

2014

Center for Multidisciplinary Studies
Academic Program Review



Rochester Institute of Technology
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I. Program Description

a. Program Mission

The Center for Multidisciplinary Studies is committed to meeting the current and future professional needs of its students, their employers, and the global community. CMS develops and offers undergraduate and graduate-level degrees and academic programs focused especially on individualized plans of study completed with one-on-one advisement, flexibility in the method of delivery, wide accessibility, non-traditional approaches to earning credit, and customization while incorporating a multidisciplinary curriculum.

The mission of the Center for Multidisciplinary Studies is focused around five major strategic themes. Each theme addresses new opportunities within RIT to better support students, to enhance cross-college collaboration and to extend RIT's global reach. Each theme is explicitly referenced in RIT's Strategic Plan.

Educational pathways for non-traditional students: CMS supports students seeking non-traditional paths through RIT. Students are able to take courses from engineering, science, liberal arts and creative disciplines and combine them in exciting ways. In addition, CMS is a place where students who want to transition from one program to another within RIT are supported and empowered to explore options. Together with the University Studies Program, CMS specifically addresses the needs of students who are transitioning to their sophomore, junior, and even senior year (freshman typically are referred to University Students program). CMS also plays a role in supporting non-traditional students who come with exceptional professional backgrounds and facilitates certification of their prior learning and education. Through its OSHA Education Center, CMS provides short courses for professionals in construction and general industry.

Intercollegiate Faculty Collaboration in Course and Curriculum Development: Working in tandem with the Colleges and the Wallace Center, CMS provides resources and a platform to support faculty collaboration on new interdisciplinary course development and providing the means for proposing and offering inter-departmental and inter-collegiate specializations. The Center works to engage faculty from all of the colleges in creating multidisciplinary courses and programs which address *key university priorities*. *For example, CMS has embraced five innovation courses developed* by an inter-collegiate faculty curriculum committee who created a proposed minor in innovation. The goal is to support the integration of high priority themes within the disciplines embodied in the colleges. To achieve this integration, faculty must be afforded the opportunity to interact with and experiment with their peers from other colleges. CMS can provide these opportunities for faculty.

Student Choice and Options: One of the five Guiding Principles for Academics on RIT's current strategic plan (2005-2015) includes the following: "Flexible and responsive curricula, programs, and systems will characterize the educational infrastructure." There are no other degree programs within the RIT portfolio as flexible as those offered by CMS. Having a flexible and personalized degree program has become an emerging best practice among universities across the U.S. The Applied Arts and Science degree offered through CMS plays an important role in RIT's undergraduate goals for improving retention and in offering flexible options for students.

International Education and Global Outreach: The Applied Arts and Science and Professional Studies degrees could provide a vehicle for creating dual and joint degree programs with other universities around the world. They are flexible degrees which can accommodate content from both RIT and partnering institutions. CMS currently provides many of the support services for RIT's global outreach programs.

Corporate and Community Outreach: Through its Outreach Education and Training unit (OET), CMS partners with corporations and other community organizations to support their goals for workforce development by offering flexible and responsive training and education programs. The Applied Arts and Science degree and several undergraduate certificate programs (now discontinued) have been used by organizations such as Xerox, Kodak, the New York State Troopers and many others to address targeted talent development and organizational goals. In addition, OET (OET) oversees the Occupational Safety and Health Administration (OSHA) Training Institute Education Center (OTIEC). The center delivers occupational safety and health training throughout OSHA's Region II- a geographic area covering New York, New Jersey, Puerto Rico and the Virgin Islands.

By embracing these themes, CMS extends RIT's national and international presence by being a global leader in the development and delivery of high-quality lifelong learning opportunities that blend innovative, unique, and customized multidisciplinary curricula with creative outreach-oriented methods of delivery. CMS achieves its mission through:

- a. Strong collaboration with all of RIT's colleges in the development of curriculum and programs which meet the needs of "non-traditional" students.
- b. Supportive learning as a lifelong process at various stages of a person's professional and personal development.
- c. Valuing and recognizing both formal and informal learning and the variety of ways students attain applied and theoretical knowledge.
- d. Developing curricula that are learner centered, reflective of the learner's goals, considerate of his or her prior learning, relevant to his or her professional context, and consistent with his or her personal values.

- e. Providing multidisciplinary curricula which enhance personal development and strengthen the learner's ability to succeed in the contemporary world of work.
- f. Providing multidisciplinary curricula that are learner centered, reflective of the learners goals, considerate of his or her prior learning, relevant to his or her professional context, and consistent with his or her personal values.
- g. Providing accessible and flexible modes of delivery
- h. Ensuring that teaching, advising, and student service activities are focused on student success and responsive to student needs.
- i. Valuing and supporting the professional development and advancement of faculty and staff colleagues.
- j. Being open to partnerships that support the attainment of our mission.
- k. Actively seeking new markets and new opportunities to advance RIT's global presence.

The mission statement, strategic themes, and guiding language detailed above inform its work, but The Center for Multidisciplinary Studies does not currently have a strategic plan, per se.

b. History of CMS

In 1966, the College of Continuing Education (CCE) was established to help working men and women expand their skills and increase their knowledge in a variety of disciplines while also being able to work. Historically, CCE was the primary provider of educational programs serving the part-time student. CCE sought to meet two educational objectives for working adults; the employee's goal of obtaining a recognized credential by taking relevant courses and programs that improved the employee's skills. In 1986, CCE proposed new academic programs designed to provide:

- the student with a sound, high quality, technical background requisite for today's society;
- the student with the opportunity to develop an interdisciplinary program of study, individually tailored to their career and personal situations;
- the students with a foundation in liberal arts and the sciences;
- The employer with employees who are educated in areas that are appropriate for contemporary occupations;
- The opportunity of recognition of prior learning.

This proposal was the foundation for the current programs offered through CMS and as a result of this proposal, the following new credentials were offered: Applied Arts & Science, Diploma, Applied Arts & Science, AAS, and Applied Arts & Science, BS. Each of the degree programs consisted of a core component of mathematics, science, humanities, and social sciences, and a professional component which included one or more areas of concentration. An area of concentration includes courses in a specific field and degrees combined up to four professional concentrations. CCE degrees were designed to meet the needs of the non-traditional student, specifically, the working adult. Classes

were available in the evening and also via pre-taped television sessions. RIT also established many locations in the Rochester area to make it easier for students to attend classes.

In 1995, CCE proposed a new graduate program of study: the Master of Science in Cross-Disciplinary Professional Studies. This program was approved in 1996, with the same objectives as the other CCE programs- a flexible, individualized program of professional study at the graduate level. The CCE program consisted of two or three professional concentrations composed of coherent sets of professionally related graduate courses and appropriate electives. The degree name was changed in 2000 to an MS in Professional Studies (2000).

In 1996, these CCE programs were absorbed into the Center for Multidisciplinary Studies (CMS), a unit within the College of Applied Science and Technology (CAST). The merger occurred because CCE was being disbanded and at the time CAST was a good fit for some formal CCE programs. Some of the programs CCE offered, such as an MS in Environmental Health and Safety and an MS in Instructional Technology fit well with the CAST program profile. Additionally, there was some replication between programs offered by CCE and CAST.

In 2003, in partnership with CMS and RIT, the American University of Kosovo opened their doors as an international location that would offer the degree program offered by CMS. The first undergraduate class totaled 57 students. In the 2008-2009 academic year, the undergraduate enrollment stood at 464, with an additional 55 students in Master's degree programs, all coordinated by CMS. With the freshmen class entering in September 2009, our number of undergraduate students passed 500 for the first time. These students came from 20 countries, and from every major ethnic community in Kosovo.

In 2010, CMS was re-mapped under a new set of operating principles to the Division of Academic Affairs. In part the goal was to showcase and utilize CMS as a University-wide resource available to all students, a notion that was not clear to students, faculty or staff, while CMS remained under CAST. Changing all of our programs codes to align with other university programs, it was hoped would help change this image. Despite the numerous organizational changes, CMS has continued to offer the same degree options to students, as well as expanding to offer a small number of undergraduate and advanced certificates.

In 2012 CMS was incorporated into the newly formed Innovative Learning Institute (ILI), also housed within Academic Affairs. The fit seemed logical at the time because ILI supports emerging modes of teaching and learning with a focus on online learning and CMS is the university's largest provider of online courses. After further consideration of each unit's goals, it was determined that CMS would better serve the students of RIT under the direction of the Provost's Office. Thus CMS split from ILI in 2014, but remains a part of Academic Affairs. Collaboration continues between CMS and the ILI as CMS is the main RIT online degree provider.

c. Current Program Description

Today the Center for Multidisciplinary Studies (CMS) remains a degree granting unit in the Division of Academic Affairs. Degree offerings continue to include both Associate (AAS) and Bachelor degrees (BS) in Applied Arts and Sciences, and a Master of Science degree in Professional Studies. In addition, the Center offers an 8-course diploma in an individualized concentration area and an Advanced Certificate in Project Management. Through these programs, CMS meets the needs of a variety of student populations both at the Rochester campus and at RIT's global locations in Kosovo and Dubai.

