



Institutional Effectiveness Map Planning Guide

RIT

Division of
Academic Affairs
**Office of
Educational
Effectiveness
Assessment**

rit.edu/educationaleffectiveness/

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Institutional Effectiveness (IE) Overview

The overarching institutional effectiveness question is: “How well are we achieving our mission and goals?” Institutional effectiveness is a systematic, data-informed process for evaluating an institution's success in achieving its mission and purpose. This process involves the collection, analysis, and application of data to guide strategic planning, decision-making, and resource allocation. The institutional effectiveness process documents **how well the institution's performance aligns with its purpose.**

RIT's institutional effectiveness processes and practices are designed to:

- Demonstrate how effectively administrative units support RIT's vision, mission and Strategic Plan 2018-2025, *Greatness Through Difference*.
- Utilize assessment results to guide **continuous improvement** across all aspects, including operations, planning, decision-making, and resource allocation.
- Provide evidence of systematic processes for continuous quality improvement.

Institutional Effectiveness at RIT is characterized by six core elements:

1. Defining the **mission** of the division or unit
2. Developing **measurable goals/outcomes** that align to the mission of the institution and division
3. Identifying **data sources or activities** for assessment of those **goals/outcomes**
4. Setting **benchmarks** to assess achievement of the **goals/outcomes**
5. Determining the **timeline and person(s) responsible** for data collection/reporting
6. **Using the results to guide decisions and changes** to improve programs and services and inform planning, budgeting, and resource allocation



The Institutional Effectiveness (IE) Map is a planning tool designed to organize administrative unit information related to its core elements. The Office of Educational Effectiveness Assessment provides support for administrative units to complete their IE Maps. The image below illustrates a template units can use to document their assessment planning. The template, available in the Google Drive [IE Map Template- Google Sheet](#) includes additional fields to track progress, achievement of goals, and next steps.

Institutional Effectiveness (IE) Map			
Administrative Unit	Division	Assessment Cycle	
Mission Statement			
To add additional rows with formatted drop down options, select the last row and right click select "insert row below."			

IE Map

Goals/Outcomes

RIT Strategic Plan Dimensions (select all that apply)

Data Source

Benchmark

Timeline and Person(s) Responsible

IE Map Core Elements

1. Clearly Defined Mission

An administrative unit's charge or mission is *a broad statement of purpose identifying its services, programs, and contributions to the institution*. The statement aims to be brief (three to five sentences) and reflect the unit's role within the division and/or institution, its mission and goals, and how it supports primary stakeholders.

A mission statement will:

- Explain how the unit's activities **align with the institutional vision or mission**
- Identify and describe the **primary stakeholders**—the groups who receive or benefit from the unit's key services (e.g., students, faculty, staff, parents, employers, community organizations)
- Include services provided by the unit to support institutional mission, vision, and student success. It is recommended to list only those services within the reporting unit over which you have control or influence

Mission Statement Example:

The Controller's Office. We support RIT's strategic goals by working together to provide accurate, timely, and actionable information while acting as good stewards of the university's financial resources. By utilizing efficient, effective, and innovative processes, we strive to accomplish the following:

- Protect and enhance the university's financial resources
- Provide reliable information to all stakeholders for decision-making
- Deliver a wide range of services to the RIT community
- Meet regulatory requirements

2. Measurable Goals/Outcomes

A **goal or outcome** (may also be referred to as an **objective**) is a concise statement that provides a specific, detailed description of the desired quality or expectation of key functions, operations, and services within an administrative unit. Begin statements with an **action verb** that describe an **observable, measurable, and results-oriented** process. (See Appendix C for examples of action verbs.)

