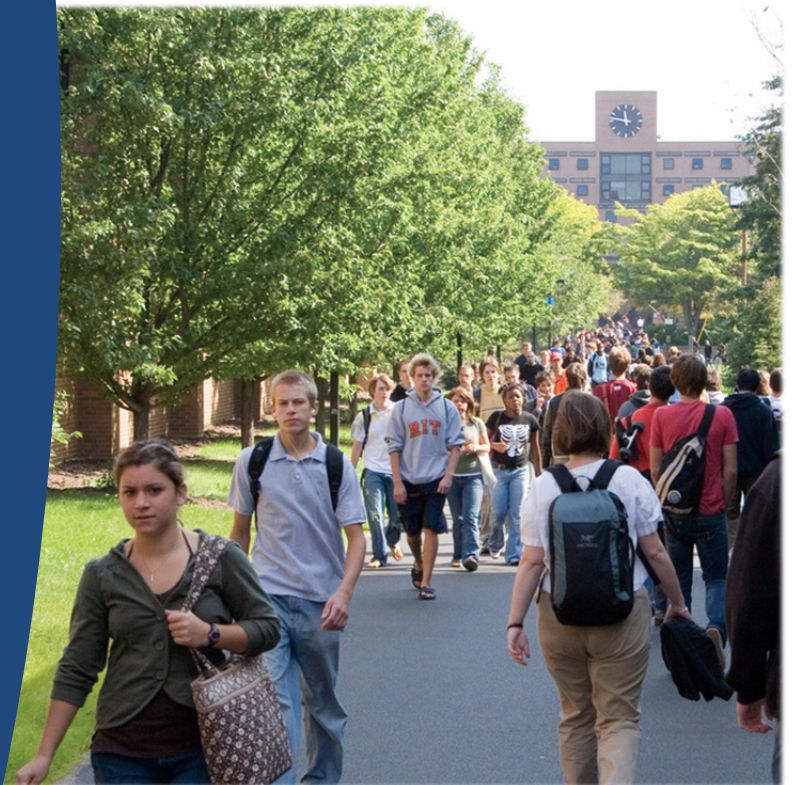


STUDENT LEARNING OUTCOMES ASSESSMENT

5TH ANNUAL PROGRESS REPORT AY 2013-2014



R·I·T

ACADEMIC AFFAIRS
STUDENT LEARNING OUTCOMES
ASSESSMENT OFFICE
SUMMER 2015

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Overview

The fifth annual Student Learning Outcomes Assessment Progress Report provides an in-depth look at program level assessment practices and results during AY 2013-14.

University Trends

Assessment activity in 2013-2014, as illustrated in Figure 1, shows increases in the number of programs assessing student learning, meeting benchmarks, and using results for continuous improvement. These findings suggest that our goal of providing evidence of a positive impact on improving student learning is being realized.

