SEEING THE FOREST AND THE TREES
Assessing Student Learning at the Institutional Level

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- Located in Rochester, New York with enrollment ~18,000
- Three international locations
- Diverse student body
- Over 160 academic degree programs out of 9 colleges
- Student Learning Outcomes Assessment Office formed in 2009

“RITchie” the RIT Mascot
KEY RESULT AREAS AT RIT

RIT's Strategic Plan: Imagine RIT

Mission, Vision, Values, Guiding Principles

Key Result Areas and Corresponding Goals
WHERE DO WE LIVE?

- **KRA 3**: Operate with organizational/operational excellence
- **Goal 11**: Demonstrate educational excellence through the achievement of student learning, academic effectiveness, student placement goals.
  - **Goal 11ai**: Meet or exceed student learning achievement levels
  - **Goal 11aii**: Ensure that learning assessment results and processes guide program planning and improvement
HOW DO WE MEASURE STUDENT LEARNING?

• **Goal 11ai:** Meet or exceed student learning achievement levels

  2012-13 Benchmark: 75% of expected program learning achievement levels (benchmarks) met or exceeded

• **Goal 11aii:** Ensure that learning assessment results and processes guide program planning and improvement

  2012-13 Benchmark: 100% of programs practice data driven continuous improvement
HOW DO WE KNOW IF WE ARE MEETING OUR GOALS RELATED TO STUDENT LEARNING?

- All academic programs have an assessment plan, referred to as a “PLOAP”
- Goal: collect data from academic programs on their assessment plans, key findings, and use of results

Program Level Outcomes Assessment Plan (PLOAP)

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>Academic Program Profile</th>
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<tbody>
<tr>
<td>1. Demonstrate ability to integrate scientific information and research into practice.</td>
<td>1a. Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical-based practice decisions</td>
<td>☒ Critical Thinking  ☒ Ethical Reasoning  ☒ Integrative Literacies  ☐ Global Interconnectedness  ☒ Creative/Innovative Thinking</td>
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ASSESSMENT METHOD: THE PROGRESS REPORT

- The “Progress Report” instrument was developed in 2010 collaboratively by the Student Learning Outcome Assessment Committee (SLOAC) to aggregate program-level assessment data across the University.
- The Progress Report aligns with the core elements on the Program Level Outcomes Assessment Plan (PLOAP).
- Programs annually provide quantitative and qualitative information describing their assessment activities and more importantly – how they are continuously improving their programs.
5d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference your specific assessment plan elements (Data Source, Benchmark, Findings and Use of Results) as needed.

DATA SOURCE:
EXAMPLE: Capstone projects were scored with the Research Rubric that directly articulated criteria.

In alignment with student learning outcome, utilize critical thinking skills to apply existing knowledge to social issues surrounding crime and criminal justice policies, we collected and analyzed data using a standardized rubric, the ETS Major Field Test in Criminal Justice.

BENCHMARK:
EXAMPLE: 90% of students will earn an overall "3" rating (competent) on the Research Rubric.

Thirty criminal justice students completed the ETS Major Field test in fall and spring of AY 2012-13. The target was that at least 70 percent of students would score in the 70th percentile.

FINDINGS:
EXAMPLE: 80% of students earned an overall "3" rating (competent) on the Research Rubric. The analysis of source information was identified as an area for improvement.

We exceeded this goal in that 80 percent of students taking the exam were at or above the 70th percentile.

USE OF RESULTS:
EXAMPLE: Implementing a curriculum reform by adding a 3 page mini-research project focusing on analyzing and integrating source information to provide more in-depth coverage of the topic. Re-assessment will take place next spring to evaluate improvement.

While performance of the ETS tests were encouraging and the target goals were met overall, in the law subfield, the fall cohort fell below the mean in this area. To address this, beginning Fall 2013, faculty teaching the Criminal Law courses developed a short (3-5 pages) glossary/description of terms and concepts relating to law. Formal assessment of these efforts at improving instruction in law will be accomplished through the bi-annual administration of the ETS Major Field Test. Should this solution not achieve the desired results, other measures will be considered, such as modifying the curriculum (while Criminal Law was a required course under quarters, it is now an elective course).
PROGRESS REPORT PROCESS

Survey Launch by College
November

College Reporting Period
November-January

Assessment Office Data Analysis
February-May

Campus-wide reporting Cycle
June-September
WHAT PROGRESS HAVE WE MADE?

