

Academic Program Improvement Progress Report 11 (AY 2019-2020)
Executive Summary

2019-2020 was an unprecedented year in higher education with the advent of Covid-19 and pivot to remote learning. Rochester Institute of Technology (RIT) focused its efforts on continuing to offer a quality learning experience and supporting student success. Working in conjunction with the Student Learning Outcomes Assessment Committee (SLOAC), EEA launched its 11th annual Academic Program Improvement Progress Report with an emphasis on enhanced 1:1 outreach and flexible submission date. As a result, 100% of RIT’s academic programs, degree granting units, and International locations reported on assessing program-level student learning outcomes in AY 2019-2020.

Progress Report 11 (PR11) results were analyzed to determine if the university achieved its two student learning outcomes goals:

University Goals

<p>Goal: 90%</p> <p>Result: 100%</p>	<p>Student Achievement Benchmark:</p> <p>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.</p>
<p>Goal: 100%</p> <p>Result: 93%</p>	<p>Data-Driven Continuous Improvement:</p> <p>RIT’s <i>Academic Program Assessment Continuous Improvement Rubric</i> is used to rate each program’s Progress Report. Those programs rated a “2” (Evidence) or higher on a four point scale are using assessment results to guide decisions to improve student learning and programs. RIT did not meet the 100% goal.</p>

University Trends

Academic programs continue to 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 3% during this reporting cycle (93%). Although this reflects steady improvement over the past four cycles, results remain just below the university’s aspirational benchmark of 100% (see Figure 2). Appendices A and B provide five-year trend data by college, degree-granting unit and international location for each university goal.

Figure 1 Programs that Met/Exceeded Benchmarks

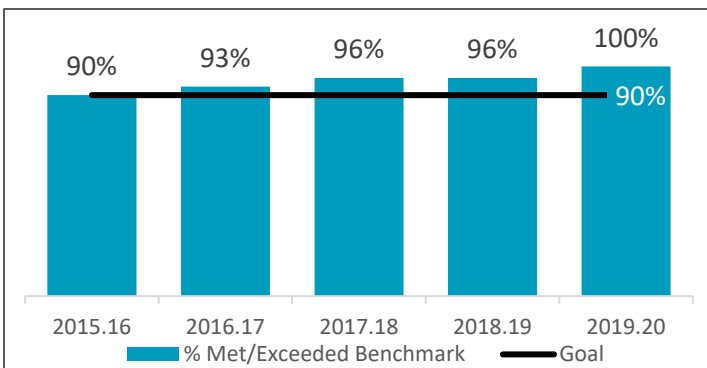
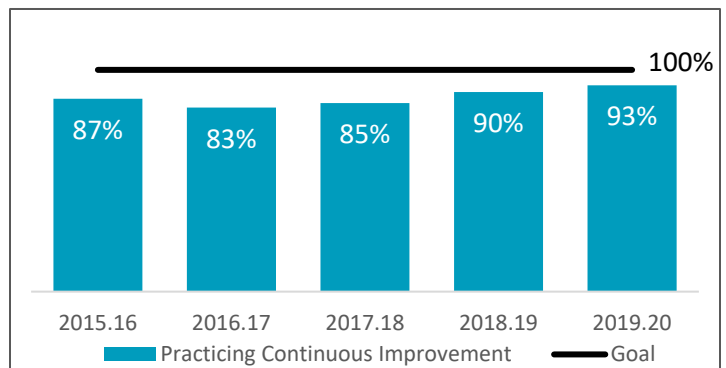


Figure 2: Programs Practicing Continuous Improvement



Key Findings

Analysis of college and program-level results identified the following trends when compared with the prior reporting cycle.

- Six colleges, degree granting units, and International locations had an increase in the number of programs demonstrating continuous improvement:
 - GIS (+33%)
 - RIT Croatia (+20%)
 - CET (+17%)
 - CLA (+16%)
 - RIT Dubai (+14%)
 - NTID (+6%)
- Two colleges that participated in a series of Program level outcomes assessment workshops improved their overall continuous improvement report rating scores:
 - CAD (+18%)
 - NTID (+5%)
- Graduate programs had a slight increase (up 3% to 88%) in the number of programs demonstrating continuous improvement; however, the majority of programs (17 of 29) rated Minimal (1) or No Evidence (0) were graduate (MS/ME/Ph.D.) programs.

These positive results, including 100% participation, are notable given organizational demands and the myriad of complexities associated with instructional delivery during Covid-19. RIT's commitment to the assessment of program-level student learning outcomes and continuous improvement during AY 2019-2020 was outstanding.

An additional section was added to this year's progress report asking programs to identify strategies used to support student learning and optimize teaching and learning during the Covid-19 crisis. Be sure to read the publication: ***Faculty Reflections & Program Responsiveness during Covid-19***, for an analysis and summary of programs' responses.