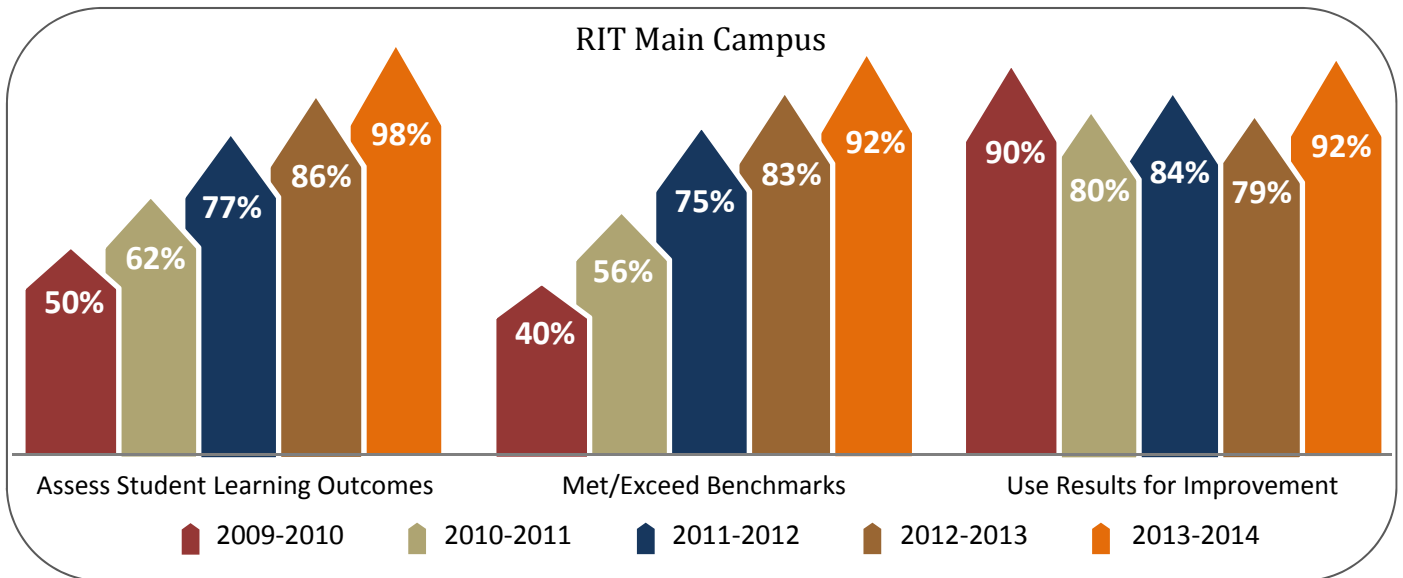


FIGURE 1: ASSESSMENT TRENDS – 2009-2014

This report reflects the results from program assessment plans that were implemented during the first year of the semester calendar conversion. In particular, this assessment cycle witnessed:

- 100% of RIT’s programs reported their assessment findings.
- International Program Participation: With the priority of ensuring academic quality across RIT programs in Henrietta and abroad, all 17 academic programs in Dubai, Croatia, and Kosovo participated in the administration of Progress Report 5. The prior year, only a sample of international programs piloted the process.
- Assessment Management System Utilization: All RIT programs completed and submitted Progress Report 5 using Taskstream, RIT’s assessment management system. This enabled programs to import information directly from their own program workspaces into their Progress Report. The benefits of using Taskstream included a streamlined reporting method and increased efficiency of archiving, reflecting, and documenting the use of assessment results.

The percentage of programs assessing student learning and the percentage of programs meeting or exceeding benchmarks have been on a steady incline since the first Progress Report (AY 2009-10). The percentage of programs using results for improvement has been more variable over the five year period. We attribute some of this variation to semester conversion program preparation. Additionally, a definition and corresponding criteria for using results for improvement was developed and used to analyze Progress Report submissions after the first Progress Report administration.

Strategic Plan Key Result Areas (KRA)

RIT’s Strategic Plan includes two goals focused on the percentage of programs that meet/exceed designated student achievement benchmarks and use student learning outcomes assessment data for continuous improvement. Below is the summary of the last five years of results for these two goals.

