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

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

This institutional assessment report summarizes the program-level assessment efforts of the University of Rhode Island's (URI) undergraduate and graduate[1] programs that were expected to submit an assessment report in May 2021. Programs at URI report on a biennial basis to the Assessment Office (see cohort cycle), and undergo faculty peer review for feedback. The institutional assessment report is updated annually; summary reports for programs that were expected to submit in May 2012, 2014, 2015, 2016, 2017, 2018, and 2019 are available on the website.

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

> **E1A:** **Inventory of Educational Effectiveness for Undergraduate and Graduate Programs (p. 2-23)**
>
> **E1B[2]:** **Inventory of Specialized and Program Accreditation for Undergraduate and Graduate Programs (p. 23-38)**

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

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[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.

v.10/2021

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

Reporting May 2021

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

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

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

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

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

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

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

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

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

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

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

v.10/2021

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

Reporting May 2021

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COLLEGE OF ARTS AND SCIENCES								
Communication Studies, MA	https://harrington.uri.edu/academics/communication-studies-m-a/learning-outcomes/	- Course syllabi and comprehensive examinations (knowledge of communication studies) - Research papers (critical thinking and reflection upon theories and research in communication) - Theses (quantitative and qualitative reasoning skills)	- Students are expected to demonstrate substantial knowledge of communication theories, issues, and research in a variety of contexts through comprehensive examinations. Three graduate students were sampled and evaluated by their respective committee members. The graduate program director, Kevin McClure, interpreted the results of the evaluation process. - Students were required to submit a substantial research paper that was	- Results showed that the students sampled showed a good understanding of communication theories, but a deeper understanding is needed. Faculty will proceed to strengthen student comprehension by emphasizing application and critiquing more. - Results showed that students were knowledgeable about various communication theories but lacked a deep understanding of certain theories and need to further develop their critical thinking skills. These	Curricular	N/A	N/A	N/A

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			evaluated by faculty members; there is no standardized reference for evaluation. The research papers produced by three randomly selected graduate students were assessed by faculty; courses from which these papers were sampled include COM 501, 502, 510, 520, 530, 540. The graduate program director, Kevin McClure, interpreted the results of the evaluation process. - Students on a thesis track are required to demonstrate competency in applying quantitative and qualitative research methods through the completion of a	results will be used in decision making and planning. This has prompted the potential introduction of an individualized approach where students can enroll in COM 591 Independent Studies. This recommendation can be implemented in the spring of 2022. - Results showed that students demonstrated competency in solving problems by using quantitative and qualitative research methods. That said, the department plans to strengthen these skills by requiring students to take one advanced statistics course.				

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			thesis. Two graduate students were randomly selected and evaluated by their major professor. The graduate program director, Kevin McClure, interpreted the results from the evaluation process.					
Chemistry PhD	No outcomes currently posted	Comprehensive exams, both the written and oral portions, and thesis defenses are used for all outcomes analyzed. Annual graduate student evaluations are used for Outcome 1.2 – Find, comprehend and critique contemporary literature.	Qualifying exams were administered and evaluated according to URI Grad School policies and evaluated by the students committee for their completeness, clarity, and publication worthiness. The comprehensive exam was redesigned to focus on the student's dissertation research project. Students are responsible for	The data should that Chemistry PhD students are succeeding within the program and their research is being completed in a timely fashion. The program did note that the only area that needs to be improved on are research skills, since that is where students scored the lowest in thesis defense and the qualifying exams. The program notes	Structural	N/A	N/A	N/A

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			reviewing the context of their work and then describing their research efforts in a way that should result in a publishable manuscript. Student evaluations were administered by the tenure-track faculty annually for the grad students who they mentor. One of the key components of these evaluations are student CVs, which contain the publications that they have co-authored. It was not stated in the report who interpreted the evidence.	that greater funding for RAs along with the current funding for TAs will help students be able to dedicate more time to their research and increase their competency within research.				
International Relations MA	https://web.uri.edu/politicalscience/academics/m-a-in-international-relations/m-a-curriculum/	The program used both oral and written sections of the comprehensive exam to analyze the	The program expected all students to meet expectations on the written portion of the	Almost all students met or exceeded expectations. The program thinks this is due to a previous	Structural	The recommendation in 2019 was to add a committee member to the comprehensive exam	Due to staffing issues and the COVID-19 pandemic, this plan was placed on hold. Instead, a graduate	The changes were effective and the committee has redesigned PSC 580, which is the core