Since its inception, CMS programs have been characterized by a student centered approach to degree planning which enables students to participate in the design and development of their plans of study. Unlike traditional programs, where curriculum-specific outcomes are defined *a priori* by the faculty, the Applied Arts and Science and Professional Studies degrees engage learners in the design of their curriculum and the specification of program specific learning outcomes. Intentionality is achieved through student articulation of career and academic goals which are refined through personalized professional advising, faculty oversight and guidance, and iterative self-reflection.

This process results in a plan of study which: 1.) Considers the student's long term professional and academic goals; 2.) Provides both depth and breadth of knowledge within the professional concentrations identified; and 3.) Maximizes the credits received from previous course work or prior learning while complying with university guidelines and accreditation regulations. The ability to put individual goals in the center of the degree planning process is uniquely attractive to a wide range of students and organizations. It is a distinguishing feature of CMS programs within the RIT portfolio feature we believe could be leveraged to further grow the program.

CMS serves over 250 full-time equivalent domestic undergraduate and graduate students and approximately 700 full-time equivalent students at our international locations in Kosovo and Dubai.

CMS is also home to Outreach Education and Training (OET). OET provides multidisciplinary, educational opportunities to corporate cohorts or fields of professionals. Additionally, OET supports the Prometric™ Computer-based Testing Center and the OSHA Education Center. On an average the OSHA Education center offers approximately 86 non-credit training courses to about 700 learners annually. OSHA Education Center customers can come from all over the country, and we've even had a few from outside the country. In FY 2012-13, a total of 1,471 testers were served through the CBTC.

Faculty and staff of CMS (see CMS Organization Chart in [Appendix 1](#)) are housed on the second floor of the George Eastman Building. At this time, CMS does not have additional classrooms or lab spaces.

d. Program's Contribution To and Relationship With:

The University's General Education Curriculum

RIT follows a General Education framework that is outcomes based, offering students **Foundation** Courses (First Year Writing and First Year General Education Foundational Elective), seven **Perspective** course categories that provide ways of knowing about the world, and a three-course **Immersion** sequence that provides the opportunity for deeper study and integrative learning. Additionally, general education elective courses can be specified by programs for individual programs or majors. Implemented in 2012, one of the keys to the design of the new framework was the assurance that all RIT students have the opportunity to demonstrate achievement of RIT's General Education Student Learning Outcomes.

CMS has 21 courses that have been approved to fulfill university requirements for general education. Many of these courses are general education electives, and do not fulfill requirements as Foundation or Perspectives courses. As an online degree provider, it is especially important for CMS to ensure that students have options to complete their degree. It can be challenging for online students to meet RIT's General Education requirements when online course offerings are limited. Because of this, CMS has been actively working to expand course offerings, particularly in the math and science arena. The general education courses CMS offers are available to all RIT undergraduates. See [Appendix 2](#) for a list of CMS courses approved for General Education and [Appendix 3](#) for a comprehensive description of RIT's General Education Framework or visit <http://www.rit.edu/academicaffairs/generaleducation/>.

RIT's Academic Program Profile Characteristics

Embedded in every academic program at RIT are five Essential Program Outcomes: critical thinking, global interconnectedness, ethical reasoning, integrative literacies, and innovative/creative thinking. CMS faculty have mapped their program level learning outcomes and assessment opportunities to these Essential Program Outcomes to ensure that all students have the opportunity to achieve each of the Essential Program Outcomes throughout the course of their program. A general description of the Essential Programs Outcomes is provided here and further details can be found in the Academic Program Profile, [Appendix 4](#). It is important to note that while RIT provides programs with a general description of the Essential Program Outcomes, programs are granted the flexibility to define these outcomes in such a way that their focus more specific and applicable to the program:

Critical thinking – Students are expected to integrate knowledge and critical ways of thinking from multiple disciplines around approaches, products, and processes. Students are expected to use multiple methods and knowledge to solve contemporary questions and issues.

Ethical reasoning- In their learning activities, students are expected to use multiple methods and knowledge. This includes the evaluation of different ethical perspectives and concepts and the ability to defend a position against differing ethical positions.

Integrative literacies – The ability to synthesize and apply knowledge across multiple disciplines is a fundamental goal of this program.

Global interconnectedness – Students are required to construct an original plan of study that synthesizes educational and career goals. This study must relate to the global issues that will confront these students after graduation and encourage diverse life-long learning.

Creative/Innovative Thinking – in the formulation and eventual completion of an individualized program of study that integrates multiple disciplines; students will develop the ability to recognize reasoning paradigms that generalize across disciplines and provide opportunities for innovative solutions.

Other RIT Degree Programs

CMS currently works with 2 existing NTID Associate level programs on a plus 2 type of agreement (See Plans of Study for Laboratory Science Technology and Administrative Support Technology in the Catalog Copy and Brochures). Students enrolled in both the Laboratory Science Technology and the Administrative Support Technology AOS degrees at NTID are directed to CMS, as appropriate, to complete a BS degree. In addition, CMS works in tandem with the University Studies and the College Restoration Programs to serve students who can benefit from the flexibility and student centered academic program options available through CMS.

As mentioned previously, CMS maintains a global presence, offering its BS in Applied Arts and Sciences degree and MS in Professional Studies in Kosovo (A.U.K). Undergraduate students at AUK can complete professional concentrations in the areas of management, information technology, public policy, economics and statistics, and media and graphic communications. Graduate students can complete concentrations in service management, project management, infrastructure development, and public service. Student headcount in these programs is significantly larger than student headcount at the Rochester campus, with nearly 800 students enrolled in fall 2013. Additionally, the number and proportion of full-time students is greater at the A.U.K. campus, with 90% of enrolled students attending full-time in fall 2013.

Student Career Preparation and Post-Baccalaureate Study

Co-ops are not a required part of the CMS degree offerings; however, students are encouraged as appropriate to utilize the Co-op and Career Services resources in order to secure this type of experiential learning opportunity. The BS in Applied Arts and Sciences capstone course,

Multidisciplinary Life, also engages students in a number of self-reflective assignments geared towards life after RIT. The MS in Professional Studies is an individualized degree program, the purpose being to make it as applicable to one's desired career as one can. Students in the MS program complete a capstone project at the end of their degree, giving them the opportunity to apply what they have learned to real world situations or challenges and demonstrate program learning outcomes.

e. Program's Distinctive Features

As the university's largest provider of online courses, and the only provider of an online undergraduate degree, CMS ensures that students from around the world can access RIT and its degree offerings.

CMS strives to enable and support intercollegiate collaboration among faculty on course design and delivery. CMS works with MAGIC (the RIT Laboratory for Media, Arts, Games, Interaction and Creativity) and has put together an Advanced Certificate in Games and Learning for graduate students that was reviewed in May and will be re-examined by Graduate Council in the Fall with approval expected.

Currently the Institute Curriculum Committee is also reviewing a proposed Innovation minor that CMS hopes will be approved during the Fall semester. The Innovation Minor will enable RIT students from all colleges to develop the necessary skills, knowledge, and experiences to become innovators in areas of interest related to their individual academic and professional goals. The core of the minor will help students define innovation; understand past and current trends in innovation, as well as the processes and practical considerations for innovating; and gain experience at innovating through project-based, interdisciplinary experiential learning and collaboration activities. Students who select the minor will also "specialize" by taking innovation elective courses, sourced from across the university, with the aim of exploring an area of personal and professional interest within the boundaries of the larger minor. CMS will be the certifying unit for the 5 course minor, with 3 of the classes being taught by CMS faculty.

CMS offers a distinctive curriculum and advisors work collaboratively with departments and faculty across campus, to ensure that the CMS students have unique study plans consisting of course work from all RIT colleges. In addition to the approximately 4,000 credit hours CMS students took on the main campus took from CMS in AY 2012-13, they also collectively took approximately 5,000 credit hours in the College of Liberal Arts, 1,600 credit hours in Saunders College of Business, and 1,100 credit hours in the College of Applied Science and Technology. The intercollegiate collaboration required to maintain CMS programs and assist students as they progress is substantial.

In the MS Professional Studies program, graduate students work directly with advisors in their respective concentration areas for course approvals. Their initial course, Context and Trends aids in

the development of their plan of study and the introduction to their liaisons. Graduate students then work with their respective college liaisons to discuss their educational and career goals and to identify courses that will help in achieving those goals.

II. Program Demand and Marketability - Is There Continuing Demand for the Program?

a. Program Demand

The demand for individualized degree programs is not unique to RIT, rather it is a national trend. According to a recent article in the Wall Street Journal (2010); over 900 universities now offer some type of individualized major, a 5% increase from 2005. A review of interdisciplinary programs at universities across the country revealed substantial interdisciplinary programs at several institutions such as New York University's Gallatin School of Individualized Study, University of Massachusetts University Without Walls, and University of Connecticut General Studies Degree Program. In fact, having a flexible and personalized degree program as part of the portfolio of available offerings has become an emerging best practice among innovative universities across the U.S. The characteristics of CMS programs and the CMS mission are closely aligned with national trends and practices including providing increased online learning offerings, accommodating non-traditional learners, and increasing institutional graduation rates for all learners.