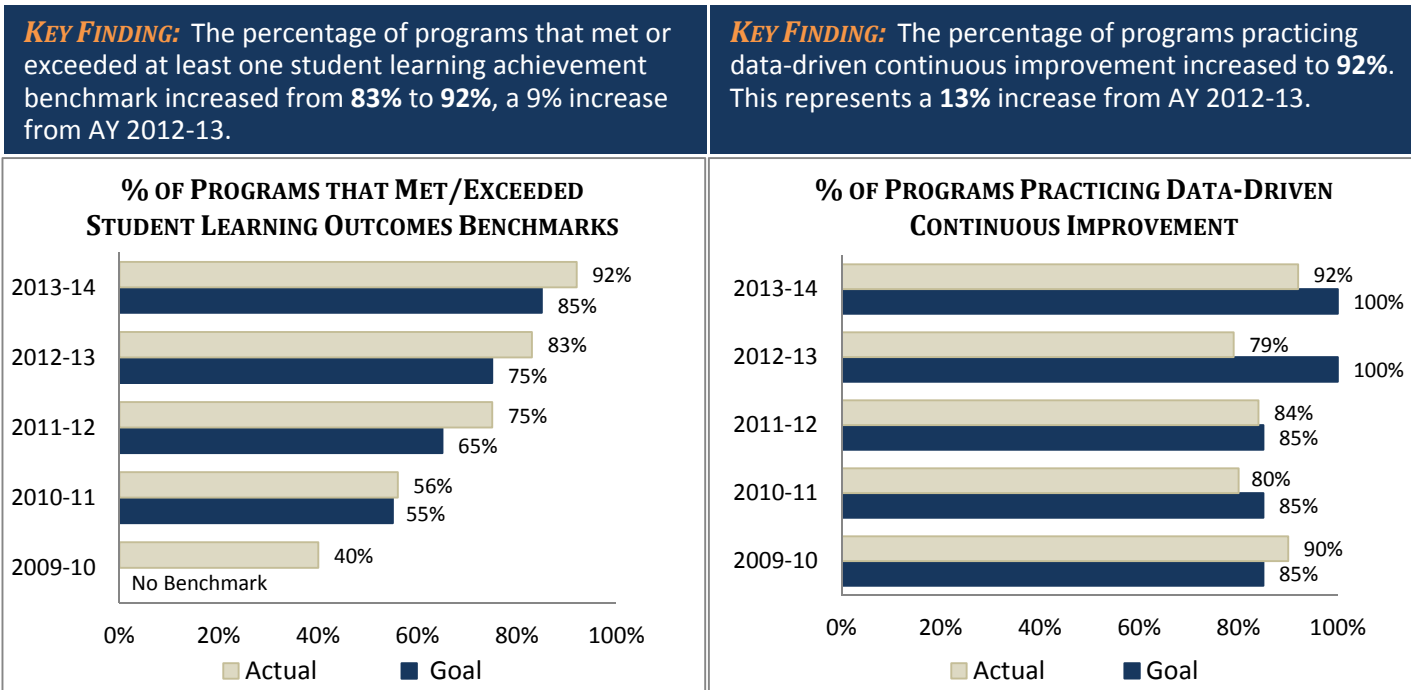


FIGURE 2: RIT STRATEGIC PLAN KEY RESULTS AREA GOAL 11AI

FIGURE 3: RIT STRATEGIC PLAN KEY RESULTS AREA GOAL 11AII

As should be noted, we have exceeded our goal for the percentage of programs meeting/exceeding benchmarks for the fourth consecutive year. After a slight dip in Progress Report 4, we are moving closer to our aspirational goal of 100% of programs practicing data-driven continuous improvement. The results from Progress Report 5 show the highest percentage of programs using results to date.

How Do Programs Use Assessment Results?

RIT developed guidelines to define, clarify, and provide a mutual understanding of what the goal of continuous improvement entails. These guidelines were shared with the academic programs during consultations and as they prepared their Progress Reports.

The guidelines (See Guidelines in Appendix A) articulate the levels or stages of continuous program improvement and provide programs with clarity on how the Progress Report is reviewed with respect to the stages. Progress Report submissions were analyzed, not only on the basis of whether or not the program provided evidence of continuous improvement, but also by what types of data-driven improvements were reported. A program’s review helps place the program at different levels of continuous improvement and provides the university with a more comprehensive understanding of how academic degree programs are using assessment data to guide program improvements.

The largest percent (47%) of programs met the highest level of continuous improvement. This level includes programs that have demonstrated analyses of data and proposed or made changes at the course or program level to improve student learning, pedagogy, curriculum, services or assessment processes.

Programs that did not provide evidence of continuous improvement were also organized into levels based on the guidelines. More than half of these programs (62%) described data collection efforts and findings without linking to any type of continuous improvement. This finding suggests analyzing data and then demonstrating the use of results is still challenging for programs. This is an area for further improvement. See Appendix B for the initial results.

How Do Programs Demonstrate Improving Student Learning?

