	279	86		40%	31%
	Total	822	324	121		39%	37%

	Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE		Headcount Goal (Fall 2017)
?	**Category of Students (e.g., male/female); add more rows as needed**						
	Men	1,376	13	1,389	1,457		
	Women	1,860	8	1,868	1,932		
	Asian	103	1	104	106		
	Black	154	4	158	158		
	Hispanic	345	2	347	357		
	Native American	7	0	7	7		
	Pacific Islander	1	0	1	1		
	White	2,384	11	2,395	2,506		
	Two or More Races	81	1	82	86		
	Not Specified	125	0	125	131		
	Non-Resident Alien	36	2	38	38		
	In-State	1,398	16	1,414	1,465		
	Out-of-State	1,838	5	1,843	1,924		
	Total	3,236	21	3,257	3,389		
	Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**		**Headcount Goal (Fall 2017)**
?	**Category of Students (e.g., male/female); add more rows as needed**						
	Men	147	87	234	237		
	Women	223	129	352	346		
	Asian	15	20	35	29		
	Black	13	12	25	23		
	Hispanic	5	5	10	9		
	Native American	1	5	6	4		
	Pacific Islander	2	0	2	2		
	White	237	150	387	378		
	Two or More Races	4	0	4	6		
	Not Specified	29	20	49	49		
	Non-Resident Alien	64	4	68	83		
	In-State	143	166	309	278		
	Out-of-State	227	50	277	306		
	Total	370	216	586	584		
	Pharmacy PMD Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**		**Headcount Goal (Fall 2017)**
?	**Category of Students (e.g., male/female); add more rows as needed**						
	Men	38	0	38	39		
	Women	82	1	83	83		
	Asian	9	0	9	9		
	Black	1	0	1	1		
	Hispanic	5	0	5	5		
	Native American	0	0	0	0		
	Pacific Islander	0	0	0	0		
	White	88	1	89	89		
	Two or More Races	2	0	2	2		
	Not Specified	11	0	11	11		
	Non-Resident Alien	4	0	4	4		
	In-State	35	0	35	35		
	Out-of-State	85	1	86	87		
	Total	120	1	121	122		
	Please enter any explanatory notes in the box below						
	Most recent year data available is Fall 2016. Graduate data includes Post-baccalaureate Certificate, Master's, and Doctoral degree students, except Doctoral Professional Practice (Pharm.D).						

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

FACULTY AND ACADEMIC STAFF

DESCRIPTION

The University of Rhode Island is the state's public, learning-centered, research university committed to enriching the lives of its students, the community, and broader society through its land and sea grant missions. Faculty, graduate students, and professional and administrative staff are central to fulfilling this mission. Since the 2007 NEASC comprehensive evaluation, the University has made significant progress in growing and developing faculty and academic staff as well as in allocating resources to align with its mission and Academic Strategic Plan. The current plan provides an important vision related to the development of the University's academic personnel.

Faculty appointments and promotions and decisions at the University reflect standards consistent with those of a medium-sized research university and emphasize the quality of teaching and, depending on the position, productivity in research or creative work and commitment to service and outreach. With few exceptions, terminal degrees are required for tenure-track and most nontenure-track faculty appointments. Procedures for the selection of faculty are also included in Article XI of the faculty collective bargaining agreement. Search procedures ensure the collegial selection of faculty.

Faculty rights and responsibilities are taken seriously and informed by the traditions of American higher education, such as those included in the American Association of University Professors (AAUP) *Policy Documents & Reports* (or "Red Book"). These principles are further codified in the *Manual* and the collective bargaining agreements between the Council on Postsecondary Education (CPE) and the three chapters of the AAUP, which represent full-time and part-time faculty as well as graduate student assistants. Thus, while devoted to the free pursuit of knowledge and guaranteed the right of free expression, our faculty demonstrate the highest professional standards and collectively work to support the common good of the institution.

Faculty workload is determined by the chair of a faculty member's home department in consultation with the faculty member and with the approval of the dean. A dean, associate dean, area coordinator, or center/program director may make workload determinations in those colleges that do not have departments or in the few cases of faculty appointed to a unit other than a department. Starting with the initial appointment, each faculty member is provided an appointment letter outlining his or her expectations for teaching, scholarly or creative activity, and service/outreach. Offer letters are tailored to the specific expectations of the department or unit and are aligned with criteria for promotion and tenure. Further, the AAUP contract outlines timelines and expectations for periodic review of faculty members by rank and time in rank.

Faculty categories and definitions were updated and are available in the 2014-2018 AAUP faculty contract. These definitions align with the University's purpose, as included in its Mission Statement, "to learn and lead together" and to educate undergraduate, graduate and professional students. Tenure-track ranks are Assistant, Associate, and Full Professor. Nontenure-track positions are Clinical and Research faculty (also

with rank) and Faculty of Practice. A new performance-based promotional ladder for Lecturers—leading from Lecturer to Senior Lecturer to Teaching Professor—is included in the current collective bargaining agreement. Advancement to Teaching Professor requires a terminal degree as well as demonstrated excellence in teaching. A description of faculty ranks and categories is also found in the *Manual*.

Faculty members are strongly encouraged to develop the skills and knowledge needed to stay at the forefront of their respective disciplines. Opportunities for sabbatical leave, a wide range of on-campus colloquia and workshops, encouraged attendance at national and international conferences, and research and teaching fellowships provide for advanced training. To improve teaching effectiveness, URI supports the Office for the Advancement of Teaching and Learning (ATL), which assists both full and part-time faculty as well as graduate teaching assistants. More broadly, grants from the Council for Research are available to support career enhancement, proposal development, and teaching innovation.

The University has been working to improve student-faculty ratios by a new "60 in 4" program (originally begun as a "55 in 4" program) charged with increasing the number of full-time faculty by 60 FTEs between FY2016 and FY2019. The goal is to increase the number of full-time faculty, relative to part-time faculty, many of whom have additional responsibilities for curriculum development, advising, academic planning, research, institutional governance, etc.

Consistent with one of our transformational goals to build a community that values and embraces equity and difference, we continue to increase faculty diversity. In the spring of 2014, the University created a new position, Director of the Division of Faculty and Staff Recruitment and Retention (within the Office of Community, Equity, and Diversity) to assist and advance efforts in hiring and retaining highly qualified and diverse faculty and staff. Along with this new director, the recruitment and search process is a collaborative effort among the hiring department/unit, Office of Human Resource Administration, and the Office of Affirmative Action, Equal Opportunity, and Diversity (AAEOD). Further, in 2010, the University developed a Multicultural Faculty Fellowship program (MFF) to increase the diversity of the tenured faculty and promote issues of diversity in research and teaching. The one-year fellowship provides a postdoctoral experience with career development opportunities in academia through mentoring, teaching and research experiences, and some travel support with the potential to move into a tenure track position upon satisfactory review by the chair and dean.

In addition to its faculty, the University employed 262 academic support staff in FY2017. The University's staff is represented by several unions and the University's policies regarding staff are subject to state regulations covering public employees, including the use of the antiquated state personnel classification system. Several important initiatives have been implemented at the University since 2010 to identify staffing needs and ensure that faculty and academic programs have the staffing resources to achieve strategic priorities. Among these initiatives is a streamlined and transparent budgeting process overseen by the Strategic Budget and Planning Council (SBPC), (see Standard Two for details), a comprehensive review of administrative and business procedures conducted by the Administrative and Management Review Committee (AMRC), and additional focus on staff in the current Academic Strategic Plan.

In FY2017, the University also hired 11 new professional academic advisors. These new advisors assist primarily with routine advising in the early years of a student's program. For example, they help students understand General Education requirements, provide guidance on completing curriculum check sheets, work with students on the selection of a major, and carry out other tasks that do not require the guidance of tenure-track faculty. There is variation across units of the University in the use of tenure-track faculty for advising students in their later years. In some units, tenure-track faculty handle most or all advising for majors, while other units use professional advisors. Even where professional advisors are used, faculty are heavily involved in mentoring and guiding students.

The faculty were also supported in AY2016-17 by 347 graduate teaching assistants. Since 2004, rights and responsibilities of graduate student assistants have been covered by a collective bargaining

agreement between the Council on Postsecondary Education and the Graduate Assistants United/American Association of University Professors (GAU/AAUP). Some programs also use undergraduate classroom assistants. These classroom assistants are typically high-performing juniors or seniors who assist in large introductory courses through such tasks as taking attendance, grading, organizing study sessions, and/or tutoring.

APPRAISAL

The number of full-time faculty has increased from 706 in FY2014 to 742 in FY2017, while the number of part-time faculty has decreased from 510 to 413. In FY2016, the University began hiring 60 new full-time faculty, a process that will be completed in FY2019. The percentage of courses taught by full-time faculty has remained steady since 2014, at approximately 72%, but is expected to increase after the new hiring initiative is completed. Since the last comprehensive review in 2007, the University's overall student to faculty ratio has increased to a strategic target of 16.5:1. During AY2007-08, the student to faculty ratio was 14:1, a figure commonly found at private institutions. Through several initiatives and a redeployment of teaching resources, the University has increased the overall student to faculty ratio to 16.4:1 during AY2016-17, which is very close to the University's goal of 16.5:1, but lower than many comparable public research institutions. To address variations in teaching and research expectations within different colleges, goals for student/faculty ratio have been set for each college. For example, the College of Engineering's target is 11.5:1 (with an actual ratio of 7.6:1 in AY2007-08 and 11:1 in AY2016-17) and the College of Arts and Sciences' target is 19:1 (with an actual ratio of 17:1 in AY2007-08 and 19.3:1 in AY2016-17).

Salaries for attracting and appointing faculty are based on discipline, market, faculty rank and the record of teaching, research, and service of the candidate. Nationally competitive salaries are offered to new faculty based largely on information provided in the Oklahoma State University Faculty Salary Survey. This survey provides comprehensive data on faculty salaries by discipline and rank that includes newly hired assistant professors through full professors The University has been successful in attracting highly qualified faculty. Through the combination of initial salary offers and across the board and promotional increases, the University's retention rate for tenure-track and tenured faculty is approximately 99% year-over-year.

During the past seven years, the number of non-white faculty has steadily increased. In AY2011-12 there were 109 (16%) faculty who identified as non-white, increasing to 146 (19.3%) in AY2017-118. In FY17 alone, the University hired 23 non-white faculty in full-time, tenure-track positions.

The Multicultural Faculty Fellowship (MFF) Program, designed to increase the diversity of the tenured faculty and advance issues of diversity in research and teaching within academic programs, was implemented in the Spring 2010. Through this program, the University has recruited five postdoctoral fellows, three of whom have advanced to tenure-track positions. The University is committed to continuing this program.

The University has made progress in improving the faculty annual review process. During the past five years, the University has developed an electronic dossier (using Adobe Acrobat Professional) for use by all faculty members undergoing periodic review (i.e. annual, biennial, or quadrennial reviews) or tenure and promotion reviews. This electronic dossier provides an organized system for compiling evidence of research, teaching, and services accomplishment using the Sakai learning management system as a review platform. The portfolio allows for efficient reporting by the faculty member and efficiency in the review process by peers, the department chair, dean, and the Provost's office while also assuring flexibility to accommodate unit-level variations in expectations. The Vice Provost for Faculty Affairs holds multiple annual training sessions for both faculty and reviewers in using the electronic system. In addition, the AAUP and Provost's office jointly conduct an annual promotion and tenure workshop, which touches upon both substantive and process issues.

The Provost's office is currently working with the deans to develop and implement a new template for faculty appointment letters in response to the Academic Strategic Plan's Goal 2, Strategy 2, Action Item 3b:

> Explore establishing differentiated and individualized faculty workloads that better match interests, capabilities, and University needs and reflect faculty members' changing interests and abilities over time, e.g., increased teaching activities in exchange for reduced research activities or reduced teaching for increased research activities with proven track record.

Where previous appointment letters allowed for some flexibility based upon unit expectations, the revised approach will allow letters to be even more tailored to the strategic needs of the unit as well as the strengths and interests of the faculty member. This new approach to faculty offer letters is currently being finalized to be implemented for newly hired faculty members in FY2018. New letters may also be used for existing faculty members changing rank, such as for promotion from assistant to associate professor.

Until AY2015-16, there was no university-wide system for the review of lecturers. The current AAUP contract, however, provides not only for a system of review, but also a career ladder and promotional process. Although lecturers are not on a tenure track, they may now, under Article XXV of the current contract, receive performance-based promotions from lecturer to senior lecturer to teaching professor (for those with terminal degrees), with accompanying increases in salary.

The 2016 National Survey of Student Engagement (NSSE) report provides important data on student perceptions of faculty effectiveness. Results are reported in more detail below. In brief, URI scored more highly than New England peer institutions on certain measures, such as the use of high impact practices (e.g. faculty/student research) with seniors, but lower on others, such as student perceptions of teaching effectiveness.

Graduate Teaching Assistants (GTAs) play an important role in supporting the work of faculty. The hiring, training, and evaluation of GTAs is currently being improved. In addition, the allocation of GTAs across the University is being reevaluated to align better with the teaching needs of units and the enhancement of graduate programs. An ad hoc committee recently evaluated the process of assistantship assignment and made recommendations to the Provost's office. Final actions are currently being considered and will be implemented during the next several semesters. University-wide training for new GTAs was absent for several years, but was re-implemented in the fall of 2015. As well, many individual programs have their own training for GTAs. By contract, GTAs are evaluated annually by their supervisors, although a university-wide method of evaluation has not yet been developed.

The strategic planning and budgeting process described under Standard Two of this report has improved the allocation staff positions to support the research and teaching missions of the University. In total, from FY2013 through FY2016, the SBPC recommended the addition of 27 staff positions directly or indirectly supporting the academic mission of the University and work of the faculty. Library staffing is addressed under Standard Seven of this report.

During the implementation of the President's *Transformational Goals for the 21st* Century and the Academic Strategic Plan, the University created the Academic Management Review Committee (AMRC) to review current practices and provide recommendations for improving the efficiency of the University. The AMRC released a final report in October 2013, which resulted in a number of changes to the University, including improvements in staffing to support the academic and research missions of the University. In addition, the AMRC recommended a formal review of the University's IT support infrastructure and the development of an IT Strategic Plan, which has been completed and is now being implemented (see Standard Seven).

The University's Academic Strategic Plan calls for changes in staffing procedures and development. The evaluation and potential reallocation of Graduate Teaching Assistants is discussed above. Several other

actions, such as independence from the state employee classification system, the annual review of position descriptions, and better staff development programming, are also included. To achieve the aims set forth in these goals, several committees have begun work on proposing revised policies and approaches to better support the academic mission and work of the faculty.

TEACHING AND LEARNING

DESCRIPTION

The University promotes pedagogical approaches that facilitate engagement, deep learning, on-time graduation, and address the needs of academically challenged students. (Academic Strategic Plan, Goal 1 Strategy 3, Action 5). Over the past several years, URI has increased the instructional options for students including new study abroad options, online courses and programs, and accelerated formats. We have significantly increased opportunities for experiential learning within all majors. We have opened new learning spaces, including an active learning classroom in 2015 and a makerspace in 2016. Our General Education program now requires students to take at least one Grand Challenge course and one Integrative Learning course. Our Gateway to Completion project has focused on improving student outcomes in our gateway courses. In 2014, we added a Winter J-Term, which allows for intensive, short-study abroad programs and field studies as well as opportunities for students to stay on track to graduate in four years or get back on track by retaking courses they need for their program. Enrollments in Winter J-Term classes have more than doubled from about 404 in 2014, when they were first introduced, to 918 in 2017. At the same time, we have significantly augmented our global initiatives through semester and year-long study abroad opportunities, internships, volunteer, and research opportunities. In fall 2015, we launched our first fully online programs: a transfer RN to BS in Nursing degree, an M.S. Dietetics and a graduate certificate in Cyber Security and Digital Forensics. In fall 2016, we added a master's degree in Teaching English to Speakers of Other Languages (TESOL). We have also increased the number of online courses available to our students, especially in the summer.

Over the past two years, the University has made significant investments to support advising, experiential learning, and faculty development. In 2014, the Office of Experiential Learning and Community Engagement was combined with Career Services to create the Center for Career and Experiential Learning, both to increase experiential learning opportunities for students and to connect faculty to career planning education. ATL was reconfigured in 2015 to include Online Education, Faculty Development, and Student Learning, Outcomes, Assessment, and Accreditation (SLOAA). Two new faculty developers were hired. Faculty development opportunities—whether for traditional lecture, flipped, experiential, small seminar, online, or the new active learning classroom—use a scaffolded approach beginning with single event and short programs that target large numbers of faculty, followed by multiple session programs, and finally semester-long programs that serve 20 to 30 faculty members. These programs are designed to introduce faculty to evidence-based best practices in teaching and learning and support them as they make targeted changes in their "classroom." Faculty also have access to a wide range of online resources at web.uri.edu\teach.

As a result of survey data measuring the effectiveness of advising, significant changes have been made to the advising program. University College for Academic Success (UCAS) has 11 new advisors as we move to a professional advising system for students in their first two years. For the most part, faculty advisors are responsible for advising students in their final two years, but some colleges are moving to or examining the role of professional advisors at that level as well. UCAS also developed and piloted a new framework for enhanced advisor education in AY2015-16. As a result of this pilot a Master Advisor Education Program was offered to anyone with advising responsibilities beginning in fall 2016.

The University's Division of Research and Economic Development provides institutional support for scholarship, research and scholarly activity. The Division provides support for finding sources for funding, submission and administration of grants and contracts, and for dealing with regulatory activities. The Division provides several sources of internal funding, some through the Faculty Senate's Council for Research and some directly. These sources include proposal development, career development, project completion, and postdoctoral fellowship travel grants. Funding is also provided to help faculty travel to meet with agencies as well as support to meet regulatory requirements for research and scholarly activity. The Division coordinates with the Research Foundation, which handles patenting and licensing for newly developed intellectual property and provides advice to faculty and students looking to form start-up companies. The University also provides funding for undergraduate research projects as well and teaching and research assistants and tuition subsidies to assist students doing research. Funds are also available to support publication charges.

The recently established Writing Across URI program will help faculty both improve their own writing and develop their skills in making and evaluating writing assignments. The goal of Writing Across URI is to create a culture of writing throughout the University.

APPRAISAL

With few exceptions, all courses are assessed through the IDEA Student Ratings of Instruction Instrument, which is administered at the end of every course. It is important to note that the IDEA Center itself emphasizes that student evaluations of any kind provide only one aspect of a complete understanding of the effectiveness of instruction. Faculty peer review of teaching is an integral part of the contractual review process and is especially useful in tenure/promotions decisions. The National Survey of Student Engagement (NSSE), which is administered every three years, provides additional student perspectives on teaching effectiveness. These methods of appraisal are augmented with surveys of students, faculty, and alumni administered through a variety of departments; student learning outcomes assessment conducted by programs; voluntary midterm evaluations conducted by the faculty development office; Quality Matters peer reviews of online courses; a newly established program of observation of full time lecturers; and through smaller faculty-designed Scholarship of Teaching and Learning (SOTL) Research Projects.

The IDEA instrument with three major indices (Progress on Relevant Objectives, Excellence of Teacher, and Excellence of Course) has been used at URI since the spring of 2009. The IDEA Center suggests that individually and when the three indices are averaged together, a percentage of 60% or higher indicates that teaching effectiveness is exceptionally high. Average adjusted data over the past five years have shown very little change in the categories of excellence of teacher (between 53% and 56%), and excellence of course (between 47% and 50%), but in the past four years they have shown a consistent increase in students' perception of their progress on relevant objectives, from 56% to 62%. IDEA is still administered by paper so that results are often not returned to faculty until the middle of the next semester. The University is working to move to an online administration, which would allow faculty to receive their results within a few days of turning in their grades. Moving to course observations, at least for lecturers and part-time faculty, is an attempt to provide a more complete picture.

The Faculty Development office offered 13 short programs in AY2016-17, which were attended by 115 unique participants. Many faculty participated in more than one program. Of the 80% of participants who returned the survey, 64% reported that they learned a new strategy; 43% indicated they tried a new strategy; 34% indicated they planned to make changes to their teaching; and 50% stated they had discussed what they learned with a colleague. The Faculty Development Office also conducted multisession training including for the active learning classroom, three high impact teaching seminars, including one on writing across the curriculum, and facilitated a book group on metacognition learning strategies. In addition, the

office conducted mid-semester feedback sessions for faculty, consulted with faculty on student evaluation results, worked with departments on curricular change, and provided support for University initiatives. Participants represented 49 academic departments and seven University offices. For the first year, appraisal was done through a survey in which 55% reported that they learned about a strategy or technique they want to try; 42% percent indicated that they tried a new technique in their classroom and 30% plan to make changes to their teaching, and 47% percent stated that they discussed something they learned at a conversation with a colleague. However, faculty who participate in the longer High Impact Teaching Seminars are required to implement and measure the impact of changes they make in their teaching. Lastly, while URI has increased the resources and the opportunities available for faculty training, innovation, and experimentation, all of them are voluntary; the University must continue to encourage all faculty to take advantage of these opportunities

The Faculty Development Office also offers training for faculty who want to teach in the Active Learning Classroom (ALC). Both faculty and students report positive benefits to teaching and learning in the ALC. However, we currently have more faculty interested in and trained to teach in the ALC than available time slots.

In the spring of 2016, 830 seniors completed or partially completed the NSSE survey. Their responses show mixed results as compared to New England public peer institutions on the items that are grouped into ten Engagement Indicators. URI seniors reported a higher average engagement than their peers on indicators of quantitative reasoning, collaborative learning, and student-faculty interaction. There was no significant difference from our peers on higher-order learning, reflective and integrative learning, and discussions with diverse others. And URI students were below average in engagement measures of learning strategies, effective teaching practices, quality of interactions, and supportive environment. Several of these items are now outcomes in our new General Education program, so we will have a more objective measure of students' achievement in some of them going forward.

Students at URI have a high participation rate in academic work outside the classroom, such as internships, service learning, study abroad, and research with faculty and/or a culminating senior experience, all of which have a positive association with student learning. The University has increased opportunities for these high impact practices (HIPs) such that in our 2016 NSSE results 77% of the seniors who responded reporting participating in two or more HIPs and an additional 15% reporting participating in one. Additionally, respondents to our 2014 alumni survey who had participated in internships reported feeling more prepared on eight learning outcomes than those who did not. Similar perceived gains were also seen in pre- and post-surveys administered to students who enrolled in the internship colloquium. The newly established undergraduate research office should further increase the use of HIPs.

Assessments of advising were conducted between 2010 and 2013, including a Faculty Advisor Survey (Advisor Knowledge, Effectiveness and Confidence). Trends consistently showed lack of advisor availability, facility concerns, a need for better communication between advisors and advisees, and better advisor training. Surveys showed students knew how to find advising and registration information, but not curriculum sheets or resources related to academic planning. The 2016 NSSE survey continued to show a dissatisfaction with advising particularly at the senior level. These data, however, were collected before the implementation of changes to the advising system, including the new training modules, the hiring of the professional advisors, and the implementation of the new training program, which were made in response to these assessments. As the new system is implemented we will be assessing its success and will expect to see that reflected in the 2019 NSSE results.

The University of Rhode Island's Division of Research and Economic Development holds an annual meeting to inform new faculty of the support available to them. The Division provides research integrity instruction beyond federal requirements by providing training to all faculty and graduate students regardless of funding or funding sources. The different departments within in the Division provide regular training to

faculty, including visits to colleges to assure faculty, students, and staff are aware of regulations and procedures and the availability of support. The Division has developed a new research and economic development magazine *Momentum: Research & Innovation*. The magazine, available in printed and electronic form, is distributed to all faculty, state and federal legislators and agencies, corporate partners, and national research universities. It is designed to feature all aspects of research, scholarly activity and innovation and to make the public aware of the quality and scope of research going on at the URI. We are observing the positive effects of our activities by increased extramural sponsored funding at a time of limited resources, much increased demand for our research magazine, increasing publication, increased demand for intramural funding, and increasing interest by students in undergraduate research.

PROJECTIONS

The University has made substantial progress in identifying and evaluating faculty and staffing needs. To remain regionally competitive, we must also identify additional funding for faculty compensation in a time of decreasing state appropriations. A major next step will be the achievement of Goal 5 in the Strategic Academic Plan allowing for more routine assessment of staff job responsibilities and flexibility when filling new critical staff positions that directly support faculty. Continued refinement and standardization of the allocation and assessment of job performance for GTAs is necessary and changes will be evaluated for effectiveness following implementation. A comprehensive assessment model to effectively capture staff support for faculty is needed.

The University has effectively reached targeted goals for student-to-faculty ratios, and first-year and senior students reported significantly higher levels of perceived faculty interaction in the 2016 NSSE survey compared to NSSE comparison groups. We fall below comparison groups, however, when both first-year and senior students are asked about effective teaching strategies. Several recent initiatives (hiring of 60 new full-time faculty over four years; hiring of professional advisors; decreased reliance on part-time per course instructors) coupled with enhanced offerings for faculty pedagogical development are promising. The percentage of courses taught by full-time faculty (71-72%) has remained relatively stable over the past few years, but is expected to increase as these initiatives are fully implemented. We will continue to monitor student/faculty interaction, as measured through NSSE and data sources, to determine student perceptions of teaching effectiveness. The University will continue to invest and support high impact practices for students (e.g. research with faculty) and expand them to points earlier in a student's experience.

The Provost's Office and Council of Deans will monitor the progress of the changes in appointment letters discussed above. The effects of these changes will be measured with a rubric to be developed and using existing data. The Biennial Program Data Report already administered by the APRC will be evaluated for possible modifications that will allow use for tracking progress under the Academic Strategic Plan. Assessment activities related to the revised Academic Strategic Plan (Goal 2, Strategy 2) will also be developed to monitor the effectiveness of tailoring faculty responsibilities and expectations.

The Academic Strategic Plan places significant emphasis on goals to improve teaching and learning in order to enhance student success (Goal 1). As the strategic plan guides budgeting and resource allocation, we expect a continuation of expansion in the numbers and types of opportunities provided to improve teaching and learning, and increase the use of research based pedagogical approaches by all faculty. The Provost's Office has developed metrics for each of the strategies to measure our success at implementation. In addition, the growth of these opportunities will be evaluated by both program and general education outcomes assessment as well as the 2019 NSSE survey.

Some of these growth opportunities require investments in infrastructure such as additional Active Learning Classrooms or "light" versions, which maintain the round tables but require less technology. As we continue to expand our classroom facilities, we will take these needs into consideration.

With the implementation of course observation for full-time lecturers, we will need to assess the instruments we use, as well as the impact course observation has on teaching effectiveness. If course observations are beneficial in helping faculty improve their effectiveness, as measured by a combination of IDEA scores and student mastery of learning outcomes, then we will need to evaluate whether we should implement a way for tenure-track faculty to take advantage of course observations, possibly using a peer observation model.

Improving the utility of student evaluations will be aided by moving IDEA to an online format. This will provide faculty with more immediate feedback from students, allowing faculty to adjust content and teaching practices as soon as the course is completed. The online IDEA feedback provides links to suggested research-based best practices in areas where faculty might look for such changes. This change, however, is dependent, on whether URI can successfully manage this transition and ensure a robust return rate on the surveys.

University College for Academic Success will continue to conduct a variety of assessments of the new advising system, training, and implementation of Starfish. These assessments will focus on the advising model, communication, satisfaction, additional training needs and a deeper look at institutional attitudes and preferences toward advising. In addition, UCAS will continue to evaluate the processes and systems used for advising to reduce redundancy and increase efficiency wherever possible.

Moving forward, the University must continue to identify and obtain alternate sources of extramural funding, both domestic and international, to support research and scholarly activity. The University must also expand collaborative research opportunities for our faculty, students and staff within the United States and internationally and enhance cross departmental and college infrastructure to support collaborative endeavors. The formation of the Institute for Integrative Health and Innovation may prove beneficial in support of collaborative research, but should be assessed for increasing collaboration and providing support for faculty. A bond issue for a new URI-affiliated Innovation Campus passed in the fall of 2016. This campus will facilitate partnerships with firms and other universities and enhance transfer of University innovation to the market with the goal of improving the state's economy. We expect the research, scholarly activity, and innovation to continue to expand, even in challenging times.

Standard 6: Teaching, Learning, and Scholarship

(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
?	**Number of Faculty by category**				
	Tenured/Tenure Track	540	543	534	547
	Clinical	42	42	42	42
	Lecturer	104	116	121	130
	Research	16	16	14	16
	Visiting	4	4	6	7
	Part-time Tenured/Tenure Track	4	2	5	3
	Clinical Part-time	3	2	1	
	Lecturer Part-time	4	5	4	5
	Research Part-time	4	6	2	8
	No Faculty Status Part-time	495	410	401	397
	Total	1,216	1,146	1,130	1,155
	Percentage of Courses taught by full-time faculty				
		71.66%	71.18%	71.05%	72.15%
?	**Number of Faculty by rank, if applicable**				
	Professor	295	293	292	288
	Associate	180	182	166	158
	Assistant	125	129	137	166
	Instructor	2	1		
	Lecturer	104	116	122	130
	Professor Part-time	6	4	5	5
	Associate Part-time		1	1	1
	Assistant Part-time	5	5	2	5
	Lecturer Part-time	4	5	4	5
	No Faculty Status Part-time	495	410	401	394
	Total	1,216	1,146	1,130	1,152
	Total Faculty Status	721	736	729	758
?	**Number of Academic Staff by category**				
	Librarians	2	2	2	2
	Advisors				
	Instructional Designers				
	Other; specify below:				
	Curator	3	3	2	2
	Library Tech	20	18	19	19
	Library Tech Part-time	3	3	3	1
	Other Teaching & Instr Sup	171	205	205	231
	Other Teaching & Instr Sup Part-time	17	12	9	7
	Total	216	243	240	262

Please enter any explanatory notes in the box below

Data are as of November 1st each year.

Standard 6: Teaching, Learning, and Scholarship

(Highest Degrees, Fall Term)

			3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
Highest Degree Earned: Doctorate or other Terminal Degree						
	Faculty	Professor	297	293	293	289
		Associate	169	172	154	146
		Assistant	114	117	127	158
		Instructor				
		Lecturer	50	61	62	61
		No rank				
		Other				
		Total	630	643	636	654
	Academic Staff	Librarians	1	1	1	1
		Advisors				
		Inst. Designers				
	Other; specify*	Library Tech	1	1	1	2
		Other Teaching & Instructional Support	9	16	18	24
Highest Degree Earned: Master's but not Terminal Master's						
	Faculty	Professor	4	4	4	4
		Associate	11	11	12	12
		Assistant	15	16	12	13
		Instructor	2	1		
		Lecturer	52	57	61	70
		No rank				
		Other				
		Total	84	89	89	99
	Academic Staff	Librarians				
		Advisors				
		Inst. Designers				
	Other; specify*	Curator	3	3	2	2
		Library Tech	1	1	1	1
		Other Teaching & Instructional Support	115	135	136	149
Highest Degree Earned: Bachelor's						
	Faculty	Professor				
		Associate			1	1
		Assistant	1	1		
		Instructor				
		Lecturer	6	3	3	4
		No rank				
		Other				
		Total	7	4	4	5
	Academic Staff	Librarians	1	1		
		Advisors				
		Inst. Designers				
	Other; specify*	Library Tech	10	9	10	8
		Other Teaching & Instructional Support	62	65	59	64
Highest Degree Earned: Professional License						
	Faculty	Professor				
		Associate				
		Assistant				
		Instructor				
		Lecturer				
		No rank				
		Other				
		Total	0	0	0	0
	Academic Staff	Librarians				
		Advisors				
		Inst. Designers				
	Other; specify*					
Highest Degree Earned: Twelfth Grade Plus						
		Library Tech	11	11	11	10
		Other Teaching & Instructional Support	2	1	1	1
		Total Faculty	721	736	729	758
		Total Academic Staff	216	244	240	262
		Grand Total	937	980	969	1,020

* Please insert additional rows as needed

Data are as of November 1st each year.

Standard 6: Teaching, Learning, and Scholarship

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Current Year (FY 2017)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor				2		3		1	1
Associate					1	1		4	
Assistant		25	1	27	1	32		50	2
Instructor		1		1					
No rank									
Lecturer		19	1	31	1	22		31	
Total		45	2	61	3	58	0	86	3
Number of Faculty in Tenured Positions									
Professor		290	4	287	2	284	2	277	3
Associate		161		161	0	144		134	
Assistant		88		95		106		136	
Instructor		1							
No rank									
Lecturer									
Total		540	4	543	2	534	2	547	3
Number of Faculty Departing									
Professor		2	1	3	1	3		5	
Associate		4				5	1	1	
Assistant		10	1	9	1	12	1	11	
Instructor			1						
No rank									
Lecturer		15	2	17		17	1	20	
Total		31	5	29	2	37	3	37	0
Number of Faculty Retiring									
Professor		10		15		18		18	
Associate						4		2	
Assistant						1			
Instructor									
No rank									
Lecturer		1				2		2	
Total		11	0	15	0	25	0	22	0
Fall Teaching Load, in credit hours									
Professor	Maximum	2115	170	2116	118	2079	173	2459	109
	Median	135	83	147	42	141	51	149	41
Associate	Maximum	888	138	943	56	2500	9	1032	1
	Median	160	138	155	56	181	9	165	1
Assistant	Maximum	1072	34	1264	66	666		1046	12
	Median	144	19	138	66	157		144	12
Instructor	Maximum								
	Median								
No rank	Maximum		1074		1272		1886		1931
	Median		72		69		69		69
Lecturer	Maximum	1893	216	2043	240	1350	231	1323	168
	Median	343	97	323	63	347	85	348	88

Explanation of teaching load if not measured in credit hours

Data are as of November 1st each year.

Standard 6: Teaching, Learning, and Scholarship

(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Current Year (FY 2017)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Africana Studies	1		1		1		1	
Accounting	14		15		14		12	
Art & Art History	12		12		11		10	
Biological Sciences	19		20		19		16	
Biomedical and Pharmaceutical Sciences	21		20		18		23	
Business Administration	29		30		30		32	
College of Continuing Education	7		8		6			
Chemical Engineering	8		8		8		9	
Chemistry	21		20		18		19	
Cell & Molecular Biology	17	2	17	2	19	2	22	2
Communicative Disorders	8		8		9		10	
Comminucation Studies	30		33		34		34	
Cancer Prevention Research Center	7		7		6	1	7	1
Computer Science & Statistics	12		12		15		16	
Civil & Environmental Engineering	9		9		10		11	
Economics	13		12		13		14	
Education	16		16		17		18	
Electrical, Computer & Biomedical Engineering	18		20		20		22	0
English	17	1	19		18		18	
Environmental & Natural Resource Economics	7		7		7		7	
Fisheries, Animal & Veterinary Science	9		9		11		10	
Finance	7		8		8		7	
Film/Media	3		4		3		4	
Geosciences	6		7		7		7	
Gender & Women's Studies	3		2		2		2	
Human Development & Family Studies	14	1	15		14		16	
History	15		15	1	15		16	
Health Studies	1		1		1		1	
Honors Program			1		1			
Journalism	4		4		4		3	
Kiesiology	17		16		17		18	
Landscape Architecture	5		5		5		5	
Library	18	1	18	1	15	1	14	1
Modern & Classical Languages & Literatures	25	1	27	1	26	1	29	1
Labor Relations Center	1	3	1	3	2	3	1	3
Graduate School of Library & Information Studies	4		3	1	5		4	
Marine Affairs	5		7		8		8	
Mechanical Industrial & Systems Engineering	16		17		17		19	
Marketing	8		8		8		9	
Mathematics	19		19		20		21	
Music	12		11		12		12	
Nutrition & Food Sciences	7	1	7	1	8	1	9	1
Natural Resources Science	12		12		11		13	
Nursing	26	3	27	2	24		26	3
Ocean Engineering	10		10		10		11	
Graduate School of Oceanography	28	1	27	1	30	1	28	1
Philosophy	10		11		10		11	
Pharmacy Practice	29		29		29		30	
Physical Therapy	8		8		9		9	
Physics	17		16	1	17	1	16	1
Plant Sciences & Entomology	10		11		10		11	
Political Science	11		11		10		12	
Professional & Continuing Studies							4	1
Psychology	19	1	19	1	18	1	17	1
Sociology & Anthropology	15		16		16		15	
Theatre	5		5		5		6	
Textiles, Fashion Merchandising & Design	8		8		6		6	
University Year for Action	1		1		1		1	
Writing & Rhetoric	12		11		9		10	
Total	706	15	721	15	717	12	742	16

Please enter any explanatory notes in the box below

Data are as of November 1st each year.

Standard 6: Teaching, Learning, and Scholarship

(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time 3 Years Prior (FY 2014)		Part-time 3 Years Prior (FY 2014)		Total Headcount (FY 2014)	Full-time (FY 2017)		Part-time (FY 2017)		Total Headcount (FY 2017)	Headcount Goal (specify year)
	Female	Male	Female	Male		Female	Male	Female	Male		
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed											
African/African American											
Full	1	5			**6**		5			**5**	
Associate	6	2			**8**	6	1			**7**	
Assistant		1			**1**	2	6			**8**	
Instructor					**0**					**0**	
Lecturer	2				**2**					**0**	
Hispanic											
Full	1	5			**6**	2	5			**7**	
Associate	5				**5**	5	2			**7**	
Assistant	2	2			**4**	1	2			**3**	
Instructor					**0**					**0**	
Lecturer	2	3			**5**	4	3			**7**	
Native American/Alaska Native											
Full	1	1			**2**		1			**1**	
Associate	1				**1**	1				**1**	
Assistant	1				**1**	1				**1**	
Instructor					**0**					**0**	
Lecturer					**0**					**0**	
Asian/Pacific Islander											
Full	4	26			**30**	5	27			**32**	
Associate	8	10			**18**	8	12			**20**	
Assistant	6	11			**17**	19	15			**34**	
Instructor					**0**					**0**	
Lecturer	7	1			**8**	11	2			**13**	
White											
Full	79	172	3	3	**257**	89	154	3	2	**248**	
Associate	82	66			**148**	70	52		1	**123**	
Assistant	66	36	3	2	**107**	70	50	5		**125**	
Instructor	2				**2**					**0**	
Lecturer	50	39	3	1	**93**	64	46	4	1	**115**	
Not Reported											
Full					**0**					**0**	
Associate					**0**		1			**1**	
Assistant					**0**					**0**	
Instructor					**0**					**0**	

Academic Staff	Full-time 3 Years Prior (FY 2014)		Part-time 3 Years Prior (FY 2014)		Total Headcount (FY 2014)	Full-time (FY 2017)		Part-time (FY 2017)		Total Headcount (FY 2017)	Headcount Goal (specify year)
	Female	Male	Female	Male		Female	Male	Female	Male		
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed											
African/African American											
Librarians					**0**					**0**	
Curator					**0**					**0**	
Library Tech	2				**2**	2				**2**	
Other Teaching & Instructional Support	11	5	1	1	**18**	13	12			**25**	
Hispanic											
Librarians					**0**					**0**	
Curator					**0**					**0**	
Library Tech					**0**					**0**	
Other Teaching & Instructional Support	6	1			**7**	8	1	1		**10**	
Native American/Alaska Native											
Librarians					**0**					**0**	
Curator					**0**					**0**	
Library Tech					**0**					**0**	
Other Teaching & Instructional Support		1			**1**		2			**2**	
Asian/Pacific Islander											
Librarians					**0**					**0**	
Curator					**0**					**0**	
Library Tech					**0**					**0**	
Other Teaching & Instructional Support	1	3	1		**5**	1	2			**3**	
White											
Librarians	2				**2**	2				**2**	
Curator	3				**3**	2				**2**	
Library Tech	16	2	2	1	**21**	15	2	1		**18**	
Other Teaching & Instructional Support	103	40	13	1	**157**	136	56	5	1	**198**	

Please enter any explanatory notes in the box below

Data for fall terms as of November 1st. Totals exclude part-time faculty with no faculty status. The Department of Human Resources is working with departments to encourage part-time hires to complete the self-reporting forms which provide this data.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

HUMAN RESOURCES

DESCRIPTION

The University employs approximately 2,500 full-time employees, including 758 full-time faculty. URI also employs approximately 350 graduate assistants, 108 FTEs of part-time faculty, and 400 seasonal employees. More than 90% of University employees are covered by one of ten collective bargaining agreements. These agreements define terms and conditions of employment and establish promotional and/or reclassification procedures. Terms of employment are also included in letters of offer and appointment and in job descriptions. Personnel policies are also found in Rhode Island Personnel Rules, the Personnel Policy Manual of the Rhode Island Board of Education, and the URI Procedural Manual. Copies of the University's collective bargaining agreements are available on the Human Resource Administration website along with all other human resource related policies and procedures.

All collective bargaining agreements include grievance procedures ending in binding, neutral, third-party arbitration. There is also a grievance procedure for nonunion employees. The University compensates all faculty, staff, and administrators competitively with peer institutions, and ensures that professional development opportunities are available throughout the organization. Faculty salaries are benchmarked to the Oklahoma State *Faculty Salary Survey*, with most pay increases determined through collective bargaining. Non-faculty pay grades generally align with the state's classification system or salary schedule for non-classified employees. Pay raises for unionized positions are determined through collective bargaining, and by the Council for Postsecondary Education for nonunion positions.

The Human Resources Administration Office (HRA), the Director of Recruitment and Retention of Faculty and Staff, and the Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD) all serve as resources to the URI community in providing assistance and training throughout the non-classified staff and faculty search process. The HRA and the AAEOD offices monitor the decision-making process and identify critical stages in the search process where the University can demonstrate its commitment to equal opportunity, diversity and affirmative action.

All faculty (tenure-track, lecturers, and part-time) are regularly evaluated according to the provisions of their respective collective bargaining agreement. There is currently no university-wide system for the evaluation of Graduate Teaching Assistants, but some individual units have developed their own procedures. Staff evaluation is also covered by collective bargaining agreements. Administrators are evaluated by protocols developed through the shared governance process and carried out by a committee of the Faculty Senate. Currently, there is no evaluation system for nonunion employees, except for review of top administrators by the Faculty Senate.

Faculty and staff are encouraged to pursue professional development through training, conferences, and networking. Faculty off-site professional development is partially paid for through funds allocated under a provision of the full-time faculty contract (i.e. the Faculty Development Fund) with additional support provided by departments, dean offices, and/or the Provost's office. While faculty development funds provide only a few hundred dollars per faculty member per year, additional funding is generally available to cover conference and research-related travel and other professional development activities. Some funding is available through various internal competitive grants as well as department, college, and donated funds. For new faculty, research and travel funds are often included in their start-up package. ATL offers robust programs and ongoing support for teaching.

APPRAISAL

The University is in the process of creating a larger full-time faculty that will be better prepared to carry out the important work of learning, discovery, and engagement associated with a flagship research university. In 2015, the University committed to hiring 60 new faculty FTEs in fiscal years 2016 through 2019. These new positions are in addition to those strategically relocated through attrition. These new faculty will be allocated across colleges and disciplines toward the goal of increasing reliance on full-time faculty, addressing teaching needs in high demand areas, and expanding the University's scholarly research activity, particularly in areas critical to the state's economic development.

The University faces another challenge because many positions are included in the Rhode Island civil service system, both with respect to policies and compensation. This fact makes it cumbersome to update job descriptions to meet University needs and limits flexibility in hiring and compensation. Processes within HRA are improving as new technology has been employed, including a relatively new online application system. Nonetheless, reviewers of this self-study document commented that delays and difficulties sometimes hobble faculty and staff searches and portray the University in a poor light. The Provost's Office will be working with departments and HRA to better coordinate activities so that large numbers of search requests do not arrive at HRA all at once. Further appraisal should also be done to compare such processes with peer institutions and to identify areas for improvement.

The current AAUP contract for full-time faculty contains a new promotional path for lecturers through the rank of Senior Lecturer and (for those with terminal degrees) Teaching Professor and a timetable for regular evaluation at the level of the department and college. This contract also adds a nontenure-track faculty category of Faculty of Practice and retains the nontenure-track faculty categories of Research and Clinical Faculty. The AAUP and the Provost's Office hold annual training sessions regarding the tenure and promotion process as well as use of the electronic dossiers for both tenure track faculty and lecturers.

FINANCIAL RESOURCES

DESCRIPTION

As of June 30, 2016, per the audited financial statements appended to this report, the University's total assets of $861.6 million exceeded total liabilities of $441.8 million. Endowment assets total $136.8 million and is comprised of $131.6 URI Foundation and $5.2 URI Alumni Association.

Budget planning. As described earlier in this report under Standard Two, the Strategic Budget and Planning Council (SBPC), which includes administrators, faculty, staff, and students, has primary responsibility for

reviewing and recommending to the President new investments made by the University. The SBPC operates transparently. Its mission, presentations, recommendations to the President, final outcomes, and all agendas and minutes can be found on its website. The strategic budget planning process assures that all University expenditures are strategic and align with the University's Mission Statement and Academic Strategic Plan and a core set of potential University benefits as defined by the SBPC. Budgeting guidelines are also received from the state budget office on behalf of the executive branch and from the Office of Postsecondary Commissioner (OPC) on behalf of Council on Postsecondary Education (CPE) and the Board of Education. When new funding is sought, it must be established that the expense cannot be covered by the reallocation of existing funds.

In 2012, the Strategic Budget & Planning Council recommended, and the president approved, a process that dedicates a portion of the fund balance for a contingency against unanticipated or uninsured catastrophic events, unforeseen legal obligations and costs, infrastructure or major business systems failures, business continuity, revenue shortfalls or expenditure gap coverage. This process was created to reinforce good, sound, and responsible fiscal management strategies for the institution. A further portion may, with the President's approval, be used for short-term transformational investments deemed critical to the University's future. Importantly, expenditure of these funds as one-time investments must be strategic and critical and not simply used to offset other monies for day-to-day needs. The University established the contingency fund at the end of FY2014 with the intention of increasing it to at least 5% of the prior year's unrestricted Fund 100 revenue budget. A fund balance of $2.6 million on June 30, 2012 has increased to $33.6 million by June 30, 2016, with approximately $23 million reserved for contingencies. This represents 6% of the prior year's unrestricted Fund 100 revenue budget.

Appropriations. The State of Rhode Island contributes financially to the University through state appropriations for ongoing general budget support, the RI Capital Budget in support of specific capital projects and general asset protection, and through funding from voter approval of major general obligation bond referenda for which the State pays the general obligation debt service. The general state appropriation, excluding general obligation debt service, was $82.5 million in FY2007 and $77.4 million in FY2018—and has dropped to as low as $56.6 million in FY2011. Other major sources of revenue include tuition and fees, external student grants and direct loans, revenue from the operations of auxiliaries and enterprises, and research grants.

Fiscal Year	General State Appropriation*	Annual Change	Change from FY 2007	Reduction FY2008-FY2011
2007	$82,471,177			
2008	$74,896,525	($7,574,652)		
2009	$62,192,731	($12,703,794)		($25,852,258)
2010	$56,784,303	($5,408,428)		
2011	$56,618,919	($165,384)		
2012	$57,638,433	$1,019,514	($24,832,744)	
2013	$58,003,717	$365,284	($24,467,460)	
2014	$63,963,701	$5,959,984	($18,507,476)	
2015	$68,892,750	$4,929,049	($13,578,427)	
2016	$71,148,825	$2,256,075	($11,322,352)	
2017	$75,616,226	$4,467,401	($6,854,951)	
2018	$77,371,073	$1,754,847	($5,100,104)	

The CPE approves the University's budget, which includes student tuition and rate changes. Once approved by the full Board of Education, the budget is submitted (by October 1 of each year) to the state

Budget Office. The budget packet includes the allocation for the current fiscal year, the request for the upcoming fiscal year, and the preliminary request for the following fiscal year. The University's request becomes part of the Governor's overall state budget presented to the legislature, which has final authority on state expenditures.