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		outcome.	comprehensive exam. Committees submit individual scores and assess student performance as a group. Kristin Johnson analyzed and interpreted the results.	change in structure allowing 24 hours to complete the exam and a five page limit for each question. The program is currently reflecting on if the comprehensive exam should be changed to a final paper and presentation on a topic within the student's track.		committee that is the leader within the students' track within the program.	oversight committee was created to analyze the curriculum and find flaws within the program.	foundational course of the program. This redesign was implemented in Fall of 2021 and will provide a better basis in the program for research and literature reviews.
Mathematics MS, PhD	https://www.math.uri.edu/~thoma/grad/mathematics_grad_learning_outcomes.pdf	Scores from both MTH 591/592 presentations and scores from PhD proposals and defenses. All faculty were given the same rubric to evaluate the students. The sample is 16 students from Fall 2019 to Fall 2021.	The program expected students to score at least 3 or above on all sections. The individual faculty members provided the data and the graduate director analyzed and evaluated the data. The results will be used by all graduate faculty in the department.	The students exceeded expectations on both outcomes with median scores of 3.625 and 3.25. The program is pleased with the results and cites the department's flexibility with the transition to remote learning in Spring 2020 as a factor for its success. No changes will be	N/A	The previous recommendation suggested to have a critical look on the comprehensive exams. The graduate committee started discussion on changes in the 2020-2021 academic year. The consideration of different proposals has taken more time than expected due to the COVID impact	Only two students completed their PhDs during this cycle, which is too small of a sample size to have a meaningful result.	Based on the graduate committee meetings this academic year, it is felt that the first step should be an improvement in the written MS exams. Namely, implementing a common list of expectations for MS written exams in MTH 435/436/513 which will be agreed on by all

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				implemented at this time.		and will be completed in Fall 2021. This is actually the only point in the program's assessment which is impacted by the COVID pandemic.		instructors but independent from a particular course coverage. The program plans to finalize the proposal in Fall 2021 and implement it for the MS written exams in Fall 2022.
Physics PhD	https://web.uri.edu/physics/5396-2/	For outcome one, learning research techniques, the program uses surveys from advisors and professors, scores on qualifying exams and interviews from advisors about student's research progress. For outcome two, demonstrating the ability to research, the program uses comprehensive exam scores. Lastly, the outcome on mastery in both written and	Analysis of the evidence provided by the major professors and members of the PhD committees. The expectation is that the graduates find gainful employment within half a year from the graduation. Performance on oral comprehensive exams, dissertation defenses and teaching, were reviewed by the graduate committee. In most cases, students published 3 papers in which they	Feedback from faculty advisors has indicated that more substantive exposure to numerical programming is required. Otherwise, students in the program are performing at a high level and the program plans to change the curriculum in order to increase the exposure to numerical programming.	Curricular	N/A	N/A	N/A

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		oral communication, the program uses oral and written comprehensive exams, dissertation preparation and defense.	were the primary author before submitting their dissertation. It is not stated in the report who interpreted the evidence.					
COLLEGE OF BUSINESS								
Labor Relations and Human Resources, MS	https://web.uri.edu/business/academics/graduate/labor-relations-hr-jd/curriculum/	The program uses the scores from a national exam from the Society of Human Resource Management	The program expected students to pass all six modules of the exam and this exam is monitored by a third party. The results are given to the graduate director. The results are analyzed and interpreted by the graduate director and the program's assessment committee.	All students assessed passed the exam. Due to the pandemic, the sample size was smaller than the program expected and does not represent the entire program. The program plans to implement the pre-test in order to improve students' scores on the exam and encourage more students to take the exam.	Structural	Include an additional global context to classes, especially LHR 500. The program was also recommended to provide where the curriculum diversity and inclusion will be emphasized as there is no class on this topic.	These changes are ongoing with no information in the report about the process.	N/A
COLLEGE OF EDUCATION								
Education PhD (joint with RIC)	No outcomes currently posted	The program used a variety of sources to	The program analyzed the scores	All but one student passed their	Curricular	The program was recommended to	The program used both oral and written	These changes were effective since the

