



STUDENT AFFAIRS
ASSESSMENT

Closing the Loop

Winter 2005-06

Finding data... easy online tips

Ever wondered how many students are enrolled in the College of Business or what is the gender or ethnicity demographics for the College of Liberal Arts? Easy links on the RIT website can help you navigate your way to these answers...

RIT's Institutional Research and Policy Study Website (<http://www.rit.edu/~wwwits/services/irps/>) includes three excellent and user-friendly services: RIT at a Glance, also available from the RIT Home Page This site summarizes:

- Overall Enrollment Data
- Alumni Data
- Faculty and Staff Data
- Housing Capacity
- Facility Size
- Degree's Offered & Awarded
- Tuition Rates
- Library Information
- Athletics Information
- Credit Hour Enrollment
- Enrollment Demographics

External Links are also provided on this site including government agencies, AITU (Association of Independent Technical Universities) links, and other higher education sites.

Enrollment Related Data is a very useful link for high-level, summary information which can be sorted by individual college or for RIT overall. Key information includes:

- Degree's Conferred



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Comparing Institutions... another web resource



Another online site that may be useful if you want to compare RIT to other colleges and universities is The Education Trust. (<http://www.collegeresults.org>)

It is important to note that this is NOT an official RIT site. Therefore, you should be cautious with using the findings on this site for official reporting and should verify any data with Institutional Research. However, if you are trying to get a general picture of how RIT compares in performance to other institutions, this is a

great way to get started. To use the site, select the "enter college results online" box and select one of the search options. You can search for RIT only, RIT and other schools, or by a specific characteristic such as graduation rate or retention.

Middle States... what do I need to know?

Middle States, Self Study Reports, Accreditation... what does it all mean and does it matter to me?

Most colleges and universities across the country belong to a peer review accreditation agency which provides an opportunity for a periodic reporting and review process to maintain a fully accredited status. This status has numerous implications including meeting governmental regulations and securing funding sources.

RIT belongs to a regional board called the Middle States Commission on Higher Education (<http://www.msche.org>)

and therefore is required to complete a re-accreditation process every ten years. Additionally a smaller periodic review takes place at the five year mark between accreditations. Middle States provides institutions with a set of standards or guidelines for completing the accreditation process and assigns a liaison from their staff to assist.

In order to complete the requirements, RIT will complete a self-study process, compile a formal report, provide appropriate evidence, and host a visiting team of faculty and staff from other universities. All members of the institution from students to faculty, staff, and administrators, to the Board of Trustees are involved in this

process to ensure that RIT presents an accurate picture of itself for the accreditation review team.



The self-study report is designed primarily as a tool for the institution to evaluate itself, determine areas of strength as well as areas for improvement. In the past, accreditation reports were primarily show-and-tell type documents which were largely descriptive in nature. This standard is evolving to ensure a higher level of accountability by requiring that the report focus on results and assessment.

Middle States at RIT: The Organizational Structure

The Middle States process is led by the President and the Board of Trustees but has been assigned for direct oversight to Dr. Katherine Mayberry, vice president of academic affairs. Dr. Mayberry created a Steering Committee of 12 members representing faculty and staff from across the Institute. The steering committee has formed five sub-committees (each with 4-5 members) who will focus on addressing the specific standards outlined by the Middle States Commission.



These subcommittees have, from a pool of volunteers, formed additional task forces to assist in this process of data gathering, analysis and reporting. These groups will be focusing on the following areas:

- Institutional Value Proposition and Governance (Mission, Goals, and Objectives, Leadership and Governance, & Integrity)
- Resources and Administration (Planning, Resource Allocation and Institutional Renewal, Institutional Resources, & Administration)
- Assessment (Institutional Assessment & Assessment of Student Learning)
- Enrollment Management and Student Support (Student Admissions, Student Support Services, & Related Educational Activities)
- Faculty and Curriculum (Faculty, Educational Offerings, & General Education).

For more information and timelines please visit RIT's website for the self-study process (<https://www.rit.edu/~accredit/2006/index.html>).

What is an IRB and is it important to me?

Codes of conduct and other ethical standards issued by many of the organizations to which student affairs professionals belong include an item related to the concept of “do no harm”. This premise is one of the underlying principles behind the Human Subjects Protection Acts and the creation of Institutional Review Boards (IRB) across the country.

One of the key elements debated by IRB's is risk vs. benefit. It is certainly understandable that risk to an individual's physical well-being should be protected and weighed against the potential benefits in medical or pharmaceutical studies. What is often less obvious is that this principle holds true for all types of research involving human subjects. According to RIT's IRB website “The Department of Health, Education and Welfare defines a subject at risk "as any individual who may be exposed to the possibility of injury, **including physical, psychological, or social injury**, as a consequence of participation as a subject in **any** research, development, **or related activity** which departs from the application of those established and accepted methods necessary **to meet his needs** or which **increases the ordinary risks** of daily life.”



In Student Affairs terms this means IRB approval is necessary for any research involving human subjects such as, physical fitness testing, psychological testing, survey collection related to behaviors or attitudes, language acquisition and many others.

So... if you are working with students on any of these or other projects one of the first questions you should ask yourself is “Is this research?” This is not always an easy question to answer and you are encouraged to talk with IRB staff if you need more information, however, some key indicators that your work is research include:

- The findings may be used in published work or for a conference presentation (now or in the future)
- The data will be compared with a larger data set and may enhance the body of knowledge on this topic at or beyond RIT
- Data sets will be collected for comparison over time (longitudinal studies, pre/post tests, etc)

Projects that are usually not research include classroom activities and program evaluations.

If you are planning a project that you think may fall under the heading of research (or if you are unsure) you should contact either:

Nicole Boulais, Assessment Coordinator
for Student Affairs and IRB Member

OR

Heather Foti, IRB Administrator for RIT

If you are confident that your project is research, you should connect with the IRB website (http://www.research.rit.edu/compliance/irb/about_irb.html) and complete a Form A (Application for Review). It is important to note that approval is not immediate... so plan ahead.

**STUDENT AFFAIRS
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Closing the Loop

Student Affairs Assessment

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Plan-Do-Assess-Improve-Plan...

Mission: Student Affairs Assessment assists in the planning and coordination of center evaluation and assessment activities in order to meet divisional goals. Services, events and programs are periodically assessed to determine the degree to which these efforts are successful in: meeting student learning outcomes; enhancing student satisfaction; fostering student growth and development; and facilitating student success and retention.

Goals:

- To fully embed assessment into the division culture
- To enhance the compilation and sharing of student data
- Provide and encourage continuing professional development in the area of assessment
- Development and use of technology to support assessment efforts

Winter/Spring Calendar of Assessments

Time-frame	Survey Tool	Sponsoring Center/ Area	Contact Person	Student Population to be surveyed
Jan/Feb	EBI– Residence Halls	Residence Life	Cha Ron Sattler	All apartment residents
Jan/Feb	ASC Survey	Academic Support Center	Birgit Coffey	RIT undergraduate students
Feb/ March	Student Government Survey	Campus Life/ Residence Life	Mike D’Arcangelo or Jeff Sulik	RIT students
March	Noel-Levitz Student Satisfactions Survey	Academic Affairs	Dr. Katherine Mayberry	RIT undergraduate students
April	Your First College Year	First Year Enrichment & NTID	Karen Violanti or Linda Bryant	All first year, undergraduate students