



May 2018 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 2018. Programs at URI report on a biennial basis to the Office of Student Learning Outcomes, Assessment, and Accreditation (SLOAA) (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](#), and [2017](#) are available on 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. 2-19)

E1B²: Inventory of Specialized and Program Accreditation for Undergraduate and Graduate Programs (p. 20-30)

For additional information, please contact SLOAA: 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 2018

E1A: Inventory of Educational Effectiveness Indicators

University of Rhode Island – Non-Accredited Undergraduate Programs Reporting May 2018

Program	Link to Outcomes	Other than GPA, what evidence was used to determine graduates achieved stated outcomes for the degree, and for which LEAP 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								
Africana Studies, BA		Program suspended.						
Art History, BA	https://web.uri.edu/art/bachelor-of-arts-in-art-history/	Final papers (Critical Thinking, Cultural Competency, Knowledge)	A rubric was used to score all the papers. The course instructor scored the papers and discussed results with the department chair and another faculty member.	Recommendations were made to consider changes to the wording of the program learning outcomes, and incorporating Outcomes 1-3 into course syllabi, lesson plans, and assignment prompts.	Assessment Process; Curricular	Since 2015, the assessment process was clarified and the program has undergone structural change with the retirement of faculty, and projected future curriculum changes to join the tracks of Studio Art and Art History.	N/A	N/A
Computer Science, BA, BS	https://www.cs.uri.edu/academics/undergraduate-studies/learning-outcomes/	Course project (Critical Thinking, Information Literacy)	A rubric was used to score all the projects. The graduate teaching assistants scored the projects, and the course instructor and department chair discussed the results.	Recommendations were made to consider changes to the prerequisites, evaluate the impact of courses on future course performance, examine the curricula to determine where students are introduced to benchmarking.	Curricular	In the 2016 assessment report, recommendations were made to revise the rubric, develop separate outcome assessment for any criteria the program considers vital for demonstration of proficiency, consider which criteria should be addressed in the courses, and work with faculty to figure out how to align them with the requirements for the assignments being assessed.	The program revised their rubric, determined which criteria on the rubric can fit under other outcomes, and developed a standard set of criteria to include in the syllabus for each of the major courses.	N/A

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Economics, BA, BS	http://web.uri.edu/economics/learning-outcomes/	Quiz (Critical Thinking, Information Literacy, Quantitative Literacy)	A quiz was developed to test the three areas of quantitative reasoning. The course professor created the answer key, and another faculty member tabulated and interpreted the results.	The program will integrate the questions into an earlier midterm exam and the final exam to provide a more accurate picture of student effort in answering the questions on the assessment instrument.	Assessment Process	In the prior report (2014), the program planned on collecting and analyzing more data, focus instruction on the graphical presentation of data, the understanding and interpretation of regression results, and the written explanation of empirical results.	Program pre-requisites for the major were changed.	A new recommendation was made to improve advising to ensure students are taking statistics before their upper level quantitative courses, and the program has implemented advisor holds for students with 60 credits or less.
Film Media, BA	https://harrington.uri.edu/academics/film-media-b-a/learning-outcomes/	Essays (Cultural Competency, Knowledge)	A rubric was used to score all the projects. Each essay was ranked for students' responses to address three different aspects of film culture. Two program faculty read and scored the artifacts. Each reader was sent the rubric and the student responses, and all evaluations were completed independently. Results were interpreted by the program director.	Film/Media is introducing several new courses into the curriculum beginning in Summer 2018 to bolster proficiency at the 200-level and better prepare program majors for upper-level course work. Program also hopes to implement a triple-point assessment with a different outcome to assess the strength of this outcome across the three aspects of film culture.	Assessment Process; Curricular	In the 2016 assessment report, the program planned on adding a 200-level film production course and implementing a course description change for the 200-level Film Theory course.	The program added numerous 200-level courses to count towards the program major, and edited the course description for Film Theory. The program also revised one of their learning outcome statements, expanded their sample of student work for the 2018 report, and changed the type of student work collected.	The program is planning an all-day curriculum retreat in Fall 2018 to map out their curriculum. They have made major changes and added quite a few courses over the past two years, and now want to begin defining the total shape of their program for the future.