The specific statutory authority of the CPE under RIGL §16-59-4 includes the following:

> (5) To prepare and maintain a five-year (5) funding plan for higher education that implements the strategic financing recommendations of the board of education; to prepare, with the assistance of the commissioner of postsecondary education, and to present annually to the state budget officer, in accordance with § 35-3-4, a state higher education budget, which shall include, but not be limited to, the budget of the office of postsecondary education and the budget of the state colleges. In the preparation of the budget, the council shall implement priorities established by the board of education of expenditures for public higher education purposes of state revenues and other public resources made available for the support of higher public education. Prior to submitting the budget to the state budget officer as required by the budget office instructions and this subsection, the council shall present the budget to the board of education for its review and approval. Nothing contained in this subdivision shall authorize the council to alter the allocation of grants or aid otherwise provided by law.

Hence, the governing board has autonomy in proposing the University's budget and setting tuition, while the legislature has final authority over appropriations.

The Vice President for Administration and Finance is the University's chief financial officer. As shown in the organizational chart that precedes this report, the Controller reports directly to the Vice President for Administration and Finance. An associate director, four budget specialists, and an executive assistant and information technology specialist also work in the budget office. The Controller's Office includes 55 employees spread across five units d, including Accounting Operations, Financial Reporting, Financial Systems, Payroll, and Sponsored and Cost Accounting. Dotted line relationships exist with the athletic department and (the special events) W. Alton Jones Campus. The Director of Budget and Financial Planning has a dual reporting relationship to both the Provost and the Vice President for Administration and Finance. Dual reporting reinforces a critical emphasis on enrollment as the institution's primary revenue stream and investment in the academic core mission, while also ensuring financial accountability and responsibility.

The 2016 audited financial statement shows that most of the operating expenses of the University are dedicated to the support of teaching, research, and service as evidenced by the Integrated Postsecondary Education Data System (IPEDS) categories reported on page 28 of the statement. Financial reports are reviewed and accepted by the CPE and Office of Internal Audit. Internal controls are reflected in policies available on the Controller's website. When problems have been discovered during the auditing process, they have been dealt with quickly.

The Vice Provost for Enrollment Management, along with the Enrollment Management Committee, annually reviews strategies concerning financial aid with particular attention to fostering success for the University's enrollment targets focused on quality, diversity, and selectivity. The University's budget proposal includes the amount requested for financial aid. Financial aid resources and procedures are clearly stated on the University's website. Financial aid serves both to promote access and affordability for needy and meritorious students and as a powerful enrollment management tool to generate the net revenue necessary to operate the University. As part of our commitment to access, the University invests in the Talent Development program, which helps Rhode Island students from economically disadvantaged backgrounds transition to and succeed at the University. In addition, through FY2021 the University has committed to a minimum of 75 scholarships at the in-state tuition rate for students participating in The College Crusade of Rhode Island (formerly the RI Children's Crusade). The current commitment of student aid related to diversity

is $15.1 million in FY2018. The total commitment of undergraduate scholarship funding is $93.3 million in FY2018. In addition, $16 million is budgeted for Graduate Assistant stipends, waivers and fellowships.

Controls on the financial system provide for budget checking at various levels. For example, any change in the status or salary allocation of an employee requires an action form that receives budget office review. The same is true for all purchases; each is reviewed for potential budget error. All errors must be resolved before payment is made. The internal payroll for students, graduate assistants, and temporary appointees is tracked though encumbrances. All new positions funded from the unrestricted budget must be approved by the Budget Office prior to posting. All vacated faculty lines and funding (including both salary and fringe benefits) revert to the Provost for reallocation in accordance with the Academic Affairs budget process.

Each fall the University begins its mid-year review process. Departments reallocate annual budgets to match any revised projections. The guidelines are available to all departments for this process at the Budget Office website. The mid-year analysis is presented to the Senior Leadership Team with the budget updated according to revenue and expense estimates.

Online programs, certificate programs, and programs such as ZUEL (wherein students from Zhongnan University of Economics and Law complete their degrees at URI) have been identified as new sources of revenue. CPE is made aware of all such programs and has the opportunity to ask questions of the University and the OPC about any such efforts. In addition, the University, when planning a substantive change, demonstrates the financial and administrative capacity to ensure that the new initiative meets the standards of quality of the institution and NEASC standards. This was recently done for the new Nursing Education Center in Providence.

Ethics, Oversight, and Reporting. The University established an Ethics Hotline in 2012 to ensure and enhance fiscal responsibility and compliance. The hotline is the the responsibility of the Compliance Office. Additionally, the University is subject to the State's Code of Ethics law (RIGL § 36-14). The RI Office of Internal Audit is responsible for financial oversight of state agencies. The Office also maintains its own fraud hotline. The state requires the completion of an annual Financial Integrity and Accountability Report. The latest report was submitted to the Office of Internal Audit on December 7, 2016.

The University prepares annual financial statements in accordance with the requirements of Governmental Accounting Standards Board (GASB). An annual audit is conducted by an external auditor consistent with generally accepted auditing standards adopted by the American Institute of Certified Public Accountants (AICPA). The appointment of an external auditing firm for the three public institutions begins with a request for proposals per state purchasing rules and a competitive bidding process. The audit firm must be approved by the RI Auditor General and State Controller. The most recent firm awarded the contract is O'Connor and Drew PC. URI has received an unqualified opinion from the auditor. The auditors conduct an annual A-133 Single Audit report in accordance with OMB Uniform Guidance (formerly OMB A-133 Compliance Statement). URI annual reports are incorporated into the State of RI Comprehensive Annual Financial Report and A-133 Single Audit. The CPE, RI Auditor General, and State Controller's Office review the annual audit reports. The Auditors' Management Letter recommendation and A-133 Single Audit findings are presented to the Board of Education and URI's Senior Leadership Team. Corrective action plans are implemented to resolve any findings or recommendations. Audit reports and financial statements are found on the URI Controller's website. Policies and procedures concerning risk management can be found on the website of the Risk Management office.

All fiscal policies of the University exist in writing and can be found at the websites of various offices, including Budget and Financial Planning, Controller, Purchasing, and Research and Economic Development.

The CPE, its Finance and Facilities Committees, the OPC, the RI Auditor General, the Office of Internal Audit within the department of the Office of Management and Budget, and the Rhode Island State

Controller all have an active role in overseeing the finances of the University. Committees of the state legislature also have the authority to oversee and investigate the University.

Fundraising. Fundraising efforts at the University are handled through contract with the URI Foundation, a separate 501(c)(3) corporation established to support the University through fundraising activities and investment services. The Foundation's daily operations are managed by a president, who reports to an executive board. The Foundation President also sits in the University President's Senior Leadership Team. With an original charge of managing the University's endowment, the Foundation became responsible for all URI fundraising activities on January 1, 2008 and currently employs a professional staff of fundraisers, as well as development support personnel and financial managers. Fundraising activities conducted by the Foundation's staff comply with both best practices (endorsed by the Council for the Advancement and Support of Education (CASE)) and IRS requirements. In addition, funding priorities are identified in partnership with the President and Provost and align with the Academic Strategic Plan. Annually, the URI Foundation Executive Board establishes the endowment spending policy of the URI Foundation, which is posted for transparency on the URI Foundation website.

APPRAISAL

The University is financially stable. Per the audited financial statements as of June 30, 2016, total assets of $861.6 million exceeded total liabilities of $441.8 million. The net assets of $427.8 million reflect a 5.6% increase from June 30, 2015. The University's current ratio, which measures the University's liquidity, remains positive at 2.27 to 1 and 2.34 to 1 as of June 30, 2016 and 2015 respectively (see page 12 of the June 30, 2016 financial statement). A minimal $2.6 million cumulative fund balance as of June 30, 2012 increased to $33.6 million by June 30, 2016 and approximately $23 million or 6% of prior year revenue was reserved for contingency.

The University has been able to compensate for essentially flat or declining funding from state government by strategically increasing enrollment from 12,714 in FY2007 to 14,799 reflected in the FY2017 allocation budget, an increase of 16% or 2,085 financial full-time equivalent (FFTE) students during this period. Importantly, the enrollment increase occurred through both recruitment and retention gains and is accompanied by substantial increases in the academic quality and diversity of our student body. Indeed, URI's applicant pool, selectivity, enrollment, retention, and graduation rates are the highest in history of the institution. The State's investment in the RI Capital Fund totaled $5.1 million in FY2007 and has increased to $13.9 million in FY2017, an increase of 173%.

The 2016 audited financial statement shows that the operating expenses of the University are primarily dedicated to support of teaching, research, and service. Reports are reviewed and accepted by the CPE and Office of Internal Audits. Internal controls are stated in policies available on the Controller's website. When problems have been discovered in the auditing process, they have been dealt with quickly.

Budget procedures have been improved significantly during the past decade. These efforts have been aided by the creation of the SBPC and its establishment of Principles for a Strategic and Sustainable Budget Process. Furthermore, the Division of Academic Affairs, the institution's largest division, has implemented a strategic budget allocation process that re-enforces strategic investment and responsible fiscal management. The University also follows federal and state regulations, the latter of which are found on the website of the RI Office of Postsecondary Commissioner.

The University uses approximately $10 million to $15 million in charitable gifts made available each year through endowment earnings and temporarily restricted funds. These funds are made available across the University community and are used for a wide variety of donor-designated purposes, direct student

scholarship support, faculty support, and facility enhancement and for myriad programs and initiatives that enrich the overall academic experience at URI, while enhancing the University's competitiveness.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

DESCRIPTION

Information Technology. Information Technology Services (ITS) reports to the Provost and is responsible for the management of the University's enterprise information systems and related platforms, as well as the security of University data. Among the most critical platforms that ITS manages are the eCampus (PeopleSoft) enterprise planning system (ERP), Sakai Learning Management System (LMS), email, the voice and data networks, and application integration. ITS also manages servers and virtual machines (VMs) for other departments in the University's data center. In addition, ITS serves the entire campus through its Service Desk, Classroom Media Assistance, and Media Services department. These departments work with faculty and researchers to develop a variety of media ranging from interactive websites to 3D renderings. There are 84 FTEs in ITS and approximately 70 distributed IT staff according to the recently developed IT Strategic Plan. The IT Strategic Plan was developed with substantial community involvement and input. It was led by a recently created IT Governance Council, which has ultimate responsibility for implementation and monitoring the progress of the Plan and establishing IT investment priorities. The Chief Information Officer oversees ITS, reports directly to the Provost, and serves as *ex-officio* member of the IT Governance Council.

ITS focuses on fortifying IT infrastructure, improving the workflow of the University's learning management and business systems, and implementing new technologies to improve efficiency. ITS has created substantial efficiencies through the development of an online time card process and HR process for managing employees' employment status and general position status. These activities involved creating online Position Action and Employee Action forms and improving workflow. Online procurement was implemented and Pcards were integrated into the process. Automated image processing was added to the admission process to capture prospective student applications from the Common App.

The University's enterprise email platform has been upgraded from internally hosted Zimbra to Gmail and the Google G-Suite for Education. This change has been well received by the University community and has enabled better collaboration for students as well as faculty and staff. A handful of departments continue to run their own email platforms. Clear descriptions of Gmail and Google G-Suite for Education are available online to students.

Libraries. The University Libraries is an academic division of the University, serving the knowledge and information needs of the University community and the public. Led by the Dean of the University Libraries, in recent years the University Libraries has transitioned from a primary role as the archive of knowledge to an evolving critical role as the campus hub for learning through a vibrant learning commons and the nexus for digital information and data access and discovery. The University Libraries has smoothly transitioned to a digital 21st century academic research and innovation library. The University Libraries includes the Robert L. Carothers Library and Learning Commons on the main campus in Kingston, the Feinstein Providence Campus Library in Providence, and the Pell Marine Science Library at the Narragansett Bay Campus. Library faculty provide materials and services across campuses, including providing for-credit instruction, collaborating with faculty across disciplines to provide targeted class-specific instruction, and selecting print and electronic information resources in accordance with the University's mission. The Robert L. Carothers Library and Learning Commons now includes an Active Learning Classroom, Makerspace, and serves as the home of the

University's interdisciplinary Big Data Collaborative and DataSpark, a RI-based data analytics entity and manager of the RI DataHub.

As of this writing, the library collections number 1,889,934 books and 139,375 journal titles in both print and electronic formats. There are 15,889 titles in the digital repository. The collections are supported by a $4.9 million materials budget. In addition, the Distinctive Collections unit contains research collections related to Rhode Island and the University, including the political papers of Rhode Island senators and governors. The University Libraries maintains a website that provides access to its resources and services. Resources are accessible through an authentication process using EZproxy. The University Libraries manages the institutional repository, DigitalCommons@URI, and provides related services such as Open Access journal hosting. The University Libraries provides access to digitized special collections through DigitalCommons@URI and Shared Shelf by ArtStor.

The University Libraries participates in several consortia and resource sharing networks. The networks include Libraries of Rhode Island (LORI), Consortium of Rhode Island Academic and Research Libraries (CRIARL), and the Boston Library Consortium (BLC). The libraries also acquire e-resources at a significant savings through the library consortia LYRASIS, NorthEast Research Libraries (NERL), and Waldo. In 2015, the University Libraries implemented a new library management system and discovery layer, ExLibris Alma and Primo.

Physical Plant. The University's physical resources include four campuses: the Kingston Campus in South Kingstown, RI (principal location for undergraduate and graduate, research, residential, and athletic programs); the Narragansett Bay Campus in Narragansett, RI (Graduate School of Oceanography); the Feinstein Providence Campus in Providence, RI (Alan Shawn Feinstein College of Education and Professional Studies); and the (special events) W. Alton Jones Campus in West Greenwich, RI (Whispering Pines Conference Center and URI Environmental Education Center). These physical resources include 324 buildings containing some 4,850,000 assignable square feet of space, served by municipal-scale infrastructure and utility systems on over 4,100 acres of land. In addition, limited leased properties support selected academic programs.

The CPE holds legal title to the land, buildings, and improvements "in trust for the State." The Council governs and executes contractual authority over the state's public higher education system and approves leases, easements, and construction/renovation projects in URI's five-year Capital Improvement Plan.

The University has a comprehensive campus planning and design process that engages stakeholders throughout the University community. Capital improvements are based on the University's Campus Master Plan with guidance from a Master Plan Review Team that meets regularly. URI's Campus Planning & Design office is currently preparing an RFP to solicit a consulting firm that will develop a new/updated Kingston Campus Master Plan. New capital improvement projects are solicited annually through a formal application process. Approved projects are incorporated into the University's five-year Capital Improvement Plan, which is submitted annually to the state for funding approval following review by the CPE. The Governor's Capital Budget for the current FY2018-22 Capital Improvement Plan (CIP) has been approved and enacted by the state legislature. URI facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for efficiency and environmental sustainability concerns.

The University's Joint Classroom Steering Committee (JCSC) serves as a steering group to coordinate planning, standards, maintenance and upkeep for the University's general assignment classrooms. Since 2011, the committee has directed over $3 million worth of improvements to support an enhanced learning environment. The Joint Classroom Steering Committee currently manages and allocates $600,000 annually to enhance classroom technology and overall classroom environment improvements.

In addition to ongoing, state supported projects, URI has led the state in working to develop beneficial Public Private Partnerships (P3). Several examples of these P3 developments include the new Rhode Island Nursing Education Center, the future Upper College Road Mixed Use Development, and the future Innovation Campus. The Nursing Education Center is a 260,000 square foot facility in Providence shared with Rhode Island College and in proximity to state's main teaching hospitals and Brown University's Warren Alpert Medical School.

The University will continue to invest in a safe and accessible campus environment through ongoing commitments to ADA access and fire/life safety. Current plans call for more than $21 million in fire safety upgrades including installation of sprinkler systems in all remaining residence halls and conversion of fire alarm notification to a more reliable radio transmitter system.

The University has a very robust dark fiber data network, which replaced services previously purchased from Cox Communications and Verizon. The University built a 43 mile, 72-strand fiber optic network and exchanged 28 strands for fiber pairs on OSHEAN's network to connect URI's campuses and satellite locations. URI also has fiber routes that connect to the Rhode Island Data Center, the Feinstein Providence Campus, and Brown University. The agreement provides for the addition of Rhode Island College, the Community College of Rhode Island, and the Rhode Island Nursing Education Center to the existing fiber ring. In addition, the University can use one pair of OSHEAN fibers to connect to any facility within the 400-mile foot print of OSHEAN's network. This is a 20-year agreement with four, five-year extensions depending on the fiber's useful life.

The University has made significant investments in wireless infrastructure by doubling the number of wireless access points over the past five years. There are now over 2,200 wireless access points throughout campus.

General assignment and open PC labs have been evolving over the past several years. As laptop computers have become lighter and tablets available, more students are carrying their main computing devices with them. Computer lab usage has decreased about 25%. However, there are still approximately 400 PCs and Mac desktop computers available in four computer labs on the Kingston campus, not including the Memorial (Student) Union and departmental labs. Three of these labs are also general assignment classrooms. The largest of the four labs is located on the lower level of the library and includes approximately 60 PCs and 15 Macs. It offers scanning and collaborative spaces and is supervised by student employees. In addition to the computer labs, the University has several laptop carts with both Windows and Apple laptops that can be rolled into a classroom to provide computer lab resources in a standard classroom.

In 2010, the University invested $1.8 million to install digital media A/V equipment in general assignment classrooms. Fifty-two classrooms that had no A/V technology were equipped with HD projectors and/or LED monitors, Blu-ray players, document cameras and the latest digital media Crestron switches. All 107 general assignment classrooms are now equipped with a minimum of projection equipment, and the JCSC invests annually to maintain and improve classroom technology

The University has installed an extensive network of "blue light" emergency telephones and security cameras throughout the campus and a mass emergency notification system, which includes an "all-campus" alert broadcast feature through the emergency telephone system and an automated system that contacts nearly 16,000 subscribers via text, telephone, and email. Many campus buildings are fitted with an electronic card access control system, including residence halls and recreation facilities.

APPRAISAL

Information Technology. Although progress has been made on many fronts in recent years, investments in information technology continue to be a challenge as IT needs and innovations develop faster than the resources to support them. Despite investments, ITS resources are insufficient to ensure URI's ability to plan, administer, and evaluate its programs and services. In addition, colleges and departments have their own IT staff, which in some cases has created competing standards and duplicate services. The challenge and opportunity for the University is not related to whether IT should be centralized or decentralized, but rather arriving at the right balance of central and decentralized support and ensuring that appropriate functions reside in the most appropriate domain. This was a key element built into the University's recently developed and implemented IT Strategic Plan, which was completed in the winter of 2017. Another challenge that must be addressed is that IT job descriptions and salary levels are out of date and not competitive with regional industry rates, preventing the department from attracting qualified staff in a reasonable timeframe. The department must also respond to multiple high priority requests, placing pressure on the available IT resources. Also, conflicting demands, insufficient resources and changing priorities have lowered morale, which perpetuates the problems.

The University's Administration and Management Review Committee (AMRC) identified Information Technology Services as a strategic and valuable part of the University's mission that needs improvement to meet the University's needs. A consultant was hired to evaluate the environment and assist the University in developing a governance structure to ensure that IT priorities are being set with the appropriate input. In addition, the Provost contracted with BerryDunn Consultants to assist the University community in developing a strategic plan that will enable IT across the University to efficiently and effectively deliver services that contribute to the University's mission. That five-year plan is in place and implementation is underway.

Disaster recovery and business continuity are areas that need broad attention at URI. The Interim CIO is focused on improvements in these areas by leveraging cloud-based services where possible and investigating the use of the Rhode Island Data Center.

The Sakai LMS, which has already been moved to the cloud, has been a stable and robust platform. The University decided to outsource Sakai maintenance and support through a service contract for 24/7 support from Longsight. This support service has been excellent and ensures the continuity and functionality of Sakai with only minimal disruption. Sakai is scheduled to be upgraded in August of 2017 to version 11, which will provide more functionality, better accessibility tools, a more modern look and feel, and a better user interface for mobile devices.

PeopleSoft continues to be the most resource intensive IT system at the University. Overall the platform is meeting the University's needs, although it is lacking a budget module, which could improve the efficiencies of budgeting. The University is evaluating Hyperion, an Oracle product, to provide this functionality. The University is evaluating cloud based services that could more efficiently host the PeopleSoft platform.

During the past 10 years, a significant investment has been made to core fiber infrastructure. As a result of cyberinfrastructure grants from the National Science Foundation EPSCoR program, the RI-INBRE program, and in collaboration with OSHEAN, the University has been able to reduce its wide area network circuit cost by $170,000 per year, while exponentially increasing capacity. The University's data center has had redundant power feeds installed as well as a backup generator that will run the entire data center for many hours with one full tank of diesel. Legacy cooling systems were replaced with three units sized so that only two units are needed to cool the data center if running at capacity. Hot and cool aisles were configured and three APC Infrastruxer data center UPS systems were installed, providing sufficient uptime to enable fall back to the generator in the event of a power failure.

One of the IT challenges that needs to be addressed is the University's directory services and identity management platforms. PeopleSoft is the system of record and the genesis for all users who are in URI's directory services platforms. PeopleSoft feeds Open LDAP, which is the main authentication platform for the University. Active Directory is also used to authenticate network domain users and other applications that cannot use LDAP; however, only a fraction of URI's staff and faculty are in the Active Directory system. Efforts to sync LDAP and Active Directory have not been fruitful and the project has been dropped several times due to competing priorities. The University needs to go beyond syncing these two platforms in order to prepare for federated ID and single sign-on, which will increase the University's capability to efficiently implement cloud based services and collaborate with other research institutions. The project is being submitted to the SBPC to request funds and commitment to an enterprise directory.

Libraries. The University Libraries offers adequate information resources to support the teaching and research activities of the University. Since the 2007 NEASC comprehensive evaluation, the amount of content provided by the Libraries has grown substantially. The library instruction program is strong and is structured to implement the Association of College and Research Libraries (ACRL) Framework for Information Literacy. It includes individual and programmatic instruction classes as well as a credit-bearing program that is certified to fulfill the requirements of the University's General Education program. To carry out the library instruction program, there are several learning spaces outfitted with classroom technology.

The number of staff positions in the Libraries, both professional and support, lags behind peer institutions. Professional positions have remained steady at an average of 17.5 over the past five years. Support staff numbers have remained steady at 28.5 FTE throughout the review period.

In 2013, the University Libraries faculty conducted a survey of users' opinions of library service quality using the LibQual+ tool. Results showed high satisfaction with the Libraries as Place and Affect of Service (satisfaction with librarians and staff) among undergraduates, but less satisfaction by the graduate students and faculty. These scores have remained steady through the surveys conducted in 2009 and 2006. In-house surveys conducted between 2009 and 2016 highlighted requests for extended hours and more study rooms. The latter was addressed through construction of the Carothers Library Learning Commons in AY2012-13. The University is strategically transforming the University Libraries to become a robust digital library of the 21st century. This has occurred through a redeployment of some personnel, investments in "big data" and a new data analytics entity (DataSpark) located within the Libraries and the addition of Makerspace that serves the interests of both students and faculty.

Given consistent funding by the administration, the library should be able to maintain content levels at current levels of materials and resources in the coming years. Several positions have been requested under the University's Strategic Faculty Investment initiative. If these positions are funded and filled, the Libraries will be able to maintain current levels of support for its services.

Physical Resources and Safety. Prioritized with consideration for academic and student needs and the relative adequacy and condition of existing facilities, a robust program of capital investment in new construction, renovation, and building removal has continued during the past two decades. Since 2007, the University has constructed nine major new buildings and performed major renovations of six others. During the past decade, some $35 million in fire safety improvements across all campuses have been accomplished using state and federal funding and University-supported revenue bonds. A number of the University's new and renovated facilities are certified as LEED Silver or Gold, and all projects have incorporated ADA accessibility considerations.

According to Sightlines, a third-party evaluation of capital asset management and maintenance, during the past 10 years URI has averaged $71 million in capital investments annually, with 54% invested in new space and 46% in existing space. Despite a growing backlog of deferred maintenance, this balance of

investment has allowed the University to maintain a level Net Asset Value during the past 10 years. This annual investment has allowed URI to achieve one of the highest facility-age reductions among our peers.

Understanding that a diverse and inclusive campus extends beyond the inclusion of different cultures, beliefs, and ideologies, the University is committed to providing access to all types of physical resources on campus regardless of one's physical ability. The Campus Planning & Design office works with the Student Disabilities Resource Center and Human Resources Administration staff to quickly resolve any access issues and ensure that student, faculty and staff needs are met. This process has been facilitated through a close relationship with the Rhode Island Governor's Commission on Disabilities, which has funded many of the access-related modifications on the University's campuses. During the past decade, the University has invested close to $1million in modifications to improve accessibility across the entire URI community.

The URI Department of Public Safety is charged with ensuring a safe and secure environment. The URI Police Department is a full-service law enforcement agency staffed 24/7 by armed, state-certified police officers as well as unarmed security personnel and support staff. The URI Police investigate and prosecute crimes occurring on University property, along with other incidents such as traffic accidents, traffic related violations, and quality of life issues. The Parking Services division manages all transportation and parking functions on campus, including a "safe ride" program and shuttle service. The University's Office of Emergency Management coordinates the institutional response to significant incidents involving the campus community, and oversees a year-round program of training and exercises that are compliant with the federal Homeland Security Exercise and Evaluation Program (HSEEP).

The majority of the University's buildings are of fire resistant steel and masonry construction, and all occupied buildings on campus are equipped with fire detection and alarm systems maintained by a dedicated, full-time staff of alarm technicians. This commitment to infrastructure protection has been reinforced through a program of regular fire safety inspections, lectures, drills, and testing of alarm, detection, and fire suppression systems carried out by the Department of Public Safety's Fire & Life Safety division.

The Department of Public Safety's Environmental Health & Safety (EH&S) division is responsible for interpretation of and strict compliance with applicable state and federal regulations related to hazardous waste management, biosafety, radiation safety, occupational health, and industrial hygiene. EH&S performs weekly inspections of designated accumulation areas for hazardous wastes that are pending transport to EPA-permitted disposal facilities, and conducts annual reviews of laboratories for compliance with the University's Chemical Hygiene Plan.

URI was among the first institutions to join the American College and University President's Climate Commitment (ACUPCC), and is committed to achieving eventual climate neutrality on campus and integrating sustainability into the curriculum. Campus sustainability initiatives are led by the URI Sustainability Office based on a long-term Strategic Plan. Since 2007, over $23.5 million in energy efficiency improvements have been accomplished that have paid for themselves through savings from reduced energy consumption. An additional $19 million in energy efficiency improvements took place in FY2017.

Despite achieving ambitious goals in the development of the University's North Campus district, replacement and upgrades of service facilities on campus have been a second-tier priority to renovation and construction of new academic resources. As the University grows in scale and scope of operations, so do expectations and requirements for physical security, environmental sustainability, and workplace health and safety. Increased maintenance costs, particularly with respect to the advanced technologies incorporated into many recent capital construction projects, have been considered in operating budgets. The University continues to advance incremental development of nonacademic infrastructure in the campus "service sector." A number of URI Facilities buildings have exceeded their useful life and a new Public Safety facility has been requested.

A major concern is the University's ability to close caption content created and/or streamed at the University. Tech Smith Relay and YouTube are currently the only platforms available from the University for

close captioning. In order to create best in class materials, as well as to meet ADA requirements, URI must have the ability to close caption virtually all content that will be used in courses or streamed to the public.

In recognition of changing pedagogy and growing use of problem-based learning, the University opened its first Active Learning Classroom in the Carothers Library and Learning Commons in the spring of 2016. With an investment of more than $1 million, this 54-seat classroom provides a flexible environment for interactive teaching and active learning. A pod-based structure encourages student collaboration while instructional technology is arrayed around the classroom so that faculty may circulate among students with no distinct "front" of the room. This resource has been used to capacity in the first two semesters it has been available and over 200 seats of new active learning classrooms will be incorporated in the College of Engineering when it opens its new building in fall 2019.

The University's technology implementation is challenged by a lack of resources both within Information Technology Services itself and in technology dependent departments. A 2016 Information Technology Review by BerryDunn found that URI spends less per institutional FTE than its peer schools, and is twice as dependent on student workers. The URI Department of Public Safety is likewise challenged with maintaining an increasingly complex infrastructure of radio communication systems, security cameras, emergency notification devices, electronic access control, intrusion detection, and secure data systems.

PROJECTIONS

By the end of FY2019, the University expects to achieve its goal of 60 new FTE faculty positions in addition to adding several new cluster hires in thematic areas (e.g., Big Data, Neuroscience, and Islamic Studies) and strategic replacement of retired faculty lines. With respect to non-faculty positions, the University needs to ensure that public service, academic support, and other staff resources are sufficiently allocated to support the institution. A recent investment in professional advisors aimed largely at first- and second-year students is a strong step in that direction.

A major effort is underway is to streamline processes to improve both efficiency and effectiveness, as outlined in the current Academic Strategic Plan. While streamlining may generate some resources for reallocation, it is largely aimed at reducing bureaucracy and making the institution more agile in responding to opportunities. This streamlining initiative needs to become a major focus for the institution to continue on a path of positive institutional transformation. To facilitate this change, the University totally revamped the Vice President for Administration and Finance position to focus on institutional effectiveness, process streamlining, and performance management.

The SBPC annually reviews and revises its processes for evaluating and recommending priorities to ensure that strategic investments are balanced appropriately across the array of institutional needs. The most recent retrospective SBPC review and analysis revealed that recommendations and investments have largely been balanced across University budget categories, indicating that the work of SBPC is both strategic and broadly reflective of institutional needs. Recent modifications in the rubric used to evaluate proposals from divisions through the SBPC new funding process will help to ensure a balance of support for both support functions and academic teaching and research support.

The University is currently participating in a comprehensive review of all human resources policies under the CPE. The University continues to pursue legislation that will transition all University personnel out of the civil service and under the jurisdiction of the Council. Because we have recently begun an annual evaluation of lecturers, we expect to make refinements in the evaluation process, especially with respect to contractually mandated classroom observations. Specific areas to be focused on in the near future include establishing a performance management system, professional development for staff, and a thorough compensation study to address issues of compression in staff salaries and our competitive position in hiring.

The final version of the university-wide IT Strategic Plan incorporating community feedback was released in January 2017 and is now operational. The implementation and prioritization of elements of the plan will reside with the newly formed IT Governance Council (ITgov), chaired by the Dean of University Libraries with active participation of the CIO as an *ex officio* member. The campus will increasingly depend on technology for its safety and security needs, which include intrusion detection, access control, video surveillance, and records management. This dependence will require the provision of additional resources to support these needs and changes to the organizational structure that manages the systems involved. Most of this responsibility falls to the Department of Public Safety, which will be proposing new positions through the University's strategic budget planning process. If these positions are funded and filled, the Department should be able to meet the University's security technology needs well into the future.

During the decade ahead, the state has committed to significant investments in the University's physical plant. Major capital projects currently in the construction or design phase include Phase I and Phase II of a new College of Engineering complex (244,500 GSF, $150.5 million), a 500-bed residence hall (200,000 GSF, $94.3 million), a new campus welcome center (11,000 GSF, $7.6 million), and two new Vivaria facilities ($5 million) that will support our research enterprise.

If completed, the Upper College Road project will require that the University partner with a private developer to provide much needed campus amenities such as hotel accommodations, restaurant, retail and professional housing. In addition, URI will partner with private industry, which will match the state's voter approved $20 million for an Innovation Campus, to allow URI to expand partnerships with the private sector to transform cutting edge research into employment opportunities.

Along with these academic and student housing projects, the FY2018-2022 Capital Improvement Plan seeks support for the renovation and new construction of the Fine Arts Center ($68.7 million), renewal of the Narragansett Bay Campus ($147 million), $11.8 million in improvements to the facilities service sector, and $25 million in utility infrastructure upgrades for the Kingston Campus. Requests for proposals are being issued to perform advanced planning for a new General Research Laboratory Building, new Student Health Services Building, and possibly renovations to the existing Memorial (Student) Union on the Kingston Campus, though construction funding has yet to be allocated for these projects.

Standard 7: Institutional Resources

(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2014)			2 Years Prior (FY 2015)			1 Year Prior (FY 2016)			Current Year (FY 2017)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	690	506	1,196	705	419	1,124	702	407	1,109	726	402	1,128
Research Staff	16	4	20	16	6	22	15	6	21	16	8	24
Public Service Staff			0			0			0			0
Librarians			0	2		2			0	2		2
Library Technicians	22	3	25	18	3	21	21	3	24	19	1	20
Archivists, Curators, Museum staff	3		3	3		3	2		2	2		2
Student and Academic Affairs	198	14	212	205	12	217	205	9	214	231	7	238
Management Occupations	60	1	61	61	1	62	61	1	62	63	1	64
Business and Financial Operations	120	6	126	113	4	117	120	4	124	124	4	128
Computer, Engineering and Science	335	41	376	324	43	367	326	41	367	361	35	396
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	88	2	90	87	1	88	86	1	87	90	5	95
Healthcare Practitioners and Technical	43	10	53	44	8	52	45	9	54	44	8	52
Service Occupations	343	49	392	350	54	404	359	55	414	368	76	444
Sales and Related Occupations	8		8	7		7	8		8	7		7
Office and Administrative Support	346	21	367	337	24	361	327	27	354	342	27	369
Natural Resources, Construction, Maintenance	89	6	95	84	6	90	89	7	96	95	8	103
Production, Transportation, Material Moving	20	4	24	20	4	24	23	3	26	21	3	24
Total	2,381	667	3,048	2,376	585	2,961	2,389	573	2,962	2,511	585	3,096

Please enter any explanatory notes in the box below

Data are as of November 1st each year.

Standard 7: Institutional Resources

(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year (FY2017)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$118,829,696	$131,533,033	$119,601,937	10.7%	-9.1%
?	Cash held by State Treasurer	$3,503,903	$421,029	$4,215,340	-88.0%	901.2%
?	Deposits held by State Treasurer	$0	$0	$0	-	-
?	Accounts Receivable, Net	$41,993,551	$41,495,057	$46,406,854	-1.2%	11.8%
?	Contributions Receivable, Net	$0	$0	$0	-	-
?	Inventory and Prepaid Expenses	$6,683,878	$5,221,985	$4,811,389	-21.9%	-7.9%
?	Long-Term Investments	$0	$1,936,000	$944,000	-	-51.2%
?	Loans to Students	$12,741,532	$11,974,534	$11,168,496	-6.0%	-6.7%
?	Funds held under bond agreement	$18,995,029	$16,537,036	$20,702,257	-12.9%	25.2%
?	Property, plants, and equipment, net	$637,040,141	$652,511,562	$665,428,663	2.4%	2.0%
?	Other Assets	$8,869,864	$10,152,543	$26,022,020	14.5%	156.3%
	Total Assets	**$848,657,594**	**$871,782,779**	**$899,300,956**	2.7%	3.2%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$41,744,890	$46,331,438	$28,249,447	11.0%	-39.0%
?	Deferred revenue & refundable advances	$16,098,957	$16,511,421	$14,091,020	2.6%	-14.7%
?	Due to state	$15,590,000	$13,750,000	$19,930,075	-11.8%	44.9%
?	Due to affiliates	$0	$0	$0	-	-
?	Annuity and life income obligations	$0	$0	$0	-	-
?	Amounts held on behalf of others	$1,683,293	$1,506,534	$1,004,485	-10.5%	-33.3%
?	Long-term investments	$0	$0	$0	-	-
?	Refundable government advances	$10,008,559	$11,229,033	$10,219,719	12.2%	-9.0%
?	Other long-term liabilities	$358,403,241	$354,697,681	$366,318,272	-1.0%	3.3%
	Total Liabilities	**$443,528,940**	**$444,026,107**	**$439,813,018**	0.1%	-0.9%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**($4,752,578)**	**($7,981,478)**	**($2,054,666)**	67.9%	-74.3%
?	Foundation				-	-
	Total	**($4,752,578)**	**($7,981,478)**	**($2,054,666)**	67.9%	-74.3%
	Temporarily restricted net assets					
	Institutional	**$404,886,551**	**$431,360,178**	**$457,372,954**	6.5%	6.0%
?	Foundation				-	-
	Total	**$404,886,551**	**$431,360,178**	**$457,372,954**	6.5%	6.0%
	Permanently restricted net assets					
	Institutional	**$4,994,681**	**$4,377,972**	**$4,169,650**	-12.3%	-4.8%
?	Foundation				-	-
	Total	**$4,994,681**	**$4,377,972**	**$4,169,650**	-12.3%	-4.8%
	Total Net Assets	**$405,128,654**	**$427,756,672**	**$459,487,938**	5.6%	7.4%
	TOTAL LIABILITIES and NET ASSETS	**$848,657,594**	**$871,782,779**	**$899,300,956**	2.7%	3.2%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$278,966	$290,847	$295,951	$311,495	$322,112
?	Room and board (including student union and health fees)	$76,046	$77,593	$81,022	$84,230	$85,915
?	Less: Financial aid	($93,396)	($96,302)	($100,624)	($105,597)	($113,383)
	Net student fees	$261,616	$272,138	$276,349	$290,128	$294,644
?	Government grants and contracts	$95,076	$92,535	$97,469	$105,220	$105,220
?	Private gifts, grants and contracts					
?	Other auxiliary enterprises	$25,040	$25,844	$27,043	$26,905	$27,443
	Endowment income used in operations					
?	Other revenue (specify):	$21,396	$18,298	$22,529	$24,321	$24,807
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	**$403,128**	**$408,815**	**$423,390**	**$446,574**	**$452,114**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$108,166	$113,313	$119,028	$128,493	$133,504
?	Research	$73,674	$76,576	$78,930	$85,206	$88,529
?	Public Service	$8,253	$8,752	$8,662	$9,351	$9,716
?	Academic Support	$43,117	$45,464	$50,070	$54,052	$56,160
?	Student Services	$31,548	$32,579	$33,586	$36,257	$37,671
?	Institutional Support	$39,454	$48,497	$48,609	$52,475	$54,522
	Fundraising and alumni relations				$0	$0
?	Operation, maintenance of plant (if not allocated)	$37,243	$39,201	$41,081	$44,348	$46,078
?	Scholarships and fellowships (cash refunded by public institution)	$18,211	$18,867	$20,144	$21,746	$22,594
?	Auxiliary enterprises	$74,448	$78,855	$72,136	$77,872	$80,909
?	Depreciation (if not allocated)	$30,882	$32,662	$35,122	$37,915	$39,394
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$464,996**	**$494,766**	**$507,368**	**$547,715**	**$569,077**
	Change in net assets from operations	**($61,868)**	**($85,951)**	**($83,978)**	**($101,141)**	**($116,963)**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$69,921**	**$72,216**	**$76,667**	**$78,572**	**$84,253**
?	Investment return	**$336**	**$454**	**$750**	**$809**	**$841**
?	Interest expense (public institutions)	**($11,239)**	**($10,799)**	**($8,620)**	**($9,305)**	**($9,668)**
	Gifts, bequests and contributions not used in operations					
?	Other (payments between University and component units):	**$9,024**	**$8,896**	**$10,407**	**$11,235**	**$11,673**
	Other (Bond issuance costs):					
	Other (specify):					
	Net non-operating revenues	**$68,042**	**$70,767**	**$79,204**	**$81,311**	**$87,099**
	Income before other revenues, expenses, gains, or losses	**$6,174**	**($15,184)**	**($4,774)**	**($19,830)**	**($29,864)**
?	Capital appropriations (public institutions)	**$54,036**	**$34,627**	**$31,719**	**$28,927**	**$28,927**
?	Other (Capital gifts):	**$933**	**$3,185**	**$4,787**	**$3,185**	**$3,185**
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$61,143**	**$22,628**	**$31,732**	**$12,282**	**$2,248**

Standard 7: Institutional Resources

(Statement of Debt)

		FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
		Debt					
		Beginning balance	$399,441,955	$375,217,544	$377,425,918		
		Additions	$715,506	$15,505,295	$130,098,037		
	?	Reductions	($24,939,917)	($13,296,921)	($111,722,906)		
		Ending balance	**$375,217,544**	**$377,425,918**	**$395,801,049**	**$0**	**$0**
		Interest paid during fiscal year	$11,238,801	$10,799,016	$8,619,709		
		Current Portion	$13,092,547	$13,712,579	$14,840,739		
		Bond Rating	A+	AAAm	Aa3		

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Supplemental Data)

	FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
	NET ASSETS					
	Net assets beginning of year	$428,484,712	$343,984,520	$405,128,654	$427,756,672	
	Total increase/decrease in net assets	$17,190,615	$61,144,134	$22,628,018	$31,731,266	
	Net assets end of year	**$445,675,327**	**$405,128,654**	**$427,756,672**	**$459,487,938**	**$0**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$84,591,446	$88,896,547	$96,592,182	$100,293,813	$102,349,924
	Federal, state and private grants	**$144,344,951**	**$144,053,831**	**$151,258,899**	**$156,425,083**	
	Restricted funds	**$4,800,199**	**$4,416,609**	**$4,526,501**	**$4,667,894**	**$4,329,767**
	Total	**$233,736,596**	**$237,366,987**	**$252,377,582**	**$261,386,790**	**$106,679,691**
	% Discount of tuition and fees					
?	% Unrestricted discount					
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy: Click link below.

http://www.urifoundation.org/s/1638/03-Foundation/interior-hybrid.aspx?sid=1638&gid=3&pgid=972

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Total Expenditures					
Materials	$4,087,007	$4,748,999	$45,550,657	$4,906,639	$5,052,072
Salaries & wages (permanent staff)	$3,134,731	$3,157,591	$2,996,019	$3,175,400	$3,222,066
Salaries & wages (student employees)	$310,182	$331,654	$250,773	$250,000	$232,376
Other operating expenses	$326,341	$195,183	$707,088	$414,323	$211,608
Expenditures/FTE student					
Materials	$267	$308	$290	$303	$320
Salaries & wages (permanent staff)	$205	$205	$191	$186	$205
Salaries & wages (student employees)	$20	$22	$16	$13	$15
Other operating expenses	$21	$13	$45	$43	$13
Collections					
Percent available physically	100%	100%	100%	100%	100%
Percent available electronically	100%	100%	100%	100%	100%
Number of digital repositories	N/A	N/A	N/A	15,889	15,889
Personnel (FTE)					
Librarians - main campus	16.5	16.5	14.0	16.5	15.0
Librarians - branch /other locations	1.0	1.0	1.0	1.0	1.0
Other library personnel - main campus	24.5	20.0	21.0	21.5	21.5
Other library personnel - branch/other locations	4.0	4.0	2.0	4.0	4.0
	46.0	41.5	38.0	43.0	41.5
Availability/attendance					
Hours of operation/week main campus	109	109	112	112	112
Hours of operation/week branch/other locations	62/40	62/40	62/40	62/40	62/40
Consortia/Partnerships					
HELIN (to 2015) BLC Boston Library Consortium (2015-) NERL Northeast Research Libraries					
URL of most recent library annual report:					
Please enter any explanatory notes in the box below					
Hours of operation/week/branch/other locations: first number is the Providence campus branch, second number the Bay campus branch. available.					

