



INTERIM REPORT 2022

Submitted to:

New England Commission of Higher Education

August 15, 2022

THE
UNIVERSITY
OF RHODE ISLAND

Kingston, RI

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INTRODUCTION

The University of Rhode Island began preparing for the Interim Report during the summer of 2021, with attendance at the July NECHE Interim Report Workshop. An Interim Report Steering Committee was then formed in September, comprised of representatives of key stakeholder groups across campus, a recently retired staff member with expertise in institutional accreditation, and chaired by the Vice Provost for Academic and Faculty Initiatives. Steering Committee members, listed below, were aligned with the special emphasis, standards, and reflective essay sections of the report, and charged with developing a “section team” of stakeholders responsible for analyzing, appraising, and reflecting on the progress we have made since the last comprehensive review. The Steering Committee met throughout the 2021-2022 academic year, progressing through a process of reviewing the 2017 report, identifying and analyzing information and data for the period 2018-2021, and highlighting changes, progress, and challenges during this period. Periodic updates on our progress were made to the Council of Deans, the Faculty Senate, and the President’s Stewardship Council. The section teams developed drafts that were reviewed and edited by the full Steering Committee and then circulated to the Joint Committee on Academic Planning, the Faculty Senate Executive Committee, the Provost, and the President. Comments were elicited from these groups and incorporated into a revised document with final editing completed by members of the Provost’s staff. The timing of this interim report and the associated self-reflection aligns well with the ongoing development of the University’s new strategic plan, which will serve as our guiding framework through the next comprehensive review.

Table 1. University of Rhode Island Interim Report Steering Committee, 2021-2022.

Name	Position	Department
Steering Committee		
Anne Veeger (chair)	Vice Provost, Academic and Faculty Initiatives	Provost’s Office
Matthew Bodah	Vice Provost, Academic Personnel and Budget	Provost’s Office
Lori Ciccomascolo	Associate Vice President, Student Affairs and Student Success	Student Affairs
Brenton DeBoef	Dean	Graduate School
Elaine Finan	Assistant Director, Office of Student Learning, Outcomes Assessment and Accreditation	Office for Advancement of Teaching and Learning
Diane Goldsmith	Retired (Former Director)	Office for Advancement of Teaching and Learning
John Humphrey	Senior Associate Director and Registrar	Enrollment Services
Linda Moffat	Assistant Dean	University College for Academic Success
Anne Morrissey	Special Assistant, Academic Planning	Provost’s Office
Kate O’Malley	Editor	Communications
John Stringer	Director	Institutional Research
Reviewers		
Faculty Senate Executive Committee: https://web.uri.edu/facsen/people/		
Joint Committee on Academic Planning: https://web.uri.edu/academic-planning/planning-initiatives/jcap/		

The timing of this report obviously includes the years that the University was responding to COVID-19, however, as much as possible, we have not discussed those responses unless they resulted in some sort of permanent change. As a result of the extraordinary efforts of faculty and staff across all our divisions, URI has emerged from the acute pandemic crisis as a strong institution that successfully delivered its mission and met the academic needs of our students. The pandemic has not impacted our enrollments and we continue to recruit, retain, and graduate students at rates comparable to the pre-pandemic levels.

INSTITUTIONAL OVERVIEW

The University of Rhode Island is a land-grant and sea-grant institution with one campus in three locations including Kingston (main residential campus), Providence (Nursing Education Center and Alan Shawn Feinstein Providence Campus), and Narragansett (Narragansett Bay Campus), Rhode Island. The University offers bachelor's, professional doctorate, master's, and Doctor of Philosophy degrees, enrolling 14,411 undergraduate and 2,147 graduate students across a broad selection of in-person, hybrid and fully online degree and certificate programs designed to meet the needs of both traditional full-time students and returning adult learners. The University employs 770 full-time faculty, more than 25% of whom have been hired since the last comprehensive review, representing a period of significant renewal of our faculty. URI is a Carnegie classified R2, High Research Activity institution with total sponsored program awards of \$110.5 million in FY2021. This represents an increase of \$28.2 million over the award total received in FY2016, attributable in part to increased grantsmanship by junior faculty hired over the last five years.

The University has gone through a period of significant change in governance and leadership since the 2017 Comprehensive Review. The University of Rhode Island Board of Trustees was established by the legislature in 2019 and became effective on February 1, 2020. This transition is described under Standard 3 later in this document. The University is also undergoing a period of leadership transition following the retirement of President David Dooley in July 2021 and of Provost Donald DeHayes in September 2021. We welcomed a new President, Dr. Marc Parlange, in August 2021 and Dr. Laura Beauvais is serving as Interim Provost and Vice President for Academic Affairs while the search for a new Provost is underway. President Parlange is leading URI through a University-wide strategic planning effort, expected to be completed in fall 2022, creating a framework that will guide investments and strategic initiatives over the next ten years.

RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

In its April 2018 letter, the Commission identified three areas that should be given special emphasis in this interim report:

- 1) improving its system of academic advising across the institution;
- 2) assessing student learning outcomes at the institutional level and in its outcomes-based General Education program and using results to make improvements;
- 3) addressing the challenges and adapting to a changing educational environment with the State of Rhode Island with attention to implementing the performance-based funding mandates specified in the 2016 Rhode Island legislation.

Area of Emphasis: Advising

Advising is seen at URI as a critical factor in helping students graduate in a timely fashion while ensuring they achieve their educational and career goals. Since the last self-study in 2017, URI has focused on three areas to improve its advising capabilities: the hiring of professional advisors, the implementation of student success software (Starfish), and a focus on students who are statistically less likely to persist and graduate (i.e., Undeclared students). Graduation and retention rates are a function of complex factors, with advising as one important element in the observed outcomes. Although implementation of these initiatives has shown promise, the overlay of COVID-19 pandemic-related challenges faced by students makes it difficult at this stage to reach definitive conclusions about the effectiveness of these interventions.

Professional Advisor Initiative

Prior to 2017, University College for Academic Success (UCAS), the college responsible for advising incoming first-year students and sophomores, provided advising with a corps of part-time faculty advisors who were supplemented by four full-time and two part-time professional advisors. In 2017, following a comprehensive assessment of advising effectiveness and best practices, the University invested in an additional 11 full-time UCAS professional advisors. This hiring initiative dramatically increased our capacity to serve students year-round and increased appointment and drop-in advising availability. UCAS professional advisors are now available “on-demand” and work a full calendar year to extend support to students taking summer and winter term classes. Additionally, a more intentional emphasis on collaboration between UCAS academic and career advising was set in motion and as a result, experiential learning opportunities are now introduced earlier in the student advising cycle. The quality and consistency of advising across the University has also been improved through additional training opportunities for advisors and department chairs within the degree-granting colleges, including an electronic advisor education manual created on our learning platform with 175 people enrolled, and prior to COVID-19, several in-person National Academic Advising Association (NACADA) seminars hosted by UCAS.

Since the 2017 investment, the number of professional advisors at URI has continued to grow. There are now 20 full-time advisors in UCAS and six degree-granting colleges have added their own professional advisors, for a total of twelve distributed across the eight degree-granting colleges. Although some faculty continue to advise in UCAS, in most colleges, faculty advising is focused on upper-class students who have transferred into their respective degree-granting colleges. Two Colleges (Arts and Sciences and Health Sciences) continue to use a faculty-based advising model for upper-class students, whereas others use a hybrid model with both professional and faculty advisors. Faculty advisors focus on disciplinary, career, and life planning advising, and professional advisors focus on assisting students with the “nuts and bolts” of University policies, resource referrals, credit transfer, and degree completion. As we work to center advising in our academic spaces, Arts and Sciences, Health Sciences, and Engineering have recently created new specialized advising spaces in their college buildings where professors, faculty, and assistant deans advise side by side.

Student Success Software Platform

As part of our plan to improve student advising, URI purchased Starfish, a student success software platform. The Starfish system was purchased in 2016 and has provided us with a communication and information-sharing platform to help improve advising and student support efforts. There is now campus-wide sharing of advising information from admission to graduation through a “student success” network that provides early academic intervention in response to faculty raising “Academic Concern” or “In Danger of Failing” flags. Professional advisors proactively reach out to students for whom flags have

been raised to intervene quickly, address concerns in real-time, and get students connected to appropriate resources. The system engages the entire community with the goal of information sharing and timely outreach to support student success. Starfish data (Table 2) show a significant increase in student-advising interactions and faculty-initiated “Flags” and “Kudos” from 2018 to 2021.

Table 2. Increase in URI Student-Advisor Interactions through Starfish, fall 2018 to fall 2020.

	Fall 2018	Fall 2021	% Change
Advising Notes	19,717	35,710	+81%
Advising Meetings	22,192	36,588	+65%
Flags and Kudos	4,750	15,932	+235%

Improving Retention and Graduation for At-risk Students

Since 2018, UCAS has given special attention to two groups of students, which our data show are less likely to be retained and graduate: students who enter URI without a declared major and students placed on probation after their first semester.

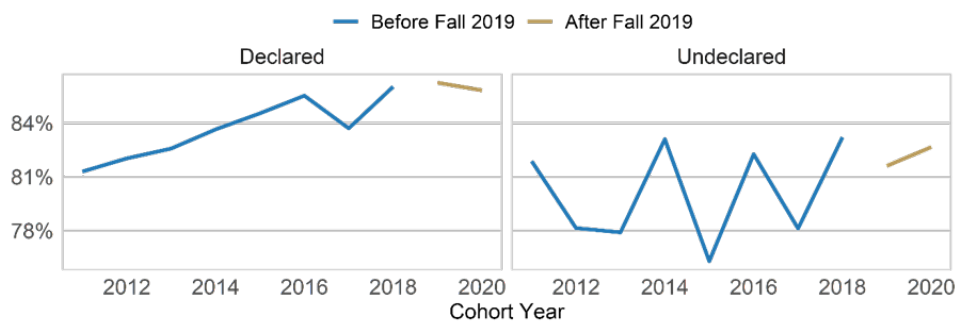
In the fall of 2018, UCAS began a comprehensive, cross-departmental effort to examine how to support students with an undeclared major and improve their educational outcomes. Through a partnership between the Provost’s office and [Thomas International](#), a new self-assessment tool (Personal Profile Analysis [PPA]) was used to help undeclared students understand more about who they are, what skills they have, and what unique interests they bring to the decision-making process. First-year seminar sections were designed to meet the needs of these students and each week instructors meet with each other to share best practices and discuss their teaching experiences.

The data below (Table 3) indicate that any significant changes in the first-year retention rates of these students have yet to be seen. The last 10 years of data show a steady increase in the retention rate for students with a declared major, but a highly variable year-to-year retention rate for those coming in without a major.

After the new program started (gold line), a marked improvement is not evident but a decrease in the gap appears between retention rates for students with and without a declared major. With only two years of data and the overlay of the pandemic, the success of this intervention cannot yet be assessed. We will continue to use these metrics to evaluate the success of the undeclared cohort model going forward.

In the spring of 2019, UCAS implemented new best practices to support students on probation. Using a model developed by the [College Transition Collaborative](#) (CTC) at Stanford University, UCAS became a BETA user of a “[Toolkit](#)” that provided a structure for communicating in ways that have been shown to reduce shame and worry for students on probation and help them stay engaged and motivated. Our data show that 72% of students on academic probation do not persist, but students who can bring their GPA over 2.0 have a 75% chance of persisting. Additionally, the University analyzed data on non-productive grade rates for the period 2017-2021 revealing a disproportionately high rate for some student groups. During the fall 2020 semester for example, 13.7% of Pell eligible students earned at least one non-productive grade, compared to 9.6% for all undergraduate students. Data at the course level reveal a striking difference for historically under-represented students. In an introductory STEM course for example, 26.2% of Black/African American students and 24.1% of Hispanic/Latino students earned a non-productive grade, compared to 12.6% for white students. This results in disproportionate representation of minoritized students in the population of students on probation. These data were

Table 3. First-year retention rates of declared and undeclared URI students, Fall 2012-Fall 2020 cohorts.



Major Status	2011		2012	2013	2014	2015	2016	2017	2018	2019	2020
Undeclared	81.9%		78.1%	77.9%	83.1%	76.3%	82.3%	78.1%	83.2%	81.6%	82.7%
Declared	81.3%		82.0%	82.6%	83.6%	84.5%	85.5%	83.7%	86.0%	86.3%	85.8%

shared with stakeholders across campus to both increase awareness and to motivate improvements campus-wide. This analysis led to the implementation of several programmatic changes in working with students on academic probation, including realigning UCS 160, “Success in Higher Ed Learning Environments.” This course was redesigned to help students analyze learning and studying in college settings, assess their unique learning needs, apply effective study and strategies, and improve metacognitive awareness and academic skills. Students who received S- or U (Satisfactory- or Unsatisfactory) mid-semester grades were encouraged to enroll in UCS 160 at mid-semester to improve their academic skills and self-advocacy strategies and to improve academic outcomes for that semester. Starfish also allowed for flagging of all students on probation so advisors could easily identify and reach out to students at risk academically and who may not proactively schedule advising appointments.

Academic support service delivery during COVID-19 was a challenge, but our response resulted in several effective practices that have been retained. Evening advising appointments, virtual advising sessions, and new online records and form workflows have all become permanent business practices. Adopting these has created greater efficiencies and enhanced the timeliness and integrity of student record-keeping. Online Academic Progress Reports (APRs), for example, have been developed for all undergraduate majors at the University, allowing students and advisors to readily access and review a student’s progress towards their major and degree. Due to the new APRs, colleges have seen a significant downtrend in program exceptions, further streamlining and improving the graduation review process.

While advising plays only a part in graduation rates, URI has made substantial progress over the past six years in moving its six-year graduate rate from 54% to 57% (where it was for decades) into the 60% to 63% range in recent years. We are hopeful that we will be able to administer the NSSE survey once again post-COVID-19 to see the data on the student advising experience. The next administration will show the first cohort of students for whom professional advisors were the “norm” from the start. As far as the special populations discussed above, the issues facing undeclared students and students on academic probation are complex and advising is a critical part of supporting their success. We will continue to collect and analyze data while implementing programmatic changes and identifying directions for further study.

Area of Emphasis: Institution-Wide Assessment

We have elected to integrate institutional-level assessment, including that of our General Education Program, into our Reflective Essay on Educational Effectiveness later in this report (see page 27).

Area of Emphasis: Performance-Based Budgeting

The University monitors progress on a range of metrics and key indicators of success relative to its strategic plan. Progress reports and metrics have been made available since 2010 at <https://web.uri.edu/academic-planning/progress/>.

The State of RI Performance Incentive Funding Act (RIGL 16-106), which applies to public higher education, including URI, was passed in 2016. In 2018, institutional performance metrics and performance funding policies and procedures were approved by the Commissioner and Council on Postsecondary Education for URI as well as the other two public institutions of higher education. The University submitted its performance funding data to the Office of the Postsecondary Council on Education in 2018 for the 2018-2019 academic year and in 2019 for the academic year 2018-2019 and met or exceeded stated performance targets.

Despite the provisions of the 2016 legislation, however, there has never been a connection between the University's performance data and its state appropriation, and the University has not been asked by the state to submit performance data since 2019.

RI General Law 16-32-2 was implemented in 2020 related to the establishment of the Board of Trustees for the University of Rhode Island and noted, "...the Board of Trustees shall evaluate data on which to base performance of the University." Given the board and governance system, the University works closely with the board to assess its mission and purpose and institutional integrity and effectiveness. The University presented a set of performance data to the Board of Trustees during their January meetings in 2021 and 2022 for the academic years 2019-20 and 2020-21 and in historical comparison with prior years. The expectation is that URI will continue to report to the Board of Trustees on its strategic progress through a set of established performance indicators.

STANDARDS NARRATIVE – STANDARDS 1-7 AND 9

Standard 1: Mission and Purpose

The Mission Statement. The Mission Statement of the University of Rhode Island has been revised several times over the decades, but it has always been inspired by the founding purpose of the University as contained in the 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 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. The mission is included on the University's [leadership page](#) to indicate the guiding role it serves for the institution. It has served the

University well, guiding the development of two institutional strategic plans and individual academic college strategic plans. 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*

The University is currently engaged in developing a new 10-year strategic plan, as further described in this report in Standard Two. As part of the foundation for that plan, the Joint Committee on Academic Planning (JCAP) is overseeing the review and possible revision of the University's mission statement, which is part of its charge, and began this process in the fall of 2021. As an initial step, JCAP, together with a Cornerstones (University values statement) Ad Hoc Task Force that is revisiting the University's stated organizational values, developed a survey to gather feedback on the institution's mission and values from all URI community members. Feedback was collected through a public survey link and email invitation. Both groups have reviewed the survey feedback and drafted a new mission statement and set of foundational values that are being vetted and reviewed by campus constituents. The next steps in the process to revise those statements are being determined, including updates to the Strategic Planning Steering Committee to convey emerging key themes that should be integrated into the goals of the new University strategic plan.

Standard 2: Planning and Evaluation

Planning

The University's strategic planning steering committee, as cited by NEASC (now NECHE) in its 2018 response, continues to utilize a thoughtful and deliberate planning process. Our processes are aligned to guide resource allocation for ensuring quality in programs and services and strategic budgeting to accomplish stated priorities. The entire University and each of its divisions, including Academic Affairs, Information Technology Services, Administration and Finance, Communications, Athletics, Research and Economic Development, and Student Affairs have been continually engaged in planning relative to the University's Academic Plan 2016-2021: *Innovation with Impact*. The plan, which identified 6 goals related to student success, scholarship, diversity, global presence, advancement, and institutional effectiveness, was a culmination of nearly a year's work to engage the campus stakeholders from across and beyond the institution, as described more fully in the 2017 NEASC self-study report.

Other cross-institutional plans that have aligned with the University's academic strategic plan, include the [Campus Master plan](#), which steers the physical development of the campus and the [IT plan](#) for the technological planning that supports the University, and the area of Community Equity and Diversity, which recently conducted a large-scale [campus-wide climate survey](#) to inform future planning. The 2016-2021 University Academic plan had six overarching goals advancing areas of student success, scholarship, diversity and equity, operational effectiveness, and fundraising. The goals served as

guideposts for strategic initiatives and resource allocation through a systemic budget process that involved the Strategic Budget and Planning Council and an Academic Affairs strategic budget and reinvestment process – all of which directly connected to the institution’s Academic Plan.

The Joint Committee on Academic Planning (JCAP) has steered the development and reporting of progress during the past 10-12 years for the 2010-2015 and the 2016-2021 Academic Plans. Progress on those strategic plans has occurred through reporting on a set of related [plan indicators and metrics](#). At a time when the University would have commenced work on a new planning process during the spring of 2020, JCAP and senior leaders endorsed a continuation of the current plan until the new President was appointed.

With the arrival of President Marc Parlange in the summer of 2021, the University has now embarked on the development of a new 10-year strategic plan under his leadership. In January 2022, President Parlange formed a Strategic Planning Steering Committee, which he co-chairs alongside the President of the Faculty Senate. It is charged with steering the overall planning process and ensuring the engagement of the University community in the plan’s development. The committee is comprised of administrators/leadership from across the divisions of the University, several deans, faculty, staff, and students. The committee and its co-chairs have developed a [planning webpage](#) for transparency in communicating the activities and progress to date of the planning process. The webpage includes a video message from the President, a timeline of the process to date, the charge and composition of the steering committee, the activities that are designed to engage the University community in the development of the plan, and updates on progress of the plan’s development.

In terms of planning related activities that have occurred thus far, a deans’ retreat in August 2021 identified preliminary strategic themes, and a retreat in October 2021 of the President’s newly formed Stewardship Council (including all VP’s and deans, President of Faculty Senate, and select leaders of other areas) identified strategic issues of focus. The Strategic Planning Steering Committee has been building on this work and, in the spring of 2022, held forums for the larger community’s engagement and appointed task forces/working groups as well as utilized surveys to engage the community. The planning committee has been engaging key groups and stakeholders including the Faculty Senate, the Student Senate, the Board of Trustees, University committees, advisory groups, students, faculty, staff, alumni, and others. Leaders have also engaged their staff and faculty through departmental and college meetings. JCAP is overseeing the process to revisit the University’s mission, and a *Cornerstones* Ad Hoc Task Force has been engaged in revisiting the institution’s values. Both efforts are being integrated on an ongoing basis and will serve as foundations in the development of the new strategic plan.

Evaluation

URI continues to value data and data analytics to measure progress on its strategic goals and initiatives (e.g., see Standard 5, page 17, for student success data including graduation and retention rates). Sustained strategic effort and focus over the past decade has resulted in a continued positive trajectory for the University relative to the goals of its past two five-year academic plans; we have invested in interdisciplinary and engaged learning initiatives, faculty development, quality academic programs, and financial aid to leverage our enrollment goals as well as many other areas. This has resulted in continued significant growth in retention and graduation rates of all demographic groups, research funding, diversity of faculty and students, and fundraising revenues as evidenced by the data reported in the plan’s [indicators and metrics](#). Progress on these goals is also discussed throughout the body of this report under the corresponding standards.

Under the leadership of the Director of Institutional Research, we have recently expanded the institution's capabilities in data analytics using Power BI and the development of a student success data mart. This new data mart provides accessible data to key University personnel, enhancing the institution's ability to monitor progress on goals particularly related to student success, equity, and diversity. Plans in the coming years will expand the data mart to other key data areas. During AY 22-23, we will establish key performance indicators to monitor progress on our strategic goals which will be available on a public facing dashboard.

Standard 3: University Governance

The primary authorization of governance procedures at the University of Rhode Island is within the statutes in the General Laws of Rhode Island codified in [Title 16, Chapter 32](#). Since the most recent major 10-year Accreditation Review of the University of Rhode Island in 2017, there have been several fundamental changes in the General Laws affecting University governance that have necessitated a systemic examination of governance practices and a renewal of policies and procedures. Among the major changes occurring in the General Laws and at the University of Rhode Island include: 1) the replacement of the Rhode Island Board of Education and its subsidiary Council for Postsecondary Education with the [University of Rhode Island Board of Trustees](#); 2) the appointment of a new University President and interim University Provost; 3) an extensive review of the [University Manual](#) that serves as the primary document of shared governance at the University; and 4) the establishment of a [Repository of Administrative Policies](#) as authorized through Appendix G of the University Manual.

The University of Rhode Island Board of Trustees was [established by the RI State legislature in 2019](#) and became effective on February 1, 2020. The membership and primary responsibilities of the Board of Trustees are set forth in [Chapter 1](#) of the University Manual. The Board of Trustees has set out to develop a framework for policy formation to guide matters within their jurisdiction. Most of their policies and practices follow the recommendations in a manual of best governing practices recently published by the [Association of Governing Boards](#). With the institution of the Board of Trustees, some of the duties of the University President have been further modified in state statute and outlined in Chapter 1 of the University Manual. Shared governance between the President and the faculty on matters of curriculum, qualifications for the admission of students, rules of study, discipline, and government as set forth in [RIGL Section 16-32-10](#) has been maintained as a foundational principle at the University. The [URI Faculty Senate](#), while subject to the provisions of state and federal law, subject to consistency with the general objectives established by the Board of Trustees, and subject to the referendum power of the general faculty, has ultimate legislative power on educational policies.

President Marc Parlange began his tenure as President of the University of Rhode Island on August 1, 2021. As part of the new presidency, there has been a restructuring of presidential committees with their membership, charge, and structure promulgated in [Chapter 5](#) of the University Manual that sets forth the Presidential and Joint-Faculty Senate and presidential committees of the University. There has also been a restructuring of staffing within the Office of the President to accommodate support of the operations of the Board of Trustees. Two months after President Parlange assumed office, Provost Donald DeHayes retired as Provost and the position was filled by Interim Provost Laura Beauvais. Interim Provost Beauvais served from 2009 to 2019 as the Vice Provost for Faculty Affairs, thus having considerable experience in the office and the knowledge of institutional history to inform decision-making during this time of extraordinary transition for the institution. The search for a new Provost is expected to be completed in the fall of 2022.

From its inception, the University Manual has been recognized as the authoritative primary source for governance and policies at the University of Rhode Island as stated in the [University Manual Preamble](#). There has been a major effort underway to revise and update the University Manual, to ensure that URI's governance and policies continue to facilitate the accomplishment of its mission and support institutional effectiveness and integrity. Since 2017, sections of the document primarily dealing with matters of administrative policy and governance had become neglected and out-of-date. As of September 30, 2021, [Chapter 5](#), describing the presidential committees of the University, had not been updated by Administrative Report since September 2015, and in an extreme case, Appendix A: Delegation of Powers was still describing the operations of the Board of Governors for Higher Education and the Office of the Commissioner of Higher Education, former governing bodies that ceased their existence with the Rhode Island Board of Education Act of 2012, which in turn was superseded by provisions of the [2019 Public Law](#) that created the University of Rhode Island Board of Trustees. In another example, [University Manual Appendix G: University Policies](#) was originally conceived in 1960 as the authoritative repository for all University administrative policies. However, over time and with the rise of internet technology, the utility of Appendix G in serving as the central authoritative source of University policies has become undermined by several years of neglect, followed by a proliferation of disparate policy statements on the websites of various offices around the University that are often contradictory with the University Manual.

Beginning in 2020, an effort by the Office of the Vice President for Administration and Finance was authorized by Former President David Dooley to develop a [Repository of Administrative Policies](#) in lieu of University Manual Appendix G, along with a revised set of procedures for the formation of administrative policies. Efforts are underway between the Faculty Senate and the administration to cooperatively restructure University Manual Appendix G to formally authorize the online policy repository and serve as the nexus between the University Manual, as the primary source document for University governance, and the repository. Greater attention to ongoing maintenance of both the University Manual and the Repository of Administrative Policies will be sustained into the future through the development of a process and calendar for provision of updates.

Standard 4: The Academic Program

URI continues to offer a robust suite of undergraduate and graduate programs guided by the academic strategic plan and consistent with its mission as the state's flagship and land-grant institution. Our faculty have developed new academic programs designed to build on existing strengths at the University and address critical workforce needs in the state and region, and we are working to streamline pathways to graduation while ensuring the integrity and quality of our academic programs. In this interim report, we highlight progress and initiatives in the following areas:

1. Enrollment
2. Development of new academic programs
3. Streamlining pathways to degree attainment
4. Ensuring program quality through a cycle of assessment

Enrollment

Although total matriculated undergraduate enrollment has declined only slightly over the past four years from 13,877 in fall 2018 to 13,626 in fall 2021, we have seen some significant enrollment shifts between programs (Table 4 and Table 5). Programs with the greatest gains in enrollment include Sports Media and Communication, which launched in fall 2019, Criminology & Criminal Justice, Psychology (BA), Management, and Biotechnology. The Sports Media and Communications major expands on an

extremely popular Sports Media minor that launched in fall 2018. The program opens a wide variety of career opportunities to students interested in pursuing a future in the sports industry and offers the students the opportunity to work closely with URI Athletics and local/regional sports teams, TV/radio stations, and sports networks such as ESPN. Criminology & Criminal Justice was formerly a track within the Sociology major, but following increasing student demand, first became a new stand-alone academic program, and now pending Board of Trustees approval, will be a new academic department in fall 2022. Programs with the largest drop in enrollments include the fully online Nursing RN-BSN degree completion program, Kinesiology, Cell & Molecular Biology, Accounting, and Medical Laboratory Science.

Table 4. URI undergraduate majors with greatest gains in enrollment, fall 2018 to fall 2021.

Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Sports Media and Communication	NA	35	129	199	+569%
Criminology & Criminal Justice	314	443	486	466	+49%
Psychology (BA)	538	565	567	685	+27%
Management	109	134	152	208	+91%
Biotechnology	NA	35	75	92	+263%

Table 5. URI undergraduate majors with significant declines in enrollment, fall 2018 to fall 2021.

Undergraduate Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Nursing RN-BSN	439	352	290	246	-44%
Kinesiology	670	648	549	532	-21%
Cell & Molecular Biology	240	238	188	155	-35%
Accounting	308	284	255	223	-27%
Medical Laboratory Science	131	92	54	48	-63%

Some of these declines represent shifts in student interest/admission, such as the Nursing RN-BSN program which is facing fierce market competition. The drop in Kinesiology enrollment is in part a function of the creation of a new major in Health & Physical Education (launched in fall 2020) which was formerly a track in the Kinesiology major, and in part a drop in student demand. The decrease in the Cell & Molecular Biology program, however, is solely a function of a shift to Biotechnology, one of our newer majors.

At the graduate level (Table 6 and Table 7), we have seen an increase in enrollment in master's level programs and we are starting to see an increase in enrollment in doctoral programs. Programs with the greatest growth include MS Healthcare Management, a new program launched in fall 2020, the full-time Master of Business Administration, the Master of Public Administration, and the Ph.D. in Oceanography. Programs with the largest drop in enrollment include the part-time Master of Business Administration, the Pharmacy Doctorate, MS in Human Development, Counseling and Family Studies, MA Education, and the Doctor of Nursing Practice.

Table 6. URI graduate degrees with greatest gains in enrollment, Fall 2018 to Fall 2021.

Graduate Degree	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
MS Healthcare Management	NA	NA	26	44	+170%
Master of Business Administration (full-time)	27	24	46	62	+130%
Master of Public Administration	30	36	47	48	+60%
Ph.D. in Oceanography	41	43	53	59	+44%

Table 7. URI graduate degrees with significant declines in enrollment, Fall 2018 to Fall 2021.

Graduate Degree	Fall 2018	Fall 2019	Fall 2020	Fall 2021	% Change
Master of Business Administration (part-time)	174	183	177	139	-20%
Pharmacy Doctorate	776	766	749	741	-5%
MS in Human Development, Counseling and Family Studies	57	61	37	26	-54%
MA Education	52	38	29	32	-38%
Doctor of Nursing Practice	39	37	29	24	-38%

Enrollment in research-based graduate programs is generally limited by the availability of funding, whereas both the COVID-19 pandemic and the job market have been drivers of enrollment shifts in master's-level and professional graduate programs. Growth in Ph.D. programs such as Oceanography, is made possible by an increase in external funding to support graduate research assistantships, with a lesser impact from an increased URI investment in teaching assistantships. Re-allocation of graduate teaching assistantships within the institution, however, has reduced the funding available to support students enrolled in some graduate programs such as the Ph.D. in English, which experienced a loss of 12 students (-30% decline) since Fall 2018.

Development of New Academic Programs

URI faculty continue to identify opportunities for new academic programs, including new interdisciplinary programs, and programs that target specific career sectors. Since the 2017 comprehensive report, the University has expanded academic programming offering 14 new bachelor's degree programs, eight new graduate degree programs, and a suite of new undergraduate and graduate certificates. Examples at the undergraduate level include the BS in Interdisciplinary Neuroscience and the BS in Data Science, which target strengths at URI, areas of rapid growth in the job market, and leverage expertise across colleges and departments. We are also expanding our offerings in professional programs including a new undergraduate degree in Music Therapy, and at the graduate level, our College of Business now offers a Professional Doctorate of Business Administration. Proposers of all new programs are required to assess both the recruitment potential of the program and the potential internal enrollment transfer impact.

Over the past five years we have devoted more attention to creating programs that reach a more diverse population of students. Our Alan Shawn Feinstein College of Education and Professional Studies, for example, recently launched an updated [General Studies](#) major within the Interdisciplinary Studies degree, designed to support attainment of a bachelor's degree by students who come or return

to URI with a substantial number of credits, and a [Learner Designed](#) major for students who want a flexible degree that allows them to craft a major by focusing on three distinct subject areas consistent with their career interests and goals. Other programs include international partnerships such as offering the M.B.A. to students in Hungary and creating a pathway for Indonesian students to complete an online graduate certificate in-country as a first step to enrolling in our Master of Environmental Science & Management program. We have also launched [URI Online](#), which offers a suite of fully online programs under a seven-week accelerated calendar. URI Online accelerated programs, which are developed following market research regarding demand and job opportunities, are subject to the same program approval and oversight as all other URI programs and include undergraduate degree completion (e.g. [B.A. Communication Studies](#)), certificate programs (e.g. [Cannabis Studies](#)), some of which build/stack into a degree (e.g. [Public Administration and Policy](#)), and graduate degrees (e.g. [Master of Oceanography](#)), which meet the needs of “non-traditional” students and those pursuing life-long education.

Streamlining Pathways to Degree Attainment

Supporting timely degree completion has been a strategic focus since the 2017 comprehensive review. Improvements in undergraduate advising are discussed in the Advising area of emphasis. Here we highlight three initiatives designed to support students pursuing undergraduate and graduate degrees at URI: Accelerated Bachelor’s to Master’s programs, Improved Transfer and Prior Learning Credit Assessment, and Dual and Concurrent Enrollment for high school students.

Accelerated Bachelor’s to Master’s Degree Programs. URI undergraduates are becoming increasingly interested in pursuing graduate degrees. To facilitate and expedite that process, we created [Accelerated Bachelor’s to Master’s \(ABM\)](#) programs in 2020. ABM programs represent a new entry point into selected master’s degree programs, with the content, rigor, and requirements for obtaining the M.S. degree unchanged. To date, 15 ABM programs have been created, including a unique PharmD to M.S. degree program that creates a path for students in the professional program to add a research-based graduate degree. These accelerated programs allow students to take up to one-third of the required graduate credits as part of their undergraduate degree, allowing students to increase their efficiency in earning both the bachelor’s and master’s degrees while preserving the academic quality of the programs. Since the inception of ABM programs at URI two years ago, 31 students have graduated via the accelerated mechanism. That number is likely to increase year-over-year as new ABM programs are created and as students increasingly take advantage of them.

Transfer credit and Prior Learning Assessment. The University continues to evaluate and review the award of transfer credits with the following goals:

- Minimize time to degree (faster)
- Reduce the number of excess credits (more efficient)
- Produce equitable transfer pathway options for all students, including those who are undecided about transfer institution or intended course of study (accessible to all)
- Increase the number of students transferring to pursue a bachelor’s degree
- Increase bachelor’s degree attainment for Rhode Island transfer students.

Long-standing policies and procedures are in place to guide this process as described in the last comprehensive review. Continued use of a decentralized review process and posting of transfer credits, however, remain challenges to consistency across the institution. To help achieve these goals we have joined the ASPEN Transfer Excellence Program, and are working to ensure standardization in the award of transfer credit across our degree-granting colleges by continuing to add courses to the [Transfer](#)

[Evaluation System](#), especially from our most common “feeder schools.” We are also working to improve support for returning students through the spring 2022 hiring of a Prior Learning Assessment Coordinator, expansion of our Prior Learning Assessment credit policy, and expansion of the Joint Services Transcript - American Council on Education System to facilitate awarding of college credit. Credit conversion guides for international credential evaluations are being completely re-developed and centralized online along with expanded tutorials related to the transfer credit process for overseas institutions. This will better inform department chairs on best practices for the field of international education, ensure academic integrity, and support consistency in the course approval process.

Furthermore, the State of Rhode Island is launching a new ritransfers.org website which will be maintained at the state level and will include prior-approved transfer course articulations, including International Baccalaureate, Early Enrollment Program, Advance Placement, etc. and a list of non-approved courses.

Dual and Concurrent Enrollment. We continue to see increased enrollment in both our dual enrollment and concurrent enrollment programs. Total enrollment and school district participation in the URI concurrent enrollment program, which offers URI courses in the high school setting, have both increased since 2018 (see table below). Students enrolled in these 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. All RI school districts now offer one or more of our concurrent course options (Table 8). In addition, the State of Rhode Island provides funds to support the cost of these course credits for high school students. The annual census data (see STD 3 Datafirst table) also show a steady increase in non-matriculated high school students using the dual enrollment program to take courses at URI, increasing from 1,859 students in fall 2018 to 2,173 in fall 2021. Information about these programs is available here:

<https://web.uri.edu/osi/programs/concurrent-enrollment/>

<https://web.uri.edu/osi/programs/dual-enrollment/>

Table 8. High School Participation in the URI Concurrent Enrollment Program, AY 2018-19 to AY 2021-22.

	2018-2019	2019-2020	2020-2021	2021-2022
	Participating High Schools			
Fall Semester	32	25	36	37
Spring Semester	38	39	47	52
	Course Sections Offered			
Fall Semester	66	43	64	56
Spring Semester	82	97	119	124
Annual Total	148	140	183	180
	Student Enrollments			
Fall Semester	947	765	762	790
Spring Semester	1,072	1,452	1,358	1,649
Annual Total	2,019	2,217	2,120	2,439

URI is currently focused on concurrent course opportunities in general education courses such as mathematics, writing, English, and computer science. The state has recently proposed a reimagining of our high schools with a strong focus on career and technical pathways. This presents the opportunity to seek more concurrent enrollment course opportunities in areas such as engineering, environmental science, communication, etc. This possible shift in course topics will need to be explored further to ensure alignment with pathways to degree completion.

Ensuring Program Quality Through a Cycle of Assessment

The University continues to have policies and procedures in place to assure the academic quality of its undergraduate and graduate programs. All undergraduate and graduate degree programs are required to complete both a biennial cycle of student learning outcomes assessment and an [academic program review](#) (APR), completed every six years. The APR is an internal process for the benefit of the program, which includes a self-study, external review, and action agenda, designed to create an opportunity for self-reflection within the department and result in meaningful changes in curriculum.

Since 2017, 36 departments/units have completed their first APR and one has completed their second. However, due to COVID-19, no programs came up for review in spring 2022. The committee is re-setting the schedule for AY22-23. New academic programs, as approved, join the APR cycle under the umbrella of their home department. Of late, some of these new programs are interdisciplinary with coursework housed in multiple departments/units. We are working to determine how these interdisciplinary programs might effectively engage in the APR cycle. The Academic Program Review Committee is taking this issue under consideration in the coming year.

URI also launched a new general education program in 2016, and since the last comprehensive report, has graduated three cohorts of students under this program. The assessment and reflection of these student learning outcomes is discussed in the reflective essay for Standard 8.

Transfer of Credit

The University's [policy on transfer of undergraduate credit](#) is available on a website maintained by its Transfer Resource Center. The website provides the criteria for transfer of credit earned at other institutions of higher education. If a course has been evaluated by a URI department, the URI course equivalent is listed in the [Transfer Evaluation System \(TES\)](#). Courses not listed in TES, will be evaluated by faculty. Students who do not agree with the evaluation may request a re-evaluation as described on the website. 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. These policies and procedures for the review and awarding of undergraduate transfer credit can be found in Chapter 8 of the University Manual.

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, 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.

Integrity in the Award of Academic Credit

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 NECHE'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). 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. Academic regulations are detailed in the University and Graduate School manuals. 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.

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 Alan Shawn Feinstein 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.

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).

Student Verification

URI recognizes that online courses may require additional procedures to ensure that the student registered for the course is the one taking it. Student authentication and academic integrity for online courses is done through a password-protected learning management system, which was upgraded in May 2022 to include multi-factor authentication for all students. Faculty in some programs also use web-based remote proctoring for exams at no additional cost to students. Training offered through the Office for the Advancement of Teaching and Learning also emphasizes assessment practices designed to minimize issues related to authentication and academic integrity. URI's Online Pedagogy Competency Course for example, which is required of those teaching in online programs, is designed to promote practices that have been found to enhance student learning, and work to ensure that faculty know their students. We provide faculty with links to best practices in promoting academic integrity, including [WCET's Assessment and Academic Integrity information](#). These practices include the use of discussion forums so that faculty know their students and recognize their writing styles, suggestions for creating assignments that are personalized, and examples of disaggregated projects and research assignments.

URI's policies and procedures are designed to ensure that all students understand academic integrity and that faculty understand how to promote it. All syllabi, including those for online courses, must contain language explaining URI's policies on academic integrity. URI continues to explore additional methods, both pedagogical and technological, to ensure the academic integrity of its programs and degrees.

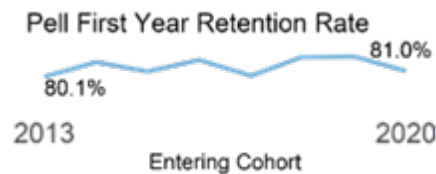
Standard 5: Students

The University of Rhode Island is committed to enriching the lives of its students by focusing on learning that is enhanced by diversity, equity, inclusion, student success, and scholarship. The areas of focus for this standard include 1) enrollment, admissions, and student success, 2) diversity, equity, and inclusion, and student success, and 3) increased student support services.

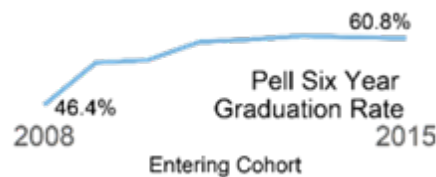
Enrollment, Admissions, and Student Success

The University of Rhode Island has experienced a steady increase in the number of applications for undergraduate study, increasing from 22,775 in fall 2018, to 25,105 in fall 2021. During this period, the number of first year enrolled applicants increased from 3,224 to 3,340, although total enrollment remained relatively constant, with approximately 14,500 undergraduate students enrolled each year. Graduate enrollments have increased slightly, rising from 2,023 in fall 2018 to 2,147 in fall 2021, an increase attributable to the launch of several new fully online graduate certificates and degrees.

Other measures that indicate student success since 2017 include graduation and retention of Pell grant recipients. The first-year retention and six-year graduation rates of first-time, full-time bachelor's Pell recipients are shown below for each entering cohort. There has been slow and very modest progress made toward improving the retention rate of this group over the years with the rate for the 2013 entering cohort being 80.1% and the most recent rate of the 2020 entering cohort at 81%. It is also noteworthy that, despite the coronavirus pandemic, there has been no substantive decrease in retention among this student population. There has been a significant increase in the six-year graduation rate, however, of these cohorts since the 2008 recession with a levelling off in recent years. 46.4% of the 2008 Pell recipient entering cohort graduated by the end of the 2015 academic year, whereas 60.8% of the fall 2015 Pell recipient cohort had completed their undergraduate degree by the end of the 2021 academic year.



First-year URI retention rate by entering Pell recipient cohort, 2013 – 2020.



Six-year graduation rate by entering Pell recipient cohort, 2008 – 2015.