Outcome Examples:

Improve the security of confidential/personal employee data by strengthening HR access controls

Provide an intentional advising model to meet the academic needs of students

Aligning unit goals to RIT's Vision, Mission and Strategic Plan

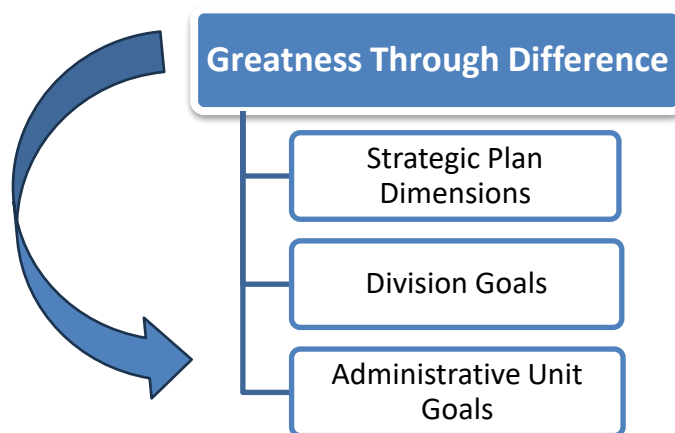
An institution's strategic plan operationalizes its vision and mission to the campus community and its stakeholders. The RIT Strategic Plan 2018-2025, [*Greatness Through Difference*](#), (refer to Appendix B) serves as a blueprint for the university. Units align their goals to the Strategic Plan's four intersecting dimensions:

Dimension One: People - Where Creativity Begins

Dimension Two: Programs - Innovating Across the University

Dimension Three: Places - Facilitating Creativity

Dimension Four: Partnerships - Extending Our Reach and Serving the World



3. Identify Data Sources or Unit Activities

Every administrative unit goal needs corresponding data sources or activity to measure success. These sources vary widely depending on the unit's function and can include:

- **Operational Metrics:** Enrollment, attendance, event counts, submission volumes, and revenue.
- **Service Performance:** Details on services offered and unit response times.
- **Surveys:** Feedback from faculty, students, alumni or employers.
- **Focus Groups:** Detailed qualitative insights.

Review current unit practices for gathering information on services, programs, and activities. Then, select data sources that are both informative and cost-effective.

Methods of Measurement

It is essential to identify reliable, accurate measures of unit goals/outcomes and provide evidence about operations, performance, and achievements. Pinpoint ways to gather information using **existing data sources**. There also may be opportunities to use one method to measure more than one unit goal or outcome.

Direct Methods assess demand, quality, efficiency, and effectiveness. This may include completion and/or productivity of service and efficiency of individual points of service. Examples of direct methods include program attendance, number of students receiving service, revenue, and post-graduation employment.

Indirect Methods assess student or stakeholder perception of services, programs, and activities. Examples of indirect methods include student rating of their experience or knowledge, exit interviews, or focus groups.

4. Set Benchmarks

Benchmarks determine the acceptable level of achievement or success for each unit objective. A benchmark is required for *every* goal/outcome on the **IE Map**. Setting benchmarks is an iterative process to help explain how well the administrative unit is performing. Once benchmarks have been set, administrative units then measure and determine performance based on the established success



Tips: Data Sources

- ✓ What methods does the unit use to collect information?
- ✓ Are current data sources directly related and aligned to measure the unit's outcomes/objectives?
- ✓ What other information does the unit need to gather in order to determine whether the unit is achieving its objectives?



Tips: Benchmarks and Targets

- ✓ Conduct research and identify external benchmarks from sources using appropriate professional associations or standards and peer programs.
- ✓ Review pre-existing internal benchmarks (annual reports, divisional expectations).
- ✓ Involve others in the standards-setting process; work with division and unit leadership and staff members.

metrics. Benchmarking is a continuous process. Once units have measured performance in comparison with the initial benchmark, adjustments or modifications can be made based on an analysis of results.

Benchmark/Target Examples:

Goal: Students will report a positive experience playing intramural sports.

Data Source: Student surveys were conducted for intramurals participants each semester.

Benchmark: 90% of respondents will agree or strongly agree each semester (*Q.2 on survey: "My overall experience playing intramurals this semester was positive."* Strongly Agree/Agree).

Goal: Deliver exceptional client service and support to Employer Partners during bi-annual Career Fair.

Data Source: Career Fair Employer Partners Survey

Benchmark: 80% of employers will rate students as Prepared or Very Prepared for the Career Fair

5. Timeline and Person(s) Responsible

Plan the administrative unit's approach for gathering institutional data, including **who** will collect the data and identifying the **most opportune times** throughout the year for data collection and analysis. **Be selective, strategic, and realistic.**

Develop a cycle that will match competing demands, internal requirements, and external commitments.