Standard 7: Institutional Resources

(Technological Resources)

							?
			3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
			(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
?	**Course management system**	Sakai Version 10					
	Number of classes using the system		3,344	3,482	3,627	3,680	
	Bandwidth						
	On-campus network		1gb	1gb	1gb	1gb	1gb
	Off-campus access						
?	commodity internet (Mbps)		2048	2048	2048	3072	3072
?	high-performance networks (Mbps)		10240	10240	10240	10240	10240
?	Wireless protocol(s)		802.11n	802.11ac	802.11ac	802.11ac	802.11ac
	Typical classroom technology						
	Main campus	HD projector, Blue Ray DVD, Crestron AV switch					
	Branch/other locations	HD projector, Blue Ray DVD, Crestron AV switch					
	Software systems and versions						
	Students	PeopleSoft, Version 9.0					
	Finances	PeopleSoft, Version 9.0					
	Human Resources	PeopleSoft, Version 9.2					
	Advancement	Ellucian Advance					
	Library	ExLibris Alma and Primo versions					
	Website Management	Wordpress					
	Portfolio Management	Rhythmics Porfolio Management					
	Interactive Video Conferencing	WebEx, Google Hangouts, Big Blue Button, Cisco Video Conferencing					
	Digital Object Management						
	Website locations of technology policies/plans						
	Integrity and security of data	http://security.uri.edu/policies/data-protection/#Policy_Contact					
	Privacy of individuals						
	Appropriate use	http://web.uri.edu/its/about-its/aup/					
	Disaster and recovery plan	NA					
	Technology replacement	NA					
	Please enter any explanatory notes in the box below						

Standard 7: Institutional Resources

(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	***208***	***3,064,448***
Kingston Campus	173	2,987,434
East Farm	26	60,587
Peckham Farm	9	16,427
Other U.S. locations	***123***	***449,395***
Narragansett Bay Campus	40	214,716
Providence Campus	1	135,854
W.A. Alton Jones Campus	69	68,616
Research Vessels	5	11,882
Off Campus Facilities	8	18,327
International locations	0	0

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Revenue ($000)					
Capital appropriations (public institutions)	$13,617,635	$14,422,722	$18,350,841	$11,558,847	$15,840,199
Operating budget	$22,609,432	$26,585,264	$25,681,359	$19,039,540	$20,240,343
Gifts and grants	$2,895,983	$1,501,572	$3,729,936	$3,070,375	$619,308
Debt	$13,140,477	$44,690,686	$17,189,465	$22,754,073	$69,634,766
Total	$52,263,527	$87,200,244	$64,951,601	$56,422,835	$106,334,616
Expenditures ($000)					
New Construction	$11,105,581	$48,756,640	$24,481,820	$25,540,717	$61,527,485
Renovations, maintenance and equipment	$40,168,882	$37,362,950	$39,085,410	$30,031,739	$44,060,818
Technology	$989,064	$1,080,654	$1,384,371	$850,379	$746,313
Total	$52,263,527	$87,200,244	$64,951,601	$56,422,835	$106,334,616

Assignable square feet (000)	Main campus	East Farm	Peckham Farm	Other/ Off-cam	Total
Classroom	149,982	680	386	39,453	190,501
Laboratory	404,864	17,832	834	102,827	526,357
Office	539,966	6,212	1,285	109,965	657,428
Study	172,387	0	0	24,792	197,179
Special	366,931	7,770	12,700	26,516	413,917
General	376,028	2,128	0	44,780	422,936
Support	153,308	25,201	491	74,061	253,061
Residential	788,586	0	0	23,797	812,383
Other	35,382	764	731	3,204	40,081
Total	2,987,434	60,587	16,427	449,395	3,513,843

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
Alumni Center	Alumni Relations	19,000.00	$3,900,000	2006
Emergency Medical Srvices Building	Emergency Medical	4,500.00	$1,911,000	2006
Garrahy Hall	Residence Hall	74,300.00		2007
Wiley Hall	Residence Hall	81,000.00	$78,300	2007
Eddy Hall	Residence Hall	78,200.00		2007
Hope Commons	Student Dinning	40,900.00	$17,066,900	2007
Ocean Scince and Exploration Center	Teaching/Research/Library	41,000.00	$15,000,000	2009
Center for Biotechnology and Life Sciencs	Teaching /Research	106,800.00	$54,000,000	2009
Gender and Sexulity Center	Serving the LGBTQ Community	16,200.00	$2,100,000	2015
College of Pharmacy	Teaching/Research	82,700.00	$78,300,000	2012
Hillside Hall	Residence Hall with classroom	85,500.00	$45,100,000	2012
Beaupre Center Chemical and Forensic Science	Teaching/Research	81,700.00	$80,000,000	2016
Butterfield Dining Hall Expansion	student dining	19,500.00	$11,308,000	2016

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
FY17 On-Going (alphabetical order)				
Fine Arts Center Renovation & Addition	Academic	123,000	$71,500,000	2020
White Horn Brook Apartments	Residential	140,000	$81,400,000	2019
NBC Hazmat Storage	Research	900	$700,000	2017
Hope Commons Expansion	Dining	2,500	$2,000,000	2018
College of Engineering Phase I	Academic and Research	111,000	$104,000,000	2019
Gateway Welcome Center	Recruiting and Visitors	7,700	$6,400,000	2018
Campus Wide Rodent Care Facility	Academic and Research	2,400	$4,300,000	2018
FY18 Priorities				
College of Engineering - Phase 2	Academic & Research	35,568	$25,500,000	2020
FY19 Priorities				
Rhode Island State Crime Lab	Law Enforcement	6,300	$4,800,000	2021
Combined Health & Counseling Center	Health Services	21,000	$21,000,000	2020
FY20 Priorities				
Ocean Engineering	Academic & Research	25,650	$38,900,000	2022
FY21 Priorities				
Public Safety Building	Public Safety	9,000	$8,200,000	2023
Facilities Services Sector Upgrade (w/o L&G / Auto)	Administrative	35,360	$11,800,000	2024

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 201,023,516 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Rodman Hall	classroom/offices-landscape architecture	24,399	$65,000	2006
Grandstands at Meade Stadium	athletics support	0	$54,700	2006
Independence/Swan Hall	classrooms/Offices- A&S	51,320	$9,200,000	2006
Lippitt Hall	classroom/offcies -Math and Honors	27,970.00	$9,755,000	2008
Gateway Apartment Renovation	conversion to undergraduate housing	18,884	$1,750,000	2008
Hutchinson, Peck, Tucker Merrow Halls	residence hall renovations; fire protection	93,717	$14,000,000	2008
Fayerweather and Gorham	residence halls bathroom renovations	90,400.00	$2,200,000	2009
Roger William Complex, six residence halls	residence hall renovations ; fire protection	199,851	$2,200,000	2009
Edwards Hall	assembly /offices	17,158	$1,500,000	2010

Taft Hall	classroom & office interior renovation an	10,936	$1,622,000	2011
Graduate Village	Residence hall renovation	100,480	$305,000	2011
17 Residence Halls	residence halls flooring replacement	622,991	$1,313,409	2011
Adams Hall	Shower Renovations	39,400	$2,250,624	2012
Barlow Hall	HC Apartment Renovation	43,200	$250,000	2012
Browning Hall	Apartment Conversion	57,400	$32,446	2013
Aldrich & Burnside Halls	Bathroom Renovations	74,200	$3,440,416	2013
Dorr & Ellery Halls	Bathroom Renovations	57,600	$3,006,867	2013
Graduate Village	residence hall renovate 6 apartments	6,000	$140,000	2013
Gateway Apartments	Fire protection sprinklers	79,290	$550,000	2013
Behavioral Change Research Center	NIH funded facility focused on behavior	12,000	$2,814,000	2013
Heathman Hall	residence hall & signage replacement	61,400	$4,400,000	2013
Barlow Hall	Gatehouse Conversion	43,210	$250,000	2014
Hopkins Hall	residence hall renovation, abatement , new	140	$700,000	2014
Tootell Aquatic Center	Main Drain Replacement	73,000	$74,490	2014
All 21 Residence Halls	residence hall online Locks for improved	943,000	$6,415,000	2014
Aldrich, Burnside, Coddington, and Dorr Halls	residence hall bedroom , new flooring, ne	144,389	$3,400,000	2014
Adams Hall	renovation for veterans center	39,400	$25,000	2015
Browning Hall	residence hall bathroom renovations	57,400	$280,000	2015
Wiley & Garrahy & Browning Halls	Kitchens and Bathroom Renovations	155,300	$972,074	2015
Fayerweather Hall	residence hall create classroom	45,278	$26,000	2015
Student Athlete Development Center	intercollegiate athletics strength training a	12,000	$4,580,000	2015
Tootell Womens Rowing ERG Room	women's rowing team training facility	560	$108,000	2015
Garrahy, Wiley, Eddy & Hillside Radon Mitigation	residence hall rooms radon mitigation	1,763	$197,725	2015
Fascitelli Fitness Center	all stdent fitness center	36,800	$11,765,000	2015
Ryan Family Student-Athlete Center	athlete strenght and conditioning	12,100	$4,580,000	2015
Fogarty Hall	classrooms/offices-Nutrition and Food S	16,100	$2,100,000	2015
Active Learning Classroom Carothers Library	active learning	2,100	$1,100,000	2015
Butterfield Dining Hall was renovated and expanded	Student Dinning	19,500	$11,308,000	2015
Narragansett Bay Campus Pier Repair	research vessel support	0	$1,425,000	2016
Ranger Hall	classroom /office- School of Communica	39,932	$5,500,000	2016
Nursing Education Center , Providence	nursing education tenant fit up	500	$25,000,000	2018
Fire Safety Improvements, academic admin bldgs	fire safety improvements	884,965	$25,848,000	to 2016
Fire Safety Improvements,residence halls	fire safety improvements	943,000	$16,400,000	to 2016
Chafee Social Science Center Elevator Replacement	access	94,044	$700,000	2016
Fayerweather & Gorham Halls	Replace plumbing and heating systems , s	90,400	$5,500,000	2016
College of Engineering Pastore, Schneider	swing space for engineering pending new	63,000	$3,218,000	2016
College of Engineering Kirk Renovation	renovation for machine shop and researc	10,600.00	$1,300,000	2016
Pastore Hall Auditorium	gerneral assignment classroom	4,000	$200,600	2016
Fine Arts Concert Hall HVAC: replacement	hvac replacement	4,300	$201,165	2016
Kingston Campus Main Substation Replacement	utilities	0	$7,000,000	2016

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing $306,849,821 or more

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
FY17 Priorities				
Asset Protection (Deferred Maintenance Program)	Campus Wide	N/A	$12,989,100	2017
Biological Resources Lab (Vivarium)	Research	6,915	$8,700,000	2018
Utilities Infrastructure - Phase 1	Campus Wide	N/A	$6,500,000	2018
White Hall Improvements	Academic	45,037	$3,625,000	2017
Fogarty Hall Renovation - Core Infrastructure	Academic & Research	60,679	$5,800,000	2018
Horn Laboratory Renovation	Academic & Research	28,099	$24,500,000	2018
Athletic & Recreation Facilities Advanced Planning	Master Plan / Athletics	N/A	$250,000	2017
FY18 Priorities				
Asset Protection (Deferred Maintenance Program)	Campus Wide	N/A	$13,184,000	2018
Energy Conservation/Performance Contracting - Phase 3	Campus Wide	N/A	$11,600,000	2019
Fraternity Circle Improvements - Phase 2	Residential Exteriors	N/A	$2,900,000	2019
Edwards Hall Renovations	Academic	19,278	$3,800,000	2019
Repaving, Hardscape & Landscape	Campus Wide	N/A	$10,000,000	2021
Shepard Building Upgrades	Academic & Research	13,000	$4,700,000	2019
FY19 Priorities				
Asset Protection (Deferred Maintenance Program)	Campus Wide	N/A	$13,659,200	2019
Utilities Infrastructure - Phase 2	Campus Wide	N/A	$18,382,500	2021
Morrill Hall Renovation	Academic & Research	23,760	$24,700,000	2021
FY20 Priorities				
Asset Protection (Deferred Maintenance Program)	Campus Wide	N/A	$14,068,976	2020
Historic Quad Buildings Renovations (East, Washburn, Ranger ph2, Quinn, Roosevelt & Davis)	Academic & Research	151,000	$105,400,000	2024
FY21 Priorities				
Asset Protection (Deferred Maintenance Program)	Campus Wide	N/A	$14,491,045	2021
Storm Water Management	Campus Wide	N/A	$7,600,000	2023

Please enter any explanatory notes in the box below

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STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

DESCRIPTION

Assessment of Student Learning. The University uses various mechanisms to evaluate and monitor student learning and achievement at the course, program, and department level; for academic and co-curricular programs; in differing modalities; and for various student learning improvement initiatives. The Office of Institutional Research and the Provost's Office merge data sets, conduct analyses, and present findings and recommendations to the Office of Admission, the Student Success Committee, the Enrollment Management Committee, and various other bodies. The Provost's Office provides institutional funding for a dedicated office, the Office of Student Learning, Outcomes Assessment & Accreditation (SLOAA), currently staffed by an Assistant Director, a full-time Graduate Student Assistant, and a 10-hour/week faculty position supported by the Graduate School. SLOAA supports faculty throughout the assessment process.

Assessment efforts at URI began in the Division of Student Affairs in 2004 and were focused on creating metrics to define the success of programs in advancing a student's affective, motor, and cognitive growth as well as the overall value or success of each unit within the Division.

Beginning in 2006, the University began developing a standardized process for measuring the effectiveness of programs through learning outcomes assessment. This process required that student experiences and learning opportunities be measured and evaluated using direct evidence based on program-defined goals and going beyond individual and classroom success. The process for academic programs requires faculty to examine learning holistically and look for patterns of success and weakness. Through this examination, faculty may uncover systemic issues in a curriculum or department, areas in need of pedagogical intervention or curricular change, and/or structural impediments to learning, including problems with facilities, external site placements, and technology.

In 2012, graduate programs were phased into the effort. Further, in fall 2016, the Graduate Council approved a requirement for all course syllabi to have explicit learning outcome statements, which support curricular cohesion, provide an important pedagogical model for graduate students, and enhance graduate program-level assessment.

Student Learning Outcomes Assessment. The Learning Outcomes Oversight Committee (LOOC), which is a joint committee of the Faculty Senate and President's Office, developed Learning Outcomes Assessment Policies which were approved by the Faculty Senate in 2010. The policies outline a consistent process and timeline for assessment that includes using NEASC-approved reporting templates and the public posting of learning outcomes for all academic programs. This process promotes a continuous cycle of academic program-level assessment. The cohort structure respects staffing concerns within departments and majors by calling for undergraduate and graduate programs to be assessed in alternate years. This ensures that academic programs have time to "close the loop" on an assessment project and respond to the peer review feedback on their reports. Additionally, by using NEASC reporting forms E1A, E1B, and the S-Series (reporting templates), data can be aggregated at the department, college, and university level.

Unique to URI, an additional template (Section II) was added to the E1A reporting form in 2014 (now referred to as Section I), which requires programs to summarize recommendations from prior assessment cycles, and include any action taken to implement change and to reassess for impact. Although programs continue to be most challenged by following-up on recommendations for change and using the results, Section II makes follow-up an explicit responsibility and prompts action. As the assessment culture continues to develop, programs are being held responsible for using the data from their assessment effort. A secondary benefit of Section II is that programs revisit recommendations and often critically review the assessment methodology that yielded the results. To enhance the quality of assessment practice, item-level bullets were added to the reporting templates in 2014, serving as a guide toward best practices in assessment.

Learning is assessed routinely across all modalities and all program-levels through the biennial assessment reporting cycle and requirements. Reporting expectations for non-accredited graduate and undergraduate programs include the submission of complete report assessment templates (E1A: Section I, Section II as appropriate), program learning outcomes publicly posted on program websites, and updated curriculum maps. Within the template, programs are required to report on the assessment of at least one new learning outcome (Section I) in order to assess all program outcomes within a reasonable timeframe and to follow-up on all recommendations for change (Section II) noted in prior reports.

During 2014 and 2015, the E1A forms were piloted with accredited programs. As a result, as of 2016, accredited colleges such as Engineering, Pharmacy, Nursing, and Business, and programs such as Education, Landscape Architecture, Food Science and Nutrition, are now expected to report using E1B and the S-series to provide updates on accreditation status, key issues, performance indicators, and licensure and job placement rates after graduation (reporting templates). Accredited programs remain in the cohort reporting cycle and continue to have expectations for submitting an updated curriculum map and posting outcomes to their websites. The E1B form was also enhanced by adding a third section which asks programs to provide **"...**a summary update and/or highlights about recent assessment activity which has impacted student learning in your program." Examples of highlights from two accredited program reports confirm program engagement with the authentic assessment of students:

Mechanical Engineering:

> ...we have found them [students] to often lack the necessary computing skills, and remedial lectures often must be delivered in the latter course. As a result, we are currently in talks with the computer science department about the development of a distinct 200-level course that will cement their understanding of programming structures.

Couples and Family Therapy:

> ...these criteria require familiarity with statistical analysis and interpretation. The CFT program has identified this as an area of improvement and is recommending adding a statistics lab module to their course work (most likely 1cr) to supplement coursework in HDF 570. Discussions are underway with the department to add such a module into the curriculum. It is anticipated this will take place in the spring semester 2017.

The University also adapted the assessment planning process used with graduate programs to the process for proposing new academic programs and certificates. This practice ensures a program has a solid curricular foundation and sets goals for program assessment. A Learning Outcomes Assessment Plan is among the documents required for a new program proposal. Programs are expected to consult with SLOAA in the development of the Plan, and sign-off is required by both SLOAA and LOOC to ensure strong outcomes, a cohesive curriculum map, and an assessment timeline that provides a roadmap of assessment activities for

three assessment cycles (six years) and assigns programs to a reporting cohort for inclusion in the cohort assessment reporting cycle.

In 2014, a faculty peer review process was created to provide assessment report feedback. There is an annual application process, a 12-hour training program, and funding provided for 12 faculty members who work in teams to score assessment reports (Level 1 Reviewers). Beginning in 2016, oversight for final feedback was coordinated by another group of faculty reviewers (Level 2 Reviewers) with a separate training program. The training and use of the feedback rubrics have multiple benefits. The review process reinforces best practices and reviewers' personal capacity to do assessment is enhanced from repeated practice. The participating faculty learn best practices of assessment and also become a resource for assessment within their program. Additionally, the experience benefits faculty who have noted the usefulness of this knowledge in their own grant writing and new program development. As of May 2016, 26 faculty have participated in the training program and some have applied to return for multiple rounds. The faculty review process supports our developing culture of assessment by providing feedback to acknowledge the program's time and effort.

Feedback from reports is shared with programs, deans, and the Provost. Annual report summaries are posted online and are available to the University and public. The summaries include methods and recommendations for improvements, types of changes made, etc. Such summary reporting was initiated for the 2012 NEASC visit and maintained following the implementation of a cohort reporting system in 2014. The full complement of URI program results, cohort I and cohort II, includes two-year periods (e.g., 2014/2015, 2016/2017).

The feedback rubrics for Section I and Section II are also useful for internal assessment. The rubrics mirror the requirements of the E1A reporting form, and include multiple items with broader E1A categories, all of which get scores of Developing, Well Developed, or Advanced. In a broad sense, the feedback scoring process provides institutional indices of compliance and performance. Compliance with reporting (submitting a report), and performance in reporting (using solid assessment methods) are foundational steps toward an enhanced culture of assessment. Item-level scores sum to the broad categories but provide information about patterns of strength, where there is solid assessment practice (e.g., outcome statements, curriculum mapping) and weakness, and where support and training is needed to a promote a better assessment process (e.g., faculty engagement and reflection). Faculty are ensured that assessment is not connected to faculty evaluation nor are the results from assessment activities published. We stress the process as one of internal accountability to learning goals and standards that programs establish for themselves, and programs report both about excellence and issues. Therefore, the scoring rubric does not score how well students performed, just how strong the process is which faculty used to assess student learning. The detailed and summary feedback, with comments, strengths and suggestions noted, underscores the value of assessment as a tool to enhance teaching and support student learning, rather than one to evaluate or judge teachers or students.

The resulting aggregate scores are used to identify and celebrate excellence in reporting with programs, deans, the Provost, and the campus community during a Faculty Senate meeting each year. Annually, LOOC reports to the Faculty Senate on the status of academic program learning outcomes assessment, and includes summary institutional compliance and performance results, and highlights from program reports which scored Well Developed or Advanced overall. Program faculty are also acknowledged during the meeting.

Outcomes Assessment: General Education. Consistent with the University's emphasis on programs defining themselves by what "students know and are able to do," the new General Education program, launched in fall 2016, was developed on a foundation of 12 learning outcomes, customized from the LEAP Essential Learning Outcomes (see Standard Four for detail). The rubrics were adapted to URI and aligned with the Academic Strategic Plan. These 12 learning outcomes represent measurable institution-level outcomes for all URI graduates, with rubrics that provide criteria and define student competency levels. All

courses in the new program are approved by the General Education Committee and require evidence that two outcomes are emphasized in the course through the syllabus and an Assessment Planning template for each outcome. This strict protocol ensures appropriate opportunity for students to attain a level of competency for an outcome by the end of a course, and requires that faculty indicate how students will be assessed and scored for each element of the rubric. The first phase of the launch (four semesters, fall 2016 - spring 2018) allows time for rubric language to be tested by instructors from a diverse range of randomly sampled courses and sections (20 per outcome), using a small random sample of students (10) in each course. Extramural funds provided by the Davis Educational Foundation support instructors during Phase 1 to participate in assessment workshops. Phase 1 is coordinated by SLOAA, the Faculty Development Office, and the new director of General Education, with oversight by the Subcommittee of the Assessment of General Education. The effort is intended to provide direct and indirect data from 240 instructors. The results of Phase 1 are intended to inform the next stage of growth for the new General Education program, which is anticipated to be focused more on implementation issues for the new program. URI was selected to attend the AAC&U 2017 Summer Institute, *General Education and Assessment: Design Thinking for Student Learning* which resulted in an action plan for the next phase of program implementation. The plan address priorities surfaced during Phase 1, such as revision of rubric language, and policies necessary to govern a permanent assessment process and ensure that learning outcomes assessment will yield aggregate data that speaks to the learning achievement of students in this program, and to which we can respond for improvement as needed.

Assessment of Co-curricular and Special Programs. Educational effectiveness requires the successful intersection of academic and co-curricular student opportunities. Students lived experiences enhance student growth, personal development, and good citizenship through participation in student activities.

The Division of Student Affairs has historically been engaged in outcomes assessment, but not been consistent or systematic across departments. Student Affairs departments and offices routinely gather data for internal purposes using a variety of metrics such as student satisfaction surveys, demographics, graduation rates, etc. There are also examples of excellence in assessment, including the work being done in Health Services. A new Vice President of Student Affairs, who brings a background and much experience in assessment, has implemented plans for assessment through a Comprehensive Review Program process—including self-study and external review. The Student Affairs Comprehensive Review Program officially began with a review of the Talent Development program, which was completed in 2017. This report format will be used by all units, with the Memorial (Student) Union slated for review in spring 2017, followed in summer 2017 by Campus Recreation. The schedule of review calls for two units to be assessed per year on a five-year cycle. Additionally, a pilot project: Student Employee Learning Outcomes (SELO) will be undertaken in Dining Services in the summer of 2017.

Outcomes Assessment: Student Engagement Indicators. The University administers the National Survey of Student Engagement (NSSE) to collect evidence from all freshmen (FY) and seniors (SR) using student perception of engagement data on both academic and student affairs experiences. Participation in NSSE creates a snapshot of freshman and fourth year students during a given administration providing benchmarked data with peer and Carnegie-classified institutions. Participation has improved since 2011: in 2013, 662 freshmen (24% response rate) and 876 fourth year (35% response rate); in 2016, 835 freshmen (32% response rate) and 832 fourth year (35% response rate) participated in the survey. Highlights from the SNAPSHOT summary results from recent administrations indicate that in both 2013 and 2016 freshmen reported greater involvement with high impact practices (participated in a learning community) than peer institutions; however, quality of interactions with faculty were ranked lower than with peer institutions for freshmen during both administrations. Participation of fourth year students in internships was ranked higher than peer groups across both years, as was collaborative learning (working with other students to prepare for

exams) for both years. Areas of concern include students ranking quality of interactions (with staff and academic advisors) as low for both administrations. Since the survey is now conducted on a three-year cycle, URI has an opportunity to track comparative longitudinal data from 2013-2016. During the 2016 NSSE administration, there were 166 fourth year students in the sample who also participated as freshmen. These students navigated four years of challenges and are nearing completion of their undergraduate academic careers. Of the 2013 freshman, 60% reported advisors helped them to understand academic rules and policies "quite a bit" or "very much"; however, by their fourth year, only 44% of these same students reported such positive advising experiences. These data mirror the results for the bigger population of respondents for both administrations.

Outcomes Assessment: Experiential Education. The Center for Career and Experiential Education (CCEE) routinely examines the impact of internship experiences on communication skills, initiative, teamwork, and analytical skills. The most recent report includes students enrolled in ITR (Internship) 304 (N=414), the internship colloquium. Students were asked to complete a survey measuring perceived skill development at the end of the semester. This method requires raters to assess pre- and post-internship skill levels at a single time point after the internship. Supervisors (N=490) also completed an instrument mirroring the student survey to gather information regarding supervisor perception of student skill development between weeks two and 12 of the semester. This survey was used to assess experiential learning in the spring, summer, and fall sessions of 2014. For students, the greatest reported gains in skills were for "requesting increased responsibility and communicating well with a person in charge." For supervisors, the greatest reported gains in skills were for "approaching a problem independently and asserting my own opinions." Students were also asked to report on learning outcomes regarding involvement with research, learning about personal strengths and weaknesses, career goals, and application of their academic skill set to experiential learning. Approximately 75% of students agreed "quite a bit" or "very much" that experiential learning provided clarity regarding their career goals and career strengths and weaknesses. CCEE continues to track the soft-skill development of students who participate in an internship. Currently, the center has data from 1,144 students who enrolled in an internship and ITR course between 2013 and 2016. The student sample is representative of over 40 majors from all academic disciplines. In addition, the sample includes 1,062 supervisors who worked with student interns between 2013 and 2016.

Turning Assessment into Action: Efforts to Improve Student Academic Success. The University was a member of the national cohort of Gateways to Completion (G2C), which was joined by 12 institutions in 2013 and led by the Gardner Institute. G2C supports a faculty-led movement to focus on gateway courses and helps institutions implement an evidence-based plan for improving student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes (DFWI rates). URI identified five high-enrollment (i.e. 500 to 1200 students per semester) gateway courses with historically high DFWI rates: BIO 121 Human Anatomy (23.2%), CHM 101 General Chemistry I (32.0%), CHM 103 Introductory Chemistry (23.2%), MTH 111 Precalculus (36.9%), and PHY 203 Elementary Physics (25.3%).

The self-study resulted in the development of institution-level, cross-course action steps including: charting the pathway for student persistence and success in gateway courses; coordinating and communicating how each course and support service contributes to the student persistence pathway; monitoring students' progress on the persistence pathway, and reporting it to the student and the success network; and encouraging and supporting excellence in gateway course instruction. The self-study also identified course-level recommendations implemented at the department level, including: ensuring consistency across sections of the same course; early and frequent feedback; early alerts to students who are underperforming; using mathematics preparedness to inform enrollment in chemistry courses; and developing just-in-time parallel remediation supports. The self-study report included action steps.

As part of its early alert program, the University captures student social and academic experience data using the early alert tool Starfish to make targeted support readily available to students through advising and intervention. Robust data also come from specific academic student support programs such as Talent Development and Disability Services. These data allow staff and faculty to respond quickly to student needs to promote social and academic success, and result in improvements in retention and time to degree completion.

In 2011, a campus-wide steering committee was charged with assessing the current state of advising across campus and designing a comprehensive advising plan. The resulting report, delivered to the Faculty Senate in Fall 2012, addressed a range of advising issues. In spring 2013, the Faculty Senate proposed establishment of the Undergraduate Academic Advising Committee (UAAC) to improve university-wide advisement and coordinate advisor training. The Advisor Support and Training subcommittee and University College for Academic Success (UCAS) have developed an advisor training program including online advisor training modules, advisor training workshops, and regular email updates. The University closely monitors yearly credit completion of students, and curriculum sheets guide students toward timely completion of degrees while ensuring they do not miss out on important opportunities to expand their experiences and learning (see Standard Four and Standard Five for additional details).

The Transfer Resource Center has one full-time advisor and one coordinator who go to each Community College of Rhode Island (CCRI) campus multiple times each semester to meet with Joint Admission Agreement (JAA) and other potential transfer students to URI. The number of JAA students has increased rapidly, with over 200 new students signing up for JAA since September 2016. Our two advisors saw over 300 students in the Fall 2016 semester at CCRI, and 250 in the Spring 2016 semester. Seventy-seven students transferred to URI from the JAA program in fall 2016, double the number of those who did so in 2015. Transfer advisors also work with non-JAA students, advising over 80 students at each of five separate advising days held at CCRI. And we continue to work with all CCRI advisors on general education. These efforts at CCRI are in addition to the daily demands on the transfer center to evaluate and post transcripts of incoming students.

The University has an Academic Enhancement Center (AEC), which provides tutoring and other services. All tutoring for STEM courses has been redirected to the STEM support center, and a new program for academic coaching in general college learning strategies was created. Peer tutors are now used in all programs: between 60 and 80 tutors work in the STEM support center, providing approximately 20,000 contact hours. The number of students served through the Writing Center has also increased. In fall 2016, the Writing Center provided 81 hours per week of writing tutoring and 152 hours per week in spring 2017. Of the 788 appointments in fall 2016, 52% were first year students. The demand for increased hours is being addressed, including extending tutor availability and extended hours to 8:00 p.m. Monday through Thursday. Support services have been marketed to the new General Education courses associated with the writing outcome, and the AEC has increased its social media presence through a student intern in Public Relations. In 2015, the Academic Coaching program was launched at the end of the RELAAY grant, which was intended to help at-risk students develop effective learning strategies. As a result, referrals to the coaching program increased dramatically. In one year, appointments grew from 552 to 2670. Finally, the Writing Center and the Academic Coaching program are working with the Talent Development program to engage all TD students in writing and general learning skills development.

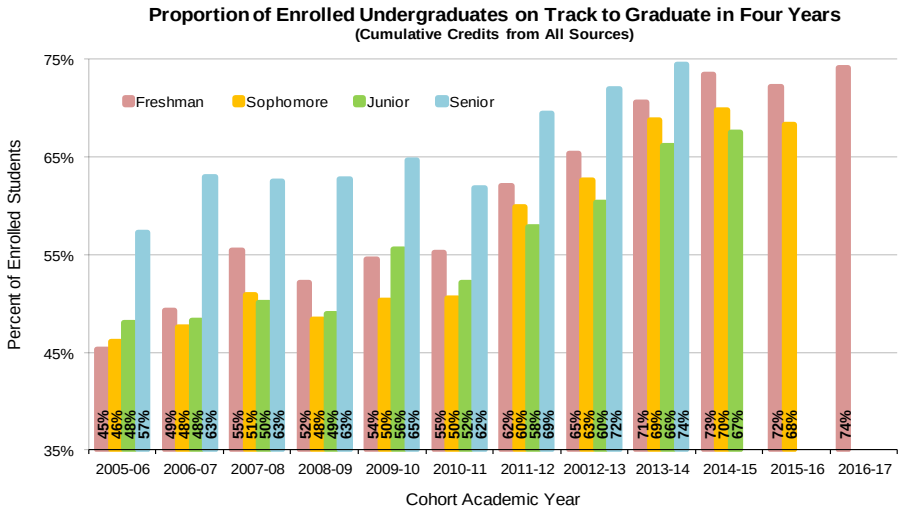
Recruitment, Retention and Graduation. Goals in the Academic Strategic Plan include enabling more of our students to complete their degrees in four years and increasing the recruitment, retention, and graduation of students from underrepresented groups.

The University closely monitors progression, retention and graduation rates for undergraduate and graduate students and for specific populations, including students admitted through the Talent Development

program (approximately 10% of each freshman class), Pell Grant recipients (approximately 25% of each freshman class), STEM Institution-wide (enrolled in STEM major, graduated in any major), STEM discipline specific (enrolled and graduated in STEM major), gender, historically underrepresented minorities, and students with disabilities (approximately 8% of each freshman class). First-year retention rates (defined as first-year, first-time students) increased from 81.1% to 83.2% during the period 2006 to 2015. Using data from the 2015 admission cohort, students admitted through Talent Development are retained at a comparable rate (83.7%) and students admitting and persisting in a STEM discipline major at 70.8% (and 84.6% persisting in any major). A third group, students with disabilities, is retained at a higher rate (first year 84.6%). URI is also tracking second-year retention, which has increased from 68.2% for the 2008 cohort to 76.2% for the 2014 cohort.

					--- Cumulative graduation rates and continuation rates ---					
			---Retention Rates ---		--- within four years ---		--- within five years ---		--- within six years ---	
Fall	Head count	SAT average	After one year	After two years	Graduated	Continued	Graduated	Continued	Graduated	Continued
2006	2,742	1063	81.1%	73.0%	42.6%	23.6%	58.8%	6.7%	63.2%	2.0%
2007	3,003	1063	80.1%	71.2%	41.3%	22.2%	56.0%	6.7%	60.1%	3.3%
2008	3,032	1045	78.5%	68.2%	38.5%	24.0%	54.8%	5.7%	58.9%	2.1%
2009	2,919	1046	79.7%	72.5%	44.0%	22.3%	60.5%	4.7%	63.2%	2.1%
2010	2,731	1043	82.3%	72.3%	42.1%	23.7%	58.8%	5.9%	62.8%	1.9%
2011	2,967	1061	81.9%	73.8%	47.1%	20.6%	62.7%	4.1%		
2012	2,980	1051	81.3%	74.4%	49.0%	20.6%				
2013	2,972	1066	81.9%	74.4%						
2014	3,119	1070	83.9%	76.2%						
2015	2,985	1067	83.2%							
2016	3,236	1066								

Cumulative four- and five-year graduation rates have also increased: four-year from 42.6% to 49% for 2006 to 2012 cohorts and five-year from 58.8% to 62.7% for 2006 to 2010 cohorts. The six-year cumulative rate has increased slightly over the past four cohorts from 60.1% to 62.8%, returning to the level seen prior to the economic downturn. Six-year graduation rates for distinct student groups are highly variable and have been the focus of efforts to increase graduation rates across the student body. Using the fall 2009 cohort as an example, the overall six-year/150% graduation rate was 63.2%. Rates for distinct groups are as follows: higher rate (greater than 66%): female (67%); similar rate (60-66%): STEM Institution-wide (64.4%), non-first-time, full-time students, inbound transfers (60.5%); somewhat lower rate (55-59%): students with disabilities (56.0%), Pell Grant recipient (56.1%), male (58.3%); significantly lower (less than 55%): STEM discipline-specific (44.8%), Talent Development (49.1%), historically underrepresented minorities (50.2%), first-time, part-time students (18.9%).



The University also monitors yearly credit completion to identify overall progression toward degree completion. Given the relatively stagnant rate up to 2010, the University initiated a "Take 15/Finish in 4" campaign (i.e. take 15 credits per semester to finish in four years), with targeted advising for freshmen at orientation, and outreach to students who are missing annual credit milestones, encouraging enrollment in Winter J-Term and summer session courses to get back on track for a four-year graduation. The percentage of students completing 30 credits by the end of their freshman year has increased from 45% in AY2005-06 to 74% in AY2016-17.

First-year retention rates for 2012-2014 doctoral and doctoral professional practice program admission cohorts are greater than 90%. Retention in master's programs, however, is significantly lower, varying between 67.9% and 77.4% over the 2012 to 2015 admission cohorts. Three-year graduation rates for the 2010 to 2013 master's program cohorts was between 70.2% and 76.3%, very similar to the first-year retention rates, indicating that students who are retained after their first year in the program generally go on to complete their degree. Average time to degree completion was less than 2.5 years for this group. Nine-year graduation rates for doctoral programs range from 61.2% to 68.2% for the 2004 to 2007 cohorts. It is unknown what percentage of these students may have completed a master's degree, or may have completed a degree at another institution. Although nine years is used as the 150% graduation timeframe, it should be noted that the average time to degree completion was between 4.7 and 5.3 years for the 2004 to 2007 cohorts. Nine-year graduation rates for doctoral professional practice programs range from 70.2% to 83% for the 2004 to 2006 admission cohorts, with average time to degree completion of about 5.75 years.

In 2010, the Graduate School implemented time-to-degree holds on registration that are automatically set by e-Campus, the online system for registration. For master's students, the hold was set for the beginning of the student's fourth year, and for Ph.D. students, the beginning of the sixth year. To register, students work with their major professors to present a clear timeline for completion to the Associate Dean of the Graduate School. If the timeline is approved, the Graduate School will lift the hold on the student's registration. The Graduate School also identified students who had been admitted from 2003 forward and had not completed their degrees. These actions have improved oversight of graduate student careers and increased the percentage of students who complete their degrees in the time specified in the *Graduate School Manual* (five years for master's degrees and seven years for doctorates). Since 2014, the Graduate School has launched several initiatives to help part-time students complete their degrees, especially in professional master's programs.

URI has recently implemented two fully online degree programs which do not yet have sufficient historical data for retention and graduation rate calculations. Online course completion rates, however, are calculated based on the number of enrolled students receiving a grade other than I= incomplete or W= withdrawn and over the last five years have shown to be steadily strong (93.3% to 95% completion rate).

Post-graduation success. The University recognizes the importance of monitoring the licensure passage rates and post-college success of undergraduates. State and national licensure passage rates for all programs are quite high, ranging from 83% for Nursing students (NCLEX, 2016) to 92.2% for Pharmacy students (NAPLEX, 2016) to 100% for many education content areas (PRAXIS II, 2016). Select programs, particularly those reporting regularly to accrediting bodies, track postgraduate outcomes in considerable detail. High rates of post-graduate employment are reported for graduates of health-related majors in 2016, including Pharm. D. and Medical Laboratory Science reporting over 90% employment, and Nursing reporting 87%. The College of Business, reports over 69% employment of its 2016 graduates with an additional 14% pursuing graduate studies. Employment varies by major with the Bachelor of Business Administration, from 48% for General Business to 100% for Entrepreneurial Management majors and Global Business majors.

Historically, feedback from graduates has been scant and difficult to acquire. While some academic programs require exit surveys and maintain personal contact with graduates, the mechanism used institution-wide from 2009 to 2014 was a single-question email survey of graduating seniors used to collect information about immediate plans upon graduation. Response rates to this Survey of Future Plans ranged from 15% to 31%. In 2014, over 60% of students who responded reported full-time employment upon graduation, while approximately 20% planned to pursue graduate studies.

This survey effort was discontinued due to low response rates yielding unreliable results, and was replaced by the Survey of Recent [Baccalaureate] Graduates (SORG**)**, piloted in 2014. SORG was designed to create a systematic data collection process that would yield detailed results about future plans, as well as student perception of learning and other information relevant to individual academic programs. Initial response rates were low (8% to 19%), but typical for web-based surveys and deemed adequate for a general analysis.

Following the pilot, SORG was revised in 2015 by an advisory group in consultation with the degree-granting colleges. Alumni are now asked questions about their postgraduate experiences and perceived learning gains within their major. The 2015 results, based on responses from 442 May 2015 graduates (a 23% response rate) show that 75% of graduates are either working full-time (58%) or are enrolled full-time in a graduate or professional program (17%). The salary of graduates working full-time was approximately $45,000 to $50,000. Significantly, 60% of respondents reported having completed at least one internship. It is important to note, however, that these rates of employment may not be representative of the entire graduating class given the low response rate and possible selection bias of respondents (e.g. those with gainful employment may have been more likely to participate).

APPRAISAL

Student Learning Outcomes. During the past ten years, URI has made much progress in the assessment of student learning. The continual cycles of evaluation draw attention to those areas needing improvement. The biennial cycle for program-level reporting on student learning outcomes assessment has achieved more than satisfactory results in compliance and performance by all undergraduate and graduate academic programs (see Assessment Report Results, 2014-15). The team-based peer review process, using the published rubric to guide programs as they complete their reports, provides summary and detailed feedback that is actionable and timely and has improved the quality of reports by making the assessment process and reporting expectations clearer. Reviewers' scores and comments are provided to programs for their own

improvement, and aggregated at the institution level to "assess assessment" internally to address areas of weakness in the process. Overall university-level results from the last combined cohorts' scores (cohorts I and II, 2014 and 2015) reveal that the three strongest areas in reporting are: learning outcome statements, curriculum mapping, and course and time sampling. The three weakest areas in reporting were in: the evaluation process, primarily because programs do not routinely engage sufficient faculty, with the burden often falling to a single faculty member; the analysis of results, specifically reflecting on the cause of the results; and conclusions and recommendations, including translating results into specific actions.

While the reports provide direct evidence of effort and cooperation with institutional outcomes assessment expectations, it is important also to examine the indirect evidence of a successful assessment program. An institution-wide department chairs survey, conducted in 2009, 2012, 2015, indicates faculty effort may be sufficient to "check the box," but effective reflection, real value from the process, and use of results may be less than acceptable. As the executive summary indicates, the "good news" includes that how chairs feel about the value of assessment for their own departments remains high, perceived infrastructure support for assessment is improving, and university-wide faculty norms about assessment have risen. The "bad news" includes the perception that leadership commitment remains the lowest domain score and has continued a downward trend from past administrations. Significant item-level changes (deans' support, administrative tracking, and lack of negative consequences for non-compliance) exemplify that negative trend. Consistent with national findings, we conclude that although infrastructure support for assessment enables assessment (and we are moving in the right direction for that), leadership commitment to motivate assessment as an internally useful process is the key to a sustained quality-improvement system.

The survey summary provides recommendations for a need for clear and emphatic demonstrations of the importance and internal utility of assessment from the Provost's level and clear recognition of the usefulness of the process by deans. Attention to how assessment is used for faculty reflection and degree program improvement, recognition of models for good work, and explicit integration of learning outcomes assessment in the Academic Program Review self-studies helps to show leadership commitment.

The systemic issues noted earlier, which surround participatory evaluation, remain barriers to developing a lasting culture of assessment built on self-directed accountability without external support (financial, time, etc.). The increased emphasis on student learning, learning outcomes assessment and faculty development represents a significant increase in workload for faculty and administration which has not yet been balanced with necessary staffing nor recognition in promotion and tenure to support a truly authentic effort.

General Education. The new program is the most recent example of URI's commitment to student learning with the foundation of learning outcomes. The 40-credit program, every student's "second major," requires each student to take at least one of the newly approved courses in each of 12 foundational outcome areas. Because each course must be approved with two outcomes, students can achieve this requirement in as few as six courses providing for opportunities to explore topics and disciplines creating a rich liberal education to complement their major. Since the General Education program in its current version is new, it is too early to provide an appraisal of its assessment.

Co-curricular programming. Individual units within the Division of Student Affairs are engaged in evaluation practices for improvement and resources (e.g., residential life surveys, internship site supervisors, student employees, etc.). Less is known about how co-curricular experience affects academic success. There is a recognized need and commitment to coordinate this process and set outcomes, goals, and metrics to bridge units and data through technology and the creation of a strategic plan for a consistent schedule and cycle for outcomes assessment.

Student Academic Success. The University has made substantial investments to reduce barriers to student success and improve completion rates, including the adoption of Starfish, the hiring of professional advisors, participation in the inaugural G2C cohort, the addition of faculty lines, sponsoring centers designed to support the intersection of living and learning needs for specific student groups, initiating the development of a university-wide policy and process to ensure consistent accessibility and universal design of the 24/7 online environment, all of which make targeted support readily available to students through advising and intervention.

The G2C initiative has generated rich discussion, new insights and substantive changes in pedagogy and resource allocation. Efforts have included enhanced opportunities for faculty professional development; a faculty workshop to heighten awareness of diversity as a core challenge and a core opportunity within the STEM fields; growth mindset training incorporated into freshman orientation and freshman seminars; tracking the use and impact of academic support services; and the development of adaptive diagnostic math placement exams.

Course-level research and interventions have also been fruitful, producing positive results in several courses, including BIO 121 Human Anatomy, in which the DFWI-rate dropped from almost 20% to just above 10%. Course specific actions taken in BIO 121 included: increasing the number of sections to reduce class size, reducing content without reducing rigor, hiring a laboratory coordinator to improve teaching assistant training for associated lab sections, offering two-stage (85% individual effort, 15% group effort) exams, and implementing a flipped classroom.

Mathematics preparation has emerged as a significant barrier to student progress in STEM disciplines. Online modules were made available to 570 incoming students who placed in algebra or pre-calculus, and who were enrolled in a fall semester STEM course. Students were encouraged to complete the online modules over the summer and retake the placement test. Sixty-nine percent of students who completed at least one module placed higher on the placement test retake and those students also earned productive grades at a rate of 80% or higher in the resulting class.

Historically, Disability Services for Students has collected learning outcome information from students with disabilities, but has done so inconsistently in the past several years. During the past five years, the office self-assessed using Council for the Advancement of Standards in Higher Education (CAS) and the professional standards suggested by the Association for Higher Education and Disability (AHEAD). During the next five years, Disability Services will become part of the formal schedule of assessment that is consistent with the Student Affairs vision and schedule for comprehensive program review. The office will continue to analyze how to improve the graduation and retention of students with disabilities over time.

Starfish allows staff and faculty to respond quickly to students needing special attention. Course instructors can “raise a flag” if they are concerned about a student. During fall 2016 over 7,000 advising appointments were logged into Starfish at UCAS in addition to 1,836 walk-in advising appointments. There are also appointments within the degree granting colleges yielding 11,698 advising appointments for the first semester using Starfish. Over 1,000 faculty office hours have been set up in Starfish; over 1,000 Talent Development advising hours have been logged in; and over 400 faculty flags have been raised on students. After one semester, 9,433 student profiles have been created and 386 individual faculty members have used Starfish to raise flags or send kudos.

Recruitment, Retention and Graduation. Graduation rates for first-time, full-time undergraduate students have been trending upward due to strong efforts to improve success. However, remaining barriers preventing students from progressing and completing their degrees need addressing. The substantially higher proportion of students completing 30 credits by the end of their freshmen year (74% in 2016 compared to 45% in 2006) indicates that initiatives undertaken during the past decade have proven effective. We expect that the rate of improvement is likely to level off as other factors influence progress.

Data for graduation and retention rates are formally reported for Talent Development and Pell Grant recipients in addition to STEM discipline students. Although the first-time freshman graduation rate is increasing, the rates of several distinct student groups (Talent Development, STEM discipline-specific, historically underrepresented minorities) are lower than that of the general student population. These groups have first-year retention rates above 75%, yet fewer than 50% graduate within six years. Retention rates of students with disabilities are comparable to that of the general population; graduation rates are however somewhat lower, at 55% for the 2010 cohort.

There are certain other specialized groups with small numbers of students, such as international students, for which we have little or no data on retention or graduation. Since the University is currently trying to increase international student enrollment, this is an area that will receive more attention.

Master's programs have an average attrition rate of about 25%. This rate is significantly higher than that of doctoral programs. Nonetheless, most students who are retained after their first year go on to successfully complete their degree. This retention gap between master's and doctoral students is partly because many master's students are part-time students and do not have access to financial aid or assistantships. The Graduate School is pursuing ways to help master's students financially. Doctoral programs have a high first-to-second year retention rate (greater than 90%), but a comparatively low 9-year graduation rate (less than 70%).

Since 2007, the Graduate School has implemented a set of substantial reforms to improve the quality of graduate education at URI, including retention and completion rates. The Graduate Council completely revised the *Graduate School Manual*, which specifies the policies overseeing graduate education. Together with these revisions, the Graduate School reduced and revised the number of forms students are required to submit over the course of their programs. The introduction of TransForm, an entirely online document management system, has facilitated the creation and submission of forms and permitted the Graduate School to have greater oversight of these processes.

The implementation of time-to-degree limits, seven years for the Ph.D. and five years for the master's degree, and the use of automatic holds on registration has dramatically decreased the number of "outlier" students who in the past remained enrolled for ten years or more. This past year, the Graduate School staff reviewed all open student files and identified students who have passed their time-to-degree limit. These students have been contacted, and the Graduate School has worked with those who wanted to complete their degree. In short, the Graduate School has taken significant steps to make sure students complete their degrees within the specified time limit.

Post-Graduation Success (Undergraduates). To measure post-graduation success of baccalaureate students, the University replaced the voluntary campus-wide exit survey with SORG and has seen gains in response rates to 23% of graduates. Although the results are promising, with 75% of the 2015 sample of graduates reporting either full-time employment or enrollment in graduate or professional programs, the employment status and perspectives of most graduates are not being captured in a university-wide database, resulting in a gap in our understanding of post-graduation experiences of the undergraduate student population. Select programs, particularly those reporting regularly to accrediting bodies, track post-graduate outcomes in considerable detail. High rates of post-graduate employment are reported for graduates of health-related majors in 2016, including Pharm. D. and Medical Laboratory Science reporting over 90% employment, and Nursing reporting 87%. The College of Business reports over 69% employment of its 2016 graduates with an additional 14% pursuing graduate studies, although employment varies by major, from 48% for general business to 100% for entrepreneurial management and global business graduates.

The SORG advisory group continues to work on improving response rates and gathering additional data on graduating students, including the use of "reader cards" at graduation. In 2016, several colleges participated in a standardization of graduation "reader cards" by including a template question about

employment status at graduation. These "point of graduation" surveys, using either exit interviews or commencement name cards (completed by the student and handed to the name-reader at graduation) included questions about future plans and job placement, and information on participation in internships, study abroad, and graduate school admission. The response rate was very high: ~100% in accredited programs that required exit surveys, and ~80% for voluntary commencement-linked card surveys.

Mechanisms for Monitoring Effectiveness, Planning and Resource Allocation. The revision of the Academic Program Review process, including the addition of an external perspective, ensures that all URI programs participate in a rigorous self-examination process that incorporates the results of their biennial learning outcomes assessment work.

PROJECTIONS

The University recognizes challenges faculty face in doing assessment and must balance faculty duties appropriately to support activities. Such steps would increase the perceived value by leadership and the actual value to programs because faculty could engage more deeply and collaboratively. Faculty need to have the workload burden imposed by assessment activities recognized and rewarded as professional time-intensive achievements. Faculty also need more workshops to learn best practices and showcase opportunities to learn from each other. The Teaching and Learning Showcase on March 31, 2017 was an example of an opportunity to enhance the culture of assessment in a framework other than accountability. Additionally, initiatives, such as Collaborations in Assessment, using targeted faculty development efforts to directly link course-level assessment planning to broader program-level goals, will also support a shift for faculty from assessment as intrusive into their classroom domain, to assessment as collegial action research to improve the learning results for majors and graduates.

With Phase 1 Assessment of the new General Education program underway, the benefits of the Assessment Academies have already been noted as nearly 120 faculty have participated in workshops that focus on understanding the assessment process, Bloom's taxonomy, syllabi as teaching tools, etc. These sessions have reinforced basic assessment practices, which the instructors bring back to their home program. Planning for the next phase of implementation will begin in the summer of 2017 with a team attending the AAC&U General Education Institute to develop a plan for identifying goals, metrics and a timeline for efforts beginning 2018.

Comprehensive program review is now in place, beginning 2016, with a cycle and timeline for all units in Student Affairs which will result in a five-year cycle for improvement across all units.

The University will work with Rhode Island school districts to improve alignment of high school mathematics curricula with the skills needed to advance in the URI mathematics sequence. To support incoming students, the University will place a strong emphasis on enrolling incoming students into the online summer mathematics modules to improve math placement and success in their first semester math course. Additionally, the University will expand the G2C and STEM-based interventions with high student success results, such as early identification of students who are not actively engaged in "prepare and practice," instructional development and support for early career faculty teaching large courses, sharing successful pedagogical strategies which reduce anxiety and improve student learning and performance; and expanding the use of support instructional modules which directly correlate to improved success in math.

The gap between our undergraduate second-year retention rate (72%) and our six-year graduation rate (63%) must be closed by increasing the number of students who successfully complete their undergraduate degree. The University will identify progression barriers that impact students after their sophomore year, and develop a written plan, with explicit goals for improving four- and six-year graduation

rates, including plans and targets for groups graduating at lower rates than the student population. The University will include undergraduate credit completion rates in the Institutional Research datasets made available to the public. The University will also formally track retention and graduation rates for distinct populations of students, including students with disabilities and students from underrepresented groups, to provide a more complete picture of how URI is supporting the entire and diverse student body, versus specific populations.

Collection and analysis of retention and graduation rates in graduate programs should be done on an annual basis. Factors affecting retention in master's programs and graduation rates in doctoral programs will be addressed with plans for intervention to be assessed for impact. The University will also collect and publish retention and graduation data for the Graduate School, including distinct student groups (gender, ethnicity, etc.) and whether students are part- or full-time.