URI's Enrollment Services and Undergraduate Admissions staff continue to work diligently to meet the changing needs of prospective students. They identified diverse ways of communicating with prospective students, engaging with them both in-person and through virtual outreach (on-demand recordings were provided for anyone who missed a virtual session). Enrollment Services and Undergraduate Admissions further unified their communication by adopting the use of Slate, a software system that aims to enhance coordinated communication among enrollment management staff, admissions staff, and prospective and current students. Face-to-face events included campus tours (with

a tour guide or self-guided or podcast tour) while virtual events included meetings with a dedicated admission counselor, special populations counselor (e.g., transfers, student veterans, non-traditional students), or a student ambassador. Furthermore, a new undergraduate admission program, "[Rhode to Becoming a Ram](#)," was established in 2021, which employs a comprehensive approach to help accepted students learn about the college experience pre- and post-enrollment. This program likens the exploration of college life to a 'road trip' where the 'stops along the way' are mapped out for the student, from academics to housing and residential life to internships. These events occurred virtually and in person. The virtual events, which surpassed 200, had a variety of different focuses. Academic sessions were popular with over 1,000 virtual attendees. Nine 'Like a Ram' events, which had over 500 virtual attendees, allowed students to connect with their major, faculty, and students in their program. Living at URI sessions had almost 1,400 virtual participants.

One of the more notable changes at URI related to Enrollment Services and Undergraduate Admission was the creation of a new Robert J. Higgins Welcome Center in 2018. The New Welcome Center offers additional space and interactive technology for a more modern and robust visitor experience. Throughout the spring 2021 yield season, which was impacted by the pandemic, over 500 different virtual events welcomed students to campus and helped them learn more about URI. For both the fall 2020 and fall 2021 incoming classes, the on-campus visit team has been strategically looking at ways to make the campus visit program more inclusive. Strategies included initiatives to bring students from underserved communities to campus by welcoming group tours, using inclusive questions on registration forms including preferred name, and ensuring that the visit is accessible to those individuals with disabilities.

Diversity, Equity, and Inclusion and Student Success at URI

Creating an inclusive learning and social environment that enhances student success for all students continues to be a priority for URI. The Office of Community, Equity, and Diversity (CED) has the responsibility of guiding strategic efforts to ensure a safe, welcoming, and inclusive environment for faculty, staff, and students. CED has experienced turnover in its leadership in recent years including the departure of the Associate Vice President and Chief Diversity Officer in March 2022. This created an opportunity to re-envision the leadership with the addition of an Assistant Vice President and the elevation of the Associate Vice President role to the Vice President level.

CED has offered programs for students, including the *Diversity Dialogues*, which was coordinated by CED's undergraduate scholars in residence, and offers safe and open dialogue to explore and discuss difficult topics centered around social justice. Further, to support Indigenous students, URI recently established a scholarship program that currently provides tuition for 15 citizens of the Narragansett Indian Tribe to earn their undergraduate degree.

At the graduate level, the URI Graduate School partnered with CED to offer a Diversity & Inclusion Badge (DIBP) program, which is a micro-credential program that enables URI's graduate students to learn the knowledge, skills, and dispositions needed for cultural competence. Graduate students must complete five workshops in areas such as social identity, power and privilege, and the fundamentals of diversity as well as four additional workshops offered by CED. Since the spring 2017 semester launch of the DIBP, 535 participants have taken one or more workshops and 180 graduate students have completed the Badge by taking at least five workshops. The required workshop, *Fundamentals of Diversity: Social Identity, Power, and Privilege*, was facilitated exclusively by graduate students for the past few semesters, providing an opportunity for DIBP Badge holders to further develop their competencies in diversity and inclusion.

Another initiative, led by the University Diversity Council (UDC) is the [Campus Climate Survey](#). URI partnered with the firm Rankin & Associates to conduct the survey, which gave URI students, administration, faculty, and staff an opportunity to share their experiences and perceptions regarding diversity, equity, and inclusion. The overall survey response rate was 22.4%, with 3,225 of the 4,555 survey responses from students. The UDC will work with President Parlange and CED to create and sequence the implementation of short- and long- term recommendations based on the survey results of students, staff, and faculty.

Student Support Services

Although URI continues to provide a wide range of student services and co-curricular experiences, faculty, staff, and administrators understand the importance of another type of experience that complements students' academic life: mental health support services. More specifically, the URI Counseling Center engages students by providing a comprehensive suite of quality mental health services to support the personal, emotional, and academic well-being of our students. There was a 28% increase in student visits to the Center from 2015-2018, prompting staff to implement a new program called [Togetherall](#), a 24/7 anonymous, peer support community monitored by licensed clinical professionals.

The Psychological Consultation Center, a training clinic for doctoral-level graduate students in the Clinical Psychology graduate program, coordinates the [Mental Health First Aid certification](#) initiative. URI staff have trained over 1,000 members of the campus community since June 2017.

In addition to mental health services, URI continues to provide services to support students academically. The URI Academic Testing Center, part of the Office of the Advancement for Teaching and Learning, reopened in fall 2022 after a COVID-19-related 18-month closure, and hired a new assistant director to proctor assessments for students whose faculty request support with ADA/504 exam accommodations and University-approved absences (1,833 student exams were proctored between November 2021 and May 2022). The Testing Center also created more opportunities to support the needs of diverse students including offering a pre-sunrise meal and prayer followed by exams sessions from 4 a.m.-8 a.m. every Tuesday during Ramadan.

URI will continue to enhance and develop enrollment, diversity, equity, and inclusion, and cross-institutional student success initiatives. Our Student Success Team will begin work on the second year of the student success initiatives in the Gardner report (e.g., how to decrease non-productive grades in gateway courses and measure sense of belonging among undergraduate students). URI is also exploring a centralized student success center that would provide holistic academic and student life services and programs to support traditional and adult students.

Standard 6: Teaching, Learning, Scholarship

Faculty Hiring Initiatives

URI has made strategic hiring investments since the last comprehensive report, including the FY 2019 completion of the "60 in 4" full-time faculty hiring program, which started in FY2016, creation of a "First-year student success pedagogical enhancement initiative" that includes seven lecturer FTEs, the creation of a STEM-education cluster hire initiative that will focus on discipline-based education research to improve student success in STEM gateway courses, and a graduate teaching assistant (GTAs) expansion program is adding 62 GTA FTEs. The cumulative effect of these initiatives has been to increase the size of the full-time faculty (excluding research faculty) from 703 in FY2016 to 757 in FY2021.

“60 in 4” Full-time Faculty Initiative. This four-year initiative, which was started in FY2016, increased the number of full-time faculty by 60 FTEs, and reduced the institution’s reliance on part-time adjunct faculty (PTF) in high enrollment programs. The additional revenue required to fund these positions was successfully generated through student retention and completion initiatives. The addition of lecturer-track faculty resulted in a 5% reduction in the number of student-credit hours delivered by PTF; however, in the College of Arts & Sciences, high student demand for courses that have a pedagogically limited class size, such as languages, writing, and communications, necessitates the continued addition of a substantial number of course sections offered by PTF instructors. The shift to full-time faculty is designed to increase faculty capacity for scholarly activity and provide more opportunities for students to engage with faculty in co-curricular activities such as independent studies and funded research. External research funding awarded to URI through the Division of Research and Economic Development increased from \$82.3 million in FY2016 to \$110.5 million in FY2021. This creates increased opportunities for both undergraduate and graduate students to engage in funded research under the direction of full-time faculty.

First-year student success pedagogical enhancement initiative. This investment in seven full-time lecturer FTEs starting in FY2021, is designed to help reduce the class size in critical gateway service classes aimed at first-year students, provide pedagogical training in a cohort model for participating faculty, relieve very heavy lecturer loads in several departments, provide scheduling flexibility and options for students, make better use of our classroom infrastructure by adding additional sections in late afternoon and early evening, and ultimately enhance student learning, satisfaction, and success in these critical service classes. While it is too early to assess the impact of this initiative on student performance or retention, the addition of 23 sections across 10 high-enrollment courses during the 2021-2022 academic year achieved significant reductions in average class size ranging from 21% to 58%, with a mean reduction of 40%. In General Chemistry I for example, the average class size was reduced from 179 to 97 students per section, and in Principles of Biology I, average class size was reduced from 214 to 132 students per section. Faculty hired through this initiative will also be engaged in a community of practice associated with the STEM-Education cluster hire initiative described below.

STEM-Education Cluster Hire Initiative. Three tenure-track positions have been funded in FY2023 to foster the development and implementation of innovative and effective approaches to improve student learning and success in STEM gateway courses. This was an evidence-based investment, using course completion rates to identify academic areas that would benefit most from this investment. The cluster faculty in biology, mathematics, and chemistry will teach introductory courses in their discipline and develop an externally funded program of scholarly activity in Scholarship of Teaching and Learning/Discipline-based Education Research. We will be assessing the impact of both the First-year student and STEM-Ed initiatives over the next four years through an in-depth examination of student success in the initial and subsequent STEM courses, student persistence and the distribution of non-productive grades across student demographics.

Diversity and Inclusion. URI continues to strengthen its efforts to increase the diversity of its faculty through recruitment and retention. Over the last ten years, URI has made significant progress diversifying its faculty ranks, increasing the number of faculty from historically under-represented groups from 113 (16%) to 183 (23%). Our progress is documented in an annual legislative report presented to the URI Board of Trustees. In support of our data-informed approach, the Office of Institutional Research is developing improved procedures for capturing and tracking the demographics of our faculty, staff, and students. Examples of diversity initiatives implemented since the last comprehensive review include, revision of faculty/staff search procedures and training to ensure development of more diverse candidate pools, revision of our “Distinguished Multi-Cultural Post-

Doctoral Faculty Fellows” program as a pathway to a tenure-track position, and the expansion of our new faculty orientation program to include a year-long community-building and retention program. In addition, we are providing multi-cultural competency and inclusive pedagogy training to faculty, with specialized leadership training for department chairs and Deans.

Graduate Teaching Assistantship Expansion Initiative. Following a comprehensive review of instructional support needs and distribution of GTAs across the University, URI made a five-year strategic investment in 62 additional GTA positions apportioned across the institution based on documented need. This will increase the number of GTAs from a base of 307.5 in FY2019 to 372 in FY2023, an increase of 20%, providing a significant increase in instructional support across the University which will benefit both students and faculty.

Professional Development

The University has also expanded faculty professional development resources to better support the needs of both existing and new faculty. We have expanded the staff in our Office for the Advancement of Teaching and Learning, including the addition of an associate director for faculty development and a learning outcomes assessment specialist. Meeting the needs of faculty during the pandemic-induced shift to remote instruction in spring 2020 served as a catalyst for faculty engagement in professional development, but we continue to see strong interest from faculty in a range of professional development opportunities with a particularly strong interest in implementing inclusive pedagogy that promotes more effective student learning and success (Table 9). Examples of some of these opportunities include:

“Strategies and Tools for Teaching at URI” New Faculty Workshop. Prompted by the need to offer a remote new faculty orientation, the [Office for the Advancement of Teaching and Learning](#) developed a one-week, new faculty workshop delivered remotely with asynchronous and synchronous elements that engages faculty on a variety of topics including inclusive pedagogy, course design, student assessment, self-care and building community. This new virtual workshop, built upon sessions traditionally offered in-person immediately prior to the start of the academic year, received such positive feedback from participants that we have retained this model despite our full return to campus this year.

Online Pedagogy Workshop. Online Pedagogy is a four-week, asynchronous online workshop designed to give faculty background and knowledge of best-practices to enhance their online teaching skills using Brightspace, the URI learning management system. Faculty who completed this workshop receive a certificate that designates them as a qualified online instructor. The University offered summer stipends to part-time and full-time faculty during the summer of 2020 to support faculty shifting to remote/online instruction due to the pandemic.

High Impact Teaching (HIT) Seminars. HIT seminars focus on specific evidence-based teaching practices. Examples include Teaching for Learning, Researching Across the Disciplines, and Writing Across the Curriculum. The Teaching for Learning seminar engages faculty in evidence-based best practices for achieving student learning goals. Researching Across the Disciplines focuses on developing more meaningful information literacy assignments that help students master threshold concepts and transfer critical information literacy competencies to other courses and situations. Writing Across the Curriculum focuses on improving faculty writing assignments in courses and providing faculty with guidance on how to scaffold students’ development as writers. These seminars are held over multiple sessions, either spanning across several weeks throughout a fall/spring semester, or in an intensive week-long format during the summer. The end-goal is that participating faculty will develop small projects that incorporate

evidence-based practices in one or more of their courses. Faculty share the outcome of their implementation effort at the annual Teaching and Learning Showcase held each spring.

Table 9. Faculty Participation in URI Professional Development Workshops, 2017-2021.

	17-18	18-19	19-20	20-21	4 yr. Total
Strategies & Tools	69	65	53	31	218
Online Pedagogy	17	26	231	185	459
HIT Seminars	37	48	39*	58	182

*Spring 2020 HIT Seminars were disrupted by the COVID-19 pandemic.

National Center for Faculty Development and Diversity. The University of Rhode Island became an Institutional Member of the National Center for Faculty Development & Diversity ([NCFDD](#)) in 2020. The NCFDD is a nationally recognized, independent organization that provides online career development and mentoring resources. The institutional membership provides access for *all* University of Rhode Island faculty, postdoctoral scholars, and graduate students to NCFDD’s broad range of online virtual programs and resources. URI has 286 registered members in NCFDD, including 130 full-time faculty and 107 graduate students, and URI members are regularly using this resource, with 238 active sessions for the current membership year which started in March 2022.

ITS Teaching and Learning Services. URI Information Technology Services launched a Teaching and Learning Services team designed to provide [support and training](#) on the rapidly growing number of platforms available to support teaching, learning and research. The team provides “Tech Day” sessions for on-boarding support of new faculty, drop-in support for educational technology, and networking opportunities for faculty interested in connecting with others using educational technology. During 2020-2022 for example, IT provided faculty support on learning technologies and the learning management system (LMS) through tickets, walk-in support, and Zoom drop-in support. Training included eLearning and educational technology training on apps, software and campus-wide IT-managed tools. Training was provided to 4,484 total attendees on topics including (but not limited to): LMS usage (Brightspace), Camtasia, Snagit, clickers, video tools, Office 365 apps/portal, and Google Apps for Education. Faculty support resources were also developed and deployed including implementation of a knowledge base with 193 self-help guides, a YouTube channel with 53 video tutorials, and online support groups and support materials.

Evaluation of Teaching Effectiveness

As a result of the ongoing professional development offered through the Office for the Advancement of Teaching and Learning as described above, and catalyzed by pandemic-related disruptions, URI has made significant progress fostering a culture of teaching excellence and innovation. This is reflected in the practice of faculty and is reflected in our annual review, promotion and tenure process. In 2020 for example, the University administration and the faculty union worked together to develop a memorandum of agreement regarding best practices in demonstrating teaching effectiveness which de-emphasizes the use of quantitative student feedback metrics and encourages a holistic reflective approach that encourages the continued growth of faculty as teaching scholars. Faculty are encouraged to document their efforts, report on their ongoing cycle of self-assessment, reflection and revision, and provide evidence of how results of student feedback and self-assessment are used to improve teaching effectiveness.

Faculty Departures

Even though our faculty numbers are up due to our significant investments in faculty lines since the last comprehensive report, we should also note that URI has seen a considerable number of faculty retirements and departures over the last four years. During the period fall 2018 to spring 2022, 93 faculty have retired, with 63 at the full professor level. This represents both an opportunity and a challenge. The vacancies have created an important opportunity for the University to focus faculty resources on strategic priorities identified through the Academic Program Review and strategic planning process. At the same time however, the shift to a more junior faculty, which is evident in the distribution of faculty by rank data table, can present challenges with the loss of senior faculty in leadership and mentoring roles.

Standard 7: Institutional Resources

Financial Resources

Since our last report and despite the challenges of COVID-19, URI has maintained its fiscal health and retained its staffing levels over the five years of this report. We have also made major capital improvements to our campuses and prioritized deferred maintenance of facilities for areas of improvement.

Since the 2017 Institutional Self-Study, the financial resources of the University have remained stable. This has been the case largely because enrollments have remained strong throughout the pandemic. In fact, since 2017, student FTEs have remained between 15,874 and 16,420. The figure on October 15, 2021, was 15,969 with a total student headcount of 17,511. Operating revenues declined during the pandemic largely because of losses in the auxiliary units, such as housing and dining, but the University was able to offset most of the losses through CARES Act, Coronavirus Relief Fund, CRRSAA, and American Rescue Plan funds. The University received a total of \$73.7 million in such funding. In addition, during the past decade, the University had built a contingency fund of approximately \$25 million that it has been able to tap during the pandemic.

According to the FY2021 Financial Statement (published on November 5, 2021), the University had total assets of \$1.1 billion and total liabilities of \$526.2 million. Total operating revenues were \$448.9 million and operating expenses were \$570.3 million. Nonoperating revenue of \$115.0 million brought the operating loss down to \$6.4 million. The total revenue from tuition and fees was \$415.7million; tuition waivers and remissions bring the net figure to \$300.8 million. Grants and contracts accounted for \$112.5 million in revenue and \$35.6 million in revenue was realized from auxiliaries (e.g., housing and dining) and other resources. The state appropriation was \$78.2 million. Cash and equivalents on June 30, 2021, were \$144.0 million. According to the 2021 Endowment Report, the University's endowment reached \$213 million on May 31, 2021, and was set to pay out \$5.4 million during the 2021-2022 academic year. The FY2022 budget of the University was \$870.3 million. This figure includes \$354.9 million in tuition and fees, \$108.3 million in sponsored research, \$107.7 million in auxiliaries and enterprises, \$101.7 million in external federal student grants and direct loans, \$84.3 million in state appropriations, \$31.1 in HEERF funding, \$29.8 of state appropriations toward the payment of general obligation bonds, and several other smaller sources of funding.

Human Resources

One priority of the University throughout the pandemic has been to maintain employment both for the benefit of employees and the community and to assure the continuation of an experienced workforce. Despite the broader trends across academia, the University maintained most of its workforce. In fact, some of the lessons learned during the pandemic, such as the ability to carry out some work remotely,

may lead to greater productivity, increased employee satisfaction, and stronger organizational commitment. Tight labor markets have increased challenges around recruitment, selection, and compensation, but the University maintains an adequate and properly compensated workforce to carry out all primary functions.

The University of Rhode Island has approximately 2,500 full-time employees. Among the faculty, the University employs 770 full-time faculty and approximately 456 part-time (including per course) faculty (in spring 2022, 293 of the part-time faculty taught at least one course), and 741 graduate assistants (GAs), including full-time and part-time appointments (649 GA full-time equivalents). Terms of employment are included in one of ten collective bargaining agreements. For non-union employees, terms are determined by the URI Board of Trustees and administered by the Office of Human Resource Administration. The Office of Affirmative Action Equal Opportunity and Diversity as well as the Office of Community, Equity, and Diversity oversee aspects of employment, particularly recruitment, selection and certain compliance matters.

Information, Physical, and Technological Resources

Since 2017, the University has constructed three major new buildings: The Fascitelli Center for Advanced Engineering, major additions to Bliss Hall, and the Brookside Commons Residence Hall. These buildings are valued at \$256 million. In addition, the University has made \$155 million in capital maintenance and infrastructure repairs, which included roadwork and the construction of a new bike path. According to Sightlines, URI has averaged \$76 million in capital investments annually, with 62% invested in new space. In addition, during the past five years, the University has invested close to \$1 million to improve accessibility and over \$20.1 million in energy efficiency improvements as part of URI's participation in the American College and University President's Climate Commitment. In response to COVID-19, the University spent \$1.1 million to install digital media equipment to assist remote teaching and over \$600,000 to improve classroom air quality for in-person teaching.

The University has adequate and improving technology resources to fulfill both its research and teaching missions. The library has the materials needed and provides ample access to additional material to support the research and teaching mission. The library has added many new services (e.g., Launch Lab and AI Lab) to enhance its mission as a learning hub for the institution. Although asset protection continues to be a challenge, the physical plant of the University is generally state-of-the-art and provides an attractive and safe environment for research and study. Planning and investments in all three areas are done strategically and transparently.

Standard 9: Integrity, Transparency, and Public Disclosure

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 Board of Trustees, and external agencies and constituencies.

Integrity

Academic Integrity. Since 2017, URI has been using a variety of oral and visual pedagogical techniques and technological tools focused on academic integrity. These include the upgrading of a password protected learning management system to include multi-factor authentication for all students and adding student ID photos to the Starfish advising system and our PeopleSoft student information system for faculty and advisor's use in confirmation of class rosters and advising appointments.

In the spring of 2020, we experienced an increase in plagiarism charges among group work as students struggled with how to submit collaborative work appropriately while still taking classes online. In the

fall of 2020, the [Office of Community Standards](#), whose role in academic integrity violations is to manage the student record to track repeat patterns of behavior in this area, responded by partnering with URI's [Academic Enhancement Center](#). Through this partnership, a referral workflow was created as part of the educational aspect of the sanction, the process by which academic integrity infractions are reported was streamlined, and this was more clearly publicized with the academic deans and the Provost's office. This new process was referred to the Faculty Senate in 2021. The intention of the outreach was for faculty to understand that as content experts, they hold the authority to determine if an infraction had occurred, and to establish a process within the academic college where a student would be notified of the infraction and had a procedure to challenge or appeal the finding.

In 2021, the website for the [Office for the Advancement of Teaching and Learning](#) (ATL) underwent a significant redesign. A strategic reorganization to shore up the faculty resources needed to ensure equitable, accessible, and high standard pedagogy is ongoing. ATL is refocusing on assessment techniques less prone to cheating and the creation of a robust repository of resources – articles with directly applicable strategies, sample assessments and grading strategies. This information will be shared on a separate page on ATL's website and linked to various stakeholders' pages across campus.

The primary statement of Student Rights and Responsibilities, including student conduct and grievance procedures, is found in the [University of Rhode Island Student Handbook](#), as well as on the homepage of the [Office of Community Standards](#) website and its University Student Conduct System among other places.

Institutional Integrity. The University continues to be committed to a diverse, equitable, and inclusive community in which every member thrives. The Office of Community, Equity, and Diversity experienced turnover in its leadership in recent years including the departure of the Associate Vice President and Chief Diversity Officer in March 2022. This created an opportunity to re-envision the leadership with the addition of an Assistant Vice President and elevating the Associate Vice President role to the Vice President level. In addition, the position of Assistant Dean for Diversity, Equity, Inclusion, and Justice is in the process of being filled across all colleges.

The University also has several offices dedicated specifically to ensuring 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 a NCAA Compliance Office. Since 2017, a Chief NCAA Compliance Officer in Athletics, an Assistant Director of NCAA Compliance in Enrollment Services, and a Division of Finance and Administration Director of Enterprise Compliance positions have been created to continue to increase our level of institutional control in these areas.

Transparency

Leadership and Staff Resources and Oversight. The responsibility for transparency lies primarily in the University's Office of External Relations and Communications and, more specifically, within its departments of Communications and Marketing, and Publications and Creative Services. From 2017 to present, the University has created new positions in the Office of External Relations and Communications and most recently restructured it with a goal of more effectively integrating communications across the institution and supporting transparency. New positions include an Assistant Director, Brand Marketing and Advertising (addressing the need for integrated marketing across the institution), three Digital Content Strategists, an additional Senior Digital Content Strategist (providing

dedicated support for [URI Online](#), beginning with the initiative's launch in 2020), and a Web Developer (a new position effective July 2022). This doubled the size of the web team and added expertise in web design, development, writing, editing, and user experience. Currently underway is the hiring of a Frontend Designer to meet the ongoing support needs of the URI community and to continue improving URI's digital presence.

In 2021, President Marc Parlange restructured External Relations and Communications by creating two positions: Director of Government Relations at the state level, and Director of Government Relations at the federal level, which report to the President's office. An additional communications specialist position was also created to provide direct support for Presidential communications. In 2022, the position of Executive Director was eliminated to create the new position of Vice President for Communications and Marketing, representing the first VP position in communications and marketing. The shift is intended to elevate the importance of communications and more effectively integrate communications across the institution. The new Vice President for Communications and Marketing has been hired and will be joining the University in August 2022.

Web Presence. Since 2017, making the University website more accessible, accurate, and transparent has been a priority for the benefit of current students, prospective students and families, and the campus community. The URI Communications and Marketing web team implemented a new (URI Modern) WordPress theme and set of web elements (component library), designed to improve visual appearance, accessibility, responsiveness, and overall usability of the URI website. This included moving more than 150 URI sites to the new theme (to date) encompassing reviewing, rewriting, and streamlining content; and implementing an all-new approach for the URI homepage. To maintain quality and ensure universal web standards, an online [URI WordPress guide](#) was created as a tool for content managers across campus, providing resources on how to use the URI Modern theme and component library, and guidance on web accessibility, writing, visual design, and content strategy. In the coming months, URI's entire website will be moving to an externally managed web host that will make our website faster and more secure and will also free up IT resources that are currently dedicated to maintaining URI's web servers.

A new [URI Programs](#) website was launched in 2018. Since then, the site has had over three million page views and provides prospective and current students with a comprehensive, interactive overview of all of URI's academic offerings, which they can search and filter.

As part of ongoing support for annual marketing campaigns, the user path and experience on the web was reimagined to align with the narrative of other key campaign assets (one of these campaigns was CASE award-winning) thereby strengthening the University's ability to help prospective students and families make informed decisions about the institution.

In 2017, URI launched a new, centralized mass email distribution system to provide a single, coordinated approach for mass email communications of content from all University entities including colleges, departments, and programs seeking to deliver University-branded messages to external audiences including newsletters, press releases, University events, and fundraising information. Prior to this, URI did not have a centralized mass email service. This collaborative effort by URI Communications and Marketing and URI Foundation and Alumni Engagement has enabled the University to increase efficiency and transparency through content templates, segmentation capabilities for building messages, and backend reporting.

These combined efforts centering around leadership, staff and technological resources, and web presence have supported a more accurate, timely, and readily accessible approach to increasing transparency for the University.

Public disclosure

The University Catalog. Updated annually, the URI Catalog 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. In 2022, URI Catalog began transitioning from a maintained website to an electronic curriculum and catalog platform, which will launch in fall 2022. Curriculum course and program information and requirements are now accessible through a cloud-based program whereby all information is available in one location and pushed directly to the URI catalog. The system increases transparency and efficiency through an electronic workflow process from proposal to implementation. With one system, reports are easily generated to keep track of data and program/course proposal status. The University recognizes that streamlining and improving processes for listing faculty in the catalog remains a challenge and this is being reviewed as part of the ongoing implementation of the new catalog system.

Student Consumer Information page. To make things clear, centralized, and readily accessible, the University published a [Student Consumer Information](#) page, a collaborative effort between the Provost Office, Enrollment Services, and Institutional Research. The page is a consolidated and comprehensive presentation encompassing everything necessary for current students, and prospective students and their families to make informed decisions regarding the institution. Information on FERPA, costs and financial aid, student activities, campus safety, student outcomes and more is now readily accessible.

University Audited Financial Statements. [URI Financial Reports](#) are readily accessible via the Controller's homepage.

REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS – STANDARD 8

The University of Rhode Island's overarching institutional focus for the last five years was framed by its (URI) 2016-2021 Academic Strategic Plan: *Innovation with Impact: Shaping the future of URI*. This second five-year academic strategic plan coincided with the 2017 Comprehensive Self-Study which defined our institution-level priorities, including six strategic goals with strategies and measurable action steps that allow the institution to hold itself accountable for achievement on behalf of students, faculty and staff, and the future of the University.

The strategic plan served as a framework for investments, resource allocation, and ultimately a guide toward continuous improvement. The commitment to anticipate, define and then aspire to meet the challenges of the changing landscape of higher education, within the framework of our public state research institution, positioned us well to respond to the impact of the global pandemic. While COVID-19 slowed many of our initiatives, it did not dramatically change our focus and in some cases acted as a catalyst for additional changes.

This reflective essay provides an opportunity to analyze the impact of these committed efforts. The three sections below discuss: 1) How URI uses assessment to measure what our students are gaining from their education and how we know what and how they are learning, including a discussion of institution-wide and General Education assessment, in response to this *Area of Emphasis*; 2) URI's measures of student success and achievement; and 3) Our projections for the future.

Using Assessment to Measure Student Learning

At the University of Rhode Island, assessment is practiced as an integral and iterative process with a program improvement feedback loop. It occurs at several levels of teaching and learning from the IDEA Student Feedback Survey, which provides feedback to faculty at the course-level of instruction, to formative and summative in-course assessment, and ultimately at the program level in both academic and co-curricular experiences. URI's assessment program supports a process that examines what students gain from academic and co-curricular opportunities, and how faculty, staff, and administrators can improve those outcomes across the diversity of our undergraduate student body.

Programmatic Learning Outcomes Assessment

Learning outcomes assessment is a faculty-driven process, based on clear and measurable expectations faculty set about what graduates of their program should "know and be able to do." Each assessment project is focused around a "learning question" and the biennial assessment reporting cycle is fully integrated into the six-year Academic Program Review process creating a regular and holistic view of the measures of the quality and impact of a program. By regularly checking student learning at the program level, we can engage in a continuous process of curriculum revision and target both student support and faculty development services to areas of greatest impact. Through recognition of faculty efforts to improve learning, we cultivate a climate of improvement. The results, shared among faculty, identify teaching practices, policies, structures, and conditions that promote equitable student success.

Since 2012, all academic programs, regardless of campus location, or modality of the program, have published student learning outcomes and follow a cohort-based biennial outcomes assessment reporting schedule that uses the NECHE E-series templates to document program efforts on authentic assessment. The focus is on implementing recommendations for improvement and reassessment where analysis of student work identifies a pattern of weakness. All E1A, E1B and Series S reports are summarized annually and published as [Institutional Assessment Report Summaries](#). Since 2014, the biennial reports have been peer reviewed by faculty assessment fellows who undergo training and

intensive norming sessions to score assessment reports using a calibrated rubric, both individually and in teams. The resulting feedback guides improvement in the assessment process, and the rubric results are also used to highlight excellence in reporting and to identify faculty and programs for recognition by the Faculty Senate each year ([annual reports](#)) and at the annual Teaching and Learning [Showcase](#).

Feedback for each academic program is sent to the Chair and shared with College Dean and Associate Deans and includes an institutional summary report and comparative college level report on quality of reporting and compliance within their college, along with the assessment report/feedback package for every program reporting in that cohort year. This process gives leadership an opportunity to see the curricular revisions resulting from the assessment loop and to acknowledge and recognize the reporting effort and accreditation contribution made by the faculty. The biennial report review process was changed in summer 2021 to include a weeklong assessment retreat in June. This ensures that feedback is provided to programs at the *beginning* of the fall semester so faculty can start the new two-year cycle with an assessment planning document “in-hand,” and can access resources, tools, and support for developing and executing the next round of assessment projects.

The biennial reports are the University’s primary tool for ensuring that faculty engage in a continuous process of reflection and improvement in the delivery of their academic programs. In March 2020, in response to the COVID-19 pandemic, the process was adapted to focus on reflection rather than data collection. This change acknowledged the unique and demanding transition to emergency remote instruction and recognized faculty concerns about the representative nature of student work and data from the spring semester. Programs were still expected to report but were offered flexible reporting options. Reporting will return to the traditional, comprehensive E1A report format by May 2023.

The outcomes assessment process and use of results are reported in the E1A report [template Section I](#) and in the URI customized [Section II](#) (see samples in Assessment-Driven Programmatic Change section, p. 33 - undergraduate and p. 41 – graduate). The latter is where recommendations noted in a *prior* reporting period are expected to be documented, implemented, reassessed (as appropriate) and addressed in the subsequent report, allowing programs two years to implement change(s) and assess the impact. Experience has revealed that recommendations for change or improvement typically fall into four categories: curricular, pedagogical, assessment process, and structural issues (lab space, internship availability, etc.). Not all recommendations based on assessment results are *directly* linked to student learning improvement, and instead can be linked to program or process improvement, such as: recommending the creation of an assessment liaison, committee, or retreat; enhancing sample size for generalizability of results, etc.). However, *all* recommendations for change do *lead* to purposeful efforts to student learning improvement by 1) ensuring equitable opportunities for learning, 2) developing better ways to capture and understand student learning or 3) impacting student learning assessment directly.

Assessment Climate at URI

To better understand the Assessment Climate at URI, we continue to survey chairs and have recently gathered feedback from a faculty focus group with the idea of continuing to improve our assessment processes.

Survey. Given the challenges of the past two years, the November 2021 administration of the 5th triennial Assessment Climate survey was an excellent opportunity to “check-in” directly with all department chairs, program directors, and faculty to learn about their attitudes and beliefs about program assessment (response rate was ~40%, see [executive summaries and trend reports](#)). Key findings include:

- evidence of forward progress in chairs' personal views about assessment; the value of assessment for their own departments remains high,
- infrastructure support for assessment is going up; (items related to access to resources, understanding expectations, the reporting and feedback process, etc.),
- University-wide faculty norms have risen significantly (items related to faculty understanding of the purpose assessment), and
- University-wide implementation has also risen significantly (items related to assessment across all programs and in general education, use for planning, etc.).

While the infrastructure support for assessment and perceived peer norms (indicating general faculty supportiveness) have continued to move steadily upward over the past several administrations, leadership commitment to motivate assessment as an internally useful process remains a persistent stumbling block from chairs' views of overall progress in developing an authentic climate of assessment. Recommendations based on this round of survey findings are consistent with past Assessment Climate Survey results and recommendations. Priority items include their perceived need to provide more resources to chairs and faculty with assessment-related duties, greater recognition and reward for faculty peer leaders who demonstrate and promote the value of program-level assessment, and visible and explicit incorporation of program-level assessment goals, results, and impacts into program review, strategic planning, and external promotion of academic quality.

Faculty Focus Group. Qualitative feedback about the assessment climate was also recently generated from a focus group of 12 faculty (full-time instructors from six colleges with varied assessment experience) who gathered in June 2022 and were asked to respond to three questions about their perception of, or experiences with, the current institutional and program-level assessment climate:

- 1) Where is your program on a scale from "Assessment is required so we do it" to "We see the value and regularly use the results at all organizational levels?"
- 2) How does your answer compare with what you read in the 2021 climate survey about the combined perception of department chairs/directors at URI?
- 3) What do you think it would take to move your program to the "next level"?

There was a bimodal distribution of faculty responses on the scale thought to be partly due to the assessment experience of some of the faculty (e.g., some were from accredited programs) which created a strong alignment with the survey responses from Chairs/Directors. The following responses illustrate themes that emerged from the second question about moving the program to the "next level":

- With the teaching, evaluations, and additional requirements dedicating the necessary time to truly assess the program can be difficult. To get to the next level, time and improved policies and resources are necessary.
- We see the significance of assessment, but resources still need improvement.
- In order to move our program to the "next level", we need to be able to get instructor buy in. This goes for the need for "buy in" not only in our department, but across the University.
- Obviously, developing, implementing, and reporting more *targeted* assessments can take extra time and energy from already busy faculty. It would be nice to have certain incentives in place to support progress.
- I agree with the chair recommendations that more resources are needed and greater recognition and reward for faculty time and promotion of assessment could help with momentum.
- A sort of "buy in" and vision from the top, middle, and bottom that places assessment in a high-value position (is needed). I also think there are probably structural changes that need to occur

to begin making that cultural shift. For example, broad program assessment may fall under the category of service, of which most tenure-track faculty members are only required to devote 10% of their time toward (and frankly are often expected to focus on research more aggressively). If faculty have already crammed their schedules full, my guess is that assessment will likely fall near the bottom of the obligation list. One last thought is that we need to improve our ability to receive constructive criticism like we are willing to give out to our students. This means we need to begin thinking about our program more like an iterative prototype rather than a final product. We have to be willing to continuously evolve, giving up what isn't working and retaining what is.

It has been 10 years since the two-year cohort-based reporting cycle was implemented. In the coming year we will engage with stakeholders to evaluate the two-year reporting cycle and the structure and resources allocated to the process with the goal of improving faculty engagement in the assessment process, improved use of results, and most importantly, positive impact on learning outcomes of students.

Assessment of Undergraduate Student Learning

In this section we focus on assessment of undergraduate student learning, highlighting three areas: programmatic change driven by the biennial student learning outcomes assessment process, identification of institution-wide learning outcomes, and assessment of the 2016 General Education Program.

Assessment-Driven Programmatic Change

Although the programmatic learning outcomes assessment process is not new, we are seeing a higher quality of assessment reports since the last comprehensive review. Examples from three undergraduate programs are provided in Table 10 below to illustrate the successful use of biennial assessment results to drive student learning improvement at the program level. The biennial process is producing substantive change that is improving educational effectiveness in our academic programs.

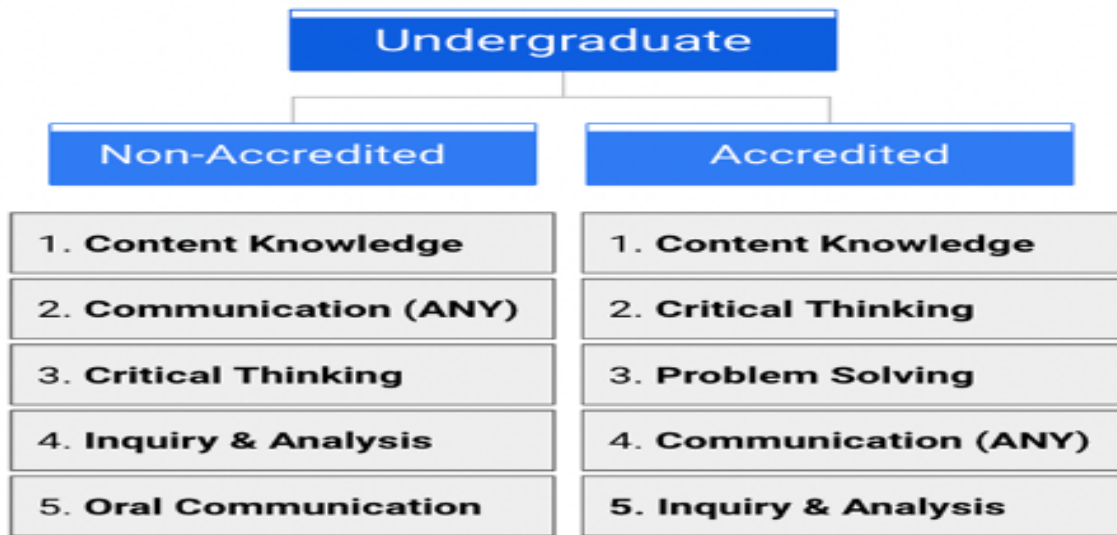
Institution-Wide Learning Outcomes

The overall undergraduate academic experience, including undergraduate majors and minors, the general education program, and co-curricular academic experiences, are designed to provide students with a depth of knowledge and skills within their majors, and a breadth of knowledge and skills outside the major. We are therefore also interested in understanding what students gain from their education throughout their University experience. Insight into this question can be gained from the general education program (see General Education below) and by examining learning outcomes that surface as top priorities across all programs. This information can be used to both support the development of complementary University-wide priorities and to influence the strategic planning process.

To this end, we completed a qualitative curriculum mapping project that coded student learning outcomes from all URI academic programs (see Graduate program section below) to the Association of American Colleges and Universities [VALUE rubrics](#) designed to identify and define the most critical learning outcomes (knowledge and skills) of a liberal education. The aggregated results of this meta-analysis revealed the current institution-level URI undergraduate student learning outcomes (see figure below). These outcomes complement and reinforce the 12 General Education outcomes (see General Education section below) and reflect an exciting and critical alignment of institutional teaching and learning efforts, which prepare students with the knowledge and skills that are essential for life after the academy, from continuing education to industry and beyond.

Table 10. Sample undergraduate program improvements resulting from the URI Biennial Learning Outcomes Assessment process.

<p>Sustainable Agriculture and Food Systems, BS (2021)</p>	<p>Assessment and results: The program examined student understanding of <i>the complexity of the social issues related to food</i>, applying local and global knowledge to create solutions, and used varied developmentally designed assignments that thread the outcome across course-levels (including a Gen Ed course) using both individual and group assignments with careful attention paid to sampling for majors only to consider skill development. Several strengths were noted, appropriate to the course-level, with capstone course results higher as expected.</p>	<p>Program response: 1. Several curricular improvements to provide students with an earlier focus on the social implications of food and recommended: two new <u>required</u> courses (a 100-level course and a new 300-level focused on DEI), 2. Created a “majors only” freshman seminar/learning community, and 3. A newly designed and required capstone course. 4. Common rubrics to be developed for outcomes to guide assignment design and assessment 5. Get input from external stakeholders on alignment with industry job standards Follow-up on recommendation(s) from the <i>prior</i> assessment report: Program response and results: Changes to instructions in the capstone enhanced the student’s ability to demonstrate scientific literacy skills. Program improved methods for assessing individuals when team/group work is used, including the use of reflections. Faculty made changes that improved results for the “social impact” outcome which should also strengthen other outcomes.</p>
<p>Psychology, BA/BS (2021)</p>	<p>Assessment and results: Program relaunched their assessment effort following a review and revision of several areas of their B.A./B.S. curricula which included adding several course requirements to the BS to ensure key domain areas are covered and revised and proposed other courses. Faculty examined <i>research methods/quantitative literacy</i> in a 300-level course (PSY301) over multiple semesters looking at BA and BS students separately within the same required (and Gen Ed) course. Competency was reached for both groups (B.S. higher than B.A.) in this critical course, at a higher level for majors, too, for many of the criteria for this outcome; weakest area was in the research criteria (of the 5 criteria for this outcome) within each course section.</p>	<p>Program response: Findings corroborated faculty thoughts about the challenges in teaching this skill; the program is now seeking to adopt new pedagogical strategies.</p>
<p>Communicative Disorders, BS (2020)</p>	<p>Assessment and results: The program examined the learning outcome: acquisition of knowledge of human communication processes across the lifespan, including identifying disorders and planning interventions and found students generally proficient across varied course-levels</p>	<p>Program response: Although proficiency was achieved, changes to one signature assignment would allow students to better demonstrate their disciplinary learning; breaking another assignment into smaller writing assignments, having a series of shorter writings, would help the students practice forming and expressing their ideas about the concepts.</p>



Top five outcomes URI undergraduate programs say their students will know and be able to demonstrate upon graduation, by program type.

(Source: Curriculum Mapping Project by Undergraduate program type, 2019-2020)

Assessment of General Education Program

In 2016, URI launched its new General Education (Gen Ed) program. While academic majors provide a depth of disciplinary knowledge and skills, the Gen Ed program, required of all undergraduate students, was designed to reinforce outcomes within the major and broaden students' opportunity to develop knowledge and skills outside the major. The Office for Innovation in General Education (OIGE) envisions the 40-credit program to be every student's "second major," and works with faculty to create opportunities for students to "Explore, Examine, Engage" in exciting and unique courses. Students can chart their own unique educational program and travel a multi-disciplinary path of exploration.