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History, BA	https://web.uri.edu/history/learning-outcomes/	Capstone Course Thesis (Critical Thinking, Information Literacy, Knowledge, Written Communication)	An assessment committee of four capstone sequence instructors submitted their evaluations of each of their students.	The History Department recently completed an 18-month review of the history undergraduate capstone sequence. This process included evaluating 9 different proposals for altering requirements and/or capstone experience for history majors. The final decision (Spring 2018) will add greater flexibility for both faculty and students in the capstone (particularly in terms of the requirements). The program has also developed an assessment rubric, which they will use and evaluate over the next 3 years.	Assessment Process; Curricular	The 2016 assessment report feedback suggested revising the program outcomes, developing a standardized scoring rubric or tool, and additional reflection on changes in results year over year.	The program revised the program outcomes so that they are learning outcome statements in sentence structure, developed a rubric to score student work, and conducted an internal analysis of 10 years of assessment data to identify the longer-term pattern of program outcomes.	N/A
Journalism, BA	https://harrington.uri.edu/academics/journalism-b-a/learning-outcomes/	Paper (Critical Thinking, Research, Inquiry and Analysis, Written Communication)	A rubric was used to evaluate students' work. The Journalism Department analyzed the results.	Findings confirm that increased instruction in lower-level courses is having a positive effect on upper-level course writing performance. The department met its goal to introduce	Pedagogical	Previous assessment recommendations indicated that greater emphasis should be given to basic writing skills. As a result, the department has incorporated specific	The department chair reviewed two dozen samples of news stories written as part of the final exam in Journalism 220 across six sections over four semesters and	Faculty have concluded that students majoring in Journalism must engage in reading news at an earlier time. Recommendations are to: include basic

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				<p>basic writing skills as early as possible so that quicker progress can be made and greater proficiency obtained in the upper level courses. The department's intention is to continue to focus on basic writing skills instruction, and to codify this instruction so that it is reinforced by all faculty at all levels.</p>		<p>instruction in basic grammar and punctuation (which is repeated throughout the semester) into the curriculum of the introductory news writing course, Journalism 220.</p>	<p>scored them using a rubric. The chair also reviewed scores on the Journalism 220 final exam and final course grades. Findings indicate that students who enter the course with strong writing skills usually progress faster in terms of acquiring the necessary reporting skills to produce a high-quality story.</p>	<p>writing instruction in all lower-level and 300-level courses, faculty teaching multi-media reporting will emphasize basic writing skills, faculty will review jointly all department learning outcomes and make revisions.</p>
Mathematics, BA, BS	Not provided	Exam Items (Knowledge, Quantitative Literacy)	A rubric was used to score the exam items. Two faculty members applied the rubric to the exams and then interpreted the results.	The program will use additional instruments, such as projects or assignments, to measure the assessed outcome; target BA and BS separately for outcome evaluation; start a discussion in the undergraduate committee on the role of Linear Algebra in the major; and, evaluate other outcomes.	Assessment Process, Curricular	N/A	N/A	N/A

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Physics, BA, BS and Physical Oceanography, BS	Not provided	Lab Reports (Critical Thinking, Quantitative Literacy)	A rubric was used to score the lab reports. The undergraduate director evaluated the reports and interpreted the results.	The program recognized that future assessment of the selected outcome would involve comparing samples from both early and later in the course to better ascertain improvements.	Assessment Process	Previous assessment recommendation was to work more closely with the Academic Enhancement Center to improve supplementary instruction and recitations, and to use the new Active Learning Classroom.	The Active Learning Classroom was unavailable, so the program incorporated the problem-solving activities designed for the Active Learning Classroom into their standard classes. Qualitatively, the problem-solving classes provided a positive experience with most students in the class engaged in the activities. These classes also had a higher than average number of high grades, a higher average course grade, and no students failing the course.	The changes were effective and the program will continue to replace lectures with problem-solving activities. The program is also working with the Academic Enhancement Center to encourage students to take advantage of the group tutoring sessions.
Political Science, BA	Not provided	Quiz, Final Exam, Capstone Project (Critical Thinking, Knowledge)	A quiz exam key was created, as well as rubrics for the final exam short answer and capstone project. Course faculty scored the quizzes and applied the rubric, and two additional faculty re-scored the capstone	No specific recommendations were made beyond continuing to collect and analyze data on the examined outcomes.	N/A	The prior report included recommendations for improving the department's assessment process: the formation of an assessment committee and consideration of goals moving	N/A	In Fall 2019, the 400-level faculty will review the capstone requirement, learning objectives, and rubrics used for evaluation.