The University will develop a mandatory exit survey for both undergraduate and graduate students, with college-level efforts to increase the use of reader card data and to standardize the process likely yielding strong data and increased response rates. The University will continue to improve the voluntary six-month, three- and five-year follow-up surveys with alumni and in partnership with the Alumni Office to inform both curricular and co-curricular programming.

The University will adopt a college-based process for monitoring progress toward and achievement of goals in the Academic Program Review action plans to ensure the revised process prompts accountability. A standardized approach to maintaining these records and action plans is needed given the changing roles of faculty within departments due to a rotating department chair system. This is particularly important given that within the past two years, the University has created two new colleges and appointed five new academic deans. Such growth and change requires special measures are taken to ensure a continued commitment to any issues noted as critical.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

	Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
	Fiscal Year	**(FY 2013)**	**(FY 2014)**	**(FY 2015)**	**(FY 2016)**	**(FY 2017)**	
	Retention Cohort Year (1 year)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
	150% Graduation Cohort Year (6 year)	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
	200% Graduation Cohort Year (8 year)	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	
	IPEDS Retention Data (first year)						
	Associate degree students	n/a	n/a	n/a	n/a	n/a	
	Bachelors degree students (full-time first term)	81.3%	81.9%	83.9%	83.2%	83.5%	
?	**IPEDS Graduation Data (150% of time)**						
	Associate degree students	n/a	n/a	n/a	n/a	n/a	
	Bachelors degree students	60.1%	58.9%	63.2%	62.8%	65.0%	Cohort entered 6 years prior to graduation
?	**IPEDS Outcomes Measures Data**						
	First-time, full time students						
	Awarded a degree within six years	60.1%	58.9%	63.2%	62.8%	65.0%	Cohort entered 6 years prior to graduation
	Awarded a degree within eight years	65.3%	65.4%	62.6%	60.9%	62.0%	Cohort entered 8 years prior to graduation
	Not awarded within eight years but still enrolled	1.4%	0.7%	1.2%	0.6%	0.7%	Cohort entered 8 years prior to graduation
	First-time, part-time students						
	Awarded a degree within six years	23.5%	34.2%	18.9%	26.5%	26.5%	Cohort entered 6 years prior to graduation
	Awarded a degree within eight years	12.2%	22.7%	26.5%	35.6%	35.6%	Cohort entered 8 years prior to graduation
	Not awarded within eight years but still enrolled	7.3%	2.3%	2.9%	0.0%	0.0%	Cohort entered 8 years prior to graduation
	Non-first-time, full-time students						
	Awarded a degree within six years	64.6%	68.4%	67.3%	71.4%	71.4%	Cohort entered 6 years prior to graduation
	Awarded a degree within eight years	63.9%	69.8%	66.3%	70.2%	70.2%	Cohort entered 8 years prior to graduation
	Not awarded within eight years but still enrolled	1.1%	1.9%	1.4%	0.6%	0.6%	Cohort entered 8 years prior to graduation
	Non-first-time, part-time students						
	Awarded a degree within six years	43.3%	42.6%	31.3%	50.0%	50.0%	Cohort entered 6 years prior to graduation
	Awarded a degree within eight years	44.4%	48.5%	45.8%	42.6%	42.6%	Cohort entered 8 years prior to graduation
	Not awarded within eight years but still enrolled	1.3%	0.7%	1.7%	2.9%	2.9%	Cohort entered 8 years prior to graduation
?	**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**						
	Retention Cohort Year (1 year)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
1	Talent Development 1st year retention rate	85.1%	77.9%	80.4%	83.7%	83.7%	
2	Pell Grant Recipients (initial year) 1st year retention rate	81.9%	80.7%	83.3%	81.2%	81.2%	
3	STEM institution-wide 1st year retention rate	83.4%	83.4%	86.0%	84.6%	84.6%	
4	STEM discipline-specific 1st year retention rate	68.3%	69.6%	71.7%	70.8%	70.8%	
5	Female	82.6%	82.4%	84.7%	84.5%	84.5%	
6	Male	79.6%	81.3%	83.0%	81.3%	81.3%	
7	Historically Under-Represented Minority	81.8%	80.7%	82.6%	81.7%	81.7%	
8	Students with Disabilities	79.9%	84.2%	88.8%	84.6%	84.6%	
?	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**						
	150% Graduation Cohort Year (6 year)	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
1	Talent Development graduation rate 150% time	41.5%	41.2%	49.1%	56.0%	60%	
2	Pell Grant Recipients (initial year) graduation rate 150% time	49.4%	46.7%	56.1%	56.5%	60%	
3	STEM institution-wide graduation rate 150% time	61.2%	63.1%	63.4%	64.3%	67%	
4	STEM discipline-specific graduation rate 150% time	41.7%	47.6%	43.8%	47.3%	49%	
5	Female	60.8%	61.2%	67.0%	65.1%	68%	
6	Male	59.1%	55.9%	58.3%	60.3%	64%	
7	Historically Under-Represented Minority	47.2%	46.6%	50.2%	55.9%	58%	
8	Students with Disabilities	58.3%	55.9%	56.0%	54.5%	55%	

Definition and Methodology Explanations

1. Talent Development Students admitted through Special Programs for Talent Development are approximately 10% of each freshman class.
2. Pell Grant recipients with awards during the initial academic year are approximately 25% of each freshman class.
3. STEM students enrolled in Science, Technology, Engineering, and Mathematics majors during their first semester. Institution-wide rates are calculated for students subsequently enrolled in any major.
4. STEM students enrolled in Science, Technology, Engineering, and Mathematics majors during their first semester. Discipline-specific rates are calculated for students who subsequently enroll only in a STEM major.
5.
6.
7. Historically Under-represented Minority includes Asian, Black, Hispanic, Native American, Pacific Islander, and Two or More Races.
8. Undergraduate and Pharmacy PMD students registered with Disability Services and enrolled full-time or part-time in initial fall term.

Retention is defined as full-time students entering in a fall semester and returning in the next fall semester.

Graduation at 150% time is defined as completing a degree within six full calendar years from initial enrollment.

Academic Plans counted as STEM. Some have been closed.

Plan Name	Plan Code	Discipline Area	CIP2010 code
Sustainable Agric & Food - BS	EL_SAFS_BS	Agricultural Sciences	010308

	Plant Science - BS		EL_EHTM_BS	Agricultural Sciences	010699				
	Animal Sci & Technology - BS		EL_ANSC_BS	Agricultural Sciences	010901				
	Plant Science - BS		EL_PLSC_BS	Agricultural Sciences	020401				
	Environmental Sci and Mgt - BS		EL_ESMG_BS	Environmental Sciences	030103				
	Aquaculture&Fishery Tech - BS		EL_AFTC_BS	Agricultural Sciences	030301				
	Wildlife Conservation Biol- BS		EL_WCB_BS	Environmental Sciences	030601				
	Wildlife Biology & Mgmt - BS		EL_WBMG_BS	Environmental Sciences	030601				
	Computer Science - BA		AS_CSC_BA	Computer Sciences	110101				
	Computer Science - BS		AS_CSC_BS	Computer Sciences	110101				
	Engineering - Undeclared - BS		EN_UDEC_BS	Engineering	140101				
	Biomedical Engineering - BS		EN_BMDE_BS	Engineering	140501				
	Chemical Engineering - BS		EN_CEGR_BS	Engineering	140701				
	Civil Engineering - BS		EN_CIVL_BS	Engineering	140801				
	Computer Engineering - BS		EN_CPEG_BS	Engineering	140901				
	Electrical Engineering - BS		EN_ELEG_BS	Engineering	141001				
	Mechanical Engineering - BS		EN_MCEG_BS	Engineering	141901				
	Ocean Engineering - BS		EN_OEGR_BS	Engineering	142401				
	Industrial Engineering - BS		EN_INEG_BS	Engineering	143501				
	Mechanical & Ocean Engineer - BS		EN_MOEG_BS	Engineering	149996				
	Chemical and Ocean Engineer - BS		EN_COEG_BS	Engineering	149999				
	Biology - BA		AS_BIO_BA	Biological Sciences	260101				
	Biology - BA		EL_BIO_BA	Biological Sciences	260101				
	Biochemistry - BS		AS_BCH_BS	Biological Sciences	260202				
	Botany - BS		AS_BTNY_BS	Biological Sciences	260301				
	Env Plant Biology - BS		AS_EBIO_BS	Biological Sciences	260399				
	Env Plant Biology - BS		EL_EBIO_BS	Biological Sciences	260399				
	Cell & Molecular Biology - BS		EL_CMBI_BS	Biological Sciences	260406				
	Microbiology - BS		AS_MICR_BS	Biological Sciences	260502				
	Microbiology - BS		EL_MICR_BS	Biological Sciences	260502				
	Biological Sciences - BS		AS_BSC_BOS	Biological Sciences	260701				
	Biological Sciences - BS		AS_BSC_BS	Biological Sciences	260701				
	Zoology - BS		AS_ZOOL_BS	Biological Sciences	260701				
	Biological Sciences - BS		EL_BSC_BOS	Biological Sciences	260701				
	Marine Biology - BS		AS_MBIO_BS	Biological Sciences	261302				
	Marine Biology - BS		EL_MBIO_BS	Biological Sciences	261302				
	Mathematics - BA		AS_MATH_BA	Mathematics	270101				
	Mathematics - BS		AS_MATH_BS	Mathematics	270101				
	Statistical Science - BS		AS_STAT_BS	Mathematics	270501				
	Chemistry - BA		AS_CHEM_BA	Physical & Geol Sciences	400501				
	Chemistry - BS		AS_CHEM_BS	Physical & Geol Sciences	400501				
	Chemistry/Forensic Chem - BS		AS_CFOR_BS	Physical & Geol Sciences	400510				
	Chemistry/Chem Oceanogr - BS		AS_COCG_BS	Physical & Geol Sciences	400599				
	Geology - BA		AS_GEOL_BA	Physical & Geol Sciences	400601				
	Geology - BS		AS_GEOL_BS	Physical & Geol Sciences	400601				
	Geology - BS		EL_GEOL_BS	Physical & Geol Sciences	400601				
	Geosciences - BS		EL_GEOS_BS	Physical & Geol Sciences	400601				
	Geology and Geolog Ocg - BS		AS_GOCG_BS	Physical & Geol Sciences	400699				
	Geology and Geolog Ocg - BS		EL_GOCG_BS	Physical & Geol Sciences	400699				
	Physics - BA		AS_PHYS_BA	Physical & Geol Sciences	400801				
	Physics - BS		AS_PHYS_BS	Physical & Geol Sciences	400801				
	Physics & Physical Oceanog - BS		AS_POCG_BS	Physical & Geol Sciences	400899				

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

		Bachelor Cohort Entering		Associate Cohort Entering	
		2010 Cohort	2012 cohort		
?	Category of Student/Outcome Measure	6 years ago	4 years ago	6 years ago	4 years ago
?	**First-time, Full-time Students**				
	Degree from original institution (URI)	62.8%	49.0%	n/a	n/a
	Not graduated, still enrolled at original institution (URI)	2.8%	20.6%	n/a	n/a
	Degree from a different institution	14.9%	7.6%	n/a	n/a
	Transferred to a different institution	6.1%	12.0%	n/a	n/a
	Not graduated, never transferred, no longer enrolled	13.4%	10.8%	n/a	n/a
?	**First-time, Part-time Students**				
	Degree from original institution (URI)	26.5%	14.3%	n/a	n/a
	Not graduated, still enrolled at original institution (URI)	2.9%	21.4%	n/a	n/a
	Degree from a different institution	n/a	n/a	n/a	n/a
	Transferred to a different institution	n/a	n/a	n/a	n/a
	Not graduated, never transferred, no longer enrolled	n/a	n/a	n/a	n/a
?	**Non-first-time, Full-time Students (inbound transfers)**				
	Degree from institution (URI)	70.3%	66.4%	n/a	n/a
	Not graduated, still enrolled at institution (URI)	2.2%	8.0%	n/a	n/a
	Degree from a different institution	9.3%	4.2%	n/a	n/a
	Transferred to a different institution	4.6%	5.5%	n/a	n/a
	Not graduated, never transferred, no longer enrolled	13.6%	15.9%	n/a	n/a
?	**Non-first-time, Part-time Students (inbound transfers)**				
	Degree from institution (URI)	n/a	n/a	n/a	n/a
	Not graduated, still enrolled at institution (URI)	n/a	n/a	n/a	n/a
	Degree from a different institution	n/a	n/a	n/a	n/a
	Transferred to a different institution	n/a	n/a	n/a	n/a
	Not graduated, never transferred, no longer enrolled	n/a	n/a	n/a	n/a

Measures of Student Achievement and Success/Institutional Performance and Goals

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1						
2						
3						
4						
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
	Cohort entry term	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
1	Percent of enrolled freshman cohort earning 30 or more credits by end of second term	65%	71%	73%	72%	74%
2						
3						
4						
	Definition and Methodology Explanations					
1	Rate is the number of first-time, full-time, fall term freshmen who have a total of 30 or more earned credits from any source by the end of their second semester. Serves as a measure of satisfactory progress toward a degree within four years.					
2	Graduation and continuation data from other institutions provided through the National Student Clearinghouse. Data combined for 2-year and 4-year institutions.					

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Most Recent Year (FY 2016)		
?	**State Licensure Examination Passage Rates**									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	**Academic Major**
1	PRAXIS II Music Content	n/a		9		9		9		Music BM
2	PRAXIS II PLT	n/a		9		9		9		Music BM
3	PRAXIS II Content Education of Young Children	n/a	n/a	13	13	17	17	13	13	Early Childhood Education BA
4	PRAXIS II Content: Content Knowledge	n/a	n/a	13	13	17	17	13	13	Early Childhood Education BA
5	PRAXIS II Content: Elementary Education Reading and Language Arts	n/a	n/a	32	32	46	46	50	50	Elementary Education BA
6	PLT Licensure Grades K-6	n/a	n/a	32	32	46	46	50	50	Elementary Education BA
7	PRAXIS II Content: Math	n/a	n/a	8	8	4	4	8	8	Secondary Education BA
8	PRAXIS II Content: Science	n/a	n/a	15	15	5	5	8	8	Secondary Education BA
9	PRAXIS II Content: Social Studies	n/a	n/a	6	6	14	14	11	11	Secondary Education BA
10	PRAXIS II Content: English	n/a	n/a	12	12	14	14	11	11	Secondary Education BA
11	PRAXIS II Content: Foreign Language	n/a	n/a	5	5	3	3	8	8	Secondary Education BA
12	PLT Licensure Grades 7-12	n/a	n/a	14	46	40	40	46	46	Secondary Education BA
13	NCLEX - RN		83%		75%		84%		83%	Nursing BS
14										
15										
?	**National Licensure Passage Rates**									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	
1	Medical Laboratory Scientist [MLS(ASCP)] exam of the Board of Certification of the American Society for Clinical	n/a	n/a	16	14	16	14	16	15	Medical Laboratory Science BS
2	Registration Examination for Dietitians; Commission on Dietetic Registration	n/a	n/a	18	18	20	17	18	18	Nutrition & Dietetics BS
3	NAPLEX	n/a	n/a	92	91	84	83	103	95	Pharmacy PharmD
4	MPJE	n/a	n/a		93%		96%		92.5%	Pharmacy PharmD
5										
6										
?	**Job Placement Rates**									
	Major/time period	* # of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	
1	Landscape Architecture BLA	n/a	n/a	15	13	13	10	16	8	
2	Business Administration	n/a	n/a		74%		88%		83%	
3	Accounting	n/a	n/a		44%		46%		64%	
4	Entrepreneurial Management	n/a	n/a		57%		67%		100%	
5	Finance	n/a	n/a		81%		68%		69%	
6	General Business	n/a	n/a		53%		64%		48%	
7	Global Business	n/a	n/a		67%		60%		100%	
8	Marketing	n/a	n/a		82%		68%		67%	
9	Supply Chain Management	n/a	n/a		88%		69%		78%	
10	Medical Laboratory Science BS	n/a	n/a	16	15	16	15	16	16	
11	Nutrition & Dietetics BS	n/a	n/a	n/a	n/a	7	5	3	2	
12	Pharmacy PharmD	n/a	n/a	85	82	78	76	103	94	
13	See below for Education majors									
14										
	* Check this box if the program reported is subject to "gainful employment" requirements.									
	Web location of gainful employment report (if applicable)									

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
?	**Completion Rates**					
1	not applicable					
2						
3						
4						
5						
?	**Placement Rates**					
1	not applicable					
2						
3						
4						
5						

Please enter any explanatory notes in the box below

State licensure is required for graduation in Education majors.

Employment of Landscape Architecture students excludes graduate studies; Employment of Business students includes graduate studies.

		3-Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Most Recent Year (FY 2016)	
	Major/time period	* # of grads	# certified in RI	# of grads	# certified in RI	# of grads	# certified in RI	# of grads	# certified in RI
	Education BA and BS	200	161	132	98	149	114	158	124

	Major/time period	* # of grads	# employed in RI Public Schools	# of grads	# employed in RI Public Schools	# of grads	# employed in RI Public Schools	# of grads	# employed in RI Public Schools
	Education BA and BS	200	55	132	38	149	41	158	n/a

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

	Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year (FY 2016)	Next Year Forward (goal) (FY 2017)
?	**Master's Programs (Add definitions/methodology in #1 below)**					
	Retention cohort year	**2012**	**2013**	**2014**	**2015**	**2016**
	Graduation cohort year	**2010**	**2011**	**2012**	**2013**	**2014**
	Retention rates first-to-second year	73.9%	67.9%	73.4%	77.4%	77%
	Graduation rates @ 150% time (3 years)	74.4%	75.4%	70.2%	76.3%	76%
	Average time to degree (years)	2.52	2.32	2.25	2.29	2.3
	Other measures, specify:					
?	**Doctoral Programs (Add definitions/methodology in #2 below)**					
	Retention cohort year	**2012**	**2013**	**2014**	**2015**	**2016**
	Graduation cohort year	**2004**	**2005**	**2006**	**2007**	**2008**
	Retention rates first-to-second year	90.1%	91.7%	91.7%	98.0%	95%
	Graduation rates @ 150% time (9 years)	66.7%	61.2%	68.2%	66.9%	67%
	Average time to degree (years)	5.22	5.34	4.73	4.79	4.8
	Other measures, specify:					
?	**Doctoral Professional Practice Programs (Add definitions/methodology in #3 below) - Pharmacy PMD**					
	Retention cohort year	**2012**	**2013**	**2014**	**2015**	**2016**
	Graduation cohort year	**2004**	**2005**	**2006**	**2007**	**2008**
	Retention rates first-to-second year	95.6%	94.2%	92.1%	97.6%	97%
	Graduation rates @ 150% time (9 years)	70.2%	86.7%	83.0%	84.2%	85%
	Average time to degree (years)	5.81	5.72	5.69	5.76	5.8
	Other measures, specify:					
	Distance Education (Add definitions/methodology in #4 below)					
	Course completion rates	93.3%	94.3%	95.6%	95.9%	95%
	Retention rates	n/a	n/a	n/a	n/a	n/a
	Graduation rates	n/a	n/a	n/a	n/a	n/a
	Other measures, specify:					
	See explanation.					
	Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
	Course completion rates	n/a	n/a	n/a	n/a	n/a
	Retention rates	n/a	n/a	n/a	n/a	n/a
	Graduation rates	n/a	n/a	n/a	n/a	n/a
	Other measures, specify:					
	See explanation.					
	Definition and Methodology Explanations					
1	Retention and graduation rates are for cohorts of starting full-time students continuing and graduating in a Masters or Doctoral program.					
	Calculations of graduate student rates are imprecise because of differing practices among departments for recording academic plans. For example, Doctoral students may earn a Masters degree en route to the PhD and coding is irregular.					
2	Average time to degree is calculated for all students (full-time and part-time) who completed in the indicated fiscal year (FY).					
3	Doctoral Professiona Practice is Pharmacy PMD. Rates are for starting full-time students continuing and graduating in this program.					
4	Distance Education programs are new and do not have sufficient historical data for retention and graduation rate calculations. Online course completion rates are calculated based on the number of enrolled students receiving a grade other than I= incomplete or W= withdrawn.					
5	Branch Campus and Instructional Locations rates are not applicable.					

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STANDARD NINE: INTEGRITY, TRANSPARENCY, and PUBLIC DISCLOSURE

The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

INTEGRITY

DESCRIPTION

The University of Rhode Island has policies and procedures in place to promote integrity and high ethical standards in the management of its relations with students, faculty, staff, the Council on Postsecondary Education (CPE), and external agencies and constituencies. Academic honesty is supported by reinforcing expectations of truthfulness and fairness in promotional and advertising materials, the *Catalog* the undergraduate and graduate student handbooks, and in the *Manual*. Issues of academic integrity are addressed in faculty development workshops and by the Office of Research Integrity, in the undergraduate and graduate student orientation programs, and by communications from University leadership. These standards are shared with all members of the University community, all visiting students and scholars, and all Rhode Islanders through several foundational statements and policies.

The University's Mission Statement (see Standard One) includes as one of its major points a call for "Intellectual and Ethical Leadership." URI Cornerstones, which were developed by the Quality of Student Life Committee and endorsed by both the Student Senate and Graduate Student Association, include the following principles: we pursue knowledge with honesty, integrity and courage; we promote independent choice, intellectual curiosity, open-mindedness and free expression; we respect the rights and dignity of each individual and group; we reject prejudice and intolerance, and we work to understand differences; we accept personal responsibility for our actions and their consequences; we actively cooperate to improve the University, the State of Rhode Island, and the global community beyond our borders; we strive to be a community where the environment and property are treated respectfully; we seek to create and maintain an environment conducive to personal health and wellness; we work to develop skills which promote lifelong learning, leadership and service.

The Rhode Island Code of Ethics in Government sets forth principles of ethical conduct that all state employees, including employees of the University, must observe. The Code of Ethics is composed of a set of statutory and regulatory provisions that regulate the ethical conduct of elected and appointed public officials and employees. The Code of Ethics is intended to prevent individuals from using their public position or authority for personal financial gain.

The Rhode Island Public/Private Partnership Act (PPPA) was developed to allow University employees to enter into public/private partnerships and encourage the marketing of inventions developed by faculty and staff for the benefit of both the inventor and the public, while continuing to ensure that Rhode

Island's public employees adhere to the highest standards of ethical conduct. The PPPA authorizes the RI Board of Education to approve relationships between University employees and private entities in which there is an actual or perceived conflict of interest or a conflict of commitment exists, and to approve management plans to minimize risks associated with conflicts of interest.

The University's Intellectual Property Policy encourages and promotes research and scholarship based on the traditional principles of academic freedom. According to state law, the University owns all inventions created by employees in the performance of employment with the University or created with University resources or other funds administered by URI. Recognizing the changing landscape in this area, however, the University's Division of Research and Economic Development created the Office of Intellectual Property and Economic Development (IPED) in 2013. The office manages technology transfer, including the interpretation and implementation of the Intellectual Property Policy approved the RI Board of Education in 2013. Since its introduction, IPED has increased awareness about intellectual property and brought greater transparency to the entire technology transfer process. In fact, in 2016 the office gained approval for 11 new patents and is set to help launch two entrepreneurial companies. Additionally, a policy on conflict of interest in research is provided to help faculty identify potential conflicts while protecting the integrity of the University. These policies are communicated on the Division's website. IPED also works with the URI Research Foundation to complement URI's mission for technology transfer and commercialization.

The University ensures integrity in research and consulting activities and continuously strives to strike a balance between avoiding conflicts while encouraging appropriate interactions with outside entities. The University has adopted two complementary policies specific to the management of conflicts of interest. These policies are the University General Conflict of Interest Policy and the University Conflict of Interest in Research Policy. The University maintains a committee dedicated to the review and management of conflicts of interest, the Conflict of Interest Management Committee (CIMC). Required by the PPPA, the committee includes members from across the University, a member unaffiliated with the University, a member representing the CPE, and a member from the faculty of an institution of higher education outside Rhode Island. Members provide guidance specific to their areas of expertise. The committee is charged with reviewing conflicts as they pertain to the PPPA and provide guidance to the Vice President for Research and Economic Development on conflicts that pertain to federal conflict of interest in research regulations. Additionally, the Institutional Animal Care and Use Committee, the Institutional Biosafety Committee, the Laboratory Chemical and Safety Committee, the Radiation Safety Committee, and Responsible Conduct of Research Training encourage a culture of learning, support, and transparency at the University. The methods and procedures used by these committees also comply with federal agencies.

The University's John Hazen White, Sr. Center for Ethics and Public Service provides ethics and public service programs for undergraduate and graduate students, elected and appointed officials, public managers, and citizen groups. The Compliance Office, working with an independent vendor, maintains an ethics hotline. It allows community members to report possible unethical conduct.

If community members are found to have violated ethical standards and policies of the University, procedures exist for dealing with such violations while assuring due process. For example, the Office of Research Integrity publishes guidelines for dealing with allegations of research misconduct. Collective bargaining agreements include just cause provisions and grievance and arbitration systems, should a recommendation of discipline or discharge result from a misconduct proceeding. A grievance procedure is also available for nonunion employees.

Broadly, the *Manual* is a compilation of statutes, policies, procedures, and descriptions that guide the University in its mission. It is a source of information regarding the structure, rights, regulations, and practices that govern University life and is updated as changes are legislated or issued by presidential administrative action. The *Manual* is the official University policy document and, as such, takes precedence over other internal policy statements.

The primary statement of Student Rights and Responsibilities is found in the Student Handbook 2015-2017, as well as on the Student Conduct and Dean of Students websites, among other places. Basic student rights, which were adopted by the University's governing board, include: the right to freedom of expression, freedom of association, freedom of inquiry and peaceful assembly; the right to respect and human dignity, and to a learning environment free of disruption and intimidation; the right to freedom from harassment, hazing, and any form of illegal discrimination; the right to respect for their property; the right to redress through a grievance procedure; the right to personal privacy and protection against improper disclosure; the right to be represented in University decision-making and policy-forming bodies and the right to be duly informed of proposed changes to student responsibilities and academic policies; the right to know grading criteria and to know graduation rates; the right to know statistics concerning crime on and around campus; and the right to consult with the attorney hired by the Student Senate to provide legal advice.

Several University documents, including the *Manual* and faculty collective bargaining agreements, restate support for principles of academic freedom and, specifically, the American Association of University Professors 1940 Statement on Academic Freedom and Tenure. The *Manual* states in §6.10.10 that: "Academic freedom means *inter alia* that political beliefs, political activities, and political associations shall not be used as criteria in reaching decisions about hiring, termination, promotion and tenure." Section 6.12.10 extends academic freedom to students seeking knowledge and understanding to inquire, conduct research, exchange ideas through discussion, publication, and public presentations in the fine arts.

The University's enabling legislation is quoted in Standard One of this report; its governance is described in detail under Standard Three. The University's authority to award degrees is found in statute and granted to the University by the RI Board of Education. Proper structures and policies are in place to assure adherence to both the spirit and letter of all legal requirements. As mentioned, the chief governing document is the *Manual*, but additional guidelines concerning matters ranging from human resource administration to the treatment of animal research subjects are found in the documents and on the websites of the relevant units.

The University strives to be a diverse, equitable, and inclusive community in which every member thrives. Early in his tenure, the President established a number of *Transformational Goals for the 21st Century* (See Standard One for detail). Key among them is that students learn to communicate, understand, and engage productively with people from all backgrounds. Therefore, the University works to ensure that community members feel welcome, supported, and valued. The University has grown its reputation as a safe and inviting place with a breadth and depth of cultures, ethnicities, lifestyles, and values, and has attracted an even broader and more diverse faculty and student body, as described in Standard Five and Standard Six.

The University is strongly committed to the principles of Equal Employment Opportunity, Affirmative Action, and Title IX compliance. It has the staffing and procedures in place to assure that these principles and requirements are supported and met. The Office of Admissions and the Graduate School enroll a diverse body of incoming students from around the country and around the world. In 2011, the Graduate School appointed an Assistant Dean for Graduate Recruitment and Diversity Initiatives to lead recruitment and support efforts for a diverse student population. This position has resulted in increased and improved diversity-related programming including International Education Week, minority-focused funding opportunities, and active participation in the Northeast Alliance for Graduate Education and the Professoriate. The position also serves on campus-wide committees to connect the diversity activities of the Graduate School with the broader mission of the University. The President's commitment to the goal of diversity also led to the creation of the Office of Community, Equity and Diversity (CED), an administrative unit charged with leading the community in fostering a more welcoming and inclusive environment. CED is led by a Chief Diversity Officer, who emphasizes the importance of the recruitment and retention of historically underrepresented students, faculty, and staff with the support of the Office of Affirmative Action, Equal Opportunity, and Diversity (AAEOD); the Bystander Intervention Program; the Gender and Sexuality Center; the Multicultural Student Services Center; and the

Women's Center. The unit also includes a Director of Diverse Faculty and Staff Recruitment and Retention and a Director of Community and Organizational Development. These units collaborate to develop educational programs and initiatives that promote diversity, equity, and inclusion while denouncing all forms of discrimination and harassment based on protected class status.

The University has several offices dedicated specifically to assuring that all activities are carried out with honesty and integrity. These include, but are not limited to, the Compliance Office of the Division of Administration and Finance; the Office of Research Integrity with the Division of Research and Economic Development; the Office of Affirmative Action, Equal Employment Opportunity and Diversity within the Office of Community, Equity, and Diversity (which reports directly to the President and has responsibility for Title IX compliance); and an NCAA Compliance Office. As mentioned, the University has methods and procedures for reviewing research involving human and animal subjects, biohazards, etc., that comply with federal regulations.

The University hosts more than 1,400 activities and events each year that are sponsored by colleges, departments, programs, student groups, and others. Most of these events are free and open to the public and the activities are consistent with the University's research, teaching, and outreach missions. Some events provide entertainment or cultural opportunities for the community. The principles of academic freedom and freedom of expression provide wide latitude in the types and content of activities developed by members of the University community. The *Manual* (§6.13.10) guarantees the rights of both students and faculty to "freely select" speakers to visit campus. The section also states that an invitation to speak does not imply "approval or sponsorship" of a speaker's views, nor endorsement of his/her position by the University or its governing board. The *Manual* contains guidelines for hosting "potentially controversial" speakers (§6.14.10). These guidelines do not abridge the rights of individuals, but assure the safety of community members and access to University property.

There are numerous avenues for the fair resolution of grievances brought by faculty, staff, and students; many of these are discussed above. In addition, the Student Code of Conduct provides for a Conduct Appeals Board for violations, and each of the colleges has a policy and procedure for reviewing grade appeals that is consistent with the requirements of the *Manual*. The University Ombud helps students and other members of the University community by giving needed advice and direction, investigating issues in confidence and, when necessary, providing mediation. In compliance with federal regulation 34 CFR 600.9, the CPE also has a student complaint procedure.

The structures and procedures discussed above are typically overseen by either a committee or designated member of the administration. In turn, these bodies or individuals have the responsibility for periodically assessing and updating the procedures.

The University, principally through the Division of Academic Affairs, maintains close contact with the Commission on Institution of Higher Education. It files required reports with the Commission and, since the last comprehensive evaluation in 2007, has filed a focused report and five-year mid-term report. It reports all substantive changes, most recently the establishment of a new joint (with Rhode Island College) Rhode Island Center for Nursing Education.

One click on the University's homepage takes prospective students to admissions information. Students can then choose information concerning freshman, transfer, or international student admission. This information is also available in the *Catalog*. The admission office website and the *Catalog* provide additional information for advanced placement and international baccalaureate, advanced standing and dual enrollment, and early enrollment/early admission and specific additional detail for transfer students. General requirements for admission to graduate study are detailed in the *Graduate School Manual* (§ 3.20). Clear guidelines and eligibility criteria for financial aid are found at the web link for Centennial, University, and Transfer Merit Scholarship awards. Information and links to information about federal and state grants and loans are also included. Information concerning the costs of tuition, room, board, and fees are included on the University's

website and in the *Catalog*. The Enrollment Services website includes links to several external resources to help students and families calculate the costs and financial burden of college expenses.

APPRAISAL

The University community includes well over 20,000 faculty, staff, and students. Structures and procedures are in place to assure integrity. The policing or regulation of matters of integrity are the sole or main responsibilities of several staff members. Nonetheless, no human organization, and particularly one the size of URI, will avoid all breaches of standards.

The University's performance on the integrity standard is perhaps best appraised by looking at critical incidents and the University's response thereto. In 2016, for example, the RI Office of Internal Audit began investigating problematic practices within the Office of Housing and Residential Life. The auditor's report with recommendations and management responses can be found on the website of the RI Office of Internal Audit. Most of the auditor's findings are more properly classified as problems with management procedures, not lapses in integrity. Nonetheless, in each case, the University proposed specific actionable steps to address the audit findings. In the cover letter of the report, the chief of the office extends her "sincere appreciation" to the staff of Office of Housing and Residential Life for its "cooperation and courtesy" during the audit.

During the past decade, the University has responded quickly to at least two incidents of members of the community acting unethically. One involved a former faculty member who, after leaving URI, was convicted of embezzling research funds. Another concerned multiple financial crimes by an individual who managed an independent non-profit organization, which was located on campus and had a business relationship with the University. In neither case was a current University employee implicated. In fact, in the latter case, one or more University employees raised concerns about the malfeasance. In both cases, the University took corrective steps.

Campus crime statistics are compiled and reported each year by the URI Police Department and are available online. Most common are liquor law violations, although several incidents of sexual and aggravated assault, as well as a number of cases of burglary, are reported each year.

During the past four years, there have been only three cases of research misconduct handled by the Office of Research Integrity. All involved actions less severe than those requiring a formal investigation under federal regulations. These incidents were promptly handled with corrective actions. This infrequency of cases suggests that the training and safeguards in place to prevent research misconduct are working.

Incidents of student misconduct have increased somewhat during the past several years, but at about the same rate as the increase in total student population. The most common violations concerned alcohol and marijuana. From AY2011-12 through AY2015-16 the number of suspensions ranged from a low of eleven in AY2012-13 to a high of 24 in AY2014-15. During the same time period, dismissals ranged from zero in AY2011-12 through AY2013-14 to four in AY2015-16.

In 2015, the University restructured and reinvigorated its Ombud program. During the past two years, the office has provided counseling and mediation in approximately 60 cases involving students, faculty, and administrators. While case details are confidential, the office provides administrators and the Faculty Senate reports of recurrent issues that may warrant action.

Since the 2007 NEASC comprehensive evaluation, the University has made particular progress in issues of diversity. The increased diversity of students and faculty is detailed in Standard Five and Standard Six. Under the leadership of the Office of Community, Equity and Diversity, URI's Gender and Sexuality Center opened in 2012—the first of its kind in the country. The Center is the base for the University's well known "Safe Zone" program that leads students, faculty, and staff in response to issues and needs of URI's LGBTQA+ community. In conjunction with other programs and activities sponsored by the URI Gender and Sexuality

Center, this project played a significant role in gaining URI recognition in *The Advocate's Comprehensive Guide to Colleges and Universities with the Best Programs, Services, and Student Organizations for LGBT Students*.

TRANSPARENCY

DESCRIPTION

Transparency guides all aspects of communication to, from, and about the University. The responsibility for transparency lies primarily in University's Office of External Relations and Communications and, more specifically, within its departments of Communications and Marketing and Publications and Creative Services. These are the offices that combine resources for strategic marketing, publications, advertising, public relations, crisis communications, and institutional electronic, audio and print communications. They work closely with all units of the University.

Today, the University's central method of communications is its website, which is accessible and available on many platforms. It is the main source of information for prospective students, their families, and anyone seeking contact with the University. Recent content management improvements have been, and are being made, to reinforce the accuracy and effectiveness of the site and to ensure its overall branded, signature look.

The entire Undergraduate & Graduate *Catalog* is maintained on the website and complemented by photos of actual events and activities on campus. The *Catalog* includes current accreditation status. The information is further disseminated through a strong and interactive social media network and video. The *Catalog* site is supported by a search engine that focuses exclusively on its content for ease of use.

In addition to the *Catalog*, information is published in other relevant sections of the University's website. For example, information about tuition and fees only requires clicking one button on the homepage. Information about attending the University is accessible by clicking the Admission button on the homepage. By clicking Life on Campus, prospective students can find information about housing, dining services, transportation, etc.

Nearly all practices, policies, and procedures of the University can be found on unit websites, which are linked to a comprehensive A-to-Z list or can be found by searching the Directory, both of which are easily accessible from the homepage. The Resources link at the Division of Student Affairs website provides a particularly rich listing of material for students, including a link to the Student Handbook, which contains information about student discipline, filing complaints, etc. Learning goals and assessment information are published on academic department homepages with links to the website of the Office of Student Learning, Outcomes, and Assessment.

As a public institution, the University is covered by the RI Access to Public Records Act (RIGL §38-2), subject to the limitations of the federal Family Educational Rights and Privacy Act (FERPA), as well as other regulations and statutes, such as those pertaining to human subjects research. The University is also included in the database of the RI Transparency Portal which, among other things, provides salary information for University employees. Financial Statements and Audit Reports are available on the Controller's website. DigitalCommons@URI, which is maintained by University Libraries, stores and provides open access to a wide an array of University material ranging from reports of the Faculty Senate to academic articles, papers, and manuscripts.

Information about the student body, campus settings, and academic and other resources available are well-documented and available online. The University publishes complete information online and in print publications, including the *Catalog*, brochures, institutional research, and more.

Information about the cost of education is published in all sources. The amount of debt upon graduation is published in Section H of the Common Data Set. To provide a more informative picture of student indebtedness, inclusion of this information in appropriate publications is under consideration. In addition to the Common Data Set, the website of the Office of Institutional Research includes a variety of information on students, academic programs, faculty, peer institutions, graduation and retention, and alumni. Data from the National Survey of Student Engagement is also found on the Institutional Research website.

The University's successful institutional branding initiative, which was developed and implemented in 2008, has become the foundation for ongoing, university-wide, integrated marketing and communications. As a result, images, messages, and information presented to constituents—in all print and electronic forms—are more consistent and more accurately depict the University's offerings. The branding process has produced a clearly defined, long-term identity and image.

In keeping pace with technology used by interested parties, the University maintains a social media presence on Facebook, Twitter, YouTube, and others sites to provide official, timely and accurate information about academic, program, and administrative developments. The institution also maintains a university-wide calendar of events to inform the community about the events being held each day at, or sponsored by, the University.

The *Catalog* is updated annually and provides official information supplied by the Office of Enrollment Services, the Office of Admission, and the dean's offices through their designated *Catalog* coordinators. The print *Catalog* is archived in URI Library's Distinctive Collections section and online in pdf format.

The University's Department of Communications and Marketing writes hundreds of vetted news releases annually to highlight the accomplishments of members the University community, research findings, and discoveries. These news items, published online in URI Today, are shared both within the community and distributed to media outlets worldwide. Stories about URI students, faculty and staff members have appeared in global print, broadcast, and cable media outlets.

In addition, the University shares news about student achievements through a local news distribution service that reaches student's domestic hometown newspapers. This service includes a social media component and stories are built into a system that ranks highly in search engines. Therefore, each story is easily shared through social networks and may help a student build a portfolio.

All materials produced by Publications and Creative Services are as accurate as possible based on current information provided by the Office of Admission, the Office of Institutional Research, the Office of Enrollment Services, and the academic deans' offices through their designated *Catalog* coordinators.

Examples of current materials produced annually are the Admission Viewbook, Preview, International Recruitment brochure, and the *Catalog*. Publications and Creative Services also produces the University's map for parking and directions.

APPRAISAL

Overall, the University succeeds at transparency. Its website is accessible and easy to use. Important material, and particularly that required by prospective students and their families, is displayed either on the homepage or within one or two clicks of the homepage. This includes basic information about the University, information about academic programs, student life, tuition and fees, and how to apply. The website is available on multiple platforms. The search engine associated with the University's website, and particularly with the *Catalog*, is generally efficient and effective.

During the past decade, the Office of External Relations and Communications has worked with nearly all units of the University in improving and standardizing the website. This work was aided by the University's

branding initiative as well as recent improvements in the design of the homepage. The University's switch to WordPress has made the maintenance of websites by units easier.

Since each unit has the responsibility to maintain the content of its own website, obsolete pages, broken links, etc. remain a problem. These are most serious when a website contains out-of-date program information or requirements. The work of finding and fixing or deleting obsolete sites is ongoing.

PUBLIC DISCLOSURE

DESCRIPTION

The *Catalog*, which is updated annually, describes the University consistent with its Mission Statement as well as comprehensive information concerning admissions, student life, tuition and fees, refund policies, academic programs, courses, the transfer of credit, and graduate studies. The *Catalog* also contains a list of emeriti and full-time faculty with information concerning their appointments at the University and academic credentials.

All information concerning the University's mission, objectives, expected educational outcomes, status, admissions requirements, tuition, fees, refund policies, rules of student conduct, procedure for appeals and complaints, rules for withdrawing, courses offered, articulation agreements, educational opportunities, and degree requirements are published and publicly available through the University's website. As mentioned, most of this information is available in the *Catalog*. In some cases—as with articulation agreements, which are on the Transfer Resource Center website—they are easily found with a search engine available on the University homepage.

Information concerning continuing faculty may be found in in the *Catalog*, as may information about programs at the Kingston, Providence, Narragansett Bay campuses. Global studies are also described in the *Catalog*, with a link to the Global Opportunities website.

According to the *Manual* (§8.81.62), "a course not taught for two successive calendar years and not scheduled be taught for third year shall be deleted from the public list of curricular offerings." Such courses are placed on a "non-public" list. If they are taught within four years, they return to the *Catalog*. If not, they are deleted completely and only revived through new course procedures.

The size and characteristics of the student body may be found on the URI-at-a-Glance page and under URI Fast Facts on the website of the Office of Institutional Research. More detailed information is also available from the Office of Institutional Research. Other units, such as the Division of Student Affairs and University College for Academic Success, provide information on resources ranging from housing, dining services, and co-curricular activities, to tutoring and advising.

As detailed under Standard Eight and mentioned above, learning outcomes are available for each program on department websites and through the website of the Office of Student Learning Outcomes Assessment, and Accreditation. Program reports are also available online. Retention and graduation rates are published by the Office of Institutional Research and are available on its website.

Research contracts are handled by the Office of Sponsored Projects of the Division of Research and Economic Development. All research agreements include information concerning the person chiefly responsible for the research activity as well as co-principal investigators. Most other contractual matters are managed by the Division of Administration and Finance, which includes a Compliance Office. All contracts are reviewed by the Office of the General Counsel before being signed by the Vice President of Administration and Finance.

The *Catalog* contains accurate and explicit language concerning the University's accreditation. Statements concerning program accreditation can be found on the website of accredited programs.

APPRAISAL

Overall, the University succeeds in disclosing pertinent information. Interested parties can easily find information concerning the policies and procedures of the University, cost and fees, completion and retention rates, the financial condition of the University, and the credentials of its faculty. Less easily accessible is information about personnel on leave. While department websites may list faculty on sabbatical, there is inconsistency in this practice. In addition, the credentials of part-time faculty are not listed in the *Catalog*. Since hiring of part-time faculty is done at the department-level, there is no central repository of their credentials.

While information concerning tuition and fees is publicly available and easy to find in several locations on the University's website, debt upon graduation, cohort default, and loan repayment rates are not easily available. Rather, interested parties would have to know to look in the Common Data Set Reports.

PROJECTIONS

Identifying and purging obsolete websites and inactive links is an ongoing effort of the University and will continue during the next decade. In addition, and in alignment with the new IT strategic plan, accessibility to the University's electronic material for those with disabilities will improve.

A committee is also forming and will begin meeting in fall 2017 to streamline and improve processes for listing faculty in the *Catalog*.

The state's new performance-based funding system will require better tracking and reporting of the measures comprising the system, i.e. graduation rates, the production of graduates in high-wage/high-demand fields, and meeting institution-specific goals as articulated in mission statements and strategic plans.

Standard 9: Integrity, Transparency, and Public Disclosure

(Integrity)

?	Policies	Last Updated	?	Website location where policy is posted	Responsible Office or Committee
	Academic honesty	2016		http://web.uri.edu/manual/chapter-8/chapter-8-2/	Faculty Senate
	Intellectual property rights	2016		http://web.uri.edu/manual/chapter-10/#IP http://web.uri.edu/researchecondev/commercialization/	Division of Research and Economic Development
	Conflict of interest	2013		http://web.uri.edu/researchecondev/files/URICOIinresearchpolicyApril2013.pdf	Division of Research and Economic Development
	Privacy rights	2016		http://web.uri.edu/enrollment/ferpa/	Enrollment Services
	Fairness for students	2015		http://web.uri.edu/studentconduct/	Dean of Students
	Fairness for faculty	2016		http://web.uri.edu/manual/chapter-7/	Faculty Senate/Human
	Fairness for staff	2016		http://web.uri.edu/manual/chapter-10/	Faculty Senate/Human Resources
	Academic freedom	2015		http://web.uri.edu/manual/chapter-6/	Faculty Senate
	Research	2016		http://web.uri.edu/researchecondev/policies/	Division of Research and
	Title IX	2016		https://web.uri.edu/affirmativeaction/title-ix/	Affirmative Action, Equal Opportunity and Diversity
	Other; specify				
	FERPA			http://web.uri.edu/enrollment/ferpa/	Enrollment Services
	Non-discrimination policies				
	Recruitment and admissions	2016		https://web.uri.edu/affirmativeaction/discrimination/	Affirmative Action, Equal
	Employment	2016		https://web.uri.edu/affirmativeaction/discrimination/	Affirmative Action, Equal Opportunity and Diversity
	Evaluation	2016		https://web.uri.edu/affirmativeaction/discrimination/	Affirmative Action, Equal Opportunity and Diversity
	Disciplinary action	2016		https://web.uri.edu/affirmativeaction/discrimination/	Affirmative Action, Equal Opportunity and Diversity
	Advancement	2016		https://web.uri.edu/affirmativeaction/discrimination/	Affirmative Action, Equal Opportunity and Diversity
	Other; specify				
	Resolution of grievances				
	Students	2015		http://web.uri.edu/studentconduct/student-handbook/ (page 88)	Dean of Students/University Ombud
				http://web.uri.edu/manual/chapter-2/#ombud	
	Faculty	1983		http://web.uri.edu/hr/personnel-policies/grievance-procedure/	Human Resources/University Ombud
				http://web.uri.edu/manual/chapter-2/#ombud	
	Staff	1983		http://web.uri.edu/hr/personnel-policies/grievance-procedure/	Human Resources/University
				http://web.uri.edu/manual/chapter-2/#ombud/	
	Other; specify				
	Collective bargaining agreemenrts	2016		http://web.uri.edu/hr/unions/	Human Resources

?	Other	Last Updated	Website location or Publication	Responsible Office or Committee
	Public Relations Code of Ethics	2016	https://www.prsa.org/aboutprsa/ethics/codeenglish/#.V8b4GpMrJo5	External Relations and Communications
	Please enter any explanatory notes in the box below			

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)	
Information	**Website location and/or Relevant Publication(s)**
How can inquiries be made about the institution? Where can questions be addressed?	http://ww2.uri.edu/
Notice of availability of publications and of audited financial statement or fair summary	http://web.uri.edu/controller/financial_reporting/
Processes for admissions	http://web.uri.edu/admission/
	http://web.uri.edu/graduate-school/
Processes for employment	http://web.uri.edu/hr/jobops/
	http://web.uri.edu/enrollment/student-employment/
Processes for grading	http://web.uri.edu/catalog/grades/
Processes for assessment	http://web.uri.edu/assessment/
Processes for student discipline	http://web.uri.edu/studentconduct/conduct-system/
Processes for consideration of complaints and appeals	http://web.uri.edu/ombud/
	http://web.uri.edu/studentconduct/appeals/
	http://web.uri.edu/studentsenate/academic-complaints/
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and	
Statement/Promise	**Website location and/or publication where valid**
College of Arts and Sciences	
Philosophy: What is it good for? Absolutley everything	https://www.timeshighereducation.com/features/can-philosophy-survive-in-an-academy-driven-by-impact-and-employability
A degree in matheatics will serve you well	Wall Street Journal Report
College of Buiness	
26% of B.S in business enter grad school	Alumni survey
24% accept job offers before graduation	Alumni survey
80% employed six months after graduation	Alumni survey
22% secure a job through an internship	Alumni survey
College of Engineering	
Engineers are in demand	https://www.bls.gov/ooh/architecture-and-engineering/home.htm/
All five of the most lucrative majors are in the engineering field	http://www.payscale.com/gen-y-at-work
Competition for new science, technology, engineering and math talent is steep. That means while other recent grads fight for jobs, these students will likely field multiple offers."	https://www.forbes.com/forbes/welcome/?toURL=https://www.forbes.com/sites/jennagoudreau/2012/05/15/best-top-most-valuable-college-majors-degrees/&refURL=http://egr.uri.edu/prospective-students/&referrer=http://egr.uri.edu/prospective-students/
College of Health Sciences	
Careers in health sciences are amnng ghe fasterst growing in the world	https://www.bls.gov/ooh/fastest-growing.htm
Offcie of Adminssion	
You'll love our location	https://www.uri.edu/big-stories/location-location-location/
You'll work with the best	http://web.uri.edu/about/our-faculty/
You'll join the real world	http://web.uri.edu/experience/internships/
You'll do the right thing	https://www.uri.edu/big-stories/build-a-home-or-three/
Date of last review of:	
Print publications	See note
Digital publications	See note
Please enter any explanatory notes in the box below	
Different publications are updated at different times. The University Catalog, which contains official and authoritative information is update annually.	

