



May 2019 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 2019. 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](#), [2017](#), and [2018](#) 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. 2-23)

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

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 2019

E1A: Inventory of Educational Effectiveness Indicators
 University of Rhode Island – Non-Accredited Undergraduate Programs Reporting May 2019

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								
Anthropology BA	https://web.uri.edu/soc-anth/academics/ba-anthropology/learning-outcomes/	Papers (Critical Thinking, Knowledge)	Four faculty members used a rubric to evaluate papers.	A required book will be added; a course became a program requirement; current events paper will stress cross cultural implications; assignments and activities in 200-level courses will stress application of anthropological concepts.	Pedagogical; Curricular	Revised a learning outcome; removed two courses and added two new ones; FROM 2017: earlier feedback on essays; concepts stressed in essay assignment	N/A	N/A
Art BA, BFA	https://web.uri.edu/art/academics/art-studio/learning-outcomes/	Capstone Course Exhibition (Critical Thinking, Communication, Knowledge)	A rubric was used to assess the capstone course exhibition. Two faculty were responsible for evaluating the scores and two faculty interpreted the scores.	No recommendations provided.	N/A	Prior report recommendations were to develop guidelines for all faculty who teach Art 405 so expectations for students are clear, and to revise the report. Implementation update not provided.	N/A	N/A
Chinese BA	https://web.uri.edu/languages/academics/chinese/curriculum/	Student Surveys (Critical Thinking, Cultural Competency, Knowledge)	The program adapted the survey from the 2017 NCSSEFL-ACTFL Can-Do Statements (CDS).	Program will continue to offer cultural activities, and hopes that faculty will be able to attend the ACTFL Can-Do Statement workshops as well as offering some department-wide	Curricular	N/A	N/A	N/A

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				workshops. The program is considering whether to use other tools to assess cultural competence.				
Communication Studies BA	https://harrington.uri.edu/academics/communication-studies-b-a/learning-outcomes/	Papers, Student Surveys, Syllabus Analysis (Critical Thinking)	The AAC&U Inquiry and Analysis VALUE rubric was used to score all direct and indirect sources. One faculty member evaluated the artifacts and interpreted the findings.	The assessment coordinator will work with the chair to ensure that the syllabi emphasize the elements of the VALUE rubric, and will consider including assignment descriptions on the syllabus to communicate how the elements will be met. Faculty teaching classes in the Reinforcing and Emphasizing categories from the Curriculum Map will be contacted to suggest scaffolding assignments to help students in the 3 elements that could use improvement. Surveys of COM alumni will now include questions pertinent to the inquiry outcome.	Assessment Process, Curricular	N/A	N/A	N/A

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Criminology and Criminal Justice BS	https://web.uri.edu/ccj/academics/major/	Essay, Final Exam Questions (Critical Thinking, Knowledge)	A rubric was used to score the essay and final exam essay questions. Two faculty applied the rubric and evaluated the scores, and three faculty interpreted the evidence.	No recommendations.	N/A	N/A	N/A	N/A
English BA	https://web.uri.edu/english/academics/b-a-overview/undergraduate-program-learning-outcomes/	Essays (Cultural Competency)	Fourteen full time tenure-track faculty each evaluated five essays from a range of course levels using a rubric developed by the department's Assessments Committee and the Department Chair. The results were interpreted by the Assessment Coordinator and the Department Chair.	In future rounds of assessments, the English Department will: 1. Give more careful attention to the clarity of terminology used in questionnaires. 2. Ensure that at least two faculty members read and review each artifact. 3. Review the Curriculum Map to ensure that courses are appropriately correlated with learning outcomes, and make adjustments as necessary.	Assessment Process, Curricular	N/A	N/A	N/A
French BA	https://web.uri.edu/languages/academics	Pre-/Post-Test (Oral Communication)	Speaking proficiency was measured via the Oral Proficiency	Recommendations were to educate students on the	Assessment Process, Curricular, Pedagogical	N/A	N/A	N/A

