

Academic Program Improvement Progress Report 13 (AY 2021-2022)  
Executive Summary

The Academic Program Improvement Progress Report, administered by the Office of Educational Effectiveness Assessment (EEA), collects student learning outcomes data from RIT’s academic programs (N=196). All academic programs, degree granting units, and International locations assessed program-level student learning outcomes in AY 2021-2022. Progress Report 13 (PR13) results were analyzed to determine if the university achieved its two student learning outcomes goals:

University Goals

Goal: 90%  
Result: 99%

Goal: 100%  
Result: 96%

**Student Achievement Benchmarks:**  
Student achievement benchmarks, established by each program, provide detailed descriptions of an expected level of student performance and determine if the selected student learning outcome was met based on assessment results. **RIT exceeded the 90% goal.**

**Data-Driven Continuous Improvement:**  
RIT’s *Academic Program Assessment Continuous Improvement Rubric* is used to rate each program’s Progress Report. Programs receiving rubric ratings of Evidence (2), Clear Evidence (3), or Advanced (4) demonstrate the use of assessment results to guide decisions to improve student learning and programs. **RIT did not meet the 100% goal.**

University Trends

Academic programs consistently meet or exceed established student achievement benchmarks and have achieved the university’s goal over the past five years (see Figure 1). The percentage of academic programs demonstrating data-driven continuous improvement increased by 5% this year (96%). Although we are below the goal of 100%, we have maintained 90% or higher over the past four reporting cycles (see Figure 2).

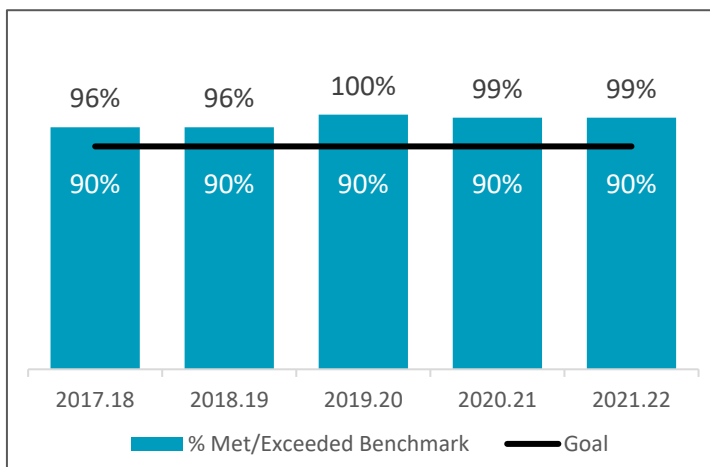


Figure 1: % of Academic Program that Met/Exceeded Student Achievement Benchmarks

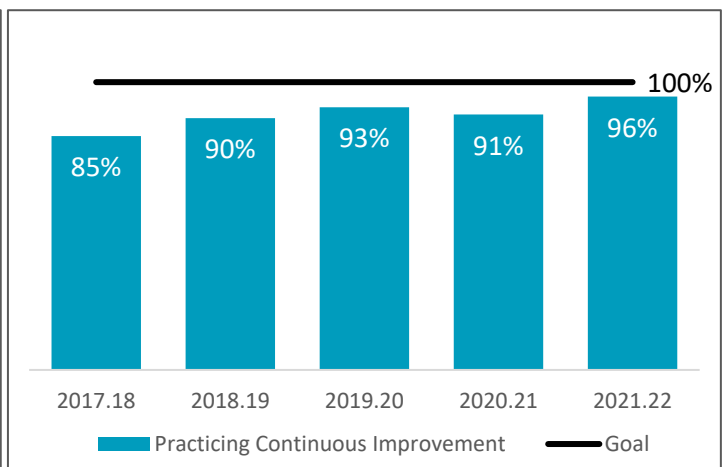


Figure 2: % of Academic Programs Practicing Data-Driven Continuous Improvement

## **Key Findings**

Analysis of college and program-level results identified the following trends. Appendices A and B provide five-year trend data by college, degree granting unit, and International location for each university goal.

### **Goal 1: Student Achievement Benchmarks**

- Eight colleges (CAD, CET, CLA, COS, GCCIS, KGC OE, NTID, and SCB), two degree granting units (GIS, SOIS), and four International locations (China, Croatia, Dubai, and Kosovo) achieved 100% of their student achievement benchmarks in AY 2021-2022.
- CAD, GCCIS, NTID, GIS, China, Croatia, and Kosovo achieved 100% of their student achievement benchmarks over the five-year reporting period.

### **Goal 2: Data-driven Continuous Improvement**

- Four colleges (CHST, GCCIS, KGC OE, and SCB), two degree granting units (GIS, SOIS), and three International locations (China, Croatia, and Kosovo) achieved the university's goal of 100% of its academic programs demonstrating continuous improvement this year.
- The Golisano College of Computing and Information Sciences achieved 100% of its academic programs demonstrating continuous improvement over the five-year reporting period.
- Graduate programs improved in the number of programs demonstrating continuous improvement from the previous reporting cycle (87% to 95%).