		measure student success, including comprehensive exams, and scores from assignments in a new required writing class that students are required to take their first year in the program.	of comprehensive exams from 2017 to 2021. This included the individual rubric scores from each member of a student's comprehensive committee. The program expected all students to at meet expectations. It is unknown who interpreted the evidence.	comprehensive exams on the first attempt. Most students showed outstanding skills and students who scored higher in the content knowledge section tended to do better on the writing and analysis sections. The program plans to continue its current practices around comprehensive exams, but adding an additional focus on students' writing and presentation skills.		make changes to certain classes in order for students to fully reach the learning outcome and to improve the dissertation process.	defenses of dissertations in order to evaluate the changes made. The program also changed EDC 622 to include a collaborative service learning project and changed the time the class is taken to the fall of a student's second year in the program instead of the spring to encourage service learning earlier in the cohort. The scores for both defenses were above average and the switch to the fall class provided more engagement within the cohort through an individual and a collaborative service learning project.	program saw improvements to students' competence of what service learning is and an increased in the success of both the oral and written defenses of their dissertations. The program plans to monitor this success by continuing to ask for both student and faculty feedback about the processes in order to continuously improve the program. The program also plans to monitor the path to dissertation completion in order to figure out why some students finish the program in four years and others complete the program in seven years.
COLLEGE OF THE ENVIRONMENT AND LIFE SCIENCES								
Environ. & Natural Resource Economics (ENRE), MS/PhD	https://web.uri.edu/enre/graduate-student-learning-outcomes/	The program used an evaluation rubric from research projects in order to	The program uses a rubric evaluated by the instructor and the program expects	The majority of students are meeting or exceeding expectations in these	Curricular, Pedagogical	There were no recommendations in the previous report.	The program analyzed a rubric regarding students' research writing	The program is planning to improve this through mentorship and an

		evaluate the outcome.	all students to at least meet expectations. Faculty member Corey Lang analyzed and interpreted the data.	outcomes, but a good majority scored below the standard for understanding of research at a deeper level. This is across the board within the program and there is no clear pattern of why this is occurring. The program plans to increase the amount of conservations surrounding research and to provide more opportunities in the classroom to gain a greater depth of research knowledge.			abilities. The program found that students are meeting or exceeding expectations, but most fall short in terms of grammar and organization of the research paper. The program thinks this could be due to a large number of non-native English speakers.	increased emphasis on paper structure and proofreading.
				COLLEGE OF HEALTH SCIENCES				
Nutrition and Food Sciences MS	https://web.uri.edu/nfs/academics/m-s-nutrition/learning-outcomes/	The program used presentations, debates, oral thesis proposals and defenses, and their written thesis.	The program created a simple scoring tool with three categories (does not meet expectations, meets expectations, exceeds expectations). The program expects all students to meet expectations. The course instructor applied the rubric and communicated the expectations to the students. The	100% of students met or exceeded expectations and the program was impressed. The program believes with a more detailed rubric, they will be able to discover any areas of weaknesses within their students on the specific outcomes analyzed. The program is planning to create a more detailed rubric	Curricular, Structural	N/A	N/A	N/A

			course instructor and the program director interpreted the results and the program committee received the results.	in order to find these weaknesses and improve the curriculum based on the results.				
Psychology (Behavioral Science) PhD	https://web.uri.edu/psychology/academics/ph-d-program/behavioral-science/learning-outcomes/	The program used student thesis and dissertation defenses and the program's annual student reviews to analyze the outcomes listed.	Students are expected to score at least a 3 out of 5 on all sections within the rubric. All members of the student's committee are asked to complete the rubric, so there are between 3 and 5 individually scored rubrics for each student. The program director interprets and analyzes the results.	All students scored where the program expected them to be. MA defenses scored lower than PhD defenses, which the program expected because PhD students have more training and research and have already defended a research thesis before their dissertation defense. The program has three key recommendations based on their findings: improve compliance from committee members in submitting their scored rubric, continue using the current assessment tool in the next cycle in order to gather more data, and consider ways to use the data collected during the annual	Assessment, Structural	N/A	N/A	N/A

			review of student progress to identify other ways to assess program level learning outcomes earlier in the student's progress through their degree.				
COLLEGE OF NURSING							
Nursing PhD	Not provided.						
GRADUATE SCHOOL OF OCEANOGRAPHY							
Oceanography MO	No report submitted.						
Oceanography MS	No report submitted.						
Oceanography PhD	No report submitted.						
THE GRADUATE SCHOOL							
Interdisciplinary Neuroscience, MS/PhD	Submitted plan; first full report due May 2021.						