Programs are asked to provide examples of how they analyzed program level student learning outcomes assessment data and proposed or made changes or improvements. Examples of using assessment results to modify curriculum or instructional strategies to improve student learning are highlighted in Table 1. These programs were selected as examples of using assessment data to improve student learning. In some cases, reassessment occurred and the program was also able to confirm improvement to student learning, while some programs will reassess the outcome to determine if the actions led to improvement of student learning.

TABLE 1: EXAMPLES OF USING ASSESSMENT RESULTS TO IMPROVE STUDENT LEARNING

INITIAL ASSESSMENT FINDINGS	USE OF RESULTS TO IMPROVE STUDENT LEARNING: ACTION TAKEN	FOLLOW-UP
BS/MS Physician’s Assistant First time pass rates on the Physician’s Assistant National Certifying Exam (PANCE) are trending downward.	Provided students’ access to PAEasy (an online, self-directed, comprehensive board review tool).	Re-assessment of PANCE scores to determine if there is an impact on learning improvement.
BS Media Arts & Technology Students’ ability to prepare text and images for publication to print and electronic media showed a significant decline.	The <i>Team Project</i> course was modified to include up front project planning with weekly follow-up with the instructor.	Re-assessment confirms learning improvement as the benchmark was met.
BS Criminal Justice Students struggled with the use of APA formatting and peer reviewed data sources in preparing a final paper.	The <i>Seminar in Criminal Justice</i> will require the inclusion of rough drafts of a paper in several phases with one phase entirely devoted to APA.	Re-assessment of student work to determine if there is an impact on learning improvement.
MS Bioinformatics Although overall grades and writing skills are improving, the benchmark was not met for demonstrating effective academic writing.	Modify teaching strategies by adding peer editing and expanding the drafting process to allow more time for revision.	Re-assessment of student work to determine if there is an impact on learning improvement.
Ph.D. Computing and Information Sciences Students met the benchmarks for both presenting and writing a literature review.	Although benchmarks were met, the program recommended the skills workshop continue to focus on enhancing presentation skills.	Re-assessment of the next cohort of students to determine impact or improvement.

The Progress Report results are disaggregated by college or degree-granting unit (see Table 2) and provide an overview of programs that reported on assessing student learning outcomes, meeting benchmarks, and using results for continuous improvement. The majority of colleges or degree granting units saw increases in all three of the aforementioned categories.

Overview of Results

- Four colleges/degree granting units (CHST, GCCIS, CMS, GIS) reported 100% of programs meeting benchmarks and using results – the largest number of colleges/degree granting units to date to report this.
- An overwhelming majority of colleges showed increases in the percentage of programs using results for improvement - a key goal for the university.

TABLE 2: PROGRESS REPORT TRENDS BY COLLEGE/DEGREE-GRANTING UNIT

COLLEGE/ DEGREE- GRANTING UNIT	MET OR EXCEEDED BENCHMARKS					USE OF RESULTS				
	2009-10	2010-11	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2012-13	2013-14
CAST	75%	82%	82%	82%	94%	95%	94%	82%	71%	94%
CHST	N/A	86%	100%	100%	100%	N/A	86%	100%	100%	100%
CIAS	9%	39%	73%	79%	96%	86%	73%	85%	91%	93%
COLA	24%	35%	63%	71%	88%	94%	65%	69%	65%	88%
COS	20%	38%	91%	73%	91%	83%	71%	95%	68%	91%
GCCIS	35%	47%	53%	94%	100%	94%	82%	65%	100%	100%
KGCOE	52%	50%	82%	95%	91%	95%	77%	82%	77%	81%
NTID	88%	100%	100%	100%	100%	94%	100%	100%	100%	87%
SCB	60%	83%	0%	33%	62%	100%	83%	100%	33%	100%
CMS	67%	67%	67%	67%	100%	100%	100%	67%	0%	100%
GIS	0%	100%	50%	100%	100%	0%	100%	50%	100%	100%
TOTAL	40%	56%	75%	83%	92%	90%	80%	84%	79%	92%

International Locations

RIT's goal is to foster academic program assessment practices and processes that are collaborative and aligned across all locations. In order to reach this goal, ongoing work and communication with international programs has expanded to regular program or college and University-wide meetings where home and international programs discuss assessment initiatives, analysis, recommendations, and best practices.

