

# SLOA STUDENT LEARNING OUTCOMES ASSESSMENT PROGRESS REPORT

## EXECUTIVE SUMMARY (2009-2010)



**In-Depth Look at Program-level Assessment:** Academic programs at RIT have spent considerable time and energy working to identify and assess program-level student learning outcomes within their current quarter and soon-to-be-semester undergraduate and graduate degree programs.

The first annual Student Learning Outcomes Assessment (SLOA) Progress Report provided programs and the university with a more in-depth look at program-level assessment practices in place during AY 2009-10. University-level results will be shared with the Provost's Office, Board of Trustees, Deans, and Student Learning Outcomes Assessment Committee (SLOAC).

**Progress Report: Data Collection Process:** The Student Learning Outcomes Assessment Committee (SLOAC) comprised of representatives from every college and the Student Learning Outcomes Assessment (SLOA) Office developed a web-based reporting format that programs will utilize on an annual basis to report progress on and results from program-level student learning outcomes assessment work.

In March 2011, utilizing this format, we asked program chairs and directors to respond to a series of questions and specifically report on the assessment of two program-level student learning outcomes and/or progress to date on establishing assessment processes.

**Progress Report: Use of Data:** The data collected are intended to be formative and shared only in the aggregate at the institute level. The goals for the progress report are to:

- provide a more accurate and informed picture of where academic programs are in the assessment process
- highlight student learning achievement and determine how satisfied programs are with results
- determine how data are being used to make improvements in curriculum, pedagogy, and departmental practices
- determine how to better support program-level assessment

**Key Findings:** The following tables provide a University-level summary of Program level Outcomes Assessment activities. The response rate was 97% (167/172).

### University-Wide Summary of Program-Level Learning Outcomes Assessment Results [N=167] Reporting Cycle: Academic Year 2009-10

PROGRAMS ASSESSING OUTCOMES DURING REPORTING CYCLE	TOTAL PROGRAMS ASSESSING SLOS IN 2009-10	% OF TOTAL PROGRAMS	OVERALL GOAL
Number of programs that assessed student learning outcomes [N=83]	(83/167) 50%	(83/167) 50%	85%
Number assessing outcomes with established achievement benchmarks	(71/83) 86%	(71/167) 43%	Not Established Yet
Number that reported achievement benchmark level met/exceeded	(66/71) 93%	(66/167) 40%	70% (2011 Goal)
Number of programs using results to make program improvements	(83/83) 100% *	(150/167) 90% *	85%

\* The percentage of programs meeting or exceeding student learning goals and the percentage of programs using assessment outcomes and processes for improvement are not expected to be identical. There is a higher percentage of programs using direct and indirect types of assessment data for continuous improvements. We expect to see a higher percentage of programs using all types of assessment data for continuous improvement. These data include direct student learning outcomes results as well as indirect measures (e.g. alumni feedback) not included in achievement benchmark category.

The programs that did not directly assess student learning in 2009-2010 were asked to identify where they were in the assessment process. The table below summarizes the responses.

PROGRAMS NOT DIRECTLY ASSESSING OUTCOMES DURING REPORTING CYCLE	NUMBER OF RESPONSES	
<b>Where are these programs in the process?</b> [N=84]	(84/167)	50%
Developing program goals	(41/84)	49%
Developing program student learning outcomes	(45/84)	54%
Mapping program student learning outcomes to courses or experiences & assignments	(56/84)	67%
Developing performance assessment rubrics	(62/84)	74%
Selecting indirect data (alumni survey, course grade, employer survey, and others)	(31/84)	37%
Other	(15/84)	18%

The table below provides an overview of the progress related to assessing program-level student learning outcomes within each college.

#### College/Degree Unit Summary: AY 2009-10

COLLEGE OR DEGREE UNIT	RESPONSE RATE		NUMBER OF PROGRAMS THAT ASSESSED SLO'S IN 2009-10		PROGRAMS WITH ESTABLISHED BENCHMARKS		MET OR EXCEEDED BENCHMARKS (ASSESSED SLOs & HAD BENCHMARKS)		USE OF RESULTS*	
CAST	(20/20)	100%	(16/20)	80%	(15/16)	94%	(15/15)	100%	(19/20)	95%
CIAS	(35/35)	100%	(6/35)	17%	(4/6)	67%	(3/4)	75%	(30/35)	86%
COLA	(17/19)	89%	(9/17)	53%	(9/9)	100%	(5/9)	56%	(16/17)	94%
COS	(30/30)	100%	(12/30)	40%	(6/12)	50%	(6/6)	100%	(25/30)	83%
GCCIS	(17/17)	100%	(8/17)	47%	(6/8)	75%	(6/6)	100%	(16/17)	94%
KGCOE	(21/22)	95%	(12/21)	57%	(11/12)	92%	(11/11)	100%	(20/21)	95%
NTID	(17/17)	100%	(15/17)	88%	(15/15)	100%	(15/15)	100%	(16/17)	94%
SCB	(5/6)	83%	(3/5)	60%	(3/3)	100%	(3/3)	100%	(5/5)	100%
CMS	(3/4)	75%	(2/3)	67%	(2/2)	100%	(2/2)	100%	(3/3)	100%
GIS	(2/2)	100%	(0/2)	0%	NA	NA	NA	NA	NA	NA

\* Note that programs included both direct (assessment of student learning in courses or co-op) and indirect measures (alumni surveys, student feedback, etc.) when indicating that they used results to make program improvements (last column USE OF RESULTS).

#### Use of Results and Next Steps

- SLOA Office will work with colleges to determine support and resources for programs to facilitate the assessment of program-level student learning outcomes on an annual basis and differentiate support based on area of need (determine benchmarks, design and pilot instruments, etc.)
- SLOA Office will review survey design, process, and comments from responders to determine any process changes needed in preparation for launch of the next annual progress report (March 2012) reporting on the 2010-11 assessment cycle.
- SLOA Office will work with the programs that did not directly assess outcomes during the cycle to determine support and resources to facilitate the annual assessment of one to two program-level student learning outcomes.
- Each “local” SLOAC representative will share the program results with the Directors and Department Chairs to further analyze results and determine specific next steps.
- SLOAC will develop follow-up template for “closing the loop” reporting from colleges.
- SLOAC will review and establish university-wide program-level outcomes goals as needed.