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

Reporting May 2019

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

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

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
				Faculty The program must demonstrate that faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The program must demonstrate that it is not critically dependent on one individual.	
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)	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 "electrical," "electronic(s)," "communication(s)," or "telecommunication(s)" in the	2024

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
				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. 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.	
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)	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	2024

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
				(including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components. The curriculum for programs containing the modifier "electrical," "electronic(s)," "communication(s)," or "telecommunication(s)" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics. 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. 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.	
Industrial & Systems Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official	Pending (none expected for final action on 6-year accreditation	Curriculum The curriculum must prepare graduates to design, develop,	2024

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

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
				Faculty The program must demonstrate that faculty members responsible for the upper-level professional program are maintaining currency in their specialty area.	
Ocean Engineering BS	ABET (Accreditation Board for Engineering and Technology)	Self-Study submitted June 2018, site visit October 2018, official action to be announced July 2026	Pending (none expected for final action on 6-year accreditation renewal, to be announced in July 2019)	Curriculum The curriculum must prepare graduates to have the knowledge and the skills to apply the principles of fluid and solid mechanics, dynamics, hydrostatics, probability and applied statistics, oceanography, water waves, and underwater acoustics to engineering problems and to work in groups to perform engineering design at the system level, integrating multiple technical areas and addressing design optimization. Faculty Program faculty must have responsibility and sufficient authority to define, revise, implement, and achieve the program objectives.	2024
COLLEGE OF HEALTH SCIENCES					
Kinesiology BS & Health and Physical Education (HPE)	Committee on Accreditation for the Exercise Sciences (COAES)	July 2018	Advisory Board meetings	Student Retention Culminating Experience: Internship Graduate Placement Employer Satisfaction Graduate Satisfaction	July 2019, continuing accreditation report

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

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

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

Reporting May 2019

Program	Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	Date of most recent accreditation action by date	List key issues for continuing accreditation identified in the accreditation letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or exam pass rates, employee rates, etc.)	Date and nature of next scheduled review
COLLEGE OF 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
COLLEGE OF BUSINESS					
Accounting MS	Assembly to Advance Collegiate Schools of Business (AACSB) - Separate Accounting Accreditation	March 11, 2019	Expand data analytics program components to maintain competitiveness for student employment. Learning outcomes achieved at rates "exceptionally too good to be true" other than the case of writing: increase challenge to students to provide greater continuous improvement	CPA exam pass rates have been continuously improving in 2017, first-time pass rates for URI advanced degree holders exceeded those for two other RI institutions and are consistent with peer schools used for AACSB reporting. Note that graduates may take an 18-month time span to complete the CPA exam. Employment rate is nearly 100%; one 2019 graduate did not obtain employment by the time of graduating from the program.	Summer 2023 report due; Fall 2023 peer review

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

			partnership decisions. 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. 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.	IRA/ILA: Full National Recognition. Must meet all 5 2003 IRA standards at the national recognition level, including sub-indicators.	
Education MA (Special Ed)	National Council for the Accreditation of Teacher Education, now known as the Council for the Accreditation of Educator Preparation (NCATE/CAEP) Rhode Island Department of Education Program Approval (PREP-RI) Council for Exceptional Children (CEC)	CAEP: 3/29/2015 PREP-RI: 03/26/2017 CEC: 08/31/2013	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." 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.	CAEP: Full Approval 7 years. Must meet all 6 NCATE standards. PREP-RI: Full Approval 7 years. Must meet all Rhode Island Professional Teacher Standards and PREP-RI standards for program approval. CEC: Full approval	CAEP: 03/29/2022 PREP-RI: 03/26/2021 CEC: 02/01/2023

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

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