The demand for an individualized major and flexible degree program can be seen across multiple demographics within the RIT student population. CMS meets the needs of a variety of students on the Rochester campus, including:

Non-traditional Students: The curriculum and flexibility of CMS programs has long served as a primary vehicle for adult-learners to access an RIT degree and The College of Continuing Education at RIT was initially established to address the specific needs of this population. According to demographic data, this group has declined as a percentage of CMS's overall enrollment. In 2004, approximately 80% of undergraduate CMS students were over the age of 25. Almost a decade later in 2013, students over the age of 25 make up 50% of the CMS undergraduate population. It should be noted that from 2004 through 2011, age related data was missing for some CMS students, most likely due to glitches with an older student information system. Despite this decline in non-traditional students, this population remains a strategically important stakeholder group. National priorities for educational attainment emphasize the role adult learners will play in raising U.S. educational rankings.

Traditional Students: Traditional student enrollment in CMS undergraduate programs is increasing. In the last decade, the percentage of undergraduate students attending full-time has steadily increased from 28% in 2004 to 51% in 2013. Additionally, the percentage of undergraduate students age 25 and over has decreased by 30%. As stated above, these figures should be interpreted with caution, as age related data was missing for some CMS

students. See [Appendix 5](#) for CMS student enrollment by age. Anecdotally, CMS advisors have also noticed the shift in advisee from the working adult to the more traditional college student. In a typical year, internal RIT transfer students account for approximately half of all newly enrolled CMS students. The BS in Applied Arts and Sciences plays an important role in university retention and offers transitioning students a strong option for degree completion. Traditional students are attracted to the program because it allows them to combine specializations that are of interest to them and they foresee will be attractive to employers and graduate schools.

NTID Students: As of 2013-14, approximately 73 NTID supported students were enrolled in the Bachelor's degree program in Applied Arts and Sciences, accounting for over 20% of total undergraduate enrollment. CMS has the largest population of NTID students enrolled among all RIT baccalaureate programs. The majority of NTID students come through one of two articulation agreements with NTID programs in Lab Science Technology and Administrative Support Technology.

International Students: The BS and MS offered through CMS are attractive to RIT's growing population of international students. In the fall 2013, 10% of undergraduate CMS students and 44% of graduate students were international students.

Corporations and Government Agencies: Throughout its history, CMS has collaborated with numerous corporations to develop programs which respond to the specific needs of our corporate and community partners. For example, over 130 Xerox mid-level managers completed an online degree in Applied Arts and Science between the years 2007-2014. Similar programs have been developed for Kodak, Paetec, and Exxon-Mobil in prior years. Programs such as the ones with Paetec and Exxon Mobil were developed in the 90's, and many were developed with academic partners within CAST such as telecommunications engineering technology and environmental health and safety. Programs with Kodak were initiated in the time of CCE, although work with Kodak continued to include a certificate in reliability maintenance after we became CMS. The trend for corporate partnerships and cohorts has declined significantly. With the completion of the Xerox contract this summer term, we currently have no corporate cohorts. RIT has created the RIT Online entity to market shorter versions of academic programs for the adult working professional.

Additionally, the following student scenarios are included to provide further details about some types of "typical" CMS students, how they find their way to a CMS program and how they progress through the program.

The Intentional Proactive Learner that purposely want to customize their individual degree plan to enhance their skills.

Matt started at RIT in the Fine Arts area and thoroughly enjoyed his first two years of schooling. By his Junior year, he decided that this was not the path he wanted to continue down and instead wanted to focus more on the sciences, specifically Exercise Science. Moving into CMS allowed him to combine these areas and utilize both his artistic and his analytical skills.

The Low GPA Student coming from either CRP or as a Suspension Waiver.

Beth was initially a student in the Hospitality and Service Management program. Classes in High School came easy to her, and she was not prepared for the structure of college work. She was placed on probation and ultimately suspended from the program. Her advisor referred her to the College Restoration Program where she worked on time management and study skills in particular. In thinking about her future career and educational goals she decided that she did not want to return to Hospitality but instead wanted to go into the film industry. She applied for CMS creating a program that includes both Service Management and Film Studies. Her goal is to finish her Bachelors' and attend graduate school for film.

The Internal Transfer Student with Credit from Different Colleges at RIT maximizing the credit they have already obtained and customizing the remainder of their program for job prospects.

Sally earned her Associates in Laboratory Science Technology from NTID. She has decided she wants to participate in the 2 + 2 agreement that CMS has set up which will give her a BS in Applied Arts and Science with professional concentrations in Laboratory Science Technology and Biotechnology Studies.

The External Transfer Student with Credit from Different Schools/Areas

Bob earned an Associates' degree 17 years ago from MCC. He found employment and although intended on completing his Bachelors' degree never found the time to do so. Now he is at a point in his career (and life) where he has the time to devote to finishing his degree. He is looking to possibly earn credit by experience for his Project Management work and plans to start at RIT in the fall term.

The Degree Seeker who wants to finish as quickly as possible.

Scott has been at RIT for 5 years in an Engineering program. Although he has attempted 140 credits, he has only earned 108 and still has a year to go in his current program. He has one semester left of aid and just wants to complete his degree so he can move on to the next phase of his life. He would also like to add some additional business classes to his portfolio. Moving into CMS he can finish in one semester and add the classes he wants.

b. Enrollment and Degrees Conferred

Enrollment

With a total (full and part-time) enrollment of 314 undergraduate and 78 graduate students, CMS programs in Rochester represented 2% of RIT’s total enrollment in fall 2013. The largest numbers of students are enrolled in the BS in Applied Arts and Sciences and the MS in Professional Studies, however, CMS also offers an AAS degree in Applied Arts and Sciences, a diploma program (no current enrollment), and an Advanced Certificate in Project Management as well. A breakdown of the number of CMS students in each program for the academic year 2013-14 is displayed in Figure 1. Projected enrollment for Rochester campus for the fall 2014 is 389, including both graduate and undergraduate students.

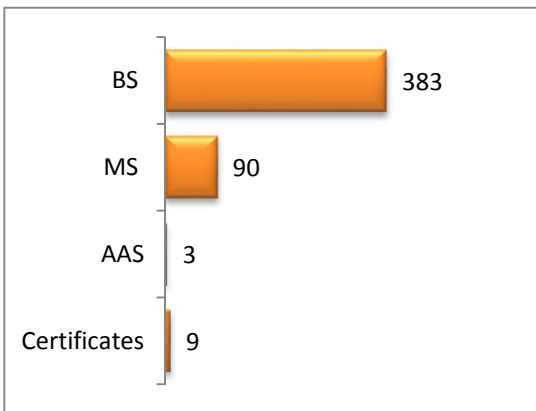


Figure 1: 2013-14 CMS Enrollment by Degree Type

Graduate enrollment in the MS in Professional Studies has remained consistent over a five year period with only minor fluctuations. Historically, undergraduate enrollment has been less consistent from 2004-2010, with total enrollment ranging between 400-500 students. Five-year enrollment trends for CMS can be found in Figure 2. In 2011 enrollment peaked at 593 students and then dropped significantly in 2013 at 314 students. The 27% dip in undergraduate enrollment from 2012 to 2013 could be attributed to an increase in the percentage of students graduating in AY 2012-13

(up 20%, from 14% to 34%). One possible reason for this increase in graduation could be RITs conversion from a quarter- based to a semester-based calendar in AY 2013-14, in which students may have elected to graduate prior to conversion. The number of new undergraduate students in fall 2013 was the lowest in a ten year time period. While it is only possible to speculate on the reason for this enrollment drop, there are four drivers of enrollment in CMS programs: 1.) The number of corporate sponsored and cohort based programs; 2.) The number of 3rd and 4th year RIT students who are in transition or changing program status; 3.) The number of students who are part of an

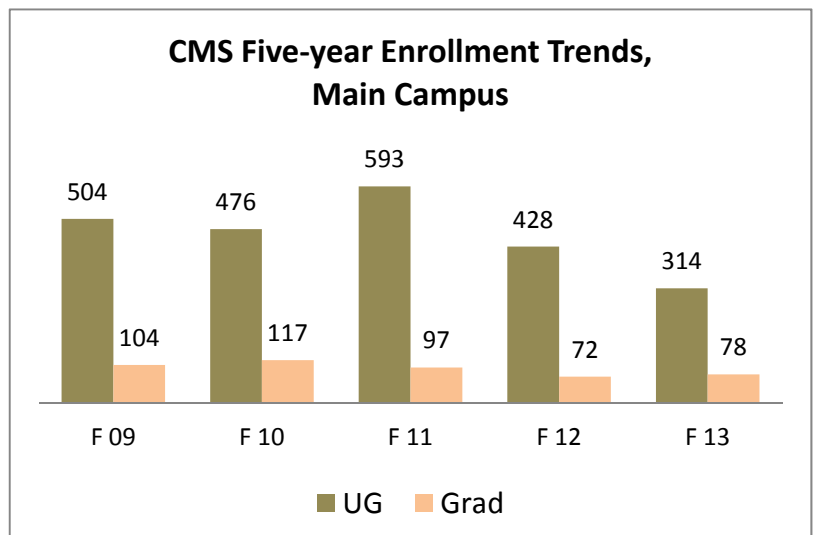


Figure 2: CMS Five-year Enrollment Trends

articulation agreement; and 4.) The availability of online course options for non-traditional students. A combination of factors including a decrease in online offerings, a perceived risk on the part of students to change programs during the Semester conversion, and the lack of corporate sponsored programs could have been contributing factors to the enrollment dip. Program Census Data compiled by Institutional Research for CMS is provided in [Appendix 6](#). Five year enrollment trends for CMS can be found in [Appendix 7](#).