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			project rubrics and checked for inter-rater reliability. One faculty member interpreted all the results.			forward, and the formation of a sub-committee or collection of faculty teaching 400-level courses to “re-norm” and discuss the parameters and implementation of the rubric used to evaluate capstone projects examined across all 400-level classes.		
Public Relations, BA	https://harrington.uri.edu/academics/public-relations-b-a/learning-outcomes/	Essay (Critical Thinking)	A rubric was designed and approved by instructors. One faculty member interpreted the scores.	The recommendation was to assign a common writing assignment in the beginning of the term followed by in-class interventions and referrals to the Academic Enhancement Center, and then to implement a post writing assignment at the end of the term to determine if the interventions made a difference.	Curricular, Pedagogical	The prior report recommendation was to concentrate on developing students' critical thinking skills. Faculty integrated a series of interventions and assessed their efficacy.	Two common writing assignments were used and a rubric was developed. It appears the in-class interventions and students seeking advice from the Academic Enhancement Center made a positive impact. In addition, the infusion of resources in the curriculum to strengthen the students' skill set is important and made a difference.	It is recommended that: faculty meet during the academic year to discuss the assessment process and students' skill sets/needs; faculty continue to embrace the norming of assignments during the assessment process; and, the program continues to assess the impact of interventions infused in curriculum.

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COLLEGE OF BUSINESS								
Textile Marketing, BS	https://web.uri.edu/tmd/student-learning-outcomes/	Essay (Critical Thinking)	This was a pilot assessment project assessing the effectiveness of the essay assignment to measure critical thinking. A rubric was used to score essays from one Spring 2018 senior capstone course. One faculty member was responsible for scoring and interpreting the data.	Based on this pilot assessment project, the following plans/actions are proposed: 1) in May 2019, the pilot will be expanded to a program-level assessment project and the individual essay-type assignments will be collected across multiple semesters and will be reviewed; and, 2) for the May 2020 report, a complete assessment report will be submitted for program-level assessment on critical thinking.	Assessment Process	The prior report recommendations were to provide clearer instruction and practice in the drafting process for TMD 240, and to restrict the student survey to seniors.	The rubric for the paper project was modified to be more precise in describing the requirements of using reputable sources and for including a thesis statement, and the survey results have been restricted to seniors.	The changes appear to have been effective.
COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES								
Animal Science and Technology, BS	https://web.uri.edu/favs/animal-science-expected-undergraduate-student-outcomes/	Student and Team Projects (Problem Solving)	Student and team projects were evaluated using the VALUE Problem Solving rubric. One faculty member scored the projects and a team of 7 faculty members	The next reporting cycle will include collecting data from an additional senior-level course to capture students' abilities to implement proposed solutions and evaluate outcomes.	Assessment Process, Curricular	The prior report recommendations were to revise the communication outcome, incorporate an assessment of communication skills in rubrics evaluating other outcomes, and	Additional instructions were added to project guidelines to improve students' communication of the central message of their presentations, and written and oral	Communication outcome will be replaced with new Scientific Literacy outcome. Students will now be required to record presentations so oral and visual communication can

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			interpreted the results.	The team project will include a reflection component.		provide clear instructions on the importance of understanding the subject, in order to ensure that students better communicate the central message.	communication was added to rubrics in three courses. Analysis of rubric scores indicate that students did not perform as expected.	be assessed. Although Communication will no longer be assessed as a separate outcome, incorporation of practice and feedback with oral communication and writing will be added to lower level courses.
Aquaculture and Fisheries Technology, BS	http://web.uri.edu/favs/aquaculture-and-fisheries-technology-expected-undergraduate-student-outcomes/	Capstone Project (Cultural Competency, Ethics)	The project was scored using the Social Dimensions Rubric developed by program's assessment team. The program chair scored the work and six faculty were involved in data analysis and interpretation.	Recommendations were the following: student advisors will ensure that courses are taken by students in the sequence recommended in the curriculum map and milestones sheet; students in each team will be required to write a short reflection piece so students can be assessed individually; increasing the sample size; the term paper in AFS322 will be revised to require that students include a specific section in their essay and	Assessment Process, Curricular	Prior report recommendations were to revise the AFS 432 course syllabus and capstone project instructions, and revise the program and strengthen the capstone experience. Changes to the AFS 432 syllabus and several major changes to the program were instituted: decreasing total number of credits to 120, adding one capstone course fulfilling the D1C2 general education categories, revising	Team projects were scored by the program chair using URI's STEM Knowledge Rubric and evaluated by a team of program faculty.	The revisions to the assignment instructions were not effective. No further recommendations were made. Program will provide further recommendations in the next reporting cycle on the impact of the AFS program revisions.

