RIT | Division of Academic Affairs
Office of Educational Effectiveness Assessment

Academic Program Improvement Progress Report 10 (AY 2018-2019)
Executive Summary

Rochester Institute of Technology (RIT) continues its long-standing practice of demonstrating continuous academic program improvement through the implementation of program-level outcomes assessment plans and the annual reporting of results by all degree granting programs. The Academic Program Improvement Progress Report, completed by academic leaders and program faculty, demonstrates how programs use student learning outcomes assessment results to inform program decisions and pedagogical practices.

In AY 2018-2019, the majority of RIT's academic programs, degree granting units, and international locations (99%) reported assessing program-level student learning outcomes. Progress Report 10 (PR10) results were analyzed to determine if the university achieved its two student learning outcomes goals:

University Goals

Goal: **90%** Result: **96%**

Goal: **100%** Result: **90%**

Goal 1: Meet Student Achievement Benchmark:

Programs establish benchmarks to determine if the expected level of student performance is achieved. Programs report if the achievement level of at least one of the student learning outcomes was met. RIT exceeded the 90% goal.

Goal 2: Demonstrate 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 continue to consistently meet or exceed established student achievement benchmarks (see Figure 1). The percentage of academic programs demonstrating data-driven continuous improvement increased by 5% during this reporting cycle (90%), missing the university benchmark of 100% (see Figure 2). University and college level results and trends are available on the Office of Educational Effectiveness Assessment's Academic Program Improvement Progress Report dashboard.

Figure 1: Programs that Met/Exceeded Benchmarks

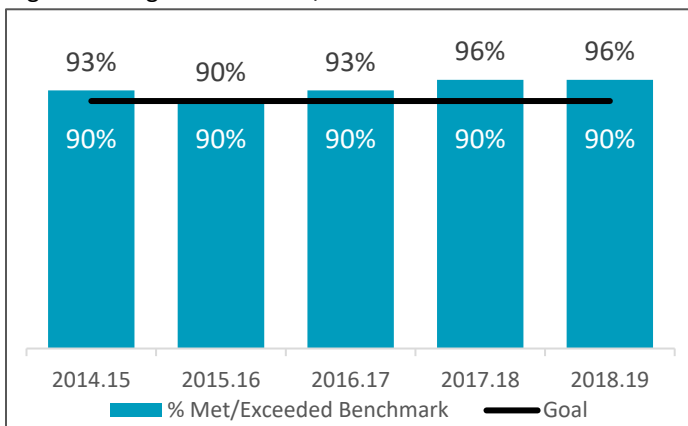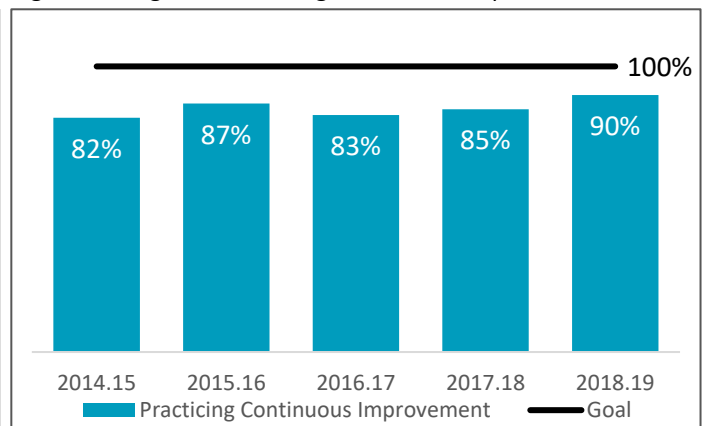| Year	% Met/Exceeded Benchmark	Goal
2014.15	93% (90%)	90%
2015.16	90% (90%)	90%
2016.17	93% (90%)	90%
2017.18	96% (90%)	90%
2018.19	96% (90%)	90%

Figure 2: Programs Practicing Continuous Improvement

Year	Practicing Continuous Improvement	Goal
2014.15	82%	100%
2015.16	87%	100%
2016.17	83%	100%
2017.18	85%	100%
2018.19	90%	100%

Key Findings

- Graduate programs had the most significant increase (5%) in demonstrating continuous improvement compared to graduate program results from the prior reporting cycle.

- Three colleges/degree granting units met student achievement benchmarks continuously from 2014 through 2019 (CHST, CAD, and GIS).

- Five colleges/degree granting units had an increase in the number of programs demonstrating continuous improvement:
  - COS (+37%)
  - GIS (+34%)
  - SOIS (+33%)
  - KGCOE (+31%)
  - NTID (+11%)

Using Results to Guide Continuous Improvement

The university's annual reporting process gathers information on how assessment results are used to guide continuous improvement. The following examples demonstrate that improvement can occur at the course or program level and may occur either during or after the assessment cycle.

The **BS Applied Modern Language and Culture** program shared how faculty used results to improve learning. The program assessed the students' ability to *interpret and analyze authentic cultural production such as, film, literature, or media.* Faculty learned that some students struggled with delivering a fully memorized interpretive presentation in Spanish. Students needed more feedback to help them understand the assignment. To prepare for the second presentation, faculty provided students with feedback on their first presentation and reminders about the assignment expectations. As a result of these changes, all students met or exceeded the benchmark. They will continue using this method of feedback and guidance in this course and will consider applying it to other AMLC courses in the future.

The **BS Graphic Design** program reported on a finding which will help to improve the program's curriculum. The *integration of formal visual principles into design solutions* was assessed using a final project. A new project writing requirement had students explain their concepts in writing alongside their visual communications. Results were positive, and the benchmark was achieved. The program would like to expand these strategies into more areas of the curriculum. In spring 2020, they began the process of embedding and assessing a writing component into the senior capstone.

Next Steps

The percentage of programs demonstrating data-driven continuous improvement is trending up but remains below our ideal benchmark of 100%. Based on Progress Report 10 findings, and in response to feedback from faculty and representatives on the Student Learning Outcomes Assessment Committee, the Office of EEA will develop and implement the following:

- Enhanced program assessment resources including "quick guides" and customized workshops

- Expanded virtual resources

- A pilot process designed to provide formative feedback to programs on their assessment plans

For Academic Program Improvement Progress Report questions, contact:

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