Degrees Conferred

CMS granted a total of 242 degrees and 38 certificates and diplomas in 2012-13. Table 1 contains five-year trends in the number and type of degree granted. Bachelor’s degrees make up over half of the CMS degrees granted. Figure 3 displays the breakdown by degree type.

Table 1: CMS Degrees Awarded, Main Campus Only					
	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
Certificates & Diplomas	74	53	27	38	7
Associates	24	68	23	19	10
Bachelors	172	215	140	150	140
Advanced Certificates	19	17	49	47	44
Masters	40	46	40	26	28
Total	329	346	252	280	222

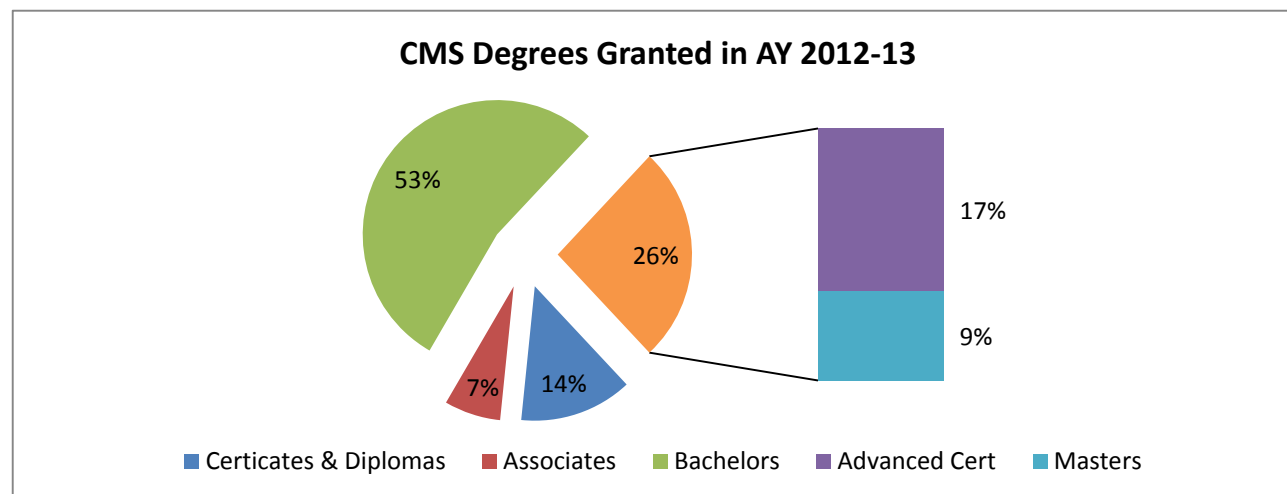


Figure 3: CMS Degrees Granted in 2012-13

c. Program Admission

Admission into the BS in Applied Arts and Sciences program requires either an application submitted through RIT’s Office on Undergraduate Admissions or a Change of Program request form in the case of students already enrolled in an RIT program. NTID students are required to submit an Intent to Enroll form, similar to the Change of Program form. Per RIT admission requirements, a minimum of a 2.0 GPA is needed for transfer students. Additional admissions

requirements unique to CMS include the development of a plan of study in conjunction with an advisor, submission of a resume, a statement of educational and career goals, and selection of concentration areas for the professional concentration requirement (1-2 for AAS, 2-3 for BS). These additional requirements are submitted prior to official program acceptance for change of program and intent to enroll (NTID) students. For new admits (non-RIT internal transfers), official acceptance is granted based on transcripts and takes place prior to submission of these requirements. This is done for financial aid reasons; although these students are also required to complete these requirements. Currently, new freshman that are undecided in their program of study or considering an interdisciplinary major are encouraged to apply to the University Studies Program (USP).

The vast majority of students in the BS in Applied Arts and Sciences are admitted into the program as internal transfer students (change of program) or as traditional transfer students. In the fall of 2013, 25% of students in the program were *new* internal transfer students, switching from another RIT program, and another 20% of students were new to RIT (entering either in the fall of 2013 or off-term entry). With such a large population of transfer students, information on high school GPA and SAT/ACT scores for admitted students in the BS program was not available for this self-study. Transfer students are not required to supply this type of information at the time of application. The average cumulative GPA for all CMS undergraduate students is consistently above a 3.0. Students transfer into CMS with a wide range of credit hours earned. Records on undergraduate applications (or Change of Program) and acceptances have not been systematically maintained by CMS. In recent years CMS began taking a closer look at students applying to the program and their ability for academic success. CMS has been seen by external constituents as a program with an open admissions policy. Although CMS is student centered and strives to support student success, it is recognized that not all students will be successful in a CMS program. Each application is reviewed with academic success in mind. Those that are continuously not successful (i.e. earning a GPA below a 2.0 or exhibiting a consistent amount of Withdrawal grades on their transcript) are advised to take some time off, perhaps attend a community college, and relook at CMS after they are able to get back on track.

In addition, NTID students applying to CMS must earn a “C” or better grade in Writing Seminar and have completed their Associates degree before applying to CMS. A GPA of 2.5 is also desired.

Sometimes students who do meet the criteria are accepted on a conditional basis. These students are put on an academic contract requiring them to meet weekly with their CMS advisor and earn a 2.5 in the subsequent semester with no D, F or W grades. If students do not meet the conditions of their academic contract, they are suspended from RIT and, if appropriate, encouraged to take classes elsewhere for a minimum of one term. Students can re-appeal but appeals are not granted again without proof of academic success.

Admission to the MS in Professional Studies requires an application to the Office of Graduate admissions, a personal statement of educational objectives that identifies areas of interest, and two letters of recommendation. Prospective students must hold a bachelor’s degree from an accredited college or university with an undergraduate GPA of 3.0 or better. Table 2 provides details on graduate admissions to the MS in Professional Studies program.

Table 2: CMS New Graduate Student Trends					
	Applications	Acceptances	Accept rate	Enrolled	Percent Yield
AY 2013	46	34	74%	29	63%
AY 2012	53	42	79%	33	62%
AY 2011	58	37	64%	24	41%

d. Persistence and Graduation Rates

Undergraduate Persistence and Graduation

CMS students do not normally follow the same trajectory as traditional college students who enter a program as freshmen. This makes it more challenging to calculate CMS persistence and graduation; however, every effort has been made to provide a picture of the typical path with which students complete their programs of study.

In a traditional analysis of persistence and graduation, one tracks a student from entry to an institution to completion. The makeup of the population of CMS does not lend itself to this type of analysis. As a result, students are tracked from time of entry to the program through completion, not from entry to the university. This method gives CMS students a “head start” in their university graduation rates, as prior academic credits earned are not accounted for. This method does provide an accurate picture of how long students spend in CMS programs.

Four year graduation rates for Bachelor-seeking CMS students ranged from 60% to 68% for students entering CMS in 2004 through 2009. When we look at full-time students only, the range is between 65% and 80%. The six year graduation rate for students entering in 2005 through 2007 ranged from 60% to 71% for all students and 70% to 86% for full-time students. The table below compares the most recent 6 year graduation rate for CMS along with RIT, the College of Liberal Arts (CLA), and Saunders College of Business (SCB). RIT focuses on the 6 year graduation rate metric because of the university’s high percentage of 5-year programs and the large number of students participating in co-op opportunities. CLA and SCB are used for comparison because like CMS, these programs are primarily 4-year programs that do not require co-op.

	CMS (2007 entry)	RIT (2007 cohort)	CLA (2007 cohort)	SCB (2007 cohort)
6-year Graduation Rate Bachelor-Seeking	70%	66%	55%	70%

If we examine the graduation rates (looking at 2004 through 2007 entry terms) of Bachelor-seeking CMS students beginning with the first year of study in CMS as an entry point in Figure 4, we can see that graduation rates from 1-year to 6-year follow a similar pattern across entry years but are not trending upward or downward.

