

Academic Program Improvement Progress Report 14 (AY 2022-2023)
Executive Summary

The Academic Program Improvement Progress Report collects student learning outcomes data from RIT’s academic programs, degree granting units, and international locations (n=199). All academic programs assessed program-level student learning outcomes in AY 2022-2023. The Office of Educational Effectiveness Assessment (EEA) analyzed Progress Report 14 (PR14) results to determine if the university achieved its two student learning outcomes goals:

University Goals

Goal: 90%
Result: 100%

Student Achievement Benchmarks:

Programs establish student achievement benchmarks to provide detailed descriptions of an expected level of student performance. Programs then determine if they meet selected student learning outcomes. **RIT exceeded the 90% goal.**

Goal: 100%
Result: 98%

Data-Driven Continuous Improvement:

A review team uses RIT’s *Academic Program Assessment Continuous Improvement Rubric* 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 improve student learning and programs. **RIT is approaching 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 to 98% this year (+2%). Programs are approaching the goal of 100% (see Figure 2).

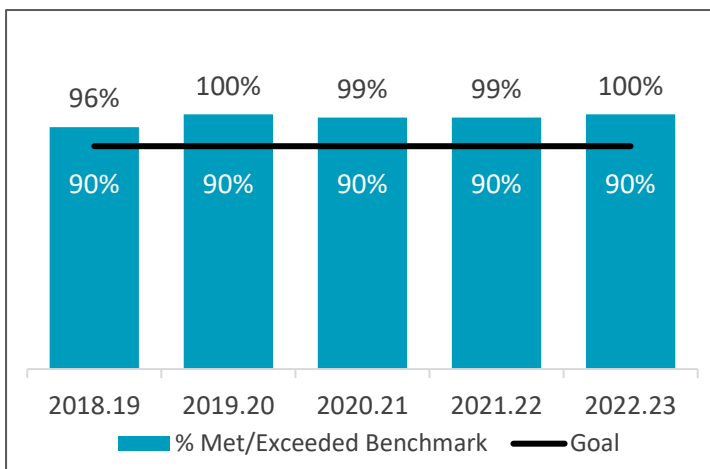


Figure 1: Percent of Academic Program that Met/Exceeded Student Achievement Benchmarks

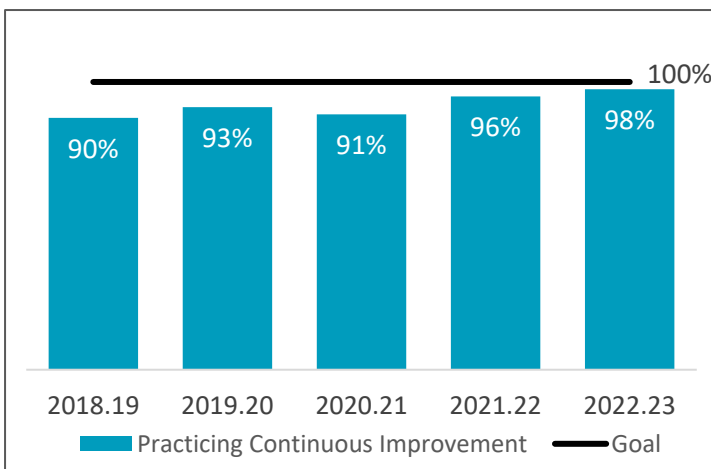


Figure 2: Percent of Academic Programs Practicing Data-Driven Continuous Improvement

Key Findings

1. **Rubric scores are on the rise.** Progress Report scores on RIT's *Academic Program Assessment Continuous Improvement Rubric* [ranging from No Evidence (0) to Advanced (4)] increased. Of particular significance, the percentage of programs receiving an Advanced (4) rating on Progress Report 14 increased from 26% to 42%, a 16% jump. Figure 3 provides trend data for rubric scores, demonstrating that the quality of Progress Report submissions is improving.

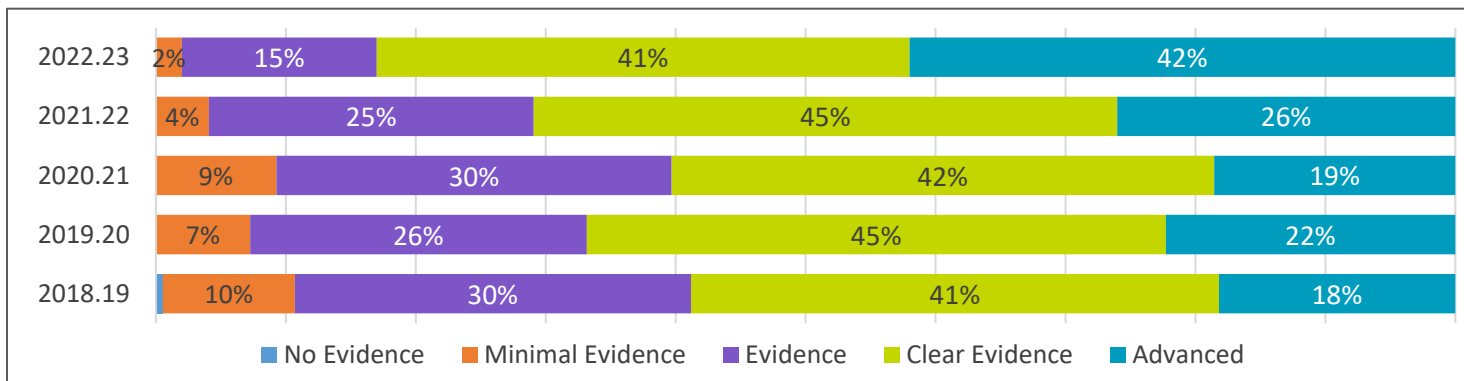


Figure 3: Trend Data for Rubric Scores

2. **More colleges are reaching 100% for continuous improvement:** Nine out of eleven colleges/degree granting units reached 100% of programs demonstrating continuous improvement, including CET, CHST, CLA, COS, GCCIS, GIS, KGCOE, and SOIS. This is the highest number to date. Three out of four international programs met 100% demonstration of continuous improvement.