In general, it is recommended that a unit assess two or three goals, outcomes or objectives on an annual basis. A staggered approach over a period of time (e.g. a two-year cycle) maximizes unit resources and capacity. Identify the individual responsible for data collection, analysis and sharing results.



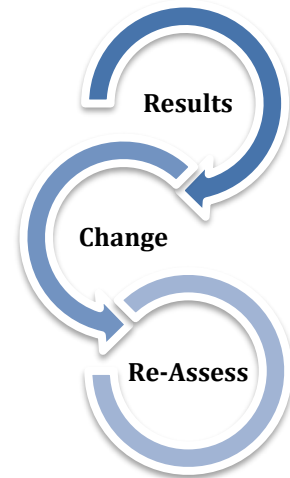
Tips: Use Results to Drive Conversations

- ✓ Share assessment results during team meetings or retreats to foster transparency and collaboration.
- ✓ Use these discussions to identify trends, celebrate successes, and prioritize areas for improvement.
- ✓ Align next steps with your unit's strategic goals and upcoming planning cycles.

6. Use Results to Guide Continuous Improvement

Results: Assessment findings can distinguish patterns of consistency, provide evidence of performance, and identify gaps in services, programs, and activities. Select the most appropriate rating category in the administrative unit's assessment management system's workspace based on the findings.

- ☐ Met – Unit has achieved its Objective
- ☐ Approaching – Unit has not met benchmark, however it has made significant progress toward achieving the Outcome/Objective
- ☐ Not Met – Unit has not met benchmark. The unit can still report progress to achieve the Objective

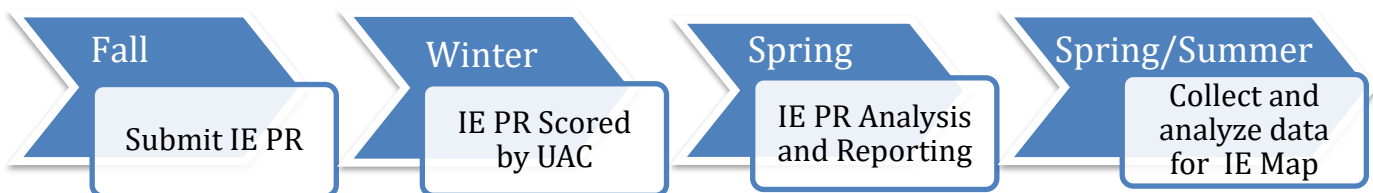


Action: A primary goal of assessment is to support continuous, quality improvement by uncovering and addressing issues. A challenging aspect of assessment is “closing the loop,” using the data to inform and reflect upon current practice and facilitate change.

- Use results to confirm alignment with RIT’s institutional initiatives, guide discussions, validate goals, outcomes, or improve administrative unit performance.
- Identify what, if any, next steps or actions will be taken as a result of the assessment findings.
- Ensure that proposed actions directly connect to specific findings—clearly articulate how the proposed change addresses the identified gap or supports the observed success.
- Close the loop by re-assessing after a change has been implemented to determine if the change had the desired effect.

IE Progress Report and Timeline for Administrative Units

As part of its commitment to integrated strategic planning, RIT’s University Assessment Council (UAC) developed a reporting tool and process to highlight how administrative units contribute to institutional effectiveness. The Institutional Effectiveness Progress Report (IE PR), is a tool that provides the opportunity to demonstrate how each administrative unit is supporting the university’s mission and goals, and using data to drive improvement processes on an annual basis. The following timeline provides guidance in supporting the administrative unit annual IE progress report process.



Office of Educational Effectiveness Assessment

The Office of Educational Effectiveness Assessment (EEA) provides leadership and centralized support for assessment processes focused on fostering academic quality and advancing institutional effectiveness.

We collaborate with all RIT divisions to ensure that administrative units are measuring their goals and using assessment results to inform and guide continuous improvement (enhancing operations, planning, guiding decision making, allocating resources, etc.) in support of the Vision, Mission, and RIT's Strategic Plan.