The 12 [Gen Ed learning outcomes](#) expose students to a framework for the responsibilities of educated citizens who are aware of issues of contemporary significance and their ethical implications, are able to solve problems and engage confidently within personal, public, and professional spheres. The outcomes are in four areas: (A) Knowledge, (B) Competencies (C) Responsibilities and (D) Integrate and Apply. Integrate and Apply courses require a major project demonstrating the interdisciplinary nature of knowledge, competencies, and responsibilities in a coherent display of scholarly, practice, or performance-based work. Students must also take one Grand Challenge (GC) course which focus on complex issues rooted in real-world. Students investigate topics designed for active engagement in and multiple perspectives of issues such as: Nanotechnology: It's a Small World; The Real Reason for Brains; Launching a Technology Startup; Queer Studies: Identities, Perspectives, and Social Justice; or Adulting in the 21st Century. Gen Ed courses are required to link to two of the 12 learning outcomes which results in the reinforcement of multiple learning outcomes across the general education requirement. These learning outcomes are also reinforced through experiential and co-curricular opportunities (see Section 2). URI has now graduated the first two cohorts of students who have completed the new Gen Ed program. We are engaged in an assessment process, looking at both the overarching program goals and the achievement of student learning outcomes.

General Education Program Implementation Review

The General Education program was originally conceived as a four-year developmental program, with course distribution and student participation expected at all levels, and with experienced faculty encouraged to teach these courses to excite and engage students throughout their undergraduate experience. Annual review of the distribution of available Gen Ed courses has shown, however, that the majority of Gen Ed courses continue to be offered at the freshman and sophomore level ([dashboards for course/outcome distribution](#), most recent published update, 2020) with the greatest number of courses linked to the knowledge and competency outcomes, and fewer courses linked to the responsibility and integrative outcomes.

This clustering of courses in the lower course-levels was identified as a potential challenge during the 2019 program evaluation of General Education by the Faculty Senate General Education Subcommittee. The goal of the evaluation was to review the overall performance of the new program, to gauge faculty and student satisfaction, and to develop recommendations as needed. Analysis of student pathways also revealed that there is a clustering of classes with enrollments of 90-100, which represent only 8% of gen ed class sections, but 29% of gen ed enrollment. Furthermore, 62% of these large classes are at the freshman level suggesting that a disproportionate number of students are fulfilling outcomes in lower level, high enrollment courses. Gen Ed course distribution and course size are areas that continue to be monitored.

Faculty and students were also surveyed during the 2019 Faculty Senate program evaluation to identify potential areas of improvement. The themes from faculty comments included a wide range of topics: a) removal or deletion of core aspects of the program including partial outcomes, allowing general education credits in the major including the grand challenge overlay, the integrate and apply, and all knowledge outcomes, b) criticism of the quality, rigor and focus of content in courses; c) criticism of course proposal process, program administration, and advising; d) request for better training, resources, and care for issues of academic freedom for faculty; e) criticism of the program as too complicated and undermining a broad knowledge base for students; f) recommendations regarding perceived missing outcomes (i.e., language, mathematics, writing, reading), the re-evaluation of courses and syllabi, and assessing students' actual success in achieving claimed outcomes. Student survey feedback, presented in Table 11 below, provided suggestions for change and improvement. Several perceived strengths of the program emerged as well, such as the value of the flexibility of the program and the ability to learn outside the major.

As the 2019 data suggest, students wanted more course options (timing, size, modality), more courses in the Integrate and Apply outcome (in order to graduate on time), better advising about the Gen Ed program, and better alignment with the courses in their majors.

The OIGE prizes faculty innovation and ingenuity and directly supports an effort to embed high impact (teaching) practices (HIPs) throughout the Gen Ed curriculum to ensure students have multiple and varied opportunities for growth on outcomes that support lifelong achievement. URI has recognized the impact of HIPs on student success since participating in the Wabash National Study (2007, 2008, 2011, 2012) and through the regular (2-3 year) administration of the National Survey of Student Engagement (NSSE). The most recent [NSSE 2019](#) survey found that seniors (N=~900) reported experiencing many HIPs, notably internship/field experience (69%) and culminating experiences (~60%). URI sees the *Integrate and Apply* Gen Ed learning outcome as an important vehicle to increase the number of students who benefit from a culminating experience.

*Table 11. Student Suggestions for Improvements to the General Education Program: 2019
(Source: Faculty Senate General Education Subcommittee Student Survey, 2019)*

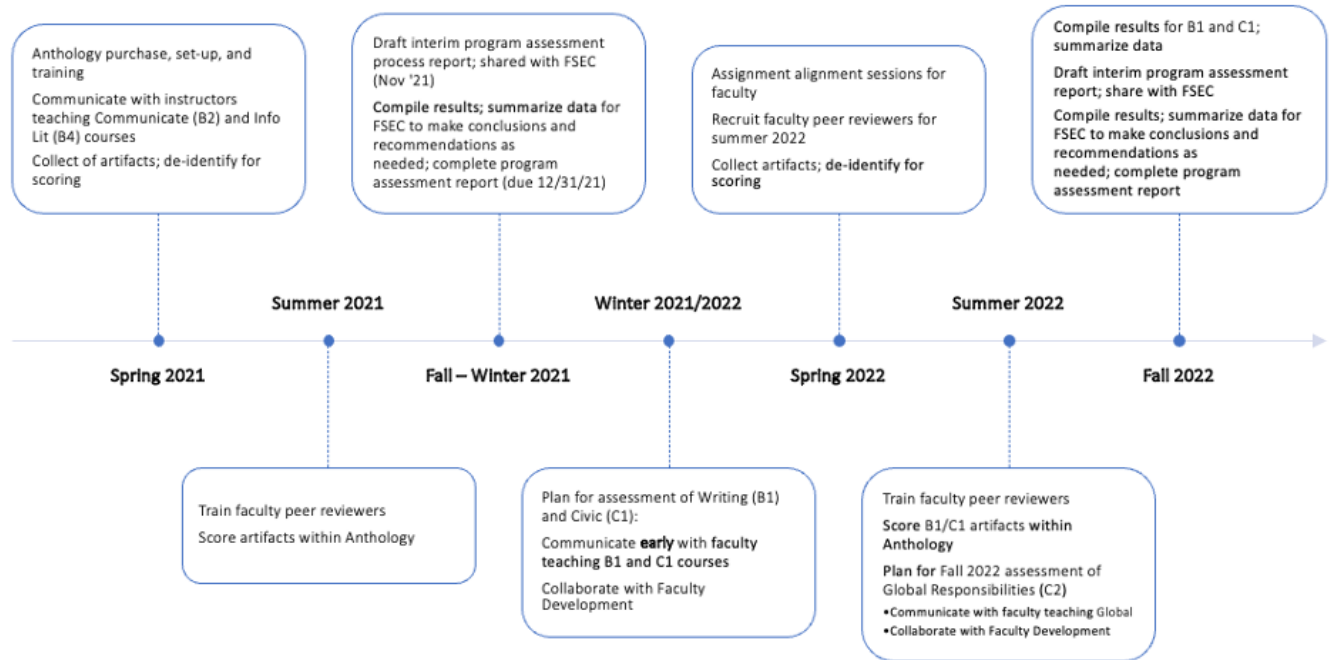
Coding Description	Frequency
Requests for more course options including categorization (i.e., 101 was particularly prevalent)	107
Requests for courses to align to major specific curriculum	89
Requests for more adaptive schedules, course sizes, and a general consensus about the demanding requirements	68
No Comment	62
Could not classify – tended to focus on professor abilities	41
Requests for better advising	38
Negative comments that provide little or no insight into improvement	34
Requests regarding the website	9
Requests to reclassify courses	1
Requests to limit gen ed courses from the major	1

The OIGE is also committed to the continued collection of data on faculty and student experiences, in a variety of ways, both formally and informally through surveys, student fairs, and student nominations of faculty. This feedback loop is used to improve course experiences, expand curricular offerings, improve processes, and reduce barriers to program and student learning success.

Assessment of General Education Student Learning Outcomes

The first learning outcomes assessment goal for the General Education program was the two-year pilot testing of the 12 Gen Ed learning outcome rubrics (Davis Educational Foundation grant-funded rubric development project: fall 2016 – spring 2018) as recommended by the 2019 Faculty Senate program evaluation. The [rubrics](#) were subsequently scheduled for updates to improve their clarity and alignment, and in summer 2021, following the purchase of Campus Labs assessment technology, the first formal assessment of Gen Ed student learning was completed. Ten faculty Scholar Advocates for General Education participated in norming and scoring training sessions to ensure consistent scoring of student work. The rubric criteria and performance cells define student achievement and guide faculty reviewers in the scoring of beginning competency, approaching competency, or competent, based on evidence in student work artifacts. The training and norming effort ensures that the data from aggregated rubric scores present an accurate picture of student achievement, yielding real-time, cross-departmental data with actionable insight into student learning for each outcome. An assessment timeline, shown below, was developed based on a spring 2021 launch for the student learning outcomes assessment process. This cycle will repeat for the next three years and conclude with the final two outcomes being assessed by May 2024. At that time, the full complement of 12 Gen Ed program outcomes will have been assessed.

General Education: Assessment Process Timeline

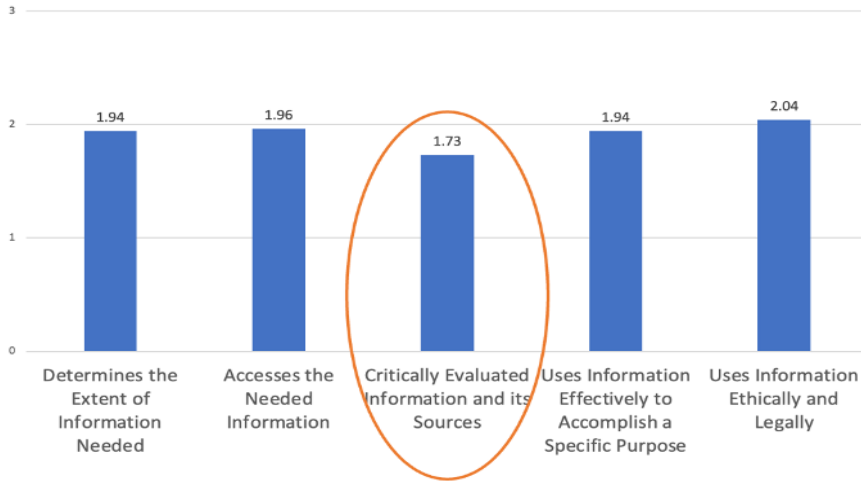


Program Assessment Timeline for General Education, 2021 – 2022.

In spring 2021, the first two Gen Ed outcomes were assessed: Information Literacy (see figures below) and Communicate Effectively (see figures below). Artifacts submitted by faculty were scored by the trained faculty reviewers using the outcome rubric. Examples of results have been provided below, presented first by rubric criteria and second by student academic year group. An overall rubric score of 2, approaching proficiency, or better, is expected for the combined student population. When disaggregated by academic year however, we should see a progressive increase in competency across the four academic years. Disaggregation of results by course and student variables will provide a deeper understanding of results.

Initial observations about student competency for Information Literacy. Preliminary analysis of results from the spring 2021 assessment of Information Literacy outcome (see figures) suggests that students overall are approaching proficiency in this outcome with the lowest level of proficiency in the critical evaluation of information and its sources. Juniors and seniors score progressively higher than first-year students and sophomores across all elements of this outcome, however they too are only approaching proficiency in the critical evaluation of information and its sources.

Findings: Information Literacy (B4) Results



Observation:

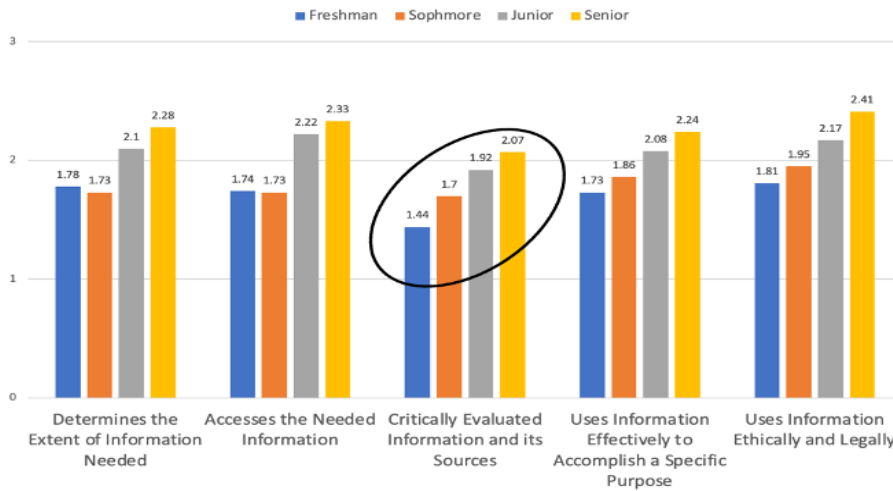
- All students in the B4 sample appear to struggle most with critically evaluating information and its sources

(Spring 2021)

Information Literacy outcome assessment results by rubric criteria, Spring 2021.

Competency Levels: 3 = Competent, 2 = Approaching Competency, 1 = Beginning Competency
(N=1786 artifacts, 31% of sections; Sample: 179 randomly sample of artifacts)

Findings: Information Literacy (B4) by Student Group



Observations:

- All students in the B4 sample appear to struggle most with critically evaluating information and sources.
- No group of students in the sample was nearing competence
- Seniors and juniors in the sample score higher than sophomores and freshman (as expected)

(Spring 2021)

Information Literacy outcome assessment results by student group, spring 2021.

Competency Levels: 3 = Competent, 2 = Approaching Competency, 1 = Beginning Competency
(N=1786 artifacts, 31% of sections; Sample: 179 randomly sample of artifacts)

Findings: Communicate Effectively (B2) Results



Observations:

- All student work in the sample was scored on the first 3 criteria: delivery techniques are weakest for all (note: this is a population of mostly freshmen).
- Scores for listening could mean that reviewers could not score the work and therefore no level of competency reached.
- Scores for team climate suggest that students who submitted work addressing this criteria (largely freshmen) are beginning competence

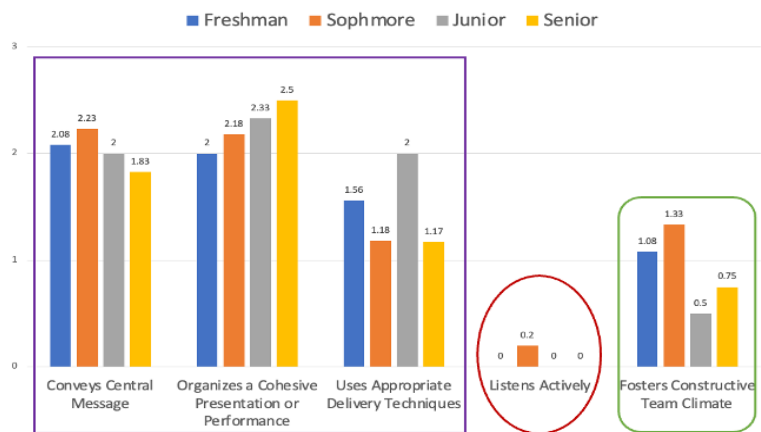
(Spring 2021)

Communicate Effectively outcome assessment results by rubric criteria, spring 2021.

(N=706 artifacts, 30% of sections; Sample: 71 randomly selected artifacts)

Competency Levels: 3 = Competent, 2 = Approaching Competency, 1 = Beginning Competency

Findings: Communicate Effectively (B2) Student Group



Observations:

- All student work in the sample was scored on the first 3 criteria: results vary widely by class year (could be only one sophomore course selected the listening actively criteria)
- Other thoughts about observations that can be made across student groups? Seemingly inconsistent patterns of achievement.

(Spring 2021)

Communicate Effectively outcome assessment results by student group, spring 2021.

(N=706 artifacts, 30% of sections; Sample: 71 randomly selected sample of artifacts)

Competency Levels: 3 = Competent, 2 = Approaching Competency, 1 = Beginning Competency

Initial observations about student competency for Communicate Effectively. Preliminary analysis of results from the spring 2021 assessment of the Communicate Effectively outcome suggests that all students were weakest in delivery techniques and fostering team climate, regardless of student year/status. The results for “Listens Actively” criteria suggests that the existing assessment model does not adequately capture artifacts appropriate for this element of the learning outcome. Concerns were also raised by faculty reviewers about the alignment of course assignments and activities to the rubric,

as well as the effective use of group work for program-level assessment and the validity of the resulting data for the “Fosters Constructive Team Climate” element.

Evaluation of the 2021 assessment results in collaboration with the Office of Institutional Research is ongoing, including incorporation of student-level demographic variables. The examination of assessment data by student characteristics, such as First Gen status and PELL grant recipients, will be used to shed light on whether, for example, the general education program is producing equitable educational outcomes with respect to socioeconomic status, race/ethnicity, and/or other important variables.

The General Education program will complete its assessment cycle in May 2024, with expectations of full faculty participation to yield a robust sample of student work from all courses linked to the outcomes under review. Learning improvement efforts will be ongoing for the outcomes examined each year, led by the Faculty Senate Executive Committee (FSEC) and the General Education Subcommittee (SGE). These faculty-led groups are tasked with the deeper analysis of the assessment data to draw conclusions and make recommendations, and then plan for implementing institution-level changes in the General Education program with support from the OIGE, and the Assessment and Faculty Development Offices within the Office for the Advancement of Teaching and Learning.

We adopted an accelerated timeline for assessment of all the general education program outcomes relative to the timeline for all other URI academic programs due to the large number of outcomes and students impacted, the need for an efficient iterative process of outcome and rubric improvement and relevance, our commitment to help faculty improve the alignment of course assignments with rubrics on a timely basis, and the need to implement institution-level improvement measures quickly.

Assessment of Graduate Student Learning

In this section we focus on assessment of graduate student learning, highlighting three areas: programmatic change driven by the biennial student learning outcomes assessment process, identification of institution-wide learning outcomes, and the development of co-curricular professional development opportunities to enhance graduate student learning.

Assessment-driven programmatic change

Graduate programs at URI follow the same student learning outcomes assessment process as undergraduate programs, with faculty peer review of the graduate program assessment reports (E1A, E1B, S-Series) and our annual assessment summary reports, which include results for all programs. Graduate programs were phased into the assessment reporting cycle in 2012-13 and recognizing that assessment processes can be unique for graduate programs, they are supported by a Graduate Program Assessment Coordinator, a part-time graduate faculty member embedded within the Assessment Office.

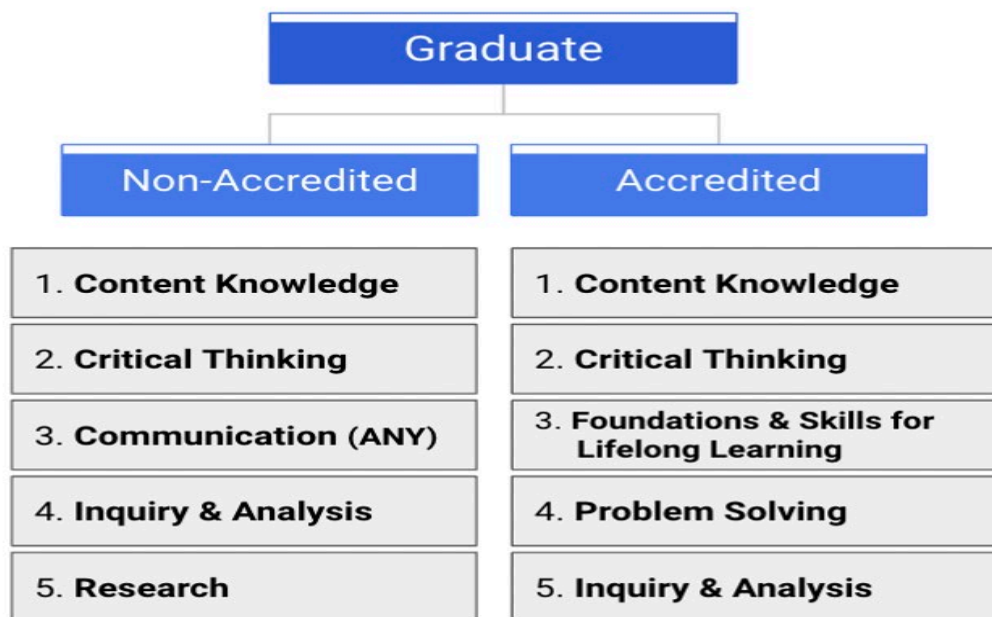
The following examples from three graduate programs are illustrative of the use of biennial assessment results to drive student learning improvement at the graduate program level (Table 12). Programmatic assessment at the graduate level has also revealed some consistent areas of need across programs, such as effective writing, that are being addressed through professional development resources offered through the Graduate School.

Table 12. Sample graduate program improvements resulting from the URI Biennial Learning Outcomes Assessment process.

<p>Pharmaceutical Sciences MS, PhD (2020)</p>	<p>Assessment and results: The program examined three learning outcomes: students' knowledge base in the pharmaceutical sciences, students' abilities to conduct timely and relevant independent research projects, and students' abilities to effectively present the results of their research in professional settings.</p>	<p>Program response: Proficiency was achieved for all three learning outcomes. The program disaggregated the data by program year, semester, track, evaluation type and no apparent pattern was identified. These outcomes will continue to be monitored and the results have been shared with the Graduate Program Oversight Committee.</p>
<p>International Relations, MS (2019)</p>	<p>Assessment and results: The program examined two learning outcomes: students' abilities to describe theoretical and empirical research, and their abilities to critically evaluate scholarly theoretical and empirical research.</p>	<p>Program response: While most students met the expected level of achievement for these two outcomes, the results were still below the desired level of achievement (100%). The program determined that the timed component of the assessment associated with both outcomes (comprehensive exam) is not a fundamental skill needed by their graduating students. Most of the program's courses emphasize reflective written assignments revised over the course of the semester, which makes the time requirement of the exams a poor tool for gauging student learning. Beginning in the fall 2019, the structure of comprehensive exams was changed to allow students extended time (36 hours) and page limits (5) on each submitted answer. In addition, the graduate committee identified key assignments that can serve as baseline measures of students' abilities to engage in critical inquiry so that students are better prepared for the comprehensive exam structure.</p>
<p>Education, PhD (2019)</p>	<p>Assessment and results: The program examined two learning outcomes: students' abilities to assess current practices and their historical roots, and their ability to be guided by the history of American education.</p>	<p>Program response: After reviewing the collected data, the program determined they needed to explore new ways to improve the academic writing skills of all students in the program, and in particular, those of international students learning English as a second language. They also decided to review core courses and create a curriculum map to align coursework with some of the new academic experiences they integrated into their five-year strategic action plan. Follow-up on recommendation(s) from the prior assessment report: The program designed a new course to address the academic writing skills of all students in the program by creating a new course (EDP 600), which was approved by the Faculty Senate in April 2019; all first-year students in the program began taking this course in fall 2020. In addition, workshops presented by the new TESOL faculty in the School of Education were provided for faculty to better support students with diverse academic reading and writing needs. Finally, all students, and especially English learners, have been advised to regularly visit the URI graduate writing center for support on papers and presentations. To further promote knowledge of advanced research methods, the program committee updated their policies for the types of specialization courses required by students. Beginning in Fall 2020, all students are expected to have one specialization course that focuses on advanced qualitative, quantitative, or mixed methods aligned to their dissertation interests. To further align coursework, their Program Committee reviewed several of their core courses and created a curriculum map to better align coursework and academic experiences.</p>

Institution-wide Learning Outcomes - Graduate

The aggregated results of the qualitative curriculum mapping project (see description above in undergraduate section) produced the aggregate of URI graduate program student learning outcomes, shown below, across the institution defining the most critical learning outcomes of a liberal graduate education.



Top five outcomes URI graduate programs say their students will know and be able to demonstrate upon graduation, by program type.

(Curriculum Mapping Project by Undergraduate program type, 2019-2020)

The results are very similar to the undergraduate programs in that content knowledge, critical thinking, and inquiry and analysis are in the top five, however, as might be expected, research and foundations for skills and lifelong learning also surface for graduate programs. This information is critical to the Graduate School as it works to craft an overarching set of learning outcomes for all URI graduate students as an assessment measure for the Graduate School as an entity.

Graduate Student Professional Development

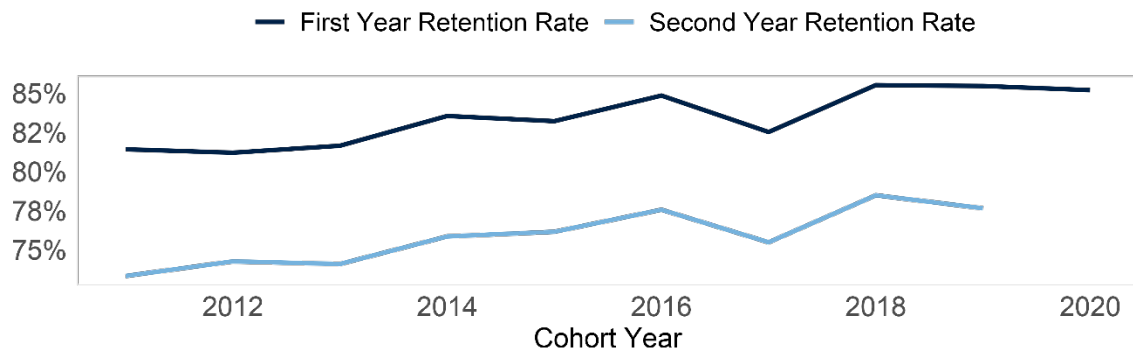
The Graduate School, with leadership from a new dean appointed in 2020, has launched several initiatives focused on processes and practices that will improve graduate education, expand graduate programs, address gaps in student preparation, and support student success at URI and beyond. New [professional development](#) opportunities include student success [coaching](#), funding to support graduate and post-graduate planning, and focused efforts to improve the knowledge and skills of the [Teaching Assistants](#) (TAs) as confident and capable University educators, trained in strong educational techniques including the use of high impact practices in their courses. [Student resources](#) include thesis and dissertation planning guides and highlight the [Graduate Writing Center](#) which provides writing support to all URI doctoral and master’s students to foster continuing development of academic and professional writing skills. The Graduate School is also home to the Diversity and Inclusion Badge, a customizable micro-credential that consists of professional development workshops emphasizing the knowledge, skills, and dispositions needed for cultural competence in a variety of environments.

Measures of Student Success and Achievement

Strategic plan metrics associated with Goal 1. Enhance Student Success of the University's 2016-2021 Academic Strategic Plan are publicly available [here](#). In this interim report, we focus on URI's progress on retention, persistence, and graduation rates. We examine some of the most significant initiatives which have contributed to that progress and address our efforts to close the equity/opportunity gap between minoritized students and their white peers. Lastly, we provide data from our surveys of alumni as a further measure of student success.

Undergraduate Retention and Graduation Rates

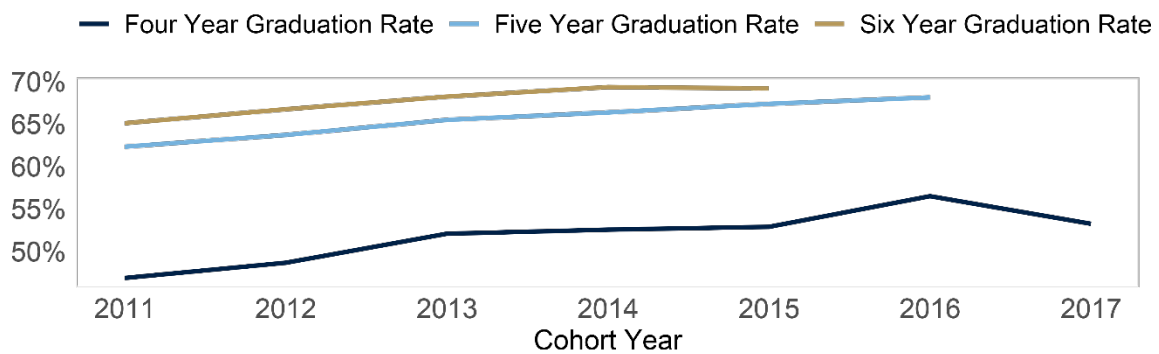
Over the past 10 years, URI has continued to increase retention and graduation rates for undergraduate programs as is evidenced by our Data First forms, charts and trends highlighted below (Table 13 and Table 14). Although significant gains were made for cohorts entering URI through 2016, the impact of the COVID-19 pandemic on cohorts 2017-2020 makes interpretation of the data for this group difficult at best. Following a drop in both first and second-year retention for the 2017 cohort, retention rates have rebounded for the most recent cohorts and first-year retention has now remained stable over three cohorts at an institution high of just over 85%. We are monitoring the corresponding graduation data. The decline in the four-year graduation rate for the 2017 cohort mirrors the drop in retention for that group but may also suggest that pandemic impact over multiple years may be extending the time to degree for those retained. We are closely watching the 2018-2020 cohorts, including their annual credit completion rates, to assess what impact if any the pandemic has had on degree completion.



First and second year retention of first-time full-time undergraduates, by entering cohort 2011-2020.
[full-time students, excluding PharmD], Source: Institutional Research Office.

Table 13. First and second year undergraduate retention, by entering cohort, 2011-2020. [full-time students, excluding PharmD,] Source: Institutional Research Office.

Cohort Year	Cohort Size	Retained after First Year	First Year Retention Rate	Retained after Second Year	Second Year Retention Rate
2020	3149	2683	85.2%		
2019	3123	2669	85.5%	2425	77.6%
2018	3039	2599	85.5%	2385	78.5%
2017	3164	2611	82.5%	2388	75.5%
2016	3235	2745	84.9%	2509	77.6%
2015	2985	2484	83.2%	2273	76.1%
2014	3118	2605	83.5%	2365	75.8%
2013	2964	2420	81.6%	2196	74.1%
2012	2979	2419	81.2%	2212	74.3%
2011	2965	2414	81.4%	2174	73.3%



Four-, five- and six-year undergraduate graduation rates by entering cohort, 2011-2017. [full-time students, excluding PharmD], Source: Institutional Research Office.

Initiatives Implemented to Advance Undergraduate Retention and Graduation Rates

The University has implemented three initiatives that have had a major impact on undergraduate degree attainment at URI: improved advising, creation of additional opportunities for students to achieve annual credit milestones, and an increase in experiential and undergraduate research opportunities designed to increase student engagement.

Advising. As discussed in the Advising Area of the Special Emphasis section, significant changes have been made to the advising program both to ensure that students understand graduation requirements, and to improve the outcomes of students on probation. See Section 4 – Special Emphasis Responses.

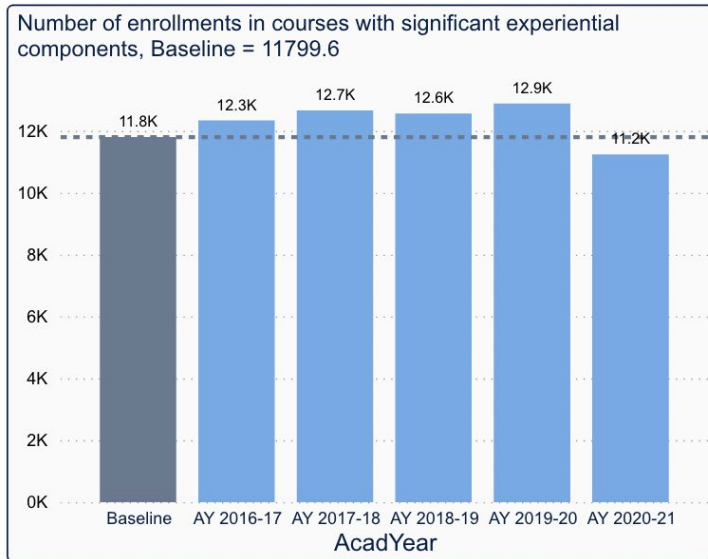
Table 14. Four-, five-, and six-year undergraduate graduation rates by entering cohort 2011-2017. [full-time students, excluding PharmD], Source: Institutional Research Office.

Cohort Year	Cohort Size	Graduated within Four Years	Four Year Graduation Rate	Graduated Within Five Years	Five Year Graduation Rate	Graduated within Six Years	Six Year Graduation Rate
2017	3164	1685	53.3%				
2016	3235	1828	56.5%	2204	68.1		
2015	2985	1579	52.9%	2011	67.4%	2065	69.2%
2014	3118	1639	52.6%	2069	66.4%	2162	69.3%
2013	2964	1544	52.1%	1941	65.5%	2022	68.2%
2012	2979	1450	48.7%	1898	63.7%	1988	66.7%
2011	2965	1390	46.9%	1848	62.3%	1930	65.1%

J-Term Courses. Access to credit bearing courses outside the spring and fall semesters, as well as the availability of online courses has reduced some of the barriers to students being able to graduate on time. “[J-term](#)” (i.e., January term) courses grew from a prior initiative (*Take 15, Finish in 4*, 2010) and promote “...opportunities that strengthen skills and broaden the student's perspective.” These courses are taken during the winter break, which can help students fill course gaps and keep momentum going in majors or provide a chance to explore something new. Since its launch in 2014, student participation in J-term has grown from 400 students to 1,435 students in January 2022.

Experiential Education and Undergraduate Research Opportunities. In the past five years, the Center for Career and Experiential Education (CCEE) has grown significantly offering programming designed to develop confident and skilled graduates. CCEE engages undergraduate students and alumni in a high quality personal and professional experience, from admission through employment, and continues to expand early access and opportunity by embedding experiential courses within majors. Experiential education and research are both considered high impact practices (HIPs) which influence a student’s overall academic success and employer preparedness. First year students (NSSE, 2019) noted that by the middle of spring semester, the majority (~80%, N=~900) *had or planned to* take a course with one of three HIPs (i.e., service learning, researching with a faculty member, and/or participating in a learning community). Of those who planned to participate in a course with a HIP, most often mentioned were courses with internships/externships, culminating senior experiences, and study abroad.

CCEE has grown their reach and impact as they strive to support students “...from here to career,” engaging undergraduates in experiential opportunities, outreach, community engagement and service learning, through elective courses and through a suite of developmentally designed professional growth modules, career preparation and tools, with some resources targeted to unique student groups such as student veterans and LGBTQ students, and often partnered with alumni. The Career Education Specialists guide student exploration through career clusters aligned with skills that employers desire and majors to help students plan for post-graduation success. As of summer 2020, (most recent report) 6,626 students participated in 11 credit-bearing experiential learning areas earning over 11,000 credits. Students select from more than 12,000 courses and build skills across the curriculum and through the co-curriculum. CCEE’s programs highlight the commitment to student success and the development of knowledgeable, skilled, and engaged graduates who are prepared for an ever-changing world, both inside and outside of the classroom (see figure).



Notes

▲ Last updated on August 3, 2021 For a current list of all courses with an experiential component please see the experiential education website at <https://web.uri.edu/career/experiential/>

Source

▲ Center for Career and Experiential Education

Baseline Definition

▲ Average of AY2011 through AY2015

Strategic Plan Metrics, 8.2021, Enrollment in Courses with Experiential Learning Components.

Undergraduate Research. In addition to the breadth of exposure students can gain through the Gen Ed program, URI offers an enriched undergraduate student learning experience by providing opportunities to do research and scholarship under the mentorship of world class research faculty. A number of long-running undergraduate research programs are in place at URI, such as the Coastal & Environmental Fellows program and the Science & Engineering Fellows program. The University has continued to expand its offerings through both grant-funded summer and academic year programs such as the [RI-INBRE SURF Undergraduate Fellows](#) and the [MARC U*STAR](#) Program, and University funded programs such as the [Arts & Sciences Student Fellows](#) program, and [\(URI\)² Undergraduate Research Grants](#), run by The Office for Innovation in [Undergraduate Research](#). This program supports an increasingly critical HIP by sponsoring opportunities for research with faculty and providing grants for research, scholarly, creative/artistic work directly to undergraduate students. Student [success stories](#) speak to empowered graduates who become confident leaders through research experiences. Students write grants, create project budgets, learn research methods, cultivate mentor relationships, and present their work in public forums.

To date, most (URI)² awards have gone to juniors and seniors, with few applications from more junior students. The Early Undergraduate Research Scholarly, Creative Opportunities (EURSCO) program, launched by (URI)² in 2021, offers a paid research and mentoring experience to first and second-year students from underrepresented populations including first-generation students. This is another example of efforts to expand high impact practices *and* improve inclusivity at URI (Table 15).

Table 15. (URI)² Undergraduate Research Initiative Grant Awards, 2017-2021.

Fiscal Year	2017-18	2018-19	2019-20	2020-21	2021-22	
# grants awarded	50	58	64	40	62	
# students awarded	86*	77*	100*	62	95	
Total annual value awarded	48,639	\$50,732	\$57,586	\$45,292	\$66,064	
*Included Capstone students. Capstones were removed from program eligibility in 2020.						
2021-22 includes EURSCO funding for 7 students. EURSCO = E arly U ndergraduate R esearch, S cholarly, C reative O pportunities						
EURSCO provides payroll funding (not grants) to provide students from underrepresented populations with mentorship into research.						

Additionally, *Innovate@URI* is a co-curricular initiative that connects students to the regional innovation ecosystem, guiding them to think entrepreneurially, hone problem solving and value proposition skills, learn to communicate with different audiences, incorporate feedback into projects, and cultivate mentoring relationships through workshops, fellowships, speakers, hackathons, coaching, mentoring, and networking programming. Students learn to mentor their peers, compete in innovation events, and gain industry connections leading to internships and job opportunities. This program is also available for faculty and alumni who choose to participate in an “idea incubator.” This program is beginning to track academic success of student participants and awardees, which will be incorporated into the next comprehensive report.

Graduate Retention and Graduation Rates

Institution-wide retention and time to completion is also strong across URI graduate programs. The first-to-second year retention rate for the AY2020 Master's cohort was 89.7% for example, an increase of over 10% from the 77.4% for the AY2015 cohort. Second-year retention for Ph.D. students, however, has decreased slightly, from an average of approximately 95% for admission cohort reported in 2017, to annual rates of 87% to 92% over the last three years. Under the leadership of Dean Brenton DeBoef, the URI Graduate School has initiated the first comprehensive review of program-level retention and graduation rates for all graduate programs at URI. This will allow us to better assess time to degree and graduation rates, which are impacted by the expected time to completion.

Since the last comprehensive review, URI has launched several new, fully online, graduate programs. Two master’s programs, Healthcare Management and Supply Chain Management, launched in spring 2020 and fall 2020 respectively, are retaining and graduating students at a high rate. Supply Chain Management, conceived as a one-year full-time master’s program, admitted 18 students in fall 2020, has retained all 18 students, and graduated 15 students in summer 2021. Healthcare Management, designed as a part-time master’s program, admitted 29 students in its first year and retained and graduated 27 of those students by summer 2022.

Addressing the Equity Gap

While our overall retention and graduation rates have increased, the six-year undergraduate degree completion rate for historically underrepresented minorities and Pell recipients has remained significantly below that of the student body as a whole. The 2015 entering cohort, the most recent cohort for which a six-year graduation rate is available, had an overall degree completion rate of 69.2%. The rates for historically underrepresented minorities and Pell recipients, however, were 59.7% and 60.8%, respectively. Addressing this inequity is a critical area of focus and there are several major

initiatives underway to support this including: the continued revision of the Talent Development Program, the new Gardner *Equity in Retention Academy*, and the Student Success Team.

Talent Development (TD)

The TD Scholars program was founded in 1968 to provide access to higher education for Rhode Island high school graduates from disadvantaged backgrounds. Students are provided with the necessary support and guidance to ensure they can identify and take advantage of pathways to academic success. The first-year retention rate of the fall 2020 cohort was 79.2% despite the challenges of the pandemic, however the six-year graduation rate remains significantly below that of the overall student body and of underrepresented students as a whole.

To improve graduation rates, TD has re-envisioned the Summer Success Program (SSP) where Scholars participate in a transformational five-week residential, experiential, and co-curricular program to support the transition from high school and refine academic skills in STEM, Social Science/Humanities, and Writing and Research, while exploring majors and academic pathways.

Through the college immersion on URI's Kingston campus, Scholars gain a better understanding of the rigors of college life and have an opportunity to build a strong sense of community while also focusing on mental health and wellness strategies for college. SSP supports the academic and social transition from high school to college, too, and reinforces the tools Scholars need to be autonomous and successful with the confidence that there is a support system of peers, staff, and faculty in place. TD staff continue to strengthen the TD Nation community through Peer Mentor Sessions throughout the first semester. Scholars are assigned a Peer Mentor based on their major and remain in these groups through their second semester. Peer Mentors host monthly sessions (virtual and in-person) to guide Scholars through their transition to college and continue fostering a sense of community and belonging within TD and beyond. In January 2022, the program marked another milestone with the ribbon cutting ceremony for the TD Achievement House, a residential facility dedicated to TD Scholars who meet academic requirements, including maintaining a 3.3 grade-point average.

Following the Summer 2021 Summer Success Program, TD Scholars provided feedback and identified two important experiences that helped them to build community: having an introduction to the campus and campus life before other first-year students arrived; having programs hosted by the RAs and grouping classes by major. The 2021 TD Scholars Survey Data (N=165) indicated that 84% of all participants said they feel accepted, supported, and comfortable in TD, compared to 64% who said they feel accepted at URI, 65% feel supported at URI, and 68% feel comfortable at URI. Further, the survey reported that Scholars identified financial aid, time management, study skills, mental health and wellness, work-school-life balance, professional development, and increasing motivation as areas about which they would like to learn more through TD workshops. As a result, these topics were introduced to Scholars during their first year (fall 2021) and will be reinforced in their sophomore year, fall 2022.

Gardner Equity in Retention Academy and the Student Success Team

In early summer 2021, a cross-institutional faculty/staff cohort participated in a five-week Equity in Retention Academy led by the [Gardner Institute](#). The cohort worked to create strategies to foster access, success, and inclusiveness for marginalized students, focusing on greater retention and graduation. The cohort decided to modify the charge of an existing Student Success Committee to form a Student Success Team (SST), expanded to include faculty, with sub-groups of faculty and staff to carry out the work outlined in the Equity in Retention Academy's final recommendation report.