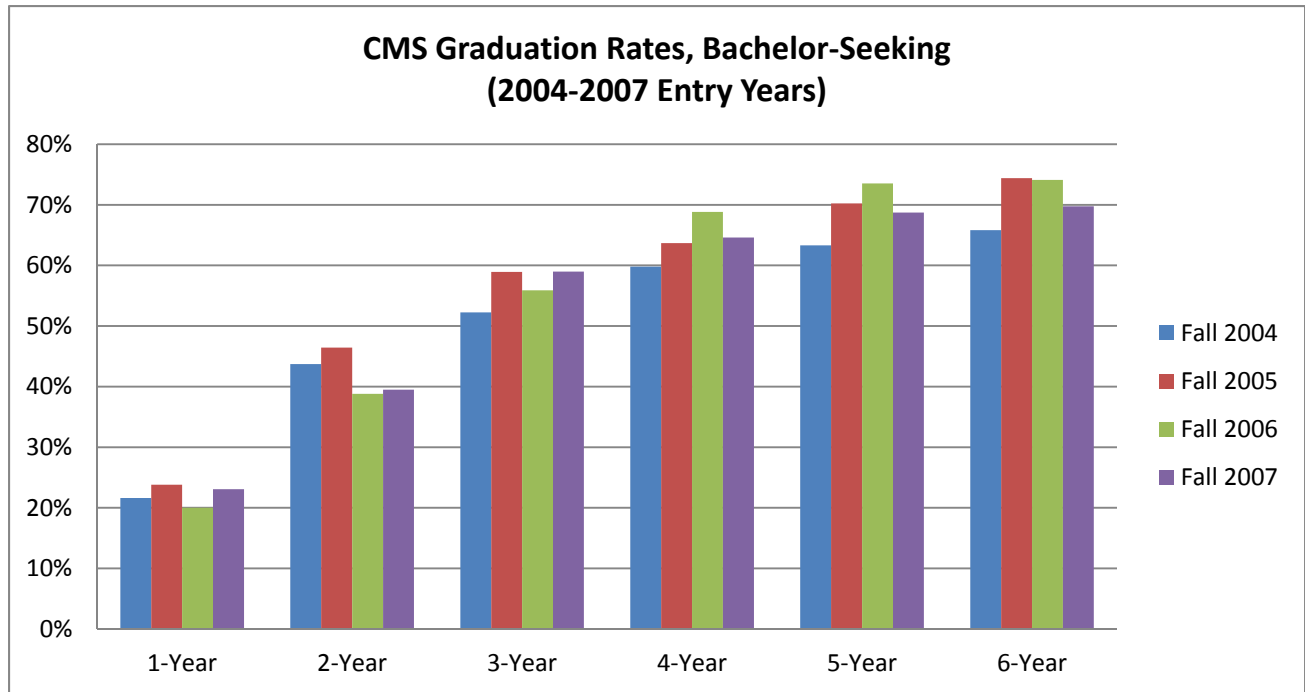


Figure 4: CMS Graduation Rates, 2004-2007 Entry Years

Persistence rates were calculated using a method consistent with the Integrated Post-Secondary Education Data System’s (IPEDS) definition of persistence. It should be noted that students who do not register for a course or co-op in the fall term are not included in the persistence head count. While this method of calculating persistence is standard for IPEDS and is used across all RIT programs, the impact on CMS persistence rates could be greater due to a larger percentage of part-time students. When comparing persistence rates in CMS to RIT as a whole, it is instructive to look at the combined persistence plus graduation rate. The reason is that a First-Time Freshman cohort (which is what the RIT overall rate is based on) will not have any graduates in the first year. In contrast, CMS experiences relatively high rates of graduation in the first year. A combination of those rates may be a more appropriate comparison than a simple persistence-to-persistence comparison. The average one year persistence rate for undergraduate CMS students (2004-2012) is 69% and the one year persistence rate for the fall 2012 entry group was also 69%. RIT’s one year persistence rate was 87% for the fall 2012 cohort. The university has seen a small but generally positive trend in one year persistence rates over the past decade, rising from 84% in 2004 to an all-time high of 89% of 2011. CMS one year persistence rates range from 46% to 76% with no apparent trend in any one direction. For comprehensive tables on CMS and RIT persistence and graduation rates, see [Appendix 8](#).

Graduate Persistence and Graduation

The same method of counting a student's first term in a CMS program as their entry term was used to calculate persistence and graduation rates for graduate students. It should be noted that persistence and graduation rates are not often calculated for graduate programs at RIT, and no official university figures were available for comparison. The 2-year graduation rate for graduate students in CMS programs ranged from 16% to 46% for all students and 20% to 52% for full-time graduate students with 2004-2011 entry terms. On average, at the six year mark, only 54% of full-time CMS graduate students have earned a degree. Interestingly, on average, 58% of part-time CMS graduate students have earned a degree after 6 years indicating that part-time graduate students are not progressing through the program successfully. Six-year graduation rates for CMS graduate students entering in 2004-2007 are presented in Figure 5. See [Appendix 8](#) for complete information on graduate persistence and graduation rates for CMS.

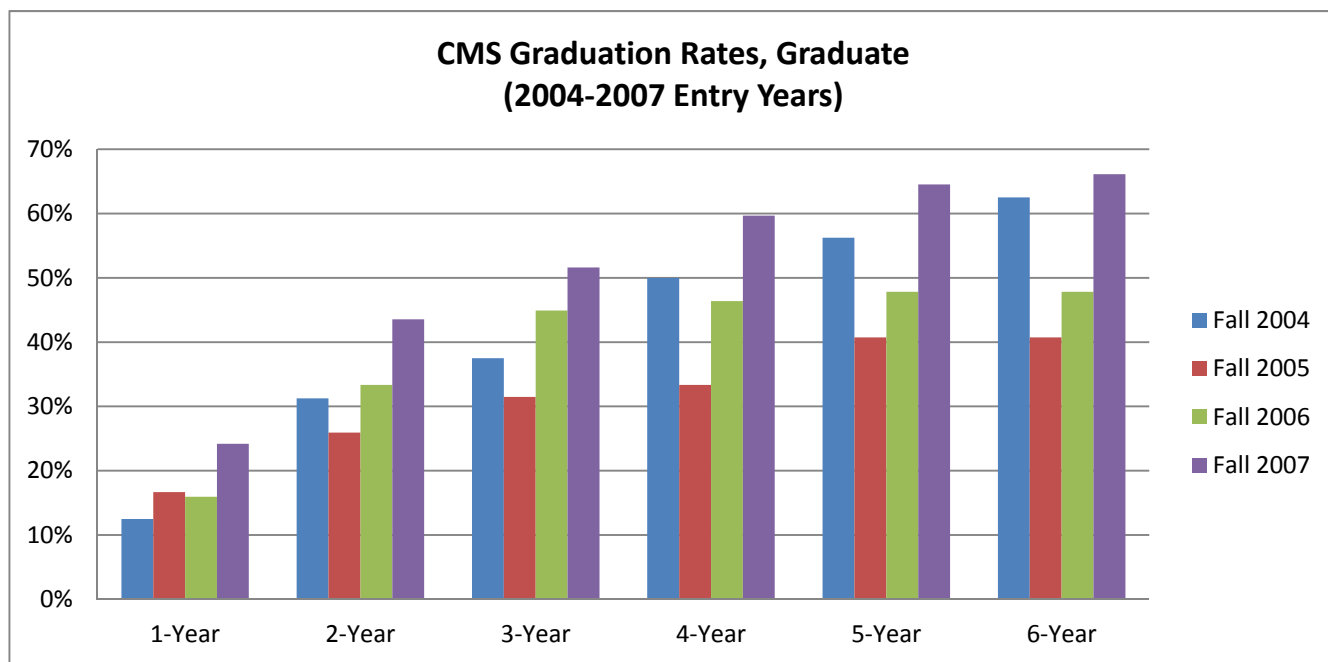


Figure 5: CMS Graduation Rates, Graduate Students

e. Student Satisfaction

After analyzing the results from multiple national surveys, an alumni survey and one local exit survey, it is evident that students are satisfied with their CMS experience. Highlights from each survey are provided as a part of our program review and also included in the appendix.

National Survey of Student Engagement

When responding to the 2013 National Survey of Student Engagement (NSSE), CMS undergraduate students were asked to *evaluate their entire educational experience at RIT*. Senior respondents

reported an average rating of 3.4/4.0 (with a “3” meaning “good” and a “4” meaning “excellent”). This rating is slightly higher than both RIT’s overall senior rating and the average rating of seniors at our Carnegie Peers institutions, both 3.3/4.0. Findings for this question were almost identical for the 2011 and 2009 survey, indicating a pattern of satisfaction amongst CMS seniors. When asked if they could start over again, would they select the same institution, senior respondents from CMS reported a mean score of 3.4/4.0 (with a “3” meaning “probably yes” and a “4” meaning “definitely yes”) while their counterparts at RIT reported a mean score of 3.2/4.0. Results from the 2011 and 2009 survey were again consistent with the 2013 findings. NSSE Items 13a-e asks respondents to rate the quality of their interactions with fellow students, academic advisors, faculty, student services staff, and administrative staff. Table 3 compares senior respondent means from CMS to their RIT and Carnegie Class peers. With the exception of the faculty rating, CMS Seniors rate their interactions more positively than their counterparts at RIT or our Carnegie Peer institutions. This question was revised in 2013, making multi-year comparisons difficult. NSSE data for CMS from 2009, 2011, and 2013 is available upon request.

