

## **INSTITUTIONAL EFFECTIVENESS PROGRESS REPORT 7**

### **EXECUTIVE SUMMARY**

### **2021 – 2022**

RIT's annual *Institutional Effectiveness (IE) Progress Report* is designed to validate how administrative units meet their strategic goals and demonstrate continuous quality improvement practices. The University Assessment Council (UAC) coordinates and supports the annual assessment process. The Assessment Council serves as the University's advisory body on institutional effectiveness. The Progress Report, completed by leaders from each administrative unit, articulates how data are used to guide decisions and make changes to improve services, operations, and processes. Representatives from RIT's eight divisions, the National Technical Institute for the Deaf (NTID), and RIT Dubai participate in this process.

#### **IE Progress Report "Pilot"**

This was a unique reporting year for the IE Progress Report. The UAC piloted a revised instrument, report submission/report management method, and report scoring process. Changes were made to promote meaningful assessment practices across divisions and units and were based on recommendations from the committee and feedback from administrative units. To summarize, UAC made the following revisions:

**Instrument.** The new Progress Report instrument is shorter in length, minimizes terms that might be unfamiliar to those without an assessment background and is more flexible, allowing units to report on data collected over different intervals such as by month or by semester.

**Reporting management/leadership.** Pilot participants received instructions and guidance from their UAC representative as opposed to the UAC co-chairs. Further, their UAC representative served as the primary report scorer. This allowed the UAC representative to gather in-depth knowledge of each unit's assessment practices while building capacity within the division.

**Submission process.** Qualtrics was used to collect Progress Report submissions. Each unit leader was provided with a unique but sharable link, offering easy access to the instrument, and promoting more efficient and collaborative completion.

**Scoring process.** The two-reviewer process was modified to include the UAC representative as the first reviewer and another committee member as the second reviewer. Reviewers participated in a norming session before scoring reports. The UAC representative worked closely with units in their division and is well positioned to provide the best support to their division if they are reading each of their unit's reports and offering feedback. Offering a resubmission option allowed each unit to improve its submission based on feedback.

#### **IE Progress Report Results**

UAC representatives use the *Institutional Effectiveness Continuous Improvement Rubric* to rate each report submission. The rubric has a four-point scale ranging from *No Evidence* to *Exemplary* (see Table 1). Participation in the pilot was optional and included all units in Academic Affairs, Student Affairs, and NTID as well as some units from Diversity and Inclusion and Marketing and Communication. Table 1 provides five-year trend data on the overall percentage of administrative unit rubric ratings.

Findings include:

- 34 administrative units participated in the IE Progress Report Pilot
- 100% of participating units scored Effective or higher
- 20% (n=7) units incorporated feedback from the UAC reviewers to improve their score
- 100% of administrative units achieved a rating of *Effective* or higher which is a 19% increase from the prior reporting cycle.

**Table 1: Five-Year Rubric Rating Trends**

	2016.17 (n=60)	2017.18 (n=67)	2018.20 (n=66)	2020.21 (n=70)	2021.22 (n=34)
Rubric Rating	% (#)	% (#)	% (#)	% (#)	% (#)
<b>Exemplary</b>	35% (21)	30% (20)	32% (21)	21% (15)	32% (11)
<b>Effective</b>	52% (31)	42% (28)	54% (36)	60% (42)	68% (23)
<b>Developing</b>	13% (8)	19% (13)	12% (8)	19% (13)	0% (0)
<b>No Evidence</b>	0% (0)	9% (6)	2% (1)	0% (0)	0% (0)
<b>Total Administrative Units Rated Effective or Higher</b>	<b>87% (52)</b>	<b>72% (48)</b>	<b>86% (57)</b>	<b>81% (57)</b>	<b>100% (34)</b>

### Continuous Improvement Highlights

The following examples highlight how administrative units use data to inform decisions or guide changes that led to departmental and institutional improvements. Thank you to Joe Loffredo from the Registrar’s Office and Ezgi Erogan from the Office of Faculty Diversity and Recruitment for sharing examples of their work with the RIT Community.

#### *Example 1: Academic Affairs, Office of the Registrar*

To meet the strategic goal of a more efficient, accurate, and secure degree certification process, the Office of the Registrar used a multi-phase roll-out process using Graduation Tracking, a tool in RIT’s Student Information System (SIS). The Office of the Registrar performed primary degree certification within the system rather than using PDF, Excel, or printed documents as in the past. The system stores documentation to allow for easy review of certification information and a centralized way to audit the entire process. Multiple benchmarks were modified throughout the process. The new procedure proved to be faster and more accurate, cutting certification times significantly during each phase. In the final phase, all certifications were processed in SIS in just under four hours versus about a week for the old process.

The multi-phase approach allowed the Registrar to measure the success of the process each semester and to make improvements before adding additional colleges in the next phase. Errors discovered and fixed along the way resolved an issue that colleges were not aware of, and department chairs now have access

to reports and student pages needed to successfully meet their responsibilities. The next steps include expanding to certifying minors and second majors.

### **Example 2: Diversity and Inclusion – Faculty Recruitment and Retention**

The Office of Faculty Diversity and Recruitment reported their progress on a goal to increase the number and percentage of female faculty in STEM fields and AALANA faculty in all fields. The office held the annual Future Faculty Career Exploration Program (FFCEP), a program designed to provide historically underrepresented scholars of color an opportunity to experience what life as a faculty member at RIT looks like. Following the program, participant interest in RIT is measured through the use of a survey. The benchmark for the unit objective is that 90% of FFCEP survey respondents *Strongly Agree* or *Agree* that they remain interested in a faculty position at RIT. In 2020-2021, 83% of respondents strongly agreed or agreed that they are still interested in a faculty position at RIT. The Office of Faculty Diversity and Recruitment used these findings to implement two new virtual aspects of the program, a Pathways to RIT program and an early FFCEP pre-program Meet & Greet. Both programs offered prospective faculty additional opportunities to connect, speak with RIT faculty, and learn more about faculty careers. Following the enhanced programming, 93% of survey respondents agreed or strongly agreed that they are interested in a faculty position at RIT.

### **Reflections and Next Steps**

The university's goal of 100% of administrative units rated as *Effective* or higher was met and increased from the prior Progress Report. This year served as a pilot with approximately 50% of administrative units participating, however, the results indicate that the methods used this year should be extended into the next reporting cycle. The UAC plans to expand the pilot next year, using the same instrument and methods but including all RIT divisions and units. Additionally, the UAC will consider keeping a resubmission option. Twenty percent of units revised their report after receiving their score, each successfully raising their score based on feedback from their UAC representative and the second reviewer. The option to revise the reports based on feedback helped the completers understand the type of information needed to demonstrate continuous improvement.

## **2022-2023 [University Assessment Council](#) Members**

*Academic Affairs:* Leah Bradley (Co-chair)

*Student Affairs:* Jennifer Maltby (Co-chair)

*Diversity and Inclusion:* David Wick and Teresa Long

*Enrollment Management:* Edward Lincoln

*Finance and Administration:* Nilay Sapio

*Government and Community Relations:* Lynette Baker

*Marketing and Communications:* Denise Wellin

*NTID:* Richard Dirmyer

*RIT Dubai:* Dezzil Castelino

*University Advancement:* Sharon Lonchair