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				presentations focused on the cultural, policy, and economic issues related to the equipment they have designed.		another course as a D1 capstone, revising requirements for basic sciences, and adding a requirement for at least 3 credits of internship/special projects.		
Biology, BA/Biological Sciences, BS	No report submitted.							
Cellular & Molecular Biology, BS	Program excused from reporting.							
Environmental and Natural Resource Economics, BS	https://web.uri.edu/enre/learning-outcomes/	Team Project, Presentation (Critical Thinking, Communication, Knowledge)	Capstone course projects and presentations were given a grade by the course instructor and scored using a rubric by a faculty member not teaching the course, and combined to generate a weighted score.	The program found that students performed well, and appeared to be internalizing the concepts and knowledge covered in our curriculum. The results show that the program needs to continue emphasizing the importance of acquiring good communication skills, both oral and written, across the curriculum and continue to use the Eli Review software.	Curricular	Prior report recommendations identified written and oral communication as an area for improvement.	Program piloted Eli Review in two upper-level undergraduate courses. No formal assessment was conducted as this was a pilot. Program also held a half day retreat to re-assess program learning outcomes, identify opportunities for program assessment besides the capstone course, and discuss the Eli Review pilot and its possible expansion to other courses.	Two of the program outcomes were eliminated, two courses were identified as potential places to collect assessment data, Eli Review will continue to be used and assessment data will be presented in the next reporting cycle, and URI 101 will be used to create a culture around the importance of effective communication among ENRE majors.

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Geology and Geological Oceanography, BS	https://web.uri.edu/geology/learning-outcomes-in-geosciences/	Homework/Exam Questions (Quantitative Literacy)	A group of six program faculty assessed the work using the VALUE Quantitative Literacy rubric. The chair of the department interpreted the results.	Students need additional support on the construction of graphs, tables, other mathematical forms, and making thoughtful judgements and conclusions. Assignments should also be designed (or slightly refocused) to address skills of communication and underlying assumptions.	Curricular	N/A	N/A	N/A
Marine Affairs, BA/BS	No report submitted.							
Marine Biology, BA	No report submitted.							
Plant Sciences, BS	No report submitted.							
Wildlife and Conservation Biology, BS	https://web.uri.edu/nrs/wildlife-conservation-biology-expected-student-outcomes/	Self-Reflection, Survey (Ethics, Knowledge)	A program-developed rubric was used to assess student artifacts and compared to the course instructor's assignment grades. The program faculty interpreted the results.	The program will incorporate revised versions of the artifacts into NRS 480 (Science Colloquium). The program will implement this change in Fall 2019 and assess its impact in 2020.	Curricular	The program reassessed the NRS 309 artifact in spring 2018.	Program assessed a random sample of student work collected from program majors in two courses.	The re-assessment for 2018 suggests that the curriculum is having the intended effect of introducing, and then developing and reinforcing the skills needed to meet this outcome.

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COLLEGE OF HEALTH SCIENCES								
Communicative Disorders, BS	https://web.uri.edu/cmd/b-s-program-curriculum/	In-Class Assignments, Project/Presentation, Surveys (Critical Thinking, Communication, Knowledge)	The course instructor evaluated in-class assignments and used a rubric to assess the projects/presentations.	For the Knowledge outcome, program expectations were met; no recommendations for change. For the Critical Thinking outcome, more data is being collected from both semesters. For the Communication outcome, the assignments are updated each semester.	Assessment Process, Curricular	Feedback from faculty peer reviewers suggested collecting course data for the Knowledge outcome and comparing it to longitudinal program data.	The program collected additional data from course surveys for the Knowledge outcome.	The program will continue to collect course survey data to provide additional data points.
Health Studies, BS	https://web.uri.edu/health-studies/learning-outcomes/	Report, Project (Knowledge)	The course instructor evaluated in-class assignments and used a rubric to assess the projects/presentations.	For the project, the grading rubric will be reviewed to ensure it accurately reflects the skills students need to develop. For the report, the grading rubric/evaluation criteria will be shared with students earlier in the semester.	Assessment Process, Pedagogical	For the Knowledge outcome, the program planned to develop new in-class activities to improve student learning.	Two faculty members refined/added assignments. The course instructor collected student artifacts and used a rubric to score the work. Three faculty interpreted the results.	The rubric will be re-evaluated to determine if additional assessments are needed to assess the quality of the content (vs. just if required content is present). Class activities will be expanded to include discussion of references and citing resources within the text.

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COLLEGE OF ARTS AND SCIENCES								
Communication Studies, MA		No report submitted.						
English MA, PhD	https://web.uri.edu/assessment/uri/graduate-programs/english-literature-culture/	Writing Portfolios (Critical Thinking)	Twelve faculty members evaluated two or three portfolios, so that each was evaluated twice. Implications were interpreted by the Department.	The program will continue to assess these learning outcomes.	N/A	The 2016 report found that there was some confusion about how to score some of the rubric criteria.	The program will include more specific rubric language in future assessment efforts. The program has also made some clarifying changes to the curriculum in one of their 500-level courses.	N/A
Medical Physics, MS		Program excused from reporting.						
Political Science, MPA		No report submitted.						
Spanish, MA		Program excused from reporting.						
COLLEGE OF BUSINESS								
Textiles, Fashion Merchandising and Design, MS	https://web.uri.edu/tmd/ms-textiles-fashion-merchandising-and-design/	Papers, Lab Report, Final Exam, Thesis (Communication, Critical Thinking)	The course instructors/thesis committee used a rubric/standardized rating criteria to score the assignments.	Some courses will receive additional writing support, one course will integrate an "early warning" assignment before the final to help students better anticipate what is required and plan ahead, and additional data will be collected.	Assessment Process, Pedagogical	N/A	N/A	N/A

