Institutional
Effectiveness
Progress Report

R·I·T
2016.2017

INSTITUTIONAL EFFECTIVENESS AT RIT

In today's higher education landscape, colleges and universities are responding to the call to demonstrate institutional effectiveness. At RIT a process and tool was designed to facilitate opportunities for RIT's administrative units to showcase continuous quality improvement practices. RIT is in its third year of issuing the *Institutional Effectiveness (IE) Progress Report*. This report summarizes the assessment practices and improvement efforts embraced by RIT's divisions this past year.

The University Assessment Council (UAC), which is comprised of representatives from RIT's eight divisions, provides oversight for this systematic quality assurance process. Administrative units annually articulate how data are used to inform or guide decisions, make changes to improve services, operations, processes, or impact resource allocation.

> ## Essential Question
> *How well are we achieving our mission and goals?*

To determine how well we are meeting our goals, an *Institutional Effectiveness Continuous Improvement Rubric* is used to rate each progress report submission on continuous quality improvement efforts. It is based on a four point scale, from *No Evidence to Exemplary* (see Table 1).

The **university goal is that 100% of RIT's administrative units are rated as "*Effective*"** or higher on their annual progress reports as this provides strong evidence of effective practices that promote continuous improvement. This year, RIT advanced closer to its goal with a 16% increase from 71% to 87%. Other highlights from this year's reporting process include:

- ❖ 100% (60) administrative units responded
- ❖ 100% of administrative units were rated as Developing or higher
- ❖ 86.7% of administrative units were as rated Effective or higher
- ❖ 0% of administrative units were rated as No Evidence

The table below provides an overview for the past three years of the ratings and overall percentage of administrative units scored as "Effective" or higher.

Table 1: Three-Year Rubric Rating Trends

Rubric Rating	IE PR1 (2014.15) % (#) [n=55]	IE PR2 (2015.16) % (#) [n=58]	IE PR3 (2016.17) % (#) [n=60]
Exemplary	14.6% (8)	29.3% (17)	35.0% (21)
Effective	50.9% (28)	41.4% (24)	51.7% (31)
Developing	30.9% (17)	13.8% (8)	13.3% (8)
No Evidence	3.6% (2)	15.5% (9)	0% (0)
Effective or Higher	66%	71%	87%

🐾 Continuous Improvement Highlights

RIT's divisions strive to improve operations, services, and programs. The following examples showcase how administrative units are using data to inform decisions or guide changes that lead to departmental and institutional improvements.

Career Services & Cooperative Education – Enrollment Management & Career Services

Career Services & Cooperative Education uses an on-line survey to measure the goal – *Expand and enhance our student feedback loop mechanisms to better understand and evaluate the effectiveness of our services and professional staff (coordinators)*. The survey was introduced in 2016 and revised for 2017 to focus on students' satisfaction with their coordinator interaction. Feedback increased department staff awareness of how they advise and interact with students. Coordinators made more efforts to create a detailed step by step process for students on how to effectively conduct their job search. Meeting progress reports were encouraged after every meeting and made easily accessible via an online database. Efforts resulted in increased coordinator-student communication and additional help with mock interviews and salary negotiation. Students were then better prepared for the job search process and what to expect from employers once they reported to work. An additional benefit was an increase in student volunteers for various office events.

Government and Community Relations

The primary goal of the events and planning office is to Offer *high quality event programming to the RIT community*. Initial survey results indicated 95% of Brick City Homecoming participants were satisfied with the programming (exceeded the 85% benchmark). However, the data analysis on various items guided changes to improve services and operations including enhancing the website graphics and functionality to improve the Brick City user experience.

Finance & Administration – Information and Technology Services

One of the objectives of ITS' Application Development department was to *increase utilization of Agile methodologies where value and benefit will be realized*. In analyzing its results, the department determined that each project in which the Agile methodology was used resulted in more frequent engagement between ITS and its customers. Engagements were estimated to be approximately five times greater in frequency compared to previous methodologies. This was documented via the Agile project methodology, which by design requires more frequent interactions between ITS and the customers. The enhanced collaboration resulted in more accurate and efficient project and resource utilization planning, identification of requirements, early detection of needed adjustments, improved efficiency of development efforts, project planning, delivery of better solutions faster, high customer satisfaction, and enhanced business support.