The SST formed five sub-groups in fall 2021 to work on specific tasks identified in the report as related to retention: 1) curricular obstacles, 2) sense of belonging, 3) data analysis, 4) student resources, and 5)

financial resources. The SST subcommittees developed recommendations for focus areas which will be addressed through the 2022-23 academic year. Three recommendations implemented in summer 2022, for example, include:

- 1) URI 101: Provide instructor training for this required first-year course that focuses on sense of belonging;
- 2) Attend the 2022 Higher Education Financial Wellness Summit to gather information that will guide students on how best to use their financial resources;
- 3) Analyze data for non-productive (e.g., DFWIs) rates among students of color in gateway courses.

Student Success - Alumni

URI collects data on students' outcomes following graduation through both alumni surveys, such as the Survey of Recent Graduates, and recently through a 15-year labor market analytics project.

Survey of Recent Graduates

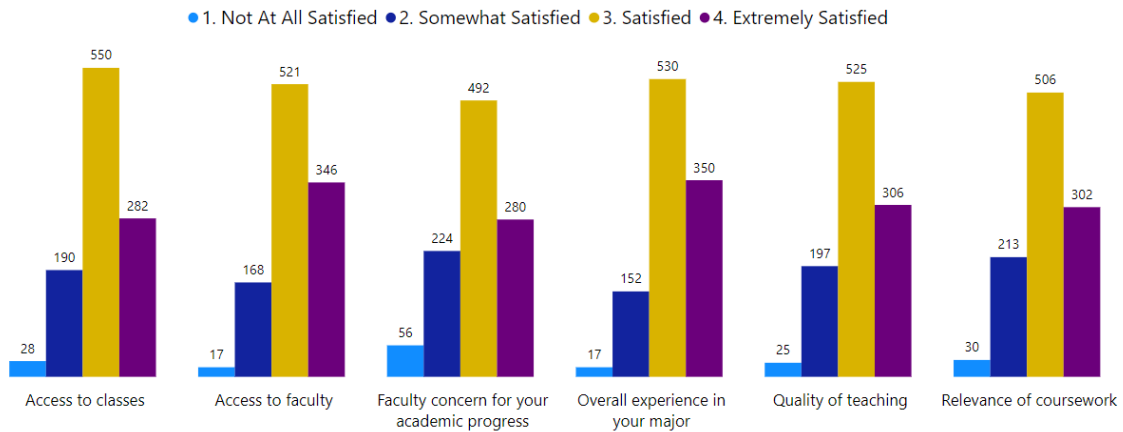
The Center for Career and Experiential Education (CCEE) Survey of Recent Graduates (SORG) checks in with students six months post-graduation for feedback on key variables that can be used to influence change and curricular improvement (Table 16, response rate 32%). The most recent administration provides encouraging insight into life after college, noting 78% of graduates report being fully employed or in graduate school with a starting salary range of \$40K - \$60K. (Recent response rates and results were affected by COVID-19).

Table 16. Summary, Survey of Recent Graduates, Dec 2020, May 2021, August 2021.

Degree-Granting College	SORG Responses Primary DGC only	Potential Responses	Response Rate	Employment (# / %)	Full-Time Graduate School (# / %)	Employment + Graduate School (# / %)
College of Arts & Sciences	268	1001	27%	187 / 70%	38 / 14%	225 / 84%
College of Business	251	510	49%	197 / 78%	35 / 14%	232 / 92%
College of Education	39	103	38%	33 / 85%	4 / 10%	37 / 95%
College of Engineering	159	318	50%	123 / 77%	28 / 18%	151 / 95%
College of Environment & Life Sciences	125	476	26%	85 / 68%	26 / 21%	111 / 89%
College of Health Sciences	177	742	24%	98 / 55%	65 / 37%	163 / 92%
College of Nursing	65	325	20%	61 / 94%	0 / 0%	61 / 94%
College of Pharmacy	89	146	61%	76 / 85%	7 / 8%	83 / 93%
Total	1173	3621	35%*	860 / 73%	203 / 17%	1,063 / 91%
			*1173/3334			

Respondents provided levels of satisfaction with their major for several metrics, shown below. Overwhelmingly, students reported they were somewhat to extremely satisfied with their academic experience.

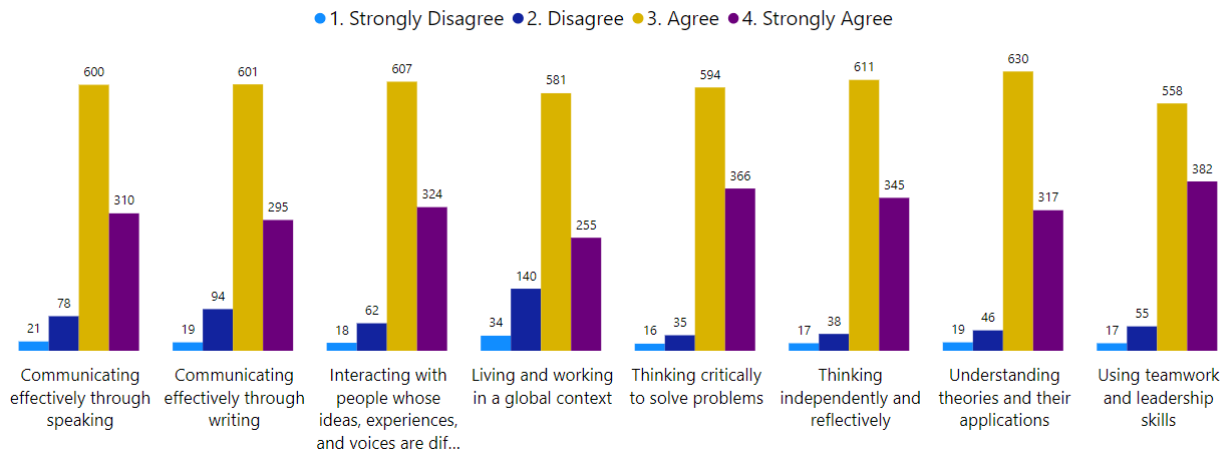
Question: Thinking about your PRIMARY major at URI, please rate your satisfaction with each aspect:



Satisfaction with Major, Survey of Recent Graduates, Dec 2020, May 2021, August 2021.

Graduates also reported on their perceived preparation for several critical learning outcomes, shown below, many of which parallel those of the General Education program. Once again, the majority of respondents agree/strongly agree that their URI education equipped them with the skills and attributes critical to post-graduate success.

Question: My education at University of Rhode Island has prepared me for:



Educational Preparation (Survey of Recent Graduates, Dec 2020, May 2021, August 2021).

15-Year Alumni Labor Analytics Project

URI recently purchased data from EMSI Burning Glass, a labor market analytics firm which summarizes publicly available data about employment and critical knowledge and skills linked to success. Data for over 20,000 URI graduates from 2004 to 2021 were mined, and the results for these URI alumni are summarized by major on an internal Power BI site. Data can be filtered by college and major and includes information on most recent occupation, job title, employer and skills that graduates include in online profiles to market themselves. This information provides us with a mechanism to do a retrospective assessment of career outcomes for our graduates at the college and program level and can be used to influence a strategic skills-based approach to optimizing URI educational opportunities,

aligning University, program and course-level goals and outcomes, and building both career-specific and overarching professional skills necessary for post college career choices.

Appraisal and Projections

Appraisal

Using Assessment to Measure Student Learning

URI has a longstanding and highly developed process for programmatic learning outcomes assessment at both the undergraduate and graduate level. Academic programs engage in a regular biennial cycle of learning outcomes assessment, including a two-year feedback loop to reflect on the impact of programmatic changes implemented in response to the results of the previous assessment cycle. Programs receive feedback on their assessment efforts from trained faculty peers, supporting a process of continual improvement. Graduate program assessment for example, has revealed that a greater level of developmental support is needed than presumed by the programs. In response, the Graduate School has increased academic support, professional development, and training.

We also engage with faculty and department chairs to assess the climate surrounding assessment, using focus groups and an annual chairs' assessment climate survey. Although there is a high rate of participation in the biennial process, feedback from faculty and department chairs indicates that the perceived value of the process is variable, program-wide engagement in the assessment process is an issue in some departments, and that there is not enough recognition by leadership of the workload effort that it represents. Given that our goal is to maximize effective assessment that leads to substantial improvement, this feedback indicates that we may need a revision of the program, and URI certainly would benefit from a review of an assessment process that has now been in place for 10 years. The Learning Outcomes and Assessment team has also demonstrated a significant congruence in program-specific learning outcomes across the University, which although not "intentionally" selected by the faculty as institutional wide outcomes, could form the basis for an additional lens through which to assess institution-wide student success.

General Education Program

Over the past six years, the institution-wide General Education program, launched in 2016, has grown with a wide range of courses addressing the 13 outcomes and the grand challenge overlay. The General Education program was developed by the Faculty Senate, and the Senate, in collaboration with the Office of Innovation in General Education (OIGE), have engaged in a continual assessment of the program, including feedback from students and faculty, and the collection and scoring of student work artifacts to assess achievement of student learning outcomes. Results of the programmatic review process have revealed gaps between the program design and its subsequent realization, and in our ability to successfully assess some of the rubric elements (e.g., active listening). The program was designed to be developmental but because fewer courses exist at the upper level, students are either frontloading their general education courses in their first two years or taking 100- or 200- general education courses in their junior or senior years.

The OIGE has designed a comprehensive and robust outcomes assessment process using rubrics and trained neutral reviewers that includes an appraisal of the process, the rubrics, and course-rubric alignment. Unfortunately, the assessment of student learning outcomes has moved more slowly than planned over the last two years. The OIGE submitted an interim report to the Assessment Office in compliance with reporting expectations for 2021 and handed that preliminary report to the Faculty Senate Executive Committee and General Education Subcommittee for data analysis to produce the final report. The final report on the *Communicate Effectively and Information Literacy* outcomes, with

recommendations for improvement and a timeline for implementation is expected in September 2022 and will chart a path for the annual reports to come.

Thus far, the initial results have been used for process improvement including finding ways to enhance faculty participation, improving norming and scoring of student work through enhancing training, increasing resources for proposing courses, designing assignments tightly aligned to the rubric elements, and improving the ability to make accurate decisions from the data. These efforts have already proven effective during the current round of assessment of the Write Effectively and Civic Knowledge and Responsibility outcomes, underway, spring/summer 2022 with almost twice as many faculty participants.

Measures of Student Success

Despite the challenges posed by the COVID-19 pandemic, URI has sustained its progress on student retention and graduation. First-year retention remains at an institution high, and URI has implemented major initiatives to improve undergraduate degree attainment including improved advising, increase in courses offered in summer and winter J-term to provide additional opportunities to meet credit milestones, and additional experiential and research opportunities. Given the overlay of complex factors that impact degree attainment, including the pandemic, there is currently not yet enough data to determine how well each of these innovations has worked. We are concerned about the outcomes of students who enrolled during the pandemic and are monitoring those cohorts.

The University continues to recognize that degree attainment is not equitable across all student populations and the rate of retention and degree attainment of historically under-represented students, although improving, remains well below that of the student body as a whole. In response, the University has recently invested in several collaborations between Academic and Student Affairs to improve the success of historically under-represented students, including revision of the Talent Development Program and the Student Success Team *Equity in Retention and Graduation* initiative.

URI has recently begun to focus on retention and graduation of its graduate student population. Although we have historically reflected on overall retention and time to degree, the Graduate School is now working to establish program-specific expected time-to-degree benchmarks for all graduate programs. These will be used to assess completion rates and identify barriers to timely degree completion at the program level.

The career trajectory of URI alumni provides important post-graduation measures of student success. The *Survey of Recent Graduates (SORG)* shows that 91% of graduates (35% response rate) during the period 2019 to 2021 were employed or in graduate school six months after graduation. This is markedly higher than the 75% of graduates (23% response rate) reported in the 2017 comprehensive review. A strong majority of these students also report being satisfied to extremely satisfied with their major. To further understand the career trajectory of our alumni, URI recently invested in a 15-year labor analytics initiative, currently underway, which is providing college and degree-program specific data on alumni outcomes.

Projections

Using Assessment to Measure Student Learning

URI will engage in a review of the biennial learning outcomes assessment process, including the structure, resources supporting the process, level of faculty engagement, and use of results, with the goal of ultimately improving student learning outcomes. This review, done in collaboration with faculty, staff, and administrators, will address not only process, but also seek to address elements of the assessment climate survey identified by stakeholders as impeding effective assessment participation.

Assessment of the General Education program continues to be a focal point as we work to ensure that the program is achieving its goals. We will continue to engage in program improvement efforts including improving advising and determining if the program, as implemented, is fulfilling the expectations regarding disciplinary breadth, developmental approach, and pathways that provide opportunities to reinforce outcomes across their four years. We will support Gen Ed faculty through faculty development and assessment workshops and instructional design sessions to ensure that their assignments align with the outcome rubrics to provide valid and generalizable results about student learning that will guide interventions as needed. The OIGE is working with the Faculty Senate to streamline the timeline for analysis of assessment results, and we will complete a full cycle of general education learning outcomes assessment prior to the next comprehensive review.

Addressing the Equity Gap

Ensuring that all students have an equitable educational experience is a core value of the institution. To that end, URI is committed to addressing the continuing disparity in retention and graduation rates for historically under-represented students. The Student Success Team will begin work on the second year of the student success initiatives in the Gardner *Equity in Retention* report (e.g., how to decrease non-productive grades in gateway courses and measure sense of belonging among undergraduate students). We will continue to monitor efforts to promote the access, engagement, and success of diverse and/or at-risk student groups in the classroom and through co-curricular activities. We will promote a culture of equitable teaching practices through professional development and will hold ourselves accountable by disaggregating assessment data at the course- and program-level to identify curricular barriers, target developmental support, and provide pedagogical training. URI has also committed, over the next three years, to fund diversity equity and inclusion assistant dean positions in each of the colleges. This model, which was piloted in the College of Engineering and College of the Environment and Life Sciences, was successful in providing a structure of support and mentorship. The assistant deans will help recruit and retain students, while providing a structure of support and mentorship.

Student Success - Alumni

URI sees alumni data as an important source of information for curricular review. We will pursue improved response rates to the SORG to provide increasingly powerful feedback to programs and departments on outcomes and program experiences for their majors. We will disaggregate the EMSI 15-year labor analytics data to provide major- and college-specific data that offer insight into the range of career trajectories taken by their graduates and the associated professional skills employers seek.

INSTITUTIONAL PLANS

With the arrival, in August 2021, of its 12th leader, President Marc Parlange, URI has embarked on a journey to answer the question “*What kind of University do we want to be?*” Following a comprehensive planning process, a new University-wide strategic plan will be in place by fall 2022 that will answer that question and guide the institution over the next 10 years. This is an exciting time, during which we will also welcome a new Provost, under whose leadership all units in Academic Affairs will develop goals, strategies, and performance metrics aligned with elements of the new plan. Our plans over the next five years will therefore be a combination of ongoing critical initiatives and new focal points related to priorities established through the strategic planning process.

Ongoing Institutional Priorities

Diversity, Equity, and Inclusion. We will continue our work to transform URI in meaningful and measurable ways toward meeting the Diversity, Equity, and Inclusion (DEI) goals of the existing

University-wide Academic Strategic Plan and the Academic Affairs Action Agenda for Change. This work, which is informed by the 2021 Campus Climate Survey, is being completed across all units of the University. The Academic Affairs Diversity Task Force, for example, is working to advance the strategies set forth in the 2021 Anti-Black Racism: An Academic Affairs Action Agenda for Change, which invites the community to come together and implement changes designed to eliminate racism and social injustice.

Assessment of the General Education Program. The General Education Program at URI reflects a contemporary learning experience that allows our undergraduate students to examine and engage the complex, interpersonal, civic, and global issues defining our world today. Our program aspires to create a well-rounded and intellectually empowering student-centered experience that prepares undergraduates for their chosen careers and builds a foundation of life-long learning and success. Over the next four years we will complete the full assessment cycle of the URI General Education Program, and associate program revisions, to ensure that it is meeting the established programmatic and learning outcome goals.

Improving Student Outcomes. We will continue to identify and address barriers to student retention and graduation, with an emphasis on effective advising and closing the equity gap that exists between rates of degree attainment of historically under-represented and Pell eligible students, and that of the student body as a whole. The work of the Student Success Team, a collaborative effort between Student Affairs, Academic Affairs, and Institutional Research, will address and assess progress in five areas 1) curricular obstacles, 2) sense of belonging, 3) data analysis, 4) student resources, and 5) financial resources.

Capital Campaign. The University of Rhode Island has raised the goal of its comprehensive campaign, *“Big Ideas. Bold Plans. The Campaign for the University of Rhode Island,”* from \$250 million to \$300 million by 2024. This campaign is focused on five priorities: student access, the URI learning experience, transformative faculty leadership, innovative and distinctive programs, and strategic opportunities.

Strategic Planning Priorities

The URI strategic plan, which is still under development, will set the core agenda of the University for the next five years and beyond. While it is premature to enumerate specific goals, some focus areas that have emerged through the stakeholder process are described below.

Increasing Research and Scholarship. The University has successfully increased its research portfolio over the last five years and plans to continue along this trajectory through increasing scholarly and creative activity, increasing external funding, and a focus on enrolling a greater number of Ph.D. students. This effort will also create increased opportunities for undergraduate students to engage in mentored research/scholarly experiences, a high-impact practice that correlates with increased retention and graduation rates.

Advancing Societal Impacts and Economic Development. Consistent with its land- and sea-grant status, the University is committed to strong partnerships and academic pathways that address state, regional and global challenges and contribute to the workforce development needs of the 21st century.

Expanding Global Partnerships. Given the global nature of the most challenging issues facing our world, URI is committed to building strong global alliances and partnerships to foster international research collaborations and create more international educational opportunities for our students.

Ensuring Fiscal Stability. Although URI has emerged from the acute phase of the pandemic on sound financial footing, the institution recognizes the need to assess its budget model, including the level of support from the state, to ensure that we have a solid financial foundation for continued progress.

Building a Vibrant Campus Community post-COVID-19. The COVID-19 pandemic was both a challenge and a catalyst for change at URI. Faculty professional development accelerated in response to the pivot to remote instruction, creating a permanent and positive impact on the teaching effectiveness of our faculty. Although the University returned to on-campus operations in fall 2021, 18 months of remote/hybrid teaching and working has had a lasting impact on the campus community, with faculty, staff, and students reporting decreased levels of engagement and a loss of sense of community. Rebuilding a vibrant community, enhancing student engagement, and supporting the wellbeing and mental health of students, staff, and faculty are priorities in the years ahead.

Appendix A

Affirmation of Compliance



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 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. (NECHE Policy 95. See also Standards for Accreditation 4.29-4.32 and 9.18.)

Table with 2 columns: Category (URL, Print Publications, Self-study/Fifth-year Report Page Reference) and Value (https://web.uri.edu/transfer/transfer-credits/, URI Catalog, Page 16)

2. 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 9.18.)

Table with 2 columns: Category (URL, Print Publications, Self-study/Fifth-year Report Page Reference) and Value (https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf, Student Handbook; URI Catalog, Page 26)

3. 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. (NECHE Policy 95. See also Standards for Accreditation 4.48.)

Table with 2 columns: Category (Method(s) used for verification, Self-study/Fifth-year Report Page Reference) and Value (https://web.uri.edu/atl/uri-online/urionline-programs/online-reg/https://its.uri.edu/itsec/multi-factor-authentication/, Page 17)

4. 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. (NECHE Policy 77.)

Table with 2 columns: Category (URL, Print Publications, Self-study Page Reference) and Value (empty)

The undersigned affirms that The University of Rhode Island (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Marc Parlange

Date: 08/10/2022

Appendix B

Audited Financial Statement

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

FINANCIAL STATEMENTS

JUNE 30, 2021

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Financial Statements

June 30, 2021

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees of
The University of Rhode Island
Kingston, Rhode Island

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented component units of the University of Rhode Island (a component unit of the State of Rhode Island) (the "University"), as of, and for, the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise your basic financial statements as listed in the table of contents.

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 & Alumni Engagement (the "Foundation") or the University of Rhode Island Research Foundation, Inc. (the "Research Foundation") as of and for the year ended June 30, 2021. Those financial statements were 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 audit 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 auditors consider 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.

Opinions

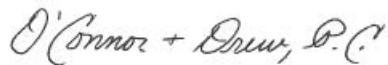
In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the University of Rhode Island as of June 30, 2021, and the respective changes in net position and its cash flows for the 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 - pension on page 77, notes to the required supplementary information - pension on pages 78-79, the schedule of the University's proportionate share of the net OPEB liability on page 80, the schedule of the University's contributions - OPEB on page 81 and the notes to the required supplementary information - OPEB on pages 82-83 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 November 5, 2021, 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 solely 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 the effectiveness of the University of Rhode Island's 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.



**Certified Public Accountants
Braintree, Massachusetts**

November 5, 2021

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited)

June 30, 2021

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, 2021 and the results of operations for the year then ended, with selected comparative information for the year ended June 30, 2020. 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.

Effective February 1, 2020, the University of Rhode Island is no longer governed by the Rhode Island Council on Postsecondary Education, the successor to the Board of Governors for Higher Education, but is governed by a Board of Trustees consisting of 17 members appointed by the Governor with the advice and consent of the Rhode Island Senate. The board will be dedicated solely to the University and will exercise similar powers and authority as was exercised by the Council on Postsecondary Education including oversight of employment, and the University's property, purchases, and procurement. The University president will report to the Board of Trustees.

The Rhode Island Council on Postsecondary Education continues to oversee Rhode Island College and the Community College of Rhode Island.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Introduction – Continued

The mission of the University is to enrich 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 equality and diversity.

The University has a combined enrollment of 17,671 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 two other campuses - the 165-acre Narragansett Bay Campus, which is the site of the Graduate School of Oceanography and the Alan Shawn Feinstein College of Education and Professional Studies located in downtown Providence. In addition, the University owns a 2,300-acre parcel in Western Rhode Island that formerly the environmental education research programs and conference center. This parcel continues to be used for university research activities.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Financial Highlights

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus a pandemic. On March 19, 2020, the University suspended all face-to-face classes and transitioned to distance learning classes for the remainder of the spring semester. All summer session classes were offered online. The University refunded a total of \$7.85 million before June 30, 2020, to students for a pro rata share of the housing and meals fees charged to university students for the spring semester.

The Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"), Coronavirus Response and Relief Supplemental Appropriations Act ("CRRSAA") and the American Rescue Plan Act ("ARPA") provide relief to higher education institutions through the Higher Education Emergency Relief Fund ("HEERF"). These funds support students and institutions towards recovery efforts to emerge from this pandemic even stronger. The University was awarded a total grant of \$11.24 million, \$5.62 million for the student aid and \$5.62 million for the institutional aid in CARES funding, a total of \$17.44 million, \$5.62 million for student aid and \$11.82 million for the institutional aid in CRRSAA funds, and a total of \$31.1 million, \$15.6 million for the student aid and \$15.5 million for the institutional aid in ARPA funds. As of June 30, 2021, the University had spent the total amount of the student as well as the institutional portion for both CARES and CRRSA. It is the University's intention that both the remaining student aid and institutional portion of the ARPA funds will be spent in FY2022.

The University's financial position for the fiscal year ended June 30, 2021, shows a decrease in net position before capital appropriations and gifts of \$6.42 million, compared to a decrease of \$9.57 million in fiscal year 2020. Operating revenues decreased by \$5.41 million or 1.19%, and operating expenses increased by \$18.05 million or 3.27%.

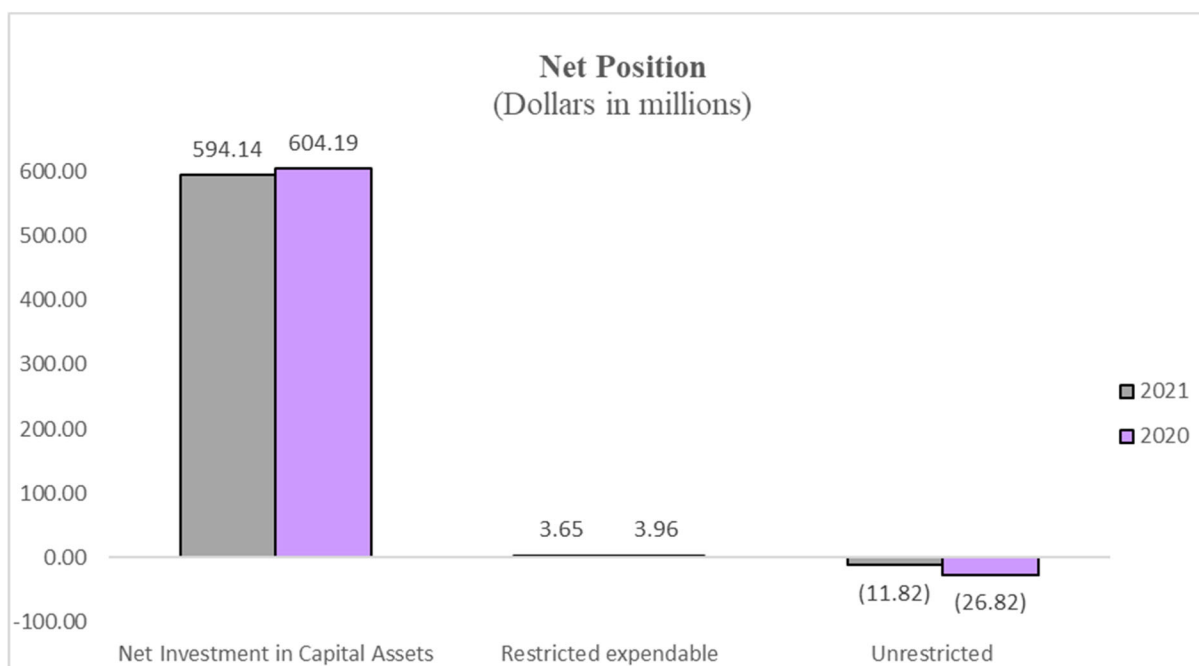
UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management’s Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Financial Highlights - Continued

The following chart displays the components of the University’s net position for the fiscal years ended June 30, 2021 and 2020.



On June 30, 2021, and 2020, the University’s total assets of \$1.10 billion, and \$1.13 billion, and deferred outflows of resources of \$30.33 million, and \$31.88 million exceeded its total liabilities of \$526.15 million and \$557.46 million, and deferred inflows of resources of \$24.11 million and \$19.44 million resulting in net position of \$585.97 million and \$581.33 million, respectively. The resulting net position is summarized in the following categories (dollars in millions):

	<u>2021</u>	<u>2020</u>
Net Investment in Capital Assets	\$ 594.14	604.19
Restricted expendable	3.65	3.96
Unrestricted	<u>(11.82)</u>	<u>(26.82)</u>
Total net position	<u>\$ 585.97</u>	<u>581.33</u>

UNIVERSITY OF RHODE ISLAND

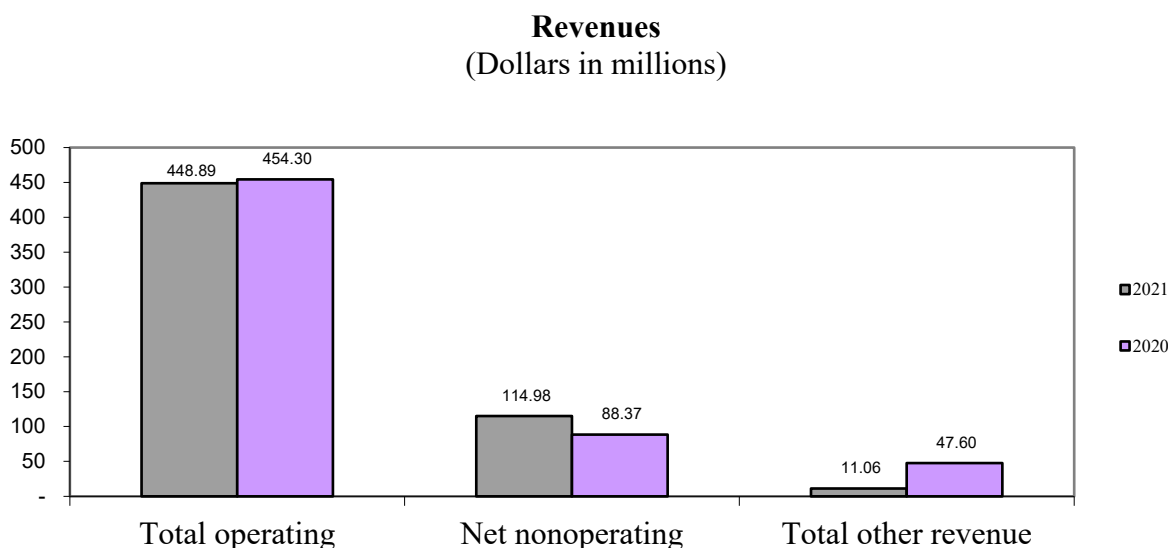
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Financial Highlights - Continued

The following chart provides a graphical breakdown of total revenues by category for the fiscal years ending June 30, 2021 and 2020.



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.

The University of Rhode Island Foundation & Alumni Engagement (the "Foundation") and the University of Rhode Island Research Foundation (the "Research Foundation") are legally separate tax-exempt component units of the University.

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Overview of the Financial Statements - Continued

The University of Rhode Island Foundation & Alumni Engagement acts as an independent charitable corporation with the purpose of encouraging and providing support from private sources through development activities for the University of Rhode Island and is responsible for managing and administering assets donated to the Foundation for the use and benefit of the University. The Board of the Foundation is 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, the majority of resources received or held by the Foundation are restricted to the activities of the University by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the University, the Foundation is considered component unit of the University and is discretely presented in the University's financial statements.

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, not-for-profit status allows it to support a broad range of 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 for 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 costs. Because of the relationship, the Research Foundation is considered a component unit of the University and is 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 *Statement of Net Position* presents information on all of the University's assets, deferred outflows of resources, liabilities, and the deferred inflows of resources along with the resulting net financial 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.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

The Financial Statements – Continued

The *Statement of Revenues and 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 *Statement of Cash Flows* is reported using 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, 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 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 79 of this report.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Financial Analysis

As mentioned earlier, net position may serve over time as a useful indicator of the University's financial position. Total assets and deferred outflows of resources exceeded total liabilities and deferred inflows of resources by \$585.97 million and \$581.33 million at the close of fiscal years 2021 and 2020, respectively.

The University's condensed statement of net position is presented below (dollars in millions).

	2021	2020
Current assets	\$ <u>207.07</u>	<u>193.52</u>
Noncurrent assets	<u>898.83</u>	<u>932.83</u>
Total assets	<u>1,105.90</u>	<u>1,126.35</u>
Deferred outflows of resources	<u>30.33</u>	<u>31.88</u>
Total assets and deferred outflows of resources	\$ <u><u>1,136.23</u></u>	<u><u>1,158.23</u></u>
Current liabilities	\$ <u>65.90</u>	<u>73.07</u>
Noncurrent liabilities	<u>460.25</u>	<u>484.39</u>
Total liabilities	<u>526.15</u>	<u>557.46</u>
Deferred inflows of resources	<u>24.11</u>	<u>19.44</u>
Total liabilities and deferred inflows of resources	\$ <u><u>550.26</u></u>	<u><u>576.90</u></u>
Net position:		
Net investment in capital assets	\$ <u>594.14</u>	<u>604.19</u>
Restricted, expendable	<u>3.65</u>	<u>3.96</u>
Unrestricted	<u>(11.82)</u>	<u>(26.82)</u>
Total net position	\$ <u><u>585.97</u></u>	<u><u>581.33</u></u>

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Financial Analysis - Continued

By far the largest portion of the University's net position, \$594.14 million and \$604.19 million, as of June 30, 2021, and 2020, respectively, 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 101% for fiscal year 2021 and 104% for fiscal year 2020 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 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 consists of resources that are subject to external restrictions on how they must be used. These resources represent approximately 0.6% and 0.7% of the University's net position at June 30, 2021, and 2020, respectively.

Net positions 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, 2021, and 2020, the University's unrestricted net position represents (2.0%) and (4.7%) of the net position, respectively. 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, unearned 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: 3.14 to 1 and 2.65 to 1 as of June 30, 2021, and 2020, respectively.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Financial Analysis - Continued

One of the components of the University's noncurrent assets are the funds on deposit with the bond trustee totaling \$26.80 million and \$34.00 million as of June 30, 2021, and 2020, respectively. The majority of the bond proceeds were from the 2009 B Bonds for \$4.30 million for fire protection; 2016 A Bonds for \$0.5 million for design, construction, renovation improvement, and equipping of certain utility systems and other infrastructure; 2018 A Bonds for \$14.60 million for utility upgrades and repaving and reconstruction of parking facilities and internal roadways; and 2018 B Bonds for \$2.40 million for upgraded fire alarm and sprinkler systems in the University's auxiliary enterprise buildings.

During fiscal year 2021, the University's net position increased by \$4.64 million due, in large part, to fund from the Higher Education Emergency Relief Fund (HEERF) the University received to offset COVID-19 related expenses and lost revenue.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Financial Analysis - Continued

The University's condensed statements of revenues, expenses and, changes in net position are presented below (dollars in millions).

	<u>2021</u>	<u>2020</u>
Operating revenues:		
Tuition and fees, net of tuition waivers and remissions	\$ 300.83	302.99
Operating grants and contributions	112.46	103.01
Other sources	35.59	48.30
Total operating revenues	<u>448.88</u>	<u>454.30</u>
Operating expenses:		
Salaries and benefits	337.84	336.14
Other	108.23	104.03
Scholarships, grants and contracts	45.99	39.70
Auxiliaries other	32.85	31.70
Depreciation	45.37	40.67
Total operating expenses	<u>570.28</u>	<u>552.24</u>
Net operating loss	<u>(121.40)</u>	<u>(97.94)</u>
Nonoperating revenues (expenses):		
State appropriation	78.15	79.14
Federal grants	38.21	4.47
Net investment income	0.40	3.02
Private gifts	9.41	11.04
Interest expense	(11.20)	(9.31)
Total nonoperating revenues	<u>114.97</u>	<u>88.36</u>
Loss before other revenues, expenses, gains or losses	<u>(6.43)</u>	<u>(9.58)</u>
Capital appropriations	3.42	21.93
State contributed capital	2.29	20.28
Capital gifts	5.35	5.39
Increase in net assets	4.63	38.02
Net position – beginning of year	<u>581.33</u>	<u>543.31</u>
Net position – ending of year	\$ <u><u>585.96</u></u>	<u><u>581.33</u></u>

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Operating Revenues

The total operating revenues decreased by \$5.41 million or 0.71 % in fiscal year 2021, compared to an increase of \$4.8 million or 1.07% in fiscal year 2020. There was an increase in tuition from 2020 to 2021; this increase was 3.0 % for in-state students and 2.8% for out-of-state students. Also, there was a decrease in the number of students living on campus due to the pandemic and the offering of online classes. The Housing fee decreased \$7.93 million or by 21.0% and the Dining service fees decreased by \$4.61 or by 26.1%.

Tuition and fees received by the University included the following (dollars in millions):

	<u>2021</u>	<u>2020</u>
Tuition	\$ 338.31	322.53
Student service fees	22.54	22.47
Health service fees	8.45	7.58
Housing fees	29.88	37.81
Dining service fees	13.08	17.69
Miscellaneous student fees	3.44	2.74
Total	415.70	410.82
Tuition waived or remitted	(114.87)	(107.83)
Net	\$ <u>300.83</u>	<u>302.99</u>

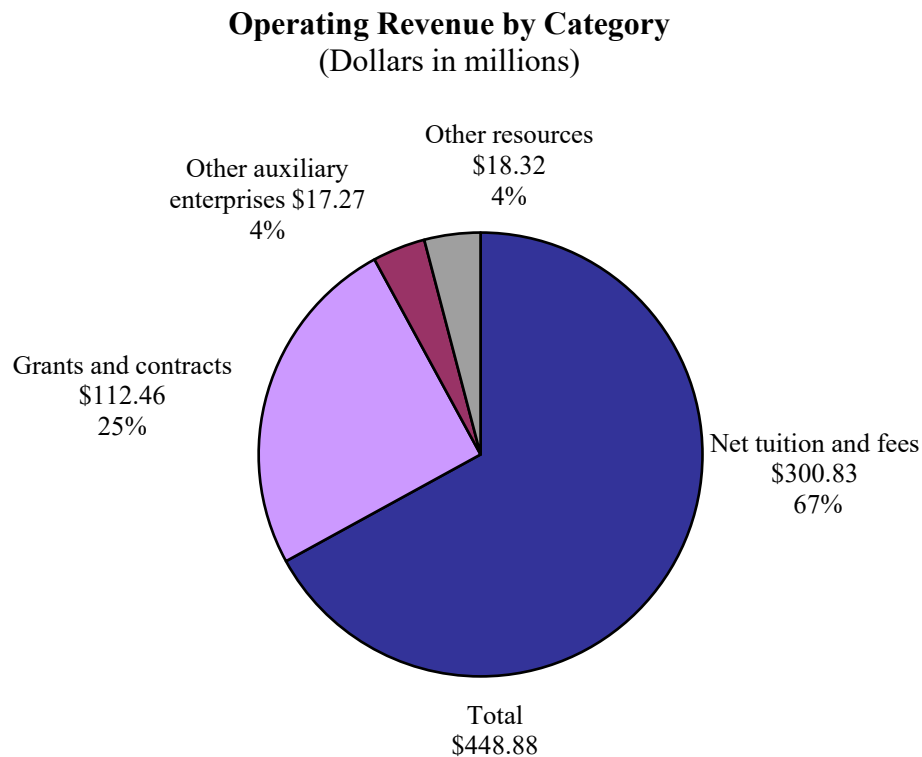
UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Operating Revenues - Continued

The following provides a graphical breakdown of operating revenues by category for the year ended June 30, 2021.



UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island)

Management’s Discussion and Analysis (Unaudited) - Continued

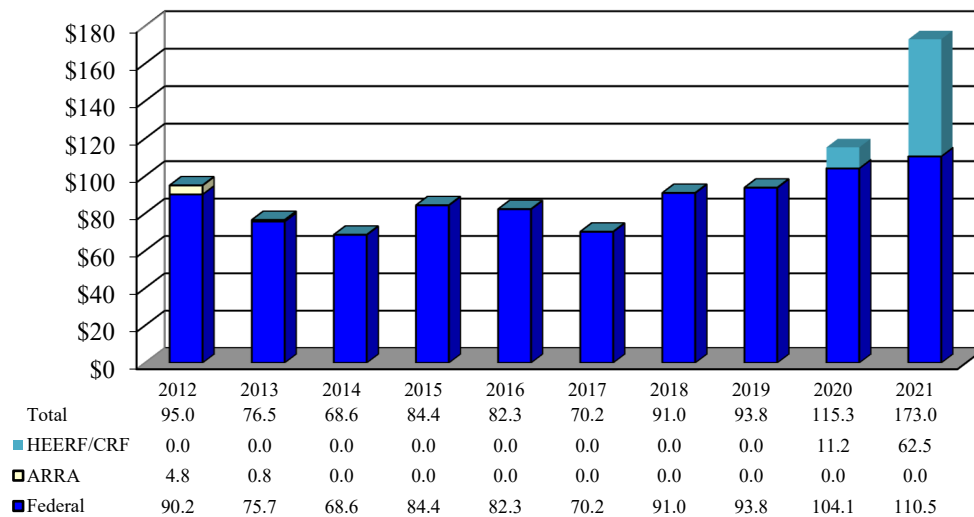
June 30, 2021

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 statement of revenues and expenses and changes in net position.

The bar chart below shows the amount of grants awarded (not necessarily recognized as revenue) to the University during the last ten years, from a total of \$95.0 million in 2011 to \$173.0 million in 2021 or an 82.1% increase. The decrease in fiscal year 2014 relates to the federal sequestration and the loss of ARRA funding. The large increase in 2021 relates to the Higher Education Emergency Relief Funds (HEERF) and Coronavirus Relief Funds (CRF) funding.

Awards for Competitive Sponsored Programs
(Dollars in millions)



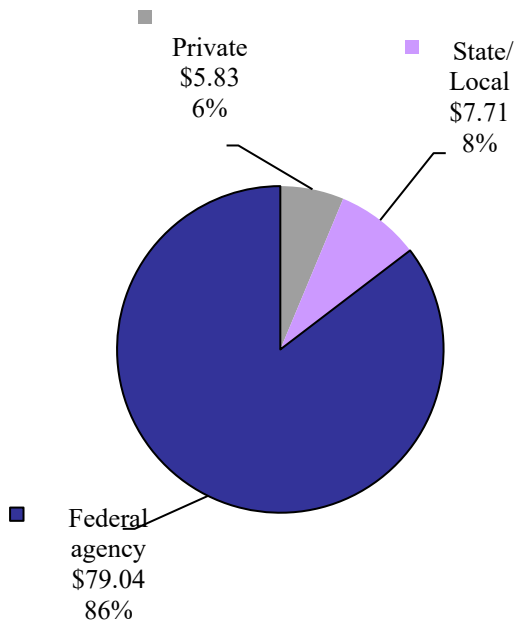
UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management’s Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Grant and Contract Revenue – Continued

The following summary shows the breakdown of grants received from sponsoring agencies during fiscal year 2021, with chart detailing federal and nonfederal awards (dollars in millions).