An ongoing focus area for outcomes assessment is the inclusion and expansion of program level student learning outcomes assessment at international locations. All locations participated in Progress Report 5 for the first time (a smaller pilot group participated in Progress Report 4).

The results from Progress Report 5 were positive, with over half of programs reporting assessing student learning, meeting benchmarks, and using results for improvement.

While comparable Progress Report trends are not yet available for international programs, results from Progress Report 5 do show an increase in all three categories for each location. We will continue to track this.

TABLE 3 PROGRESS REPORT RESULTS FOR INTERNATIONAL PROGRAMS

INTERNATIONAL CAMPUS PROGRAMS	PROGRAMS THAT ASSESSED SLO'S		MET OR EXCEEDED BENCHMARKS		USE OF RESULTS FOR IMPROVEMENT	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Croatia	60%	100%	60%	100%	60%	80%
Dubai	0%	55%	0%	55%	0%	55%
Kosovo	0%	100%	0%	100%	0%	100%

Summary

During 2013-2014, RIT's academic programs implemented semester-based program assessment plans. The assessment results were our best to date. Overall, findings suggest the quality of our program assessment methods has improved as well as the ability to communicate the findings and recommendations.

There is a steady increase in the number of programs that are reporting analyzing student learning outcomes assessment data and making adjustments or refinements to curriculum, pedagogy, and assessment practices. These modifications generally occur at the course level and focus on improvements to the curriculum and instruction.

Moving forward, the SLOA Office will focus on the following initiatives:

- Disseminate reports, findings, and recommendations to the campus community.
- Work with Student Learning Outcomes Assessment Committee (SLOAC) to review program/college level data and determine any refinements to the Continuous Improvement Guidelines.
- Continue to work directly with colleges and programs to provide faculty development related to assessment and continuous improvement initiatives with a strong focus on re-assessing to demonstrate improved learning.
- Work with academic programs to fully utilize Taskstream to sustain assessment information and results.
- Review RIT's new Strategic Plan and objectives to align or refine current program level outcomes assessment goals and benchmarks.
- Analyze Progress Report data to determine if improvements are occurring at the course or program level.

Epilogue: Looking Back on Closing the Loop

Based on the findings and recommendations from Progress Report 4, the Student Learning Outcomes Assessment Office worked with the Student Learning Outcomes Assessment Committee (SLOAC) to focus on supporting programs in the use of assessment results in the following ways:

- Consulting one-on-one with faculty
- Meeting with programs or departments

- Presenting at college leadership meetings (customized to college)
- Developing of resources for programs
- Coaching academic program leaders to implement program assessment plan

The program support was designed to build capacity and enhance assessment practices with a focus on continuous improvement. Moving forward, we expect the continued emphasis for ongoing work will be the use of assessment results for program improvement

Below is a list of the core action items that were a result of the previous assessment cycle and identifies the follow-up or closing the loop:

-
1. **Action Item:** Work with programs that did not report assessing student learning in Progress Report 1, 2, or 3 (approximately 10% of our programs).

Result: Over 50% of these programs reported assessing student learning in the Progress Report 4 cycle.

Current: 100% of these programs reported assessing student learning in Progress Report 5 Cycle.

Future: Work with the programs (now 2%) that did not report assessing student learning in Progress Report 5.

-
2. **Action Item:** Provide additional examples of how to use results for improvements to guide programs.

Result: Developed and piloted the *Continuous Improvement Guidelines* to articulate a University-wide description for continuous improvement for academic programs using outcomes assessment data

Current: The guidelines were finalized prior to Progress Report 5 and shared with programs and used to evaluate the level of continuous improvement for each program. The percentage of programs reporting the use of results for continuous improvement increased from 79% to 92%.

Future: Enhance the guidelines by separating and defining additional and highest level of continuous improvement.

-
3. **Action Item:** Provide continued support for programs as they transition their program level assessment plans from paper to Taskstream.