Development and Alumni Relations – Marketing and Communications (now Marketing and Donor Relations)

Offering educational webinars to alumni is important to meet the goal of *engaging alumni*. A simple Webinar registration step by alumni enable them to stay connected to the university and to take advantage of RIT's lifelong learning. In 2016-2017, Marketing and Donor Relations tracked the number of registrants and set an annual objective of achieving 775 new unique webinar attendees. They surpassed this with 1,081 unique webinar attendees, 139 percent of goal. Effective segmented marketing; social media strategies and matching speakers' content to the interests of invited individuals were some of the strategies in play. Routine registration analysis and demographical analysis of the registrants enabled the department to continuously adjust its strategies in order to achieve the desired webinar attendance.

Academic Affairs – Office of the Registrar

The goal that the team reported on was, *Continue to increase the number/percentage of students that are actually certified for the specific term*. The final degree certification data are collected and analyzed every semester. The data informed multiple improvements including streamlining the certification and diploma process. The focus will now shift from certification rates toward a set of metrics and evaluations to ensure that degree audit becomes an academic advising tool used throughout the academic career of students to support RIT's on-time graduation strategic initiatives.

Student Affairs – Counseling and Psychological Services

At the start of FY17, Counseling and Psychological Services (CaPS) identified a goal of *reducing the number of initial psychiatric appointments not attended (i.e. cancelations and no-shows)*. Psychiatric Services are a limited and highly sought after resource and the FY16 non-attendance rate was deemed to be too high at 27%. To reduce the non-attendance rate, CaPS made changes to the referral process for initial psychiatric appointments. In FY16, the referral process was largely driven by the referring CaPS clinician. In FY17, CaPS clinicians engaged in a collaborative referral process aimed at eliciting more investment from students and thus increasing their chances of attending the appointment. The change in process contributed to decreasing the FY17 non-attendance rate to 16%, which resulted in a more effective use of this limited resource. CaPS continued to use the collaborative referral process in FY18.

⬤ Reflections

RIT's internal institutional effectiveness processes provide opportunities to demonstrate how we are using data to guide decisions and changes that lead to department and institutional improvement. Ultimately, this process provides evidence of how divisions support RIT's mission and goals.

The UAC met to discuss administrative units' use of data for continuous improvement, and particularly noted:

❖ Increases in the *Effective and Exemplary* and decreases in the *No Evidence* categories suggests the differentiated support by division was successful in helping administrative units demonstrate continuous improvement.

❖ Based on RIT's revised strategic plan, the UAC will review best ways to support administrative units in re-aligning to university goals and objectives.

❖ Based on three year data trends, the university's review of assessment management systems, and feedback, determine if we want to make any refinements to improve practices and processes related to institutional effectiveness.

⬤ Summary and Next Steps

The UAC will be focusing on the following areas in the next academic year:

❖ Review of administrative unit assessment process

❖ Review of assessment management software (subcommittee)

❖ Lead the process to support administrative unit's updating their strategic plans (or IE Maps) to align with the university's strategic plan goals and objectives

❖ Work with RIT's new division, Marketing and Communications

❖ Work with new or existing administrative units to develop and implement assessment plans

RIT's University Assessment Council 2017-18 Members:

Academic Affairs: Laurie Clayton and Anne Wahl (UAC co-chair)

Development and Alumni Relations: Sharon Lonthair

Enrollment Management and Career Services: Ed Lincoln

Finance and Administration: Joan Graham (UAC co-chair)

Government and Community Relations: Kristina Owens

Marketing and Communications: Julia Lisuzzo

NTID Office of the President: Richard Dirmyer

Diversity and Inclusion: David Wick

Student Affairs: Jodi Boita and Jennifer Maltby

RIT Dubai: Marie Ghanime