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	/french/french-learning-outcomes/		Interview Computer (OPIC), a computerized speaking proficiency test. Students were tested at the “midpoint” of their studies and again at the “endpoint.” Each speech sample was rated using the American Council on the Teaching of Foreign Languages Proficiency Guidelines. The department’s Proficiency Coordinator oversaw the proficiency initiative across all languages; however, the administration of the OPIC was a department-wide initiative. The results were analyzed and interpreted by the Proficiency Coordinator and reviewed by another faculty member.	concept of proficiency and the importance of practicing French in their free time; educate students on how to best spend their time abroad; continue proficiency training for faculty; and examine placement in French courses.				
Gender & Women's Studies BA	https://web.uri.edu/gws/gender-and-womens-studies-	Essay, Final Project, Final Project Presentation (Communication,	Using a shared set of criteria, four program faculty evaluated the	The program made the following recommendations:	Assessment Process, Curricular, Pedagogical	N/A	N/A	N/A

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	student-learning-outcomes/	Cultural Competency, Knowledge)	student work and the professor in charge of assessment interpreted the results.	1) advise professors to make assignments very detailed and go over expectations clearly in class; 2) continue to reinforce the need to follow directions; 3) as part of daily pedagogy, share and discuss models of expertise and invite students to articulate and model what expertise looks like; 4) stipulate and enforce instruction that research and sources must be current; 5) spend time in class establishing models for how to apply activist strategies to their own activist project; and, 6) discuss assessment process and outcomes.				
German BA	https://web.uri.edu/languages/academics/german/learning-outcomes/	Pre-/Post-Test (Oral Communication)	Speaking proficiency was measured via the Oral Proficiency Interview Computer (OPIc), a computerized	Recommendations were to educate students on the concept of proficiency and the importance of	Assessment Process, Curricular, Pedagogical	Recommendations from the prior report that were implemented: create more extracurricular speaking	Student participation in extracurricular speaking activities and tutoring was tracked, anecdotal feedback from	Findings indicate that student participation in extracurricular activities increased. Student study abroad blog entries suggest

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			speaking proficiency test. Students were tested at the “midpoint” of their studies and again at the “endpoint.” Each speech sample was rated using the American Council on the Teaching of Foreign Languages Proficiency Guidelines. The department’s Proficiency Coordinator oversaw the proficiency initiative across all languages. The administration of the OPIc was a department-wide initiative. The results were analyzed and interpreted by the Proficiency Coordinator and reviewed by another faculty member.	practicing German in their free time; educate students on how to best spend their time abroad; and to continue proficiency training for faculty.		opportunities for students; work with the Language Centers at exchange partner institutions to develop speaking opportunities with native German speakers while studying abroad; set up Skyping opportunities for students not enrolled in summer German courses to maintain their speaking skills over long breaks; create a working group to determine how to integrate more reading assignments; create a series of supplementary readings with self-check reading comprehension activities.	faculty was collected, writing samples from students were analyzed by faculty.	students were more engaged with the local culture and speak more in the target language than in prior years. Analysis of writing samples indicates that students need to continue to focus on writing.
Italian BA	https://web.uri.edu/languages/academics/italian/learning-outcomes/	Pre-/Post-Test (Oral Communication)	Speaking proficiency was measured via the Oral Proficiency Interview – Computer (OPIc), a computerized speaking proficiency	Recommendations were to educate students on the concept of proficiency and the importance of practicing Italian in	Assessment Process, Curricular, Pedagogical	N/A	N/A	N/A

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			<p>test. Students were tested at the “midpoint” of their studies and again at the “endpoint.” Each speech sample was rated using the American Council on the Teaching of Foreign Languages Proficiency Guidelines. The department’s Proficiency Coordinator oversaw the proficiency initiative across all languages. The administration of the OPIc was a department-wide initiative. The results were analyzed and interpreted by the Proficiency Coordinator and reviewed by another faculty member.</p>	<p>their free time; educate students on how to best spend their time abroad; continue proficiency training for faculty; and examine placement in Italian courses.</p>				
Philosophy BA	https://web.uri.edu/philosophy/student-learning-outcomes/	Papers (Critical Thinking, Knowledge)	A rubric was developed, with the assessment committee and experts in the department, and used to score student artifacts.	Recommendations were to: consider the cohesion and flow in the Philosophy major program, examine the extent to which current curricular processes and/or	Assessment Process, Curricular	The program developed a new rubric for Learning Outcome 7.	The program evaluated a capstone course paper using the new rubric in 2017, 2018, and 2019. The tool was applied by the course instructors, and the	The changes were effective but did not have a sufficient impact to ensure consistent and strong mastery of secondary resources in student research. The data