Result: 89% (8/9) of colleges' program assessment plans are partially or **completely** in Taskstream. 50% (1/2) degree-granting units' program assessment plans are partially in Taskstream.

Current: 100% of RIT programs used their Taskstream workspace to submit a Progress Report.

Future: In addition to reporting, support the use of Taskstream as part of a systematic approach to program outcomes assessment processes.



Student Learning Outcomes Assessment Progress Report Continuous Improvement Guidelines

RIT's Annual *Student Learning Outcomes Progress Report* provides the data for RIT's Strategic Plan, Key Result Area 3, Goal 11aⁱⁱ which is the percentage of programs practicing data-driven continuous improvement.

The SLOA Office reviews all submissions and we encourage programs to clearly articulate how data is used to make changes to improve student learning, pedagogy, curriculum, or to revise academic programs, services, or assessment processes. When reviewing the Progress Reports, the following guidelines are used to determine if a program practices data-driven continuous improvement:

Programs practicing data-driven continuous improvement provide information that highlights they are doing at least one of the following:



- ✓ Analyzing student learning outcomes assessment data from direct sources and proposing or making changes at course or program level to improve student learning, pedagogy, curriculum, or to revise academic programs or assessment processes. *Examples: developing, piloting or implementing new rubrics, courses, instructional strategies, content, or assignments*
- ✓ Analyzing student learning outcomes assessment data from direct sources and determining that changes are not needed at this time. *Examples: monitoring trends or patterns or collecting more data*
- ✓ Analyzing student learning outcomes assessment data from indirect sources and determining that changes are not needed at this time. *Examples: monitoring trends or patterns or collecting more data*
- ✓ Using program information/data collected from indirect data sources to guide changes to curriculum, instruction, or assessment or to improve academic services or professional development activities. *Examples: Course grades, exit survey, alumni surveys, advisory boards, faculty member or student discussions, external peer review*

Programs that are not practicing data-driven improvement report one of the following:

- ✓ Describe data collection efforts (from direct or indirect sources) and findings without linking to any type of continuous improvement. *Example: We sent out an alumni survey and 90% responded favorably to the majority of items.*
- ✓ Explain why no data-driven improvements were made. *Examples: Taking a year off, semester conversion workload, some structural change to department, etc.*
- ✓ List what will be done or assessed in the future. *Examples: Plan to develop a rubric over the summer, course was not offered, faculty did not collect this cycle, etc.*

Appendix B

KRA RUBRIC RESULTS FOR MAIN CAMPUS	% OF PROGRAMS
Yes: Programs practicing data-driven continuous improvement report doing at least one of the following:	
Analyzing student learning outcomes assessment data from direct sources and proposing or making changes at course or program level to improve student learning, pedagogy, curriculum, or to revise academic programs or assessment processes. <i>Examples: developing, piloting or implementing new rubrics, courses, instructional strategies, content, or assignments</i>	47%
Analyzing student learning outcomes assessment data from direct sources and determining that changes are not needed at this time. <i>Examples: monitoring trends or patterns or collecting more data</i>	30%
Analyzing student learning outcomes assessment data from indirect sources and determining that changes are not needed at this time. <i>Examples: monitoring grade trends or patterns or collecting more indirect data</i>	5%
Using program information/data collected from indirect data sources to guide changes to curriculum, instruction, or assessment or to improve academic services or professional development activities. <i>Examples: Course grades, exit survey, alumni surveys, advisory boards, faculty member or student discussions, external peer review</i>	10%
Total percentage of programs demonstrating continuous data-driven improvement	92%
No: Programs not practicing data-driven improvement do not report at least one activity in the “yes” column and indicate/report:	
Describing data collection efforts (from direct or indirect sources) and findings without linking to any type of continuous improvement.	5%
Explanation of why no data-driven improvements were made. <i>Examples: taking a year off, semester conversion workload, some structural change to department, etc.</i>	2%
Describing what will be done or assessed in the future. <i>Examples: Plan to develop a rubric over the summer, course was not offered, faculty did not collect, etc.</i>	.5%
No information provided	.5%
Total percentage of programs that do not demonstrate continuous data-driven improvement	8%