

INSTITUTIONAL EFFECTIVENESS PROGRESS REPORT 10

EXECUTIVE SUMMARY

2024-2025

RIT's annual *Institutional Effectiveness (IE) Progress Report* demonstrates how administrative units meet their strategic goals and engage in continuous quality improvement. The University Assessment Council (UAC) serves as the advisory body on institutional effectiveness, coordinating the annual assessment process in conjunction with the Office of Educational Effectiveness Assessment (EEA). Representatives from RIT divisions and the National Technical Institute for the Deaf (NTID) participate in this process.

IE Progress Report Results

The university benchmark for the IE Progress Report is for 100% of units to receive a rubric rating of *Initiated Continuous Improvement Cycle* (3) or better. The percentage of units scoring 3 or better increased to 100%, representing a trend increase and a gain of over six percentage points from last year. The aspirational benchmark is that 75% of administrative units will demonstrate a *Completed Continuous Improvement Cycle* (4). This benchmark was not met.

Key findings from the IE Progress Report include:

- 65 administrative units submitted the IE Progress Report (Table 1)
- 100% of participating units scored *Initiated Continuous Improvement Cycle* (3) or better
- 40% of participating units scored *Completed a Continuous Improvement Cycle* (4), with Finance and Administration receiving the highest percentage (60%) of units scoring a 4 (Table 2)
- 100% of participating units reported alignment of unit-level goals to the strategic plan (Table 3)

Table 1: Five-Year Rubric Rating Trends

	2020.21 (n=70)	2021.22 (n=34)	2022.23 (n=63)	2023.24 (n=65)	2024.25 (n=65)
Rubric Rating*	% (#)	% (#)	% (#)	% (#)	% (#)
Exemplary/Completed Continuous Improvement Cycle	21% (15)	32% (11)	27% (17)	44.9% (31)	40% (26)
Effective/Initiated Continuous Improvement Cycle	60% (42)	68% (23)	65% (41)	49.3% (34)	60% (39)
Developing/Engaged in Measurement Efforts	19% (13)	0% (0)	8% (5)	4.3% (3)	0% (0)
Insufficient/Did Not Engage in Improvement Efforts	0% (0)	0% (0)	0% (0)	1.4% (1)	0% (0)
Total Administrative Units Rated Effective or Higher	81% (57)	100% (34)	92% (58)	94.2% (65)	100% (65)

*Rubric title language was revised in 2023-24 (IE PR9); however, rubric scores remain the same

Table 2: Rubric Scores by Division (2024.25)

Rubric Rating	% (#)	% (#)	% (#)	% (#)
	1 Not Engaged	2 Engaged	3 Initiated	4 Completed
Academic Affairs (10)	0% (0)	0% (0)	60% (6)	40% (4)
Access, Engagement, and Success (7)	0% (0)	0% (0)	42% (3)	57% (4)
Enrollment Management (4)	0% (0)	0% (0)	75% (3)	25% (1)
Finance and Administration (10)	0% (0)	0% (0)	40% (4)	60% (6)
Marketing and Communications (5)	0% (0)	0% (0)	80% (4)	20% (1)
Government and Community Relations (3)	0% (0)	0% (0)	66% (2)	33% (1)
NTID (2)	0% (0)	0% (0)	100% (2)	0% (0)
Student Affairs (18)	0% (0)	0% (0)	55% (10)	44% (8)
University Advancement (3)	0% (0)	0% (0)	66% (2)	33% (1)
University Studies (3)	0% (0)	0% (0)	100% (3)	0% (0)
University Rubric Rating	0% (0)	0% (0)	60% (39)	40% (26)

Table 3 provides a summary of continuous improvement highlights from IE Progress Report 10 as they align with the Strategic Plan Dimensions. These examples show how units use data to inform actions that help the university reach its goals. It should be noted that RIT's new Strategic Framework was finalized in February 2026, while Progress Reports were completed in fall 2025. Thus, Progress Report 10 results are aligned to the prior Strategic Plan Dimensions.

Table 3: Continuous Improvement Highlights Aligned to the Strategic Plan

Strategic Plan Dimension	% (#)*	Unit Goal Aligned to the Strategic Plan
People	82% (51)	Marketing and Communications led the design and implementation of the Roar & Soar communications campaign to support first-year student success. Using email performance analytics, student surveys, retention data, and feedback, the unit evaluated the campaign's effectiveness. Findings showed strong email engagement and increased student awareness of key academic processes, while revealing gaps in awareness of tutoring, career resources, and financial wellness. In response, the unit expanded the campaign, refined content priorities to emphasize underutilized resources, increased the consistency of messaging, and strengthened partnerships with academic and student support units.

