RIT | Division of Academic Affairs
Office of Educational Effectiveness Assessment

Academic Program Improvement Progress Report 12 (AY 2020-2021)
Executive Summary

The Academic Program Improvement Progress Report, administered by the Office of Educational Effectiveness Assessment (EEA), collects student learning outcomes data from RIT's academic programs (N=194). All academic programs, degree granting units, and International locations assessed program-level student learning outcomes in AY 2020-2021. Progress Report 12 (PR12) results were analyzed to determine if the university achieved its two student learning outcomes goals:

University Goals

Goal: 90%

Result: 99%

Student Achievement Benchmarks:

Student achievement benchmarks, established by each program, provide detailed descriptions of an expected level of student performance and determine if the selected student learning outcome was met based on assessment results.
RIT exceeded the 90% goal.

Goal: 100%

Result: 91%

Data-Driven Continuous Improvement:

RIT's *Academic Program Assessment Continuous Improvement Rubric* is used to rate each program's Progress Report. Those programs rated a "2" (Evidence) or higher on a four point scale are using assessment results to guide decisions to improve student learning and programs. RIT did not meet the 100% goal.

University Trends

Academic programs consistently meet or exceed established student achievement benchmarks and have achieved the university's goal over the past five years (see Figure 1). The percentage of academic programs demonstrating data-driven continuous improvement decreased by 2% this year (91%). Although there was a slight decline, we have maintained 90% or higher over the past three reporting cycles (see Figure 2).
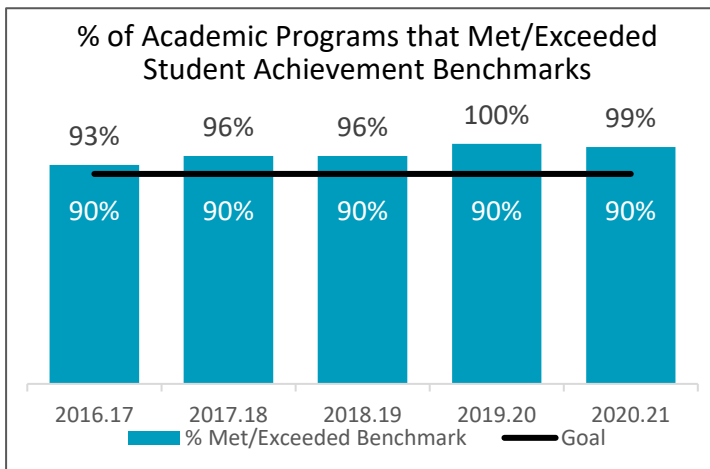
% of Academic Programs that Met/Exceeded Student Achievement Benchmarks

2016.17	2017.18	2018.19	2019.20	2020.21
93%	96%	96%	100%	99%
90%	90%	90%	90%	90%

% Met/Exceeded Benchmark — Goal

Figure 1: % of Academic Program that Met/Exceeded Student Achievement Benchmarks

% of Academic Programs Practicing Data-Driven Continuous Improvement

100%

2016.17	2017.18	2018.19	2019.20	2020.21
83%	85%	90%	93%	91%

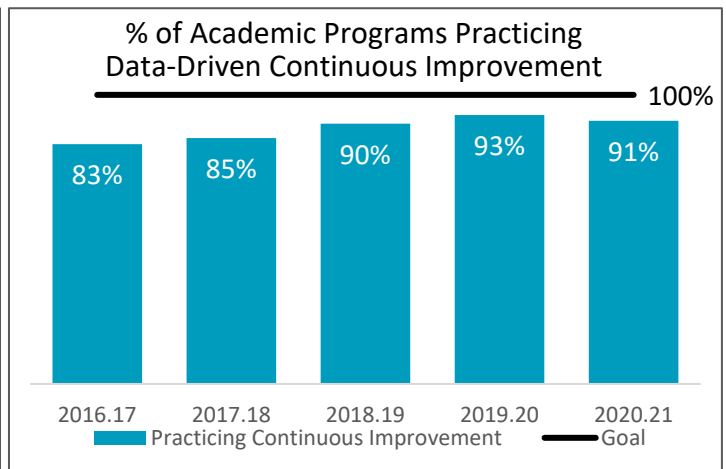Practicing Continuous Improvement — Goal

Figure 2: % of Academic Programs Practicing Data-Driven Continuous Improvement

Key Findings

Analysis of college and program-level results identified the following trends. Appendices A and B provide five-year trend data by college, degree granting unit and International location for each university goal.

Goal 1: Student Achievement Benchmarks

- Seven colleges (CAD, CET, CHST, CLA, COS, GCCIS, and NTID), two degree granting units (GIS, SOIS), and four International locations (China, Croatia, Dubai, and Kosovo) achieved 100% of their student achievement benchmarks in AY 2020-2021.
- CAD, CHST, GCCIS, GIS, Croatia, and Kosovo achieved 100% of their student achievement benchmarks over the five-year reporting period.