Standard 9: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	**Website location**
Institutional catalog	http://web.uri.edu/catalog/
Obligations and responsibilities of students and the institution	http://web.uri.edu/manual/
Information on admission and attendance	http://web.uri.edu/admission/
Institutional mission and objectives	http://web.uri.edu/about/mission/
Expected educational outcomes	http://web.uri.edu/assessment/uri/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://web.uri.edu/catalog/about-uri/
Requirements, procedures and policies re: admissions	http://web.uri.edu/admission/
	http://web.uri.edu/graduate-school/
Requirements, procedures and policies re: transfer credit	http://web.uri.edu/admission/
A list of institutions with which the institution has an articulation agreement	https://www.riopc.edu/page/transfer/
Student fees, charges and refund policies	http://web.uri.edu/enrollment/tuition-and-fees/
	http://web.uri.edu/enrollment/billing-and-payments/
Rules and regulations for student conduct	http://web.uri.edu/studentconduct/student-handbook/
Procedures for student appeals and complaints	http://web.uri.edu/online/student-complaint-procedures/
Other information re: attending or withdrawing from the institution	http://web.uri.edu/studentconduct/student-handbook/
Academic programs	http://web.uri.edu/catalog/undergraduate-programs/
	http://web.uri.edu/advising/majors/
Courses currently offered	http://web.uri.edu/catalog/course-descriptions/
Other available educational opportunities	http://web.uri.edu/catalog/special-academic-opportunities/
Other academic policies and procedures	http://web.uri.edu/manual/
Requirements for degrees and other forms of academic recognition	http://web.uri.edu/catalog/graduation-requirements/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://web.uri.edu/about/departments/
Names and positions of administrative officers	http://web.uri.edu/about/university-leadership/
Names, principal affiliations of governing board members	https://www.riopc.edu/page/council%20members/
Locations and programs available at branch campuses, other instructional	http://web.uri.edu/about/campuses/
Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	http://web.uri.edu/ir/reports-and-surveys/
Description of the campus setting	http://web.uri.edu/about/campuses/
Availability of academic and other support services	http://web.uri.edu/student-affairs/services/
Range of co-curricular and non-academic opportunities available to students	http://web.uri.edu/campus-life/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://web.uri.edu/student-affairs/services/
Institutional goals for students' education	http://web.uri.edu/assessment/
Success of students in achieving institutional goals including rates of retention	http://web.uri.edu/ir/reports-and-surveys/
Total cost of education and net price, including availability of financial aid and typical length of study	http://web.uri.edu/ir/reports-and-surveys/common/
Expected amount of student debt upon graduation and loan payment rates	http://web.uri.edu/ir/reports-and-surveys/common/
Statement about accreditation	http://web.uri.edu/assessment/professional-accreditors/

APPENDIX A

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	web.uri.edu/manual.chapter-8/chapter-8-3
Print Publications	University Manual, Section 8.31.10ff
Self-study/Interim Report Page Reference	33-35

2. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	Multiple sites, including: web.uri.edu.catalog/undergraduate admission
Print Publications	URI Catalog
Self-study/Interim Report Page Reference	35

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	Multiple sites including: web.uri.edu/studentconduct; web.uri.edu/studentsenate/academic-complaints.
Print Publications	Student Handbook; URI Catalog
Self-study/Interim Report Page Reference	48, 91

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Password protected learning management system. Optional video-based remote proctoring system
Self-study/Interim Report Page Reference	34

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	web.uri.edu/accreditation
Print Publications	*Providence Journal*
Self-study Page Reference	xv

The undersigned affirms that the University of Rhode Island meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: 8/30/17

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

APPENDIX B

Summary Results of Program-level Assessment Reporting

The University of Rhode Island 2016 New England Association of Schools and Colleges (NEASC) accreditation report includes summary highlights of program assessment reports for undergraduate programs and graduate programs* for 2012, 2014, 2015, 2016. These report summaries are provided annually in order to present the complement of academic undergraduate and graduate programs given the cohort system for reporting (cohort cycle). Excerpted from the full report are highlights, using NEASC-sponsored reporting forms (below), which provide a valuable resource for assessment projects, methods, actions and recommendations for program improvement to prompt constructive dialogue around curricular change and student learning.

E1A: Inventory of Educational Effectiveness for undergraduate and graduate programs (p. 1-7)

E1B: Inventory of Specialized and Program Accreditation for undergraduate and graduate programs (p. 8-15)**

S3: Licensure Passage and Job Placement Rates for undergraduate and graduate programs (p. 16-20) (Used only during a NEASC reporting year.)

*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.
**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 - *Undergraduate Programs Reporting May 2016*

Program	Link to Outcomes	Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the process? Who interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of change (Assessment Process, Curricular, Pedagogical, or Structural)	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change? What were the results of the change?	Were the changes effective? What are next steps and recommendations?
Africana Studies, B.A.	http://web.uri.edu/africana/learning-outcomes/	Reflection paper; annotated bibliography; narrative analysis; analytical essay; research paper	Rubrics were used to score all papers by faculty and adjuncts. The chair of the program interpreted the results.	Prior to the academic year, program worked to revise student learning outcomes, revise the curriculum map, develop a department-wide assessment website, and provide a forum to discuss the assessment process. The findings of the current assessment process were used to adjust assignment requirements; initiate a collaboration with the university library to promote instruction services and information literacy; introduce key elements of a research proposal in all core courses; ensure that faculty are offering a thorough grounding in research analysis; making students aware of course and program objectives; introduce basic ideas about reflective writing in the introductory class; provide assistance in understanding the critical thinking process.	Assessment Process; Curricular; Pedagogical.	N/A - No prior report/recommendations		
Art History, B.A. (from Cohort II, submitted in 2015, off year)	http://www.uri.edu/artsci/art/index.html - need updated outcomes link	Research papers for capstone courses.	Faculty members composed detailed rubric for research, after which professor and contracted students applied the rubrics to sample papers from the capstone courses.	Recommendations were made for students in capstone courses to be provided with the rubric for research. Faculty members will adopt a standard citation format. Furthermore, courses at the 300 and 400 levels will adopt an early assignment to produce a critical bibliography. Finally, the rubric will be revised to separate out mechanics of citation and of writing from content.	Pedagogical.	N/A - No prior report/recommendations		
Computer Science, B.A./B.S.	https://www.cs.uri.edu/academics/undergraduate-studies/learning-outcomes	Program opted not to examine any new outcomes; decided to streamline their existing list of outcomes	N/A	N/A	N/A	Program edited list of outcomes from previous report and tested these outcomes - Outcome 3: Analyze and compare alternative solutions to computing problems.	The program used the results of the final project for the capstone course; in particular, students' ability to analyze and compare solutions within the assignment.	Program to collect data in Fall 2017 to determine whether the changes have been effective.
Economics, B.A./B.S.	web.uri.edu/economics/learning-outcomes/	Midterm papers; examination results; final papers.	Faculty members (inside and oustide the department) used three already-existing rubrics to evaluate student achievement on midterm papers, exams, and final papers.	Recommendations were made for the program to place more emphasis on interpretation of long-term results of data, to teach students proper citation and literature-review writing practices before taking the class. Finally, there was a sense amongst several faculty that students need more practice gathering and interpreting data before their senior research seminar.	Pedagogical.	In 2014, recommendations were made to have students collect and analyze data as much as possible, focus on the graphical presentation and understandig and interpretation of regression results, and continuing annual poster sessions for students.	Professor Mead interpreted these results and provided detailed commentary on progress.	Yes, but a possible next step would be to have research competitions that could help students strengthen both written and non-written presentation skills.
Film Media, B.A.	http://harrington.uri.edu/undergraduate-program/film-media/undergraduate/learning-outcomes/	Embedded questions on final exams.	Three faculty members used a rubric to evaluate the quality of student responses on embedded questions on final exams. Evaluation was executed independently. The program director interpreted the results.	Recommendations were made to introduce a 200-level film production course to strengthen students in film technologies. In addition, the program is undergoing curricular development, including the conversion of all courses to 4-credits. The program's goal is for students to gain proficiency in the three different aspects of film culture. They plan to assess 400-level courses in four years, to see how the outcomes progress throughout the entire program.	Assessment Process; Curricular.	N/A - Program did not include a Section II in their assessment.		

Program	Link to Outcomes	Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the process? Who interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of change (Assessment Process, Curricular, Pedagogical, or Structural)	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change? What were the results of the change?	Were the changes effective? What are next steps and recommendations?
History, B.A.	web.uri.edu/history/learning-outcomes/	Senior theses.	An assessment committee, composed of five capstone sequence instructors, evaluate students' individual performance on their senior thesis projects.	No recommendations were discussed for this cycle.	N/A	Program discussed in Section II pieces of 2013-2014 recommendations but does not revisit specific outcomes.		
Journalism, B.A.	http://harrington.uri.edu/undergraduate-program/journalism/undergraduate/learning-outcomes/	Case studies (two short essays on a single case).	Department faculty looked at case studies completed by students during the Spring 2016 semester and evaluated student performance using a rubric. Faculty compiled data based on these results. The department chair did a comparative analysis of student grades on the case study assignment from the previous two years.	Recommendations were made for more basic and critical thinking skills to be developed by a certain percentage of students in the major (namely, those performing moderately, according to the department rubric). It was noted that faculty would continue to discuss ways to improve student learning in those areas.	Pedagogical.	The department incorporated previous assessment recommendations for greater emphasis given to basic writing skills into the curriculum of the introductory news writing course. This instruction is repeated throughout the semester.	Using a simple grading rubric, the department chair reviewed two dozen samples of news stories written as part of the final exam in the introductory news writing course. Fewer students made errors than in years past.	Department faculty have resolved to include basic writing instruction in all lower level and 300-level courses. These changes have already been undertaken and will be followed closely throughout the next two years. Furthermore, multi-media reporting classes will now emphasize teaching basic writing skills pertaining to writing for voice and visual reporting.
Mathematics	http://www.math.uri.edu/wp-content/uploads/2016/11/1Mathematics_Outcomes.pdf	Program undergoing a complete assessment process overhaul, including new learning outcomes and curriculum map. Program reported on progress and plans for assessment over the next year.	N/A	N/A	N/A	N/A		
Physics, B.A.	http://www.phys.uri.edu/programs/PhysicsUgradOutcome-CurriculumMap.pdf	Embedded questions/problems on final exam.	Two or three faculty teaching the various sections of the course evaluated the questions/problems, and the undergraduate coordinator interpreted the results of the scoring.	The program has begun to work more closely with the Academic Enhancement Center to improve the Supplementary Instruction sessions and recitations. This effort will continue in the new academic year. Furthermore, the program will make use of the new Active Learning classroom at URI (scheduled for the Spring 2017 semester).	Pedagogical.	The original assessment of outcome 3 (demonstrate the ability to carry out guided research in order to develop skills as an independent physics researcher) was ineffective, as the sample size was too small to draw any meaningful conclusions. In this report, the program included the cumulative results of three years of students.	Ten faculty members used a scoring rubric to evaluate written reports and poster presentations of three cumulative years of graduating students.	All students met or exceeded standards in all scoring categories by all faculty members. The results showed no obvious weaknesses in an examination of specific rubric elements.
Political Science, B.A.	Not provided	Embedded questions on midterms; pop quizzes.	Rubrics was applied to the exam questions by the faculty teaching the courses and results were interpreted by the assessment coordinator. Two faculty teaching the courses created the answer keys for the quizzes then graded and reported the findings. The assessment coordinator interpreted the results.	The program will continue to use the quiz as an assessment tool to help identify weaknesses in the course, but will add a follow-up quiz to ascertain changes over the semester. Additional guidelines in the form of checklists are going to be piloted in the theory and evaluation courses in Fall 2016.	Pedagogical.	Program implemented recommendations involving the assessment process, rather than outcome specific interventions. These included forming an assessment committee, including more part time faculty in the assessment process, improving strategies for interrater reliability and peer review system		

E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

University of Rhode Island - *Undergraduate Programs Reporting May 2016*

Program	Link to Outcomes	Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the process? Who interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of change (Assessment Process, Curricular, Pedagogical, or Structural)	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change? What were the results of the change?	Were the changes effective? What are next steps and recommendations?
Public Relations	http://harrington.uri.edu/undergraduate-program/public-relations/undergraduate/learning-outcomes/	Common writing assignment.	The assignment was embedded in four sections of one course taught by two instructors. One instructor applied a rubric to the assignment, interpreted the results, and shared with instructors.	Recommendations were made to implement a post common writing assignment in the Fall (at the end of the Fall) to determine if interventions made a difference.	Pedagogical.	Review of common writing assignments in Fall 2015 determined that interventions were necessary. These interventions went into effect in October 2015. Interventions included referring students to the AEC, using in-class knowledge bursts to strengthen problem-solving skills, and small-group learning opportunities emphasizing use of data to solve a problem.	A rubric was used in Fall 2015 and Spring 2016 to evaluate AEC referrals, knowledge busts, and small-group learning opportunities. The program deemed this common writing assignment helpful, and reports that it will be continued in the future.	While the changes were effective, the program states that it would be helpful for faculty to meet during the acacdemic year to discuss the assessment process to discuss the assessment process, as well as student skill sets and needs. The main conclusion was that this assessment provided helpful data for the program.
Animal Science and Technology, B.S.	http://web.uri.edu/favs/animal-science-expected-undergraduate-student-outcomes/	Oral presentations in teams of three to four students.	An oral communication rubric was used by the department chair and three other faculty members to evaluate each team.	Recommendations were made to revise or eliminate the program's communication outcome; incorporate an assessment of communication skills in rubrics already assessing other outcomes; provide clear instructions to the students on the central messages of their research papers. The program reported that outcomes will be revised in Fall 2016 and rubrics will be developed for assessment by the end of Spring 2017.	Assessment Process; Pedagogical.	Recommendations were made in 2014 for the program to involve more faculty in student preparation. In response to that recommendation, the program helped students prepare for the competition in question through practicing the format, simultaneously evaluating students where they had weaknesses. Furthermore, the program used embedded questions in its exit exam, as recommended in 2014. IT also made curriculuar changes, to include I, R, and E in the curriculum for each outcome.	For the first revisited outcome, rankings in the mock competition were used. For the second, the URI Knowledge Outcomes Rubric -- STEM Disciplines -- first element. For the third and fourth, no data was reported.	The program reported that implementation of changes led to improvements based on improved student performance. The fourth outcome will be reported on during the following cycle (as the faculty member in charge of assessment of that outcome was on sabbatical during Spring 2016 semester).
Aquaculture and Fisheries Technology, B.S.	http://web.uri.edu/favs/aquaculture-and-fisheries-technology-expected-undergraduate-student-outcomes/	Semester project (executed in teams) in capstone course.	Two course instructors used the URI STEM Knowledge rubric to evaluate student performance.	Recommendations were made to develop a clear rubric for students to use as guidance in the paper; providing a clear template with instructions for students; and providing feedback to students at least twice throughout the course of the semester before the final version of the paper is due.	Pedagogical.	Recommendations were made to push the students to finish the semester project earlier so as to spend more time on evaluation of outcomes. Changes were implemented in Spring 2015. A second recommended change concerned edits to course outcome statements to include more action verbs.	One instructor used a problem solving rubric in a similar manner as was used for the written reports (in the prior round). For the second, syllabi from all courses were evaluated to determine 1) the most relevant outcomes, and 2) to identify which courses could be mapped to each outcome and at which level of mastery. The program is due to assess these changes in Spring 2017.	The program reports that it is in the process of revising the program to decrease number of required credits, consolidate the two intro classes into Grand Challenges courses, and develop a new capstone course for the program.
Biological Sciences	web.uri.edu/assessment/uri/biology	Point scores on homework problem assignments, performance on two types of final exam questions (multiple choice and complex written problem),.	Course instructors wrote the questions and tabulated scores. Graduate Teaching Assistants graded the homework and final exam questions under the supervision and guidance of course instructors.	Recommendations were made to provide more in-class exercises for students on concepts and problem-solving techniques. Changes will be implemented in Fall 2016 with re-assessment in Spring 2018.		N/A - Program did not provide a Section II.		
Marine Biology	http://web.uri.edu/bio/bachelor-of-science-in-biological-sciences/	Embedded questions on final exams.	Two faculty (instructors of the course) read and evaluate answers.	Program plans to use results to cover areas that students had difficulty in; modify language of exam questions to increase clarity; and use the midterm in the next assessment process.	Pedagogical; Assessment Process.			
Plant Sciences	http://web.uri.edu/pse/undergraduate-programs/	Case studies, oral presentations.	Faculty members use an assignment rubric to evaluate performance. Application and evaluation of data were done by the department chair and course instructor.	For the next reporting cycle, the course assessed will provide additional assignments to gauge student learning for objectives which have not been consistently covered during the present cycle.	Assessment Process.	Feedback from the last reporting cycle recommended that students interact with managers and work in a professional setting to gain experience-based knowledge and develop a practical skill set. In response, the department created an internship program.	Students develop their own learning contracts and outcomes and are surveyed, alongside their mentors, in the middle and end of the summer to determine if students are meeting objectives. Faculty approve and provide advice on learning outcomes. Positive improvements ensued, as the program saw an increase in internship participation.	Previous changes to the program were successful but additional effort will be required to ensure all students are completing the formal program. Faculty are developing an additional class to address quantitative deficiencies.

E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
University of Rhode Island - *Undergraduate Programs Reporting May 2016*

Program	Link to Outcomes	Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the process? Who interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of change (Assessment Process, Curricular, Pedagogical, or Structural)	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change? What were the results of the change?	Were the changes effective? What are next steps and recommendations?
Environmental and Natural Resource Economics (ENRE)	http://web.uri.edu/enre/learning-outcomes/	Entry level exam(multiple choice), oral and written project presentation for capstone course.	A rubric was used to evaluate the projects by two faculty members. All results interpreted by department chair.	Program will use different strategies to ensure students internalize important concepts in certain areas. Plans also incude using a review writing tool to improve students' writing.	Pedagogical.	Recommendations from the 2014 report included making the learning outcome statement more clear and concise and assessing the skills and knowledge of graduates	See first 3 columns - program used results to measure and reevaluate the change.	Yes. Program will continue to implement changes and keep all depeartment faculty involved with the assessment process.
Geology and Geological Oceanography	Working on posting (included file with list of outcomes)	Expository writing assignments, written in groups in two classes.	A Geosciences faculty member (unaffiliated with the classes being assessed) read and evaluated the papers using a rubric developed by the department. She compared the sophomore papers against the senior papers and looked for progress in certain criteria.	Recommendations were made for changes in pedagogy of the class (revisiting how the program can provoke real change in the quality of student writing) and in the protocols of the next round of assessment (including a larger sample size). These changes will be put in place by the time of the next assessment, Spring 2018.	Pedagogical; Assessment Process.	N/A - Program abandoned previous outcomes analysis. Section II, therefore, not provided.		
Marine Affairs	http://web.uri.edu/assessment/uri/marine-affairs	Written assignments.	The course instructor for each course evaluated the students in their respective course.	Program has decided to completely revisit its undergraduate programs as part of the assessment process. Curricular changes could ensue, including the creation of tracks within each degree and possibly a grand challenge course.	Assessment Process.	Program changed evaluation process to focus on granularity of data, but did not provide any further details.		
Cellular and Molecular Biology, B.S.	In progress.	Term papers analyzing and discussing a key scientific publication; Average of individual course grades; three multi-format exams and one term paper.	The first outcome was assessed by the application of a scientific writing and assessment rubric by two faculty members. The third outcome was assessed by two CMB faculty members who graded the assignments.	Continued monitoring of major matriculation statistics and student performance in CMB electives. A recommendation was made to assess an alternative specialization.	Curricular.	N/A - Program did not provide a Section II.		
Wildlife and Conservation Biology	web.uri.edu/nrs/wildlife-conservation- biology-expected- student-outcomes/	Course activities in two required classes.	A rubric was created in consultation with faculty from the Department of Natural Resources Science and applied by a faculty member in the Natural Resources Science department. An independent faculty member from the Biological Science department performed an evaluation of a sub-set of the artifacts as a robustness check.	The program makes no specific recommendations for curricular changes based on this assessment; however, it is mentioned that in future assessments, it would be valuable to track progress in achieving their outcomes using a longitudinal analysis of a single student cohort.	Assessment Process.	The program rewrote outcome a to specify more clearly how students would demonstrate what they will know, and be able to do, upon completion of the major. The revised outcome statement now consists of 4 subsections. The program also has provided a curriculum map in this round of reporting, which they had not done last round. The program also is working on changing the wording to another outcome, surrounding the value of professional certifications.	The rewording of the outcomes will take effect in Fall 2016.	
Textile Marketing	http://web.uri.edu/assessment/uri/textile/	Essays and exit surveys.	Writing samples and summaries were evaluated and exit survey results were tabulated by TMD faculty.	Recommendations were made for clearer instruction and practice in the paper project, and restricting the exit survey to seniors.	Pedagogical.	N/A - Program did not provide a Section II.		
Communicative Disorders	web.uri.edu/cmd/programs.html	Coursework and assignments in seven courses; undergraduate surveys.	For the first assessed outcome, course instructors administered undergraduate exit survey. For the second outcome, students are evaluated on their clinical judgment by the course instructor using a seven-item rubric. For the third outcome, instructors assess students clinical skills using provided rubrics.	The department is currently in the process of seeking approval for a Grand Challenge General Education Course. Additionally, three new cases that reflect current trends were added in courses. Lastly, the department faculty is currently reviewing undergraduate student performance, mostly in the form of GPA to identify students with potential and interest to participate in research opportunities with faculty members.	Curricular.	Recommendations from the 2014 report indicated the need for more information on analysis and discussion of student survey results.	This time around, the results were analyzed by the instructor of the course in which they were administered. The department chair and the author of the assessment report assisted in the process.	Students have responded positively to increased opportunities to watch clinical experiences. Faculty is currently working on ways to address the problem of not all students being able to participate in internships, by videotaping clinical experiences. Continued development of survey materials is needed. The process of implementing changes to assess writing and presentation skills is ongoing, and future reports will provide results on that item.

E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

University of Rhode Island - *Undergraduate Programs Reporting May 2016*

Program	Link to Outcomes	Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the process? Who interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of change (Assessment Process, Curricular, Pedagogical, or Structural)	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change? What were the results of the change?	Were the changes effective? What are next steps and recommendations?
Health Studies	http://web.uri.edu/health-studies/learning-outcomes/	Student infographic project, needs assessment, design of a theoretically driven intervention project.	For outcome 1, an infographic rubric was developed and applied by the course instructor, who interpreted the results of the rubric. A department faculty member discussed the process with the course instructor throughout. For the second outcome, a self- and peer-assessment rubric was used, after which groups of students met with the course instructor.	Recommendations were made to develop new in-class activities that can help students acquire skills in conducting sociological, psychological, and anthropological analysis and identifying health policy information--two areas in which faculty found that students need improvement.	Pedagogical.	N/A - First round of reporting; program did not provide a Section II.		
TMD BS (from Cohort II)	web.uri.edu/tmd/student-learning-outcomes/	One writing assignment from three classes.	Four of eight faculty members evaluated student writing using a specially designed rubric for each class assignment. Faculty members read all three assignments. Essays were assigned numbers based on performance. Average scores were then calculated.	Recommendations were made that based on the data, students could use slightly more practice writing critical evaluations and using conventions like citations. Faculty will be focusing more on teaching students how to use citations and biographical formats during the upcoming year. Timeline to assess: six years, 2022.	Pedagogical.	N/A - Program did not submit a Section II.		

E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

University of Rhode Island - *Graduate Programs Reporting May 2016*

Program	Link to Outcomes	Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the process? Who Interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of change (Assessment Process, Curricular, Pedagogical, or Structural)	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change? What were the results of the change?	Were the changes effective? What are next steps and recommendations?
Communication Studies, M.A.	Not provided	Did not report.				N/A		
English, M.A./Ph.D.	Not provided	CVs vetted by major professors and collected.	14 faculty members evauated the CVs (each CV was evaluated twice) using SurveyMonkey evaluation designed by department.	Survey used to evaluate CVs needs to be modified in order to minimize difference in scores/	Assessment Process.	Yes, program recommended and implemented reviewing curriculum so that the formal research paper would be required if all students.	All tenure-track faculty participated in the evaluation of required research papers (each paper reviewed by 2 professors). A slight improvement was expected, but program could not compare year to year because the evaluation tool (survey) was also modified between assessments.	Since a comparison was not possible, the program will continue to discuss and improve methods involving student skills.
Political Science, M.P.A.	http://web.uri.edu/politicalscience/m-p- a-program/	Comprehensive exams.	Program faculty evaluated the exams using pass/fail criteria. Comprehensive exam committees (comprised of two MPA faculty) completed an evaluation of the exams and the results were interpreted by the program director.	The evaluation of the comprehensive exam needs to be improved including the use of an evaluation rubric.	Assessment Process.	N/A - First assessment report.		
Spanish, M.A.	Not provided.	Did not report - program going through major changes.				N/A		
Chemical Engineering	egr.uri.edu/che/che-program- goals-and- objectives	Student grades: Faculty believe student grades indicate learning of core material. Number of papers published in peer-reviewed journals were also counted.	For the first assessed outcome, the graduate director gathered the data by looking up the grades for each student using e-Campus. He then applied the assessment evaluation by seeking trends in the average and minimum grade data. For the second outcome, the number of papers was counted without making efforts to extract the student contributions to each paper or the quality of each paper.	Recommendations were made to target publications for master's student submissions, consider a focus on strengthening research methodology, and attaining a more thorough literature search result to confirm that all papers are being identified.	Pedagogical.	N/A - First assessment report.		
Civil Engineering	Not provided	Did not report.				N/A		
Biomedical Engineering, Computer Engineering, Electrical Engineering (one report)	Not provided	Did not report.				N/A		
Industrial and Systems Engineering	Not provided	Did not report.				N/A		
Mechanical Engineering	Not provided	Did not report.				N/A		
Ocean Engineering	Not provided	Did not report.				N/A		
Environmental Science and Management (MESM)	http://web.uri.edu/cels-gradprograms/mesm/	Major papers and exit surveys.	Program faculty created an evaluation rubric and it was completed for each student's paper.	Promote group major papers to help students who are good followers but not necessarily independent researchers. Promote internships that are already highly regarded by students and faculty.	Pedagogical.	N/A - not enough time to assess prior recommendation.		
Textiles, Fashion Merchandising and Design, M.S., Textile Science	Not provided.	Research article assignment; final case study presentation; sample thesis proposal; critiques of research articles.	Graduate faculty provided feedback using various evaluations.	Program recommends consolidating the assessment reporting of TMD's three specialization tracks into one report, especially because this track only had two students to assess. Recommendations also include increasing consistency in collecting student work for assessment.	Assessment Process.	Prior recommendations included integrating conference attendance with coursework and developing a rubric for ethical outcomes.	Faculty observed attendance and graded summary reports.	Faculty are planning to revisit how to better link the requirement to a particular course. The rubric is still being developed.
Textiles, Fashion Merchandising and Design, M.S., Historic	Not provided.	Major project and litearture review; assigned research articles; annotated bibliography; presentation of thesis proposal; internship.	Graduate faculty provided feedback using various evaluations.	Program recommends consolidating the assessment reporting of TMD's three specialization tracks into one report. Recommendations also include increasing consistency in collecting student work for assessment and adapting a new thesis proposal rubric.	Assessment Process; Pedagogical.	Prior recommendations included increased attandance at professional conference.	Faculty observed attendance and graded summary reports.	The changes were effective and student attendance and participation is high.
Textiles, Fashion Merchandising and Design, M.S., Fashion Merchandising	Not provided.	Practicum paper; thesis research defense; sample thesis proposal; CITI training.	Graduate faculty provided feedback from presentation and papers.	Program recommends consolidating the assessment reporting of TMD's three specialization tracks into one report.	Assessment Process.	N/A		

E1A: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

University of Rhode Island - *Graduate Programs Reporting May 2016*

Program	Link to Outcomes	Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree?	What is the process? Who Interprets the evidence?	How are the findings used? What changes have been made based on the findings?	Type of change (Assessment Process, Curricular, Pedagogical, or Structural)	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change? What were the results of the change?	Were the changes effective? What are next steps and recommendations?
Human Development and Family Studies, Developmental Science M.S.	http://web.uri.edu/human-development/developmental-science-learning-outcomes/	Written assignments; final grades; thesis proposal.	Each instructor used a rubric to assess the student learning outcome on the writing assignments (different for each course). The final exam was graded by the course instructor. The thesis proposal rubric was applied to the theses by major professors. The program director interpreted all the results and the faculty committee discussed the interpretations.	No recommendations based on the good results of the written assignments and the transparency of the new thesis proposal rubric. However, the faculty acknowledged that the exam grades are not the most meaningful way to assess progress in the course, so the faculty will meet to develop a rubric to be used for future assessments.	None.	Committee members completed master's thesis rubric at the end of the defense.	Program-approved rubrics were used to evaluate student work.	The changes of the rubric were effective and the rubric will be used at every thesis defense, as demonstrated in this year's assessment.
Human Development and Family Studies, College Student Personnel M.S.	web.uri.edu/human-development/csp-learning-outcomes/	Written comprehensive exam; internship assessment project reports.	Faculty scored the comprehensive exam using the program's evaluation rubric. The program director compiled and interpreted the results. The internship projects were evaluated by a full-time faculty member.	New courses aligned with these learning outcomes will be implemented, so the program recommends re-assessing with the new courses.	Curricular; Assessment Process.	Prior recommendations were to revise comprehensive exam.	The program used various revised rubrics over a few years. The results exceeded faculty expectations.	The changes were effective and faculty will continue with the revised rubric for the next few years and reassess.
Kinesiology, M.S.	web.uri.edu/kinesiology/files/Kinesiology-Master-of-Science-Program-Goals-Outcomes.pdf	Midterm and final exams; experiential research project; various course activities.	Rubrics were developed, implemented, and evaluated by the course professor.	The findings indicated to the graduate director that an embedded project is an ideal way to address the outcomes, so it will be recommended for the future. Faculty will speak to individual students for further suggestions on how to improve student engagement and performance.	Pedagogical.	Prior recommendations were to create a statistics pre-requisite course and to increase student-professor discussions on study design and interpretation importance with specific examples and in-class exercises.	An evaluation of the number and percent of students who were accepted and enrolled who met the statistics prerequisite recommendation was used as a metric to determine if this goal was met. The impact of the requirement is difficult to measure, per program. The pedagogical techniques were measured by oral presentation of proposals graded by faculty with a rubric. The results indicate good performance.	The recommendation are to keep the statistics requirement and to add data points from future cohorts to confirm these preliminary data for assessment.
Labor Relations and Human Resources	web.uri.edu/lrc	Obsrevations of a comprehensive experiential bargaining exercise; comprehensive research paper.	Two evaluation instruments were used to assess the students' performances. A rubric was used to assess the bargaining books that the students were required to submit. Another rubric was used to evaluate the paper. The rubrics were applied and interpreted by the course instructors.	A new rubric will be developed for the bargaining exercise and the faculty will consider how to better develop certain skills (such as professional writing skills) in the upcoming curricular review.	Pedagogical; Curricular.	Recommendations included faculty including more material concerning key theory in course material, but they were not able to implement this change. Instead, webnotes addressing key theories in the field were created in 2014.	The webnotes have been widely used over the past few years and thought to be extremely effective. The program used a rubric to assess a seminar paper to see the change.	The students exceeded expectations and the webnotes seem effective, but a larger sample will be helpful to further assess.
Pharmaceutical Sciences	http://web.uri.edu/pharmacy/academics/graduate/curriculum/	College graduate seminar student evaluation forms; written and oral comprehensive exams; thesis proposals; online surveys.	Program faculty collected and analyzed all results and compared over two years.	No recommendations for change were made.	None.	No changes were recommended from prior assessment cycles, but the program collected and analyzed similar data to demonstrate that the students continue to meet or exceed expectations.		

UNIVERSITY OF RHODE ISLAND UNDERGRADUATE ACCREDITED PROGRAMS
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Program	(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Chemistry BA, BS; Chemistry & Forensic Chemistry BS	American Chemical Society Committee on Professional Training	October 2015	Suggested changes to CHM 212: the content was viewed as too heavy on titrations and gravimetric analysis and that the curriculum be reviewed to include more experiments with problems associated biological and forensic analysis and develop new experiments that provide exposure to modern techniques in analytical chemistry.		Periodic report will be due in 2018
Landscape Architecture, BLA	Landscape Architecture Accreditation Board (LAAB) granted reaccreditation to the BLA program at the University of Rhode Island after a review conducted in October 2015. The BLA received a 6 year reaccreditation that will end December 31, 2021.		Address and resolve facility issues related to heating, cooling, and lighting that adversely affect the teaching and learning environment in Rodman Hall (Standard 7).	Knowledge - Technical and Design Problem Solving – Process, Service learning, Design Concepts, Master Plans and Creativity. Professional Skills – Construction documentation, notes, resumes and writing. Communication/Graphic Skills CAD, GIS, SketchUp, etc., hand graphics and public speaking. The latter is not included in the portfolio	Reaccreditation visit due Fall 2021

				review but is noted in projects conducted for public clients and NGO's. Ethical Principles – environmental values, service learning, engagement, international exposure Personal Growth/Development - reflection in class and diverse experiences here and abroad. Post-graduation employment is another criterion that the department uses to assess the program. Jobs are critical and our students are being hired for jobs in the profession.	
Music BA, BME, BM	National Association of Schools of Music (NASM) National Council for Accreditation of Teacher Education (NCATE) Rhode Island Department of Education (RIDE)		Poor facilities; lack of diversity in faculty/student body	PRAXIS passage rates	2018 (spring) 2023 Varies: approximately 2021
Business BS	AACSB, International	2013	More program-level assessment.	Job placement rates	Fall 2018
Medical Laboratory Science BS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)				

	Rhode Island Hospital School of Medical Laboratory Science Our Lady of Fatima School of Ledical Laboratory Science	March 2015 November 2015		1) Passage rate on the national MLS Certification Exam [MLS (ASCP)] of the Board of Certification of the American Society for Clinical Pathology (BOC/ASCP); 2) Employment rates	March 2022 November 2022
Elementary Education BA	NCATE/CAEP (Council for the Accreditation of Educator Preparation) Association for Childhood Education International (ACEI) Rhode Island Program Approval (RIPA)	March 2015 February 2015 April 2012	Diversity: Candidates have limited opportunities to interact with faculty from diverse populations; Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. Unit Governance and Resources: The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators. Modifications will be needed for the rubrics associated with Assessments 2, 3, 6, 7, and 8. One new set of data will need to be generated after these rubrics are redesigned and used. Submit the PLT as an assessment, aligned to ACEI standards, similarly to how it was done for the PRAXIS II data in this report.	ACEI Accreditation ACEI Standards	March 2022 February 2016
Early Childhood Education BA	National Association for the Education of	2012	Use assessment results to support candidate performance, such as	NAEYC Early Childhood Learning Standards	2019

	Young Children (NAEYC)		mediation during student teaching, although candidate performance data are strong. Assessments should reflect current knowledge of the field as well as current NAEYC and NCATE standards.		
	National Council for Accreditation of Teacher Education (NCATE)	2015	Make rubric language more specific; improve continuity from practicum to student teaching placements; update assessments according to new standards.		
	Rhode Island Department of Education (RIDE)	2012	Continue program improvement efforts in response to previous recommendations.		2017
Secondary Education BA	NCATE/CAEP (Council for the Accreditation of Educator Preparation)	March 2015	Diversity: Candidates have limited opportunities to interact with faculty from diverse populations; Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. Unit Governance and Resources: The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators.	NCTM, NSTA, NCSS, NCTE, ACTFL Accreditation Standards (Specialized Professional Associations: SPA) and Council for the Accreditation of Educator Preparation standards.	March 2022
	National Council of Teachers of Mathematics (NCTM)	February 2013	1. Consideration should be given to separating all desired indicators within Assessment 7 as individually assessed items with appropriately aligned rubric descriptions that can be assessed of all candidates during any given student-teaching	NCTM Standards	March 2021

			observation; 2. Revising the alignment of NCTM indicators with institutional assessments (e.g., Assessment 3) to target separate rather than multiple indicators would enhance candidates' abilities to clearly meet those indicators. Reviewers found instances of insufficient and unsupported alignment; 3. Consideration should be given to assessing specific indicators within the Mathematics Portfolio (Assessment 6); 4. Adding descriptive comments to Assessment 2 (Content course grades) to elaborate on how required courses address process, technology, history/cultural, and additional indicators that are not self-evident from a course title or description would enhance the quality of indicator alignment within that assessment; 5. Candidates' participation in professional organizations (8.5) was not explicitly described in the report.		
	National Science Teachers Association (NSTA)	September 2013	None.	NSTA Standards	March 2021
	National Council for the Social Studies (NCSS)	February 2014	The program's request for a full-time faculty member in its 2006-2011 strategic plan has not resulted in that position being filled. The current instructor of the methods course, as in the last program	NCSS Standards	March 2021

			review cycle, holds a bachelor's degree as the terminal degree.		
	National Council of Teachers of English (NCTE)	February 2013	None.	NCATE Standards	March 2021
	American Council on the Teaching of Foreign Languages (ACTFL)	February 2013	Ensure new inTASC Standards (2011) are included in its assessments.	ACTFL Standards	March 2021
	Rhode Island Program Approval (RIPA)	April 2013	None.		
Nutrition & Dietetics BS	Accreditation Council for Education in Nutrition and Dietetics	10-year accreditation effective through 12/31/2021; 5-year mid-cycle review submitted 5/1/2016.	None	Application rate to dietetic internship programs; Acceptance rate to dietetic internship programs; Pass rate on national exam	The program is currently being reviewed (5-year mid-cycle review). Next site visit should be scheduled prior to 12/21/2021
Nursing BS	CCNE (Commission on Collegiate Nursing Education)	April 2016.	Program outcomes to be linked to program effectiveness through data related to program satisfaction and employer satisfaction; Data and reporting on faculty outcomes, individual and aggregate that demonstrates achievement of expected faculty outcomes; Site visitors expressed concern for low number of FTE faculty within program and the reliance on part-time/per-course faculty to deliver nursing program.	NCLEX-RN pass rates	2026 with mid-session review 2021
Pharmacy Pharm D	American Council of	Full 8-year cycle	The College conducted a self-study	Data is tracked in a College	Fall 2023

	Pharmacy Education (ACPE)	awarded January 2016	from 2014-2015 to evaluate the evidence that we were in compliance with the 30 standards in the ACPE Standards 2007 Document. A site visit occurred in October 2015 and a formal report by ACPE was rendered in January of 2016. Program was found compliant in all 30 standards; 27 standards (including all related to curriculum) were in compliance without need for monitoring - the highest possible outcome. Three standards were found to be compliant with needed monitoring. They include #3 r/t the College's strategic plan, #24 r/t quantitative faculty and staff resources, and #30 related to financial resources. Program delayed strategic plan updating to temporally align with the University's Academic Plan. Program was advised that assessment needed a full-time person (rather than a committee chair with other academic responsibilities) and a concern was expressed r/t faculty vacancies. Both of these areas are being addressed in this year's budget. Concern was also expressed about the new and emerging BSPS program diverting resources from the PharmD program (#30). The College will continue to monitor and advocate for all adequate resources to educate students.	Dashboard with measures that include: board passage rates, employment rates, satisfaction with college education, retention rates, entrance SAT scores, measures of research and scholarship productivity, amount of interprofessional educational experiences, satisfaction with advanced practice sites, faculty participation in professional meetings, diversity at all levels, and overall satisfaction with college effectiveness.	
Biomedical Engineering	Accreditation Board for Engineering and	October, 2015 Initially	Weaknesses #1: The number of faculty members (4.33) and their	A new full-time tenure-track faculty position was created	

BS	Technology (ABET)	accredited for 3 years plus a retroactive year (10/1/2011 – 9/30/2015); Extended for another 3 years (10/1/2015 – 9/30/2018).	backgrounds are sufficient to cover most curricular requirements. However, biomaterials and the interaction between living and nonliving materials are not adequately covered. The limited number of faculty members negatively impacts the quality of the students' learning experience and strains the faculty to accommodate the growing demand on their time. Hence, strength of compliance with this criterion is lacking. Weaknesses #2: The biomedical engineering program does not have a dedicated technical staff to support the laboratory experience for students. The qualifications of the teaching assistants currently provided by the program appear to be insufficient to support the laboratories and attend fully to students' needs. Adequate institutional support positively impacts the quality of a program and the attainment of student outcomes and program educational objectives. The program lacks strength of compliance with this	to strengthen the students' learning experiences in the area of biomaterials and the interaction between living and nonliving materials. This is a joint appointment with 51% in the Department of Electrical, Computer and Biomedical Engineering (ECBE) and 49% in the Department of Chemical Engineering. The 51% full time equivalent (FTE) is completely assigned to the Biomedical Engineering program, which increases the FTE count for BME faculty from 4.33 to 4.84. This is also the first jointly-appointed faculty position between the two departments. A new full-time technician position for Biomedical Engineering has been created. This position is at technician level I with full fringe benefits and the tuition waver benefit. The position has been filled since June 1, 2014.	

			criterion. Concern #1: The review of students' transcripts and students' progress through the curriculum is haphazard, Examples include students taking introductory courses (for example, BIO 101, PHY 203) in their senior year and transferred courses, with passing grades from outside the institution, being repeated at the institution at a later time. Additionally, mixing of study plan check sheets is not allowed as per the program policies; however, deviation from this policy was observed in the students' transcripts. The level of advising is inconsistent among faculty members. Although students are being guided successfully through the program at present, inconsistent monitoring and advising processes have the potential to result in non-compliance with this criterion in the future.	The process of course substitution is under the guideline of the College of Engineering (COE) Scholastic Standing Committee (SSC) that is permanently chaired by the COE Associate Dean, and is comprised of a member from each of the eight engineering undergraduate majors in the college. Students petition the COE SSC for all academic matters that require both departmental and college approval. The petition process begins with the student initiating the request by preparing the paperwork in consultation with their academic advisor. The form requires the student to clearly describe exactly what they are petitioning, and the specific reason(s) for filing the petition. Depending on the request, additional supporting documentation may be required. Detailed instructions for students and the petition form can be found on the COE web site: <http://egr.uri.edu/petition-the-scholastic-standing-commmittee/>. The student's academic	

				advisor, who discusses the merit of the petition with the student and assists in preparing the correct language for developing the request (i.e. typical language for routine requests, or modified language for non-routine requests); The Chair of the department where the student's major resides, who reviews the request to make sure that it has merit and is consistent with the requirements of the degree program (i.e. equivalent course with appropriate engineering content, etc.) The Scholastic Standing Committee Member from the department where the student's major resides, who reviews and verifies the merit of the request; and The COE Associate Dean then reviews the signed completed form, and if necessary, may require clarification from the department regarding a request before a final decision is made.	
Chemical Engineering BS	Accreditation Board for Engineering and Technology (ABET)	2012	N/A	N/A	Undergraduate Program Review Fall 2018
Civil Engineering BS	Accreditation Board for Engineering and Technology (ABET)	2012	None	N/A	October 2018, full review
	Accreditation Board	August 2012	No unresolved weaknesses or	Employment rates	October 2018,

Computer Engineering BS	for Engineering and Technology (ABET)		concerns in the final statement		general review including self-study and on-campus visit
Electrical Engineering BS	Accreditation Board for Engineering and Technology (ABET)	August 2012	No unresolved weaknesses mentioned in the final statement. However, there were two concerns: Concern #1: Number of faculty. "The program may be negatively impacted by new retirements unless there is adequate new hiring." Concern #2: Institutional Support. "The electrical, computer, and biomedical engineering programs share a single administrative assistant, who has barely sufficient time to support the electrical engineering program after meeting the needs of the other two programs."	Employment Rates	October 2018, general review including self-study and on-campus visit
Industrial & Systems Engineering BS	Accreditation Board for Engineering and Technology (ABET)	October 14-16, 2012	During the visit, ABET identified as a `Weakness', the fact that the number of faculty is insufficient. In response, one additional faculty was hired in the Fall of 2015, bringing the total number of faculty in the ISE program to 5. The agency did not identify any deficiency in the academic outcomes.	The agency requires the fulfilment of every one of outcomes A through K. Therefore, everyone is assessed at intervals during the 6-year cycle.	The agency will visit in October 2018, with the full report due by July 2018.
Mechanical Engineering BS	Accreditation Board for Engineering and Technology (ABET)	October 14-16, 2012	During the accreditation visit, ABET did not identify any weakness or deficiencies in the Mechanical Engineering Program.	The agency requires the fulfilment of every one of outcomes A through K. Therefore, everyone is assessed at intervals during the 6-year cycle.	The agency will visit in October 2018, with the full report due by July 2018.
Ocean Engineering BS	Accreditation Board for Engineering and	2012	The department received a 6-year accreditation, but received 1	The agency requires a detailed report documenting	The next site visit will be in the Fall

	Technology (ABET)		weakness and 2 concerns. The weakness was for poor classroom and laboratory facilities on the Narragansett Bay Campus. The 2 concerns were for inconsistent advising and a lack of consistent assessment of student outcomes.	the following criteria: 1. Students (admissions, transfers, advising, graduation requirements); 2. Program Educational Objectives; 3. Student Outcomes; 4. Continuous Improvement (assessment); 5. Curriculum; 6. Faculty; 7. Facilities; 8. Institutional Support	2018. A self-study report is due to ABET in early 2018.