Next Steps

The percentage of programs demonstrating data-driven continuous improvement is trending up but remains below our ideal benchmark of 100%. An increase in 1:1 interactions and face-to-face workshops has had a positive impact on this upward trend. Customer interviews, conducted in spring 2021, reaffirmed the need for EEA staff to continue to expand this high-impact practice. Additional feedback also affirmed the need to reorganize EEA website resources by making them more visible and more streamlined. Other outreach efforts will focus on replicating the assessment workshop model in other colleges and on those graduate programs with lower continuous improvement ratings. Academic programs continue to consistently meet or exceed established student achievement benchmarks. Based on SLOAC feedback, we will retain the 90% university goal for one more cycle to determine if this year's achievement of 100% remains consistent.

[The Provost's Excellence in Student Learning Outcomes Award](#)

This annual award is given to recognize an academic degree program that is committed to best practices in assessment, improving student learning, and continuous program improvement. Congratulations to the 2020 and 2021 award recipients!

[The Bachelor of Science in Digital Humanities and Social Sciences](#) program in the College of Liberal Arts was selected as the recipient of the 2020 Excellence in Student Learning Outcomes Award.



Jessica Lieberman

Program Director: Jessica Lieberman

HSS Administrative Council: Sharon Beckford-Foster, Peter Byrne, Tamar Carroll, Jonathan Kruger, Michael Laver, Kelly Martin, Brian Schroeder, David Schwartz, Stephen Zilora.

Program Faculty and Staff: Jason Arena, Dan Bogaard, Shaun Foster, Robert Glick, Trent Hergenrader, Stephen Jacobs, Ammina Kothari, Elizabeth Lawley, Hinda Mandell, Anne Royston, Corinna Schlombs, Jonathan Schroeder, David Simkins, Whitney Sperrazza, Rebecca Walker, Tammara Wickson

[The Master of Science, Health Systems Management](#)

program in the College of Health Sciences and Technology was selected as the recipient of the 2021 Excellence in Student Learning Outcomes Award.

Program Director: Carla Stebbins

Program Faculty: Richard Belloff, Chris Hyers, Sally Loughry, Jodi Lubba, Travis Masonis, William Myers, Larry O'Meal, Patricia Poteat



Health Systems Management Director and Faculty

Both programs and program directors were acknowledged at the virtual Celebration of Teaching and Scholarship ceremony on April 14, 2021. The Digital Humanities and Social Sciences program faculty created maps that allow students to quickly identify how their courses link to professional competencies that prepare them for the workplace. In the Master's in Health Systems Management Program, faculty engaged their external advisory board to ensure their learning outcomes represented the most up to date competencies in the health systems management field. The faculty and staff in these programs maintain the highest standards in student learning outcomes and utilize various formative and summative methods to assess student learning and inform practice and pedagogy.

For Academic Program Improvement Progress Report questions, please contact:

Dr. Laurie A. Clayton
Director, Office of Educational Effectiveness Assessment
lacpro@rit.edu

Appendix A: University Goal – Student Achievement Benchmarks

COLLEGE OR DEGREE- GRANTING UNIT	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CAD	100%	100%	100%	100%	100%
CET	94%	94%	88%	100%	100%
CHST	100%	100%	100%	100%	100%
CLA	100%	78%	94%	84%	100%
COS	94%	83%	96%	100%	100%
GCCIS	100%	100%	100%	100%	100%
KGCOE	91%	95%	91%	95%	100%
NTID	100%	94%	100%	100%	100%
SCB	40%	88%	100%	87%	100%
SOIS	100%	67%	67%	100%	100%
GIS	100%	100%	100%	100%	100%
TOTAL	90%	93%	96%	96%	100%
INTERNATIONAL LOCATION	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
RIT China	N/A	N/A	100%	100%	100%
RIT Croatia	40%	100%	100%	100%	100%
RIT Dubai	100%	100%	100%	93%	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				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CAD	89%	86%	93%	96%	96%
CET	94%	94%	88%	83%	100%
CHST	100%	86%	100%	100%	75%
CLA	94%	89%	100%	79%	95%
COS	94%	91%	63%	100%	92%
GCCIS	100%	100%	100%	100%	100%
KGCOE	77%	77%	64%	95%	91%
NTID	94%	72%	78%	89%	94%
SCB	60%	56%	100%	87%	86%
SOIS	100%	67%	67%	100%	100%
GIS	100%	100%	33%	67%	100%
TOTAL	87%	83%	85%	90%	93%
INTERNATIONAL LOCATION	DATA-DRIVEN CONTINUOUS IMPROVEMENT				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
RIT China	N/A	N/A	100%	50%	50%
RIT Croatia	40%	100%	100%	80%	100%
RIT Dubai	100%	64%	93%	79%	93%
RIT Kosovo	100%	100%	100%	100%	100%