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			One faculty member evaluated the student work. The chair of the assessment committee in consultation with three additional faculty members interpreted the results.	prerequisites adequately prepare students for upper-level courses, continue program discussions about identifying baseline standards for student mastery across all courses in the major, and identify and plan for the next round of Assessment using newly-passed Student Learning Outcomes.			results were interpreted by the chair of the assessment committee in consultation with three additional faculty members.	also suggested a continued need for and increased focus on close reading and interpretative skills. Recommendations were to: consider conducting a faculty survey of how key skills are taught across courses, consider conducting an inventory of how other humanities departments on campus and in select philosophy programs at peer institutions approach required/capstone courses in the Philosophy major, and the faculty should discuss the function/curricular model of the capstone course.
Sociology BA	https://web.uri.edu/soc-anth/academics/b-a-sociology/learning-outcomes-in-sociology/	Capstone Course Papers (Critical Thinking, Knowledge)	A rubric was used to score the student work and four faculty members were involved in evaluating and interpreting the findings.	Recommendations were related to learning outcomes and curriculum development.	Curricular	Students exceeded program learning expectations from the prior reporting cycle and therefore the program made no specific recommendations for change.	N/A	N/A

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Spanish BA	https://web.uri.edu/languages/academics/spanish/learning-outcomes/	Essay, Class Assignment (Written Communication)	A rubric was used to score the essays and class assignments. The student artifacts were scored by the course instructors and the interpreted by two faculty members.	Recommendations were to require students to submit a draft of their work earlier in the semester, as well as analyze and evaluate the feasibility of providing students with opportunities to begin writing about their academic and work experiences in formal documents earlier in their studies and in a course that more of our majors take. The program will continue to collect and evaluate data on this outcome (writing proficiency).	Curricular	In 2017 report, the recommendation was to increase the number of opportunities for students to prepare and deliver formal oral presentations in lower-level courses.	A group of student volunteers completed the ACTFL OPI-c to measure their ability to respond to a variety of communicative prompts. The program also introduced concepts relating to literary genres and periods into lower-level courses, and students completed a guided literary analysis activity. The assignment was scored by the professor teaching the course and one additional faculty member. Two faculty members compared scores and analyzed the results.	The results were positive and the program will continue to monitor progress in these areas. As of Spring 2019, the ACTFL OPI-c is required for all students enrolled in two of the 200-level courses and all graduating seniors in the program.
Theatre BA, BFA	https://web.uri.edu/theatre/learning-outcomes/	Project/Performance (Critical Thinking, Knowledge)	A rubric was used to score student projects/performances. Faculty score, evaluate, and interpret the findings.	The program recommended the standardization of production lab coursework rubrics across all departments/subplan, and hopes to re-examine their initial outcomes and	Assessment Process	N/A	N/A	N/A

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				make sure that they are aligned with current expectations.				
Writing & Rhetoric BA	Not provided.	In-Class Discussions (Critical Thinking, Knowledge)	Video clips of classroom footage were presented to focus groups comprised of writing faculty, student majors, and non-program faculty. Participants engaged in an hour-long discussion of the clips. Three program faculty, three non-program faculty, and four program majors reviewed and interpreted the data. The data were further interpreted by the writing assessment coordinator and program chair.	The program recommended that developing better tools for analyzing the rhetoric of identity, culture, and power.	Curricular	N/A	N/A	N/A
COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES								
Environmental Science & Management BS	https://web.uri.edu/nrs/environmental-science-and-management-expected-student-outcomes/	Papers (Communication)	Two faculty scored the papers using a rubric and then interpreted the results.	Students met expectations for written communication.	N/A	N/A	N/A	N/A