Strategic Plan Dimension	% (%)*	Unit Goal Aligned to the Strategic Plan
Places	19% (12)	The SHED Makerspace team leveraged training and space utilization data to evaluate how effectively its facilities supported student learning and engagement. Analysis revealed patterns in peak usage, training assessment gaps, and equipment access that challenged initial assumptions about resource needs. Using these findings, the team revised training quizzes, adjusted staffing schedules to align with demand, refined safety and access procedures, and avoided unnecessary equipment purchases. The data also informed targeted partnerships with academic units.
Partnerships	23% (14)	The Disability Services Office (DSO) assessed the effectiveness of its Flex Plan accommodation process by examining completion and submission rates of required forms, student and faculty feedback, and staff workload. While data showed high levels of form completion and a positive student experience, faculty feedback indicated administrative burden and delays. In response, DSO redesigned the process by shifting from individual students to course-level Flex Plans and introducing reuse and replication features across semesters. These changes reduced the number of plans requiring review by more than half, improved turnaround time, and enhanced satisfaction for faculty and students.
Programs	35% (22)	The Office of Compliance & Ethics used multi-year reporting data to assess efforts to increase transparency and awareness of campus reporting mechanisms. Initial findings showed substantial growth in reports following the launch of centralized online reporting resources, confirming increased awareness and access. Subsequent data revealed a decline in certain report categories, prompting the unit to examine whether this reflected improved prevention or potential underreporting. Rather than assuming success, OCE used these findings to sustain and refine targeted prevention education, continue outreach efforts, and reassess measurement strategies.

*Represents the % and # of units mapping to each Dimension. Administrative units could select more than one Strategic Plan Dimension.

RIT Strategic Plan Revision

This year, RIT finalized a new strategic plan (Strategic Framework 2035 Transforming Lives through Creativity and Innovation) while also completing a Self-Study for the Middle States Commission on Higher Education (MSCHE) reaccreditation process. These parallel, institution-wide efforts reinforced the importance of clearly articulated goals and evidence of continuous improvement and provided a timely opportunity for the University Assessment Council (UAC) to reflect on how administrative unit assessment practices support institutional goals. In response, UAC used these processes as an opportunity to consider future directions for the committee.

Reflections, Recommendations, and Next Steps

The results from the IE Progress Report 10 show that administrative units are progressing in their assessment practices. This is the third cycle the UAC has used an updated instrument and process, leading to higher quality submissions as well as a greater buy-in among unit leaders for the need to participate in an annual IE Progress Report. Additional areas for improvement are summarized below:

Oversight: Effective oversight of university assessment practices across RIT's nine diverse divisions remains a challenge. The MSCHE Standard VI Working Group recommended that RIT increase leadership support for the University Assessment Council and the Institutional Effectiveness processes, including alignment with the President's Office to strengthen divisional engagement and integration with RIT's new Strategic Framework. Further, the MSCHE visiting review team posed questions about RIT's Institutional Effectiveness structure and the role of UAC in guiding the university towards its strategic goals. Currently, the role of UAC is focused on ensuring that administrative units engage in continuous improvement, but this role could be expanded and strengthened to provide clearer oversight, improve divisional engagement, and more directly support institutional priorities.

Strategic Framework Updates: An important next step will be for UAC to realign the Institutional Effectiveness Map Template and the IE Progress Report instrument to the Strategic Framework 2035 and link departmental goals directly to the framework's newly developed Pillars, Strategic Actions, or aligned Metrics, where appropriate. The goal is to provide a clearer mechanism for tracking operational progress, demonstrating continuous improvement, and maintaining institutional accountability.

Progress Report Process: The IE Progress Report process will shift from a Qualtrics survey platform to a Microsoft SharePoint form. SharePoint offers greater opportunity for collaboration and a centralized location for historical reports and IE Maps. This change will also streamline workflows for administrative units and the Office of EEA.

Assessment Training: During summer 2025, EEA conducted a series of in-person and virtual workshops to assist administrative units in improving their IE Maps and preparing annual progress reports. These collaborative sessions provided departments with dedicated time to refine their maps and were attended by staff from seven out of ten divisions. Following the workshops, EEA provided drop-in support for Progress Report writing throughout early Fall 2025. Given the success of this model, EEA will continue offering these workshops and support sessions in 2026. To support the aspirational benchmark, these sessions will help units demonstrate a completed continuous improvement cycle.

2025-2026 [University Assessment Council](#) Members

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