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COLLEGE OF ENGINEERING								
Biomedical, Computer, and Electrical Engineering, MS, PhD	https://web.uri.edu/cbe/electrical-engineering-graduate-student-outcomes/	Course Grades, Job Placement (Knowledge, Quantitative Literacy)	Graduate director evaluated and interpreted the data.	Program is considering whether to make ELE 501 a required course.	Curricular	N/A	N/A	N/A
Chemical Engineering, MS, PhD	No report submitted.							
Civil Engineering MS, PhD	https://web.uri.edu/cve/graduate-program-student-learning-outcomes/	Course Grades, Presentations, Exit Survey (Communication, Knowledge)	The Graduate Director evaluated the course grades and student exit survey data, and three faculty members scored the student presentations using a rubric.	Recommendations were to: include more skill-building assignments in the Graduate Seminar, and emphasize the importance of membership in professional societies.	Curricular	N/A	N/A	N/A
Industrial & Systems Engineering, MS, PhD	No report submitted.							
Mechanical Engineering, MS, PhD	No report submitted.							
Ocean Engineering, MS, PhD	Not provided	Course Grades, Conference Presentations, Journal Publications (Knowledge, Research, Professional Development)	The Graduate Director evaluated the course grades, students were surveyed about conference attendance, and faculty publications were reviewed to determine number of students participating in published research.	Faculty are discussing other ways to assess student learning beyond course grades and conference attendance, and whether to include MS program students in the Research outcome.	Assessment Process, Curricular	N/A	N/A	N/A

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Environmental Science and Management, MESM, MS	http://web.uri.edu/ce/ls-gradprograms/mesm/	Proposal, Papers (Critical Thinking, Communication, Research)	Faculty used a rubric to score the proposals and the course papers.	Not all students at the end of their first year incorporated the current state of knowledge of their topic in their proposal. The program will continue to focus on student improvement on the proposal and track performance, as well as continue to emphasize science writing principals.	Assessment Process	In the 2016 report, the faculty peer reviewers suggested the program increase the number of students doing internships.	The program expanded the options for the MESM Culminating Experience, which were approved in Fall 2017.	The program will collect data to determine whether this change has been effective.
COLLEGE OF HEALTH SCIENCES								
Human Development and Family Studies, CSP MS	http://web.uri.edu/human-development/csp-learning-outcomes/	Capstone Project Grades, Self-Reflection, Group Presentation Grades (Communication, Knowledge, Professional Development)	The course instructors graded and evaluated the capstone projects, professional competency self-assessment, and group presentations.	The program recommended clarifying some of the competencies, strength the curriculum in some areas, adding a self-reflection for incoming students to compare reported learning over time, creating a rubric to evaluate open-ended survey items, reviewing grading thresholds, and adding assignments to strengthen communication skills.	Assessment Process, Curricular	N/A	N/A	N/A

E1A: Inventory of Educational Effectiveness Indicators
 University of Rhode Island – Non-Accredited Graduate Programs Reporting May 2018

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?
Human Development and Family Studies, DS MS	http://web.uri.edu/human-development/developmental-science-learning-outcomes/	Paper Grades (Critical Thinking, Communication, Information Literacy, Knowledge, Teamwork)	The course instructors used a rubric to score course papers and evaluate the data. The Developmental Science Committee met to discuss the findings and interpretation.	The program will develop a rubric to assess the course papers instead of using grades, and course instructors and thesis major advisors will provide students with additional opportunities to practice communication skills.	Assessment Process, Curricular	The thesis rubric was updated and a new rubric was developed to assess a course midterm paper.	The thesis rubric was updated and a rubric was developed to assess the course midterm paper.	The program will continue to use the thesis rubric, and will introduce new content into courses.
Kinesiology, MS	https://web.uri.edu/kinesiology/files/Kinesiology-Master-of-Science-Program-Goals-Outcomes.pdf	Thesis/ Comprehensive Written and Oral Exams, Exam Questions, Papers, Presentation, (Critical Thinking, Information Literacy, Knowledge, Teamwork)	Rubrics were used to score the Thesis/ Comprehensive Written and Oral Exams, papers, and presentations. Exam questions graded by course instructors.	The Graduate Director will make a comprehensive examinations guide for faculty to clarify the process and expectations better. Course instructors will emphasize the importance of extracting vital details from literature; identifying gaps in the literature and how to interpret and report results with more detail; presentation skills; and will require students to use reference software.	Assessment Process, Curricular	The prior report recommended requiring a statistics course for program admission, requiring research ethics training, developing a rubric for non-thesis track comprehensive exams (oral and written), continuing to track performance on thesis literature review, and adding an assessment questionnaire.	For the statistics prerequisite, the program evaluated enrollment information of incoming students. Papers, presentations, and embedded exam items were examined by course instructors.	The statistics prerequisite will remain in place, as almost all incoming students had previously taken a statistics course. The rubrics and individual/group projects appeared to be effective and the program plans on continuing to use/implement them.