<u>Agency</u>	<u>Award</u>
Department of Health and Human Services	\$ 21.15
National Science Foundation	19.61
Department of Commerce	11.13
Agency for International Development	8.28
Department of Defense	6.54
Department of Agriculture	5.13
Other Federal Agencies	3.53
Department of Interior	1.46
Department of Homeland Security	1.11
Department of Energy	1.10
Federal agency	79.04
State/Local	7.71
Private	5.83
Total	<u>\$ 92.58</u>

Operating Expenses

The operating expenses for fiscal years 2021 and 2020 totaled \$570.28 million and \$552.24 million, respectively, which represent a change from prior year of an increase of \$18.04 million or 3.3%.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

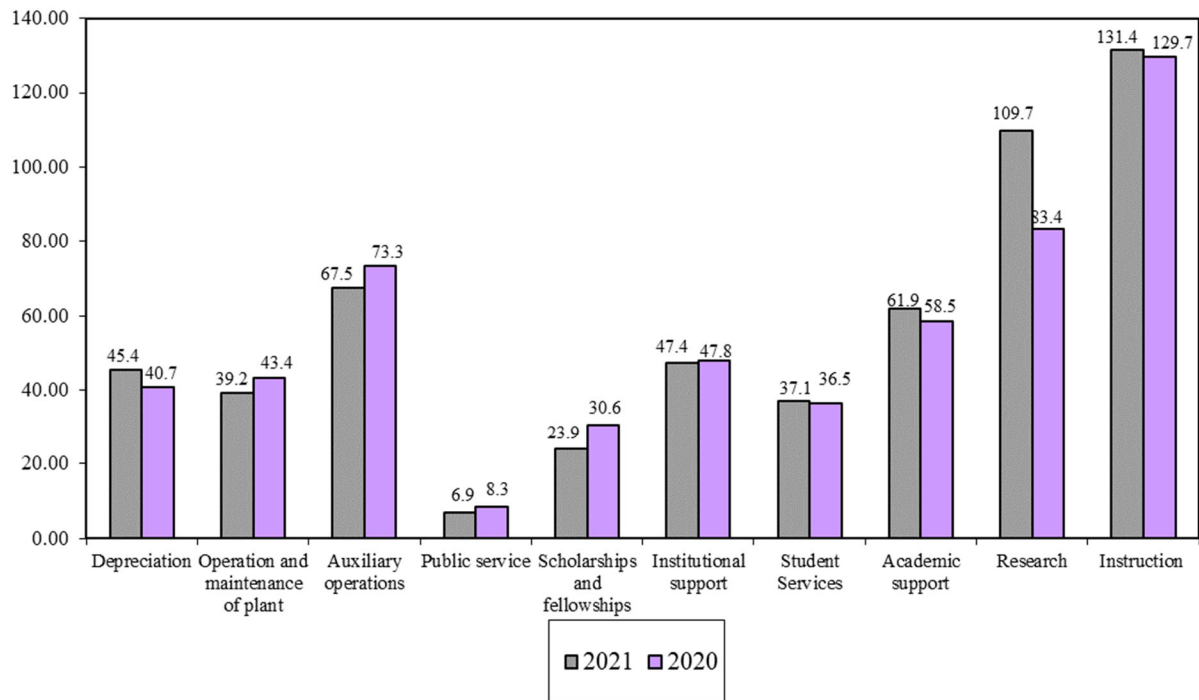
Management’s Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Operating Expenses - Continued

The bar chart below illustrates the University’s operating expenses by function for the fiscal years ended June 30, 2021 and 2020, excluding scholarship allowances applied against tuition and fee revenues.

Operating Expenses by Function
(Dollars in millions)



UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management’s Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Operating Expenses - Continued

The following summary shows where major grant and contract expenditures, including indirect cost charges, occurred during 2021 and 2020 (dollars in millions):

Agency	Amount	
	2021	2020
Department of Health and Human Services	\$ 21.15	19.15
National Science Foundation	19.61	18.02
Department of Commerce (NOAA)	11.13	4.70
Agency for International Development	8.28	7.44
Department of Defense	6.54	4.73
Department of Agriculture	5.13	5.33
Other Federal Agencies	2.68	6.4
Department of Interior	1.46	1.84
Department of Homeland Security	1.11	1.06
Department of Energy	1.10	1.27
National Aeronautic and Space Administration	0.85	1.03

Nonoperating Revenues and Expenses

The State’s unrestricted appropriation is the largest component of the University’s nonoperating revenues. The amount requested for fiscal year 2021 was \$90.5 million. The amount appropriated by the State was \$78.15 million which was \$12.4 million less than requested. In fiscal year 2020 the State reduced the 2020 appropriation by \$5.5 million due to COVID-19, which was the same amount that the University received in CARES Act – Higher Education Emergency Relief Fund (Institutional Portion). The State appropriation was essentially the same in fiscal 2020 (\$79.14 million) and fiscal 2021 (\$78.15 million).

UNIVERSITY OF RHODE ISLAND
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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Nonoperating Revenues and Expenses - Continued

The University has a long tradition of using the State appropriation to support its operating expenses. During fiscal years 2021 and 2020 the University received State appropriations of \$78.15 million and \$79.14 million, respectively, which then combined with operating revenue was not sufficient to cover operating expenses in excess of \$43.25 million in fiscal year 2021 and \$18.81 million in fiscal year 2020. The University's State appropriation is roughly equal to amount it was twenty years ago. The appropriation dipped down starting in fiscal year 2008 and started to increase in fiscal year 2014 and is now roughly equal to the amount of the appropriation in 2001. Student tuition and fees have played an increasingly important role in funding of the University's operations; however, these fees do not fully cover operating losses by \$43.25 million in fiscal year 2021 and \$18.80 million in fiscal year 2020. A summary of net income after State appropriation is presented below (dollars in millions).

	<u>2021</u>	<u>2020</u>
Net student fees	\$ 300.83	302.99
Other operating revenue	148.05	151.30
Operating expenses	<u>(570.28)</u>	<u>(552.24)</u>
Operating loss	(121.40)	(97.95)
State direct appropriations	<u>78.15</u>	<u>79.14</u>
Net loss after state appropriation	<u>\$ (43.25)</u>	<u>(18.81)</u>

UNIVERSITY OF RHODE ISLAND

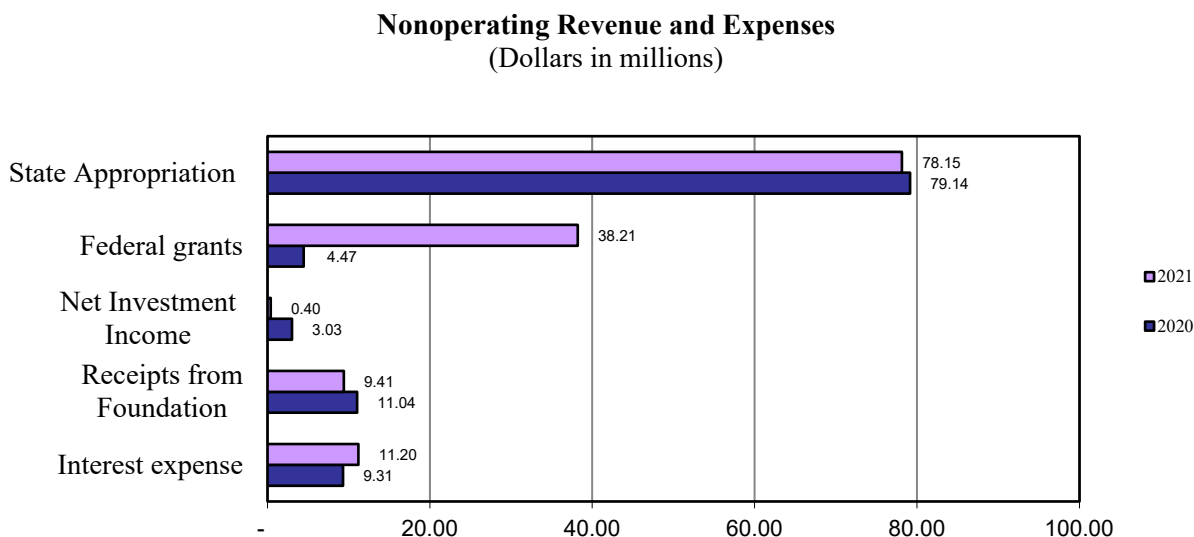
(a Component Unit of the State of Rhode Island)

Management’s Discussion and Analysis (Unaudited) - Continued

June 30, 2021

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 fundraising. The execution of the University’s capital improvement plan is contingent upon approval from the State and sufficient funding.

The BOE 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 and includes the University. The plan for the period fiscal year 2021-2025 for the University totals \$852.2 million, and 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.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Capital Assets and Debt Administration - Continued

Capital Assets

The University's investment in capital assets as of June 30, 2021, and 2020 net of accumulated depreciation amounts to \$861.85 million and \$886.52 million, respectively. This investment in capital assets includes land, buildings (including improvements), and furnishings and equipment (including capital leases). Capital assets decreased during fiscal year 2021 year by \$24.67 million and increased by \$49.09 million in fiscal year 2020. This decrease is largely due to the lack of any major capital improvements during 2021. Legal title to all land and real estate assets is vested in the BOE or the State. A summary of net capital asset balances as of June 30, 2021 and 2020 is presented below (dollars in millions).

	2021	2020
Land and improvements	\$ 48.29	43.33
Major capital additions to building and improvements	769.54	786.57
Furnishings and equipment	33.40	29.79
Construction in progress	10.62	26.83
Total	\$ 861.85	886.52

Major capital additions in fiscal year 2021 included improvements to the Fine Arts Building (\$12.9 million), Housing and Residential Life Brookside Hall (\$700 thousand) and roof replacement on various Housing and Residential Life buildings (\$2.1 million), and Engineering Building (\$1.1 million). Also included were land improvements to Fraternity Circle (\$7.9 million).

Additional information about the University's capital assets can be found in Note 5 to the financial statements.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Capital Assets and Debt Administration - Continued

Debt

As of June 30, 2021, and 2020, the University had \$298.53 million and \$314.44 million, respectively, in outstanding debt, a decrease of \$15.9 million in 2021 and \$15.08 million in 2020. The table below summarizes the types of debt instruments (dollars in millions).

	<u>2021</u>	<u>2020</u>
Loans payable	\$ 0.37	0.49
Capital lease obligations	0.02	0.03
Due to Primary Government	19.27	22.33
Revenue bonds	<u>278.87</u>	<u>291.59</u>
Total	<u>\$ 298.53</u>	<u>314.44</u>

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's financial statements. As of June 30, 2021, the University's general revenue bonds are rated by Moody's as A2, and Standard and Poor's rating services have given rates of A+.

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

Economic Factors that Will Affect the Future

The University is a tuition-dependent institution, thus attention to strategic enrollment management is a critical element of the University's financial stability and self-sufficiency. Over the past eight years, the University has experienced near/record enrollment driven by record number of applications. Recognizing an increased competition for students, the University has expanded its recruitment to include growth areas throughout the country, for example, in the Mid-Atlantic and Northern Virginia. Furthermore, the University's in-state and out-of-state tuition rates are among the lowest for both in-state and out-of-state New England competitors.

The University is sensitive to the rising costs of higher education and strives to achieve efficiencies to limit the size of tuition and fee increases. The University and Board of Education approved an increase in tuition from 2020 to 2021 of 3.0% for in-state students and 2.8% for out-of-state students.

To support strategic priorities and continue record enrollment, the University continues to enhance its faculty and facilities to meet demand and to offer a world-class education. In July 2018, the National Science Foundation selected the East Coast Oceanographic Consortium, led by the University of Rhode Island, to operate a new \$125 million oceanography research ship named the R/V Resolution. The R/V Resolution will support such scientific studies as the tracking of ocean currents and fish migration, seafloor surveys in earthquake-prone regions of the world, conservation of marine mammals, and the food-web dynamics in the deep ocean. The new ship is expected to be launched in 2022.

The COVID-19 crisis continues to have an impact on university operations. The University instituted several changes to ensure the safety of students, faculty, and staff. Students were offered the option to attend classes in person or online. The University also decreased the density of the students living on campus

Fiscal Planning

The University will continue to ensure that expenses are less than or equal to available resources. Approved strategic initiatives are reflected in the budget and have been and will continue to be funded by student enrollment, retention, and tuition and fee resources. IPEDS data continues to show the University as one of the most cost efficient institutions of higher education in the country.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2021

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)

Statement of Net Position

June 30, 2021

Assets and Deferred Outflows of Resources

	University of Rhode Island	Component Units
Current Assets:		
Cash and equivalents (Note 2)	\$ 143,985,360	\$ 19,878,085
Net funds on deposit with primary government	202,158	-
Accounts receivable, net (Note 3)	56,842,659	1,434,764
Due from primary government	1,067,497	-
Due from component units	-	1,421,110
Current portion of pledges receivable	-	7,747,270
Inventory and other current assets	<u>4,972,401</u>	<u>853,307</u>
Total Current Assets	<u>207,070,075</u>	<u>31,334,536</u>
Noncurrent Assets:		
Cash and equivalents – restricted (Note 2)	3,378,498	-
Funds on deposit with bond trustee	26,796,188	-
Investments (Note 2)	-	270,518,587
Pledges receivable, net of current portion	-	15,511,120
Loans receivable, net (Note 4)	6,798,551	-
Charitable remainder trusts	-	395,125
Other noncurrent assets	-	13,736
Capital assets, net of accumulated depreciation (Note 5)	<u>861,854,295</u>	<u>2,598,135</u>
Total Noncurrent Assets	<u>898,827,532</u>	<u>289,036,703</u>
Total Assets	<u>1,105,897,607</u>	<u>320,371,239</u>
Deferred Outflows of Resources:		
Deferred loss on debt refunding	5,952,848	-
Deferred outflows of resources related to pension (Note 7)	16,178,981	-
Deferred outflows of resources related to OPEB (Note 8)	<u>8,202,669</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>30,334,498</u>	<u>-</u>

Liabilities, Deferred Inflows of Resources and Net Position

	University of Rhode Island	Component Units
Current Liabilities:		
Accounts payable and accrued liabilities	\$ 34,683,581	\$ 2,032,995
Compensated absences (Note 6)	1,542,571	-
Unearned revenue	14,722,747	465,294
Due to component unit	-	1,421,110
Current portion of capital lease obligations (Note 6)	7,200	-
Current portion of due to primary government (Note 6)	1,677,000	-
Current portion of bonds and loans payable (Note 6)	13,261,159	-
Other current liabilities	<u>-</u>	<u>2,085,215</u>
Total Current Liabilities	<u>65,894,258</u>	<u>6,004,614</u>
Noncurrent Liabilities:		
Compensated absences (Note 6)	20,507,347	-
Capital lease obligations (Note 6)	11,400	-
Due to primary government (Note 6)	17,589,000	-
Bonds and loans payable (Note 6)	265,981,084	-
Gift annuity payable	-	1,309,529
Grant refundable (Note 6)	6,514,114	-
Net pension liability (Note 7)	115,631,541	-
Net OPEB liability (Note 8)	<u>34,019,832</u>	<u>-</u>
Total Noncurrent Liabilities	<u>460,254,318</u>	<u>1,309,529</u>
Total Liabilities	<u>526,148,576</u>	<u>7,314,143</u>
Deferred Inflows of Resources:		
Deferred inflows of resources related to pension (Note 7)	10,387,309	-
Deferred inflows of resources related to OPEB (Note 8)	<u>13,727,479</u>	<u>-</u>
Total Deferred Inflows of Resources	<u>24,114,788</u>	<u>-</u>
Net Position:		
Net investment in capital assets	594,138,462	2,598,135
Restricted:		
Expendable (Note 10)	3,654,788	169,070,464
Nonexpendable	-	123,932,200
Unrestricted	<u>(11,824,509)</u>	<u>17,456,297</u>
Total Net Position	<u>\$ 585,968,741</u>	<u>\$ 313,057,096</u>

See accompanying notes to the financial statements.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Statement of Revenues and Expenses and Changes in Net Position

For the Year Ended June 30, 2021

	University of Rhode Island	Component Units
Operating Revenues:		
Tuition and fees	\$ 352,250,710	\$ -
Residence, dining, student union, and health fees	63,448,982	-
Less: scholarship allowances	<u>(114,866,289)</u>	<u>-</u>
Net Student Fees	300,833,403	-
Federal, state, local, and private grants and contracts	112,460,031	7,261,523
Other auxiliary enterprises	17,269,699	-
Other sources	<u>18,323,788</u>	<u>1,364,551</u>
Total Operating Revenues	<u>448,886,921</u>	<u>8,626,074</u>
Operating Expenses (Note 12):		
Instruction	131,434,193	-
Research	109,658,233	6,870,330
Academic support	61,851,375	-
Student services	37,062,971	-
Scholarships and fellowships	23,937,699	-
Public service	6,897,942	-
Operation and maintenance of plant	39,148,097	495,479
Depreciation	45,374,149	98,928
Institutional support	47,442,396	4,855,094
Auxiliary operations	<u>67,481,175</u>	<u>-</u>
Total Operating Expenses	<u>570,288,230</u>	<u>12,319,831</u>
Net Operating Loss	<u>(121,401,309)</u>	<u>(3,693,757)</u>
Nonoperating Revenues (Expenses):		
State appropriation (Note 13)	78,152,796	-
Federal grants	38,207,670	-
Net investment income	403,494	857,462
Endowment income	-	53,614,727
Private gifts and contributions	-	33,129,405
Payments from component units	9,409,079	(10,666,919)
Miscellaneous receipts	-	617,846
Interest expense	<u>(11,196,075)</u>	<u>-</u>
Net Nonoperating Revenues	<u>114,976,964</u>	<u>77,552,521</u>
Increase (Decrease) in Net Position Before Capital Contributions	(6,424,345)	73,858,764
Capital Contributions:		
Capital appropriations (Note 13)	5,706,585	-
Capital gifts	<u>5,353,362</u>	<u>(5,353,362)</u>
Increase in Net Position	4,635,602	68,505,402
Net Position, Beginning of Year	<u>581,333,139</u>	<u>244,551,694</u>
Net Position, End of Year	<u>\$ 585,968,741</u>	<u>\$ 313,057,096</u>

See accompanying notes to the financial statements.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Statement of Cash Flows

For the Year Ended June 30, 2021

	University of Rhode Island
Cash Flows From Operating Activities:	
Tuition and fees	\$ 298,821,078
Federal, state, local, and private grants	98,016,451
Payments to suppliers	(147,656,248)
Payments to employees	(336,058,046)
Payments for scholarships, fellowships, and sponsored programs	(47,765,533)
Other auxiliary enterprises	17,960,293
Other sources	<u>25,180,843</u>
Net Cash Applied to Operating Activities	<u>(91,501,162)</u>
Cash Flows from Noncapital Financing Activities:	
State appropriations	78,152,796
Federal grants	38,207,670
Payments from component units	<u>9,409,079</u>
Net Cash Provided by Noncapital Financing Activities	<u>125,769,545</u>
Cash Flows from Capital and Related Financing Activities:	
Capital appropriations	5,706,585
Purchase of capital assets	(15,505,487)
Principal paid on capital debt and leases	(13,894,086)
Interest paid on capital debt and leases	(12,938,444)
Bond funds sent by Trustee to the University	<u>7,206,020</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(29,425,412)</u>
Cash Flows from Investing Activity:	
Net investment income	<u>403,494</u>
Net Increase in Cash and Equivalents	5,246,465
Cash and Equivalents, Beginning of the Year	<u>142,117,393</u>
Cash and Equivalents, End of the Year	<u>\$ 147,363,858</u>

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Statement of Cash Flows - Continued

For the Year Ended June 30, 2021

	University of Rhode Island
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:	
Net operating loss	\$ (121,401,309)
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Depreciation	45,374,149
Loss on disposal of assets	151,365
Bad debt recovery	407,776
Net pension activity	(347,400)
Net OPEB activity	(2,509,053)
Changes in assets and liabilities:	
Net funds on deposit with primary government	1,734,510
Accounts receivable	(12,030,320)
Due from primary government	1,537,943
Inventory and other current assets	294,878
Loans receivable	1,882,813
Accounts payable and accrued liabilities	(4,808,159)
Compensated absences	1,202,253
Unearned revenue	(1,218,686)
Grant refundable	(1,771,922)
Net Cash Applied to Operating Activities	\$ (91,501,162)
Noncash Transactions:	
Capital gifts	\$ 5,353,362

Cash Flow Information

For purposes of the statement of cash flows, cash and equivalents are comprised of the following at June 30, 2021:

Cash and equivalents	143,985,360
Restricted cash and equivalents	3,378,498
	\$ 147,363,858

See accompanying notes to the financial statements.

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements

For the Year Ended June 30, 2021

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 Commission of Higher Education. 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 (the "State") and is a component unit of the State of Rhode Island. Effective February 1, 2020, the University is governed by the Board of Trustees of the University of Rhode Island.

The Board of Trustees, consisting of 17 members, was appointed by the Governor with the advice and consent of the Rhode Island Senate. The board is dedicated solely to the University and exercises similar powers and authority as was previously exercised by the Council on Postsecondary Education, including oversight of employment and the University's property, purchases, and procurement. The University president reports to the Board of Trustees.

Prior to February 2020, the University was 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.

COVID-19

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus (COVID-19) as a pandemic. During the year ended June 30, 2021, COVID-19 had a significant effect on the University's operations in response to government requirements and observing safety measures. As a result, the University reduced the density in dormitories and classrooms by offering students the option of taking classes online, so maximum capacity decreased during the 2021 academic year.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

In response to the pandemic, the Federal government provided to the University Higher Education Emergency Relief Funds (“HEERF”) under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act, Coronavirus Response and Relief Supplemental Appropriations Act (“CRRSAA”), and American Rescue Plan Act (“ARPA”). The HEERF funds consisted of the student aid portion and institutional portion, and each Act requires a minimum amount to be spent on student aid. The student aid portion is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional portion can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. Unless an extension is approved by the Department of Education, the student aid award and the institutional award must be spent by May 24, 2022.

The University has been awarded the following HEERF funds as of June 30, 2021:

	Student Aid Portion	Institutional Portion	Total
CARES	\$ 5,619,342	\$ 5,619,341	\$ 11,238,683
CRRSAA	5,619,342	11,821,063	17,440,405
ARPA	15,594,308	15,507,942	31,102,250
Total	\$ 26,832,992	\$ 32,948,346	\$ 59,781,338

The University has recognized the following HEERF funds as non-operating Federal grants for the year ended June 30, 2021, and the cumulative total HEERF grants recognized.

	For the Year Ended June 30, 2021			Total HEERF Recognized			
	Student Aid Portion	Institutional Portion	Total	Student Aid Portion	Institutional Portion	Total	
CARES	\$ 1,147,942	\$ 5,619,341	\$ 6,767,283	CARES	\$ 5,619,342	\$ 5,619,341	\$ 11,238,683
CRRSAA	5,619,342	11,821,063	17,440,405	CRRSAA	5,619,342	11,821,063	17,440,405
ARPA	-	-	-	ARPA	-	-	-
Total	\$ 6,767,284	\$ 17,440,404	\$ 24,207,688	Total	\$ 11,238,684	\$ 17,440,404	\$ 28,679,088

The University also received approximately \$14,000,000 of Coronavirus relief funds as a pass through from the state of Rhode Island.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

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 nonoperating activities. These nonoperating activities include the University's operating and capital appropriations from the State, net investment income, gifts, and interest expense.

The accompanying statement 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.

Component Units

The University of Rhode Island Foundation & Alumni Engagement (the "Foundation") and the University of Rhode Island Research Foundation, Inc. (the "Research Foundation") are legally separate tax-exempt component units of the University.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the University in support of its programs. The board of the Foundation is 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, the majority of resources received or held by the Foundation are restricted to the activities of the University by the donors. Because these resources held by the Foundation can only be used by, or are for the benefit of, the University, the Foundation is considered a component unit of the University and is discretely presented in the University's financial statements.

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, not-for-profit 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 for 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 costs. Because of this relationship, the Research Foundation is considered a component unit of the University and is discretely presented in the University's financial statements.

During the year ended June 30, 2021, the Foundation distributed \$15,972,468 to the University for both restricted and unrestricted purposes.

As of June 30, 2021, the component units have a liability to the University of \$2,085,200 which is reflected in accounts payable and accrued liabilities. The University has an offsetting receivable recorded for the same amount.

The University has a fundraising agreement with the Foundation and paid \$5,740,487. The University has a support agreement with the Research Foundation and paid \$299,520.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

The University of Rhode Island Foundation & Alumni Engagement and the Research Foundation are private not-for-profit organizations that report 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 or Research Foundation's financial information in the University's financial reporting entity for these differences.

The condensed statements of net position of the Foundation and the Research Foundation as of June 30, 2021 are as follows:

	Foundation	Research Foundation	Total
Current assets	\$ 25,971,942	\$ 5,362,594	\$ 31,334,536
Noncurrent assets	287,189,837	1,846,866	289,036,703
Total assets	<u>313,161,779</u>	<u>7,209,460</u>	<u>320,371,239</u>
Current liabilities	4,328,096	1,676,518	6,004,614
Noncurrent liabilities	1,309,529	-	1,309,529
Total liabilities	<u>5,637,625</u>	<u>1,676,518</u>	<u>7,314,143</u>
Net position:			
Net investment in capital assets	1,728,501	869,634	2,598,135
Restricted:			
Expendable	169,070,464	-	169,070,464
Nonexpendable	122,775,635	1,156,565	123,932,200
Unrestricted	13,949,554	3,506,743	17,456,297
Total net position	<u>\$ 307,524,154</u>	<u>\$ 5,532,942</u>	<u>\$ 313,057,096</u>

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

The condensed statements of revenues, expenses and changes in net position of the Foundation and the Research Foundation for the year ended June 30, 2021 are as follows:

	Foundation	Research Foundation	Total
Operating Revenues:			
Federal, state, local, and private grants and contracts \$	-	\$ 7,261,523	\$ 7,261,523
Other sources	-	1,364,551	1,364,551
Total Operating Revenues	-	8,626,074	8,626,074
Operating Expenses:			
Research	-	6,870,330	6,870,330
Student services	-	-	-
Operation and maintenance of plant	-	495,479	495,479
Depreciation	98,928	-	98,928
Institutional support	4,855,094	-	4,855,094
Total Operating Expenses	4,954,022	7,365,809	12,319,831
Net Operating Loss	(4,954,022)	1,260,265	(3,693,757)
Nonoperating Revenues (Expenses):			
Net investment income (loss)	359,612	497,850	857,462
Endowment income	53,614,727	-	53,614,727
Private gifts	33,129,405	-	33,129,405
Gifts from (to) the University	(11,024,607)	357,688	(10,666,919)
Additions to permanent endowments	-	-	-
Miscellaneous receipts	617,846	-	617,846
Net Nonoperating Revenues	76,696,983	855,538	77,552,521
Increase in Net Position Before Capital Gifts	71,742,961	2,115,803	73,858,764
Capital Gifts	(5,353,362)	-	(5,353,362)
Increase in Net Position	66,389,599	2,115,803	68,505,402
Net Position, at Beginning of Year,	241,134,555	3,417,139	244,551,694
Net Position, at End of Year	\$ 307,524,154	\$ 5,532,942	\$ 313,057,096

Complete financial statements for the Foundation can be obtained from 79 Upper College Road, Kingston, RI 02881. Complete financial statements for the Research Foundation can be obtained from 75 Lower College Road, Kingston, RI 02881.

UNIVERSITY OF RHODE ISLAND
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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

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.

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, 2021 totaled \$3,160,857.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

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 BOE'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 lives of the assets. 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

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 statement of net position date.

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.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Post-employment Benefits

For purposes of measuring the net post-employment benefits other than pension obligations ("OPEB") liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Employees' OPEB Cost-Sharing Plan ("SEP") and the Board of Education Cost-Sharing OPEB Plan ("BOEP") (collectively referred to as the "Plans") and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, the Plans recognize benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Health Insurance

The State offers various State paid health plans 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. Employee contributions ranged from 15% to 25% of healthcare premiums for non-classified and classified staff. Part-time employee contributions are based on part-time salary. The costs are automatically deducted through the payroll system on a biweekly basis. The University pays the balance of the healthcare costs. Expenses incurred by the University for the 2021 healthcare premiums amounted to \$42,397,211. Employee contributions for the 2021 fiscal year were \$7,427,104.

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 compensation 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 weighted average fringe benefit assessment rates for 2021 were 3.95% for non-faculty and 3.30% for faculty. The assessed fringe benefit cost for the University was approximately \$8,443,000 for fiscal 2021.

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 the current year and as earned revenue in the following year.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

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.

Tax Status

The University is a component unit of the State of Rhode Island and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, and determining the net pension liability and the net OPEB liability.

Risk Management

The University is exposed to various risks of loss related to general liability, property and casualty, workers' compensation, unemployment, and employee health insurance claims.

The University is insured for general liability with policy limits of \$1 million per claim and \$3 million in the aggregate with a \$500,000 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, including a separate policy covering physicians. 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

UNIVERSITY OF RHODE ISLAND
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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Liability policy which provides \$10 million of coverage to directors, officers and the Board of Trustees, and covers claims of discrimination, wrongful termination, and failure to grant tenure.

Crime coverage for University employees is carried with a limit of \$10 million and a deductible of \$150,000.

Buildings and contents are insured against fire, theft, and natural disaster to the extent that losses exceed \$200,000 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, contractors' equipment, and miscellaneous property at various limits of insurance and deductibles. The University also maintains Hull, Property & Indemnity coverage on a specific schedule of watercraft. 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 has not exceeded insurance coverage in the years ended June 30, 2019, 2020, or 2021.

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. Workers' compensation, unemployment, and employee health and life insurance claims are self-insured and managed by the State.

Adoption of New Accounting Pronouncement

The University adopted GASB Statement 84, *Fiduciary Activities*. The objective of this Statement is to establish criteria for identifying fiduciary activities. The implementation of this statement did not have a material effect on the financial statements.

UNIVERSITY OF RHODE ISLAND
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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

New Governmental Accounting Pronouncements

GASB Statement 87 – *Leases*, is effective for periods beginning after June 15, 2021. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations results from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period*, is effective for reporting periods beginning after December 15, 2020. The objectives of this Statement are: (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 91 – *Conduit Debt Obligations*, is effective for reporting periods beginning after December 15, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 92 – *Omnibus 2020*, is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 94 – *Public-Private and Public-Private Partnerships and Availability Payment Arrangements*, is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset. Management has not completed its review of the requirements of this standard and its applicability.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

GASB Statement 96 – *Subscription-Based Information Technology Arrangements (SBITA)*, is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-of-use asset and a corresponding liability would be recognized for SBITAs. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 97 – *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans*, is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to provide financial reporting consistency in which the potential component unit does not have a governing board and the primary government performs the duties that a governing board would perform. In the absence of a governing board of the potential component unit, the situation should be treated the same as the primary government appointing a majority of the potential component unit’s governing board. Management has not completed its review of the requirements of this standard and its applicability.

Note 2 - **Cash, Equivalent, 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.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

At June 30, 2021, the carrying amount of the University's cash deposits was \$143,955,972, and the bank balance was \$146,501,343. Deposits are exposed to custodial credit risk if they are not covered by depository 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, \$91,104,430 was covered by federal depository insurance ("FDIC"), and \$55,373,410 was collateralized with securities held by the pledging financial institution in the University's name as of June 30, 2021. The remaining amount, \$23,503, was uninsured and uncollateralized. The insured balance reflects FDIC insurance and guarantee programs in effect during 2021.

At June 30, 2021, the University had investments (cash equivalents) consisting of \$3,407,886 in the Ocean State Investment Pool Trust ("OSIP"), an investment pool established by the State General Treasurer. The University's investment accounted for 0.62% of the total investment in OSIP at June 30, 2021. 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 report 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. 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.

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, 2021, the First American Treasury Obligations Fund had a rating of A+ by Standard and Poor's and A2 by Moody's.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Component Units

The Foundation and the Research Foundation's investments at June 30, 2021 are reported at fair market value and are composed of the following:

	Foundation	Research Foundation	Total
Equity Securities	\$ 127,271,047	\$ -	\$ 127,271,047
Fixed Income	75,610,363	-	75,610,363
Capital Funds	16,826,240	-	16,826,240
Hedge Funds	49,822,047	-	49,822,047
Real Assets Funds	25,394	-	25,394
Equity Investment in Private Company	-	963,496	963,496
	\$ 269,555,091	\$ 963,496	\$ 270,518,587

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 - **Accounts Receivable**

Accounts receivable, which are anticipated to be collected within one year, include the following at June 30, 2021:

Student accounts receivable	\$	12,425,829
Grants receivable		6,715,317
Unbilled grants receivables		35,076,790
Other receivables		10,262,945
		64,480,881
Less: allowance for doubtful accounts		(7,638,222)
	\$	56,842,659

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 4 - **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.

Loans receivable include the following at June 30, 2021:

Perkins loans	\$	2,944,187
Nursing loans		1,753,706
Health profession loans		1,992,846
Other		<u>685,734</u>
		7,376,473
Less: allowance for doubtful accounts		<u>(577,922)</u>
	\$	<u><u>6,798,551</u></u>

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins loans cannot be disbursed to students after September 30, 2017. Students that received a fall semester Perkins Loan disbursement before October 1, 2017 were eligible to receive a spring semester Perkins Loan disbursement. No further extensions were granted for the program as of the date of issuance of these financial statements.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 5 - **Capital Assets**

Capital assets of the University consist of the following at June 30, 2021:

	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	-	26,831,628	10,887,547	-	(27,093,851)	10,625,324
Total not depreciated		<u>29,018,749</u>	<u>10,887,547</u>	<u>-</u>	<u>(27,093,851)</u>	<u>12,812,445</u>
Capital assets depreciated:						
Land improvements	15-25	83,174,931	-	-	8,246,281	91,421,212
Buildings, including improvements	10-50	1,194,471,019	-	-	18,847,570	1,213,318,589
Furnishings and equipment (including cost of capital leases)	5-15	116,698,030	9,971,302	(1,802,425)	-	124,866,907
Total depreciated		<u>1,394,343,980</u>	<u>9,971,302</u>	<u>(1,802,425)</u>	<u>27,093,851</u>	<u>1,429,606,708</u>
Less accumulated depreciation:						
Land improvements		42,032,247	3,289,797	-	-	45,322,044
Building, including improvements		407,901,717	35,879,790	-	-	443,781,507
Furnishings and equipment		86,907,805	6,204,562	(1,651,060)	-	91,461,307
Total accumulated depreciation		<u>536,841,769</u>	<u>45,374,149</u>	<u>(1,651,060)</u>	<u>-</u>	<u>580,564,858</u>
Capital assets, net		<u>\$ 886,520,960</u>	<u>\$ (24,515,300)</u>	<u>\$ (151,365)</u>	<u>\$ -</u>	<u>\$ 861,854,295</u>

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 6 - **Long-Term Liabilities**

Long-term liabilities consist of the following at June 30, 2021:

	Beginning balance	Additions	Reductions	Ending balance	Current portion
Leases and bonds payable:					
Lease obligations	\$ 25,800	\$ -	\$ 7,200	\$ 18,600	\$ 7,200
Due to primary government					
Certificate of participation (COP)	22,331,000	-	3,065,000	19,266,000	1,677,000
Revenue bonds payable	268,479,588	-	10,696,814	257,782,774	11,143,551
Premium on bonds payable	23,108,184	-	2,016,869	21,091,315	1,997,482
Loans payable	493,226	-	125,072	368,154	120,126
Total leases and bonds payable	<u>314,437,798</u>	<u>-</u>	<u>15,910,955</u>	<u>298,526,843</u>	<u>14,945,359</u>
Other long-term liabilities:					
Compensated absences	20,847,665	3,031,888	1,829,635	22,049,918	1,542,571
Grant refundable	8,286,036	-	1,771,922	6,514,114	-
Net pension liability	118,982,224	-	3,350,683	115,631,541	-
Net OPEB liability	39,336,450	-	5,316,618	34,019,832	-
Total Other long-term liabilities	<u>187,452,375</u>	<u>3,031,888</u>	<u>12,268,858</u>	<u>178,215,405</u>	<u>1,542,571</u>
Total long-term liabilities	<u>\$ 501,890,173</u>	<u>\$ 3,031,888</u>	<u>\$ 28,179,813</u>	<u>\$ 476,742,248</u>	<u>\$ 16,487,930</u>

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Bonds Payable

The revenue bonds consist of the following:

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 B University of Rhode Island Auxiliary Revenue Issue, 3% to 5.25%, due semiannually through 2029	12,130,000
Series 2010 A University of Rhode Island Educational and General Revenue Issue, 3% to 5%, due semiannually through 2041	9,995,000
Series 2013 A University of Rhode Island Educational and General Revenue Refunding Issue, 2% to 3%, due semiannually through 2024	1,475,000
Series 2013 B University of Rhode Island Educational and General Revenue Refunding Issue, 2% to 3%, due semiannually through 2024	1,652,245
Series 2013 C University of Rhode Island Auxiliary Revenue Issue, 2% to 5%, due semiannually through 2025	9,255,000
Series 2013 D University of Rhode Island Auxiliary Revenue Issue, 2% to 5%, due semiannually through 2024	2,435,529
Series 2016 A University of Rhode Island Educational and General Revenue Refunding Issue, 3% to 5%, due semiannually through 2036	26,790,000
Series 2016 B University of Rhode Island Auxiliary Revenue Issue, 4% to 5%, due semiannually through 2035	49,245,000
Series 2017 A University of Rhode Island Auxiliary Revenue Issue, 4% to 5%, due semiannually through 2047	76,895,000
Series 2017 B University of Rhode Island Auxiliary Revenue Refunding Issue, 4% to 5%, due semiannually through 2040	35,560,000
Series 2017 C University of Rhode Island Educational and General Revenue Issue, 3% to 3.5%, due semiannually through 2047	4,140,000
Series 2017 D University of Rhode Island Educational and General Revenue Refunding Issue, 3% to 5%, due semiannually through 2024	5,840,000
Series 2018 A University of Rhode Island Educational and General Revenue Issue, 4% to 5%, due semiannually through 2039	16,395,000
Series 2018 B University of Rhode Island Auxiliary Revenue Issue, 3% to 5%, due semiannually through 2039	2,145,000
	\$ 257,782,774

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

The bonds issued by the Rhode Island Health and Education Building Corporation (the "Corporation") are special limited obligations of the BOE acting on behalf of the University. The refunding and general and educational bonds are secured by all available revenues of the BOE derived from the University and State appropriations for the University. The auxiliary enterprise revenue bonds are secured by all auxiliary enterprise revenue of the University.

On November 14, 2008, the Corporation issued the University of Rhode Island Auxiliary Enterprise Revenue Issue Series 2008 B Bonds, 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 2024.

On June 18, 2009, the Corporation issued the University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2009 B Bonds 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 Bonds 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 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 Bonds 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 and 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.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

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 Bonds 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.

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 Bonds with a par amount of \$23,695,000. The proceeds of the Series 2013 C Bonds 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.

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.

On September 28, 2016, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Educational and General Revenue Refunding Issue, Series 2016 A with a par amount of \$35,155,000. The proceeds of the Series 2016 A Bonds were used to finance and refinance the design, construction, renovation, improvement, and equipping of certain utility systems and other infrastructure, including wastewater, electrical, telecommunications, natural gas connections, and storm water management systems, as well as roadways, walkways, and parking facilities of the University. The University refunded all Higher Education Facility Revenue Bonds, University of Rhode Island, Series 2005 A, B, F, and G bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

On September 28, 2016, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue, Series 2016 B with a par amount of \$53,355,000. The proceeds of the Series 2016 B Bonds were used to refund all Higher Education Facility Revenue Bonds, University of Rhode Island, Series 2005 C and D Bonds, and Series 2008 A Bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense.

On October 17, 2017, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2017 A with a par amount of \$76,895,000. The proceeds of the Series 2017 A Bonds were used for the design and construction of a new, multi-story apartment-style student residence building with 500 beds, located west of White Horn Brook on the University's Kingston Campus.

On October 17, 2017, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Auxiliary Enterprise Revenue Refunding Issue, Series 2017 B with a par amount of \$35,560,000. The proceeds of the Series 2017 B Bonds were used to refund the Higher Education Facility Revenue Bonds, University of Rhode Island, Series 2010 B bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense.

On October 17, 2017, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Educational and General Revenue Issue, Series 2017 C with a par amount of \$4,235,000. The proceeds of the Series 2017 C Bonds were used for site-enabling facility relocation, utility and hardscape and landscape infrastructure, and site work related to the design and construction of a new, multi-story apartment-style student residence building.

On October 17, 2017, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Educational and General Revenue Refunding Issue, Series 2017 D with a par amount of \$6,525,000. The proceeds of the Series 2017 D Bonds were used to refund the Higher Education Facility Revenue Bonds, University of Rhode Island, Series 2009 A Bonds. The University entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

On November 28, 2018, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Educational and General Revenue Issue, Series 2018 A with a par amount of \$17,500,000. The proceeds of the Series 2018 A Bond were used for engineering and construction of upgrades and component replacements to five municipal-level utility systems on the University's Kingston Campus, the repaving and reconstruction of major parking facilities, internal roadways and walkways and associated infrastructure on the Kingston, Narragansett Bay and W. Alton Jones campuses of the University.

On November 28, 2018, the Corporation issued the Higher Education Facility Revenue Bonds, University of Rhode Island Auxiliary Enterprise Revenue Issue, Series 2018 B with a par amount of \$2,300,000. The proceeds of the Series 2018 B Bonds were used for the installation of upgraded fire alarm and sprinkler systems as well as life safety improvements in the University's auxiliary enterprise buildings, in accordance with the State Fire Code.

Principal and interest on bonds payable for the next five years and in subsequent five-year periods are as follows:

	Fixed-Rate Bonds		
	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years ending June 30:			
2022	\$ 11,143,551	\$ 11,390,227	\$ 22,533,778
2023	11,494,677	10,870,601	22,365,278
2024	12,144,546	10,309,227	22,453,773
2025	13,855,000	9,616,156	23,471,156
2026	12,595,000	8,900,741	21,495,741
2027-2031	69,925,000	34,215,894	104,140,894
2032-2036	48,915,000	20,331,681	69,246,681
2037-2041	38,830,000	11,526,194	50,356,194
2042-2046	26,645,000	5,175,600	31,820,600
2047-2048	12,235,000	492,025	12,727,025
	<u>\$ 257,782,774</u>	<u>\$ 122,828,346</u>	<u>\$ 380,611,120</u>

Amortization of the bond premium and deferred loss on debt refunding are included with interest expense. Interest costs on all debt for the year ended June 30, 2021 were \$11,196,075.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Due to Primary Government - Certificate of Participation ("COP") Energy Conservation

The Certificate of Participation consists of the following:

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	\$ 2,980,000
Certificate of participation (COP) Energy Conservation - 2017 B payable to the State of Rhode Island. Original amount of debt issued - \$6,910,000, 3% to 5% due annually through 2032	6,110,000
Certificate of participation (COP) Energy Conservation Refunding - 2017 C payable to the State of Rhode Island. Original amount of debt issued - \$1,838,000 5% due annually through 2032 with a reduction to total debt service of \$163,221 and an economic gain of \$161,289	496,000
Certificate of participation (COP) Energy Conservation Refunding - 2018 A payable to the State of Rhode Island. Original amount of debt issued - \$10,195,000 5% due annually through 2034	9,680,000
	<u>\$ 19,266,000</u>

Principal and interest on Certificates of Participation ("COP") for the next five years and in subsequent five-year periods are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years ending June 30:			
2022	\$ 1,677,000	\$ 893,600	\$ 2,570,600
2023	1,804,000	813,775	2,617,775
2024	1,665,000	728,075	2,393,075
2025	1,790,000	648,500	2,438,500
2026	1,930,000	563,075	2,493,075
2027-2031	6,895,000	1,681,625	8,576,625
2032-2034	3,505,000	196,975	3,701,975
	<u>\$ 19,266,000</u>	<u>\$ 5,525,625</u>	<u>\$ 24,791,625</u>

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Loans Payable

The University obtained a loan from the Rhode Island Alpha Chapter of Sigma Alpha Epsilon fraternity in November 2009 in 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:

	<u>Principal</u>		<u>Interest</u>		<u>Total</u>
Years ending June 30:					
2022	\$ 120,126	\$	13,233	\$	133,359
2023	124,620		8,741		133,361
2024	102,103		3,971		106,074
2025	21,305		213		21,518
	<u>\$ 368,154</u>	<u>\$</u>	<u>26,158</u>	<u>\$</u>	<u>394,312</u>

Lease Obligations

The University entered into a \$43,200 lease for equipment in fiscal year 2019 requiring 6 years of payments at \$7,200 a year.