EEA provides specialized consulting related to assessing administrative unit goals. Visit our website for sample IE Maps, Annual Progress reports and other resources, or contact us to schedule a meeting with your department.

rit.edu/educationaleffectiveness

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Appendix A. RIT Strategic Plan 2018-2025, *[Greatness Through Difference](#)*

Vision and Mission

We shape the future and improve the world through creativity and innovation. As an engaged, intellectually curious, and socially conscious community, we leverage the power of technology, the arts, and design for the greater good.

Dimensions (Goals)

Dimension One: People – Where Creativity Begins

1. Enroll and support a diverse mix of increasingly creative, multi-talented students
2. Continue to diversify the undergraduate student population by gender, race, and nationality
3. Improve graduation rates across all demographics
4. Continue to attract and retain world-class faculty committed to elevating RIT's collective excellence
5. Continue to diversify the faculty and administration by gender, race, and nationality
6. Hire, promote, and retain an increasingly diverse and outstanding staff
7. Design and implement RIT for Life, a campus-wide culture that embraces all alumni as full members of the RIT community

Dimension Two: Programs – Innovating Across the University

8. Restructure undergraduate degree requirements to ensure students have room to pursue broader curricular experiences, experiential learning, and 21st-century competencies
9. Design and integrate unique curricular experiences at the intersection of RIT's programs in technology, the arts, and design
10. Develop the leading performing arts program in the nation for non-majors, making sure to capitalize upon NTID's strong history in the performing arts
11. Increase research, scholarship, and artistic activity by developing nationally prominent research areas and centers, increasing the number of doctoral degrees awarded, and developing new Ph.D. programs
12. Continue to build a strategic, sustainable, and high quality online program portfolio
13. Determine and work toward the plan for the optimal size of the university and its colleges
14. Develop a sustainable long-term business model that enables us to undertake new initiatives
15. Develop and implement an enterprise risk management plan that identifies and prioritizes those risks with the greatest potential to impair the university's ability to meet its strategic objectives
16. Create a distinctive RIT brand and develop a supporting content marketing strategy that makes use of all relevant media

Dimension Three: Places – Facilitating Creativity

17. Develop a master plan that addresses current and future space needs of the Rochester campus
18. Pursue the design, construction, and renovation of facilities that support the core activities of creativity, design, and innovation
19. Pursue construction and/or renovation of facilities that support the research enterprise and graduate students

Dimension Four: Partnerships – Extending Our Reach and Serving the World

20. Through the Rochester Regional Health-RIT Alliance, identify and develop collaborative research and degree programs in health sciences and technologies
21. Establish new and strengthen existing community partnerships with schools and cultural institutions
22. Partner with regional economic development agencies to catalyze and support the local start-up community
23. Explore opportunities for establishing on-the-ground RIT program facilities in the U.S., outside of Rochester.
24. Increase NTID's presence throughout the university and strengthen its position as a national and international model of inclusive excellence and accessibility
25. Develop our international partnerships using a strategic decision-making process

Appendix B. Action Verbs for Goals/Outcomes/Objectives Statements

Administer	Coach	Guide	Monitor
Address	Demonstrate	Increase	Organize
Advise	Develop	Institute	Perform
Allocate	Diagnose	Instruct	Plan
Assess	Direct	Interview	Prepare
Balance	Ensure	Introduce	Process
Budget	Establish	Investigate	Produce
Calculate	Evaluate	Implement	Promote
Collaborate	Explain	Improve	Provide
Communicate	Expedite	Illustrate	Research
Conduct	Facilitate	Interpret	Strengthen
Coordinate	Forecast	Manage	Support
Counsel	Generate	Market	Systematize

Appendix C. Institutional Effectiveness Map Template

Access the Google template here: [IE Map Template- Google Sheet](#)

RIT Rochester Institute of Technology										Date Updated	
Institutional Effectiveness (IE) Map											
Administrative Unit		Division		Assessment Cycle		Department Contact					
Mission Statement											
To add additional rows with formatted drop down options, select the last row and right click select "insert row below."											
IE Map											
Goals/Outcomes	RIT Strategic Plan Dimensions (select all that apply)	Data Source	Benchmark	Timeline and Person(s) Responsible	Achievement of Outcome (Select One)	Key Findings	Next Steps				