E1A: Inventory of Educational Effectiveness Indicators

University of Rhode Island – Non-Accredited Graduate Programs Reporting May 2018

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 PHARMACY								
Pharmaceutical Sciences, MS, PhD	https://web.uri.edu/pharmacy/academics/graduate/curriculum/	Comprehensive Exams, Tests (Communication, Ethics, Knowledge, Research)	Thee thesis committee evaluated and voted on written comprehensive exam scores. Data on students' completion of Responsible Conduct for Research ethics modules and lab safety tests were collected by the Coordinator for Accreditation and Assessment, and distributed to the Director of Graduate Programs and Department Chairs.	The college will be instituting a Graduate Student Orientation program that will include the Ethics RCR modules as part of the curriculum. For the lab safety test, the College is considering forming a Safety Committee who would be responsible for ensuring 100% compliance.	Assessment Process, Curricular	N/A	N/A	N/A

E1B: Inventory of Specialized and Program Accreditation
University of Rhode Island
Accredited Undergraduate Programs

Reporting May 2018

E1B: Inventory of Specialized and Program Accreditation
 University of Rhode Island – Accredited Undergraduate Programs Reporting May 2018

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 ARTS AND SCIENCES					
Chemistry, BA, BS; Chemistry & Forensic Chemistry, BS	No report provided.			Periodic report due in May 2020	
Landscape Architecture, BLA	Landscape Architecture Accreditation Board (LAAB) granted reaccreditation to the BLA program at the University of Rhode Island after a review conducted in October 2015. The BLA received a 6-year reaccreditation that will end December 31, 2021.	October 2015	Address and resolve facility issues related to heating, cooling, and lighting that adversely affect the teaching and learning environment in Rodman Hall (Standard 7).	<p>Knowledge - technical and design presented in assignments and portfolio.</p> <p>Problem Solving – process, service learning, design concepts, master plans and creativity produced through finished projects, documents, and drawings.</p> <p>Professional Skills – construction documentation, notes, resumes and writing are indicated through examples posted in final portfolio.</p> <p>Communication/Graphic Skills – CAD, GIS, SketchUp, etc., hand graphics and public speaking. The latter is not included in the portfolio review but is noted in projects conducted for public clients and NGO’s. Graphic communication is displayed through individual and group projects. All students are expected to exhibit professional presentation skills.</p> <p>Ethical Principles – environmental values, service learning, engagement, international exposure are values students are exposed to and are engaged in.</p> <p>Personal Growth/Development – reflection in class and diverse experiences here and abroad. Students write</p>	Reaccreditation visit expected in Fall 2021

E1B: Inventory of Specialized and Program Accreditation
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				about experiences in studios in their reflections and in upper level studio classes. Readiness for professional practice is exhibited by graduating students. Post-graduation employment is a critical measure of the success of student learning, skill building, and career preparation. Jobs are critical and our students are hired for jobs in the profession throughout New England and around the nation.	
Music, BA, BM	National Association of Schools of Music (NASM) National Council for Accreditation of Teacher Education (NCATE) Rhode Island Department of Education (RIDE)	NASM: 2018 NCATE: 2016 RIDE: 2015	Poor facilities; lack of diversity in faculty/student body	PRAXIS passage rates	NASM: TBD NCATE: varies; est. 2021 RIDE: 2023
COLLEGE OF BUSINESS					
Business Administration, BS	Association to Advance Collegiate Schools of Business (AACSB)	September 2014	Ratio of tenure track faculty to non-tenure track faculty is insufficient. The number of qualified faculty must be addressed. Need to develop program level assessment of integrative knowledge.	Faculty qualifications; assessment of senior student performance in Capstone course testing knowledge of Accounting, Finance, Management, Marketing, and Supply Chain Management	September 2018