Table 3: NSSE Item 13a.-e. Indicate the quality of your interactions with the following people at your institution.

1=Poor to 7=Excellent, Not Applicable

	CMS Seniors	RIT Seniors	Carnegie Peer Seniors
Students	5.8	5.6	5.7
Academic advisors	5.8	5.2	5.3
Faculty	5.5	5.5	5.7
Student services staff (career services, student activities, housing, etc.)	5.1	4.7	4.9
Other administrative staff and offices (registrar, financial aid, etc.)	5.3	4.8	5.0

Noel Levitz Student Satisfaction Inventory

The 2012 Noel Levitz Student Satisfaction Inventory (SSI) organizes survey items into themed groups or “Scales”. Undergraduate survey respondents from CMS reported satisfaction ratings that were generally similar to the overall RIT satisfaction ratings; however, it is interesting to compare the Scales where CMS respondent ratings were higher, lower, and the same as RIT satisfaction ratings. Additionally, the “gap score” which represents the difference between the students ranking of importance and the students ranking of satisfaction was higher for CMS respondents for 9 of 12 Scales than it was on the RIT population as a whole. This could indicate that CMS student expectations were higher than RIT respondent expectations. Comparisons between these populations should be made with caution, as the number of CMS respondents (~30) was much lower than the RIT respondent population (~2000). Historical data by college or degree granting unit was

not available for the SSI. The 2012 Noel Levitz SSI Scale Summary can be found in [Appendix 9](#) and results by item are available upon request.

Table 4: Noel Levitz Summary Scale Ratings for CMS Students

CMS satisfaction ratings are higher than RIT for...	CMS satisfaction ratings are lower than RIT for...	CMS satisfaction ratings are the same as RIT for...
<ul style="list-style-type: none"> ✓ Academic Advising ✓ Recruitment and Financial Aid ✓ Registration Effectiveness ✓ Service Excellence 	<ul style="list-style-type: none"> ✓ Campus Climate ✓ Campus Life ✓ Campus Support Services ✓ Responsive to Diverse Populations ✓ Safety and Security ✓ Student Centeredness 	<ul style="list-style-type: none"> ✓ Concern for the Individual ✓ Instructional Effectiveness

2014 CMS Exit Survey

The CMS graduating class of 2014 was asked to complete a locally developed Exit Survey. The Exit Survey focused primarily on student satisfaction with CMS programs and was sent out to all graduating students in the AAS, BS, MS, Diploma, and Advanced Certificate programs. The survey response rate was 15% with a total of 65 responses. When responding to the Exit Survey, 94% of graduates agreed with the statement “*the CMS program helped me in achieving my educational goals*” and 89% agreed with the statement “*overall I am satisfied with my experience in this program.*” When the survey results were broken out by degree level (UG, GR), the percentage of students reporting satisfaction with multiple aspects of their degree program was higher among the undergraduate students. The largest difference between undergraduate and graduate student satisfaction was found in students’ ability to *register for courses as part of my degree plan*; 92% of undergraduate students agreed that they were able to *register for courses as part of my degree plan* while 69% of graduate students agreed with this statement. Survey results were also analyzed by enrollment status. Full-time CMS students report slightly higher levels of satisfaction on all survey items as compared with their part-time counterparts.

Exit Survey respondents were asked to list one thing that they would change about the CMS program and given the opportunity to share additional comments or suggestions with CMS. When the responses were analyzed, common themes that emerged were noted.

- Expand and add online courses (e.g., *I would make more classes available online*)
- Advertise or market CMS Programs to increase awareness (e.g., *I would advertise the program more. I didn't know it existed until digging into RIT programs*)
- Course availability (e.g., *The classes that are available when choosing a concentration*)

View the complete 2014 Exit Survey in [Appendix 10](#) and a summary of the 2014 Exit Survey Results and student comments in [Appendix 11](#).

Alumni Attitude Survey

Results from the 2011 and 2012 Alumni Attitude Study© conducted by the RIT Alumni Association also provides some valuable information about student satisfaction and expectations. Over 60% of CMS respondents reported that attending RIT was a “*great decision*”, a percentage that was higher than the general RIT population. CMS graduates are also more likely to promote RIT to others “*all the time*” and more likely to rate RIT as “*excellent*” than the general RIT respondents. Highlights from the 2011 and 2012 Alumni Attitude Study© results can be found in [Appendix 12](#).

f. Alumni Placement and Post-Graduation Plans

RIT Alumni Placement Survey

Results from RIT’s Alumni Placement Survey, conducted by the Office of Career Services and Cooperative Education, were analyzed over a four year time period. Survey data is gathered in the six months immediately following the May graduation each year, with data collection ending by December. A graduating class year is defined as those individuals awarded a degree between July 1 and June 30 each year. All graduates are surveyed annually.

Placement data and calculations are based on the “known” graduates only. These are the graduates for who we have gathered outcomes information and post-graduation plans. This includes those that respond to survey efforts as well as those for whom information from other sources (e.g. Parents, faculty, employing organizations and social media – information from these sources is verified) is available. The remaining graduates are considered non-respondents and are not included in the subsequent calculations. On average, the percentage of known graduates is about 46% for CMS undergraduates and 60% for CMS graduate students.

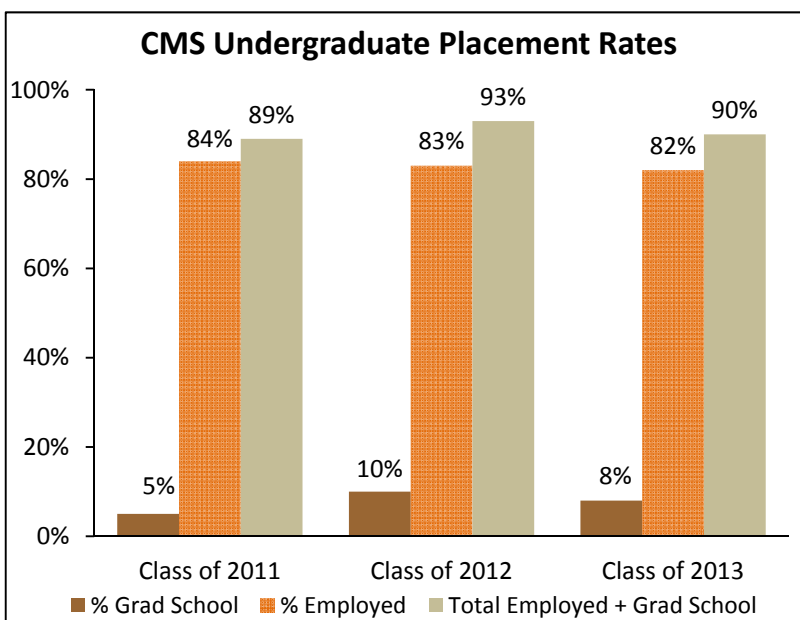


Figure 6: CMS Undergraduate Placement Rates

The percentage of Undergraduate CMS alumni reporting that they are employed within the six months following graduation is between 82% and 84% for the most recent graduating classes (class of 2011-class of 2013). The percentage of alumni reporting that they are attending graduate school on a full-time basis is between 5% and 10%. The overall undergraduate placement rate for CMS, including the percentage employed plus the percentage attending graduate

school is between 89% and 93%. These figures are very similar to RIT’s overall undergraduate placement rate which was between 91% and 93% for the same graduating class years. Figure 6 contains undergraduate placement rates for CMS students graduating in 2011, 2012, and 2013.

The percentage of CMS Graduate students reporting that they are employed within six months of graduation was 91% for the class of 2011 and 2012 but dropped to 81% for the class of 2013.

The percentage of graduate students reporting that they were attending graduate school on a full-time basis was 10% for the class of 2013, thus the overall graduate placement rate for CMS remains consistently at 91%. This figure is the same as the overall RIT graduate placement rate for the class of 2011 and 2012. The overall RIT graduate placement rate for the class of 2013 was 93%. Figure 7 contains graduate placement rates for CMS students graduating in 2011, 2012, and 2013.

