



PROGRAM LEVEL STUDENT LEARNING OUTCOMES ASSESSMENT PROGRESS REPORT SUMMARY (2011-2012)

Overview

The third annual Student Learning Outcomes Assessment (SLOA) Progress Report provides an in-depth look at program level assessment practices during AY 2011-12. University and college level results are shared with the Provost's Office, Board of Trustees, Deans, Student Learning Outcomes Assessment Committee (SLOAC), departments, and programs.

The overarching goals for the annual progress report are to:

- ❖ highlight student learning achievement in RIT's academic programs
- ❖ determine how data are used to guide improvements in curriculum, pedagogy, and departmental practices
- ❖ determine how to better support program level assessment

In spring 2013, program chairs and directors were asked to report on the assessment of two program level student learning outcomes and current departmental assessment practices. For the second year in a row, a response rate of 100% (158/158) was achieved. This affirms that a systematic reporting process of assessment results and practices is becoming ingrained in RIT's academic culture. For the first time, we collected data from programs in three international locations: Kosovo, Zagreb, and Dubrovnik (see Table 4).

Key Findings

- ❖ The number of programs assessing student learning increased for the third consecutive year. Seventy-seven percent of RIT programs assessed student learning outcomes, a 15% increase from AY 2010-11.
- ❖ The number of programs that met or exceeded at least one benchmark increased to 75%. This represents a 19% increase.
- ❖ The number of programs using assessment results and processes to guide program planning improvements increased to 84%. This represents a 4% increase.

Table 1 (below) displays the three year trend for all academic program outcomes assessment results as reported in RIT's Strategic Plan: Key Result Area 3: Organizational and Operational Excellence. RIT exceeded the goal for meeting or exceeding achievement benchmarks, and we are approaching the goal for using assessment results and processes to guide planning and improvement.

Table 1: UNIVERSITY-WIDE TRENDS IN PROGRAM LEVEL LEARNING OUTCOMES ASSESSMENT

KRA #3 ORGANIZATIONAL AND OPERATIONAL EXCELLENCE	AY 2009-10		AY 2010-11		AY 2011-12		AY 2012-13	
	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL*
Goal 11ai: Expected program student learning achievement levels (benchmarks) met or exceeded	N/A	40%	55%	56%	65%	75%	75%	TBD
Goal 11aii: Assessment results and processes guide planning and improvement	85%	90%	85%	80%	85%	84%	100%	TBD

*Data collected for AY 2012-13 is reported in the following year.

Program Assessment Findings

Table 2 (below) includes three year data for *only* the programs that assessed student learning outcomes in the data collection cycles. The progress continues to be positive as we have increased the total number of programs that are assessing student learning outcomes in each cycle. We also continue to exceed our goals for programs with benchmarks, reporting achievement of benchmarks, and using results to make improvements.

Table 2: PROGRAMS ASSESSING STUDENT LEARNING OUTCOMES

Assessment Goals	2009-10 (50% OF ALL PROGRAMS)		2010-11 (62% OF ALL PROGRAMS)		2011-12 (77% OF ALL PROGRAMS)	
	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Programs with achievement benchmarks	N/A	86%	85%	90%	85%	98%
Programs reporting at least one achievement benchmark level met or exceeded	N/A	93%	55%	100%	55%	97%
Programs using results to make program improvements	85%	100%	85%	98%	85%	96%

College/Degree Granting Unit Overview

The Student Learning Outcomes Assessment Progress Report results are separated by college and year to provide an overview of the progress related to four program assessment processes (see Table 3). Overall, six of the nine colleges (67%) improved their performance related to all four program assessment processes. Two colleges improved in three of the four processes and one college demonstrated improvement related to one of the assessment processes. College highlights include:

- ❖ the College of Science had the largest gains from the previous year in all four assessment processes
- ❖ the College of Health, Science, and Technology; College of Imaging Arts and Science; College of Liberal Arts; and Kate Gleason College of Engineering reported gains from the previous year in all four assessment processes
- ❖ the National Technical Institute for the Deaf and College of Health, Science, and Technology achieved 100% in all four assessment processes