RIT Progress Report Trends

**Assess SLO**
- 2009-10: 50%
- 2010-11: 62%
- 2011-12: 77%
- 2012-13: 86%

**Met Benchmarks**
- 2009-10: 40%
- 2010-11: 56%
- 2011-12: 75%
- 2012-13: 83%

**Use Results**
- 2009-10: 90%
- 2010-11: 80%
- 2011-12: 84%
- 2012-13: 79%
HOW DO WE DEFINE CONTINUOUS IMPROVEMENT?

- Progress Report analysis revealed that evidence of continuous improvement needed to be articulated.
- Rubric was developed and piloted in 2013.
ROLLING THE DATA UP TO THE KRAS

- Data from the Progress Report is used to measure goals 11ai and 11a ii
- Pre-determined benchmarks have been set through 2015

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<tbody>
<tr>
<td>11</td>
<td>Demonstrate educational excellence</td>
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<td>11a</td>
<td>Meet/exceed outcomes goals for program level student learning</td>
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<td>i.</td>
<td>Expected program/student learning achievement levels met or exceeded</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>40</td>
<td>55</td>
<td>55</td>
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<td>90</td>
<td>na</td>
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<td>ii.</td>
<td>Assessment results and processes guide planning and improvement</td>
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<td>na</td>
<td>na</td>
<td>90</td>
<td>85</td>
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HOW DO WE USE PROGRESS REPORT RESULTS?

Results from the Progress Report:

• Help us determine how to better support program level assessment
• Provide valuable insight to stakeholders on how data are used to guide improvements
• Guide us in improving our own methods and resources
• Facilitate a method to change the assessment culture on campus
• Highlight student learning achievement in RIT's academic programs
DETERMINE HOW TO BETTER SUPPORT PROGRAM LEVEL ASSESSMENT

Example: CIAS

- College support prioritized after Progress Report 1 analysis
- Set up 1:1 meetings with programs and walk-in help sessions prior to Progress Report submissions

Result: Programs assessing SLOs increased by 62%
PROVIDE VALUABLE INSIGHT TO STAKEHOLDERS ON HOW DATA ARE USED TO GUIDE IMPROVEMENTS

- Results are shared with the President, Provost, Senior Leadership, Board of Trustees, Deans, Associate Deans, Department Chairs, and Faculty.

- The Progress Report results are published and presented in multiple formats:
  - Annual Report
  - College Deans receive college-level information (binder)
  - College Associate Deans receive college-level information (electronic)
  - Presentations to Senior Leadership and Board of Trustees
  - SLOA website highlights (rit.edu/outcomes)
  - Provost’s Chairs and Directors meeting

- Academic programs also use Progress Reports for Accreditation
GUIDE US IN IMPROVING OUR OWN METHODS AND RESOURCES

• Assessment Practices
  • Progress report samples, guidelines, instrument, and timelines have all been improved
  • International locations included in the process
  • Next Step: embedding the Progress Report into RIT’s Assessment Management System

• Curriculum & Instruction
  • Programs document student achievement
  • Program improvements are tied to data
FACILITATE A METHOD TO CHANGE THE ASSESSMENT CULTURE ON CAMPUS

How do we do this?

• Build relationships with faculty
• Engage faculty
• Provide recognition and rewards
• Provide faculty development opportunities (workshops, conferences, presentations)
• Improve resources and materials
• Collect feedback often
HIGHLIGHT STUDENT LEARNING ACHIEVEMENT IN RIT’S ACADEMIC PROGRAMS

- Overarching goal of the Progress Report is to highlight student learning at RIT
- The Progress Report provides both an institutional (forest) view and a program level (trees) view of the landscape
QUESTIONS

rit.edu/outcomes