UNIVERSITY OF RHODE ISLAND GRADUATE ACCREDITED PROGRAMS
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Program	(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Library and Information Studies MLIS	American Library Association, Rhode Island Department of Education, Council for the Accreditation of Educator Preparation	2010	They asked the next Biennial Narrative report to report on progress of the following issues of continuing concern: Course Scheduling, current review of the curriculum as a whole, proposed change from 3-4 hour credit courses; sustained record of accomplishment in research or other appropriate scholarship; authorization to fill 1 faculty vacant line since 2008 given the limited # of faculty and multiple locations of instruction.; Include an update on move to the Harrington School and the new facility in next report.	Improvements noted were: 1) Broad based planning and evaluation incorporating data from student learning outcomes; 2) Overall review of the curriculum. The report says the decision was based on "the totality of the accomplishment and the environment for learning... rather than from a consideration of the isolated particulars."	March 26, 2018 site visit
Music MM	N/A				
Accounting MS	N/A				
Business MBA	N/A				
Business SIMBA	N/A				
Business PhD	N/A				
Elementary Education MA	N/A				
Secondary	N/A				

Education MA					
Reading Specialist MA	N/A				
Special Education MA	Council for the Accreditation of Educator Preparation (formerly NCATE) (with the SPA being the Council for Exceptional Children (CEC) for the special education program)	Spring 2013 (CEC (SPA) Program Review (no on-site visit)) Spring 2015 (CAEP/NCATE Visit – School of Education unit-wide visit)	Taken from NCATE SPA Accreditation Response Letter (dated 8/1/2013) with update from the program after each bullet: 1) According to the previous report, "Since the program has currently only designated 6 assessments, consideration might be given to developing one or two additional assessments to provide more specific feedback on the various standards cited as needing to focus on the key elements." New Assessments 7 (IEP Assessment) and 8 (Language Acquisition Lesson Plan and Observation) were added this time and strengthened support for a variety of standards and key elements. **Update from Program:** This bullet was referring to the submission in 2012, but in 2013 adding two key assessments to our program evaluation system met this standard. 2) Also, professionalism, that was considered an omission in the previous report, has now been addressed. **Update from Program:** This bullet was referring to the submission in 2012, but in 2013 this was addressed in the report submitted by Joanne Eichinger. 3) As the program moves to	CEC (2001) Standards (used at the time of the 2013 visit): Standard 1: Foundations (Met) Standard 2: Development & characteristics of Learners (Met) Standard 3: Individual Learning Differences (Met) Standard 4: Instructional Strategies (Met) Standard 5: Learning Environments & Social Interactions (Met) Standard 6: Language (Met) Standard 7: Instructional Planning (Met) Standard 8: Assessment (Met) Standard 9: Professional & Ethical Practice (Met) Standard 10: Collaboration (Met) Products that are collected on TaskStream which are rated by university faculty, and/or clinical educators in K-12 public schools. These products include: 1) Praxis II Exam Breakout Scores 2) Comprehensive Exams 3) Case Study 4) Midterm & Final Internship Evals 5) Lesson Observations (3)	SPA report due to CAEP 2019 Next accreditation visit by CAEP/NCATE: Spring 2023

			realignment to the CEC Preparation Standards, approved by CAEP in 2012, attention will need to be given to further refinement of the assessments. **Update from Program:** All of the assessments currently used have been realigned to conform to the updated CEC (2012) Standards (going from 10 standards to 7 standards). All program assessment rubrics reflect these changes and are currently being used in our online evaluation system (TaskStream). 4) The program needs to assure assessments focus on candidate performance, what candidates demonstrate they know and can do, and not on the products themselves. **Update from Program:** The assessment system is now aligned so that candidates are assessed on what they know and can demonstrate versus the products used in the assessment system.	6) FBA and PBIP Documents 7) IEP 8) Language Acquisition Lesson Plan & Observation Each of the CEC standards are assessed using 8 products listed above (as a requirement by CAEP) that are rated using comprehensive rubrics that align to the CEC standards. Note, each of the products mentioned has a rubric that is available to review if the team would like to see them.	
Medical Laboratory Science MS	N/A				
Speech Language Pathology MS	N/A				
Human Development & Family Studies, Couple & Family Therapy MS	N/A				
Nutrition & Dietetics MSDI	N/A				

Clinical Psychology PhD	American Psychological Association	2011	Efforts to retain diverse faculty.	Employment Rates Indicators required by accrediting agency are depended upon program's individualized goals, objectives, and competencies	Winter Cycle, 2018 (self-study due September 2017)
School Psychology MS, PhD	N/A				
Doctor of Physical Therapy DPT	Commission on Accreditation in Physical Therapy Education	5/4/2016	No issues of concern noted	Retention rates; Licensure exam; Pass rates; Employment rates	6/30/2026
Nursing DNP	N/A				
Nursing MS	N/A				

S3 University of Rhode Island
Undergraduate Accredited Programs

S3 University of Rhode Island
Undergraduate Accredited Programs

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

State Licensure Passage Rates *

		Exam	2 Years Prior (2014)	1 Year Prior (2015)	Most Recent Year (2016)	Goal for Next Year (2017)
	College of Arts & Sciences					
1	Chemistry BA, BS	N/A				
2	Chemistry & Forensic Chemistry BS	N/A				
3	Landscape Architecture BLA	LARE	N/A	N/A	N/A	N/A
4	Music BM	PRAXIS II Music Content PRAXIS II PLT	9 9	7 7	9 9	All who take it All who take it
	College of Business					
5	Business BS	N/A				
	College of Education and Professional Services					
6	Early Childhood Education BA	PRAXIS II Content Education of Young Children PRAXIS II Content: Content Knowledge	13/13 (100%) 13/13 (100%)	17/17 (100%) 17/17 (100%)	13/13 (100%) 13/13 (100%)	13/13 (100%) 13/13 (100%)
7	Elementary Education BA	PRAXIS II Content: Elementary Education Reading and Language Arts PLT Licensure Grades K-6	32/32 (100%) 32/32 (100%)	46/46 (100%) 46/46 (100%)	50/50 (100%) 50/50 (100%)	XX/62 (100%) XX/62 (100%)
8	Secondary Education BA	PRAXIS II Content: Math PRAXIS II Content: Science PRAXIS II Content: Social Studies PRAXIS II Content: English PRAXIS II Content: Foreign Language PLT Licensure Grades 7-12	8/8 (100%) 15/15 (100%) 6/6 (100%) 12/12 (100%) 5/5 (100%) 46/46 (100%)	4/4 (100%) 5/5 (100%) 14/14 (100%) 14/14 (100%) 3/3 (100%) 40/40 (100%)	8/8 (100%) 8/8 (100%) 11/11 (100%) 11/11 (100%) 8/8 (100%) 46/46 (100%)	X/8 (100%) XX/14 (100%) XX/17 (100%) X/6 (100%) X/7 (100%) XX/52 (100%)
	College Engineering					
9	Biomedical Engineering BS	N/A				
10	Chemical Engineering BS	N/A				
11	Civil Engineering BS	N/A				
12	Computer Engineering BS	N/A				
13	Electrical Engineering BS	N/A				

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14	Industrial & System Engineering BS					
15	Mechanical Engineering BS					
16	Ocean Engineering BS					
	College of the Environment and Life Sciences					
17	Medical Laboratory Science BS	N/A[f]				
	College of Health Science					
18	Nutrition & Dietetics BS	N/A				
	College of Nursing					
19	Nursing BS	NCLEX – RN	2013 - 83%	2014 - 75%	2015 – 84%	83%; two years forward – 90%
	College of Pharmacy					
20	Pharmacy PharmD	N/A				
National Licensure Passage Rates *						
			2 Years Prior	1 Year Prior	Most Recent Year (2016)	Goal for Next Year
	College of Arts & Sciences					
1	Chemistry BA, BS	N/A				
2	Chemistry & Forensic Chemistry BS	N/A				
3	Landscape Architecture BLA	N/A				
4	Music BM	N/A				
	College of Business					
5	Business BS	N/A				
	College of Education and Professional Services					
6	Early Childhood Education BA	N/A				
7	Elementary Education BA	N/A				
8	Secondary Education BA	N/A				
	College Engineering					
9	Biomedical Engineering BS	N/A				
10	Chemical Engineering BS	N/A				
11	Civil Engineering BS	N/A				
12	Computer Engineering BS	N/A				
13	Electrical Engineering BS	N/A				
14	Industrial & System Engineering BS	Professional registration exam administered by NCEES	100% (compared to 100% national average)			
15	Mechanical Engineering BS	Fundamental of Engineering examination administered by NCEES Professional registration exam administered by NCEES	100% (compared to 81% national average) 100% (compared to 75% national average)	71% (compared to 81% national average) 50% (compared to 73% national average)	89% (compared to 79% national average) 83% (compared to 76% national average)	

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16	Ocean Engineering BS	Fundamentals of Engineering (FE) exam[k]				
	College of the Environment and Life Sciences					
17	Medical Laboratory Science BS	Medical Laboratory Scientist [MLS(ASCP)] exam of the Board of Certification of the American Society for Clinical Pathology (BOC/ASCP)	14/16 (88%)	14/16 (88%)	15/16 (94%)	95%
	College of Health Science					
18	Nutrition & Dietetics BS	Registration Examination for Dietitians; Commission on Dietetic Registration[g]	18/18 (100%)	17/20 (85%)	18/18 (100%)	95%
	College of Nursing					
19	Nursing BS	NCLEX-RN	2013 – 82%	2014 – 82%	2015 – 83%	80%
	College of Pharmacy					
20	Pharmacy PharmD	NAPLEX MPJE	91/92 (99%) 93%	83/84 (99%) 96%	95/103 (92.9%) 92.5%	>98% >95%
Job Placement Rates **						
		Description of Employment	2 Years Prior (2014)	1 Year Prior (2015)	Most Recent Year (2016)	Goal for Next Year
	College of Arts & Sciences					
1	Chemistry BA, BS	N/A				
2	Chemistry & Forensic Chemistry BS	N/A				
3	Landscape Architecture BLA		15 graduates 7 – design firms 6 – design build businesses 2 – not reporting 1 – received MLA	13 graduates 6 – design firms 3 – design build businesses 1 – planning 3 – not in industry 4 – received MLA or other graduate degree	16 graduates 5 – design firms 3 design build businesses 8 – not reporting	
4	Music BM	BME: Informal Reporting	90%	90%	Unavailable	90%
	College of Business					
5	Business BS	BS in Business Administration Accounting Entrepreneurial Management Finance General Business	63% + 11% = 74% 44% 57% 81% 53%	66% + 12% = 88% 46% 67% 68% 64%	69% + 14%= 83% 64% 100% 69% 48%	100%

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Undergraduate Accredited Programs

		Global Business Marketing Supply Chain Management	67% 82% 88%	60% 68% 69%	100% 67% 78%	
	College of Education and Professional Services					
6	Early Childhood Education BA	N/A				
7	Elementary Education BA	N/A				
8	Secondary Education BA	N/A				
	College of Engineering[j]					
9	Biomedical Engineering BS[j]	Biomedical Engineer, B.S. 6 months (job or graduate school)	N/A	88%	96%	95%
10	Chemical Engineering BS	N/A				
11	Civil Engineering BS	N/A				
12	Computer Engineering BS	Computer Engineer, B.S. 6 months (job or graduate school)	N/A	92%	90%	95%
95%	Electrical Engineering BS	Electrical Engineer, B.S. 6 months (job or graduate school)	N/A	88%	96%	95%
95%	Industrial & System Engineering BS	COE survey, 6 months after graduation (job or graduate school)	83%			
15	Mechanical Engineering BS	COE survey, 6 months after graduation (job or graduate school)	79%			
16	Ocean Engineering BS	B.S. Ocean Engineering				90%
	College of the Environment and Life Sciences					
17	Medical Laboratory Science BS	Employment within 6 months of receipt of the BS MLS[f]	15/16 (94%)	15/16 (94%)	16/16 (100%)	95%
	College of Health Science					
18	Nutrition & Dietetics BS[g]		n/a	5/7 (71%)	2/3 (67%)	75%
	College of Nursing					
19	Nursing BS	N/A	N/A	87%		
	College of Pharmacy					
20	Pharmacy PharmD	NO plans for employment	3/85 (3.4%) not employed in pharmacy	2/78 (2.6%) not employed in pharmacy	9/103 (8.7%) not employed in pharmacy	<10% unemployment

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

S3 University of Rhode Island
Undergraduate Accredited Programs

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

	Institutional Notes of Explanation
a	**Landscape Architecture:** Landscape Architecture Licensing Exam (LARE) results are not available. **Landscape Architecture:** Department surveys students, however, not all students respond. Young professionals also often change jobs.
b	**Business:** Statistics on placement are based on students who responded to the survey. Historically response rates are approximately 50% of graduating students. **Business:** Calculation: Employed full time + attending graduate school full time= Total.
c	**Early Childhood Education:** It is only coincidence that the numbers fluctuate from 13 to 17 over the course of 5 years. We do not set enrollment quotas or goals. **Early Childhood Education:** The early childhood program mandates that all teacher education candidates takes and pass the licensure tests prior to student teaching, therefore 100% of program completers pass these tests.
d	**Elementary Education:** Pass rates are at 100% because candidates cannot complete the program without passing both licensure exams They are counseled out of the program and graduate with their other degree if they do not pass the exams, therefore 100% of our program completers pass the exams. **Elementary Education:** Numbers for 2017 are projected.
e	**Secondary Education:** Pass rates are at 100% because candidates cannot complete the program without passing both licensure exams They are counseled out of the program and graduate with their other degree if they do not pass the exams, therefore 100% of our program completers pass the exams. **Secondary Education:** Numbers for 2017 are projected.
f	**Medical Laboratory Science:** Students who fail the exam the first time are allowed to repeat it once. Most students pass on the second try. One student took a specialty examination in Molecular Biology [MB(ASCP)] and passed, qualifying the student to work in that medical laboratory specialty. **Medical Laboratory Science:** The number of interns that the hospitals will be taking next year is 19, up from the current 16. This is important given the growing shortage, both regionally and nationally, of medical laboratory professionals. **Medical Laboratory Science:** Interest in the BS MLS program continues to grow. To apply for the senior year internship, juniors need to have a minimal overall and math/science GPA of >2.5. We have seen the number of applicants with GPAs>3.0 increase over the past several years. **Medical Laboratory Science:** Students who receive the BS MLS and pass the national certification exam, as either a generalist [MLS(ASCP)] or a specialist are eligible for licensure as medical laboratory professionals in Rhode Island (Division of Professional Regulation/RIDH) and other states that require licensure.
g	**Nutrition and Dietetics:** Exam pass rates are reported in two ways: first-time pass rate and one-year pass rate. The values reported in the table are the first-time pass rates. One-year pass rates for both years are 100%. The organization currently tracks the first-time pass rate, but is planning to move to a one-year pass rate in the upcoming year, **Nutrition and Dietetics:** The majority of our graduates attend dietetic internship programs or graduate school in the years following graduation. Job placement data are collected via a survey of one-year graduates asking students if they sought employment within 3 months of graduation and if they were successful in finding employment during this time period. Accurate values for 2013 are not available because of the way the survey question was worded in this time period.
h	**Nursing:** Preparation for report noted an absence of website url link to learning outcomes. This will be addressed upon the start of the 2016/17 academic year. **Nursing:** At the time of report, College of Nursing faculty consists of 23 FTE; 52 part-time/per course; 10 open, approved positions not yet filled. This is not unique to URI College of Nursing, as there is a national shortage of nurse educators. The College of Nursing is exploring more rigorous recruiting techniques to attract quality nurse educators. **Nursing:** Employment rates have been difficult to obtain: response rates to surveys sent to alumni have about a 15% return rate, therefore not reflective of the graduating cohort.
i	**PharmD:** All students must pass a national board of pharmacy exam (NAPLEX). There is no state exam apart from the Law (MPJE). The MPJE is a hybrid exam that covers national federal law and state law as it pertains to pharmacy. To become licensed and work in a state, graduates most pass the NAPLEX and MPJE in the state they wish to practice in. **PharmD:** Data reported for licensure exams include graduates who were first-time takers of the exam during the May-August window of their year of graduation. This is the largest sample of graduates available.

j	**College of Engineering:** "Most recent year" is Class of 2016.
k	**Ocean Engineering:** Our students are not required to take the FE exam for licensure and only those students interested in the civil engineering aspects of ocean engineering take the FE. Therefore, we do not track licensure for ocean engineering.

S3 University of Rhode Island
Graduate Accredited Programs

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

State Licensure Passage Rates *

		Exam	2 Years Prior (2014)	1 Year Prior (2015)	Most Recent Year (2016)	Goal for Next Year (2017)
	College of Arts & Sciences					
1	Library & Information Studies, MLIS	PRAXIS Library Media Subject Test	9/11 (82%)	14/14 (100%)	12/12 (100%)	100%
		PRAXIS Principles of Learning and Teaching	9/9 (100%)	14/14 (100%)	12/12 (100%)	100%
2	Music MM	N/A				
	College of Business					
3	Accounting MS	N/A				
4	Business MBA	N/A				
5	Business SIMBA	N/A				
6	Business PhD	N/A				
	College of Education and Professional Services	N/A				
7	Elementary Education MA	N/A				
8	Secondary Education MA	N/A				
9	Reading Specialist MA	N/A				
10	Special Education MA	PRAXIS Exam (Special Education Content Exam)	16/16 (100%)	7/7 (100%)	2/2 (100%)	3/3 (100%)
	College of the Environment and Life Sciences					
11	Medical Laboratory Science MS	N/A				
	College of Health Science	N/A				
12	Speech Language Pathology MS	N/A				
13	Human Development & Family Studies, Couple & Family Therapy MS	N/A				
14	Nutrition & Dietetics MSDI	N/A				
15	Clinical Psychology PhD	NJ (2/2), MA (1/1), and CT (1/1)	4/4	0/5[a]	0/6	N/A
16	School Psychology MS, PhD	N/A				
17	Doctor of Physical Therapy DPT	Physical Therapy Board Exam	29/29 (100%)	33/33 (100%)	29/29 (100%)	34/34 (100%)
	College of Nursing					
18	Nursing DNP	N/A				
19	Nursing MS	N/A				

National Licensure Passage Rates *

			2 Years Prior	1 Year Prior	Most Recent Year (2016)	Goal for Next Year
	College of Arts & Sciences					

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Graduate Accredited Programs

1	Library & Information Studies, MLIS	N/A				
2	Music MM	N/A				
	College of Business					
3	Accounting MS	N/A				
4	Business MBA	N/A				
5	Business SIMBA	N/A				
6	Business PhD	N/A				
	College of Education and Professional Services					
7	Elementary Education MA	N/A				
8	Secondary Education MA	N/A				
9	Reading Specialist MA	N/A				
10	Special Education MA	N/A				
	College of the Environment and Life Sciences					
11	Medical Laboratory Science MS	N/A				
	College of Health Science					
12	Speech Language Pathology MS	N/A				
13	Human Development & Family Studies, Couple & Family Therapy MS	N/A				
14	Nutrition & Dietetics MSDI	N/A				
15	Clinical Psychology PhD	Examination of Professional Practice of Psychology	0/4 (0%)[a]	0/4 (0%)	N/A	N/A
16	School Psychology MS, PhD	N/A				
17	Doctor of Physical Therapy DPT	Physical Therapy Board Exam	29/29 (100%)	33/33 (100%)	29/29 (100%)	34/34 (100%)
	College of Nursing					
18	Nursing DNP	N/A				
19	Nursing MS	N/A				
Job Placement Rates **						
		Description of Employment	2 Years Prior (2014)	1 Year Prior (2015)	Most Recent Year (2016)	Goal for Next Year
	College of Arts & Sciences					
1	Library & Information Studies, MLIS	N/A				
2	Music MM	N/A				
	College of Business					
3	Accounting MS	N/A				
4	Business MBA	N/A				
5	Business SIMBA	N/A				
6	Business PhD	N/A				
	College of Education and Professional Services					

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Graduate Accredited Programs

7	Elementary Education MA	N/A				
8	Secondary Education MA	N/A				
9	Reading Specialist MA	N/A				
10	Special Education MA	Employed within 6 months of graduating	15/15 (100%)	7/7 (100%)	2/2 (100%)	3/3 (100%_)
	College of the Environment and Life Sciences					
11	Medical Laboratory Science MS	N/A				
	College of Health Science					
12	Speech Language Pathology MS	N/A				
13	Human Development & Family Studies, Couple & Family Therapy MS	N/A				
14	Nutrition & Dietetics MSDI	N/A				
15	Clinical Psychology PhD	Clinical Psychologist, 6 months	4/4 (100%)	5/5 (100%)	6/6 (100%)	100%
16	School Psychology MS, PhD	N/A				
17	Doctor of Physical Therapy DPT	Physical Therapy, DPT, 6 months	100%	100%	100%	100%
	College of Nursing					
18	Nursing DNP	N/A				
19	Nursing MS	N/A				

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	**Clinical Psychology –** Licensure requires at least 2 years post-grad supervision hours **Clinical Psychology –** Licensure is not a key outcome indicator as our program allows for the training of research scientists as well as practitioners. Our program has a licensure rate of 83.3% in the past 10 years.

APPENDIX C

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

FINANCIAL STATEMENTS

JUNE 30, 2016

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Financial Statements

June 30, 2016

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INDEPENDENT AUDITORS' REPORT

The Board of Education of
State of Rhode Island and Providence Plantations
Providence, Rhode Island

Report on the Financial Statements

We have audited the accompanying financial statements of the University of Rhode Island (a component unit of the State of Rhode Island and Providence Plantations) (the "University"), which comprise the statement of net position for the year ended June 30, 2016, the related statements of revenues and expenses, change in net position and cash flow for the year then ended, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents. We also performed the audit of the Alumni Association of the University Rhode Island's financial statements, a component unit of the University, as of and for the year ended June 30, 2016.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the University of Rhode Island Foundation, Inc. (the "Foundation") as of June 30, 2016. This was audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the entities not audited by us included in the discretely presented component units of the University, is based solely upon the report of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the University of Rhode Island as of June 30, 2016, and the respective changes in net position and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 4-26, the schedule of the University’s proportionate share of the net pension liability on page 76, the schedule of the University’s contributions on page 77 and the notes to the required supplementary information on page 78 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued our report dated October 6, 2016, on our consideration of University of Rhode Island's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering University of Rhode Island's internal control over financial reporting and compliance.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 6, 2016

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited)

June 30, 2016

Introduction

The following management's discussion and analysis ("MD&A") provides management's view of the financial position of the University of Rhode Island ("the University") as of June 30, 2016 and the results of operations for the year then ended, with selected comparative information for the year ended June 30, 2015. The purpose of the MD&A is to assist readers in understanding the accompanying financial statements by providing an objective and understandable analysis of the University's financial activities based on currently known facts, decisions, and conditions. This analysis has been prepared by management, which is responsible for the completeness and fairness of the information contained therein. The MD&A consists of highly summarized information, and it should be read in conjunction with the University's financial statements and notes thereto that follow this section.

The University is the only publicly supported research institution in the State of Rhode Island ("the State") and is charged with providing state residents an opportunity for undergraduate and graduate studies at a Land Grant, Urban Grant and Sea Grant research university. As such, the University receives federal funding for land and sea research. The University had its beginning as the State Agricultural School chartered in 1888. The Morrill Act of 1862 provided the framework within which the school became the State's land-grant institution, and in 1892 the school became the Rhode Island College of Agriculture and Mechanic Arts. In 1909, the name of the University was changed to Rhode Island State College, and the program of study was revised and expanded. In 1951, the University became known as the University of Rhode Island by an act of the State's General Assembly. The Board of Governors for Higher Education became the governing body for the University in 1981.

The Rhode Island General Assembly established the Rhode Island Board of Education ("BOE") effective January 1, 2013, to oversee the elementary, secondary, and postsecondary education for the state. In June 2014, the Rhode Island General Assembly approved the reorganization of the entire Rhode Island system of public education.

The legislation enlarged the Board of Education to seventeen (17) members in order for the Board to populate two Councils: Council for Elementary and Secondary Education and the Council for Post-Secondary Education. Each of the two councils will be responsible for the significant portion of the governance and regulation per RIGL 16-60-1 and 16-60-4 for Elementary/Secondary and per RIGL 16-59-1 and 16-59-4 for Post-Secondary.

Introduction – Continued

The mission of the full Board of Education is to provide long-range planning and coordination and evaluation of policies and programs for the public education systems of the State and specifically:

- To develop and adopt educational, financial and operational goals for the education systems of the State that represent achievable benchmarks for a 10-year and 20-year time to be implemented by the two Councils and the commissioners.
- To ensure that the education systems of the State are aligned with the projected opportunities in workforce development and economic development and that the education systems are preparing students to participate in the future workforce of Rhode Island.
- To coordinate programs and courses of study and promote collaboration between and among pre-kindergarten through higher education institutions and agencies.
- To present strategic budget and finance recommendations to the council on elementary and secondary education and council on postsecondary education that are aligned with the long-range goals adopted by the Board.

As of June 2014, Article 20 of the Budget Act was signed. Subsequently and within the same week, the Governor had appointed and the Senate had given its advice and consent to the full seventeen (17) member Board.

The mission of the University is to be committed to enriching the lives of its students through its land, sea and urban grant traditions. Students, faculty, staff and alumni are united in one common purpose; to learn and lead together. The University values (1) creativity and scholarship (2) diversity, fairness and respect, (3) engaged learning and civic involvement, and (4) intellectual and ethical leadership. The University's Transformation Goals for the 21st Century are: (1) create a 21st century 24/7 learning environment, (2) increase the magnitude, prominence, and impact of research, scholarship and creative work, (3) internationalize and globalize the University, and (4) build a community at the University that values and embraces equity and diversity.

Introduction – Continued

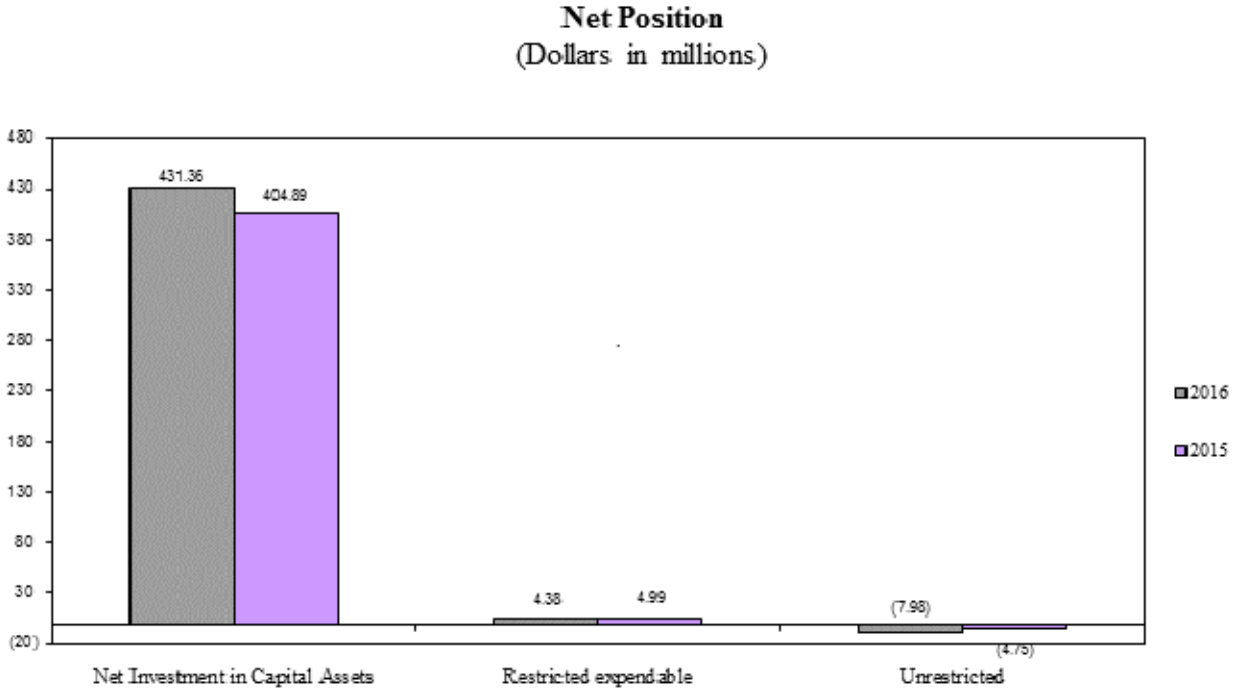
The University has a combined enrollment of 16,831 students and offers undergraduate and graduate degree programs through the doctoral level. The University has over 100 majors in seven degree - granting colleges. Its main campus is located in Kingston, Rhode Island, 30 miles south of Providence in the northeastern metropolitan corridor between New York and Boston. In addition to the Kingston Campus, the University has three other campuses - the 165-acre Narragansett Bay Campus, which is the site of the Graduate School of Oceanography; the Alan Shawn Feinstein College of Continuing Education located in downtown Providence; and the W. Alton Jones Campus located in the western section of the State, 20 miles from Kingston. The 2,300 acres of woods, fields, streams and ponds of W. Alton Jones Campus is the site of the environmental education research programs and contains conference facilities for both public and private use.

Financial Highlights

The University's financial position for the year ended June 30, 2016 shows a decrease in net position before capital appropriations and gifts of $15.18 million, compared to an increase of $6.18 million in fiscal year 2015. Although there was a $5.69 million or 1.41% increase in operating revenue there was a $29.77 million or 6.4% increase in operating expenses. Factors contributing to this increase in expenses were increases in salary and benefits as well as an increase in scholarships.

Financial Highlights – Continued

The following chart displays the components of the University's net position for the fiscal years ended June 30, 2016 and 2015.

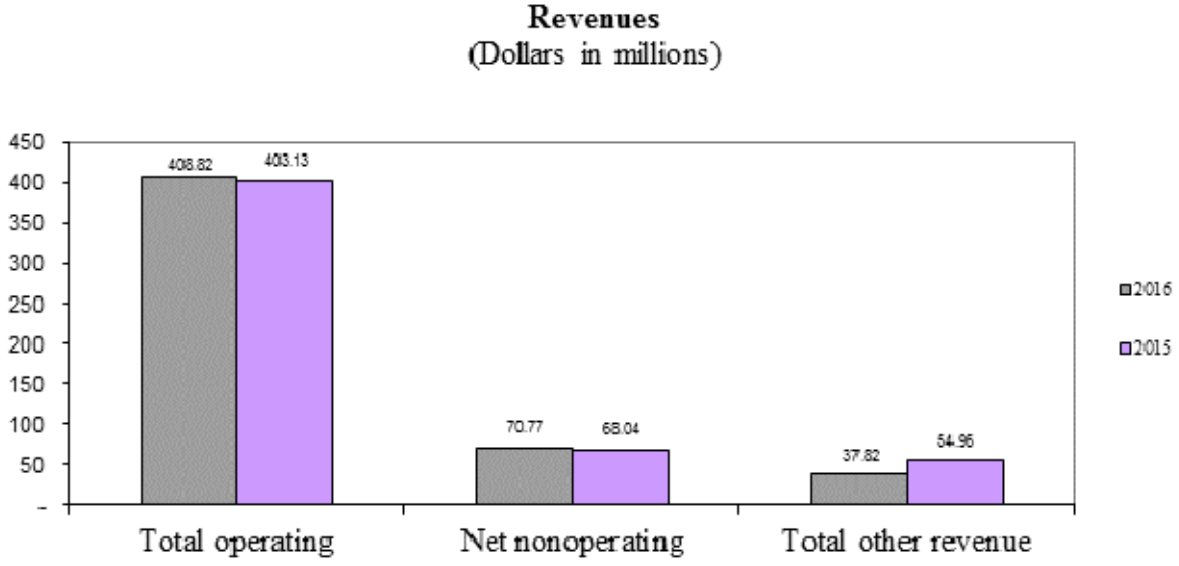


On June 30, 2016 and 2015, the University's total assets of $861.63 million, and $839.78 million, exceeded its total liabilities of $ 441.77 million and $434.74 million resulting in net position of $427.76 million, and $405.13 million, respectively. The resulting net position is summarized in the following categories (dollars in millions):

		2016	2015
Net Investment in Capital Assets	$	**431.36**	404.89
Restricted expendable		**4.38**	4.99
Unrestricted		**(7.98)**	(4.75)
Total net position	$	**427.76**	405.13

Financial Highlights – Continued

The following chart provides a graphical breakdown of total revenues by category for the fiscal years ending June 30, 2016 and 2015.



Overview of the Financial Statements

The University's financial statements have two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the University as a whole, rather than upon individual funds or activities.

Overview of the Financial Statements – Continued

The University of Rhode Island Foundation ("the Foundation") and the University of Rhode Island Alumni Association ("the Alumni Association") are legally separate tax-exempt component units of the University of Rhode Island. The Foundation and the Alumni Association act primarily as fundraising organizations to supplement the resources that are available to the University in support of its programs. The Boards of the Foundation and the Alumni Association are self-perpetuating and primarily consist of graduates and friends of the University. Although the University does not control the timing or the amount of receipts from the Foundation and the Alumni Association, the majority of resources received or held by the Foundation and the Alumni Association are restricted to the activities of the University by the donors. Because these resources held by the Foundation and the Alumni Association can only be used by or are for the benefit of the University, the Foundation and the Alumni Association are considered component units of the University and are discretely presented in the University's financial statements.

Management's Discussion and Analysis is required to focus on the University, and not on its component units.

The Financial Statements

The financial statements are designed to provide readers with a broad overview of the University's finances and are comprised of three basic statements.

The ***Statements of Net Position*** presents information on all of the University's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the University is improving or deteriorating.

The ***Statements of Revenues, Expenses and Changes in Net Position*** presents information showing how the University's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows only in future fiscal periods (e.g. the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

The Financial Statements – Continued

The ***Statements of Cash Flows*** is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services).

The financial statements can be found on pages 27 to 30 of this report.

The University reports its operations as a business-type activity using the economic measurement focus and full accrual basis of accounting. As a component unit of the State of Rhode Island and Providence Plantations, the results of the University's operations, its net position and cash flows are also summarized in the State's Comprehensive Annual Financial Report derived from its government-wide financial statements.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. They also provide information regarding both the accounting policies and procedures the University has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 31 to 74 of this report.

Financial Analysis

As mentioned earlier, net position may serve over time as a useful indicator of the University's financial position. In the case of the University, total assets exceeded total liabilities by $427.76 million and $405.13 million at the close of fiscal years 2016 and 2015.

The University's condensed statement of net position is presented below (dollars in millions).

		2016	2015
Current assets	$	**176.92**	170.28
Noncurrent assets		**684.71**	669.50
Total assets	$	**861.63**	839.78
Deferred outflows of resources		**15.89**	8.87
Total assets and deferred outflows of resources	$	**877.52**	848.65
Current liabilities		**78.06**	72.62
Noncurrent liabilities		**363.71**	362.12
Total liabilities	$	**441.77**	434.74
Deferred inflows of resources		**7.99**	8.78
Total liabilities and deferred inflows of resources	$	**449.76**	443.52
Net position:			
Net investment in capital assets	$	**431.36**	404.89
Restricted, expendable		**4.38**	4.99
Unrestricted		**(7.98)**	(4.75)
Total net position	$	**427.76**	405.13

Financial Analysis - Continued

By far the largest portion of the University's net position, $431.36 million and $404.89 million, as of June 30, 2016 and 2015, reflects its investment in capital assets (such as land, buildings, machinery, and equipment), net of any related outstanding debts used to acquire, construct, improve, or rehabilitate those assets. This represents approximately 100% for both FY 2016 and 2015 net position. The University uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the University's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate the related debt. Financing for certain capital projects is also provided by the issuance of revenue bonds by the Rhode Island Health and Educational Building Corporation, a quasi-public state agency. In addition to the debts noted above, which are reflected in the University's financial statements, the State of Rhode Island regularly provides financing for certain capital projects through the issuance of general obligation bonds and capital appropriations from the Rhode Island Capital Plan Fund. Borrowings by the State are not reflected in these financial statements.

The restricted expendable net position consist of resources that are subject to external restrictions on how they must be used, and they represent approximately 1% of the University's net position at June 30, 2016 and 2015.

Net position that are not subject to restrictions imposed by creditors, grantors, contributors, laws, regulations or enabling legislation are classified as unrestricted net position. As of June 30, 2016 and 2015, the University's unrestricted net position represent (2 %) and (1%), of the net position. At year end, this net position is designated or committed for goods and services that have not yet been received, working capital for auxiliary enterprise and departmental activities, payment of annual debt service, capital improvements, equipment replacement, scholarships and new faculty startup costs, including lab renovation and matching funds.

The University's current assets include cash and equivalents, cash held by the State Treasurer, accounts receivable, inventories, and prepayments, while current liabilities consist of accounts payable and accrued expenses, deferred revenues, funds held for others, and the current portion of compensated absences and current portion of long-term debts. Compensated absences represent accumulated vacation, sick leave and deferred compensation that will be used or paid in future years. The current ratio (current assets divided by current liabilities), which measures the University's liquidity, remains positive: 2.27 to 1 and 2.34 to 1 as of June 30, 2016 and 2015, respectively.

Financial Analysis - Continued

One of the components of the University's noncurrent assets are the funds on deposit with the bond trustee totaling $16.54 million and $19.00 million as of June 30, 2016 and 2015. The majority of the bond proceeds were from the 2009 A Bonds for $1.94 million for utility upgrades, 2009 B Bonds for $9.88 million for fire protection, 2010 A Bonds for $6.06 million for the repaving and reconstruction of major parking facilities.

During fiscal years 2016 and 2015, the University's net position increased by $22.63 million and $61.15 million respectively, which is largely due to capital and private funds received. During fiscal year 2015 the University implemented GASB 68, *Accounting and Financial Reporting for Pensions.* This standard improves the reporting of pension liabilities and expenses shown on the financial statements. The total amount of pension benefits that have been earned by current and previous employees are reflected on the statement of net position in the long term liabilities. The University closed fiscal years 2016 with negative unrestricted net position of $7.98 million, compared to a negative unrestricted net position of $4.75 million, for fiscal year 2015.

Financial Analysis - Continued

The University's condensed statements of revenues, expenses and, changes in net position are presented below (dollars in millions).

		2016	2015
Operating revenues:			
Tuition and fees, net of tuition waivers and remissions	$	**272.14**	261.62
Operating grants and contributions		**92.53**	95.08
Other sources		**44.15**	46.43
Total operating revenues		**408.82**	403.13
Operating expenses:			
Salaries and benefits		**301.23**	281.39
Operating expenses		**54.46**	52.17
Scholarships, grants and contracts		**27.56**	26.11
Auxiliaries		**78.86**	74.44
Depreciation		**32.66**	30.88
Total operating expenses		**494.77**	464.99
Net operating loss		**(85.95)**	(61.86)
Nonoperating revenues (expenses):			
State appropriation		**72.22**	69.92
Net investment income		**0.45**	0.34
Private gifts		**8.90**	9.02
Interest expense		**(10.80)**	(11.24)
Total nonoperating revenues		**70.77**	68.04
Income (loss) before other revenues, expenses, gains or losses		**(15.18)**	6.18
Capital appropriations		**18.35**	14.11
State contributed capital		**16.28**	39.92
Capital gifts		**3.19**	0.93
Increase in net assets		**22.64**	61.14
Net position – beginning of year		**405.12**	445.67
Adjustments to beginning net postion		**-**	(101.69)
Net position – ending of year	$	**427.76**	405.12

Operating Revenues

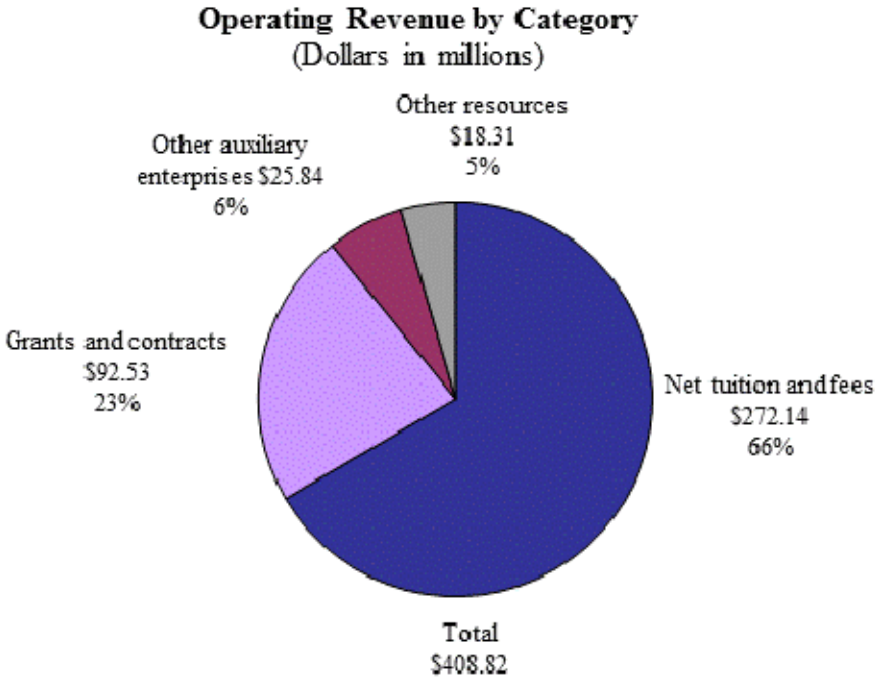
The total operating revenues increased by $5.69 million or 1.4 % in fiscal year 2016, compared to an increase of $4.03 million or 1.0% in fiscal year 2015. The increase in 2016 is largely attributable to an increase in out of state tuition of $780 and an increase in out of state students of 161. The University also started an online registered nurse to Bachelor of Science - nursing program (RN to BS), as well as an online nutrition program. The technology fee also increase by 75%.

Tuition and fees received by the University included the following (dollars in millions):

		2016	2015
Tuition	$	**278.27**	267.38
Student service fees		**21.43**	20.41
Health service fees		**6.68**	6.67
Housing fees		**39.59**	37.91
Dining service fees		**19.55**	19.67
Miscellaneous student fees		**2.92**	2.98
Total		**368.44**	355.02
Tuition waived or remitted		**(96.30)**	(93.40)
Net	$	**272.14**	261.62

Operating Revenues - Continued

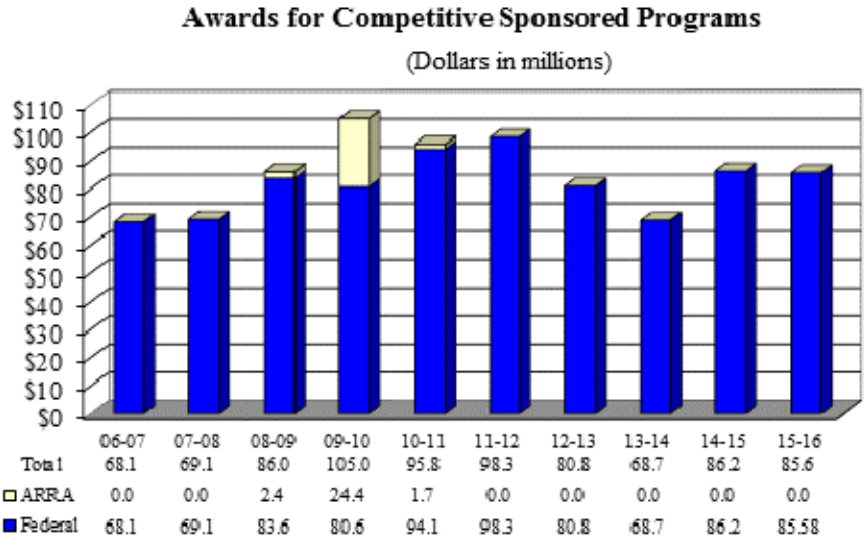
The following provides a graphical breakdown of operating revenues by category for the year ended June 30, 2016.



Grant and Contract Revenue

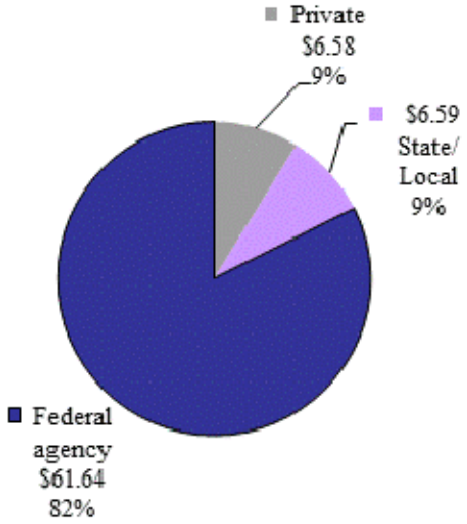
The recognition of revenue from grants and contracts is deferred until services have been performed to fulfill the requirements of the grants and contracts. Hence, awards received are not reflected in the statements of revenues and expenses.

The bar chart below shows the amount of grants awarded (not necessarily expensed) to the University during the last ten years, from a total of $68.1 million in 2007 to $85.6 million in 2016 or a 26% increase. The spike in fiscal year 2010, related to awards from American Reinvestment and Recovery Act ("ARRA"). The decrease in fiscal year 2014 relates to the federal sequestration and the loss of ARRA funding.



Grant and Contract Revenue - Continued

The following summary shows the breakdown of grants received from sponsoring agencies during fiscal 2016, with a pie chart for federal and nonfederal awards (dollars in millions).



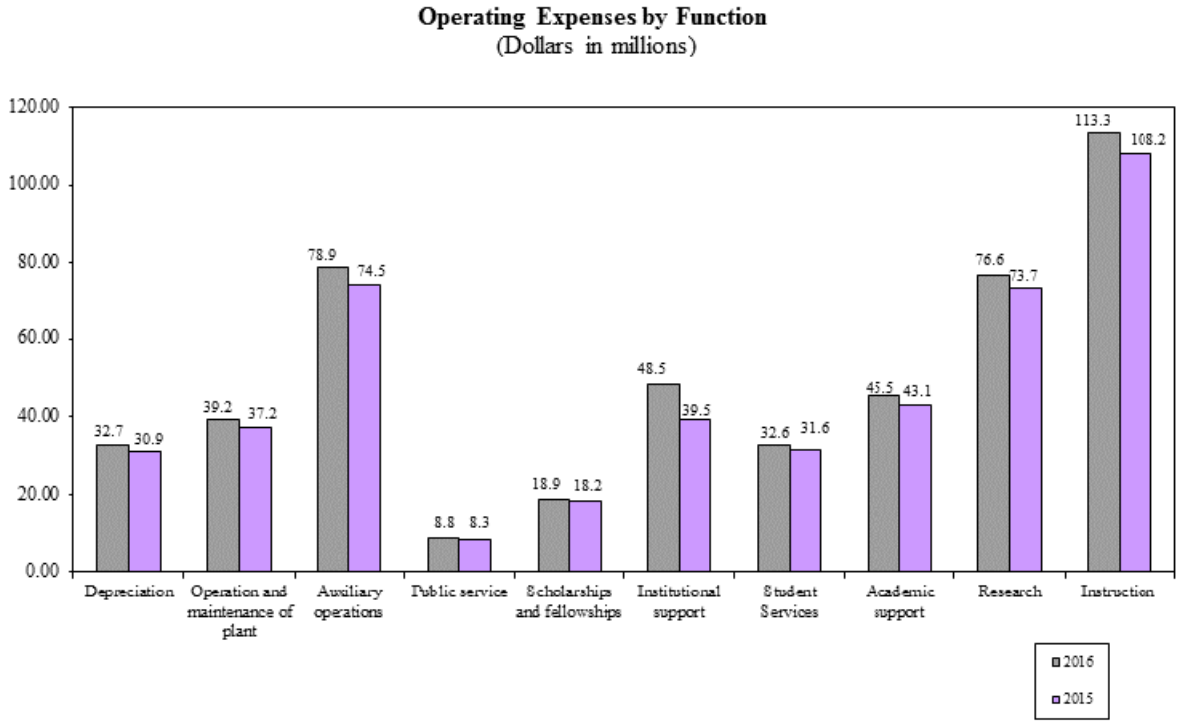
Agency	Award
Department of Health and Human Services	$ 15.35
National Science Foundation	14.49
Agency for International Development	7.36
Department of Agriculture	6.48
Department of Defense	5.82
Other agencies	4.24
Department of Interior	3.67
National Oceanic and Atmospheric Admin	3.26
Department of Energy	0.97
Federal agency	61.64
State/Local	6.59
Private	6.58
Total	$ 74.81

Operating Expenses

The operating expenses for fiscal years 2016 and 2015 totaled $494.77 million and $464.99 million, which represent a change from prior year of an increase of $29.78 million or an increase of 6.40%. The increase in expenses relates to increases in salaries and benefits as well as an increase in scholarships.

Operating Expenses - Continued

The bar chart below illustrates the University's operating expenses by function for the fiscal years ended June 30, 2016 and 2015, excluding scholarship allowances applied against tuition and fee revenues.