E1B: Inventory of Specialized and Program Accreditation
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COLLEGE OF EDUCATION					
Early Childhood Education, BA	National Association for Education of Young Children International (NAEYC) National Council for Accreditation of Teacher Education (NCATE) Performance Review of Education Preparation – Rhode Island (PREP-RI)	NAEYC: February 2012 NCATE: March 2015 PREP-RI: March 2017	The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators. Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. Candidates have limited opportunities to interact with faculty from diverse populations.	State licensure exams (PRAXIS II: Education of Young Children, PRAXIS II: Early Childhood Content Knowledge) Demonstrated competency in: 1. Candidate Knowledge, Skills and Professional Dispositions; 2. Assessment System; 3. Field Experiences and Clinical Practice; 4. Diversity; 5. Faculty Qualifications, Performance and Development; 6. Governance and Resources Demonstrated competency in: 1. Knowledge, Skills, and Professional Dispositions; 2. Knowledge of Content and Content Pedagogy; 3. Standards-Driven Instruction; 4. Data-Driven Instruction; 5. Technology; 6. Equity; 7. Rhode Island Educational Expectations; 8. Clinical Preparation; 9. Impact on Student Learning; 10. Clinical Partnership for Preparation; 11. Clinical Educators; 12. Assessment throughout Preparation; 13. Recommendation for Certification; 14. Evaluation Outcomes; 15. Employment Outcomes	NAEYC: continuing program approval report due Fall 2019 NCATE: continuing visit 2023 PREP-RI: continuing visit 2021

E1B: Inventory of Specialized and Program Accreditation
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Elementary Education, BA	Association for Childhood Education International (ACEI) National Council for Accreditation of Teacher Education (NCATE) Performance Review of Education Preparation – Rhode Island (PREP-RI)	ACEI: February 2012 NCATE: March 2015 PREP-RI: March 2017	The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators. Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. Candidates have limited opportunities to interact with faculty from diverse populations. Specific recommendations for improvement provided in the accreditation areas of: 1. Knowledge, Skills, and Professional Dispositions; 4. Data-Driven Instruction; 5. Technology; 6. Equity; 7. Rhode Island Educational Expectations; 8. Clinical Preparation; 9. Impact on Student Learning; 10. Clinical Partnership for Preparation; 11. Clinical Educators; 12. Assessment throughout Preparation; 13. Recommendation for Certification; 15. Employment Outcomes	State licensure exams (PRAXIS II Content Exams, PLT Licensure Grades K-6) NCATE: Demonstrated competency in: 1. Candidate Knowledge, Skills and Professional Dispositions; 2. Assessment System; 3. Field Experiences and Clinical Practice; 4. Diversity; 5. Faculty Qualifications, Performance and Development; 6. Governance and Resources PREP-RI: Demonstrated competency in: 1. Knowledge, Skills, and Professional Dispositions; 2. Knowledge of Content and Content Pedagogy; 3. Standards- Driven Instruction 4. Data-Driven Instruction; 5. Technology; 6. Equity; 7. Rhode Island Educational Expectations; 8. Clinical Preparation; 9. Impact on Student Learning; 10. Clinical Partnership for Preparation; 11. Clinical Educators; 12. Assessment throughout Preparation; 13. Recommendation for Certification; 14. Evaluation Outcomes; 15. Employment Outcomes Job placement rates	ACEI: Fall 2019 NCATE: continuing visit 2023 PREP-RI: continuing visit 2021

E1B: Inventory of Specialized and Program Accreditation
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Secondary Education, BA	National Council for Accreditation of Teacher Education (NCATE) Performance Review of Education Preparation – Rhode Island (PREP-RI)	NCATE: March 2015 PREP-RI: March 2017	The unit does not have sufficient administrative support staff to ensure the effective and efficient operation of the unit for the preparation of educators. Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups. Candidates have limited opportunities to interact with faculty from diverse populations. Specific recommendations for improvement provided in the accreditation areas of: 1. Knowledge, Skills, and Professional Dispositions; 5. Technology; 6. Equity; 7. Rhode Island Educational Expectations; 8. Clinical Partnerships; 9. Impact on Student Learning; 10. Clinical Partnership for Preparation; 11. Clinical Educators; 12. Assessment throughout Preparation; 13. Recommendation for Certification; 15. Employment Outcomes	State licensure exams (PLT Licensure Grades 7-12) NCATE: Demonstrated competency in: 1. Candidate Knowledge, Skills and Professional Dispositions; 2. Assessment System; 3. Field Experiences and Clinical Practice; 4. Diversity; 5. Faculty Qualifications, Performance and Development; 6. Governance and Resources PREP-RI: Demonstrated competency in: 1. Knowledge, Skills, and Professional Dispositions; 2. Knowledge of Content and Content Pedagogy; 3. Standards- Driven Instruction 4. Data-Driven Instruction; 5. Technology; 6. Equity; 7. Rhode Island Educational Expectations; 8. Clinical Preparation; 9. Impact on Student Learning; 10. Clinical Partnership for Preparation; 11. Clinical Educators; 12. Assessment throughout Preparation; 13. Recommendation for Certification; 14. Evaluation Outcomes; 15. Employment Outcomes	NCATE: continuing visit 2023 PREP-RI: continuing visit 2021