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Sustainable Agriculture and Food Systems BS	https://web.uri.edu/cels/safs/	Papers (Knowledge)	The Department Chair scored the papers using URI'S STEM Knowledge Rubric and the results were interpreted by a team of 4 faculty members.	Recommendations were to strengthen the “scientific literacy” competency and develop strategies to evaluate work by individual students while working on teams.	Curricular	N/A	N/A	N/A
COLLEGE OF HEALTH SCIENCES								
Human Development & Family Studies BS	https://web.uri.edu/human-development/academics/b-s-program/learning-outcomes/	Papers, Tests, Student Survey, Site Supervisor Survey (Critical Thinking, Communication, Professional Development)	This assessment is currently underway; faculty will use rubrics to score the student artifacts.	N/A	N/A	Prior report recommendation was to include the writing rubric, to continue to collect data, and to review the research learning outcome statement.	All program faculty used the same grading criteria to score the assignments and reviewed the indirect student survey data. The assessment committee met to discuss the research learning outcome statement.	The program decided to eliminate all of the assessed outcomes and replace them with new outcomes, and work to improve response rates on the student survey.
COLLEGE OF PHARMACY								

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Pharmaceutical Sciences BS	https://web.uri.edu/pharmacy/academics/bmps/	Case Study, Presentation, Lab Notebook, Paper (Critical Thinking)	The case study assignment and paper were scored by the course instructors and the scores were then reviewed by the program director. The presentation and lab notebook were scored by two faculty members using a rubric and then the scores were reviewed by the program director.	Recommendations were to improve the rubrics used for each of the student artifacts assessed.	Assessment Process	Prior report recommendations were to make the independent study and external internships required parts of the program, and to make changes to the mentorship program.	No changes were made to the independent study or mentorship programs. The program added a zero-credit course to capture external internships during the summer to improve the accurate tracking of this program component.	N/A

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COLLEGE OF ARTS AND SCIENCES								
Chemistry MS, PhD	No report submitted.							
History MA	https://web.uri.edu/history/academics/ma-history/learning-outcomes/	Research Paper/Thesis (Knowledge)	A rubric was used to assess student work. Each major research paper was assessed by the student's major professor, who supervised the research paper. Each thesis was assessed by the student's thesis supervisor and second reader. The results were interpreted by the Director of Graduate Studies.	The program may consider methods to better train students in the identification and analysis of primary sources.	Curricular	N/A	N/A	N/A
International Relations MS	Not provided.	Comprehensive Exams, Paper (Critical Thinking, Knowledge)	A department approved rubric was used by each committee member in each exam to evaluate student performance on the written comprehensive exam. Committees submitted individual scores and discussed the student performance following completion	The structure of comprehensive exams will be changed in Fall 2019; and a new course will be offered in Fall 2020 that will build research and literature review skills; and the program is establishing a graduate curriculum committee to better streamline our	Curricular, Structural	N/A	N/A	N/A

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			of the oral defense. For the paper, the course instructor used the comprehensive exam rubric to score assignments and reported the results.	expectations, comprehensive exam preparation, and to ensure that the curriculum is well aligned to the program goals and student learning.				
Mathematics MS, PhD	Not provided.	Presentation, Paper/ Comprehensive Exams (Oral Communication, Written Communication)	A rubric was supplied to all faculty supervising a MTH591/2 presentation and each PhD supervisor. Results were interpreted by graduate committee (7 faculty).	Assessment results and procedures were found to have met expectations. No recommendations were made.	N/A	It was recommended that data for the assessed area should be collected again on a wider range of courses, to see if the level of attainment is higher in other courses, or if the lower level of attainment is an issue across all courses.	Data was collected from final exam questions and assessed by the instructors of the courses using a rubric, and then reviewed by the graduate committee. As expected, the achievement level was higher in the courses from which data was collected. It was felt that future assessments may require an even wider range of courses to be evaluated, perhaps moving outside the core courses.	The program will take a closer look at the optional specialization courses in the next round of assessments.