Table 3: COLLEGE SUMMARY TRENDS

COLLEGE/ DEGREE GRANTING UNIT	PROGRAMS THAT ASSESSED SLO'S			PROGRAMS WITH BENCHMARKS			MET OR EXCEEDED BENCHMARKS			USE OF RESULTS* (ALL PROGRAMS)		
	2009- 10	2010- 11	2011- 12	2009- 10	2010- 11	2011- 12	2009- 10	2010- 11	2011- 12	2009- 10	2010- 11	2011- 12
CAST	80%	82%	82%	75%	82%	82%	75%	82%	82%	95%	94%	82%
CHST	N/A	86%	100%	N/A	86%	100%	N/A	86%	100%	N/A	86%	100%
CIAS	17%	52%	73%	11%	39%	73%	9%	39%	73%	86%	73%	85%
COLA	53%	47%	69%	29%	35%	69%	24%	35%	63%	94%	65%	69%
COS	40%	43%	95%	20%	38%	95%	20%	38%	91%	83%	71%	95%
GCCIS	47%	59%	65%	35%	47%	53%	35%	47%	53%	94%	82%	65%
KGCOE	57%	54%	82%	55%	50%	82%	52%	50%	82%	95%	77%	82%
NTID	88%	100%	100%	88%	100%	100%	88%	100%	100%	94%	100%	100%
SCB	60%	83%	0%	50%	83%	0%	60%	83%	0%	100%	83%	100%
CMS	67%	67%	67%	67%	67%	67%	67%	67%	67%	100%	100%	67%
GIS	0%	100%	50%	0%	100%	50%	0%	100%	50%	0%	100%	50%

*Assessment outcomes and processes include direct and indirect measures of student learning outcomes and other program assessment

International Programs Overview

This year, six international programs located in Kosovo and Croatia were surveyed as part of an ongoing effort to integrate international programs into RIT's annual reporting on outcomes assessment. Prior to submitting their first Progress Report, international programs worked with a liaison from their "home" program on the Henrietta campus to begin to implement the new Program Level Outcomes Assessment Plan designed for all semester programs. Programs are working together to ensure that they implement the same assessment plans and processes at both locations.

One of the six international programs surveyed reported formally assessing student learning outcomes in the 2011-12 academic year (See Table 4). The remaining five programs reported that assessment planning efforts with their home programs were in place. International programs did report collecting indirect data (e.g., alumni surveys, focus groups, student surveys) and analyzing student performance data such as placement exams.

Table 4: COLLEGE SUMMARY TRENDS

INTERNATIONAL CAMPUS PROGRAMS	PROGRAMS THAT ASSESSED SLO'S	PROGRAMS WITH BENCHMARKS	MET OR EXCEEDED BENCHMARKS	USE OF RESULTS* (ALL PROGRAMS)
Croatia, Dubrovnik	50% (1/2)	50% (1/2)	50% (1/2)	100% (2/2)
Croatia, Zagreb	0% (0/3)	0% (0/3)	0% (0/3)	100% (3/3)
Kosovo	0% (0/1)	0% (0/1)	0% (0/1)	0% (0/1)

Summary

Overall, RIT's academic programs continue to advance in assessing program level student learning and refining assessment practices. We continue to see evidence of a more cohesive and organic connection between curriculum, instruction, and assessment, which serves our academic programs well as we transition to new semester program level assessment plans.

As we reported last year, as the University gets closer to the semester model, programs are focused on transitioning to implementing new semester program assessment plans and appear to be less focused on implementing significant changes or improvements to quarter programs that will not be offered in fall 2013. We have one more Progress Report in the quarter model and then all programs will fully implement their new semester program level assessment plans.

Use of Results and Next Steps

- ❖ The Assessment Office will disseminate reports, findings, and recommendations to colleges and programs.
- ❖ Each Student Learning Outcomes Assessment Committee (SLOAC) college representative will discuss the program results with their Directors and Department Chairs to further analyze results and determine specific next steps for programs.
- ❖ The Assessment Office will focus on working with the programs that have not reported assessing student learning in Progress Report 1, 2, or 3. This represents approximately 10% of our programs.
- ❖ The Assessment Office will provide additional examples of how to use results for improvements to guide programs.
- ❖ The Assessment Office will continue to support programs as they transition to managing their program level assessment plans using the on-line assessment management system: Taskstream.