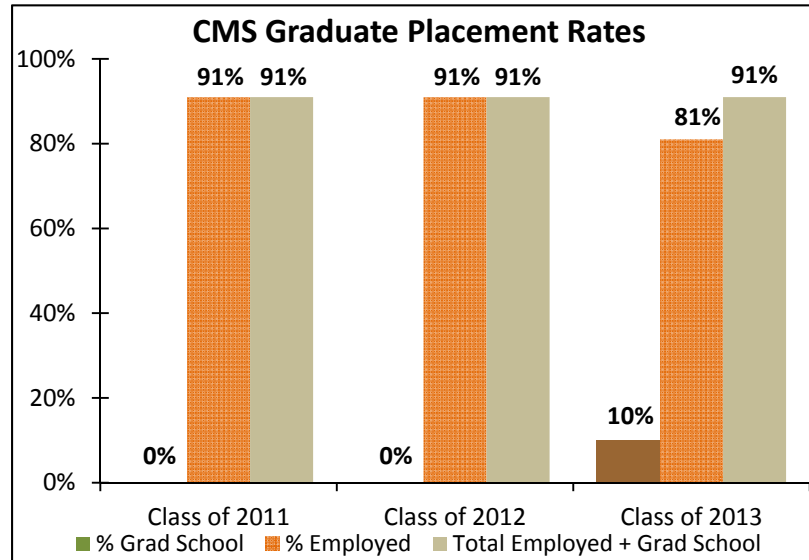


Figure 7: CMS Graduate Placement Rates

CMS 2014 Exit Survey

CMS’s 2014 Exit Survey asked graduates to report their post-graduation plans. The percentage of graduates reporting that they were currently employed or had a job offer was similar among undergraduate (38%) and graduate (44%) students.

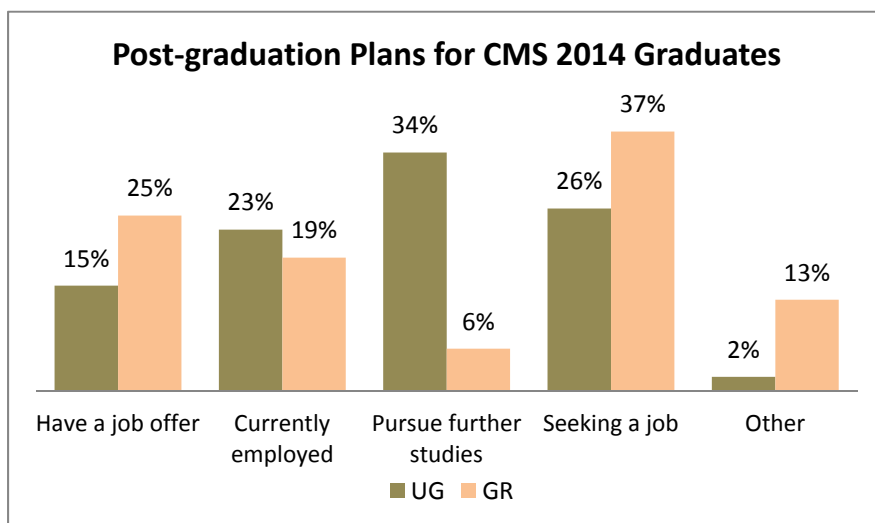


Figure 8: Post-Graduation Plans for CMS 2014 Exit Survey Respondents

A much higher percentage of undergraduate students reported that they plan to pursue further studies, which is not necessarily unexpected. A seemingly high percentage (37%) of graduate students reported that they were seeking a job. Post-graduation plans by degree level can be found in Figure 8.

NTID Placement Data

Placement data collected from the NTID Office of Alumni Relations for NTID students graduating in 2008-2011 show an average employment rate of 90%. Examples of some jobs our NTID and CMS graduates work in include:

- Learning Center for the Deaf – Secondary School Teacher
- Harris Corporation – Dir – U.S. Contracts
- University of Rochester Medical Center – Application Integration Programmer
- Gallaudet University – Coordinator Residence Education
- Elizabeth Arden – Package Development

g. Academic Program Review Cost Model

A preliminary Academic Program Review Cost Model was developed by the Budget Office. The model is based in the 2012-13 fiscal year and takes into account tuition revenues, RIT funded aid, and operating costs for the academic units and for the larger university. The gross tuition revenue for all CMS programs was \$8.9 million. The bulk of the gross tuition revenue can be attributed to the BS in Applied Arts and Sciences (\$7.3 million) and the MS in Professional Studies (\$1.4 million).

The net tuition revenue, which subtracts unfunded aid from all RIT sources (e.g., scholarships) from gross tuition revenue, was \$7.3 million. The average net tuition per credit hour for CMS programs is \$453, compared to the overall RIT average of \$434. Figure 9 shows the net tuition per credit hour for all individual CMS program as well as the average for the university.

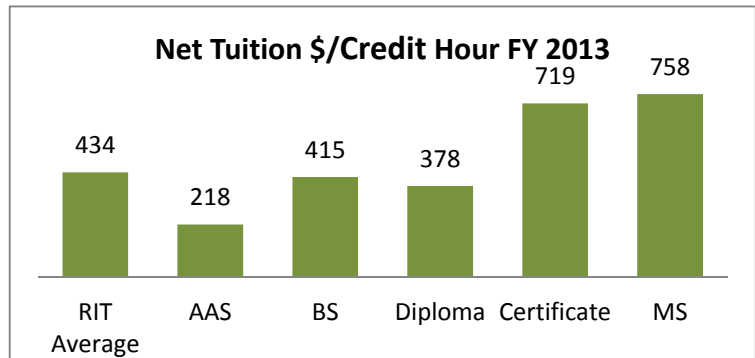


Figure 9: Net Tuition Dollars per Credit Hour for CMS Programs, FY 2013

The full cost net surplus that programs provide to the university is calculated by subtracting the program specific and university costs from the net tuition revenue. The total net surplus for all RIT programs is \$12.2 million. The net surplus for all CMS programs combined is \$1.86 million, 95% of which is attributable to the BS in Applied Arts and Sciences and MS in Professional Studies. A draft of the preliminary Academic Program Review Cost Model for CMS can be found in [Appendix 13](#).

h. Competitive Programs

CMS faculty and staff are aware of some programs at other institutions that might be considered competitive programs, however, data on where students transfer if they leave a CMS program before completion or other institutions that students may select in lieu of a CMS program have not been collected. The information provided here is largely based on word of mouth and intuition, as CMS

advisors and faculty work closely with their students and are privy to their academic needs. Accelerated programs such as the B.S. in Organizational Management at Robert's Wesleyan College in Rochester, NY could be considered a competitive program. This program allows students to earn a degree at multiple locations in the area or online and the timeframe is accelerated to 15 months. Robert's Wesleyan offers several accelerated and flexible degree options at the undergraduate and graduate level, some of them meeting only once per week. The accelerated degree option is of particular interest to many students and is not currently offered at RIT.

The State University of New York College at Brockport, located about 30 miles outside of Rochester, offers a Masters in Liberal Studies (MALS). The MALS program is offered online and is advertised as a 30-credit multidisciplinary program for students seeking an alternative to traditional graduate programs focused in one area of professional study. Students develop an individualized plan of study tailored to personal or professional goals. Given the low tuition for in-state students and the flexibility of this degree, it is possible that the MALS program could be a competitive program, although we do not have any evidence indicating this is so. Student enrollment in this program has dropped from approximately 23 students to 13 students over the past four years and is significantly lower than the MS in Professional Studies.

The University of Phoenix, an American institution based in Phoenix, Arizona with campuses worldwide and extensive online offerings could be considered another competitor, although students also transfer to RIT from this institution.

Interdisciplinary programs at institutions across the country were reviewed prior to completion of this report. The review was completed for the purpose of comparison only and can be found in [Appendix 14](#). The reviewer noted that in general, there appeared to be two types of individualized major programs. One type included programs geared towards honors/highly-motivated students interested in pursuing a very specific or interdisciplinary subject that cannot be explored through an existing major. These programs tend to serve small numbers of students and be intensive, with degree requirements that go above and beyond the typical undergraduate degree (e.g., program proposal, co-ops or internships, senior projects). The other type of program was geared towards non-traditional students looking to complete their undergraduate education. These programs tend to serve larger numbers of students, offer credit for prior experiences, and offer flexible scheduling and online options. Full-time advisors offer planning guidance and support.

While CMS programs fit more closely with the latter type of program, the changing demographics of the CMS student population places CMS somewhere in between the two. It was noted that New York University's Gallatin School of Individualized Study was the only other interdisciplinary program offering a graduate degree that we could find. This is a large program with a large number of dedicated faculty, a dean, and enrollment totaling around 1600 students. The University of Massachusetts' University without Walls and the University of Connecticut's General Studies Degree

are also large programs, focused on flexible degree options. In addition, both the University of Massachusetts and the University of Connecticut offer smaller individualized degree options aimed at traditional students.

Metro State University in Denver offers a BS in Individualized Studies. The program is slightly smaller in size and staffing to CMS. Students use the program to craft their own majors/minors and to address specific community needs, and to meet their own unique educational goals. Faculty can use the program to test new academic programs.