The following schedule summarizes future minimum payments under all non-cancelable leases:

	<u>Principal</u>		<u>Interest</u>		<u>Total</u>
Years ending June 30:					
2022	\$ 7,200	\$	-	\$	7,200
2023	7,200		-		7,200
2024	4,200		-		4,200
	<u>\$ 18,600</u>	<u>\$</u>	<u>-</u>	<u>\$</u>	<u>18,600</u>

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 7 - **Pension**

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 Rhode Island 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 Rhode Island 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 survivors benefits for service-connected death and certain lump-sum death benefits. Joint and survivor benefit provision options are available to members.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

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 four-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 Rhode Island General Laws, Section 36-10-2, provides for actuarially determined periodic contributions to the plan. For fiscal 2020, University employees with less than 20 years of service as of July 1, 2012, were required to contribute 3.75% of their annual covered salary. Employees with more than 20 years of service as of July 1, 2012 were required to contribute 11% of their annual covered salary. The University is required to contribute at an actuarially determined rate; the rate was 27.54% of annual covered payroll for the fiscal year ended June 30, 2021. The University contributed \$10,144,593, \$10,145,538, and \$9,917,091 for the fiscal years ended June 30, 2021, 2020 and 2019, 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, 2021, the University reported a liability of \$115,631,541 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, 2020, 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, 2019 rolled forward to the June 30, 2020 measurement date. The University proportion of the net pension liability was based on its share of contributions to the ERS for fiscal year 2020 relative to the total contributions of all participating employers for that fiscal year. At June 30, 2020, the University proportion was 5.08%.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

For the year ended June 30, 2021, the University recognized pension expense of \$9,797,318. At June 30, 2021, the University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

Deferred Outflows of Resources

Changes of assumptions	\$	2,728,467
Differences between expected and actual experience		994,010
Net difference between projected and actual investment earnings		2,311,911
Contributions made after the measurement date		10,144,593
	\$	<u>16,178,981</u>

Deferred Inflows of Resources

Differences between expected and actual experience	\$	79,835
Changes of assumptions		2,274,850
Changes in proportion and difference between employer contributions and proportionate share of contributions		8,032,624
Total	\$	<u>10,387,309</u>

Contributions of \$10,144,593 are reported as deferred outflows of resources related to pensions resulting from the University's contributions in fiscal year 2021 subsequent to the measurement date and will be recognized as a reduction of the net pension liability at the June 30, 2021 measurement date.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:		
2022	\$	(1,058,399)
2023		(1,450,478)
2024		(1,160,850)
2025		(479,278)
2026		(203,916)
	<u>\$</u>	<u>(4,352,921)</u>

Actuarial Methods and Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Actuarial Cost Method	Entry Age Normal – the individual entry age actuarial cost
Amortization method	Level Percent of Payroll - Closed
Inflation	2.50%
Salary increases	3.25% to 6.25%
Investment rate of return	7.00%

Mortality rates were variants of the PUB (10) Tables for Healthy and Disabled Retirees, projected with Scale Ultimate MP16.

The actuarial assumptions used in the June 30, 2019 valuations rolled forward to June 30, 2020 and the calculation of the total pension liability at June 30, 2020 were consistent with the results of an actuarial experience study performed as of June 30, 2019.

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 39 sources. 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.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

The June 30, 2020 expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table:

Asset Class	Long-Term Target Asset Allocation	Long-Term Expected Real Rate of Return
GROWTH		
Global Equity		
U.S. Equity	23.00%	6.31%
International Developed Equity	12.10%	6.71%
Emerging Markets Equity	4.90%	8.69%
<i>Sub-total</i>	40.00%	
 Private Growth		
Private Equity	11.25%	9.71%
Non-Core RE	2.25%	5.66%
Opportunistic Private Credit	1.50%	9.71%
<i>Sub-total</i>	15.00%	
 Income		
High Yield Infrastructure	1.00%	3.88%
REITS	1.00%	5.66%
Equity Options	2.00%	6.04%
EMD (50/50 Blend)	2.00%	2.28%
Liquid Credit	2.80%	3.88%
Private Credit	3.20%	3.88%
<i>Sub-total</i>	12.00%	

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

<u>Asset Class</u>	<u>Long-Term Target Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
STABILITY		
Crisis Protection Class		
Treasury Duration	5.00%	0.10%
Systematic Trend	5.00%	3.84%
<i>Sub-total</i>	10.00%	
 Inflation Protection		
Core Real Estate	3.60%	5.66%
Private Infrastructure	2.40%	6.06%
TIPS	2.00%	0.74%
<i>Sub-total</i>	8.00%	
 Volatility Protection		
IG Corp Credit	3.25%	1.54%
Securitized Credit	3.25%	1.54%
Absolute Return	6.50%	3.84%
Cash	2.00%	0.10%
<i>Sub-total</i>	15.00%	
Total	100.00%	

These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term rate of return best-estimate on an arithmetic basis.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Discount Rate

The discount rate used to measure the total pension liability was 7.0%. 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 to Changes in the Discount Rate

The following presents the net pension liability calculated using the discount rate of 7.0% as well as what the net pension liability 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	Current	1.00 % Increase
(6.0 Discount Rate)	(7.0 Discount Rate)	(8.0 Discount Rate)
\$ 137,921,199	\$ 115,631,541	\$ 88,732,461

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.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 8 - **Other Post-Employment Benefits**

Plan Description

Certain employees of the University participate in one of two OPEB plans: the State Employees' OPEB Cost-Sharing Plan ("SEP") and the Board of Education Cost-Sharing OPEB Plan ("BOEP") (collectively referred to as the "Plans"). The Plans are cost-sharing, multiple-employer, defined benefit OPEB plans included within the State Employees' and Electing Teachers OPEB System (the "OPEB System").

Under a cost sharing plan, OPEB 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 OPEB benefits through the plan, regardless of the status of the employers' payment of its OPEB obligation to the plan. The Plans provide health care benefits to plan members.

The OPEB System is administered by the OPEB Board and was authorized, created, and established under Chapter 36-12.1 of the RI General Laws. The OPEB Board was established under Chapter 36-12.1 as an independent board to hold and administer, in trust, the funds of the OPEB System. The four members of the OPEB Board are: the State Controller, the State Budget Officer, the State Personnel Administrator, and the General Treasurer, or their designees.

The OPEB System issues a separate publicly available financial reports that includes financial statements and required supplementary information for each plan. The reports may be obtained at <http://www.oag.ri.gov/reports.html>.

Membership and Benefit Provisions

The Plans within the OPEB System generally provide healthcare coverage to pre-Medicare eligible retirees and health reimbursement account contributions or Medicare supplement coverage for members who are Medicare eligible. Members may purchase coverage for spouses and dependents. Dental and vision coverage may be purchased by these groups with no state subsidy.

Members of the OPEB System must meet the eligibility and services requirements set forth in the RI General Laws or other governing documents. RIGL Sections 16-17.1-1 and 2, 36-10-2, 36-12.1, 36-12-2.2 and 36-12-4 govern the provisions of the OPEB System, and they may be amended in the future by action of the General Assembly.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Contributions

SEP

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The University is required to contribute at an actuarially determined rate; the rate was 5.49% of annual covered payroll for the fiscal year ended June 30, 2021. The University contributed \$2,038,323, \$2,567,074 and \$2,313,183 for the fiscal years ended June 30, 2021, 2020 and 2019, respectively, equal to 100% of the required contributions for each year. Active employees do not make contributions to the plan. Retired member contributions consist of the required retiree share of coverage based on the time of retirement and years of service.

BOEP

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The University is required to contribute at an actuarially determined rate; the rate was 2.93% of covered payroll for the fiscal year ended June 30, 2021. The University contributed \$1,731,739, \$2,398,482, and \$2,459,611 for the fiscal years ended June 30, 2021, 2020 and 2019, respectively, equal to 100% of the required contributions for each year.

Active employees contribute 0.9% of payroll to the plan. Retired employees have varying co-pay percentages ranging from 0% to 50% based on age and years of service at retirement.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2021, the University reported liabilities of \$18,379,522 and \$15,640,310 for its proportionate share of the net OPEB liability related to its participation in the SEP and BOEP, respectively. The net OPEB liability was measured as of June 30, 2020, the measurement date, and the total OPEB liability used to calculate the net OPEB liability was determined for each plan by a separate actuarial valuation as of June 30, 2019, rolled forward to the June 30, 2020 measurement date.

The University's proportion of the net OPEB liability was based on its share of contributions to the Plans for fiscal year 2020 relative to the total contributions of all participating employers for that fiscal year. At June 30, 2020, the University's proportion was 5.09% and 43.76% for the SEP and the BOEP, respectively.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

For the year ended June 30, 2021, the University recognized OPEB expense of \$523,697 and \$737,298 for the SEP and the BOEP, respectively. At June 30, 2020, the University reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	SEP	BOEP	Total
Deferred Outflows of Resources Related to OPEB			
Changes of assumptions	\$ 839,268	\$ 1,095,120	\$ 1,934,388
Differences between expected and actual experience	-	1,817,825	1,817,825
Changes in proportion and difference between employer contributions and proportionate share of contributions	-	680,394	680,394
Contributions subsequent to measurement date	2,038,323	1,731,739	3,770,062
Total	\$ 2,877,591	\$ 5,325,078	\$ 8,202,669
Deferred Inflows of Resources Related to OPEB			
Differences between expected and actual experience	\$ 3,737,999	\$ 3,807,948	\$ 7,545,947
Changes of assumptions	1,111,634	1,070,580	2,182,214
Changes in proportion and difference between employer contributions and proportionate share of contributions	2,000,768	68,183	2,068,951
Net difference between projected and actual investment earnings	784,737	1,145,630	1,930,367
Total	\$ 7,635,138	\$ 6,092,341	\$ 13,727,479

Contributions of \$3,770,062, are reported as deferred outflows of resources related to OPEB resulting from the University's contributions in fiscal year 2021 subsequent to the measurement date, and will be recognized as a reduction of the net OPEB liability determined at the June 30, 2021 measurement date.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Net Deferred Outflows (Inflows) of Resources:

June 30:	SEP	BOEP	Total
2021	\$ (1,334,566)	\$ (718,639)	\$ (2,053,205)
2022	(1,253,515)	(609,078)	(1,862,593)
2023	(1,194,410)	(527,403)	(1,721,813)
2024	(1,123,085)	(311,026)	(1,434,111)
2025	(967,185)	(327,424)	(1,294,609)
Thereafter	<u>(923,109)</u>	<u>(5,434)</u>	<u>(928,543)</u>
	<u>\$ (6,795,870)</u>	<u>\$ (2,499,004)</u>	<u>\$ (9,294,874)</u>

Actuarial Methods and Assumptions

The total OPEB liability was determined using the following significant actuarial methods and assumptions:

Actuarial cost method	Early Age Normal - the Individual Entry Age Actuarial Cost Methodology is Used
Amortization method	Level percent of payroll - closed
Inflation	2.50%
Salary increases	3.00% to 6.00%
Investment rate of return	5.00%
Health Care Cost Trend Rate	8.25% in fiscal year 2020 decreasing annually to 3.50% in the fiscal year 2033 and later

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Mortality rates for male plan members were based on the RP-2014 Combined Health for Males with Blue Collar adjustments, projected with the MP-2016 ultimate rates. Mortality rates for female plan members were based on the RP-2014 Combined Healthy for Females, projected with the MP-2016 ultimate rates.

The long-term expected rate of return best-estimate on the Plans' 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 OPEB plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 39 nationally recognized investment consulting firms.

The June 30, 2020 expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table for the Plans:

Asset Class	Long-Term Target Asset Allocation	Long-Term Expected Real Rate of Return
Domestic Equity	65.00%	6.31%
Fixed Income	35.00%	1.57%
	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.

Discount Rate

The discount rate used to measure the total OPEB liability for the Plans was 5.0%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, if any, 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 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 the Plans' investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability calculated using the discount rate of 5.0% as well as what the net OPEB liability would be if they were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

		<u>1 % Decrease (4.0% Discount Rate)</u>		<u>Current (5.0% Discount Rate)</u>		<u>1 % Increase (6.0% Discount Rate)</u>
SEP	\$	22,696,927	\$	18,379,522	\$	14,803,801
BOEP	\$	21,286,997	\$	15,640,310	\$	11,026,000

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following table presents the net OPEB liability calculated using the healthcare cost trend rate of 8.25% and gradually decreasing to an ultimate rate of 3.5%, as well what the employers' net OPEB liability would be if they were calculated using a trend rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

		<u>1 % Lower</u>		<u>Baseline</u>		<u>1 % Higher</u>
SEP	\$	13,982,131	\$	18,379,522	\$	23,898,402
BOEP	\$	10,174,382	\$	15,640,310	\$	22,608,844

OPEB Plan Fiduciary Net Position

The OPEB System issues a separate publicly available financial reports that includes financial statements and required supplementary information for each plan. The reports may be obtained at <http://www.oag.ri.gov/reports.html>. The report contains detailed information about the OPEB plans' fiduciary net position.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 9 - **Other Retirement Plans**

State of Rhode Island Employees Retirement System (“ERS”) Defined Contribution

Plan Description

Certain employees participating in the defined benefit plan (those with less than 20 years of service as of July 1, 2012), as described in Note 7, also participate in a defined contribution plan of the Employees’ Retirement System as authorized by Rhode Island General Law Chapter 36-10.3. The defined contribution plan was established under IRS section 401(a) and is administered by TIAA-CREF. The Retirement Board is the plan administrator and plan trustee. The employees may choose among various investment options available to plan participants. The State Investment Commission is responsible for implementing the investment policy of the plan and selecting the investment options available to members.

Contributions

Certain employees (those with less than 20 years of service as of July 1, 2012) contribute 5% of their annual covered salary and employers contribute at the following percentages of annual covered salary for these employees based on their years of service as of July 1, 2012:

<u>Years of Service</u> <u>As of 7/1/2015</u>	<u>Employer</u> <u>Contribution Rate</u>
15 - 20 Years	1.50%
10 - 15 Years	1.25%
0 - 10 Years	1.00%

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 Rhode Island General Laws, which are subject to amendment by the General Assembly.

The University contributed and recognized as pension expense \$523,697 for the fiscal year ended June 30, 2021, equal to 100% of the required contributions for that year.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Plan Vesting and Contribution Forfeiture Provisions

The total amount contributed by the member, including associated investment gains and losses, shall immediately vest in the member's account and is non-forfeitable. The total amount contributed by the employer, including associated investment gains and losses, vests with the member and is non-forfeitable upon completion of three (3) years of contributory service. Non-vested employer contributions are forfeited upon termination of employment. Such forfeitures can be used by employers to offset future remittances to the plan.

Retirement Benefits

Benefits may be paid to a member after severance from employment, death, plan termination, or upon a deemed severance from employment for participants performing qualified military service. At a minimum, retirement benefits must begin no later than April 1 of the calendar year following the year in which the member attains age 70½ or terminates employment, if later.

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 at <http://ersri.org>.

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 BOE, 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 BOE 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 \$13,612,116 during 2021. The employee contribution amounted to \$7,562,287, during 2021.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 10 - **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, 2021:

Restricted – expendable:		
Student loans	\$	3,651,038
Capital programs		<u>3,750</u>
	\$	<u><u>3,654,788</u></u>

Note 11 - **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 U.S. Environmental Protection Agency (the “EPA”), the U.S. 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 (the "Site"). A cap was placed to cover the 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 \$809,031 relating to the remediation project, operation and maintenance costs, and site reviews. The related costs for the year ended June 30, 2021 were \$192,502.

Legal

On September 23, 2019, a family filed suit against the University of Rhode Island and the Council for Postsecondary Education, in the death of a family member, who drowned at the Tootell Aquatic Center at the University. Discovery is ongoing. The impact of this matter, if any, cannot presently be determined.

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For the Year Ended June 30, 2021

Two purported class action lawsuits were filed against the University in 2020. The plaintiffs claim that they have suffered academic harm after the 2020 spring semester transitioned to distance learning. Management vigorously disputes the plaintiffs' claims. Since the litigation is still in the discovery phase, management cannot provide a reasonable estimate of the outcome.

Other

In addition to the judgement and suit noted above, various lawsuits are pending or threatened against the University that arose from the ordinary course of operations. In the opinion of management, no other litigation is now pending, or threatened, that has a probability of materially affecting the University's financial position.

At June 30, 2021, the University is a guarantor of loans to fraternities and sororities in the amount of \$50,000.

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 12 - **Operating Expenses**

The University's operating expenses, as presented on a natural classification basis, are as follows for the year ended June 30, 2021:

Compensation and benefits	\$ 337,839,820
Supplies and services	141,080,650
Depreciation	45,374,149
Scholarships and fellowships	45,993,611
	<u>\$ 570,288,230</u>

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

Note 13 - **State Appropriation**

Direct Appropriations

Pursuant to the Rhode Island General Law Section 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 entities it oversees. 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 ("RICAP") was modeled on a financial technique originating in the State of Delaware. In fiscal year 2021, the State reserved 3% of its general revenues to fund a Budget Reserve and Cash Stabilization Fund. Once the fund reaches a maximum threshold (5% of fiscal year financial resources), the balance is transferred to RICAP. RICAP is used for capital expenditures. 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 year 1995.

The University's State Capital Plan Allocations are composed of the following for the year ended June 30, 2021:

Fine Arts Center	\$ 935,794
Asset Protection	<u>2,482,378</u>
	<u>\$ 3,418,172</u>

State Contributed Capital

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 2021, the University spent \$55,000.

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Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

In November 2016, the Rhode Island voters approved the issuance of \$45 million General Obligations Bonds for higher education facilities. The bond provides \$25 million for the renovations of Bliss Hall and \$20 million for an innovation campus that will support cutting-edge research into products, services and businesses that will build Rhode Island's economy. During fiscal year 2021, the University spent \$160,000.

In November 2018, the Rhode Island voters approved the issuance of \$70 million General Obligations Bonds for higher education facilities. The bond provides \$45 million for the new Ocean Technology building and an infrastructure upgrade to the Pier. The bond also provided \$25 million to Rhode Island College for enhancements to Horace Mann Hall. During fiscal year 2021, the University spent \$2.07 million.

The expenditures funded from the proceeds of the above-mentioned general obligation bonds and capitalized as fixed assets during fiscal year 2021 totaled \$2.3 million.

The University's State appropriations are composed of the following for the year ended June 30, 2021:

Direct Appropriations	\$ 78,152,796
State Capital Plan Funds	3,418,172
State Contributed Capital	<u>2,288,413</u>
	<u>\$ 83,859,381</u>

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 14 - **Related Parties**

The University of Rhode Island Student Senate (the "Student Senate") is a legally separate tax-exempt entity associated with the University.

UNIVERSITY OF RHODE ISLAND

(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

For the Year Ended June 30, 2021

The Student Senate accounts for various student organizations and receives the student activity fees collected by the University. The Student Senate also operates the Memorial Union Board which generates revenue from its own activities including Ram Tours and the 193 Degrees Coffee House. The University transferred \$1,743,879 to the Student Senate during the 2021 fiscal year representing student fees collected on the Student Senate's behalf. At June 30, 2021, \$21,902 was due to the Student Senate and no amounts were due from the Student Senate. Revenues of the Student Senate for fiscal year 2021 were \$2,467,363, and expenses totaled \$1,707,771. Net position of the Student Senate at June 30, 2021 totaled \$4,766,817.

Note 15 - **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 wastewater system, which was constructed during the late 1970s. Each is responsible for its share of the net capital and administrative costs of the project. The University's fiscal 2021 share of capital expenditures amounted to \$592,443.

In addition to capital costs, the University is responsible for its proportionate share of the total operating costs of the regional wastewater 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 \$0 in 2021. Financial information may be obtained at the Town of South Kingstown, 180 High Street, Wakefield, Rhode Island 02879.

Note 16 - **Pass-Through Loans**

The University distributed \$76,128,933 during fiscal 2021, 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.

**REQUIRED SUPPLEMENTARY
INFORMATION**

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Schedule of the University's Proportionate Share of the Net Pension Liability (Unaudited)

Employees' Retirement System

Year ended	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014	June 30, 2013
University's proportion of the net pension liability	5.08%	5.25%	5.50%	5.64%	5.80%	5.69%	5.63%
University's proportionate share of the net pension liability	\$ 115,631,541	\$ 118,982,224	\$ 123,705,037	\$ 127,132,520	\$ 123,019,948	\$ 113,015,599	\$ 100,312,100
University's covered payroll	\$ 38,444,631	\$ 37,736,267	\$ 38,327,209	\$ 39,083,540	\$ 39,018,501	\$ 38,019,134	\$ 36,798,276
University's proportionate share of the net pension liability as a percentage of its covered payroll	300.77%	315.30%	322.76%	325.28%	315.29%	297.26%	272.60%
Plan fiduciary net position as a percentage of the total pension liability	52.60%	52.80%	52.53%	51.83%	51.88%	55.03%	55.03%

Notes:

The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.

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)

Schedule of the University's Contributions - Pension (Unaudited)

Employees' Retirement System

For the Years Ended June 30,

Year ended	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 10,144,593	\$ 10,145,538	\$ 9,917,091	\$ 9,531,977	\$ 9,903,769	\$ 9,223,974	\$ 8,869,864
Contributions in relation to the statutorily required contribution	<u>(10,144,593)</u>	<u>(10,145,538)</u>	<u>(9,917,091)</u>	<u>(9,531,977)</u>	<u>(9,903,769)</u>	<u>(9,223,974)</u>	<u>(8,869,864)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered payroll	\$ 36,835,850	\$ 38,444,631	\$ 37,736,267	\$ 38,327,209	\$ 39,083,540	\$ 39,018,501	\$ 38,019,134
Contribution as a percentage of covered payroll	27.54%	26.39%	26.28%	24.87%	25.34%	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 actuarially 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)

**Notes to the Pension Required Supplementary Information (Unaudited) -
Continued**

Pension Schedules

Note 1 - **Factors Affecting Trends for Amounts Related to the Net Pension Liability**

Measurement Date - June 30, 2020

As part of the 2020 Actuarial Experience Study for the six-year period ending June 30, 2019 as approved by the System Board on May 22, 2020, certain assumptions were modified and reflected in the determination of net pension liability (asset) at the June 30, 2020 measurement date. The following summarizes the more significant changes in assumptions:

- Updated the underlying mortality tables from the RP-2014 set of tables to the public sector-based PUB (10) tables.
- Increased slightly the probabilities of turnover.
- Decreased slightly the probabilities of retirement.
- Modified slightly the probabilities of disability, including adding material incidence of disability for members in the age ranges that historically have been eligible to retire but under prospective provisions are not.

Measurement Date - June 30, 2019

There were no changes in actuarial methods or assumptions or benefits reflected in the calculation of the net pension liability as of the June 30, 2020, 2019 and 2018 measurement dates compared to the June 30, 2019, 2018 and 2017 measurement dates. Benefits were also unchanged between these measurement dates.

Measurement Date - June 30, 2018

There were no changes in benefits reflected in the calculation of net pension liability as of the June 30, 2018 measurement date compared to the June 30, 2017 measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date - June 30, 2017

There were no changes in actuarial methods or assumptions or benefits reflected in the calculation of the net pension liability as of the June 30, 2017 measurement date compared to the June 30, 2016 measurement date. Benefits were also unchanged between these measurement dates.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

**Notes to the Pension Required Supplementary Information (Unaudited) -
Continued**

Pension Schedules

Measurement Date - June 30, 2016

There were no changes in actuarial methods or assumptions or benefits reflected in the calculation of the net pension liability as of the June 30, 2016 measurement date compared to the June 30, 2015 measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date - June 30, 2015

There were no changes in actuarial methods or assumptions reflected in the calculation of the net pension liability as of the June 30, 2015 measurement date compared to the June 30, 2014 measurement date.

Benefit changes, which resulted from the settlement of the pension litigation and the subsequent enactment of those settlement provisions by the General Assembly, are reflected in the calculation of the net pension liability at the June 30, 2015 measurement date. Significant benefit changes are summarized below:

- Employees with more than 20 years of service at July 1, 2012 will increase their employee contribution rates to 11% for State employees and participate solely in the defined benefit plan effective July 1, 2015 – service credit accruals will increase from 1% to 2% per year.
- Members are eligible to retire upon the attainment of: age 65 with 30 years of service, 64 with 31 years of service, 63 with 32 years of service, or 62 with 33 years of service. Members may retire earlier if their RI Retirement Security Act date is earlier or are eligible under a transition rule.
- The COLA formula was adjusted to 50% of the COLA and is calculated by taking the previous 5-year average investment return, less the discount rate (5 year return – 7.5%, with a max of 4%) and 50% calculated using the previous year's CPI-U (max of 3%) for a total max COLA of 3.5%. The COLA is calculated on the first \$25,855, effective, 01/01/2016, and indexed as of that date as well.
- Other changes included providing interim cost-of-living increases at four rather than five-year intervals, providing a one-time cost-of-living adjustment of 2% (applied to first \$25,000), two \$500 stipends, and minor adjustments.

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Schedule of the University's Proportionate Share of the Net OPEB Liability (Unaudited)

State Employees' and Electing Teachers OPEB System Plan

State Employees' Cost-Sharing OPEB Plan

Year ended	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2017
University's proportion of the net OPEB liability	5.09%	5.27%	5.47%	5.63%
University's proportionate share of the net OPEB liability	\$ 18,379,522	\$ 23,020,969	\$ 27,863,116	\$ 29,240,408
University's covered payroll	\$ 38,602,617	\$ 38,681,990	\$ 38,664,465	\$ 40,292,278
University's proportionate share of the net OPEB liability as a percentage of its covered payroll	47.61%	59.51%	72.06%	72.57%
Plan fiduciary net position as a percentage of the total OPEB liability	42.51%	33.57%	26.25%	22.38%

Board of Education OPEB Cost-Sharing Plan

Year ended	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2017
University's proportion of the net OPEB liability	43.76%	43.92%	43.65%	41.84%
University's proportionate share of the net OPEB liability	\$ 15,640,310	\$ 16,315,488	\$ 22,067,270	\$ 21,947,067
University's covered payroll	\$ 58,786,324	\$ 56,413,096	\$ 54,963,670	\$ 52,620,675
University's proportionate share of the net OPEB liability as a percentage of its covered payroll	26.61%	28.92%	40.15%	41.71%
Plan fiduciary net position as a percentage of the total OPEB liability	57.32%	51.60%	38.59%	32.05%

Notes:

The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 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)

Schedule of the University's Contributions - OPEB (Unaudited)

State Employees' and Electing Teachers OPEB System Plan

State Employees' Cost-Sharing OPEB Plan

Year ended	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Statutorily determined contribution	\$ 2,038,323	\$ 2,567,074	\$ 2,313,183	\$ 2,312,135
Contributions in relation to the statutorily determined contribution	<u>(2,038,323)</u>	<u>(2,567,074)</u>	<u>(2,313,183)</u>	<u>(2,312,135)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered payroll	\$ 37,127,923	\$ 38,602,617	\$ 38,681,990	\$ 38,664,465
Contributions as a percentage of covered payroll	5.49%	6.65%	5.98%	5.98%

Board of Education OPEB Cost-Sharing Plan

Year ended	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Statutorily determined contribution	\$ 1,731,739	\$ 2,398,482	\$ 2,459,611	\$ 2,396,416
Contributions in relation to the statutorily determined contribution	<u>(1,731,739)</u>	<u>(2,398,482)</u>	<u>(2,459,611)</u>	<u>(2,396,416)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered payroll	\$ 59,103,720	\$ 58,786,324	\$ 56,413,096	\$ 54,963,670
Contributions as a percentage of covered payroll	2.93%	4.08%	4.36%	4.36%

Notes:

Employers participating in the State Employee's Retirement System are required by RI General Laws, Section 36-10-2, to contribute an actuarially 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, 2017 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)

Notes to the OPEB Required Supplementary Information (Unaudited)

OPEB Schedules

Note 1 - **Factors Affecting Trends for Amounts Related to the Net OPEB Liability**

The actuarial methods and assumptions used to calculate the net OPEB liability of the participating employers are described in Note 8 to the financial statements. The following information is presented about factors that significantly affect trends in the amounts reported between years.

Measurement Date – June 30, 2020

The “Cadillac tax”, which was a tax provision from the federal Affordable Care Act (ACA), was repealed in December 2019. As a result, liability amounts previously included for the “Cadillac tax” within the development of the total OPEB liability has been removed as of the June 30, 2020 measurement date.

Measurement Date - June 30, 2019

The June 30, 2018 actuarial valuation rolled forward to the June 30, 2019 measurement date reflected a change in excise tax load on pre-65 liabilities from 11.0% to 9.5%.

Measurement Date - June 30, 2018

There were no changes in actuarial methods and assumptions reflected in the calculation of the net OPEB liability as of June 30, 2018 measurement date compared to the June 30, 2017 measurement date.

Measurement Date - June 30, 2017

Certain actuarial assumptions for the State Employees' OPEB Cost-Sharing Plan ("SEP") and the Board of Education Cost-Sharing OPEB Plan ("BOEP") (collectively referred to as the "Plans") were updated to match the assumptions used for State Employees in the pension valuation for the Employees' Retirement System of Rhode Island ("ERSRI") and the results of an actuarial experience investigation performed for ERSRI at June 30, 2016. Changes were made to the following assumptions:

- Merit and longevity portion of the salary increase assumption
- Rates of separation from active membership
- Rates of retirement
- Rates of disability
- The rate of wage inflation
- The mortality assumption
- The trend assumption
- Aging factors and health and inflation trends

UNIVERSITY OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)

Notes to the OPEB Required Supplementary Information (Unaudited)

OPEB Schedules

The excise tax load on pre-65 liabilities was changed from 13.8% to 11.0%. The Patient Protection and Affordable Care Act includes an excise tax on high cost health plans beginning in 2022. The excise tax is 40% of costs above a threshold. The actual actuarial assumptions used in the most recent valuations assume that the Plans will be subject to the excise tax in 2022.

Note 2 - **Actuarially Determined Contributions**

The annual required contributions for fiscal year 2021 were determined based on the June 30, 2019 valuation of the Plans.

**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 Trustees of
The University of Rhode Island
Kingston, 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, 2021, the related statements of revenues and expenses and changes 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, and have issued our report thereon dated November 5, 2021. Our report includes a reference to other auditors who audited the financial statements of The University of Rhode Island Foundation & Alumni Engagement and the University of Rhode Island Research 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) as a basis for designing 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 financial statements. 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.



**Certified Public Accountants
Braintree, Massachusetts**

November 5, 2021

Appendix C

No Management Letter Provided



NECHE Interim Report Appendix C - Auditor's Management Letter

URI did not receive a management letter for FY2021 because our auditors found no material weaknesses that we needed to address.

Appendix D

Interim Report Data Forms

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	<input style="width: 15px;" type="text" value="P"/>	<input style="width: 250px;" type="text" value="06/30"/>	
Most Recent Year	<input style="width: 15px;" type="text" value="P"/>	2021	Yes Unmodified
1 Year Prior		2020	Yes Unmodified
2 Years Prior		2019	Yes Unmodified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2022
Next Year	2023

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	http://web.uri.edu/trustees/university-mission-statement/	6/7/11er14

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

- Immediately prior Strategic Plan
- Current Strategic Plan
- Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
	2016-2021	https://web.uri.edu/president/strategic-planning/
	2022-2032	https://web.uri.edu/president/strategic-planning/

Other institution-wide plans*

- Master plan
- Narragansett Bay Campus Master Plan
- Academic plan
- Financial plan
- Strategic Budget & Planning Committee
- Technology plan
- Enrollment plan
- Development plan

Year completed	Effective Dates	Website location
2000		https://web.uri.edu/planning/campus-master-plan/
2016		https://web.uri.edu/gso/about/master-plan/
	2016-2021	https://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf
2021	FY 2023	https://web.uri.edu/budget/files/URI-FY22-Alloc-FY23Req-FINAL-10.1.2021.pdf
		https://web.uri.edu/sbpc/recommendations/
2017	2017-2021	https://its.uri.edu/wp-content/uploads/IT-Strategic-Plan-2017_Final.pdf
		https://web.uri.edu/provost/enrollment-management/
	2021-2024	https://campaign.uri.edu/

Plans for major units (e.g., departments, library)*

- Student Affairs
- University College for Academic Success

2019	2019-2024	https://web.uri.edu/student-affairs/files/DOSAstrategicPlan9.18.19.pdf
2018	2018-2022	https://web.uri.edu/artsci/files/AS-Strategic-Plan_v2.pdf
2021	2021-2024	https://web.uri.edu/ucas/strategic-plan/

EVALUATION

Academic program review

- Program review system (colleges and departments). System last updated:
- Program review schedule (e.g., every 5 years)

Website location
https://web.uri.edu/facsen/committees/academic-program-review-committee/
every 6 years

*Insert additional rows, as appropriate.

**Standard 3: Organization and Governance
(Board and Internal Governance)**

Please attach to this form:

1) A copy of the institution's organization chart(s).

<https://web.uri.edu/budget/files/FY2022-Organizational-Chart.pdf>

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

Website location of documentation of relationship

Governing Board

By-laws

Board members' names and affiliations

Website location
https://web.uri.edu/trustees/files/Bylaws-amended-and-approved-6-25-21-.pdf
https://web.uri.edu/trustees/current-trustees/

Please enter any explanatory notes in the box below

--

**Standard 3: Organization and Governance
(Locations and Modalities)**

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*			
			3 years prior	2 years prior	1 year prior	Current year
			(FY2019)	(FY2020)	(FY 2021)	(FY 2022)
Main campus	Kingston, RI, US	5/19/1892	20,628	21,108	20,720	20,793
Other principal campuses	Feinstein Providence Campus: Pr	1/1/1945				
	Narragansett Bay Campus: Narragansett	1/1/1961				
Branch campuses (US)						
Other instructional locations (US)	Nursing Education Center: Providence	9/1/2017				
	W. Alton Jones Campus: West G	9/23/1962				
Branch campuses (overseas)						
Other instructional locations (overseas)						

Educational modalities

	Number of programs	Date First Initiated	Enrollment*			
			3 years prior	2 years prior	1 year prior	Current year
			(FY2019)	(FY2020)	(FY 2021)	(FY 2022)
Distance Learning Programs						
Programs 50-99% on-line	1	2015	7	8	4	8
Programs 100% on-line	19	2007	1,010	837	910	1,002
Correspondence Education						
Low-Residency Programs						
Competency-based Programs						
Dual Enrollment Programs	1	9/1/2015	1,859	1,939	2,041	2,173
Contractual Arrangements involving the award of credit						

*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 includes Summer, Fall, and Spring term data. Dual/Concurrent high school students are included and off campus study and non-degree non-credit students are excluded.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

2021 Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Certificates	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		11,161	535	8	737	0	477	12,918	
Main Campus PT		643	256	33	21	0	136	1,089	
Other Principal Campus FT								0	
Other Principal Campus PT								0	
Branch campuses FT								0	
Branch campuses PT								0	
Other Locations FT								0	
Other Locations PT								0	
Overseas Locations FT								0	
Overseas Locations PT								0	
Distance education FT		1,358	188	1	6	8	15	1,576	
Distance education PT		464	398	93	1	7	12	975	
Correspondence FT		0	0	0	0	0	0	0	
Correspondence PT		0	0	0	0	0	0	0	
Low-Residency FT		0	0	0	0	0	0	0	
Low-Residency PT		0	0	0	0	0	0	0	
Unduplicated Headcount Total	0	13,626	1,377	135	765	15	0	640	16,558
Total FTE		12,851.60	1,233.78	67.78	855.02	12.67		653.56	15,674.41
Enter FTE definition:		Total Credits / 15	Total Credits / 9	Total Credits / 9	Total Credits / 15 for PMD + Total Credits / 9	Total Credits / 9		Total Credits / 9	
Degrees Awarded, Most Recent Year (2020-2021)		3,668	556	137	120	0	0	114	4,595

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.
- 4) The Degrees Awarded aligns with the methodology used to report to IPEDS

* 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

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

For Fall Term, as of Census Date

Certificate

Cannabis Studies

Energy Economics and Policy

Innovation & Entrepreneurship

Associate

Baccalaureate

Accounting

Africana Studies

Animal Sci & Technology

Anthropology

Applied Communications (BIS)

Aquaculture & Fishery Tech

Art (BA)

Art (BFA)

Art History

Arts & Sci - Undeclared - BA

Arts & Sci - Undeclared - BS

Biological Sciences

Biology - BA

Biomedical Engineering

Biotechnology

Business - Undeclared - BS

Business Institutions (BIS)

Cell and Molecular Biology

Chemical Engineering

Chemistry - BA

Chemistry - BS

Chemistry and Forensic Chem

Chinese

Civil Engineering

Classical Studies

Clinical Neuroscience

Communication Studies

Communicative Disorders

Computer Engineering

Computer Science - BA

Computer Science - BS

Criminology & Criminal Justice

Data Science (BA)

Data Science (BS)

Early Childhood Education

Economics (BA)

Economics (BS)

Electrical Engineering

Elementary Education - BA

Elementary Education - BS

Engineering - Undeclared - BS

English

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2)
			24	44	
1			1	1	
				1	
308	284	255	223		
12	8	12	9		
369	330	310	313		
38	50	37	38		
4	2	2			
41	48	53	50		
58	51	62	76		
29	27	31	31		
6	3	3	3		
23	33	20	5		
	2		1		
370	388	419	429		
188	212	194	172		
190	185	175	165		
	35	75	92		
407	369	349	316		
23	13	12	2		
240	238	188	155		
167	156	154	133		
2	7	4	8		
56	47	62	54		
32	25	16	11		
105	142	112	98		
196	209	201	222		
11	5	3	1		
		5	5		
622	645	588	546		
239	243	261	252		
130	142	145	121		
185	187	175	168		
320	324	338	338		
314	443	486	466		
7	18	19	20		
2	19	28	33		
		57	74		
144	111	107	80		
67	46	54	46		
149	136	130	119		
266	288	306	332		
1	3				
83	93	125	84		
186	160	138	157		

Env Life Sci - Undeclared - BA	6	1	2	2	
Env Life Sci - Undeclared - BS	18	17	21	10	
Environ & Natural Resource Ecn	90	81	70	85	
Environmental Science & Mgt	95	102	103	122	
Exploring Harrington School	4	9	11	16	
Exploring Neuroscience			31	74	
Film Media	214	244	236	245	
Finance	356	361	354	417	
French	117	106	89	86	
Gender and Women's Studies	28	35	31	31	
General Business Admin	156	202	198	203	
General Studies (BIS)				1	
Geology and Geological Oceanog	41	39	45	51	
German	191	176	154	125	
Global Business Management	81	82	65	64	
Global Language & Area Studies		12	36	61	
Health and Physical Education			31	47	
Health Sci - Undeclared - BA				7	
Health Sci - Undeclared - BS	12	13	53	57	
Health Services Admin (BIS)	11	8	8	5	
Health Studies	445	444	435	363	
History	162	164	161	170	
Human Devel and Family Science	342	380	303	282	
Human Studies (BIS)	16	10	6	3	
Industrial and Systems Engr	50	54	52	52	
Innovation & Entrepreneurship	5	39	51	78	
International Studies	14	34	47	60	
Italian	54	61	60	53	
Journalism	109	111	99	91	
Kinesiology	670	648	549	532	
Landscape Architecture	61	52	60	65	
Management	109	134	152	208	
Marine Affairs (BA)	34	34	44	51	
Marine Affairs (BS)	56	68	64	52	
Marine Biology	204	209	205	237	
Marketing	296	332	349	372	
Mathematics - BA	42	32	39	30	
Mathematics - BS	87	79	69	61	
Mechanical Engineering	464	471	486	484	
Medical Laboratory Science	131	92	54	48	
Molecular Neuroscience			4	7	
Music (BA)	11	8	13	12	
Music (BOM)	38	36	44	49	
Non Profit Administration			1	1	
Nursing	883	851	915	929	
Nursing RN - BS	439	352	290	246	
Nutrition and Dietetics	123	120	110	115	
Ocean Engineering	135	147	147	133	
Pharmaceutical Sciences	176	141	122	112	
Philosophy	38	36	37	28	
Physics - BA	1				
Physics - BS	38	41	28	27	
Physics & Physical Oceano	2	4	3	5	
Plant Sciences	45	48	42	43	
Political Science	287	263	306	288	

Professional Leadership Studie			2	11	
Psychology - BA	538	565	567	685	
Psychology - BS	252	261	213	175	
Public Relations	254	258	238	243	
Secondary Education - BA	174	169	158	187	
Secondary Education - BS	3	3	7	11	
Sociology (BA)	57	55	51	48	
Sociology (BS)	80	19	4		
Spanish	170	208	226	181	
SPC Undeclared - BIS	8	1			
Sports Media and Communication		35	129	199	
Supply Chain Management	159	193	199	176	
Sustainable Agriculture & Food	15	15	18	27	
Textile Fash Merch & Design	257	238	234	194	
Textile Marketing	44	43	48	45	
Theatre (BA)	1	1	5	4	
Theatre (BFA)	71	74	79	71	
Univ College - Undeclared - BA	515	425	490	464	
Univ College - Undeclared - BS	9	20	24	44	
Wildlife Conservation Biology	162	157	182	185	
Writing and Rhetoric	73	58	58	48	
Total Count of Majors	15,420	15,508	15,553	15,488	0
Unduplicated Headcount	13877	13801	13696	13626	0

**Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)**

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2)
For Fall Term, as of Census Date					
Master's					
Accounting - MS	27	29	34	26	
Biological and Envir Sci - MS	43	55	50	50	
Biological Sciences -MS		1	1		
Bus Prov Metro Area - PT - MBA	4	4	3	2	
Business Admin Full Time - MBA	27	24	46	62	
Business Admin Part Time - MBA	174	183	177	139	
Chemical Engineering - MS	9	4	3	7	
Chemistry - MS	4	5	3	1	
Civil & Environmental Egr - MS	19	19	17	23	
College Student Personnel			24	24	
Communication Studies - MA	19	18	18	12	
Computer Science - MS	16	18	14	17	
Cyber Security - PSM	68	54	41	37	
Dietetics -MS	77	78	93	94	
Education - MA	52	38	29	32	
Education MA-TCP	34	27	37	45	
Education- Special Education	11	6			
Electrical Engineering - MS	29	23	26	37	
English - MA	1	4	6	9	
Environ & Nat Res Econ - MS	9	6	12	13	
Environmental Science & Mgt	46	45	52	52	
Healthcare Management - MS			26	44	
History - MA	17	18	17	16	

Human Dev, C & Family Scien-MS	57	61	37	26	
Industrial Engineering - MS	2				
Interdiscip Neuroscience - MS	3	2	3	4	
International Relations - MA	16	22	23	16	
Kinesiology -MS	15	18	18	17	
Labor Rel & Human Res - MS	16	18	12	14	
Library & Info Studies - MLIS	100	107	91		
Library & Information Studies				107	
Marine Affairs - MAMA	22	18	20	14	
Marine Affairs - MMA	13	13	15	15	
Master of Arts in TESOL/BDLI	37	28	45	49	
Master of Science in Finance	7	6	2		
Mathematics - MS	15	14	13	12	
Mechanical Egr & Appl Mech- MS	35	35	41	43	
Medical Laboratory Sci - MS	18	1			
Medical Physics - MS	3	5	5	4	
Music - MOM	10	10	9	10	
Nursing - MS	83	80	69	89	
Nutrition & Food Science - MS	12	12	19	18	
Ocean Engineering - MS	25	19	24	31	
Oceanography - MOO	9	13	23	18	
Oceanography - MS	19	16	20	20	
Oceanography -MOO				11	
Pharmaceutical Sciences - MS	11	14	13	11	
Physics - MS	2	2	2	2	
PMS in Supply Chain Mgt & Appl			18	15	
Psychology - MS (school only)	7	4			
Psychology-MA (closed to new)	12	4	6	7	
Public Administration - MPA	30	36	47	48	
Spanish - MA	11	5	1		
Speech-Language Path - MS	46	48	45	44	
Statistics - MS	14	19	17	12	
Systems Engineering - MS	11	8	12	10	
Text, Fashion Merch & Des-MS	11	10	12	16	
Doctorate					
Biological and Envir Sci - PhD	73	77	79	76	
Business Administration - PHD	17	20	15	16	
Chemical Engineering - PHD	16	14	13	14	
Chemistry - PHD	47	39	42	41	
Civil & Environmental Egr -PHD	14	16	14	16	
Computer Science-PHD	15	15	12	16	
Doctor of Physical Therapy-DPT	81	85	82	88	
Education (joint with RIC)-PHD	54	49	44	45	
Electrical Engineering - PHD	30	30	28	28	
English - PHD	40	36	30	28	
Environ & Nat Res Econ - PHD	10	12	11	6	
Health Sciences - PHD			7	13	
Industrial & Systems Eng - PHD	3	9	8	7	
Interdiscip Neuroscience - PhD	10	9	11	11	
Marine Affairs - PHD	9	4	4	5	
Mathematics - PHD	8	9	10	10	
Mech Egr & Appl Mechanic - PHD	16	17	14	21	
Nursing - PHD	18	17	18	15	
Nutrition & Food Science - PHD			2	1	
Ocean Engineering - PHD	18	17	16	18	

Oceanography - PHD	41	43	53	59	
Pharmaceutical Sciences - PhD	42	41	42	35	
Physics - PHD	16	14	12	15	
Prof. Doctorate in Business Ad			8	15	
Psych - PHD	70	63	55	58	
First Professional					
Doctor of Nursing Practice	39	37	29	24	
Pharm D	776	767	749	741	
Other					
Advance Practice Nurse Cert	3	5	10	8	
Aquaculture and Fisheries		1	3	4	
Certificate in Int Neurosciene	5	2	6	6	
Cyber Security Certificate	24	18	11	6	
Data Science Certificate				3	
Digital Forensics Certificate	5	3	5	1	
Digital Literacy Certificate	5	1	3	2	
Dyslexia Certificate	15	11	35	29	
Early Childhood Education-TCP	1	1	3	5	
Embedded Systems	3	3	3	2	
Fisheries Science				1	
Gender&WomensStudies Cert Matr	4	2	3	2	
GeoInfoSys&Remote Sensing Cert	15	12	14	16	
GIS and Geospatial Technology				12	
Grad. Cert. in Community Plan	8	4	8	6	
Healthcare Management				1	
Human Dev & Family Science-TCP	3	3	2	1	
Human Resources Certificate	15	17	26	22	
Hydrology Certificate	3	3	5	5	
Infor Lit Instruction Certif		1	1		
Labor Relations Certificate	2	8	7	10	
Merchandising Certificate	1				
Natural Resources & the Envir.				22	
Quality Imp. Process Mea. IFS			2	1	
Science Writing and Rhetoric		8	6	14	
Total Count of Majors	2,933	2,850	2,952	3,026	0
Unduplicated Headcount	2801	2733	2830	2932	0

Headcount by Highest Degree

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)
Baccalaureate	13877	13801	13696	13626
Master's	1289	1254	1337	1377
Doctorate	647	635	629	655
First Professional	815	804	778	765
Graduate Certificate	50	40	86	135
Total	16678	16534	16526	16558

Standard 4: The Academic Program (Credit Hours Generated at the Undergraduate and Graduate Levels)

3 Years	2 Years	1 Year	Current	Next Year
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	Prior (Fall 2018)	Prior (Fall 2019)	Prior (Fall 2020)	Year (Fall 2021)	Forward (goal) (Fall 2)
Undergraduate	198260	198389	199412	196501	
Graduate	29275	28568	30060	30849	
Total	227,535	226,957	229,472	227,350	0

**Standard 4: The Academic Program
(Information Literacy sessions)**

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2)
Main campus					
Sessions embedded in a class	53	35	57	48	
Free-standing sessions	95	92	84	54	
Branch/other locations					
Sessions embedded in a class	3	1	1	1	
Free-standing sessions	1	1	1	1	
Online sessions	7	7	36	6	
URL of Information Literacy Reports	http://uri.libguides.com/instruction				

Please enter any explanatory notes in the box below

Total count of majors is a duplicative count which includes every major a student was enrolled in. Unduplicated count is the total count of students at their highest degree of enrollment. "Other" includes graduate certificate programs. Pharm D is counted at the Graduate level. All counts exclude Non-degree seeking students. Information Literacy Sessions include 3 Free Standing courses (LIB 150, LIB 250, Lib 350) and Courses with an information literacy general education requirement.

**Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

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		33		33	12,918	12,951
Main Campus PT		976		976	1,089	2,065
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT				0	0	0
Other Locations PT				0	0	0
Overseas Locations FT				0	0	0
Overseas Locations FT				0	0	0
Distance education FT		2		2	1,576	1,578
Distance education PT		40		40	975	1,015
Correspondence FT		0		0	0	0
Correspondence PT		0		0	0	0
Low-Residency FT		0		0	0	0
Low-Residency PT		0		0	0	0
Unduplicated Headcount Total	0	1,051	0	1,051	16,558	17,609
Total FTE		296.00	0.00	296	15,674.41	15,970.41
Enter FTE definition:		Undergraduate Total credits / 15 plus Graduate Total Credits /9				
Certificates Awarded, Most Recent Year						

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

These data include Dual/Concurrent High School students

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 (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Goal (specify year) (FY 2)
Freshmen - Undergraduate					
Completed Applications	22,775	22,669	23,856	25,105	
Applications Accepted	16,257	16,897	18,013	19,196	
Applicants Enrolled	3,224	3,278	3,313	3,340	
% Accepted of Applied	71.4%	74.5%	75.5%	76.5%	-
% Enrolled of Accepted	19.8%	19.4%	18.4%	17.4%	-
Percent Change Year over Year					
Completed Applications	na	-0.5%	5.2%	5.2%	-100.0%
Applications Accepted	na	3.9%	6.6%	6.6%	-100.0%
Applicants Enrolled	na	1.7%	1.1%	0.8%	-100.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	1,896	1,900	2,196	1,390	
Applications Accepted	926	997	1,110	977	
Applications Enrolled	598	630	524	601	
% Accepted of Applied	48.8%	52.5%	50.5%	70.3%	-
% Enrolled of Accepted	64.6%	63.2%	47.2%	61.5%	-
Master's Degree					
Completed Applications				1,489	
Applications Accepted				875	
Applications Enrolled				526	
% Accepted of Applied	-	-	-	58.8%	-
% Enrolled of Accepted	-	-	-	60.1%	-
First Professional Degree					
Completed Applications				296	
Applications Accepted				75	
Applications Enrolled				36	
% Accepted of Applied	-	-	-	25.3%	-
% Enrolled of Accepted	-	-	-	48.0%	-
Doctoral Degree					
Completed Applications				699	
Applications Accepted				219	
Applications Enrolled				94	
% Accepted of Applied	-	-	-	31.3%	-
% Enrolled of Accepted	-	-	-	42.9%	-

Please enter any explanatory notes in the box below

Pharm D is included in the undergraduate section as they are first time entering students and are reported as undergraduate students for their first two years of enrollment.

First Professional Degree includes Doctorate in Business Administration, Doctor of Nursing Practice, and Doctor of Physical Therapy.

Certificates are not included in these counts.

Due to a change in the system of record for graduate applications, the data prior to 2021 is not comparable with the 2021 data. We are working to resolve this going forward.

**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 (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Goal (specify year) (FY 2)
UNDERGRADUATE						
First Year	Full-Time Headcount	3,789	3,810	3,730	3,919	
	Part-Time Headcount	65	39	105	101	
	Total Headcount	3,854	3,849	3,835	4,020	0
	Total FTE	3,913	3,922	3,814	3,977	
Second Year	Full-Time Headcount	3,215	3,180	3,155	3,151	
	Part-Time Headcount	141	104	159	119	
	Total Headcount	3,356	3,284	3,314	3,270	0
	Total FTE	3,294	3,232	3,234	3,161	
Third Year	Full-Time Headcount	3,090	3,063	3,069	3,055	
	Part-Time Headcount	337	312	303	288	
	Total Headcount	3,427	3,375	3,372	3,343	0
	Total FTE	3,287	3,236	3,248	3,187	
Fourth Year	Full-Time Headcount	3,098	3,263	3,225	3,132	
	Part-Time Headcount	909	794	723	646	
	Total Headcount	4,007	4,057	3,948	3,778	0
	Total FTE	3,457	3,576	3,579	3,374	
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	13,192	13,316	13,179	13,257	0
	Part-Time Headcount	1,452	1,249	1,290	1,154	0
	Total Headcount	14,644	14,565	14,469	14,411	0
	Total FTE	13,951	13,966	13,875	13,698	0
	% Change FTE Undergraduate	na	0.1%	-0.6%	-1.3%	-100.0%
GRADUATE						
	Full-Time Headcount	1,099	1,083	1,175	1,237	
	Part-Time Headcount	924	882	882	910	
	Total Headcount	2,023	1,965	2,057	2,147	0
	Total FTE	1,825	1,772	1,876	1,975	
	% Change FTE Graduate	na	-2.9%	5.9%	5.3%	-100.0%
GRAND TOTAL						
	Grand Total Headcount	16,667	16,530	16,526	16,558	0
	Grand Total FTE	15,776	15,737	15,751	15,673	0
	% Change Grand Total FTE	na	-0.2%	0.1%	-0.5%	-100.0%

Please enter any explanatory notes in the box below

Undergraduate includes Pharm D students in their first two years in the program and then they are counted as Graduate.
 Non-degree seeking students are removed from all counts.
 FTE uses credits enrolled as of Oct. 15 of that year and is measured by dividing undergraduate credits by 15 and graduate credits by 9 (Pharm D always takes credits divided by 15)
 First Year to Fourth Year is defined by earned credits.

**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?

FY 2015-16	FY 2016-17	FY2017-18
4.4	4.2	4.3

? Three-year Cohort Default Rate

? Three-year Loan repayment rate
(from College Scorecard)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year Estimated	Goal (specify year)
FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23

? Student Financial Aid

Total Federal Aid	\$103,391	\$102,407	\$96,063	\$96,951
Grants	\$18,820	\$19,280	\$18,743	\$18,377
Loans	\$60,543	\$59,557	\$57,693	\$56,850
Parent PLUS Loans	\$23,183	\$22,660	\$19,068	\$20,730
Work Study	\$845	\$910	\$559	\$993
HEERF Aid	\$0	\$5,000	\$6,239	\$15,594
Total State Aid	\$2,759	\$2,824	\$2,821	\$2,802
Total Institutional Aid	\$119,914	\$124,745	\$133,402	\$142,211
Grants	\$111,170	\$116,216	\$124,633	\$133,692
HEERF grants	\$0	\$0	\$3,779	\$2,300
Waivers	\$8,727	\$8,516	\$8,753	\$8,513
Loans	\$17	\$10	\$14	\$6
Total Private Aid	\$42,932	\$50,386	\$42,934	\$48,675
Grants	\$3,856	\$3,967	\$3,760	\$1,153
Loans	\$44,925	\$50,340	\$43,025	\$48,952

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	68%	67%	61%		
Graduates	38%	37%	32%		
First professional students	71%	64%	69%		

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$43,516	\$42,664	\$43,155		
Graduates	\$37,179	\$35,593	\$34,995		
First professional students	\$90,728	\$91,374	\$90,166		

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

4 Years Prior (FY 2018)	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
--------------------------------	--------------------------------	--------------------------------	-------------------------------	----------------------------

? Number of Faculty by category

Full-time	761	764	762	770	779
Tenured/Tenure Track	553	550	544	548	538
Clinical	42	44	46	48	46
Visiting	5	7	4	3	4
Research	19	18	13	13	15
Lecturer	142	145	155	158	176
Part-time	9	12	19	16	14
Tenured/Tenure Track	1	2	3	1	3
Clinical					
Visiting					
Research	5	8	14	14	10
Lecturer	3	2	2	1	1
Other; specify below:					
Adjunct Instructors	447	446	440	414	439
Total	1,217	1,222	1,221	1,200	1,232

Percentage of Courses taught by:

Ranked Faculty	73.2%	72.5%	74.6%	74.1%	73.1%
Adjunct Part-time Faculty	16.8%	15.4%	14.2%	13.0%	15.3%
Graduate Students	5.8%	7.7%	6.6%	8.3%	6.9%
Staff & Contract Hires	3.8%	4.1%	4.4%	4.2%	4.4%
Non-Paid Instruction	0.4%	0.3%	0.2%	0.3%	0.3%
	100.00%	100.00%	100.00%	100.00%	100.00%

? Number of Faculty by rank, if applicable

Tenured/Tenure Track	554	552	547	549	541
Professor	266	263	259	249	238
Associate	134	131	133	136	146
Assistant	154	158	154	164	157
Instructor			1		
Clinical	42	44	46	48	46
Professor	8	11	12	12	10
Associate	15	16	17	15	14
Assistant	19	17	17	21	22
Visiting	5	7	4	3	4
Professor			1		2
Associate	1	2	1	1	1
Assistant	4	5	2	2	1
Research	24	26	27	27	25
Professor	6	7	9	8	7
Associate	7	8	10	9	7
Assistant	11	11	8	10	11
Lecturer	145	147	157	159	177
Teaching Professor	19	21	27	25	30
Senior Lecturer	37	51	52	59	60
Lecturer (Ad Hoc)	72	62	62	57	53
Lecturer (Temporary)	17	13	14	15	32
Faculty of Practice			2	3	2
Librarians with Tenure Status	15	14	14	14	13
Professor-Full Time	8	8	8	7	8
Professor-Part Time	1				
Associate	5	6	6	6	4

Assistant	1			1	1
Librarians with Faculty Status	1	1	1	1	1
Senior Lecturer		1	1	1	1
Lecturer (Ad Hoc)	1				
Total	786	791	796	801	807

Number of Academic Staff by category

P Librarians	2	2	2	2	1
Curator	2	2	1	1	1
Library Tech-Full Time	21	21	21	20	19
Library Tech-Part Time	2	2	2	1	1
Other Teaching & Instr Sup-Full Time	252	263	266	266	268
Other Teaching & Instr Sup-Part Time	3	6	6	9	10
Total	298	311	313	314	314

Please enter any explanatory notes in the box below

Percentage of courses taught represents the share of total credits delivered in the respective instructor categories. Ranked faculty credits include overload instruction. Staff and Contract hires reflect instruction delivered by staff as part of their normal duties as well as overload and special instruction contract hires such as Music Instructors. Non-paid instruction is delivered by Affiliates, including those teaching in the Military Science Program and Emeriti.

Adjunct instructor headcounts reflect the distinct count of non-students paid for course instruction who are not otherwise captured in a ranked faculty category.

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

4 Years Prior		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Tenured/Tenure Track	38	0	27	0	26	0	27	0	21	0
Professor	3				1		2		5	
Associate			1				1			
Assistant	35		26		24		24		16	
Instructor					1					
Clinical	3	0	1	0	3	0	3	0	5	0
Professor										
Associate	1									
Assistant	2		1		3		3		5	
Visiting	1	0	4	0	2	0	3	0	3	0
Professor					1		1		3	
Associate			1				1			
Assistant	1		3		1		1			
Research	1	2	2	0	5	0	3	1	3	0
Professor		2			1			1		
Associate					1		1			
Assistant	1		2		3		2		3	
Lecturer	27	0	28	0	34	0	22	0	40	0
Teaching Professor										
Senior Lecturer			1							
Lecturer (Ad Hoc)	18		17		20		15		12	
Lecturer (Temporary)	9		10		14		7		27	
Faculty of Practice									1	
Total	70	2	62	0	70	0	58	1	72	0

Librarians with Tenure Status

Professor	2	0	0	0	0	0	1	0	0	0
Associate										
Assistant	2						1			
Librarians with Faculty Status	0	0	0	0	0	0	0	0	0	0
Senior Lecturer										
Lecturer (Ad Hoc)										
Total	2	0	0	0	0	0	1	0	0	0

Number of Faculty

Tenured/Tenure Track	553	1	550	2	544	3	548	1	538	3
Professor	265	1	261	2	256	3	248	1	236	2
Associate	134		131		133		136		146	
Assistant	154		158		154		164		156	1
Instructor					1					
Clinical	42	0	44	0	46	0	48	0	46	0
Professor	8		11		12		12		10	
Associate	15		16		17		15		14	
Assistant	19		17		17		21		22	
Visiting	5	0	7	0	4	0	3	0	4	0
Professor					1				2	
Associate	1		2		1		1		1	
Assistant	4		5		2		2		1	
Research	19	5	18	8	13	14	13	14	15	10
Professor	3	3	2	5	2	7	1	7	1	6
Associate	6	1	6	2	6	4	5	4	4	3
Assistant	10	1	10	1	5	3	7	3	10	1
Lecturer	142	3	145	2	155	2	158	1	176	1
Teaching Professor	19		21		27		25		30	
Senior Lecturer	37		51		52		59		60	
Lecturer (Ad Hoc)	69	3	60	2	60	2	56	1	52	
Lecturer (Temporary)	17		13		14		15		32	1
Faculty of Practice					2		3		2	
Total	761	9	764	12	762	19	770	16	779	14

Librarians with Tenure Status	14	1	14	0	14	0	14	0	13	0
Professor	10	1	8		8		7		8	
Associate	3		6		6		6		4	
Assistant	1						1		1	
Librarians with Faculty Status	1	0	1	0	1	0	1	0	1	0
Senior Lecturer			1		1		1		1	
Lecturer (Ad Hoc)	1									
Total	15	1	15	0	15	0	15	0	14	0

Number of Faculty Departing

Tenured/Tenure Track	14	0	11	0	10	0	5	0	5	0
Professor	2				3		1		1	
Associate	3		1		2		4		4	
Assistant	9		10		5					
Instructor										
Clinical	1	0	2	0	1	0	1	0	1	0
Professor										
Associate	1		1		1					
Assistant			1				1		1	
Visiting	0	0	0	0	1	0	1	0	2	0
Professor					1		1		2	
Associate										
Assistant										
Research	0	1	4	0	0	0	0	4	2	2
Professor										1
Associate								3	1	1
Assistant		1	4					1	1	
Lecturer	22	1	22	0	12	0	18	0	26	0
Teaching Professor	1									
Senior Lecturer			3		2		2		3	
Lecturer (Ad Hoc)	9	1	14		3		7		3	
Lecturer (Temporary)	12		5		7		7		20	
Faculty of Practice							2			
Total	37	2	39	0	24	0	25	4	36	2

Librarians with Tenure Status	0	1	0	0	0	0	0	0	2	0
Professor		1							1	
Associate									1	
Assistant										
Librarians with Faculty Status	0	0	0	0	0	0	0	0	0	0
Senior Lecturer										
Lecturer (Ad Hoc)										
Total	0	1	0	0	0	0	0	0	2	0

Number of Faculty Retiring

Tenured/Tenure Track	14	1	17	0	25	0	16	0	26	0
Professor	11	1	13		22		13		21	
Associate	3		4		3		3		5	
Assistant										
Instructor										
Clinical	2	0	0	0	0	0	4	0	6	0
Professor							2			
Associate	2								4	
Assistant							2		2	
Visiting	0	0	0	0	0	0	0	0	0	0
Professor										
Associate										
Assistant										
Research	0	0	0	0	1	0	0	0	0	0
Professor					1					
Associate										
Assistant										
Lecturer	5	1	1	0	3	1	2	0	3	0
Teaching Professor			1		3		1		1	
Senior Lecturer	1		1				1		2	
Lecturer (Ad Hoc)	3	1				1				

Lecturer (Temporary)
 Faculty of Practice
 Total

1										
21	2	18	0	29	1	22	0	35	0	

Librarians with Tenure Status
 Professor
 Associate
 Assistant
 Librarians with Faculty Status
 Senior Lecturer
 Lecturer (Ad Hoc)
 Total

0	0	0	0	1	0	1	0	1	0
				1		1		1	
0	0	0	0	0	0	0	0	0	0
0	0	0	0	1	0	1	0	1	0

Please enter any explanatory notes in the box below

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

	4 Years Prior			3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2017-18)			(FY 2018-19)			(FY 2019-20)			(FY 2020-21)			(FY 2021-22)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	743	407	1,150	746	402	1,148	749	400	1,149	757	349	1,106	764	360	1,124
Research Staff	19	5	24	18	8	26	13	14	27	13	14	27	15	10	25
Public Service Staff			0			0			0			0			0
Librarians with Tenure Status	13	1	14	14		14	14		14	14		14	13		13
Librarians with Faculty Status	1		1	1		1	1		1	1		1	1		1
Librarians	2		2	2		2	2		2	2		2	1		1
Library Technicians	21	2	23	21	2	23	21	2	23	20	1	21	19	1	20
Archivists, Curators, Museum staff	2		2	2		2	1		1	1		1	1		1
Student and Academic Affairs	252	3	255	263	6	269	266	6	272	266	9	275	268	10	278
Management Occupations	65	2	67	67	1	68	67	1	68	64	1	65	64	1	65
Business and Financial Operations	136	4	140	145	3	148	158	5	163	165	3	168	164	2	166
Computer, Engineering and Science	371	40	411	369	40	409	363	37	400	366	36	402	343	38	381
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	95	4	99	98	5	103	97	7	104	100	7	107	102	4	106
Healthcare Practitioners and Technical	43	13	56	42	12	54	54	10	64	53	10	63	59	7	66
Service Occupations	365	67	432	364	70	434	378	72	450	360	65	425	354	46	400
Sales and Related Occupations	6		6	7		7	7		7	3		3	2		2
Office and Administrative Support	326	24	350	316	19	335	313	21	334	297	18	315	279	19	298
Natural Resources, Construction, Maintenance	91	8	99	90	6	96	80	7	87	82	8	90	80	3	83
Production, Transportation, Material Moving	22	3	25	27	1	28	20	2	22	22	1	23	18	1	19
Total	2,573	583	3,156	2,592	575	3,167	2,604	584	3,188	2,586	522	3,108	2,547	502	3,049

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06 / 30)	2 Years Prior (FY 2 019)	1 Year Prior (FY 2020)	Most Recent Year	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
☺ Cash and Short Term Investments	\$142,017	\$142,117	\$147,363	0.1%	3.7%
☺ Cash held by State Treasurer	\$8,208	\$2,605	\$1,067	-68.3%	-59.0%
☺ Deposits held by State Treasurer	\$206	\$1,937	\$202	840.3%	-89.6%
☺ Accounts Receivable, Net	\$45,590	\$45,220	\$56,843	-0.8%	25.7%
☺ Contributions Receivable, Net				-	-
☺ Inventory and Prepaid Expenses	\$4,987	\$5,268	\$4,972	5.6%	-5.6%
☺ Long-Term Investments				-	-
☺ Loans to Students	\$9,736	\$8,681	\$6,799	-10.8%	-21.7%
☺ Funds held under bond agreement	\$76,560	\$34,002	\$26,796	-55.6%	-21.2%
☺ Property, plants, and equipment, net	\$837,427	\$886,521	\$861,854	5.9%	-2.8%
☺ Other Assets				-	-
Total Assets	\$1,124,731	\$1,126,351	\$1,105,896	0.1%	-1.8%
LIABILITIES (in 000s)					
☺ Accounts payable and accrued liabilities	\$75,918	\$59,186	\$56,734	-22.0%	-4.1%
☺ Deferred revenue & refundable advances	\$14,998	\$15,941	\$14,723	6.3%	-7.6%
☺ Due to state				-	-
☺ Due to affiliates				-	-
☺ Annuity and life income obligations				-	-
☺ Amounts held on behalf of others	\$1,577	\$1,292	\$0	-18.1%	-100.0%
☺ Long-term investments	\$329,518	\$314,439	\$298,526	-4.6%	-5.1%
☺ Refundable government advances	\$11,039	\$8,286	\$6,514	-24.9%	-21.4%
☺ Other long-term liabilities	\$173,635	\$158,318	\$149,652	-8.8%	-5.5%
Total Liabilities	\$606,685	\$557,462	\$526,149	-8.1%	-5.6%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	(\$26,233)	(\$26,814)	(\$11,825)	2.2%	-55.9%
☺ Foundation				-	-
Total	(\$26,233)	(\$26,814)	(\$11,825)	2.2%	-55.9%
Temporarily restricted net assets					
Institutional	\$3,311	\$3,959	\$594,138	19.6%	14907.3%
☺ Foundation				-	-
Total	\$3,311	\$3,959	\$594,138	19.6%	14907.3%
Permanently restricted net assets					
Institutional				-	-
☺ Foundation				-	-
Total	\$0	\$0	\$0	-	-
Total Net Assets	(\$22,922)	(\$22,855)	\$582,313	-0.3%	-2647.9%
TOTAL LIABILITIES and NET ASSETS	\$583,763	\$534,607	\$1,108,462	-8.4%	107.3%

Please enter any explanatory notes in the box below

Please note this information is from the University's Financial Statements and the Component Units are discretely presented and therefore not included in the above amounts. The following items were not requested and therefore not included above - Deferred Outflows of Resources, Deferred Inflows of Resources, and Net investment in capital assets (normally included in net assets)

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month & day: (06 / 30)		3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$323,700	\$335,278	\$352,251		
?	Room and board	\$79,525	\$75,538	\$63,449		
?	Less: Financial aid	-\$111,554	-\$107,830	-\$114,866		
	Net student fees	\$291,671	\$302,986	\$300,834	\$0	\$0
?	Government grants and contracts	\$108,953	\$103,009	\$112,460		
?	Private gifts, grants and contracts					
?	Other auxiliary enterprises	\$26,667	\$22,619	\$17,270		
	Endowment income used in operations	\$10,240	\$11,045	\$9,409		
?	Other revenue (specify): Other Sources	\$22,195	\$25,681	\$18,324		
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$459,726	\$465,340	\$458,297	\$0	\$0
OPERATING EXPENSES (in 000s)						
?	Instruction	\$127,281	\$129,703	\$131,436		
?	Research	\$87,432	\$83,345	\$109,658		
?	Public Service	\$8,718	\$8,281	\$6,898		
?	Academic Support	\$54,513	\$58,549	\$61,851		
?	Student Services	\$36,008	\$36,552	\$37,063		
?	Institutional Support	\$51,795	\$47,791	\$47,442		
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$42,674	\$43,382	\$39,148		
?	Scholarships and fellowships (cash refunded by public institution)	\$17,377	\$30,629	\$23,938		
?	Auxiliary enterprises	\$75,324	\$73,341	\$67,481		
?	Depreciation (if not allocated)	\$35,765	\$40,668	\$45,374		
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$536,887	\$552,241	\$570,289	\$0	\$0
	Change in net assets from operations	-\$77,161	-\$86,901	-\$111,992	\$0	\$0
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$80,968	\$79,142	\$78,153		
?	Investment return	\$4,591	\$3,026	\$403		
?	Interest expense (public institutions)	-\$8,792	-\$9,311	-\$11,196		
	Gifts, bequests and contributions not used in operations	\$4,865	\$5,383	\$5,353		
?	Other (specify): Federal Grants - HEERF	\$0	\$4,471	\$38,208		
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$81,632	\$82,711	\$110,921	\$0	\$0
	Income before other revenues, expenses, gains, or losses	\$4,471	-\$4,190	-\$1,071	\$0	\$0
?	Capital appropriations (public institutions)	\$81,124	\$42,213	\$5,707		
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$85,595	\$38,023	\$4,636	\$0	\$0

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06/ 30)		3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
	Long-term Debt					
	Beginning balance	\$313,516	\$329,517	\$314,438		
	Additions	\$31,530	\$82	\$0		
	Reductions	(\$15,529)	(\$15,161)	(\$15,911)		
	Ending balance	\$329,517	\$314,438	\$298,527	\$0	\$0
	Interest paid during fiscal year	\$8,792	\$9,311	\$11,196		
	Current Portion	\$15,161	\$15,911	\$14,945		
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets					
	Debt to Assets Ratio Long-term Debt / Total Assets					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

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

Future borrowing plans (please describe).

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06/ 30)		3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2)	Next Year Forward (FY 2)
NET ASSETS						
	Net assets beginning of year	\$457,715	\$543,310	\$581,333	\$585,969	\$590,000
	Total increase/decrease in net assets	\$85,595	\$38,023	\$4,636	\$4,031	\$4,000
	Net assets end of year	\$543,310	\$581,333	\$585,969	\$590,000	\$594,000
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$107,637	\$111,795	\$117,212	\$110,000	\$110,000
	Federal, state and private grants	\$18,738	\$19,005	\$18,682	\$18,000	\$18,000
	Restricted funds	\$2,557	\$3,187	\$2,910	\$2,500	\$2,500
	Total	\$128,932	\$133,987	\$138,804	\$130,500	\$130,500
	% Discount of tuition and fees					
?	% Unrestricted discount					
	Net Tuition Revenue per FTE					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:						

(Liquidity)

FISCAL YEAR ENDS month & day (06 / 30)	3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$130,423	\$142,017	\$142,117	\$145,000	\$150,000
Cash Flow from Operating Activities	(\$38,774)	(\$73,571)	(\$91,501)	\$5,000	\$10,000
Cash Flow from Investing Activities	\$4,591	\$3,026	\$403	\$5,000	\$7,500
Cash Flow from Financing Activities	\$45,777	\$70,645	\$96,345	\$50,000	\$50,000
Cash and Cash Equivalents end of year	\$142,017	\$142,117	\$147,364	\$205,000	\$217,500
LIQUIDITY RATIOS					
Current Assets	\$196,351	\$193,519	\$207,070	\$200,000	\$210,000
Current Liabilities	\$89,189	\$73,073	\$65,894	\$70,000	\$75,000
Current Ratio	2.20	2.65	3.14	2.86	2.80
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	96.55	93.93	94.32	95.00	95.00
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
Please enter any explanatory notes in the box below.					

**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)
	+++	(FY2020)	(FY2021)	(FY2022)	(FY 2)
Retention Cohort Year (1 year)	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
IPEDS 150% Graduation Cohort Year (6 year)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
IPEDS Outcomes Cohort Years(6 and 8 year)	AY2010-11	AY2011-12	AY2012-13	AY2013-14	
IPEDS Retention Data (first year)					
Associate degree students	N/A	N/A	N/A	N/A	N/A
Bachelors degree students	82.5%	85.5%	85.5%	85.2%	
? IPEDS Graduation Data (150% of time)					
Associate degree students	N/A	N/A	N/A	N/A	N/A
Bachelors degree students	66.7%	68.2%	69.3%	69.2%	
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	62%	65%	68%	69%	
Awarded a degree within eight years	64%	67%	69%	70%	
Not awarded within eight years but still enrolled	1%	1%	1%	0%	
First-time, part-time students					
Awarded a degree within six years	23%	26%	37%	46%	
Awarded a degree within eight years	23%	26%	41%	51%	
Not awarded within eight years but still enrolled	3%	0%	4%	0%	
Non-first-time, full-time students					
Awarded a degree within six years	71%	72%	73%	72%	
Awarded a degree within eight years	73%	74%	75%	73%	
Not awarded within eight years but still enrolled	0%	1%	0%	0%	
Non-first-time, part-time students					
Awarded a degree within six years	45%	53%	59%	51%	
Awarded a degree within eight years	45%	53%	61%	53%	
Not awarded within eight years but still enrolled	1%	3%	2%	0%	
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
Full-Time First Year Retention	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1 American Indian/Alaska Native	50.0%	60.0%	25.0%	80.0%	
2 Asian	77.8%	91.7%	89.6%	84.8%	
3 Black/African American	77.4%	86.4%	87.6%	85.5%	
4 Latinx	79.1%	79.3%	82.6%	78.3%	
5 Native Hawaiian/Pacific Islander	100.0%	100.0%	100.0%	n/a	
6 Non-Resident Alien	83.3%	63.2%	79.2%	76.9%	
7 Two or More - not Latinx	77.1%	81.6%	78.0%	77.5%	
8 Unknown	87.7%	85.5%	91.7%	89.7%	

9	White	83.6%	86.5%	86.1%	86.7%
10	Female	84.2%	86.9%	86.0%	85.6%
11	Male	80.3%	83.8%	84.8%	84.6%
12	Historically Underrepresented Minorities	78.6%	81.3%	83.8%	80.3%
13	Talent Development	76.6%	82.0%	85.7%	79.2%
14	Pell Recipient	80.2%	83.4%	83.4%	81.0%
?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)				
	Full-Time Graduation Rate 150% of Time	Fall 2012	Fall 2013	Fall 2014	Fall 2015
1	American Indian/Alaska Native	50.0%	28.6%	33.3%	30.0%
2	Asian	56.4%	70.0%	63.5%	66.1%
3	Black/African American	57.4%	55.1%	56.3%	61.2%
4	Latinx	62.6%	56.3%	59.9%	58.5%
5	Native Hawaiian/Pacific Islander	n/a	n/a	100.0%	100.0%
6	Non-Resident Alien	52.2%	51.7%	58.8%	66.0%
7	Two or More - not Latinx	66.0%	65.3%	62.5%	55.3%
8	Unknown	67.8%	68.0%	65.6%	66.2%
9	White	68.4%	71.0%	72.3%	72.3%
10	Female	69.5%	70.6%	73.0%	72.5%
11	Male	63.4%	65.2%	65.0%	64.8%
12	Historically Underrepresented Minorities	60.8%	55.4%	58.5%	58.8%
13	Talent Development	59.4%	54.6%	53.5%	56.4%
14	Pell Recipient	60.6%	61.4%	61.0%	60.8%
Definition and Methodology Explanations					
1	Retention data is of the first time, full-time cohort excluding Pharm D students that are enrolled in the following Fall term.				
2	Graduation data is of the first time, full-time cohort excluding Pharm D students				
3	Historically Underrepresented Minorities include the following race/ethnicities: American Indian/Alaska Native, Black/African American, Latinx, and Native Hawaiian/Pacific Islander				

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	71%	65%	n/a	n/a
Not graduated, still enrolled at original institution	1%	8%	n/a	n/a
Degree from a different institution	12%	7%	n/a	n/a
Transferred to a different institution	8%	12%	n/a	n/a
Not graduated, never transferred, no longer enrolled	8%	8%	n/a	n/a
First-time, Part-time Students				
Degree from original institution	32%	0%	n/a	n/a
Not graduated, still enrolled at original institution	4%	25%	n/a	n/a
Degree from a different institution	20%	13%	n/a	n/a
Transferred to a different institution	12%	38%	n/a	n/a
Not graduated, never transferred, no longer enrolled	32%	25%	n/a	n/a
Non-first-time, Full-time Students				
Degree from original institution	77%	77%	n/a	n/a
Not graduated, still enrolled at original institution	1%	3%	n/a	n/a
Degree from a different institution	6%	5%	n/a	n/a
Transferred to a different institution	7%	6%	n/a	n/a
Not graduated, never transferred, no longer enrolled	9%	9%	n/a	n/a
Non-first-time, Part-time Students				
Degree from original institution	60%	60%	n/a	n/a
Not graduated, still enrolled at original institution	2%	5%	n/a	n/a
Degree from a different institution	7%	6%	n/a	n/a
Transferred to a different institution	12%	10%	n/a	n/a
Not graduated, never transferred, no longer enrolled	19%	20%	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 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
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)

1	Percent of enrolled freshman cohort earning 30 or more credits by end of second term	73.9%	75.5%	78.3%	73.1%
2	Percent of enrolled sophomore cohort earning 60 or more credits by end of fourth term	69.7%	68.3%	72.9%	71.9%

3	Percent of enrolled junior cohort earning 90 or more credits by end of sixth term	69.0%	67.3%	70.4%	73.2%
4	Percent of enrolled senior cohort earning 120 or more credits by end of eighth term	75.6%	78.0%	78.8%	78.7%

Definition and Methodology Explanations

1	Credit Completion Rates: Percent of bachelor's studented entering as First-time, full-time, fall term students that completed a number of credits in a certain amount of time to track their progress to completing a degree in four years. All data includes the most recent years tracked. Students completing 30 credits in 1 year (Freshmen) include students entering from Fall 2017 to Fall 2020. Sophomores include students entering from Fall 2016 to Fall 2019. Juniors include students entering from Fall 2015 to Fall 2018. Seniors include students entering from Fall 2014 to Fall 2017.
2	

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY2020)	(FY2021)	(FY2022)	(FY 2)
Retention Cohort Year (1 year)	AY 2017	AY 2018	AY 2019	AY 2020	
150% Completion Year	AY2019	AY2020	AY2021	AY2022	
Time to Degree	AY2019	AY2020	AY2021	AY2022	
Master's Programs					
Retention rates first-to-second year	90.8%	93.8%	93.2%	94.3%	
Graduation rates @ 150% time	78.1%	76.6%	80.4%	80.8%	
Average time to degree	2.16	2.05	1.84	1.92	
Other measures, specify:					
Median Time to Degree	2.00	2.00	2.00	2.00	
PHD Programs					
Retention rates first-to-second year	93.4%	88.6%	92.7%	89.2%	
Graduation rates @ 150% time	50.6%	62.7%	64.9%	71.1%	
Average time to degree	5.19	5.05	5.29	5.07	
Other measures, specify:					
Median Time to Degree	5.0	5.0	5.3	5.0	
Other Doctorate Programs					
Retention rates first-to-second year	95.0%	96.4%	89.4%	92.3%	
Graduation rates @ 150% time	78.8%	85.9%	85.8%	88.4%	
Average time to degree	5.97	6.02	6.08	5.76	
Other measures, specify:					
Median Time to Degree	6.0	6.0	6.0	6.0	
Distance Education					
Course completion rates					
Retention rates	97.6%	95.9%	95.9%	97.8%	
Graduation rates @ 150% time	100.0%	100.0%	94.9%	96%	
Other measures, specify:					
Average time to degree	1.60	1.67	1.67	1.65	
Median Time to Degree	1.67	1.67	1.67	1.67	
Branch Campus and Instructional Locations					
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:					
Definition and Methodology Explanations	All Data includes those that entered in the program as a full-time student.				
Full/Part-time uses the following methodology: Graduate Assistants = Full-time if the student takes 6 or more credits during a term; Graduate students = Full-time if they take 9 or more credits during a term; Off campus study = Part-time					
Doctorate Programs broken out into two groups: PHD = PHD Degree seeking students, and Other Doctorate: Includes Doctor of Pharmacy, Doctor of Philosophy in Applied Pharmaceutical Sciences, Doctor of Physical Therapy, Doctor of Audiology, Doctor of Nursing Practice, and Professional Doctorate in Business Administration.					