Operating Expenses - Continued

The following summary shows where major grant and contract expenditures, including indirect cost charges, occurred during 2016 and 2015 (dollars in millions):

Agency	Amount	
	2016	2015
Department of Health and Human Services	$ **15.35**	18.98
National Science Foundation	**14.49**	15.87
Agency for International Development	**7.36**	5.34
Department of Agriculture	**6.48**	5.45
Department of Defense	**5.82**	6.02
Department of Interior	**3.67**	3.27
National Oceanic and Atmospheric Administration	**3.26**	4.28
Other Federal Agencies	**2.60**	1.77
Department of Energy	**0.97**	1.98
Department of Homeland Security	**0.82**	0.51
National Aeronautic and Space Administration	**0.56**	0.73
Environmental Protection Agency	**0.25**	0.26
Department of Education	**0.01**	0.17

Nonoperating Revenues and Expenses

The State's unrestricted appropriation is the largest component of the University's nonoperating revenues. The amount requested for fiscal 2016 was $75.37 million. However, the amount appropriated by the State was $72.22 million resulting in an appropriation for fiscal 2016 that was $3.15 million less than the amount requested.

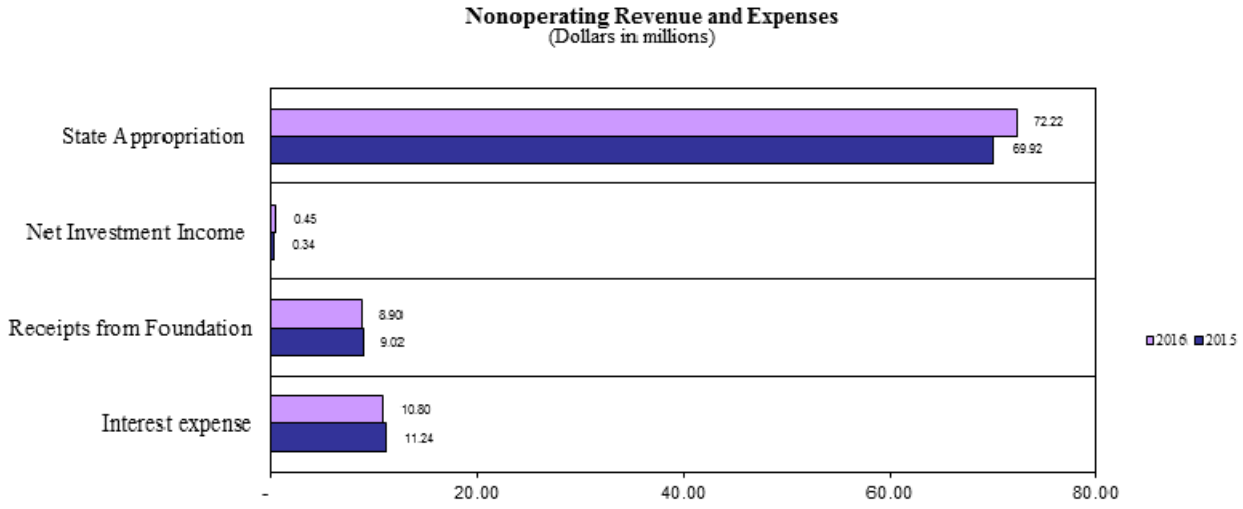
Nonoperating Revenues and Expenses - Continued

The University has a long tradition of using the state appropriation to support its operating expenses. During fiscal years 2016 and 2015, the University received state appropriations of $72.22 million and $69.92 million, which combined with operating revenue, was not sufficient to cover operating expenses in excess of $13.73 in fiscal 2016 compared to an excess of $8.06 million in fiscal 2015. The University has seen an increase in the state appropriation over the past few years, although it is still significantly less than what was received ten years ago by approximately $ 11 million. Since the decline of the state appropriation, the student tuition and fees have played an increasingly important role in funding of the University's operations, 55% in fiscal years 2016, 56% in 2015. A summary of net income after state appropriation is presented below (dollars in millions).

		2016	2015
Net student fees	$	**272.14**	261.62
Other operating revenue		**136.68**	141.51
Operating expenses		**(494.77)**	(464.99)
Operating loss		**(85.95)**	(61.86)
State direct appropriations		**72.22**	69.92
Net income after state appropriation	$	**(13.73)**	8.06

Nonoperating Revenues and Expenses - Continued

The following chart provides a graphical breakdown of the University's nonoperating revenues and expenses.



Capital Assets and Debt Administration

Capital Plan

The University generally has funded its capital plans through a combination of funds received from University operations, bonds issued by the Rhode Island Health and Educational Building Corporation, state appropriations, general obligation bonds, federal appropriations, and private fund raising. The execution of the University's capital improvement plan is contingent upon approval from the State and sufficient funding.

Capital Assets and Debt Administration - Continued

Capital Plan - Continued

The Board of Education submits a running five-fiscal-year capital improvement plan to the General Assembly and State Executive each year. The plan for the proposed capital projects for the entire system of public higher education in Rhode Island includes the University. The plan for the period fiscal year 2017-2021 for the University totals $913.2 million, and it includes all continuing and planned projects, whether funded or not. This plan forms the basis for discussions on funding the various projects from all available funding sources.

Capital Assets

The University's investment in capital assets as of June 30, 2016 and 2015 net of accumulated depreciation, amounts to $652.51 million and $637.04 million, respectively. This investment in capital assets includes land, buildings (including improvements), and furnishings and equipment (including capital leases). Capital assets increased during fiscal 2016 by $15.47 million and by $38.65 million in fiscal 2015. Legal title to all land and real estate assets is vested in the Rhode Island Board of Education or the State of Rhode Island. A summary of net capital asset balances as of June 30, 2016 and 2015 is presented below (dollars in millions).

		2016	2015
Land and improvements	$	**39.35**	40.46
Major capital additions to building and improvements		**567.70**	492.48
Furnishings and equipment		**28.95**	28.07
Construction in progress		**16.51**	76.03
Total	$	**652.51**	637.04

Major capital additions in fiscal 2016 included completion of the Chemistry Building ($75 million). The new chemistry building, the Beaupre Center, which houses the URI Department of Chemistry, including its undergraduate, master's and doctoral programs, as well a federal Center of Excellence for Explosives Detection, Mitigation and Response, triples the amount of space for teaching labs and nearly doubles the space for research laboratories, with 14 teaching laboratories and 18 faculty research labs.

Additional information about the University's capital assets can be found in note 6 to the financial statements.

Capital Assets and Debt Administration - Continued

Debt

As of June 30, 2016 and 2015 the University had $229.70 million and $247.08 million, respectively, in outstanding debt, a decrease of $17.38 million in 2016 and $11.67 million in 2015. The table below summarizes the types of debt instruments (dollars in millions).

		2016	2015
Loans payable	$	**0.71**	0.81
Capital lease obligations		**4.62**	5.65
Due to Primary Government		**13.75**	15.59
Revenue bonds		**215.92**	225.03
Total	$	**235.00**	247.08

The University has no independent bonding authority. All revenue bonds must be approved by and arranged through the Rhode Island Health and Education Building Corporation. Debt related to revenue bonds is reported on the University's financial statements. Debt related to general obligations bonds is reflected on the state of Rhode Island's financial statements. As of June 30, 2016, the University of Rhode Island general revenue bonds are rated by Moody's as Aa3 and Standard and Poor's rating services have given rates of A+.

The University implemented GASB 68, *Accounting and Financial Reporting for Pensions* in fiscal 2015, the pension liability as of June 30, 2016 and 2015 was $113.01 million and $100.31 million, respectively. More detailed information about the University's long-term liabilities is presented in note 8 and 9 to the financial statements.

Economic Factors that Will Affect the Future

The seasonally adjusted unemployment rate for the State of Rhode Island, from which the University draws a majority of its students, decreased from 5.9% in June of 2015 to 5.5% in June of 2016, according to the U.S. Bureau of Labor Statistics. This compares to a steady rate of 4.9% in June 2016, and 5.3% in June 2015, on a national level. Historically, in times of economic slowdowns, public colleges/universities have experienced increases in their enrollment as unemployed and underemployed workers seek to update and upgrade their skills. The University cannot predict the extent to which enrollment may vary in this current environment.

The effects on the University of the continuing implementation of the Affordable Health Care Act particularly the expansion of health care benefits to all eligible full time equivalent employees cannot be estimated at this time.

To support their strategic priorities in this financially challenging environment, the University and the Board of Education took the following actions:

- In Fiscal 2016 there was an increase in Tuition 2.2% in state and 2.5% out of state. Standard fees increased 6.5%. Room and board increased 3.3%
- In Fiscal 2017; there will be no increase in student tuition.
- New state of the art Nursing Education Center where URI and Rhode Island College will share facilities, including high-technology classrooms, seminar room, and lecture halls, as well as a state-of-the-art "Simulation Center". This new space will increase the capacity of baccalaureate and master's degree graduates. The Nursing Education Center is expected to be open January 2017.
- $125 million bond referendum passed to build a new 195,000 square foot Engineering building. This will replace five existing engineering buildings on the Kingston campus which were all opened in the late 1950s and early 1960s. This is scheduled to open September 2019.

Economic Factors that Will Affect the Future - Continued

In accordance with its strategic plan, the University continues to increase its freshman enrollment gradually each year, consistent with its efforts to effectively manage student housing and class enrollment. The University has also attempted to maintain affordability by limiting the size of tuition and fee increases.

Fiscal Planning

The University will continue to control expenses in accordance with available resources and established priorities by increasing resources through retention programs as well as increasing efficiencies throughout the organization. The Academic Investment and Improvement Model along with other financial and program assessment tools continue to be utilized to balance mission and resources.

Requests for Information

This financial report is designed to provide a general overview of the University's finances for all those with an interest in the University's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to: Office of the Vice President for Administration and Finance, University of Rhode Island, Carlotti Administration Building, Room 108, 75 Lower College Road, Kingston, RI 02881.

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Net Position

June 30, 2016

Assets and Deferred Outflows of Resources

	University of Rhode Island	Component units
Current Assets:		
Cash and equivalents (Note 2)	$ 129,783,294	$ 11,741,639
Cash held by State Treasurer (Note 3)	421,029	-
Accounts receivable, net (Note 4)	36,734,022	189,214
Due from primary government	4,761,035	-
Current portion of pledges receivable	-	10,863,033
Current portion of notes receivable	-	2,211,707
Inventory and other current assets	5,221,985	128,288
Total Current Assets	176,921,365	25,133,881
Noncurrent Assets:		
Cash and equivalents – restricted (Note 2)	1,749,739	-
Funds on deposit with bond trustee	16,537,036	-
Investments (Note 2)	1,936,000	136,769,307
Pledges receivable, net of current portion	-	9,092,581
Loans receivable, net (Note 5)	11,974,534	34,652
Charitable remainder trusts	-	369,753
Capital assets, net of accumulated depreciation (Note 6)	652,511,562	1,859,121
Total Noncurrent Assets	684,708,871	148,125,414
Total Assets	861,630,236	173,259,295
Deferred Outflows of Resources:		
Changes in proportion and differences between employer contributions and proportionate share of contributions	928,569	-
Contributions made after measurement date	9,223,974	-
Total Deferred Outflows of Resources	10,152,543	-

Liabilities, Deferred Inflows of Resources and Net Position

Current Liabilities:		
Accounts payable and accrued liabilities	46,331,438	919,487
Compensated absences (Note 8)	1,095,877	-
Funds held for others	1,506,534	-
Unearned revenue	16,511,421	39,654
Current portion of capital lease obligations (Note 8)	1,082,722	-
Current portion of due to primary government (Note 8)	1,970,000	-
Current portion of bonds and loans payable (Note 8)	9,563,980	1,516,679
Current portion of gift annuity payable	-	80,000
Total Current Liabilities	78,061,972	2,555,820
Noncurrent Liabilities:		
Compensated absences (Note 8)	17,081,656	-
Capital lease obligations (Note 8)	3,538,197	-
Due to primary government (Note 8)	11,780,000	-
Bonds and loans payable (Note 8)	207,068,854	-
Gift annuity payable	-	589,803
Grant refundable (Note 8)	11,229,033	-
Net pension liability (Note 9)	113,015,599	-
Total Noncurrent Liabilities	363,713,339	589,803
Total Liabilities	441,775,311	3,145,623
Deferred Inflows of Resources:		
Differences between expected and actual experience	1,307,475	-
Change in plan actuarial assumptions	850,303	-
Net difference between expected and actual earnings on pension plan investments	93,018	-
Total Deferred Inflows of Resources	2,250,796	-
Net Position:		
Net investment in capital assets	431,360,178	1,859,121
Restricted:		
Expendable (Note 11)	4,377,972	70,481,426
Nonexpendable	-	87,263,541
Unrestricted	(7,981,478)	10,509,584
Total Net Position	$ 427,756,672	$ 170,113,672

See accompanying notes to the financial statements.

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Revenues and Expenses and Changes in Net Position

For the Year Ended June 30, 2016

	University of Rhode Island	Component units
Operating Revenues:		
Tuition and fees	**$ 290,846,736**	**$ -**
Residence, dining, student union, and health fees	**77,593,123**	**-**
Less scholarship allowances	**(96,302,282)**	**-**
Net Student Fees	**272,137,577**	**-**
Federal, state, local, and private grants and contracts	**92,534,864**	**-**
Other auxiliary enterprises	**25,844,652**	**-**
Other sources	**18,297,967**	**4,854,532**
Total Operating Revenues	**408,815,060**	**4,854,532**
Operating Expenses (Note 13):		
Instruction	**113,312,832**	**-**
Research	**76,575,704**	**-**
Academic support	**45,464,221**	**-**
Student services	**32,579,012**	**2,238,373**
Scholarships and fellowships	**18,867,363**	**-**
Public service	**8,751,977**	**-**
Operation and maintenance of plant	**39,200,805**	**405,942**
Depreciation	**32,662,294**	**88,014**
Institutional support	**48,497,447**	**5,237,718**
Auxiliary operations	**78,855,069**	**-**
Total Operating Expenses	**494,766,724**	**7,970,047**
Net Operating Loss	**(85,951,664)**	**(3,115,515)**
Nonoperating Revenues (Expenses):		
State appropriation (Note 14)	**72,216,182**	**-**
Net investment income	**454,278**	**173,900**
Endowment income	**-**	**(5,998,627)**
Private gifts and contributions	**-**	**12,131,021**
Payments from component units	**8,896,234**	**(10,473,928)**
Additions to permanent endowments	**-**	**3,012,578**
Miscellaneous receipts	**-**	**791,959**
Interest expense	**(10,799,016)**	**-**
Net Nonoperating Revenues (Expenses)	**70,767,678**	**(363,097)**
Decrease in Net Position Before Capital Contributions	**(15,183,986)**	**(3,478,612)**
Capital Contributions:		
Capital appropriations (Note 14)	**34,627,213**	**-**
Capital gifts	**3,184,791**	**(3,184,791)**
Increase (Decrease) in Net Position	**22,628,018**	**(6,663,403)**
Net Position, Beginning of Year	**405,128,654**	**176,777,075**
Net Position, End of Year	**$ 427,756,672**	**$ 170,113,672**

See accompanying notes to the financial statements.

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Cash Flows

For the Year Ended June 30, 2016

	University of Rhode Island
Cash Flows From Operating Activities:	
Tuition and fees	**$ 271,652,984**
Federal, state, local, and private grants	**94,048,845**
Payments to suppliers	**(132,340,723)**
Payments to employees	**(292,780,148)**
Payments for scholarships, fellowships, and sponsored programs	**(27,562,568)**
Other auxiliary enterprises	**26,118,161**
Other sources	**20,108,790**
Net Cash Applied to Operating Activities	**(40,754,659)**
Cash Flows from Noncapital Financing Activities:	
State appropriations	**72,216,182**
Payments from component units	**8,896,234**
Funds held for others	**(176,759)**
Net Cash Provided by Noncapital Financing Activities	**80,935,657**
Cash Flows from Capital and Related Financing Activities:	
Capital appropriations	**34,627,213**
Capital gifts	**3,184,791**
Purchase of capital assets	**(48,406,567)**
Proceeds from issuance of loans	**131,757**
Principal paid on capital debt and leases	**(12,211,419)**
Interest paid on capital debt and leases	**(10,799,016)**
Return of deposit from trustee	**2,457,993**
Net Cash Applied to Capital and Related Financing Activities	**(31,015,248)**
Cash Flows from Investing Activity:	
Net investment income	**454,278**
Net Increase in Cash and Equivalents	**9,620,028**
Cash and Equivalents, Beginning of the Year	**122,334,034**
Cash and Equivalents, End of the Year	**$ 131,954,062**

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Cash Flows - Continued

For the Year Ended June 30, 2016

	University of Rhode Island
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:	
Net operating loss	**$ (85,951,664)**
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Depreciation	**32,662,294**
Loss on disposal of assets	**272,852**
Bad debt recovery	**687,230**
Net pension activity	**4,887,360**
Changes in assets and liabilities:	
Accounts receivable	**(1,389,473)**
Due from primary government	**1,200,737**
Inventory and other current assets	**(474,542)**
Loans receivable	**766,998**
Accounts payable and accrued liabilities	**4,586,548**
Compensated absences	**364,063**
Unearned revenue	**412,464**
Refundable grant	**1,220,474**
Net Cash Applied to Operating Activities	**$ (40,754,659)**

See accompanying notes to the financial statements.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements

June 30, 2016

Note 1 - **Summary of Significant Accounting Policies**

Organization

The University of Rhode Island (the "University") is a State Land-Sea-and-Urban-Grant University. Chartered in 1951, the University offers undergraduate and graduate degree programs of study and also confers doctoral degrees. The University has three campuses throughout Rhode Island in addition to the main campus located in Kingston. The University is accredited by the New England Association of Schools and Colleges. In addition, certain courses and programs of study have been approved by national accrediting agencies. The University is supported by the State of Rhode Island, as part of the system of public higher education that includes the Community College of Rhode Island ("CCRI") and Rhode Island College ("RIC").

The University, a component unit of the State of Rhode Island and Providence Plantations, is governed by the Rhode Island Board of Education (the "BOE") (successor to the Board of Governors for Higher Education effective January 1, 2013), a body politic and corporate established under Chapter 97 of Title 16 of the General Laws of Rhode Island. The BOE consists of public members appointed by the Governor.

The Rhode Island Office of Postsecondary Education, which operates under the direction of the Commissioner of Postsecondary Education, is the administrative and research arm of the Board of Education. The BOE is not a department of state government but an independent public corporation vested with the responsibility of providing oversight for the system of public education in Rhode Island. This system consists of three entities: the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island. Articulation agreements exist between the schools for student transfer within the system.

The Rhode Island General Assembly established the BOE effective January 1, 2013, to oversee the elementary, secondary and postsecondary education for the state. In June 2014, the Rhode Island General Assembly approved the reorganization of the entire Rhode Island system of public education.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Organization - Continued

The legislation enlarged the BOE to seventeen (17) members in order for the BOE to populate two Councils: Council for Elementary and Secondary Education and the Council for Post-Secondary Education. Each of the two councils will be responsible for the significant portion of the governance and regulation per RIGL 16-60-1 and 16-60-4 for Elementary/Secondary and per RIGL 16-59-1 and 16-59-4 for Post-Secondary.

The mission of the BOE is to provide long-range planning and coordination and evaluation of policies and programs for the public education systems of the state and specifically:

- To develop and adopt educational, financial and operational goals for the education systems of the state that represent achievable benchmarks for a 10-year and 20-year time frames to be implemented by the two Councils and the commissioners.
- To ensure that the education systems of the state are aligned with the projected opportunities in workforce development and economic development and that the education systems are preparing students to participate in the future workforce of Rhode Island.
- To coordinate programs and courses of study and promote collaboration between and among pre-kindergarten through higher education institutions and agencies.
- To present strategic budget and finance recommendations to the council on elementary and secondary education and the council on postsecondary education that are aligned with the long-range goals adopted by the board.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board ("GASB"). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenues as soon as all eligibility requirements have been met. The University has determined that it functions as a Business Type Activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

The University's policies for defining operating activities in the statement of revenues and expenses, and change in net position are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the University's operating and capital appropriations from the State of Rhode Island, net investment income, gifts, and interest expense.

The accompanying statements of revenues and expenses, and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Component Units

The University of Rhode Island Foundation (the "Foundation") and the Alumni Association of the University of Rhode Island (the "Alumni Association") are legally separate tax-exempt component units of the University. The Foundation and the Alumni Association act primarily as fund-raising organizations to supplement the resources that are available to the University in support of its programs. The Boards of the Foundation and the Alumni Association are self-perpetuating and primarily consist of graduates and friends of the University. Although the University does not control the timing or the amount of receipts from the Foundation and the Alumni Association, the majority of resources received or held by the Foundation and the Alumni Association are restricted to the activities of the University by the donors. Because these resources held by the Foundation and the Alumni Association can only be used by or are for the benefit of the University, the Foundation and the Alumni Association are considered component units of the University and are discretely presented in the University's financial statements.

During the year ended June 30, 2016, the Foundation distributed $13,658,719 to the University for both restricted and unrestricted purposes.

During the year ended June 30, 2016, the Alumni Association distributed $2,238,373 to the University for Scholarships and Athletic Club expenses.

As of June 30, 2016, the Component Units have a liability to the University of $1,516,679, which is reflected in accounts payable and accrued liabilities.

The Foundation and the Alumni Association are private not-for-profit organizations that reports under FASB standards, including ASC 958-205, *Presentation of Financial Statements for Not-for-Profit Entities*, and ASC 958-605, *Revenue Recognition for Not-for-Profit Entities*. Accordingly, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation and the Alumni Association's financial information in the University's financial reporting entity for these differences.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Component Units – Continued

The condensed statements of net position of the Foundation and the Alumni Association as of June 30, 2016 are as follows:

	Foundation	Alumni Association	Total
Current assets	$ 22,500,522	$ 2,633,359	$ 25,133,881
Noncurrent assets	142,941,462	5,183,952	148,125,414
Total assets	165,441,984	7,817,311	173,259,295
Current liabilities	2,378,399	177,421	2,555,820
Noncurrent liabilities	589,803	-	589,803
Total liabilities	2,968,202	177,421	3,145,623
Net position:			
Net investment in capital assets	1,859,121	-	1,859,121
Restricted:			
Expendable	67,918,279	2,563,147	70,481,426
Nonexpendable	87,263,541	-	87,263,541
Unrestricted	5,432,841	5,076,743	10,509,584
Total net position	$ 162,473,782	$ 7,639,890	$ 170,113,672

Note 1 - **Summary of Significant Accounting Policies – Continued**

Component Units – Continued

The condensed statements of revenues, expenses and changes in net position of the Foundation and Alumni Association for the year ended June 30, 2016 are as follows:

	Foundation	Alumni Association	Component Units
Operating Revenues:			
Other sources	$ -	$ 4,854,532	$ 4,854,532
Operating Expenses:			
Student services	-	2,238,373	2,238,373
Operation and maintenance of plant	-	405,942	405,942
Depreciation	88,014	-	88,014
Institutional support	3,187,502	2,050,216	5,237,718
Total Operating Expenses	3,275,516	4,694,531	7,970,047
Net Operating Revenue (Loss)	(3,275,516)	160,001	(3,115,515)
Nonoperating Revenues (Expenses):			
Net investment income	217,157	(43,257)	173,900
Endowment income	(5,998,627)	-	(5,998,627)
Private gifts	10,755,014	1,376,007	12,131,021
Gifts to the University	(10,473,928)	-	(10,473,928)
Additions to permanent endowments	3,012,578	-	3,012,578
Miscellaneous receipts	791,959	-	791,959
Net Nonoperating Revenues	(1,695,847)	1,332,750	(363,097)
Increase in Net Position Before Capital Gifts	(4,971,363)	1,492,751	(3,478,612)
Capital Gifts	(3,184,791)	-	(3,184,791)
Increase in Net Position	(8,156,154)	1,492,751	(6,663,403)
Net Position, at Beginning of Year	170,629,936	6,147,139	176,777,075
Net Position, at End of Year	$ 162,473,782	$ 7,639,890	$ 170,113,672

Complete financial statements for the Foundation can be obtained from 79 Upper College Road, Kingston, RI 02881 and for the Alumni Association can be obtained from Alumni Relations, Room 105, 73 Upper College Road, Kingston, RI 02881.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Net Position

Resources are classified for accounting purposes into the following three net position categories:

Net Investment in Capital Assets: Capital assets, net of accumulated depreciation, accounts payable, accrued expenses, and of outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted – Expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the University or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by the University.

The University has adopted a policy of generally utilizing restricted – expendable funds, when available, prior to unrestricted funds.

Cash and Equivalents

Cash and equivalents consist entirely of highly liquid financial instruments with an original maturity date of three months or less.

Investments

The University categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles as prescribed by the GASB. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value: Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. The University does not have any investments that are measured using Level 2 or 3 inputs.

Fair value measurements of the University's investments include $1,936,000 of Level 1 corporate bonds at June 30, 2016, based on quoted market prices.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks in the receivables portfolio, the estimated value of underlying collateral, and current economic conditions.

Inventories

Inventories are stated at the lower of cost (first-in, first-out, and retail inventory method) or market, and consist primarily of bookstore, dining, health, and residential life services items. Inventory for the year ended June 30, 2016 totaled $4,010,415.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the Rhode Island Board of Education's capitalization policy, all land is capitalized, regardless of value. Vehicles, equipment, computer software for internal use, and works of art and historical treasures with a unit cost of $5,000 or more are capitalized. Building, leasehold, and infrastructure improvements with a unit cost of $50,000 or more are capitalized. Interest costs on debt related to capital assets are capitalized during the construction period and then depreciated over the life of the asset. University capital assets, with the exception of land and construction in progress are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 50 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

Compensated Absences and Salary Reduction Plan

University employees are granted vacation and sick leave in varying amounts. In the event of termination, an employee is paid for those accumulated vacation and sick days allowable in accordance with the applicable union contract or, in the case of non-union personnel, according to State or University policy.

Amounts of vested and accumulated vacation and sick leave are reported as accrued compensation and benefits. Amounts are determined based upon the compensation rates in effect as of the balance sheet date.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Compensated Absences and Salary Reduction Plan - Continued

Amounts related to Salary Reduction Plans adopted during fiscal years 1991, 1992 and 1993 can be distributed in the form of paid leave, payment at the time of separation from the University or to an employee's estate.

Amounts related to a State Payroll Reduction Plan adopted during fiscal years 2010 and 2011 can be received in the form of paid leave, payment at the time of separation from the University or to an employee's estate.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Employees' Retirement System ("ERS") and the additions to/deductions from ERS' fiduciary net position have been determined on the same basis as they are reported by ERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Post-Employment Benefits

GASB 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions* requires governments to account for other postemployment benefits ("OPEB") on the accrual basis, rather than pay as you go (cash basis). Furthermore, the determination of the OPEB liability is dependent upon the type of plan in which the employer participates. Effective July 1, 2011, the State of Rhode Island established an independent entity titled the OPEB Board, to manage OPEB benefits for all state government employers including the University of Rhode Island. A separate legal OPEB entity classified as a cost sharing multiple employer plan, as established by the State, assesses the annual required contribution ("ARC") of each participating entity based on the plan's parameters to each participating employer. To the extent the employer does not pay the entire ARC or contractual obligation, they will have an OPEB related liability.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Health Insurance

The State of Rhode Island (the "State") offers one state paid health plan to each of its participating agencies. The premiums for these plans are divided among the agencies based upon the number of eligible employees. All employees share in healthcare costs. The costs are automatically deducted through the payroll system on a biweekly basis. Employee contributions ranged from 15% to 35% of healthcare premiums. Expenses incurred by the University for the 2016 healthcare premiums amounted to $38,975,558. Employee contributions for the 2016 fiscal year were $6,258,195.

Assessed Fringe Benefit Administrative Fund

In July 2000, the State established the Assessed Fringe Benefit Administrative Fund. This fund is used to make all payments relating to workers' compensation charges, unemployment payments, and payments to employees for unused vacation and sick leave at the time of retirement or termination from State service. The State funds this account by assessing a charge based on biweekly payrolls of all State agencies. The fringe benefit assessment was 4.30% for non-faculty and 3.77% for faculty. The assessed fringe benefit cost for the University was $7,223,310 for fiscal 2016.

Funds Held for Others

The University holds funds for student and other organizations affiliated with the University. These funds are pooled with the University's funds, and net returns are allocated to the University organizations' asset balances.

Student Deposits and Unearned Revenue

Student deposits and advance payments received for tuition and fees for the following academic year are recorded as unearned revenue in current year and as earned revenue in the following year.

Student Fees

Student tuition, dining, residence, health, and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as expenses.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Tax Status

The University is a component unit of the State of Rhode Island and Providence Plantations and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Use of Estimates

The presentation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Risk Management

The University is exposed to various risks of loss related to general liability, property and casualty, workers' compensation, unemployment, and employee health claims.

The University is insured for general liability with policy limits of $1 million per claim and $3 million in the aggregate with a $25,000 deductible and Excess Liability Coverage with limits of $25 million. Coverage under the General Liability Policy extends to faculty, staff, students, and volunteers acting within the scope of their duties on behalf of the University. Employed healthcare providers are covered under an institutional medical malpractice policy, excluding physicians who have separate coverage. This policy does not apply to actions relating to federal/civil rights, eminent domain, and breach of contract. Such claims are covered under the Educator's Legal Liability policy which provides $10 million of coverage to directors and officers and covers claims of discrimination, wrongful termination and failure to grant tenure. Crime coverage for University employees is carried with a limit of $25 million and a deductible of $75,000, except for employee dishonesty that has a $150,000 deductible. The University also maintains an excess liability insurance policy with a limit of $25 million.

Note 1 - **Summary of Significant Accounting Policies – Continued**

Risk Management - Continued

Buildings and contents are insured against fire, theft, and natural disaster to the extent that losses exceed $100,000 per incident and do not exceed $200 million. A separate inland marine policy insures specifically listed property items such as computer equipment, valuable papers, fine arts, contractor's equipment, and miscellaneous property at various limits of insurance and deductibles. The University also maintains Hull and Property & Indemnity coverage on a specific schedule of watercraft, including the Endeavor. This policy has a limit of $15 million. The hull limits vary by vessel with various deductibles. A separate policy insures the University's 184-foot research vessel. The amount of settlements have not exceeded insurance coverage in the year ended June 30, 2016.

All vehicles are owned by the State, which insures them for liability through an outside carrier. The policy is a loss retrospective program where premiums can be adjusted for claims incurred. Worker's compensation, unemployment, and employee health and life insurance claims are self-insured and managed by the State of Rhode Island.

Reclassifications

Certain amounts in the 2015 financial statements have been reclassified to conform to the 2016 presentation.

New Government Accounting Pronouncements

GASB 80 – *Blending Requirements for Certain Component Units- an Amendment of GASB Statement No. 14* effective for periods beginning after June 15, 2016, provides additional criterion requiring blending of a component unit incorporated as a not-for-profit corporation in which the primary government is they sole corporate member. Management has not completed its review of the requirements of this standard and its applicability.

Note 1 - **Summary of Significant Accounting Policies – Continued**

New Government Accounting Pronouncements - Continued

GASB 78 – *Pensions Provided Through Certain Multiple-Employer Defined Benefit Pension Plans* is effective for periods beginning after December 15, 2015 and amends Statement 68 to exclude certain pensions provided to employees of state or local governments that, among other factors, are used to provide pension benefits to governmental and non-governmental employees. The Statement establishes requirements for the recognition and measurement of pension expense, expenditures, and liabilities, note disclosures and required supplementary information. Management has not yet evaluated the effects of the implementation of GASB Statement 78.

GASB 76 - *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*, supersedes similarly named Statement 55 and is effective for reporting periods beginning after June 15, 2015. The objective of this Statement is to identify, in the context of the current governmental financial reporting environment, the hierarchy of generally accepted accounting principles ("GAAP"). The hierarchy consists of the sources of accounting principles used to prepare financial statements of state and local governmental entities in conformity with GAAP and the framework for selecting those principles. GASB 76 reduces the GAAP hierarchy to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting treatment of a transaction or other event is not specified within a source of authoritative GAAP. Implementation of this standard had no affect on financial position.

Note 1 - **Summary of Significant Accounting Policies – Continued**

New Government Accounting Pronouncements - Continued

GASB 75 - *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* is effective for periods beginning after June 15, 2017. This Statement replaces Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pension Plans* and Statement 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans.* The objective of Statement 75 is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions ("OPEB"). It also requires additional information by state and local governmental employers about financial support for OPEB that is provided by other entities. The Statement establishes standards for recognizing and measuring liabilities, deferred outflows and inflows of resources, and expense/expenditures. GASB 75 also identifies the assumptions and methods that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value and attribute that present value to periods of employee service for defined benefit OPEB. Management has not yet evaluated the effects of the implementation of this Statement.

Note 2 - **Cash, Equivalents and Investments**

Cash and Equivalents

The University's policy is in accordance with Chapter 35-10.1 of the Rhode Island General Laws dealing with the Public Finance, which states that any depository institution holding public deposits shall insure or pledge eligible collateral equal to one hundred percent (100%) with any time deposit with maturities greater than sixty (60) days. If any depository institution does not meet its minimum capital standards as prescribed by its federal regulator, they shall insure or pledge eligible collateral equal to one hundred percent (100%) of all public deposits. None of the University's cash deposits were required to be collateralized by law since there are no time deposits that exceed 60 days.

The University does not have a policy for custodial credit risk associated with deposits.

Note 2 - **Cash, Equivalents and Investments – Continued**

Cash and Equivalents - Continued

At June 30, 2016, the carrying amount of the University's cash deposits was $101,338,164, and the bank balance was $102,282,515. Deposits are exposed to custodial credit risk if they are not covered by depositary insurance, and the deposits are:

a) Uncollateralized,

b) Collateralized with securities held by the pledging financial institution, or

c) Collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name.

Of the bank balance, $49,068,283 was covered by federal depository insurance, and $40,045,091 was collateralized with securities held by the pledging financial institution in the University's name as of June 30, 2016. The remaining amount, $13,169,141 was uninsured and uncollateralized. The insured balance reflects FDIC insurance and guarantee programs in effect during 2016.

At June 30, 2016, the University had investments (cash equivalents) consisting of $30,194,869 in the Ocean State Investment Pool Trust ("OSIP"), an investment pool established by the State General Treasurer. The University's investment accounted for 5.6% of the total investment in OSIP at June 30, 2016. Agencies, authorities, commissions, boards, municipalities, political subdivisions, and other public units of the State may invest in OSIP. OSIP has met the criteria outlined in GASB Statement No. 79 – *Certain External Investment Pools and Pool Participants* to permit election to reports its investments at amortized cost which approximates fair value. The OSIP is not rated and the weighted average maturity of investments held in the pool, by policy, is not to exceed 60 days. OSIP transacts with its participants at a stable net asset value (NAV) per share. Investments reported at the NAV are not subject to the leveling categorization as described above. There are no participant withdrawal limitations. OSIP issues a publicly available financial report that can be obtained by writing to the Office of the General Treasurer, Finance Department, 50 Service Avenue – 2nd Floor, Warwick, RI 02886.

Note 2 - **Cash, Equivalents and Investments – Continued**

Funds on Deposit with Bond Trustee

The deposit with bond trustee is invested in money market funds with First American Treasury Obligations Fund. These funds are uninsured but invest exclusively in short-term U.S. Treasury obligations including repurchase agreements secured by U.S. Treasury obligations. As of June 30, 2016, the First American Treasury Obligations Fund had a rating of AAAm by Standard and Poor's and Aaa-mf by Moody's.

Investments

As of June 30, 2016, the University's investments are contained in bond securities.

Credit Risk

The Rhode Island Board of Education has a policy stressing preservation of principal and limiting deposits to federally insured and other financially secured accounts. The University predominantly invests in short to medium term cash and similar vehicles. As of June 30, 2016, the University's investments were unrated.

Custodial Credit Risk

Custodial credit risk is the risk that, in the event of the failure of counterparty, the University will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The University does not have a policy for custodial risk associated with investments.

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

Note 2 - **Cash, Equivalents and Investments – Continued**

Fair Value Hierarchy - Continued
The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

Corporate Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the University believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine if the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

At June 30, 2016, all investments are categorized in Level 1 of the fair value hierarchy.

Component Units
The Foundation and the Alumni Association investments at June 30, 2016 are reported at fair market value and are composed of the following:

	Foundation	Alumni Association	Total
Common Stocks	$ 3,573,329	$ 3,686,063	$ 7,259,392
Fixed Income	5,103,301	-	5,103,301
Government Securities	34,058,870	538,583	34,597,453
Emerging Markets Equities	10,651,741	-	10,651,741
Domestic Equities	19,028,622	-	19,028,622
Marketable Alternatives	37,058,766	-	37,058,766
Corporate Bonds	-	959,306	959,306
REITS	3,262,249	-	3,262,249
Mutual Funds	18,848,477	-	18,848,477
	$ 131,585,355	$ 5,183,952	$ 136,769,307

Note 2 - **Cash, Equivalents and Investments – Continued**

Component Units - Continued

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the respective component unit for more information.

Note 3 - **Cash Held by State Treasurer**

Accounts payable, accrued salaries and capital costs incurred but not reimbursed by the State to be funded from state-appropriated funds totaled $421,029 at June 30, 2016. The University has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the University, which was subsequently utilized to pay for such liabilities.

Note 4 - **Accounts Receivable**

Accounts receivable, which are anticipated to be collected within one year, include the following at June 30, 2016:

Student accounts receivable	$	11,756,937
Grants receivable		3,693,692
Unbilled grants receivables		17,842,178
Other receivables		10,537,913
		43,830,720
Less: allowance for doubtful accounts		(7,096,698)
	$	36,734,022

Note 5 - **Loans Receivable**

The University participates in the Federal Perkins Loan, Nursing Loan, and Health Profession Loan Programs. These programs are funded through a combination of federal and institutional resources. The portion of these programs that has been funded with federal funds is ultimately refundable to the U.S. Government upon the termination of the University's participation in the programs.

Note 5 - **Loans Receivable - Continued**

Loans receivable include the following at June 30, 2016:

Perkins loans	$	8,419,392
Nursing loans		1,703,490
Health profession loans		1,832,156
Other		795,023
		12,750,061
Less: allowance for doubtful accounts		(775,527)
	$	11,974,534

Note 6 - **Capital Assets**

Capital assets of the University consist of the following at June 30, 2016:

	Estimated lives (in years)	Beginning balance	Additions	Reductions	Reclassifi-cations	Ending balance
Capital assets not depreciated:						
Land	-	$ 2,187,121	$ -	$ -	$ -	$ 2,187,121
Construction in progress	-	76,027,526	42,206,313	-	(101,725,814)	16,508,025
Total not depreciated		78,214,647	42,206,313	-	(101,725,814)	18,695,146
Capital assets depreciated:						
Land improvements	15-25	66,541,359	-	-	1,566,265	68,107,624
Buildings, including improvements	10-50	768,836,467	-		99,751,555	868,588,022
Furnishings and equipment (including cost of capital leases)	5-15	100,601,380	6,200,254	(5,271,811)	407,994	101,937,817
Total depreciated		935,979,206	6,200,254	(5,271,811)	101,725,814	1,038,633,463
Less accumulated depreciation:						
Land improvements		28,265,710	2,675,491	-	-	30,941,201
Building, including improvements		276,359,533	24,525,542		-	300,885,075
Furnishings and equipment		72,528,469	5,461,261	(4,998,959)	-	72,990,771
Total accumulated depreciation		377,153,712	32,662,294	(4,998,959)	-	404,817,047
Capital assets, net		$ 637,040,141	$ 15,744,273	$ (272,852)	$ -	$ 652,511,562

Note 7 - **Early Retirement Incentive Plan**

The University established a University Retirement Incentive Program ("URIP"), offered in the Spring of 2012, for the purpose of providing an incentive for faculty and non-classified staff to retire. Eligible employees included faculty and non-classified staff employed for a minimum of twenty hours per week, age 62 or older and a minimum of ten years' service with the University, and a participant in one of the Board of Education alternate retirement plans. Thirty-eight employees elected to participate in this program in March 2012. These employees received a one-time-only payment of 40% of current salary, with a minimum payout of $20,000, an annual stipend of $7,000 to offset health insurance up to age 65, and for those not eligible to receive Board retiree health insurance a $3,000 annual stipend to offset the cost of Medigap health insurance for a maximum of 5 years after age 65.

As of June 30, 2016 the remaining liability is $77,509.

Note 8 - **Long-Term Liabilities**

Long-term liabilities consist of the following at June 30, 2016:

	Beginning balance	Additions	Reductions	Ending balance	Current portion
Leases and bonds payable:					
Lease obligations	$ 5,653,179	$ -	$ 1,032,260	$ 4,620,919	$ 1,082,722
Due to primary government Certificate of participation (COP) energy conservation	15,590,000	-	1,840,000	13,750,000	1,970,000
Revenue bonds payable	219,059,989	-	8,436,085	210,623,904	8,766,561
Premium on bonds payable	5,972,889	-	669,991	5,302,898	669,991
Loans payable	807,358	131,757	233,083	706,032	127,428
Total leases and bonds payable	247,083,415	131,757	12,211,419	235,003,753	12,616,702
Other long-term liabilities:					
Compensated absences	17,813,470	1,449,565	1,085,502	18,177,533	1,095,877
Grant refundable	10,008,559	1,220,474	-	11,229,033	-
Net pension liability	100,312,100	12,703,499	-	113,015,599	-
Total Other long-term liabilities	128,134,129	15,373,538	1,085,502	142,422,165	1,095,877
Total long-term liabilities	$ 375,217,544	$ 15,505,295	$ 13,296,921	$ 377,425,918	$ 13,712,579

Note 8 - **Long-Term Liabilities – Continued**

Bonds Payable

The revenue bonds consist of the following:

Series 2005 A University of Rhode Island Educational and General Revenue Issue, 3% to 4.25%, due semiannually through 2020	$	1,085,000
Series 2005 B University of Rhode Island Educational and General Revenue Issue, 3% to 4.25%, due semiannually through 2025		1,180,000
Series 2005 C University of Rhode Island Auxiliary Enterprise Revenue Issue, 3% to 4.625%, due semiannually through 2025		10,950,000
Series 2005 D University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue, 3% to 4.25%, due semiannually through 2029		14,295,000
Series 2005 F University of Rhode Island Educational and General Revenue Issue, 3% to 4.50%, due semiannually through 2025		1,930,000
Series 2005 G University of Rhode Island Educational and General Revenue Refunding Issue, 4% to 5%, due semiannually through 2030		33,885,000
Series 2008 A University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue, 6.25% to 6.50%, interest due semiannually through 2035, principal commences in 2028 through 2035		34,105,000
Series 2008 B University of Rhode Island Auxiliary Enterprise Revenue Issue, 8%, interest due semiannually through 2024, all principal is due 2024		3,830,000
Series 2009 A University of Rhode Island Educational and General Revenue Issue, 3.4% to 4.75%, due semiannually through 2034		9,240,000
Series 2009 B University of Rhode Island Auxiliary Revenue Issue, 3% to 5.25%, due semiannually through 2029		15,305,000
Series 2010 A University of Rhode Island Educational and General Revenue Issue, 3% to 5%, due semiannually through 2041		11,995,000
Series 2010 B University of Rhode Island Auxiliary Enterprise Revenue Issue, 3% to 5%, due semiannually through 2031		39,790,000
Series 2013 A University of Rhode Island Educational and General Revenue Refunding Issue, 2% to 3%, due semiannually through 2024		4,515,000
Series 2013 B University of Rhode Island Educational and General Revenue Refunding Issue, 2% to 3%, due semiannually through 2024		4,111,870
Series 2013 C University of Rhode Island Auxiliary Revenue Issue, 2% to 5%, due semiannually through 2025		18,625,000
Series 2013 D University of Rhode Island Auxiliary Revenue Issue, 2% to 5%, due semiannually through 2024		5,782,034
	$	210,623,904

Note 8 - **Long-Term Liabilities – Continued**

Bonds Payable – Continued

The bonds issued by the Rhode Island Health and Education Building Corporation (the "Corporation") are special limited obligations of the Board of Education acting on behalf of the University. The refunding and general and educational bonds are secured by all available revenues of the Board of Education derived by the University and State appropriations for the University. The auxiliary enterprise revenue bonds are secured by all auxiliary enterprise revenue of the University.

On April 1, 2005, the Corporation issued the University of Rhode Island Educational and General Revenue Issue, Series 2005 A Bonds, par amount $2,740,000. The proceeds were used to construct the second level of an existing facility, Surge Modular Building I, located at 210 Flag Road on the Kingston Campus.

On June 30, 2005, the Corporation issued the University of Rhode Island Educational and General Revenue Issue, Series 2005 B, with a par amount of $2,000,000. The proceeds were used for the construction and rebuilding of parking facilities, roadways, sidewalks, curbing, drainage and landscape amenities on the Kingston Campus.

On October 14, 2005, the Corporation issued the University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2005 C Bonds with a par amount of $13,840,000. The proceeds of the 2005 C Bonds were used for the demolition and construction of a two story dining hall. The Corporation also issued the University of Rhode Island Educational and General Revenue Issue, Series 2005 F Bonds with a par amount of $3,245,000. The proceeds of the 2005 F Bonds were used to acquire and demolish the former Delta Chi House.

On October 14, 2005, the Corporation issued the University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue, Series 2005 D Bonds with a par amount of $19,625,000. The proceeds of the 2005 D Bonds were used to advance refund the outstanding Series 1999 A principal of $18,020,000. The Corporation also issued the University of Rhode Island Educational and General Revenue Refunding Issue, Series 2005 G Bonds with a par amount of $44,805,000. The proceeds of the 2005 G Bonds were used to advance refund the outstanding Series 1999 B principal of $3,430,000 and Series 2000 B principal of $39,290,000.

Note 8 - **Long-Term Liabilities – Continued**

Bonds Payable – Continued

On November 14, 2008, the Corporation issued $34,105,000 of Series 2008 A the University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue. These bonds were used to refund the $33,000,000 outstanding from Series 2004 B Bonds. The proceeds from the issuance were deposited into the Series 2004 B Redemption Account and were used to pay principal and interest on the Series 2004 B Bonds through their redemption date, at a price of 100%. Payments will be made September 2026 through September 2034. The Corporation also issued the University of Rhode Island Auxiliary Enterprise Revenue Issue Series 2008 B, par amount of $3,830,000 to pay expenses relating to the 2004 B swap termination. The refunding resulted in a difference between the reacquisition price and the net carrying amount of the old debt of $1,105,000. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. There was an economic gain (difference between the present value of the old and new debt service payments) of approximately $2.6 million. Payment on this bond will be made September 2025.

On June 18, 2009, the Corporation issued the University of Rhode Island Educational and General Revenue Issue, Series 2009 A with a par amount of $10,315,000. The proceeds of the Series 2009 A Bonds were used to finance site and utility infrastructure relating to the "North District" of the Kingston Campus. The Corporation also issued the University of Rhode Island Auxiliary Enterprise Revenue Issue. Series 2009 B with a par amount of $18,205,000. The proceeds of the Series 2009 B bonds were used to finance fire protection and life safety improvements.

On February 17, 2010, the Corporation issued the University of Rhode Island Educational and General Revenue Issue, Series 2010 A with a par amount of $13,725,000. The proceeds of the Series 2010 A Bonds were used to repave and reconstruct major parking facilities, internal roadways and walkways across three of its four campuses.

On May 27, 2010, the Corporation issued the University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2010 B with a par amount of $42,695,000. The proceeds of the Series 2010 B Bond were used for the design, construction, equipping and furnishing of a new multi-story residence hall and demolition of the present Terrace Apartments.

Note 8 - **Long-Term Liabilities – Continued**

Bonds Payable – Continued

On June 18, 2013, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Educational and General Revenue Refunding Issue, Series 2013 A with a par amount of $6,195,000. The proceeds of the Series 2013 A Bond were used to refund all Higher Education Facility Revenue Bonds, University of Rhode Island, Series 1997 and to refund all University of Rhode Island Educational & General Revenue, Series 2002 bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. There was an economic gain (difference between the present value of the old and new debt service payments) of $902,315.