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Physics PhD	https://web.uri.edu/physics/5396-2/	Comprehensive Exams, Student Surveys, Faculty Survey (Communication, Knowledge, Research)	The outcomes were evaluated using embedded questions in the written and oral comprehensive exams, timely completion of the PhD work, post-graduation employment, average number of publications per student per year, and teaching experience based on interviews with faculty and undergraduates. A rubric was used by the major professors to assess the written/oral comprehensive exams, and the results were analyzed/interpreted by the Graduate Committee with an input from the major professors. Timely completion and post-graduation employment data were collected and analyzed by the Graduate Committee. Average number of publications per student per year were provided by the major professors, and the results were	The program is considering collecting student presentation data, as well as utilizing IDEA results, stripped from personalized info, as other metrics of communication.	Assessment Process	N/A	N/A	N/A
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			analyzed by the Graduate Committee. Teaching experience data was collected by the Graduate Committee.					
COLLEGE OF BUSINESS								
Labor Relations and Human Resources, MS	Website is being developed.	Credentialing Exam, Term Paper (Critical Thinking, Communication, Knowledge, Research)	Results from a professional credentialing exam (pre-test, quizzes, post-term) were analyzed by one faculty member. A rubric was used to score the term papers.	All faculty will review their courses and incorporate global content and applications where feasible. The program will evaluate current diversity and inclusion content. The program will also seek funding to provide scholarships for students to take the professional credentialing test and order preparation materials. Faculty will review their assignments and develop interim draft assignments to scaffold instruction.	Curricular	N/A	N/A	N/A

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COLLEGE OF EDUCATION								
Education PhD (joint with RIC)	Not provided.	Written Thesis, Oral Thesis Defense, Group Project (Critical Thinking, Research, Teamwork)	The course instructor evaluated the group projects according to set criteria and interpreted the findings. Teams of 5 faculty members evaluated the written theses and oral thesis defenses using a two-part rubric.	The program will consider whether there may be additional or alternative ways for students to demonstrate their ability to work as expert collaborators to design and implement innovative programs that seek to improve existing structures in educational settings. Beginning in 2020, the program will offer some of their required core courses during the summer semester, so students who choose may ultimately complete their coursework in six semesters over two years rather than six semesters over three years.	Curricular	Recommendations from the 2016 report were to provide writing support to students, particularly international students, and to develop a new curriculum map that aligns with their strategic action plan.	To improve writing: The program designed a new course to address the academic writing skills of all students, and in particular, those of international students learning English as a second language; all first-year students in the program will take this course beginning in Fall 2020. In addition, workshops presented by new TESOL faculty in the School of Education will be 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 visit the URI graduate writing center. To promote advanced research methods: Beginning in Fall 2020, all students will be expected to have one specialization course that focuses on advanced	These changes will be examined in future reports.

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							qualitative, quantitative, or mixed methods aligned to their dissertation interests. To further align coursework: The program Committee is reviewing several of the core courses and creating a curriculum map to align coursework with some of the new experiences now integrated into the program's five-year strategic action plan. This new curriculum map will be shared with students and faculty by Fall 2020.	
COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES								
Biological & Environmental Sciences (BES) MS, PhD	No report submitted.							
Environmental and Natural Resource Economics (ENRE), MS/PhD	https://web.uri.edu/enre/graduate-student-learning-outcomes/	Papers, Presentations (Communication)	Research papers were scored by one faculty member using a rubric, and oral presentations were scored by a team of faculty members using a rubric. The results were interpreted by the Graduate Program Director.	N/A	N/A	N/A	N/A	N/A

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COLLEGE OF HEALTH SCIENCES								
Nutrition MS	https://web.uri.edu/nfs/academics/m-s-nutrition/learning-outcomes/	Program was not expected to assess any new outcomes this reporting cycle.	N/A	N/A	N/A	Recommendations from report reviewers were to revise the outcomes, update the curriculum map, revise pedagogy/ assignments to improve statistics knowledge, include additional data comparing past and present student performance, include more authentic assignments/exam questions, and update the proposal rubric.	Student artifacts were collected and scored using rubrics, and a team of faculty members interpreted the findings.	The program updated the curriculum map, developed more authentic assignments/exam questions, revised the proposal rubric, and changed the assessment for written communication. Overall, the program needs to discuss the status of their program assessment efforts, simplify their learning outcomes, work with students on theoretical concepts and study design, and re-evaluate the written communication rubric.
Psychology - Behavioral Science PhD	No report submitted.							
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.							