Goal 2: Data-driven Continuous Improvement

- Five colleges (CET, CLA, GCCIS, KGCOE, and NTID), two degree granting units (GIS, SOIS), and three International locations (China, Croatia, and Kosovo) achieved the university's goal - 100% of its academic programs demonstrating continuous improvement this year. This was a first time achievement for KGCOE and NTID.
- The Golisano College of Computing and Information Sciences achieved 100% of its academic programs demonstrating continuous improvement over the five-year reporting period.
- Graduate programs remained consistent (87%) in the number of programs demonstrating continuous improvement from the previous reporting cycle (88%).

Consistency of assessment results and the achievement of one university goal is important to note given that AY 2020-2021 had many of the same complexities associated with the previous pandemic year. Assessment practices remained consistent with improved reporting and the achievement of both university goals for several colleges and International locations. The ongoing support of college and International location senior leadership, academic leaders and respective faculty is greatly appreciated and critical in demonstrating continuous program improvement.

Next Steps

1. Focused Support: Academic program leaders and faculty affirm that 1:1 consultations and tailored workshops have a positive impact on their assessment practices and the annual reporting process. The EEA team will direct its efforts toward colleges that have a lower percentage of programs demonstrating continuous improvement and programs that have not provided evidence of continuous improvement in the annual reporting process.

2. Assessment Plan Support: EEA will continue to emphasize the review, revision, and implementation of program-level outcomes assessment plans (PLOAPs) on a regular basis. The implementation of an updated PLOAP with corresponding methods and measures provides a strong foundation to inform program development, improve the academic experience and enhance student learning.

The Provost's Excellence in Student Learning Outcomes Award

This annual award is given to recognize an academic degree program that is committed to best practices in assessment, improving student learning, and continuous program improvement. The Master of Science in Bioinformatics program in the College of Science was selected as the 2022 recipient of the Excellence in Student Learning Outcomes Award.

Program Director: Feng Cui, **Program Faculty:** Gary Skuse, Michael Osier, Gregory Babbitt
Program Staff: Amanda Dolan

The master's degree program in bioinformatics was established in 2002 creating a curricular opportunity in biotechnology, computer programming, computational mathematics, statistics, and database management. The bioinformatics master's program provides students with a strong foundation to utilize and create technologies that will discover, treat, and cure a range of medical illnesses.

Beginning in 2018-19, the program began assessing all student learning outcomes instead of a select few annually. This strategy helps gather a multi-year assessment and comprehensive view of all outcomes. Assessment results are shared with faculty at program meetings each fall to collect feedback and inform the continuous improvement of teaching strategies, curriculum, and instruction.

The program utilized a highly collaborative approach with faculty using a curriculum mapping process and assessment framework to revisit its program goals, student learning outcomes and relevant metrics to reflect high standards of academic quality in the bioinformatics field. A scoring guide was used to rate concepts as "extremely important" or "not important" as they relate to biotechnology knowledge. This supported re-mapping curriculum onto the new framework and revealed several important gaps in their curricula. Suggestions from program alumni and industry experts also informed the process. It is exciting to see that direct communication of assessment results with faculty is leading to promising results in student learning.

The program received the Provost Award at the Celebration of Teaching and Scholarship Ceremony on April 12, 2022 and will have a cash award of $4,000 for professional development.

For Academic Program Improvement Progress Report questions, please contact:
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Appendix A: University Goal – Student Achievement Benchmarks

COLLEGE OR DEGREE- GRANTING UNIT	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CAD	100%	100%	100%	100%	100%
CET	94%	88%	100%	100%	100%
CHST	100%	100%	100%	100%	100%
CLA	78%	94%	84%	100%	100%
COS	83%	96%	100%	100%	100%
GCCIS	100%	100%	100%	100%	100%
KGCOE	95%	91%	95%	100%	94%
NTID	94%	100%	100%	100%	100%
SCB	88%	100%	87%	100%	95%
SOIS	67%	67%	100%	100%	100%
GIS	100%	100%	100%	100%	100%
TOTAL	**93%**	**96%**	**96%**	**100%**	**99%**
INTERNATIONAL LOCATION	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RIT China	N/A	100%	100%	100%	100%
RIT Croatia	100%	100%	100%	100%	100%
RIT Dubai	100%	100%	93%	100%	100%
RIT Kosovo	100%	100%	100%	100%	100%

Appendix B: University Goal – Data Driven Continuous Improvement

COLLEGE OR DEGREE- GRANTING UNIT	DATA-DRIVEN CONTINUOUS IMPROVEMENT				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CAD	86%	93%	96%	96%	96%
CET	94%	88%	83%	100%	100%
CHST	86%	100%	100%	75%	88%
CLA	89%	100%	79%	95%	100%
COS	91%	63%	100%	92%	92%
GCCIS	100%	100%	100%	100%	100%
KGCOE	77%	64%	95%	91%	100%
NTID	72%	78%	89%	94%	100%
SCB	56%	100%	87%	86%	55%
SOIS	67%	67%	100%	100%	100%
GIS	100%	33%	67%	100%	100%
TOTAL	**83%**	**85%**	**90%**	**93%**	**91%**
INTERNATIONAL LOCATION	DATA-DRIVEN CONTINUOUS IMPROVEMENT				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
RIT China	N/A	100%	50%	50%	100%
RIT Croatia	100%	100%	80%	100%	100%
RIT Dubai	64%	93%	79%	93%	73%
RIT Kosovo	100%	100%	100%	100%	100%