On June 18, 2013, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Educational and General Revenue Refunding Issue, Series 2013 B with a par amount of $5,464,231. The proceeds of the Series 2013 B Bond were used to refund all Higher Education Facility Revenue Bonds, University of Rhode Island, Series 2003 C bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. There was an economic gain (difference between the present value of the old and new debt service payments) of $704,998.

On June 18, 2013, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue, Series 2013 C with a par amount of $23,695,000. The proceeds of the Series 2013 C Bond were used to advance refund all Higher Education Facility Revenue Bonds, University of Rhode Island, Series 2004 A bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. There was an economic gain (difference between the present value of the old and new debt service payments) of $3,024,046.

Note 8 - **Long-Term Liabilities – Continued**

Bonds Payable – Continued

On June 18, 2013, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue, Series 2013 D with a par amount of $7,538,244. The proceeds of the Series 2013 D Bond were used to refund all Higher Education Facility Revenue Bonds, University of Rhode Island, Series 2003 B bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. There was an economic gain (difference between the present value of the old and new debt service payments) of $1,033,774.

Principal and interest on bonds payable for the next five years and in subsequent five-year periods are as follows:

	Fixed-Rate Bonds		
	Principal	**Interest**	**Total**
Years ending June 30:			
2017	$ 8,766,561	$ 10,225,525	$ 18,992,086
2018	9,142,283	9,860,995	19,003,278
2019	9,523,006	9,482,074	19,005,080
2020	9,922,467	9,077,808	19,000,275
2021	10,361,814	8,638,946	19,000,760
2022-2026	58,417,773	35,381,558	93,799,331
2027-2031	60,015,000	20,130,494	80,145,494
2032-2036	31,705,000	7,274,463	38,979,463
2037-2041	12,770,000	1,660,000	14,430,000
	$ 210,623,904	$ 111,731,863	$ 322,355,767

Interest costs on all debt for the year ended June 30, 2016 were $10,799,016.

Note 8 - **Long-Term Liabilities – Continued**

Due to Primary Government - Certificate of Participation ("COP") Energy Conservation

The Certificate of Participation consists of the following:

Certificate of participation (COP) Energy Conservation - 2007 B payable to the State of Rhode Island. Original amount of debt issued - $6,370,054, 4% to 4.5% due annually through 2020	$	2,615,000
Certificate of participation (COP) Energy Conservation - 2009 B payable to the State of Rhode Island. Original amount of debt issued - $11,365,000, 2.5% to 5% due annually through 2021		6,485,000
Certificate of participation (COP) Energy Conservation - 2011 A payable to the State of Rhode Island. Original amount of debt issued - $5,590,000, 2% to 4.5% due annually through 2026		4,650,000
	$	13,750,000

Principal and interest on Certificate of Participation (COP) for the next five years and in subsequent five-year periods are as follows:

	Principal	Interest	Total
Years ending June 30:			
2017	$ 1,970,000	$ 605,081	$ 2,575,081
2018	2,120,000	522,006	2,642,006
2019	2,290,000	431,825	2,721,825
2020	2,465,000	331,288	2,796,288
2021	1,925,000	217,088	2,142,088
2022-2026	2,980,000	414,525	3,394,525
	$ 13,750,000	$ 2,521,813	$ 16,271,813

Note 8 - **Long-Term Liabilities – Continued**

Loans Payable

The University obtained a loan from Rhode Island Health & Educational Building Corporation in May 2006 in the amount of $800,000 for financing the acquisition and renovations of the Chi Phi fraternity house for use as student housing for the International Engineering Program. The loan is payable in monthly installments of $8,387 that includes interest at 4.75% through April 20, 2016.

The University also obtained a loan from the Rhode Island Alpha Chapter of Sigma Alpha Epsilon fraternity in November 2009 for the amount of $850,000 for the financing of the acquisition and renovations of Sigma Alpha Epsilon fraternity house for use as student housing for the International Engineering Program. The loan is payable in monthly installments of $7,173 that includes interest at 6.0%, through September 15, 2024.

Principal and interest of loans payable are as follows:

	Principal	Interest	Total
Years ending June 30:			
2017	$ 127,428	$ 32,072	$ 159,500
2018	97,832	28,741	126,573
2019	93,961	25,205	119,166
2020	64,623	21,451	86,074
2021	68,608	17,465	86,073
2022-2025	253,580	26,158	279,738
	$ 706,032	$ 151,092	$ 857,124

Lease Obligations

Steam Generation Plant

In 1998 the University entered into an agreement for the construction of a steam generating plant including a twenty year agreement for the purchase of steam. Under the terms of the agreement, the seller is required to supply the University with 320,000,000 pounds of steam annually and is responsible for certain costs related to operating and maintaining the steam/condensate distribution system.

Note 8 - **Long-Term Liabilities – Continued**

Lease Obligations - Continued
Steam Generation Plant - Continued

The monthly charges for services under the contract consist of a capacity charge and a variable charge for acceptable steam delivered. For contract years 1 through 20, the capacity charged is fixed at $108,000 per month. The variable charge for the same period is calculated as the sum of commodity charges for gas and fuel oil consumed at the plant plus gas transportation and delivery charge, including operation and maintenance ("O&M") charge for acceptable steam delivered per thousand pounds. The O&M charge is adjusted for the current consumer price index.

The Rhode Island Economic Development Corporation ("RIEDC") issued the Rhode Island Economic Development Corporation Revenue Bonds (University of Rhode Island Steam Facility Project) Series 1999 in the amount of $16,395,000 to fund the construction of the steam plant. The Indenture Agreement covering the bond issue requires the debt service be paid to the University, based on the capacity charge, directly to the Trustee.

The University accounted for the amounts due under the above steam agreement as a capital lease and recorded the steam plant at $16,395,000.

The following schedule summarizes future minimum payments under all non-cancelable leases:

	Principal	Interest	Total
Years ending June 30:			
2016	$ 1,082,722	$ 231,962	$ 1,314,684
2017	1,133,197	181,467	1,314,664
2018	1,175,000	121,000	1,296,000
2019	1,230,000	25,625	1,255,625
	$ 4,620,919	$ 560,054	$ 5,180,973

Note 9 - **Pension**

General Information About the Pension Plan

Plan Description

Certain employees of the University participate in a cost-sharing multiple-employer defined benefit pension plan - the Employees' Retirement System plan - administered by the Employees' Retirement System of the State of Rhode Island (the "System"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits of the employees of any participating employer providing pension benefits through the plan, regardless of the status of the employers' payment of its pension obligation to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The System issues a publicly available financial report that includes financial statements and required supplementary information for the plans. The report may be obtained at http://www.ersri.org.

Benefit Provisions

The level of benefits provided to participants is established by Chapter 36-10 of the General Laws, which is subject to amendment by the General Assembly. Member benefit provisions vary based on service credits accumulated at dates specified in various amendments to the General Laws outlining minimum retirement age, benefit accrual rates and maximum benefit provisions. In general, members accumulate service credits for each year of service subject to maximum benefit accruals of 80% or 75%. For those hired after June 30, 2012, the benefit accrual rate is 1% per year with a maximum benefit accrual of 40%. Members eligible to retire at September 30, 2009 may retire with 10 years of service at age 60 or after 28 years of service at any age. The retirement eligibility age increases proportionately for other members reflecting years of service and other factors until it aligns with the Social Security Normal Retirement Age, which applies to any member with less than 5 years of service as of July 1, 2012. Members are vested after 5 years of service.

The plan provides for survivor's benefits for service connected death and certain lump sum death benefits. Joint and survivor benefit provision options are available to members.

Note 9 - **Pension - Continued**

Benefit Provisions - Continued

Cost of living adjustments are provided but are currently suspended until the collective plans covering state employees and teachers reach a funded status of 80%. Until the plans reach an 80% funded status, interim cost of living adjustments are provided at five-year intervals.

The plan also provides nonservice-connected disability benefits after five years of service and service-connected disability benefits with no minimum service requirement.

Contributions

The funding policy, as set forth in the General Laws, Section 36-10-2, provides for actuarially determined periodic contributions to the plan. For fiscal 2016, University employees were required to contribute 3.75% of their annual covered salary. The University is required to contribute at an actuarially determined rate; the rate was 23.64% of annual covered payroll for the fiscal year ended June 30, 2016. The University contributed $9,223,974, $8,869,864 and $8,493,953 for the fiscal years ended June 30, 2016, 2015 and 2014, respectively, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2016, the University reported a liability of $113,015,599 for its proportionate share of the net pension liability related to its participation in ERS. The net pension liability was measured as of June 30, 2015, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2014 rolled forward to June 30, 2015. The University proportion of the net pension liability was based on its share of contributions to the ERS for fiscal year 2015 relative to the total contributions of all participating employers for that fiscal year. At June 30, 2015 the University proportion was 5.69%.

Note 9 - **Pension - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - Continued

For the year ended June 30, 2016, the University recognized pension expense of $14,111,334. At June 30, 2016, the University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

Deferred Outflows of Resources		
Changes in proportion and differences between employer contributions and proportionate share of contributions		928,569
Contributions made after the measurement date		9,223,974
	$	10,152,543
Deferred Inflows of Resources		
Differences between expected and actual experience	$	1,307,475
Change of assumptions		850,303
Net difference between expected and actual earnings on pension plan investments		93,018
Total	$	2,250,796

Note 9 - **Pension - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - Continued

Contributions of $9,223,974 are reported as deferred outflows of resources related to pensions resulting from the University contributions in fiscal year 2016 subsequent to the measurement date will be recognized as a reduction of the net pension liability for the year ended June 30, 2017. Other amounts reported as deferred inflows of resources related to pensions will be recognized as a reduction in pension expense as follows:

Year ended June 30:		
2017	$	(854,872)
2018		(854,872)
2019		(854,872)
2020		1,242,389
2021		-
	$	(1,322,227)

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.75%
Salary increases	3.50% to 6.50%
Investment rate of return	7.50%

Mortality rates were based on 115% (males) and 95% (females) of the RP-2000 combined healthy mortality tables with white collar adjustments projected with scale AA from 2000.

The actuarial assumptions used in the June 30, 2014 valuations rolled forward to June 30, 2015 and the calculation of the total pension liability at June 30, 2015 were consistent with the results of an actuarial experience study performed as of June 30, 2013.

Note 9 - **Pension - Continued**

Actuarial Assumptions - continued

The long-term expected rate of return best-estimate on pension plan investments was determined by the actuary using a building-block method. The actuary started by calculating best-estimate future expected real rates of return (expected returns net of pension plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 23 sources. The June 30, 2015 expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table:

Asset Class	Target allocation	Medium-Term Expected Real Rate of Return
Global Equity:	38.00%	
U.S. Equity		6.93%
International Developed		7.32%
International Emerging Markets		9.52%
Equity Hedge Funds	8.00%	3.98%
Private Equity	7.00%	9.99%
Core Fixed Income	15.00%	2.18%
Absolute Return Hedge Funds	7.00%	3.98%
Infrastructure	3.00%	5.70%
Real Estate	8.00%	4.85%
Other Real Return Assets:	11.00%	
Master Limited Partnerships		4.51%
Credit		4.51%
Inflation Linked Bonds		1.24%
Cash, Overlay and Money Market	3.00%	0.78%
	100.00%	

These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term expected rate of return best-estimate on an arithmetic basis.

Note 9 - **Pension - Continued**

Discount rate

The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from the employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents the net pension liability (asset) calculated using the discount rate of 7.5 percent as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate.

1.00 % Decrease (6.5%)	Current Discount Rate (7.5%)	1.00 % Increase (8.5%)
$ 140,114,699	$ 113,015,599	$ 90,831,127

Pension Plan Fiduciary Net Position

As noted earlier, ERS issues a publicly available financial report that includes financial statements and required supplementary information for the plans. The report may be obtained at http://www.ersri.org. The report contains detailed information about the pension plan's fiduciary net position.

Note 10 - **Other Retirement Plans**

State of Rhode Island Employees Retirement System ("ERS") Defined Contribution

Plan Description

Employees participating in the defined benefit plan, as described above, also participate in a defined contribution plan of the Employees' Retirement System as authorized by General Law Chapter 36-10.3. The defined contribution plan is established under IRS section 401(a) and is administered by TIAA-CREF. Employees may choose among various investment options available to plan participants. Employees contribute 5% of their annual covered salary. Employers contribute amounts ranging from 1% to 1.5% of annual covered salary depending upon the individual employee's years of service. Employee contributions are immediately vested while employer contributions are vested after three years of contributory service. Contributions required under the plan by both the employee and employer are established by the General Laws, which are subject to amendment by the General Assembly. Amounts in the defined contribution plan are available to participants in accordance with Internal Revenue Service guidelines for such plans.

The University contributed $390,185 for the fiscal year ended June 30, 2016, equal to 100% of the required contributions for that year.

The ERS issues a publicly available financial report that includes financial statements and required supplementary information for plans administered by the system. The report may be obtained by writing to the Employees' Retirement System of Rhode Island, 50 Service Avenue, Warwick, RI 02886.

Note 10 - **Other Retirement Plans - Continued**

Rhode Island Board of Education Alternate Retirement Plan

Plan Description

Certain employees of the University (principally faculty and administrative personnel) are covered by individual annuity contracts under a defined contribution retirement plan, Alternate Retirement Plan, established by the Rhode Island Board of Education (the "Board"), which is also responsible for amending it. Eligible employees who have reached the age of 30, and who have two (2) years of service are required to participate in either the Teachers' Insurance and Annuity Association ("TIAA"), the Metropolitan Life Insurance Company or the Variable Annuity Life Insurance Company retirement plan. The Board establishes and amends contribution rates. Eligible employees must contribute at least 5% of their gross biweekly earnings. These contributions may be made on a pre-tax basis.

Funding Policy

The University contributes 9% of the employee's gross biweekly earnings. Total expenditures by the University for such 403(b) annuity contracts amounted to $10,885,000 during 2016. The employee contribution amounted to $6,047,227 during 2016.

Note 11 - **Restricted Net Position**

The University is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are composed of the following at June 30, 2016:

Restricted – expendable:		
Student loans	$	4,018,669
Capital programs		359,303
	$	4,377,972

Note 12 - **Contingencies**

Environmental Remediation

Hazardous waste found at a former drum storage site on property owned by the University polluted the ground and water in the area. The University entered into a "Consent Decree" agreement with the United States District Court on behalf of the US Environmental Protection Agency (the "EPA"), the US Justice Department, and the Rhode Island Department of Environmental Management (the "RIDEM") on July 2, 2008 with regards to the West Kingston Town Dump/URI Disposal Area Superfund Site. A cap was placed to cover the URI disposal area site and parties are now monitoring the ground water over an extended period of time through a system of monitoring wells. The University shares fiscal responsibility with the towns of South Kingstown and Narragansett. The University has accrued a liability of $674,559 relating to the remediation project, operation and maintenance costs, and site reviews. The related costs for 2016 were $101,707.

Other

Various lawsuits are pending or threatened against the University that arose from the ordinary course of operations. In the opinion of management, no litigation is now pending, or threatened that would materially affect the University's financial position.

At June 30, 2016, the University is a guarantor of loans to fraternities and sororities in the amount of $150,000.

The University receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the University. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition of the University.

Note 13 - **Operating Expenses**

The University's operating expenses, as presented on a natural classification basis, are as follows for the year ended June 30, 2016:

Compensation and benefits	$	301,229,986
Supplies and services		133,311,876
Depreciation		32,662,294
Scholarships and fellowships		27,562,568
	$	494,766,724

Note 14 - **State Appropriation**

Direct Appropriations

Pursuant to the Rhode Island General Law 16-59-9, the legislative-enacted budget reflects the budget passed by the General Assembly and signed by the Governor as well as any subsequent re-appropriations. The Board reviews and approves the unrestricted and restricted budgets and makes recommendations to the Governor and General Assembly for revisions to the current year's budget and the ensuing year's budget for the University, RIC, CCRI, and the Office of Postsecondary Education. As part of the University's annual budget process for unrestricted and restricted funds, the Board allocates specific amounts in the budget, which are allocated for the following categories: (1) salaries and wages; (2) operating expenditures; and (3) outlays for personnel costs, utilities, repairs, capital and student aid, as well as the overall budget allocation.

State Capital Plan Funds

The Rhode Island Capital Plan Fund was modeled on a financial technique originating in the State of Delaware. In fiscal year 2016, the State reserved 3.0% of its general revenues to fund a Budget Reserve and Cash Stabilization Fund. Once the fund reaches a maximum threshold (5% of revenues), the balance is transferred to the RICAP Fund. This Capital Plan Fund is used for capital expenditures and for debt reduction. The technique is a "pay-as-you-go" process that avoids increasing the state's debt burden. Higher education has received allocations through this program since fiscal 1995.

Note 14 - **State Appropriation - Continued**

State Capital Plan Funds - Continued

The University's State Capital Plan Allocations are composed of the following for the year ended June 30, 2016:

Asset Protection	$	7,780,342
New Chemistry Building		4,000,000
Fire and Safety Protection		3,186,100
Substation		2,699,127
Nursing Education Center		592,186
Nursing White Hall		93,082
	$	18,350,837

State Contributed Capital

In November 1996, the Rhode Island voters approved the issuance of $33.8 million General Obligations Bonds for higher education facilities. The bond provides the University with $9.8 million for the renovation of Ballentine, Green, and Ranger Halls. $9.5 million to RIC and $14.5 million to CCRI. During fiscal year 2016, the University spent $2.1 million on Ranger Hall.

In November 2004, Rhode Island voters approved the issuance of $114 million General Obligation Bonds to fund improvements for higher education facilities. The bonds provided the University with $20 million to complete the residence hall renovation project initiated in 1999, $14 million for the construction of an Ocean Exploration and Research Center and rehabilitate the Pell Marine Science Library, and $50 million for the construction of the Center for Biotechnology and Life Sciences. During fiscal year 2016, the University spent $75,000.

In November 2006, the Rhode Island voters approved the issuance of $65 million General Obligations Bonds for higher education facilities. The bond provides funding for the construction of the College of Pharmacy Building. During fiscal year 2016, the University spent $370,000.

Note 14 - **State Appropriation – Continued**

State Contributed Capital - Continued

In November 2008, the Rhode Island voters approved the issuance of $61 million General Obligations Bonds for higher education facilities. The bond provides funding for the construction of the Chemistry Building. During fiscal year 2016, the University spent $11.6 million.

In November 2014, the Rhode Island voters approved the issuance of $125 million General Obligations Bonds for higher education facilities. The bond provides funding for the construction of the Engineering Building. During fiscal year 2016, the University spent $1.5 million.

In 2008, the University received an Information Technology certificate of participation funding to improve the state's technology infrastructure and to outfit classrooms to assist teachers in improving their skills in the use of information technology. During fiscal year 2016, the University spent $637,000.

The expenditures funded from the proceeds of the above-mentioned general obligation bonds and capitalized as fixed assets during fiscal year 2016 totaled $16.3 million.

The University's State appropriations are composed of the following for the year ended June 30, 2016:

Direct Appropriations	$	72,216,182
State Capital Plan Funds		18,350,837
State Contributed Capital		16,276,376
	$	106,843,395

In accordance with Rhode Island State law, unexpended capital plan appropriations lapse after June 30th of the fiscal year in which appropriated. Such funds may be applied for again in the subsequent fiscal year.

Note 15 - **Other Post-Employment Benefits**

Rhode Island Retiree Health Care Benefit Plan

Plan Description

The University of Rhode Island contributes (for certain employees) to the State Employees' defined benefit post-employment health care plan, a cost sharing multiple employer plan administered through the Rhode Island State Employees' and Electing Teachers OPEB System ("OPEB System"). The State of Rhode Island OPEB Board ("Board") was authorized, created and established under Chapter 36-12.1 of the RI General Laws. The Board was established to independently hold and administer, in trust, the funds of the OPEB System. The plan provides medical benefits to certain retired employees of participating employers including the University.

Pursuant to legislation enacted by the General Assembly, a trust has been established to accumulate assets and pay benefits and other costs associated with the system.

The OPEB System issues a stand-alone financial report. A copy can be obtained from the State Controller's Office, 1 Capitol Hill, Providence, RI 02903.

Funding Policy

RIGL Sections 36-12.1, 36-12-2.2, and 36-12-4 govern the provisions of the OPEB System. The contribution requirements of plan members, the State, and other participating employers are established and may be amended by the General Assembly. Active employees make no contribution to the OPEB plan. Employees who retired after October 1, 2008 must contribute 20% of the annual estimated benefit cost (working rate) or annual premium for Medicare supplemental coverage. Employees retiring before October 1, 2008 have varying co-pay percentages ranging from 0% to 50% based on age and years of service at retirement. Further information about the contributions of plan members can be found in the financial report of the OPEB System.

For fiscal 2016, employers were required to contribute 6.75% of covered payroll. The employer required contribution rate is determined on an actuarially determined basis consistent with a funding approach outlined in the General Laws and as adopted by the OPEB System Board. The University fully-funded its required contribution to the plan for the years ended June 30, 2016, 2015 and 2014 which were $2,343,583, $2,581,115 and $2,605,300 respectively.

Note 15 - **Other Post-Employment Benefits**

Rhode Island Board of Education Health Care Insurance Retirement Program

Plan Description

The University contributes to the Rhode Island Board of Education (the "Board") health care insurance retirement program (the "Plan"), medical coverage only, for eligible employees who participate in the Board's Alternate Retirement Plan (the "ARP") and per union contracts. The Board established a defined benefit healthcare plan effective July 1, 1998 for employees of the Office of Higher Education, University of Rhode Island, Rhode Island College and Community College of Rhode Island. The Board's ARP is considered a cost-sharing multiple employer plan. Rhode Island State law established the "Rhode Island State Employees' and Electing Teachers OPEB System" ("OPEB"), as defined in G.L. 36-12.1-5, which is managed by an OPEB Board for the purpose of providing and administering OPEB Benefits for retired employees of the State, includes the Board Plan. The State of Rhode Island OPEB Board (the "Board") was authorized, created and established under Chapter 36-12.1 of the RI General Laws.

The Board was established to independently hold and administer, in trust, the funds of the OPEB System. The plan provides medical benefits to certain retired employees of participating employers including the University of Rhode Island. Pursuant to legislation enacted by the General Assembly, a trust was established in fiscal year 2011 to accumulate assets and pay benefits and other costs associated with the system.

The OPEB System issues a stand-alone, publicly available financial report that includes the financial statements and required supplementary information. A copy of the report can be obtained from the State Controller's Office, 1 Capitol Hill, Providence, RI 02903.

Note 15 - **Other Post-Employment Benefits**

Rhode Island Board of Education Health Care Insurance Retirement Program - Continued

Funding Policy

RIGL Sections 36-12.1, 36-12-2.2 and 36-12-4 govern the provisions of the OPEB System. The contribution requirements of plan members and the University are established and may be amended by the Board. Effective in fiscal year 2011, all participating employers are required by law to fund the ARC, which for fiscal year 2014 and 2015 was 2.30% and 2016 was 3.11% of payroll covered by the Board Plan. Active employees contribute 0.9% payroll to the OPEB plan. Retired employees have varying co-pay percentages ranging from 0% to 50% based on age and years of service at retirement. Further information about the contributions of plan members can be found in the financial report of the OPEB System.

The University of Rhode Island contributions to the plan were $1,502,284, $1,041,396 and $1,112,874, and active employees contributed 0.9% of covered payroll of $434,745, $421,995 and $421,172 during 2016, 2015 and 2014, respectively. The transition by the State of its OPEB plan in fiscal 2011 to an OPEB Trust resulted in the State Employees' Plan being redefined as a cost sharing multiple employer plan.

Note 16 - **Related Parties**

The University of Rhode Island Research Foundation (the "Research Foundation") and the University of Rhode Island Student Senate (the "Student Senate") are legally separate tax-exempt entities associated with the University.

The Student Senate accounts for various student organizations and receives the student activity fees collected by the University. The Senate also operates the Memorial Union Board (Union) which generates revenue from its own activities including Ram Tours and the 193 Degrees Coffee House. The University transferred $1,551,211 to the Senate for the year ended June 30, 2016. There were no amounts due to or due from the University and the Student Senate.

Note 16 - **Related Parties - Continued**

The Research Foundation's mission is to promote industry and University collaboration and new technology ventures for economic growth and job creation. The Research Foundation's unique private, nonprofit status allows it to support a broad range of technology transfer activities, including licensing, startup company formation, equity investments and intellectual property protection. The Research Foundation is affiliated with the University by common management; however each organization has its own independent board of trustees/directors. The Research Foundation obtains significant managerial and financial support from the University, including the salaries of the University Associate Vice-President for Intellectual Property and Economic Development, who also serves as the Executive Director of the Research Foundation, other support staff and the provision of operational cost. Accordingly, the financial statements may not be indicative of the conditions or the results of operations that would have existed if the Research Foundation had been operating as an unaffiliated entity. The University has a support agreement with the Research Foundation and paid $315,911 as well as $417,101 that was passed thru the University for State of Rhode Island Legislature Community Grants.

Note 17 - **Joint Venture**

Municipal joint ventures pool resources to share the costs, risks and rewards of providing services to their participants, the general public, or others. The University, in coordination with the Towns of South Kingstown and Narragansett, shares in the maintenance costs of the regional waste water system, which was constructed during the late 1970's. Each is responsible for its share of the net capital and administrative costs of the project. The University's fiscal 2016 share of capital expenditures amounted to $54,331.

In addition to capital costs, the University is responsible for its proportionate share of the total operating costs of the regional waste water system. Its share of the operating costs is in proportion to its share of the total flow into the common facilities as determined by metering devices and a predetermined percentage of operating costs of certain other facilities. The University's share of operating costs amounted to $605,381 in 2016. Financial information may be obtained at the Town of South Kingstown, 180 High Street, Wakefield, Rhode Island 02879.

Note 18 - **Pass-Through Grants**

The University distributed $98,230,481 during fiscal 2016, for student loans through the U.S. Department of Education federal direct lending program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

Note 19 - **Subsequent Events**

As of September 30, 2016, the University was in the process of finalizing the issuance of $35,155,000 and $53,355,000 of Educational and General Revenue Bonds, Series 2016 A and Series 2016 B, respectively, through the Rhode Island Health and Education Building Corporation. The proceeds of the Series 2016 A bond issuance will be used to refund the outstanding Series 2005 A, 2005 B, 2005 F and 2005 G bonds that had a total principal balance of $36,294,375 at September 30, 2016. The bond will also provide $5,400,000 for capital improvements to the University's campus. The proceeds of the Series 2016 B bond issuance will be used to refund the outstanding Series 2005 C, 2005 D and 2008 A bonds that had a total principal balance of $62,230,433 at September 30, 2016.

REQUIRED SUPPLEMENTARY INFORMATION

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

Schedule of the University's Proportionate Share of the Net Pension Liability (unaudited)

Employees' Retirement System

Year ended	June 30, 2016	June 30, 2015
Valuation date	6/30/2014	6/30/2013
Measurement date	6/30/2015	6/30/2014
University's proportion of the net pension liability	5.69%	5.63%
University's proportionate share of the net pension liability	$ 113,015,599	$ 100,312,100
University's covered-employee payroll as of the measurement date	$ 38,019,134	$ 36,798,276
University's proportionate share of the net pension liability as a percentage of its covered-employee payroll	297.26%	272.60%
Plan fiduciary net position as a percentage of the total pension liability	55.03%	58.58%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplemental information.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Schedule of the University's Contributions (unaudited)

Year ended	June 30, 2016	June 30, 2015
Contractually required contribution	$ 9,223,974	$ 8,869,864
Contributions in relation to the contractually required contribution	(9,223,974)	(8,869,864)
Contribution excess	$ -	$ -
University's covered-employee payroll	$ 39,018,501	$ 38,019,134
Contribution as a percentage of covered-employee payroll	23.64%	23.33%

Notes:

Employers participating in the State's Employee's Retirement System are required by RI General Laws, Section 36-10-2, to contribute an actually determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplemental information.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Required Supplementary Information

For the Year Ended June 30, 2016

Note 1 - **Change in Assumptions**

The change in assumptions which is primarily related to reductions in wage inflation, salary increases for individual members, and the overall payroll growth assumptions resulted from an experience study performed for the six-year period ended June 30, 2013 and is amortized over the average of the expected remaining service life of all employees, which is 4.9977 years. The University's proportionate share of the collective amounts below is equal to the collective amount multiplied by the employer proportionate share percentage as shown in the Schedule of the employer proportionate share of the net pension liability.

	2016	2015
Change in assumptions	**$ 23,762,000**	$ 23,762,000
Accumulated amortization	**(8,817,000)**	(4,408,000)
Change in assumptions, net	**$ 14,945,000**	$ 19,354,000

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

The Board of Education of
State of Rhode Island and Providence Plantations
Providence, Rhode Island

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the University of Rhode Island (the "University"), which comprise the statement of net position as of June 30, 2016, the related statements of revenues and expenses, change in net position and cash flow for the year then ended, and the related notes to the financial statements, which collectively comprise the University of Rhode Island's basic financial statements and have issued our report thereon dated October 6, 2016. We also performed the audit of the Alumni Association of the University Rhode Island's financial statements, as of and for the year ended June 30, 2016. Our report includes a reference to other auditors who audited the financial statements of the University of Rhode Island Foundation, Inc. as described in our report on the University's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University of Rhode Island's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University of Rhode Island's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 6, 2016

APPENDIX D

List of workroom and supporting documents as of September 1, 2017. Please note that some material will be updated as new documents (e.g. fall 2017 syllabi) become available at the start of the academic year. Hyperlinks embedded in the text and Data First Forms of the electronic version of the self-study document also provide access to additional information. As indicated below, some material is available only in hard copy, but may be duplicated and sent by request in advance of the team visit (email Matt Bodah at mbodah@uri.edu to request material).	
Standard One Mission and Purpose	
Document	URL/Notes
University Mission Statement	http://web.uri.edu/about/mission/
Board approval of mission statement	http://webarchives.apps.uri.edu/accreditation/TrusteeApprovalofMission.pdf
President's Transformational Goals for the 21st Century	http://web.uri.edu/president/files/2015/05/Transformational-Goals-2010.pdf
Academic Vision Statement	http://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf (see p. 7)
Enabling legislation	http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-32/16-32-3.HTM
Other Mission Statements	
College of Arts and Sciences	http://web.uri.edu/artsci/mission-and-vision/
College of Business Administration	http://web.uri.edu/business/about/
College of Engineering	http://web.uri.edu/engineering/welcome-to-the-college/
College of the Environment and Life Sciences	http://web.uri.edu/cels/about-the-college/
College of Health Sciences	http://web.uri.edu/chs/about/
College of Nursing	http://web.uri.edu/nursing/about/
College of Pharmacy	http://web.uri.edu/pharmacy/php/mission/
Graduate School of Oceanography	https://web.uri.edu/gso/about/
Graduate School	http://web.uri.edu/graduate-school/about/
University College for Academic Success	http://web.uri.edu/ucas/
Office of Admission	http://web.uri.edu/admission/admission-information/
Division of Student Affairs	http://web.uri.edu/student-affairs/about/
Office of Community, Equity, and Diversity	http://web.uri.edu/diversity/about/
Department of Athletics	http://www.gorhody.com/information/mission_statement
University Libraries	http://web.uri.edu/library/academicdivision/
Standard Two Planning and Evaluation	
Planning	
Academic Strategic Plan 2010-2015	http://web.uri.edu/academic-planning/files/academic_plan_handbook_2010-2015.pdf
Academic Strategic Plan 2016-2021	http://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf
Strategic planning process	http://web.uri.edu/academic-planning/planning-intiatives/jcap-activities/
Information Technology Strategic Plan	http://web.uri.edu/its/files/IT-Strategic-Plan-FINAL-Approved-DRAFT-Feb-15-2017.pdf
College and division plans	http://web.uri.edu/academic-planning/college-department-and-division-plans/
Minutes of Joint Committee on Academic Planning	http://web.uri.edu/academic-planning/planning-intiatives/jcap/

Minutes of Strategic Budget & Planning Council	http://web.uri.edu/sbpc/minutes_agendas/
Minutes of Master Plan Review Team	http://web.uri.edu/cpd/mprt/
Strategic plan progress	http://web.uri.edu/academic-planning/progress/
Evaluation	
Institutional Factbook	http://web.uri.edu/ir/reports-and-surveys/facts/
Program reviews	http://web.uri.edu/student-affairs/assessment-planning/ (see, also, workroom binder for sample of reports)
Specialized accreditation reports	See workroom binder
Student evaluation reports	http://web.uri.edu/provost/faculty-affairs/idea-sri/
Commons Data Sets	http://web.uri.edu/ir/reports-and-surveys/common/
Peer institution data	See workroom binder
National Survey of Student Engagement	http://web.uri.edu/ir/reports-and-surveys/nsse/
Survey of Recent Graduates	http://web.uri.edu/ir/reports-and-surveys/grad_survey/
Auditor's Report	http://web.uri.edu/controller/files/2016-URI-Financial-Statements.pdf
Department productivity studies	http://web.uri.edu/provost/data/
Administrative and Management Review Committee Final Report	http://web.uri.edu/amrc/
IT Assessment Report	http://web.uri.edu/itreview/files/BerryDunn-IT-Assessment-Final-Report.pdf
Standard Three Organization and Governance	
Governing Board	
Governing board by-laws	https://www.riopc.edu/static/photos/2016/03/11/Bylaws_CPE_approved.pdf
Board membership and affiliations	https://www.riopc.edu/page/council members/
Board (and committee) minutes	https://www.riopc.edu/page/attend_meeting/
Evaluation of Presidents/Commissioner	https://www.riopc.edu/static/photos/2017/02/24/P4_evaluationofpresidents.pdf
Postsecondary Education Strategic Plan	https://www.riopc.edu/page/Strategic plan/
Internal Governance	
University Manual	http://web.uri.edu/manual/
Collective bargaining agreements	http://web.uri.edu/hr/unions/ (see, also, workroom binder for individual agreements and Standard Six below for faculty contracts)
RI Board of Education Personnel Policy Manual	http://web.uri.edu/hr/files/PRC-MANUAL-rev.-July-2013.pdf
Human Resource Policies and Procedures	http://web.uri.edu/hr/policies_procs/
University Manual regulations on committees	http://web.uri.edu/manual/chapter-5/
Faculty Senate Committees	http://web.uri.edu/facsen/committees/
Faculty Senate Agendas and Minutes	http://web.uri.edu/facsen/senate-meetings/
Administrators job descriptions	http://webarchives.apps.uri.edu/accreditation/JobDescriptions-Administators.pdf

Standard Four The Academic Program	
Assuring Academic Quality	
URI Catalog	http://web.uri.edu/catalog/
Schedule of academic program reviews	http://web.uri.edu/facsen/files/APRC_Self-Study_Dept_Assignments_update-5_17_2017-Sheet1.pdf
Sample program review documents	See workroom binder
Format for new program proposals	http://web.uri.edu/facsen/curricular-matters/program-proposals-forms/
Policy on satisfactory academic progress	http://web.uri.edu/manual/chapter-8/chapter-8-2/
Policy on Credit Hour Rule	http://web.uri.edu/manual/chapter-8/chapter-8-3/
Sample syllabi	See workroom binder (under construction)
Undergraduate Education, General Education, and Majors	
General education	http://web.uri.edu/advising/general-education/
General education assessment	http://web.uri.edu/assessment/general-education-assessment/
Headcount of majors	http://web.uri.edu/ir/reports-and-surveys/pr_majors/
Undergraduate learning outcomes	http://web.uri.edu/assessment/uri/undergraduate-alpha/
Survey of recent graduates (2009)	http://web.uri.edu/ir/files/satifactionWithEdu08-09.pdf
Survey of recent graduates (2013)	http://web.uri.edu/ir/files/recentGradSummary06-12.pdf
Graduate Degree Programs	
Graduate School Manual	http://web.uri.edu/graduate-manual/
List of thesis and dissertation completions	See workroom binder
Graduate program assessment	http://web.uri.edu/assessment/g_forms/
Integrity in Award of Academic Credit	
Policies on cheating and plagiarism	http://web.uri.edu/manual/chapter-8/chapter-8-2/ (see 8.27/10ff)
Graduate school policies on academic integrity	http://web.uri.edu/graduate-manual/appendix-a/ - a10
Policy on evaluation of transfer credit (general)	http://web.uri.edu/manual/appendices/appendix-f-transfer-policies/
Policy on evaluation of transfer credit (graduate)	http://web.uri.edu/graduate-manual/degree-requirements/ - section720
Articulation agreements	https://www.riopc.edu/page/transfer/
Policy on student grading (undergraduate)	http://web.uri.edu/manual/chapter-8/chapter-8-4/
Policy on student grading (graduate)	http://web.uri.edu/graduate-manual/appendix-a/ - a12
Policies related to course credits	http://web.uri.edu/manual/chapter-8/chapter-8-3/ (see 8.31.10ff)
Committee overseeing credit courses	http://web.uri.edu/facsen/committees/curricular-affairs-committee/
Prior Learning Assessment	http://web.uri.edu/manual/chapter-8/chapter-8-3/ (see 8.36.30ff)
Satisfactory Academic Progress	http://web.uri.edu/enrollment/satisfactory-academic-progress-sap/
Services available to students in Providence	http://web.uri.edu/ceps/office-of-academic-and-student-affairs/

Standard Five Students and Co-Curricular Experiences	
Admissions	
Applications	
Undergraduate	http://web.uri.edu/admission/applying-to-uri/
Bachelor of Interdisciplinary Studies	http://web.uri.edu/ceps/academics/undergraduate-degree-programs/bachelor-of-interdisciplinary-studies/
Graduate	http://web.uri.edu/graduate-school/admission/
Admission policy statements	
Freshman	http://web.uri.edu/admission/freshman-admission-requirements/
Transfer	http://web.uri.edu/admission/transfer-admission-requirements/
International	http://web.uri.edu/admission/international-admission-requirements/
Graduate	http://web.uri.edu/graduate-manual/admission/
Admissions report	http://web.uri.edu/ir/files/cds16-17.pdf (Common Data Set, Section C.)
Sanctions policy	http://web.uri.edu/studentconduct/files/2015-2017-Student-Handbook.pdf (See p. 31)
Student Services and Co-Curricular Experiences	
Student Affairs annual reports	See workroom binder
Financial aid policy	http://web.uri.edu/enrollment/financial-aid/ (see, also http://web.uri.edu/enrollment/award-notification/)
Training manual for residence hall advisors	See workroom binder
Resources for commuters	http://web.uri.edu/commuter-housing/resources/
Online student resources	http://web.uri.edu/online/
Student studies of satisfaction with campus resources	See workroom binder
Orientation programs	
First-year students	http://web.uri.edu/newstudent/freshstudent/
Transfer students	http://web.uri.edu/newstudent/transfer/
International students	http://web.uri.edu/newstudent/international-students/
Graduate student	http://web.uri.edu/graduate-school/orientation/
Studies of student participation in out-of-class activities	See workroom binder
Policy on student records	http://web.uri.edu/faculty/files/ferpa.pdf (see, also, http://web.uri.edu/studentconduct/files/2015-2017-Student-Handbook.pdf, p.8-9).
Standard Six Teaching, Learning, and Scholarship	
Faculty and Academic Staff	
Faculty directories	
Full-time faculty	http://web.uri.edu/catalog/full-time-faculty-directory/
Part-time faculty	http://web.uri.edu/catalog/part-time-faculty/
Faculty collective bargaining agreements	
Full-time faculty	http://web.uri.edu/hr/files/AAUP-7-1-14-to-6-30-18.pdf
Part-time faculty	http://web.uri.edu/hr/files/AAUP-PartTime-Faculty-Union-7-1-10-6-30-12.pdf
Graduate Assistants	http://web.uri.edu/hr/files/GAU-AAUP-2014-2018-Contract-FINAL.pdf

Promotion and tenure processes	http://web.uri.edu/provost/promotion-and-tenure/ (see, also, http://web.uri.edu/hr/files/AAUP-7-1-14-to-6-30-18.pdf, p. 22)
Statement of diversity goals	http://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf (p.18)
Procedures for the appointment of faculty	http://web.uri.edu/manual/chapter-4/ (see also http://web.uri.edu/hr/files/AAUP-7-1-14-to-6-30-18.pdf, p.11 and http://web.uri.edu/hr/files/AAUP-PartTime-Faculty-Union-7-1-10-6-30-12.pdf, p.9)
Office for the Advancement of Teaching and Learning Annual Reports	See workroom binder
Faculty funds and awards	http://web.uri.edu/provost/forms-policies/ http://web.uri.edu/researchecondev/councilforreasearch/
Policy on faculty workload and assignments	http://web.uri.edu/hr/files/AAUP-7-1-14-to-6-30-18.pdf, p. 14 (see also, http://web.uri.edu/hr/files/AAUP-PartTime-Faculty-Union-7-1-10-6-30-12.pdf, p.9 and http://web.uri.edu/hr/files/GAU-AAUP-2014-2018-Contract-FINAL.pdf, p. 8)
Teaching, Learning, and Scholarship	
Policies on academic advising	http://web.uri.edu/advising/
Studies on advising effectiveness	http://web.uri.edu/ir/files/NSSE16AcademicAdvising.pdf (see, also http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=3020&context=facsen_bills)
Programs to support teaching	http://web.uri.edu/teach/ (see, also http://web.uri.edu/teach/programs/)
Faculty and student roles in academic integrity	http://web.uri.edu/manual/chapter-8/chapter-8-2/ (see 8.27.10ff) http://web.uri.edu/manual/chapter-8/chapter-8-2/ (see 8.27.16ff). For online learning: http://web.uri.edu/online/academic-integrity/
Policies on academic freedom	http://web.uri.edu/manual/chapter-6/ (see, also, http://web.uri.edu/hr/files/AAUP-7-1-14-to-6-30-18.pdf, p. 4; http://web.uri.edu/hr/files/AAUP-PartTime-Faculty-Union-7-1-10-6-30-12.pdf, p.5; http://web.uri.edu/hr/files/GAU-AAUP-2014-2018-Contract-FINAL.pdf, p. 8)
Annual reports of research activity	http://web.uri.edu/researchecondev/reports2/annual/archive/
Standard Seven Institutional Resources	
Human Resources	
HR Policies and Procedures	http://web.uri.edu/hr/policies_procs/ (see, also, collective bargaining agreements in workroom binder)
Financial Resources	
Budget development policy and procedures	http://web.uri.edu/budget/policies/
Budget requests and allocations	http://web.uri.edu/budget/files/URI-FY17-Alloc-FY18Req-FY19-Prelim-Req-with-changes-11.10.16.pdf
Capital budget plan	http://www.omb.ri.gov/documents/Prior Year Budgets/Operating Budget 2018/2_FY 2018 - 2022 Capital Budget.pdf, p. 42.
Strategic Budget & Planning Council minutes	http://web.uri.edu/sbpc/minutes_agendas/
Policy on risk management	http://web.uri.edu/riskmanagement/
Endowment spending policy	http://www.urifoundation.org/s/1638/03-Foundation/interior-hybrid.aspx?sid=1638&gid=3&pgid=972
Endowment investment policy	http://www.urifoundation.org/s/1638/03-Foundation/interior-hybrid.aspx?sid=1638&gid=3&pgid=970
URI Foundation 2016 audit	http://www.urifoundation.org/s/1638/images/gid3/editor_documents/finance___endow/audit_and_990_/urif_fy_16_audit.pdf?gid=3&pgid=61
University Financial Reports	http://web.uri.edu/controller/financial_reporting/ (see 2016 Financial Statement in Self-Study Appendix)

Information, Physical, and Technological Resources	
Inventory of space	See workroom binder
Master plan for space	http://web.uri.edu/cpd/cmp/
Rental agreements for instructional space	See workroom binder
Capital budget plan	http://www.omb.ri.gov/documents/Prior Year Budgets/Operating Budget 2018/2_FY 2018 - 2022 Capital Budget.pdf, p. 42.
Classroom and technology space	http://web.uri.edu/cpd/space/
Space enhancement and design	http://web.uri.edu/pss/files/URI-Space-Policy.pdf
Security plan	http://web.uri.edu/emergency/
List of library databases	http://uri.libguides.com/az.php (see, also, https://uri-primo.hosted.exlibrisgroup.com/primo-explore/jsearch?vid=01URI&lang=en_US for e-Journals list)
Consortia agreements	See workroom binder
Library statistics	http://web.uri.edu/library/stats/
ACRL survey	http://digitalcommons.uri.edu/univ_lib_rpts/25/
Acquisitions Unit Annual Report (2016)	http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1202&context=ts_rpts
Public Services Unit Annual Report (2017)	http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1003&context=lib_ps_rpts
Library guides	http://web.uri.edu/library/inforhode-tutorials/ http://uri.libguides.com/home http://uri.libguides.com/instruction/teaching http://web.uri.edu/library/services/
Information literacy	http://uri.libguides.com/c.php?g=42591&p=269738
Comparison of collection with peers	http://digitalcommons.uri.edu/univ_lib_rpts/27/ http://digitalcommons.uri.edu/univ_lib_rpts/14/
Student surveys of information literacy	See workroom binder
List of department liaisons	http://web.uri.edu/library/selectors/
Technology plan	http://web.uri.edu/its/files/IT-Strategic-Plan-FINAL-Approved-DRAFT-Feb-15-2017.pdf
Programs for technology training	https://techwiki.uri.edu/index.php?title=Training http://web.uri.edu/its/teaching-with-technology/
IT reports	http://web.uri.edu/itgov/ http://web.uri.edu/itreview/files/BerryDunn-IT-Assessment-Final-Report.pdf http://web.uri.edu/itreview/files/URI-IT-Governance-Summary-Recommendation-v4-final.pdf
IT budget request	http://web.uri.edu/sbpc/files/ITS.pdf
IT salary benchmarking	See workroom binder
Standard Eight Educational Effectiveness	
Assessment of Student Learning	
General education	http://web.uri.edu/assessment/general-education-assessment/
Reports of student learning outcomes by program	http://web.uri.edu/assessment/uri/
High impact learning practices report	http://web.uri.edu/ir/files/NSSE16HighImpactPractices.pdf
Surveys of recent graduates	http://web.uri.edu/ir/files/recentGradSummary06-12.pdf
Student satisfaction surveys	http://web.uri.edu/ir/reports-and-surveys/nsse/
Studies of how students are learning	http://web.uri.edu/ir/files/NSSE16Comparisons.pdf
Support for assessment	http://web.uri.edu/assessment/resources/

Graduation and Retention	
Graduation and retention	http://web.uri.edu/ir/files/2006-2016-retention-and-graduation-rates.pdf
Standard Nine Integrity, Transparency, and Public Disclosure	
Academic honesty	http://web.uri.edu/manual/chapter-8/chapter-8-2/
Privacy	https://techwiki.uri.edu/index.php?title=Family_Educational_Rights_and_Privacy_Act
Academic Freedom	http://web.uri.edu/hr/files/AAUP-7-1-14-to-6-30-18.pdf, p. 4; http://web.uri.edu/hr/files/AAUP-PartTime-Faculty-Union-7-1-10-6-30-12.pdf, p.5; http://web.uri.edu/hr/files/GAU-AAUP-2014-2018-Contract-FINAL.pdf, p. 8)
Non-discrimination	
Employment	http://web.uri.edu/affirmativeaction/
Students	http://web.uri.edu/catalog/affirmative-action-and-nondiscrimination/
Grievance and complaint procedures	
Unionized employees	See collective bargaining agreements in workroom binder
Nonunion employees	http://web.uri.edu/hr/personnel-policies/grievance-procedure/
Students	http://web.uri.edu/online/student-complaint-procedures/
Rights and responsibilities of students living in community	http://web.uri.edu/deanofstudents/uri-cornerstones/ http://web.uri.edu/studentconduct/
Recruitment publications	http://web.uri.edu/admission/files/Viewbook-2017-18_Final_reduced_reduced.pdf
Policy on public access to information	http://webserver.rilin.state.ri.us/Statutes/TITLE38/38-2/38-2-2.HTM
Financial statements	http://web.uri.edu/controller/financial_reporting/