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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 level, as appropriate to the objectives of the program. The curriculum must include the engineering application of these basic sciences to the design,	2024

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				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)	<p><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.</p> <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</p>	2024

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				professional licensure, or by education and design experience. The program must demonstrate that it is not critically dependent on one individual.	
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 title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics. The curriculum for programs containing the modifier</p>	2024

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				<p>“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>	
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. 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. The curriculum for programs containing the modifier</p>	2024

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				<p>“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. 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 action to be announced July 2024	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	<p><u>Curriculum</u> The curriculum must prepare graduates to design, develop, 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</p>	2024

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				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. <u>Faculty</u> The program must demonstrate that faculty members responsible for the upper-level professional program are maintaining currency in their specialty area.	2024
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	2024

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				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.	
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
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/	State licensure exams pass rate 100%	RIDE: Spring 2021 NCATE: Spring 2022 NASPE: Fall 2019 AAHE: Fall 2019

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			<p>health, and world languages. Identify authentic experiences for working with parents that the program should integrate into candidates' course of study.</p> <p>3. For physical education and health, develop systems to track and ensure that all candidates meet clinical experience requirements for all three certifications.</p> <p>All NCATE Standards met, continue making progress towards Assessment System and Unit Evaluation. Three Areas for Improvement were continued from 2008.</p> <p>1. Candidates have limited opportunities to interact with faculty from diverse populations.</p> <p>2. Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups.</p> <p>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.</p> <p>NASPE and AAHE Standards met, no concerns</p>		

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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
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

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COLLEGE OF BUSINESS					
Accounting MS	Assembly to Advance Collegiate Schools of Business (AACSB) - Separate Accounting Accreditation	March 11, 2019	<p>Expand data analytics program components to maintain competitiveness for student employment.</p> <p>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</p>	<p>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.</p>	Summer 2023 report due; Fall 2023 peer review
General Business Administration MBA (/SIMBA)	Assembly to Advance Collegiate Schools of Business (AACSB)	January 28, 2019	<p>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.</p>	<p>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.</p>	September 2023 is a re-accreditation review
General Business Administration PhD	Assembly to Advance Collegiate Schools of Business (AACSB)	January 28, 2019	<p>The main issue identified was faculty research activity since it is a research degree.</p>	<p>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.</p>	September 2023

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COLLEGE OF EDUCATION					
Education MA (Reading 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>International Learning Academy (IRA/ILA)</p>	<p>CAEP: 3/29/2015</p> <p>PREP-RI: 3/26/2017</p> <p>IRA/ILA: 08/01/2012</p>	<p>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>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 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>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>PREP-RI: Full Approval 7 years. Must meet all Rhode Island Professional Teacher Standards and PREP-RI standards for program approval.</p> <p>IRA/ILA: Full National Recognition. Must meet all 5 2003 IRA standards at the national recognition level, including sub-indicators.</p>	<p>CAEP: 3/29/2022</p> <p>PREP-RI: 3/26/2021</p> <p>IRA/ILA: 08/01/2019</p>

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<p>Education MA (Special Ed)</p>	<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>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>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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			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.		
COLLEGE OF NURSING					
Nursing DNP	Commission on Collegiate Nursing Education	April 6, 2016	None	None	March 2021
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) Employment in dietetics-related job within one year of graduation (80% target) Completion of program within three years of enrollment (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		January to April 2020 Accreditation extended to June 30, 2023
	ACEND Academy of Nutrition and Dietetics	July 11, 2018	Program changes accepted		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

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Doctor of Physical Therapy DPT	Commission on Accreditation in Physical Therapy Education (CAPTE)	11/9/2016	None	<ol style="list-style-type: 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 the M.S. program in the prescribed, full-time five semesters (i.e., two AYs + one summer).	Annual review is due February 1, 2020. Re-accreditation review document will be due February 1, 2021.