Closing the Loop

The Progress Report 13 (PR 13) Executive Summary identified areas for improvement, including working directly with programs needing additional support, beginning a university-wide revision of program-level outcomes assessment plans (PLOAPs), and leading the call to raise the standards for the Progress Report. The table below summarizes the action items cited in the prior report and provides updates on the ensuing progress.

Table 1: Identified Action Items and Status

PR 13 Identified Action Item	Actions Completed or in Progress
Focused Support: EEA will work directly with programs that have not provided evidence of continuous improvement in the annual reporting process.	EEA provided extensive college and program level support to Progress Report completers, including individual emails to all completers, attendance at college-wide meetings, training for all new completers, and individual outreach to specific programs.
Assessment Plan Update: EEA will collaborate with the Student Learning Outcomes Assessment Committee (SLOAC) to emphasize the need for review and revision of PLOAPs.	EEA worked with SLOAC Reps to identify program assessment plans in need of revision and developed an action plan specific to each college. This year 23% of programs have either updated or are in the process of updating program PLOAPs.
Higher Standards: EEA will help programs demonstrate Clear Evidence (3) or Advanced (4) ratings on the Progress Report as well as raise the benchmark to reflect more advanced assessment practices.	EEA focused on helping completers increase their score by emphasizing the need to link findings to action items and provide evidence of multi-year assessment efforts. This year, the percentage of programs scoring an Advanced (4) rating increased by 16%. Further, 83% of programs scored Advanced (4) or Clear Evidence (3) an increase of 12% from PR13.

Next Steps

1. **Raise Standards.** As Progress Report scores rise, EEA will collaborate with the Student Learning Outcomes Assessment Committee (SLOAC) to modify the definition of “continuous improvement,” requiring programs to demonstrate Clear Evidence (3) or higher on the Progress Report. As assessment practices have evolved over the past decade, it is time to raise our university benchmark and expect more robust reporting.
2. **Ongoing PLOAP Revisions.** Many programs still need to review and update their PLOAP. EEA will continue to implement college-specific action plans to help all programs make updates. EEA will provide opportunities for programs to get one-on-one support as they revise and refresh assessment plans.
3. **Provide a Forum for Reflection.** As RIT enters the Middle States Self-Study process and begins to build a new Strategic Plan, it is an opportune time for EEA and SLOAC to consider how our assessment practices are working well and ways the university can refine and improve them, including the annual Progress Report. In light of these initiatives, a summer retreat is scheduled for SLOAC representatives to examine trends, practices, and feedback and chart a path forward.

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.



Figure 4: MSSE Faculty and Staff

This year’s award went to the Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE) program at NTID. MSSE faculty and staff developed a program specific Teacher Performance Assessment (TPA) that focuses on Deaf Education learning environments and competencies essential to serving multicultural, multilingual, and multimodal students, something that has never existed before. Additionally, the MSSE program:

- Regularly engages faculty in planning, collecting data, and using results to make improvements to curriculum, instruction, and assessment practices
 - Develops and refines tools such as the student handbook, signature assignments, web resources, and rubrics that contribute to student success in the program and the classroom
 - Analyzes data across terms and academic years to measure growth, identify needs, and inform new benchmarks and goals for the program
- Collects and uses feedback from alumni, employers, and current students every year to continually improve the program

The program received the award at the Celebration of Teaching and Scholarship Ceremony on April 10, 2024 and will have a cash award of \$4,000 for professional development. Congratulations to the MSSE program!

For Academic Program Improvement Progress Report questions, please contact:

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Appendix A: University Goal – Student Achievement Benchmarks

COLLEGE OR DEGREE- GRANTING UNIT	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
CAD	100%	100%	100%	100%	100%
CET	100%	100%	100%	100%	100%
CHST	100%	100%	100%	89%	100%
CLA	84%	100%	100%	100%	100%
COS	100%	100%	100%	100%	100%
GCCIS	100%	100%	100%	100%	100%
GIS	100%	100%	100%	100%	100%
KGCOE	95%	100%	94%	100%	100%
NTID	100%	100%	100%	100%	100%
SCB	87%	100%	95%	100%	100%
SOIS	100%	100%	100%	100%	100%
TOTAL	96%	100%	99%	99%	100%
INTERNATIONAL LOCATION	MET OR EXCEEDED STUDENT ACHIEVEMENT BENCHMARKS				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
RIT China	100%	100%	100%	100%	100%
RIT Croatia	100%	100%	100%	100%	100%
RIT Dubai	93%	100%	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				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
CAD	96%	96%	96%	91%	91%
CET	83%	100%	100%	93%	100%
CHST	100%	75%	88%	100%	100%
CLA	79%	95%	100%	95%	100%
COS	100%	92%	92%	92%	100%
GCCIS	100%	100%	100%	100%	100%
GIS	67%	100%	100%	100%	100%
KGCOE	95%	91%	100%	100%	100%
NTID	89%	94%	100%	95%	95%
SCB	87%	86%	55%	100%	100%
SOIS	100%	100%	100%	100%	100%
TOTAL	90%	93%	91%	96%	98%
INTERNATIONAL LOCATION	DATA-DRIVEN CONTINUOUS IMPROVEMENT				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
RIT China	50%	50%	100%	100%	100%
RIT Croatia	80%	100%	100%	100%	100%
RIT Dubai	79%	93%	73%	93%	94%
RIT Kosovo	100%	100%	100%	100%	100%