E1B: Inventory of Specialized and Program Accreditation
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COLLEGE OF HEALTH SCIENCES					
Medical Laboratory Science, BS		No report provided.		Periodic report due in May 2020	
Nutrition and Dietetics, BS	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	10-year accreditation through December 31, 2021 Mid cycle review completed January 2017	None	Application rate to dietetic internship programs Acceptance rate to dietetic internship programs Pass rate on national exam	Next site visit is scheduled September - December 2020
COLLEGE OF NURSING					
Nursing and Nursing RN, BS	Commission on Collegiate Nursing Education (CCNE)	2016	Program outcomes to be linked to program effectiveness through data related to program satisfaction and employer satisfaction. Data and reporting on faculty outcomes, individual and aggregate that demonstrates achievement of expected faculty outcomes. Site visitors expressed concern for low number of FTE faculty within program and the reliance on part-time/per-course faculty to deliver nursing program.	NCLEX-RN pass rates Utilization of SkyFactor to assess program and employer satisfaction	2026 with mid-session review 2021
COLLEGE OF PHARMACY					
Pharmacy, Pharm D	American Council of Pharmaceutical Education (ACPE)	Full 8-year cycle awarded January 2016	The College conducted a self-study from 2014-2015 to evaluate the evidence that they were in compliance with the 30 standards in the ACPE Standards 2007 document. A site visit occurred in October of 2015 and a formal report by ACPE was rendered in January of 2016. The	Accreditation standards require assessment of the entire College as well as the PharmD program. The College has an assessment plan in place to gather evidence of effectiveness of all academic programs and the college overall. The College Dashboard collects data on: board passage	Next review with site visit will occur in Fall 2023

E1B: Inventory of Specialized and Program Accreditation
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			<p>college was found compliant in all 30 standards; 27 standards (including all related to the curriculum) were in compliance without need for monitoring – the highest possible outcome. Three standards were found to be compliant with needed monitoring: College’s strategic plan, quantitative faculty and staff resources, and financial resources. The College delayed the update of their strategic plan to temporarily align with the University’s Academic Plan and is now complete. They were advised that assessment needed a full-time person (rather than a committee chair with other academic responsibilities) and a concern was expressed about faculty vacancies. Both of these areas of weakness were addressed.</p> <p>There was also concern expressed by the accreditation team about the new and emerging BSPS program diverting resources from the PharmD program (#30). The College provided evidence of the support provided for all students as part of the Fall 2017 follow up to ACPE.</p>	<p>rates; employment rates; satisfaction with college education; retention rates; entrance SAT scores; measures of research and scholarship productivity; amount of interprofessional educational experiences; satisfaction with advanced practice sites; faculty participation in professional meetings; diversity at all levels; overall satisfaction with college effectiveness.</p> <p>With respect to the PharmD program, additional measures are collected that include: data from end-of-semester surveys; graduating student surveys; performance on yearly milestone examinations; observed achievement of skills on advanced practice rotations.</p>	

Option E1: Part B Inventory of Specialized and Program Accreditation
University of Rhode Island
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E1B: Inventory of Specialized and Program Accreditation
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COLLEGE OF HEALTH SCIENCES					
Clinical Psychology, PhD	American Psychological Association (APA)	2011	Retention of diverse faculty members	Employment rates Licensure rates Indicators required by accrediting agency are dependent upon program's individualized aims	Self-study submitted September 2017 Site visit in September 2018
Developmental Science, CFT MS	Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	May 2018	The program meets the requirements of SAC III exam pass rate benchmark via contextual information. The program reported a pass rate of at least 70% for all but one cohort (2012-2013). The program provided contextual information, explaining that one student out of the three who took the exam did not pass it. The Commission directs the program to continue tracking this student and to provide updated information as applicable in their next Annual Report.	Please see Student Achievement Criteria (SAC) data posted online: https://web.uri.edu/human-development/files/Student-Achievement-Criteria.pdf	Annual Report for 2017-2018, due January 30, 2019
School Psychology MS/PhD	Program suspended				
COLLEGE OF BUSINESS					
Finance, MS	No report provided.		Periodic report due in May 2020		