Expected Time-to-Degree 150%: Expected time-to-degree multiplied by 1.5 (150% time expected to complete a degree).
Each AY includes the most recent year each major could have a 150% completion rate. For example: the expected Time-to-degree for Pharm D is 6 years. Therefore 150% time is 9 years. The most recent year that could be used to calculate the 150% completion rate in AY 2022 is in AY2013

2

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

		3-Years Prior			2 Years Prior			1 Year Prior			Most Recent Year				
		(FY 2019)			(FY 2020)			(FY 2021)			(FY 2022)				
State Licensure Examination Passage Rates															
Name of exam	# who took exam	# who passed	% who passed	# who took exam	# who passed	% who passed	# who took exam	# who passed	% who passed	# who took exam	# who passed	% who passed	Program	Comments	
1 Completing Student Teaching and issued certification	11	11	100%	7	7	100%	not submitted	not submitted	not submitted	Next report in 2024			Music, BA, BM		
2 Praxis II Principals of Learning and Teaching and Praxis II Music Content	11	11	100%	7	7	100%	not submitted	not submitted	not submitted	Next report in 2024					
3 PRAXIS II: Education of Young Children	11	11	100%	16	16	100%	14	14	100%	19	19	100%	Early Childhood Education, BA		
4 PRAXIS II: Early Childhood Content Knowledge	11	11	100%	16	16	100%	14	14	100%	19	19	100%			
5 PRAXIS II Content Exams (Reading and Lang. Arts)	48	48	100%	52	52	100%	57	53	93%	69	60	87%	Elementary Education, BA		
PRAXIS II Content Exams (Mathematics)	48	48	100%	52	52	100%	57	55	96%	69	66	96%			
PRAXIS II Content Exams (Social Studies)	48	48	100%	52	52	100%	57	52	91%	69	63	91%			
PRAXIS II Content Exams (Science)	48	48	100%	52	52	100%	57	54	95%	69	67	97%			
6 PLT Licensure Grades K-6	48	48	100%	52	52	100%	57	56	98%	69	67	97%	Secondary Education, BA		
7 PLT Licensure Grades 7-12	28	28	100%	33	33	100%	27	27	100%	23	23	100%			
8 PRAXIS II Music Content	2	2	100%	2	2	100%	2	2	100%	in 2023			Music, MM		
9 PRAXIS II PLT	2	2	100%	2	2	100%	2	2	100%	in 2023					
10 ETS #5301 Reading Specialist	2	2	100%	1	1	100%	N/A	N/A	N/A	Next report in 2023 with more info			Reading Specialist, MA		
11 PRAXIS Exam (Special Education Content Exam)	6	6	100%	N/A*	N/A*	N/A*	--	--	--	--	--	--	Special Education, MA *2020 and on: N/A program suspended		
National Licensure Passage Rates															
Name of exam	# who took exam	# who passed	% who passed	# who took exam	# who passed	% who passed	# who took exam	# who passed	% who passed	# who took exam	# who passed	% who passed	Program	Comments	
1 Medical Laboratory Scientist [MLS(ASCP)] exam administered by the Board of Certification of the American Society for Clinical Pathology (BOC/ASCP)	10	7	70%	9	8	89%	8	6	75%	Next report due in 2024 with more info			Medical Laboratory Science, BS		
2 Registration Examination for Dietitians; Commission on Dietetic Registration	13	13	100%	20	19	95%	19	22	86%	Next report due in 2024 with more info			Nutrition and Dietetics, BS* *Accrediting agency using one year pass rates gathered in annual survey- 2020-2021 data is not yet available.		
3 North American Pharmacy Licensure Examination (NAPLEX)	114	108	95%	96	91	95%	N/A	N/A	91%	due in 2024 with more info			Pharmacy, Pharm D		
4 Multistate Pharmacy Jurisprudence Examination RI (MPJE)	47	36	77%	30	24	80%	N/A	N/A	83%	due in 2024 with more info					
5 Multistate Pharmacy Jurisprudence Examination Non RI (MPJE)	105	98	89%	115	98	85%	N/A	N/A	83	due in 2024 with more info					

6	Examination for Professional Practice of Psychology	8	1	13%	7	1	14%	8	8	100	7*	1*	14%	Clinical Psychology, PhD	*1 of 7 graduates licensed, 1 pending, 5 not yet eligible as licensure requires completion of post-grad supervision hours
7	Physical Therapy Board Exam	28	28	100%	27	27	100%	27	26	96%	due 2023			Doctor of Physical Therapy, DPT	
8	Certified Public Accountant (CPA) exam first time testing	70	N/A*	62%	N/A yet	N/A yet	N/A yet	N/A*	N/A*	N/A*	Next report due 2023 with more info			Accounting, MS *Pass rate is determined by section, not student count. There were 111 sections for a pass rate of 46.8% nationally.	*Note that passage of the Certified Public Accounting (CPA) exam is not required to begin practicing accounting. We monitor URI CPA exam performance relative to other RI institutions (Bryant U. and Providence College) and peer and aspirant institutions selected for AACSB accreditation.
9	AANP & ANCC	5*	5*	100%	8*	7*	88%	N/A	N/A	N/A	Next report due 2023 with more info			Nursing, DNP *Provided additional information regarding specialty licensure	
10	National Nurse Practitioner Certification Examination	See Notes*	See Notes*	98%	See Notes*	See Notes*	100%	N/A	N/A	N/A	Next report due 2023 with more info			Nursing, MS *Provided additional information regarding specialty licensure	
11	Registered Dietitian Examination	26	26	100%	27	25	92%	19	22	86%	due 2023			Dietetics MS (online)	
12	Registered Dietitian Examination	6	6	100%	5	5	100%	N/A	N/A	N/A				Nutrition and Dietetics, MSDI	
13	American Speech-Language-Hearing Association (ASHA) PRAXIS exam	22	22	100%	24	24	100%	Unknown*	Unknown*	Unknown*	Next report due in 2024 with more info			Speech-Language Pathology, MS*	*Students take the PRAXIS exam during their last semester in the graduate program or after they complete the graduate program. At the time of this report, the pass rate of the May 2021 graduates cannot be calculated yet. Thus far, the only student who graduated in December 2020 and six out of six potential May 2021 graduates reported passing the exam on their first try.

Job Placement Rates

Major/time period	*	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1 (graduate work)			54%		64%	67%
2 Nutrition and Dietetics, BS* (internship)			77%		95%	80%
3						
4						
5						

*program reported % only
*program reported % only

* 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	N/A					
2						
3						
4						
5						

Placement Rates

1	N/A					
2						
3						
4						
5						

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2016	https://web.uri.edu/manual/chapter-8/chapter-8-2/	Faculty Senate
Intellectual property rights	2021	https://web.uri.edu/policies/files/Intellectual-Property-New-20211104	Office of Intellectual Property & Economic Development
Conflict of interest	2021	https://web.uri.edu/research-admin/office-of-research-integrity/conflict	Conflict of Interest Management Committee
Privacy rights	????	https://web.uri.edu/faculty/studentprivacy/	Enrollment Services
Fairness for students	called	https://web.uri.edu/studentconduct/	Dean of Students
Fairness for faculty		https://web.uri.edu/manual/chapter-7/	Faculty Senate/Human Resources
Fairness for staff		https://web.uri.edu/manual/chapter-10/	Faculty Senate/Human Resources
Academic freedom	2018	https://web.uri.edu/manual/chapter-6/	Faculty Senate
Research		https://web.uri.edu/research-admin/office-of-research-integrity/responsible-conduct-research/	URI Division of Research and Economic Development
Title IX		web.uri.edu/titleix/know-your-title-ix/	URI Deputy Title IX Coordinator
Other; specify			
FERPA	1974	https://web.uri.edu/faculty/studentprivacy/	Enrollment Services

Non-discrimination policies

Recruitment and admissions	2021	https://web.uri.edu/affirmativeaction/discrimination/	Office of Affirmative Action, Equal Opportunity and Diversity
Employment	2021	https://web.uri.edu/affirmativeaction/discrimination/	Office of Affirmative Action, Equal Opportunity and Diversity
Evaluation	2021	https://web.uri.edu/affirmativeaction/discrimination/	Office of Affirmative Action, Equal Opportunity and Diversity
Disciplinary action	2021	https://web.uri.edu/affirmativeaction/discrimination/	Office of Affirmative Action, Equal Opportunity and Diversity
Advancement	2021	https://web.uri.edu/affirmativeaction/discrimination/	Office of Affirmative Action, Equal Opportunity and Diversity
Other; specify			

Resolution of grievances

Students	2019	https://web.uri.edu/studentconduct/conduct-system/	Dean of Students
	2020	https://web.uri.edu/manual/chapter-2/#ombud	University Ombud
Faculty	2020	https://web.uri.edu/manual/chapter-2/#ombud	University Ombud
	1983	https://web.uri.edu/hr/personnel-policies/grievance-procedure/	Human Resources
Staff	1983	http://web.uri.edu/hr/personnel-policies/grievance-procedure/	University Ombud
Other; specify			
Collective bargaining agreements	2021	https://web.uri.edu/hr/unions/	Human Resources

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

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Academic honesty	2016	https://web.uri.edu/manual/chapter-8/chapter-8-2/	Faculty Senate
Intellectual property rights	2021	https://web.uri.edu/policies/files/Intellectual-Property-New-20211104-	Office of Intellectual Property & Economic Development
Conflict of interest	2021	https://web.uri.edu/research-admin/office-of-research-integrity/conflic	Conflict of Interest Management Committee
Privacy rights	????	https://web.uri.edu/faculty/studentprivacy/	Enrollment Services
Fairness for students	called	https://web.uri.edu/studentconduct/	Dean of Students
Fairness for faculty		https://web.uri.edu/manual/chapter-7/	Faculty Senate/Human Resources
Fairness for staff		https://web.uri.edu/manual/chapter-10/	Faculty Senate/Human Resources
Academic freedom	2018	https://web.uri.edu/manual/chapter-6/	Faculty Senate
Research		https://web.uri.edu/research-admin/office-of-research-integrity/responsible-conduct-research/	URI Division of Research and Economic Development
Title IX		web.uri.edu/titleix/know-your-title-ix/	URI Deputy Title IX Coordinator
Other; specify			
FERPA	1974	https://web.uri.edu/faculty/studentprivacy/	Enrollment Services

Non-discrimination policies

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Advancement	2021	https://web.uri.edu/affirmativeaction/discrimination/	Office of Affirmative Action, Equal Opportunity and Diversity
Other; specify			

Resolution of grievances

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	1983	https://web.uri.edu/hr/personnel-policies/grievance-procedure/	Human Resources
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Other; specify			
Collective bargaining agreements	2021	https://web.uri.edu/hr/unions/	Human Resources

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	https://web.uri.edu/catalog/
Obligations and responsibilities of students and the institution	https://web.uri.edu/manual/
	https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf
Information on admission and attendance	https://web.uri.edu/admission/
Institutional mission and objectives	https://web.uri.edu/catalog/about-uri/
Expected educational outcomes	https://web.uri.edu/atl/assessment/
	https://web.uri.edu/general-education/students/learning-outcomes/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://web.uri.edu/catalog/about-uri/
Requirements, procedures and policies re: admissions	https://web.uri.edu/admission/
	https://web.uri.edu/graduate-school/
Requirements, procedures and policies re: transfer credit	https://web.uri.edu/transfer/
A list of institutions with which the institution has an articulation agreement	https://www.riopc.edu/page/transfer/
Student fees, charges and refund policies	https://web.uri.edu/enrollment/tuition-and-fees/
	https://web.uri.edu/enrollment/billing-and-payments/
Rules and regulations for student conduct	https://web.uri.edu/studentconduct/conduct-system/
Procedures for student appeals and complaints	https://web.uri.edu/online/student-resources/student-complaint-procedures/
	https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf
Other information re: attending or withdrawing from the institution	https://web.uri.edu/registration-records/course-registration/
Academic programs	https://www.uri.edu/academics/
Courses currently offered	https://web.uri.edu/catalog/course-descriptions/
Other available educational opportunities	https://web.uri.edu/catalog/special-academic-opportunities/
Other academic policies and procedures	https://web.uri.edu/manual/chapter-8/
	https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf
Requirements for degrees and other forms of academic recognition	https://web.uri.edu/catalog/academic-policies/#graduation
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://web.uri.edu/catalog/directory/
Names and positions of administrative officers	https://www.uri.edu/about/leadership/
Names, principal affiliations of governing board members	https://web.uri.edu/trustees/current-trustees/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.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	https://web.uri.edu/ir/reports-and-surveys/
Description of the campus setting	https://www.uri.edu/about/campuses/
Availability of academic and other support services	https://web.uri.edu/ucas/
Range of co-curricular and non-academic opportunities available to students	https://web.uri.edu/campus-life/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://web.uri.edu/student-affairs/

	https://web.uri.edu/ucas/
	https://web.uri.edu/career/
Institutional goals for students' education	https://www.uri.edu/about/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://web.uri.edu/academic-planning/progress/strategic-plan-metrics/
	https://web.uri.edu/ir/reports-and-surveys/
Total cost of education and net price, including availability of financial aid and typical length of study	https://web.uri.edu/ir/data/common/
	https://web.uri.edu/ir/net-price-calculator/
Expected amount of student debt upon graduation and loan payment rates	https://web.uri.edu/ir/data/common/
Statement about accreditation	https://web.uri.edu/catalog/about-uri/

Appendix E

Making Assessment More Explicit (E-Series Forms)

E1A: Inventory of Educational Effectiveness for undergraduate and graduate programs

E1B: Inventory of Specialized and Program Accreditation for undergraduate and graduate programs

Report summaries provided for programs reporting in May 2021.

See [Institutional Assessment Summaries](#) for prior years.

May 2021 Institutional Assessment Report: Summary Results of Program-Level Assessment Reporting

This institutional assessment report summarizes the program-level assessment efforts of the University of Rhode Island's (URI) undergraduate and graduate¹ programs that were expected to submit an assessment report in May 2021. Programs at URI report on a biennial basis to the Assessment Office (see [cohort cycle](#)), and undergo faculty peer review for feedback. The institutional assessment report is updated annually; summary reports for programs that were expected to submit in May [2012](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#), and [2019](#) are available on the [website](#).

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

E1A: Inventory of Educational Effectiveness for Undergraduate and Graduate Programs (p. 2-23)

E1B²: Inventory of Specialized and Program Accreditation for Undergraduate and Graduate Programs (p. 23-38)

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

¹ 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.

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

E1A: Inventory of Educational Effectiveness Indicators
University of Rhode Island
Non-Accredited Undergraduate Programs
Reporting May 2021

E1A: Inventory of Educational Effectiveness Indicators

University of Rhode Island – Non-Accredited Undergraduate Programs Reporting May 2021

Program	Link to Outcomes	Other than GPA, what evidence was used to determine graduates achieved stated outcomes for the degree, and for which outcome areas?	What is the process? Who interpreted the evidence?	How are the findings used? What changes will be made based on the findings?	Types of change (Assessment Process, Structural, Curricular, Pedagogical)?	Were there recommendations for change from prior reports that were implemented?	What was the process used to measure and evaluate the change(s)? What were the results?	Were the changes effective? What are the next steps and recommendations?
COLLEGE OF ARTS AND SCIENCES								
Criminology and Criminal Justice BA	https://web.uri.edu/ccj/academics/major/	- Exam questions (summarize and interpret research in criminology and criminal justice)	- Students enrolled in CCJ 370 are asked to demonstrate an understanding of criminology theories and provide details and examples of those connections. It is expected that 75% of students meet or exceed expectations. Answers to exam questions are evaluated and scored based on a rubric. The results are interpreted by Dr. Jill Doerner and program director Dr. Christine Zozula.	- Results showed that roughly 89% of students met or exceeded expectations. These results will be used by faculty teaching CCJ 370, currently Dr. Zozula and Dr. Farrell, and the program as a whole to review curriculum, course options, and learning outcomes. While the department is pleased with their findings, they realize that continued improvement is paramount. That said, they will continue review assignments, exam questions, and curriculum modifications.	N/A	2019 report: the department could more clearly identify areas of strengths and weakness for student performance, and could strengthen their quantitative analysis by providing additional information about the student population. 2021 report: the department emphasizes the role of the COVID-19 pandemic on student performance in reference to the aforementioned learning outcome. It is possible that a large number of students benefited from the format of coursework and exams being online	These changes consisted of the inclusion of additional information rather than changes in evaluation.	N/A

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						(i.e. open-book) rather than in-person (i.e. closed-book).		
Global Language and Area Studies BA	No URL	- Rubrics (students will apply interdisciplinary theoretical frameworks for cultural and linguistic analysis to analyze the internal logic of cultural or linguistic practices or artifacts)	- The program looked at test questions and projects from the LAN 220 and LAN 420 courses and used rubrics to evaluate a student performance. Students in LAN 220, an introductory course, were expected to receive an average score of 2, while students in 420, an advanced course, were expected to receive an average score of 3. The evidence was interpreted by Dr. Alexander Magidow.	- Students in LAN 220 showed strong command of theoretical frameworks and cultural analysis. In a sample of 11 students, all students received a score of 2 or higher. Moreover, students in LAN 420 demonstrated excellence in reaching this outcome through their final projects. In a sample of 5 students, all students received a score of 3. These results indicate that the program is successfully teaching students how to apply frameworks to analyze cultural and linguistic behaviors and products. At this time, "we believe our	N/A	N/A	N/A	N/A

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				only recommendations are to ensure that AN 220 and LAN 420 continue to incorporate opportunities to learn about frameworks, and to ensure students have opportunities to directly apply them."				
Political Science, BA	https://web.uri.edu/politicalscience/academics/b-a-in-political-science/b-a-curriculum	- Quiz (identifying core concepts in political science) - Rubric (practical application of theories in political science)	Students studying political science are required to take either PSC 210 or 211 and are quizzed throughout their respective course. These quizzes are graded in accordance with a rubric that is shared among the three professors who teach these courses. It is expected that 80% of students answer the "four common questions" correctly. The	Percent of students who met the standard for the "four common questions": 80.7%, 83.2%, 68.9%, and 77.9%, respectively. The results will be used in core curriculum committee meetings as a base for future adjustments and changes in teaching strategies. The PSC department plans on holding workshop in the fall of 2021 to discuss curriculum	Curricular	2018 report: it was suggested that the program consider collecting additional data in the course, such as an additional pop quiz or a set of items embedded in the final exam as an indication of growth in learning over time. 2021 report: based on prior experience and results, the "four common questions" were re-emphasized during course discussion section	N/A	N/A

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			assessment coordinator, Ping Xu, tabulated the results for the combined totals.	design and potential changes.		meetings. Although, it does not appear that the suggestions from 2018 were implemented per se.		
College of Environmental and Life Sciences								
Environmental and Natural Resource Economics BS	No URL	- Capstone course EEC 432 (understand and apply economic concepts to environmental and natural resource issues; demonstrate the ability to synthesize data to support economic analyses of environmental and natural resources; apply quantitative methods to analyze environmental and natural resource problems; present research findings effectively using oral and written communication tools)	- The program used a rubric to evaluate student performance. Scores were obtained as a weighted average. The expected level of achievement was 80% and the evaluation was performed by Dr. Emi Uchida (instructor of EEC 432) and Dr. Simona Trandafir (assessment coordinator). The results of the evaluation process were interpreted by Dr. Trandafir.	- Results showed that students exceeded the expected score of 80% and averaged a score of 92%. Thus, it is believed that students are internalizing the concepts and knowledge covered in the curriculum. It was also noted that there was a slight decrease in students' abilities to understand and apply economic concepts to environmental and natural resource issues. That said, students continue to perform above expectations in oral and written	Curricular	2018 report: there doesn't seem to be any oral communication taught in the curriculum but it's part of LO5. 2021 report: To improve further on the communication outcome (LO5), we implemented a change in our section of URI 101 in year 2019. The program assessment coordinator, who is the instructor of URI 101, dedicates a small part of the class time to helping students communicate more effectively in their	It does not appear that a process has been developed to evaluate the changes; thus, there are not results from this modification.	N/A

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				communication skills. Ultimately, it is believed that the results seen for this cohort reflect any impacts the COVID19 pandemic might have had on students.		discipline. Specifically, students are required to complete two assignments: one on reading and summarizing a chapter or article on the Economics of Climate Change with individualized instructor and peer feedback on summaries; the other is a requirement of a Powerpoint presentation of the same chapter, again with instructor and peer feedback.		
Aquaculture and Fisheries Technology BS	https://web.uri.edu/cels/afs	- Laboratory report; health management plan; quantitative problem assignments; final project report; final project; literature review (demonstrate the basic technical	- The program used a rubric to evaluate several skills with the goal of at least 50% of students achieving intermediate competency and 75% of students achieving	- Overall, instructors were happy with improvements in student performance as they progressed through the program. It was clear that the COVID-19 pandemic impacted student	Curricular	Revisions implemented in 2018 seemed to have a positive effect on student performance and the ability to assess learning outcomes. Instructors had	The process shown that there were higher scores by students before the COVID-19 pandemic and that these changes did have a positive effect on the 2018-2019 academic	The changes were effective, but the program still lacks in JEDI analysis. The program plans to improve this analysis by encouraging students to include the social

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		skills necessary for work in aquaculture and fisheries [e.g. boats, diving, plumbing, system design, scientific method, data collection and analysis].)	competency. Marta Gomez-Chiarri used this rubric to evaluate materials that were posted by students in Brightspace and independently scored these materials in accordance with said rubric. These results were shared and discussed with the department, including instructors and the Chair, Dr. Katherine Petersson.	interest and competency, but nonetheless, students met the department's desired expectations. Instructors identified two areas for improvement in course and assignment design for "E" level courses: formula implementation and data interpretation. The instructor of AFS 415/416 indicated that students showing the lowest performance had not taken any other courses that reinforce data analysis skills, due to those classes being canceled for low enrollment.		discussed using the required internship to have external stakeholder input on assessment. As a part of the AFS program revisions that were implemented in 2018, the program included the development of a capstone course. After assessment, the program decided to have enough "capstone-type" courses (e.g. "E" level courses in the curriculum map) that integrate and apply knowledge to work in aquaculture and fisheries; thus, the program does not need to develop a new capstone course.	year and fall 2019. The program plans to keep these changes.	implications of their solutions. The program also plans to develop a rubric to better measure this component and will reassess the outcome in the 2025 reporting cycle.

COLLEGE OF HEALTH SCIENCES

E1A: Inventory of Educational Effectiveness Indicators

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Human Development and Family Studies BS	https://web.uri.edu/human-development/academics/b-s-program/learning-outcomes/	- Assignments across seven different courses with a rubric to assess the individual learning outcome	Rubrics are currently being developed and will have data to be analyzed for the next report in May 2023.	N/A	N/A	Ongoing data collection and clearly show the impacts that COVID-19 has had on the program.	The program is currently updating its curriculum, learning outcomes, and assessment plan to better analyze the students' success and discover any issues in the past curriculum. This also means streamlining the rubrics so there is less room for interpretation.	This has been effective and the program continues to work on these changes with the results coming in the 2023 report.
Psychology BA	https://web.uri.edu/psychology/academic/s/b-a-b-s-program/goals-learning-outcomes/	- A research proposal project and a research report done individually in PSY 301 with a sample size of 75 BA students.	- The program expected at least 75% of students will obtain a 2 or 3 on the three point scale rubric. Student TA's applied the rubric to the work and faculty members evaluated the results. Patricia Morokoff (Chair, Undergraduate Committee), Kate Webster (PSY 301 instructor and member of the	- Based on average ratings of the five components, the students in the PSY 301 sections were consistently competent (scoring a 2 or 3 on the rubric rating) in all domains except for Results. In one section (Spring 2021) the average rating was below 2.0. With respect to percent of students obtaining a 2 or 3,	Curricular	N/A	N/A	N/A

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			Undergraduate Committee), and Andrea Paiva (instructor) interpreted the results of the evaluation process. The evaluation plan was approved by the full membership of the Undergraduate Committee. The results will also be shared with the department's faculty members in order to improve PSY 301.	there were 2 semesters in which the percent of students attaining achieving competency on the Research dimension fell below 75%. Furthermore, a consistent pattern emerged that the lowest average ratings were for research in each section. This presents a clear weakness in the pedagogy in the BA program.				
Psychology BS	https://web.uri.edu/psychology/academic/s/b-a-b-s-program/goals-learning-outcomes/	- A research proposal project and a research report done individually in PSY 301 with a sample size of 15 BS students.	- Each rubric item was evaluated on a 3-point scale. The expected level of student competency to achieve the outcome was a 2.5. The program expected average scores	- Based on average ratings of the five components, the students in the PSY 301 sections were consistently competent (scoring a 2 or 3 on the rubric rating) in all domains except Results where the average fell below 2.5 in one	Curricular	N/A	N/A	N/A

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			to be equal to or greater than 2.5..We furthermore expect that at least 85% of students will obtain a 2 or 3 on each dimension. This expected result is higher than the expected result for the BA because BS students are expected to achieve intermediate skill level rather than entry-level skills. Patricia Morokoff (Chair, Undergraduate Committee), Kate Webster (PSY 301 instructor and member of the Undergraduate Committee), and Andrea Paiva (instructor) interpreted the results of the evaluation process.	semester. With respect to percent of students obtaining a 2 or 3, there was semesters in which the percent of students attaining competency on the Research dimension fell below 85%. Furthermore, a consistent pattern emerged that the lowest average ratings were for research in each section. This presents a clear weakness in our pedagogy in the BS program.				

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			The evaluation plan was approved by the full membership of the Undergraduate Committee. The results will also be shared with the department's faculty members in order to improve PSY 301.					
COLLEGE OF PHARMACY								
Pharmaceutical Sciences BS	https://web.uri.edu/pharmacy/academics/bmps/curriculum/	- Work completed through ExamSoft to show technological competence with a sample size of 26 junior-standing students.	- The process is through multiple choice questions answered individually by the students on ExamSoft. Each question is aligned with a different outcome. The goal was to have 70% be proficient in each outcome since this was the first time the software was used and also the challenges associated with the COVID-19 pandemic.	- The cohort overall met the expectations of the program with 65% of the students sampled being proficient in the outcome in the basic science course and 77% in the two advanced courses. As a future cohort, the department expects higher results because of the challenges the current cohort faced with the transition to online learning in the spring of 2020 and	Curricular	N/A	N/A	The next steps would be to evaluate and rewrite the outcome to include the outcome objectives. Due to the start of the COVID-19 pandemic, the changes for the outcome were placed on hold as the program transitioned to remote teaching. The program plans to start the reevaluation process of the critical thinking outcome in fall of 2021.

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			<p>The director of the program and the college's assessment director pulled the results and analyzed the results. The programmatic results were given to the department chair and the faculty before the start of fall 2021 classes.</p>	<p>the external factors affecting their schoolwork. The program notes that this could be an abnormal result due to the challenges of the pandemic and will continue to evaluate the data in the future to see if it will improve with lessening COVID-19 restrictions.</p>				

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COLLEGE OF ARTS AND SCIENCES								

E1A: Inventory of Educational Effectiveness Indicators
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COLLEGE OF BUSINESS							
COLLEGE OF EDUCATION							
COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES							
COLLEGE OF HEALTH SCIENCES							
COLLEGE OF NURSING							
Nursing PhD	Not provided.						
GRADUATE SCHOOL OF OCEANOGRAPHY							
Oceanography MO					No report submitted.		
Oceanography MS					No report submitted.		
Oceanography PhD					No report submitted.		
THE GRADUATE SCHOOL							
Interdisciplinary Neuroscience, MS/PhD					Submitted plan; first full report due May 2021.		

Option E1: Part B Inventory of Specialized and Program Accreditation
University of Rhode Island – Accredited Undergraduate Programs
Reporting May 2019

Option E1: Part B Inventory of Specialized and Program Accreditation
 University of Rhode Island – Accredited Undergraduate Programs Reporting May 2019

Program	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by date	List key issues for continuing accreditation identified in the accreditation letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or exam pass rates, employee rates, etc.)	Date and nature of next scheduled review
COLLEGE OF ENGINEERING					
Biomedical Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2019	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	The structure of the curriculum must provide both breadth and depth across the range of engineering and science topics consistent with the program’s educational objectives and student outcomes. The curriculum must prepare graduates with experience in: (a) Applying principles of engineering, biology, human physiology, chemistry, calculus-based physics, mathematics (through differential equations) and statistics; (b) Solving bio/biomedical engineering problems, including those associated with the interaction between living and non-living systems; (c) Analyzing, modeling, designing, and realizing bio/biomedical engineering devices, systems, components, or processes; and (d) Making measurements on and interpreting data from living systems.	2024
Chemical Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2020	Pending (to be announced in July 2019)	The curriculum must provide a thorough grounding in the basic sciences including chemistry, physics, and/or biology, with some content at an advanced	2024

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				level, as appropriate to the objectives of the program. The curriculum must include the engineering application of these basic sciences to the design, analysis, and control of chemical, physical, and/or biological processes, including the hazards associated with these processes.	
Civil Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2021	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	<u>Curriculum</u> The curriculum must prepare graduates to apply knowledge of mathematics through differential equations, calculus-based physics, chemistry, and at least one additional area of basic science; apply probability and statistics to address uncertainty; analyze and solve problems in at least four technical areas appropriate to civil engineering; conduct experiments in at least two technical areas of civil engineering and analyze and interpret the resulting data; design a system, component, or process in at least two civil engineering contexts; include principles of sustainability in design; explain basic concepts in project management, business, public policy, and leadership; analyze issues in professional ethics; and explain the importance of professional licensure.	2024

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				<p><u>Faculty</u> The program must demonstrate that faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The program must demonstrate that it is not critically dependent on one individual.</p>	
Computer Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2022	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	<p>The structure of the curriculum must provide both breadth and depth across the range of engineering topics implied by the title of the program. The curriculum must include probability and statistics, including applications appropriate to the program name; mathematics through differential and integral calculus; sciences (defined as biological, chemical, or physical science); and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components.</p> <p>The curriculum for programs containing the modifier “electrical,” “electronic(s),” “communication(s),” or “telecommunication(s)” in the</p>	2024

Option E1: Part B Inventory of Specialized and Program Accreditation
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				<p>title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.</p> <p>The curriculum for programs containing the modifier “computer” in the title must include discrete mathematics.</p> <p>The curriculum for programs containing the modifier “communication(s)” or “telecommunication(s)” in the title must include topics in communication theory and systems.</p> <p>The curriculum for programs containing the modifier “telecommunication(s)” must include design and operation of telecommunication networks for services such as voice, data, image, and video transport.</p>	
Electrical Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2023	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	<p>The structure of the curriculum must provide both breadth and depth across the range of engineering topics implied by the title of the program.</p> <p>The curriculum must include probability and statistics, including applications appropriate to the program name; mathematics through differential and integral calculus; sciences (defined as biological, chemical, or physical science); and engineering topics</p>	2024

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				<p>(including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components. The curriculum for programs containing the modifier “electrical,” “electronic(s),” “communication(s),” or “telecommunication(s)” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.</p> <p>The curriculum for programs containing the modifier “computer” in the title must include discrete mathematics. The curriculum for programs containing the modifier “communication(s)” or “telecommunication(s)” in the title must include topics in communication theory and systems.</p> <p>The curriculum for programs containing the modifier “telecommunication(s)” must include design and operation of telecommunication networks for services such as voice, data, image, and video transport.</p>	
Industrial & Systems Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official	Pending (none expected for final action on 6-year accreditation)	<p><u>Curriculum</u> The curriculum must prepare graduates to design, develop,</p>	2024

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		action to be announced July 2024	renewal, to be announced in July 2019)	implement, and improve integrated systems that include people, materials, information, equipment and energy. The curriculum must include in-depth instruction to accomplish the integration of systems using appropriate analytical, computational, and experimental practices. <u>Faculty</u> Evidence must be provided that the program faculty understand professional practice and maintain currency in their respective professional areas. Program faculty must have responsibility and sufficient authority to define, revise, implement, and achieve program objectives.	
Mechanical Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2025	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	<u>Curriculum</u> The curriculum must require students to apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations); to model, analyze, design, and realize physical systems, components or processes; and prepare students to work professionally in either thermal or mechanical systems while requiring topics in each area.	2024

Option E1: Part B Inventory of Specialized and Program Accreditation
 University of Rhode Island – Accredited Undergraduate Programs Reporting May 2019

Program	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by date	List key issues for continuing accreditation identified in the accreditation letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or exam pass rates, employee rates, etc.)	Date and nature of next scheduled review
				<u>Faculty</u> The program must demonstrate that faculty members responsible for the upper-level professional program are maintaining currency in their specialty area.	
Ocean Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2026	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	<u>Curriculum</u> The curriculum must prepare graduates to have the knowledge and the skills to apply the principles of fluid and solid mechanics, dynamics, hydrostatics, probability and applied statistics, oceanography, water waves, and underwater acoustics to engineering problems and to work in groups to perform engineering design at the system level, integrating multiple technical areas and addressing design optimization. <u>Faculty</u> Program faculty must have responsibility and sufficient authority to define, revise, implement, and achieve the program objectives.	2024
COLLEGE OF HEALTH SCIENCES					
Kinesiology BS & Health and Physical Education (HPE)	Committee on Accreditation for the Exercise Sciences (COAES)	July 2018	Advisory Board meetings	Student Retention Culminating Experience: Internship Graduate Placement Employer Satisfaction Graduate Satisfaction	July 2019, continuing accreditation report

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Health & Physical Education Teacher Certification (HPE) (separate submission)	Rhode Island Department of Education (RIDE) National Council for Accreditation of Teacher Education (NCATE) National Association of Sport and Physical Education (NASPE) American Association for Higher Education (AAHE)	Spring 2017 Spring 2015 02/01/2016 08/01/2016	RIDE Recommendations for HPE: 1. Continue efforts to strengthen candidate proficiency in health education. Through additional hiring or professional learning, augment faculty’s current capacity to provide high quality preparation in the area of health preparation. 2. Work with clinical partners to identify best practices for working with English learners and students with disabilities in music, physical education/ health, and world languages. Identify authentic experiences for working with parents that the program should integrate into candidates’ course of study. 3. For physical education and health, develop systems to track and ensure that all candidates meet clinical experience requirements for all three certifications. All NCATE Standards met, continue making progress towards Assessment System and Unit Evaluation. Three Areas for Improvement were continued from 2008. 1. Candidates have limited opportunities to interact with faculty from diverse populations. 2. Candidates have limited opportunities to interact with peers from diverse racial and	State licensure exams pass rate 100%	RIDE: Spring 2021 NCATE: Spring 2022 NASPE: Fall 2019 AAHE: Fall 2019

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			ethnic groups. 3. The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators. NASPE and AAHE Standards met, no concerns		

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COLLEGE OF ARTS AND SCIENCES					
Library & Information Studies MLIS	American Library Association (ALA) Rhode Island Department of Education (RIDE) Council for the Accreditation of Educator Preparation (CAEP)	ALA: 06/24/2018 RIDE: March 2017 CAEP: March 2015	RIDE: Impact on Student Learning (Assessment), RI Educational Expectations, Equity, Dispositions and Clinical Preparations	ALA: Student learning outcomes: This year ALA requested retention rates, average time to degree completion, employment (see https://harrington.uri.edu/wp-content/uploads/2019/03/GSLIS-RetentionRatesTime-toDegreeCompletionEmploymentRates.pdf) RIDE: RI Professional Teaching Standards CAEP: AASL Standards for the Initial Preparation of School Librarians	ALA: 2025 RIDE: 2021 Full PREP-RI visit CAEP: 2022 Full CAEP visit

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Music MM (Ed, Perf)	National Association of Schools of Music (NASM) Rhode Island Department of Education (RIDE) National Council for Accreditation of Teacher Education (NCATE)	NASM: 2018 RIDE: 2016 NCATE: 2015	NASM: -poor facilities -relative lack of institutional financial support -inadequate provisions for maintenance and replacement of equipment and technology -difficulties with various tracks in the Master's of Music in Music Education RIDE: -poor facilities NCATE: -poor facilities -lack of diversity in faculty/ student body	NASM: We are required to meet NASM standards as listed in their handbook NCATE: PRAXIS passage rates	NASM: First progress report due to the commission October 1, 2019 RIDE: Varies (est. 2021) NCATE: 2023
COLLEGE OF BUSINESS					
Accounting MS	Assembly to Advance Collegiate Schools of Business (AACSB) - Separate Accounting Accreditation	March 11, 2019	Expand data analytics program components to maintain competitiveness for student employment. Learning outcomes achieved at rates “exceptionally too good to be true” other than the case of writing: increase challenge to students to provide greater continuous improvement	CPA exam pass rates have been continuously improving in 2017, first-time pass rates for URI advanced degree holders exceeded those for two other RI institutions and are consistent with peer schools used for AACSB reporting. Note that graduates may take an 18-month time span to complete the CPA exam. Employment rate is nearly 100%; one 2019 graduate did not obtain employment by the time of graduating from the program.	Summer 2023 report due; Fall 2023 peer review

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General Business Administration MBA (/SIMBA)	Assembly to Advance Collegiate Schools of Business (AACSB)	January 28, 2019	Encouraged to formalize and streamline assurance of learning, with an emphasis on closing the feedback loop to improve the curriculum. Need to include employers in assurance of learning moving forward.	The main performance indicators relate to continuous improvement toward the COB mission. They are not related to licensure or employment rates. The instructors are qualified and demonstrate commitment to improving the program to help students achieve learning outcomes that are in line with the COB mission.	September 2023 is a re-accreditation review
General Business Administration PhD	Assembly to Advance Collegiate Schools of Business (AACSB)	January 28, 2019	The main issue identified was faculty research activity since it is a research degree.	The main performance indicators relate to research since it is a research degree. The accreditation process does not pertain to licensure, board, bar pass, or employment rates.	September 2023
COLLEGE OF EDUCATION					
Education MA (Reading Ed)	National Council for the Accreditation of Teacher Education, now known as the Council for the Accreditation of Educator Preparation (NCATE/CAEP) Rhode Island Department of Education Program Approval (PREP-RI) International Learning Academy (IRA/ILA)	CAEP: 3/29/2015 PREP-RI: 3/26/2017 IRA/ILA: 08/01/2012	Below is a sample of recommendations from Standards 2 and 3. There are too many recommendations to present in this report. A full report is available upon request. Review the expectations for PREP-RI component 2.3, including the expectation that programs develop and maintain mutually beneficial partnerships that share responsibility for designing and refining clinical partnerships and practice, establish agreed-upon indicators of effectiveness, and making	CAEP: Full Approval 7 years. Must meet all 6 NCATE standards. PREP-RI: Full Approval 7 years. Must meet all Rhode Island Professional Teacher Standards and PREP-RI standards for program approval. PREP-RI: Full Approval 7 years. Must meet all Rhode Island Professional Teacher Standards and PREP-RI standards for program approval.	CAEP: 3/29/2022 PREP-RI: 3/26/2021 IRA/ILA: 08/01/2019

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			<p>partnership decisions.</p> <p>Explore additional structures for the after-school clinic that would maintain the tight program design that occurs in the campus setting but also provide authentic, diverse, and varied learning experiences that occur in PK-12 schools, including access to students from various backgrounds and interactions with PK-12 faculty and staff.</p> <p>Establish defined partnerships either through a revised clinic structure or with other stakeholders, including professionals in the reading field, who can work with the program to provide practitioner input into program design, instruction, assessment, clinical preparation, and partnership decisions for program improvement.</p>	<p>IRA/ILA: Full National Recognition. Must meet all 5 2003 IRA standards at the national recognition level, including sub-indicators.</p>	
Education MA (Special Ed)	<p>National Council for the Accreditation of Teacher Education, now known as the Council for the Accreditation of Educator Preparation (NCATE/CAEP)</p> <p>Rhode Island Department of Education Program Approval (PREP-RI)</p> <p>Council for Exceptional Children (CEC)</p>	<p>CAEP: 3/29/2015</p> <p>PREP-RI: 03/26/2017</p> <p>CEC: 08/31/2013</p>	<p>CAEP: Listed Areas for Improvement are applicable to the entire School of Education Unit "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."</p> <p>PREP-RI: Below is a sample of recommendations from Standards 2 and 3. There are too many recommendations to present in this report. A full report is available upon request.</p>	<p>CAEP: Full Approval 7 years. Must meet all 6 NCATE standards.</p> <p>PREP-RI: Full Approval 7 years. Must meet all Rhode Island Professional Teacher Standards and PREP-RI standards for program approval.</p> <p>CEC: Full approval</p>	<p>CAEP: 03/29/2022</p> <p>PREP-RI: 03/26/2021</p> <p>CEC: 02/01/2023</p>

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			<p>Review the program curriculum, and identify and revise specific courses, learning tasks, and assessments to ensure that candidates receive specific and substantial instruction and opportunities for clinical practice in the theory, research, and specialized instruction in mathematics, science, social studies, and disciplinary literacy.</p> <p>Review and revise the program curriculum, learning tasks, and assessments to ensure that candidates are provided sufficient instruction, opportunities for clinical practice, and are assessed on their ability to adapt instruction and provide services to students across the full range of student learning standards, including mathematics, science, and social studies.</p> <p>CEC: As the program moves to realignment to the CEC Preparation Standards, approved by CAEP in 2012, attention will need to be given to further refinement of the assessments. The program needs to assure assessments focus on candidate performance, what candidates demonstrate they know and can do, and not on the products themselves.</p>		
COLLEGE OF NURSING					
Nursing DNP	Commission on Collegiate Nursing Education	April 6, 2016	None	None	March 2021

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Nursing MS	Commission on Collegiate Nursing Education	April 16, 2016	None	1. National professional certification board pass rates 2. Employment rates 3. Graduation rates	Spring 2016
COLLEGE OF HEALTH SCIENCES					
Dietetics MSDI	ACEND Academy of Nutrition and Dietetics	January 3, 2019	Program in compliance with 2017 Standards	One-year pass rate on Dietetic Registration Examination (80% target)	January to April 2020 accreditation through June 30, 2022
	ACEND Academy of Nutrition and Dietetics	November 15, 2018	Acceleration extended to June 30, 2022	Employment in dietetics-related job within one year of graduation (80% target)	January to April 2020 Accreditation extended to June 30, 2023
	ACEND Academy of Nutrition and Dietetics	July 11, 2018	Program changes accepted	Completion of program within three years of enrollment (80% target)	Fall 2020
Dietetics MS (online)	N/A	N/A	N/A	1. 80% of students will earn a score of 80% or higher on the unit quizzes in NFS 561, 562, 563. 2. 80% of students will earn a score of 80% or higher on the experiential case study presentation in NFS 562. 3. 80% of students will earn a score of 80% or higher on the discussion topic paper in NFS 563.	N/A
Doctor of Physical Therapy DPT	Commission on Accreditation in Physical Therapy Education (CAPTE)	11/9/2016	None	1. Comprehensive Exam Pass Rate (first try/eventual) 2. Graduation Rate 3. Licensure Pass Rate (first try/eventual) 4. 6-month post-graduation employment rate (of those seeking employment)	Annual report due in November. Next full review due in 2025.
Speech-Language Pathology, MS	American Speech-Language-Hearing Association	July 2014	Providing graduate students with more consistent opportunities to register for the elective courses offered in the curriculum	Percentage of graduate students who have passed the PRAXIS during program or the semester after graduation. Percentage of students who have achieved employment within one year of graduation. Percentage of students who have completed	Annual review is due February 1, 2020. Re-accreditation review document will be due February 1, 2021.

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				the M.S. program in the prescribed, full-time five semesters (i.e., two AYs + one summer).	
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