Assessment practices remained consistent with improved reporting and the achievement of both university goals for several colleges and International locations. Overall, the number of programs demonstrating continuous improvement increased from 91% to 96%. The ongoing support of college and International location senior leadership, academic leaders and respective faculty is greatly appreciated and critical in demonstrating continuous program improvement.

## **Next Steps**

1. **Focused Support:** Academic program leaders and faculty affirm that 1:1 consultations and tailored workshops with EEA staff have a positive impact on their assessment practices and the annual reporting process. The EEA team will set up workshops and consultations with colleges that have a lower percentage of programs demonstrating continuous improvement and programs that have not provided evidence of continuous improvement in the annual reporting process.
2. **Assessment Plan Support:** EEA will collaborate with the Student Learning Outcomes Assessment Committee (SLOAC) to emphasize the review, revision, and implementation of program-level outcomes assessment plans (PLOAPs). The implementation of an updated PLOAP with corresponding methods and measures provides a strong foundation to inform program development, improve the academic experience, and enhance student learning.
3. **Higher Standards:** The EEA team will work to move programs to demonstrate Clear Evidence (3) or Advanced (4) ratings on the Progress Report, with the penultimate goal being that all programs will receive Advanced (4) ratings. Additionally, the team recommends that the university raise the benchmark (the current benchmark is 100% of programs will receive a "2" or higher) to reflect more advanced assessment practices.

## The Provost's Excellence in Student Learning Outcomes Award

The annual Excellence in Student Learning Outcomes Award recognizes an academic degree program that is committed to best practices in assessment, improving student learning, and continuous program improvement. To qualify for the award the program must involve stakeholders in assessment, establish effective assessment planning and implementation processes, and demonstrate continuous improvement.



Keith Cagle  
Department Chair

The [Bachelor of Science in ASL English Interpretation](#) program in the National Technical Institute for the Deaf was selected as the 2023 recipient. The program has done significant work to improve assessment practices as it prepares students to become qualified entry-level sign language interpreters.

The program received the Provost Award at the Celebration of Teaching and Scholarship Ceremony on April 13, 2023 and will have a cash award for professional development.

- The program implemented a faculty education program to promote a greater understanding of the goals involved in the outcomes assessment process,
- Involves faculty in making improvements to curriculum and instruction by conducting regular assessment meetings and retreats and reviewing student achievement results collaboratively,
- Involves an external advisory group in the annual review and has recently revised its practices to enhance alignment of program outcomes with industry standards,
- Successfully uses the Taskstream assessment management system to document and evaluate assessment results, recommendations, and action steps,
- Models a sustainable annual data collection process for other NTID degree programs to emulate,
- Advocates for high standards in defining academic quality, as evidenced by their Key Findings and Progress Reports



Breana Chandler



Sandra Bradley



Leisa Boling



Alisha Bronk



Jill Burress



Sarah Cannon



Marguerite Carrillo



Robyn Dean



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## Appendix A: University Goal – Student Achievement Benchmarks

COLLEGE OR DEGREE- GRANTING UNIT	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CAD	100%	100%	100%	100%	100%
CET	88%	100%	100%	100%	100%
CHST	100%	100%	100%	100%	89%
CLA	94%	84%	100%	100%	100%
COS	96%	100%	100%	100%	100%
GCCIS	100%	100%	100%	100%	100%
GIS	100%	100%	100%	100%	100%
KGCOE	91%	95%	100%	94%	100%
NTID	100%	100%	100%	100%	100%
SCB	100%	87%	100%	95%	100%
SOIS	67%	100%	100%	100%	100%
<b>TOTAL</b>	<b>96%</b>	<b>96%</b>	<b>100%</b>	<b>99%</b>	<b>99%</b>
INTERNATIONAL LOCATION	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
RIT China	100%	100%	100%	100%	100%
RIT Croatia	100%	100%	100%	100%	100%
RIT Dubai	100%	93%	100%	100%	100%
RIT Kosovo	100%	100%	100%	100%	100%

## Appendix B: University Goal – Data Driven Continuous Improvement

COLLEGE OR DEGREE- GRANTING UNIT	DATA-DRIVEN CONTINUOUS IMPROVEMENT				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CAD	93%	96%	96%	96%	91%
CET	88%	83%	100%	100%	93%
CHST	100%	100%	75%	88%	100%
CLA	100%	79%	95%	100%	95%
COS	63%	100%	92%	92%	92%
GCCIS	100%	100%	100%	100%	100%
GIS	33%	67%	100%	100%	100%
KGCOE	64%	95%	91%	100%	100%
NTID	78%	89%	94%	100%	95%
SCB	100%	87%	86%	55%	100%
SOIS	67%	100%	100%	100%	100%
<b>TOTAL</b>	<b>85%</b>	<b>90%</b>	<b>93%</b>	<b>91%</b>	<b>96%</b>
INTERNATIONAL LOCATION	DATA-DRIVEN CONTINUOUS IMPROVEMENT				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
RIT China	100%	50%	50%	100%	100%
RIT Croatia	100%	80%	100%	100%	100%
RIT Dubai	93%	79%	93%	73%	93%
RIT Kosovo	100%	100%	100%	100%	100%