III. Program Quality and Accomplishments - How Well Do We Accomplish Program Objectives?

a. Program Assessment at RIT

Before describing the creation of CMS's program goals and student learning outcomes, it is important to first understand how program assessment at RIT is framed. In order to establish a consistent and strong assessment foundation campus-wide, each program develops a Program Level Outcomes Assessment Plan (PLOAP). Academic programs use this common template, developed collaboratively by the Student Learning Outcomes Assessment Committee (SLOAC) which is comprised of representatives from every college. Program assessment plans are created to facilitate continuous program improvement with a focus on teaching and learning.

A PLOAP provides faculty with a clear understanding of how their program is assessed (e.g. who is going to do what, when, how) with the ultimate goal to foster student learning. Assessment plans reflect specific program goals, measureable student learning outcomes, benchmarks or expected results, the direct and indirect assessment methods used to demonstrate the attainment of each outcome, a well-articulated plan for timely implementation, the intervals at which evidence is collected and reviewed, the individual(s) responsible for the collection and review of evidence, and use of findings to inform, confirm, and support program level change and accomplishments. 100% of RIT's programs have assessment plans.

Support for assessment related processes is available to programs from RIT's Office of Student Learning Outcomes Assessment (SLOA). SLOA works directly with programs to provide support for program level assessment, including assistance with assessment planning, development of instruments, workshops, and resources. SLOA provides faculty with a variety of easily accessible resources on their website, www.rit.edu/outcomes.

b. CMS Program Assessment

CMS faculty worked collaboratively in the development of PLOAPS for the AAS and BS in Applied Arts and Science, the MS in Professional Studies, and the Advanced Certificate in Project Management. The process of developing PLOAPs for CMS programs was carried out by CMS faculty (6 faculty – all

Tenured; 4 Professor and 2 Associate Professor rank) over the 2010-11 academic year during scheduled faculty meetings. This process was done in conjunction with RIT's conversion from quarters to semesters. CMS programs did not undergo any structural changes in program requirements, save the changes to semester course credits and changes in RIT General Education guidelines. The faculty group sought out consultation sessions with the SLOA office for guidance along the way. The CMS Graduate Program Director took the lead on developing the PLOAP for the MS in Professional Studies.

The following student learning outcomes and assessment processes were created for the CMS undergraduate degree programs. The full PLOAPs for all CMS programs and certificates can be found in [Appendix 15](#).

AAS Applied Arts and Science: Student Learning Outcomes

- Demonstrate a multidisciplinary approach that articulates life and learning experiences.
- Demonstrate a synthesis of prior knowledge and skills to communicate goals.
- Integrate knowledge and critical ways of thinking using different approaches, products, and processes

BS Applied Arts and Sciences: Student Learning Outcomes

- Demonstrate a multidisciplinary approach that articulates life and learning experiences
- Integrate knowledge and critical ways of thinking from multiple disciplines around approaches, products, and processes
- Demonstrate a synthesis of prior knowledge and skills to communicate goals
- Use multiple methods and knowledge to solve contemporary questions and issues

The CMS undergraduate degree programs designed very similar assessment plans, due to the similarity in structure of their programs of study. An important challenge when designing the assessment plans was the lack of common curriculum, as each student designs a unique program of study. Focus was placed on the common experiences in the programs, including the Statement of Educational and Career Goals (required for admission), Student Resume (required for admission), development of a plan of study (required for admission), and the one common CMS course, Multidisciplinary Life.

Faculty reviewed a variety of rubrics and settled on using the American Association of Colleges & University's (AAC&U) Integrative Learning Value Rubric. Faculty intended to apply this rubric to student work at the entry point of their program and throughout the Multidisciplinary Life course, with benchmarks for success set at a higher level for students later in the program. The AAC&U rubric has not yet been applied to the aforementioned student work. A Goal Statement rubric, developed

locally by CMS faculty has been consistently applied to entering students Statement of Educational and Career Goals.

The process of fully implementing the undergraduate assessment plans has been a challenge for CMS for a variety of reasons including recent leadership changes and a lack of communication between program leaders and faculty teaching courses. The PLOAPS developed in conjunction with semester conversion may not be the best fit for measuring attainment of program learning outcomes, may not provide an accurate description of what takes place in the program, or were simply not communicated appropriately to faculty teaching courses. For example, a large portion of the learning assessment that has occurred focused on student work at the entry point of the program. The benchmark for success was set extremely low, thereby enabling all students to meet the benchmark. The information gathered as a result of this assessment was therefore not useful to the program. An additional example includes the assessment of student learning as a part of the culminating Multidisciplinary Life course. The BS PLOAP indicates that the Integrative Learning VALUE Rubric will be used to assess class discussions, written assignments, and a final project. Faculty teaching the Multidisciplinary Life course were not aware of the PLOAP, and therefore never implemented any such assessment practices in their courses. The current PLOAPS should be reviewed, revised if necessary, shared with all faculty, and utilized consistently.

The following student learning outcomes were developed for the CMS graduate degree program. The full PLOAPs for all CMS programs and certificates can be found in [Appendix 15](#).

MS Professional Studies

- INTEGRATIVE COMMUNICATION: Development and expression of ideas orally and in writing using English to CRITICAL THINKING:
- CRITICAL THINKING: Habit of mind characterized by comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion increase knowledge, foster understanding or promote change
- INTEGRATIVE LEARNING: Development of understanding and disposition that reflects making connections among ideas and experiences with synthesis and transference to new complex situations
- INTERDISCIPLINARY PROBLEM-SOLVING: Designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal
- ETHICAL REASONING: Judging right and wrong human conduct on the basis of personal values, social contexts and applicable professional standards

The graduate program assessment plan is aligned closely to several of the AAC&U learning outcomes including critical thinking, integrative learning, ethical reasoning, communication, and problem solving. Assessment opportunities occur in the very beginning of the program when students submit

an application statement, write a plan of study proposal in one of their initial courses (Context & Trends), and at the end of the program when students prepare and present a culminating Capstone Project. The corresponding AAC&U Value Rubrics are used to assess each program learning outcome. When the plan was first designed, it was intended that each learning outcome would be assessed in the application statement, plan of study proposal, and Capstone Project. The Graduate Program Director started collecting data on the Capstone Project in AY 2013-14. To date, this has been the only program level assessment data collection for the MS program; however, results were not formally reported for this assessment. In the spring of 2014, the Graduate Program Director met with SLOA to discuss streamlining the PLOAP to be more manageable. To date, this has not happened but is still recommended. All RIT programs are expected to assess at least two student learning outcomes every year.

c. RIT's Annual SLOA Progress Report

RIT's academic programs report their current assessment practices to the university on an annual basis, including outcomes assessment results and use of results for program improvement. This process is referred to as the Progress Report. The Progress Report is an annual survey that asks academic programs to identify two program level student learning outcomes assessed in the prior year and report the results of the assessment along with how the program used the results for improvement. Oversight for RITs annual Progress Report is provided by the SLOA Office. Overarching goals for the annual progress report are to highlight student learning achievement and to determine how data are used to guide improvements.

The Progress Report results are shared with the Provost's Office, Board of Trustees, Deans, Student Learning Outcomes Assessment Committee (SLOAC), departments, and programs. The results from the Progress Report are also used to measure university-wide initiatives on student learning and continuous program improvement. Response rates for CMS on the annual Progress Report have consistently been 100%. Table 5 shows Progress Report Trends for CMS along with results for the university. CMS results include the AS, BS, and MS programs. Certificate programs are not included in the Progress Report process.

Table 5: Progress Report Results for CMS and RIT Overall

College/ Degree- Granting unit	Programs that Assessed SLO'S				Met or Exceeded Benchmarks				Use of Results			
	2009- 10	2010- 11	2011- 12	2012- 13	2009- 10	2010- 11	2011- 12	2012- 13	2009- 10	2010- 11	2011- 12	2012- 13
CMS	67%	67%	67%	67%	67%	67%	67%	67%	100%	100%	67%	0%
RIT	50%	62%	77%	86%	40%	56%	75%	83%	90%	80%	84%	79%

The percentage of CMS programs assessing student learning, meeting or exceeding student learning benchmarks, and using results for continuous improvement was lower than the overall RIT percentages for the last two Progress Report cycles. Submitted Progress Reports dating back to 2009-10 can be found in [Appendix 16](#). An example of College/Unit specific results for CMS can be found in [Appendix 17](#).

d. Faculty and Staff

Faculty

During the five-year period of the review term, CMS had 5 full time tenure track positions held by Dr. Jim Myers, Dr. Sam McQuade, Dr. Carol Romanowski, Mary Boyd, and Tom Moran. CMS also had one lecturer position held by Tom Hanney. Currently, CMS has two full-time tenure track positions, one held by a newly hired Executive Director, Dr. James Hall and Tom Moran. Tom Hanney holds the position of Senior Lecturer. Curriculum Vitae for CMS faculty are available in [Appendix 18](#).

Distinctive CMS Faculty accomplishments include leading steering group activities to redesign and create certificates (Advanced Certificate in Big Data Analytics, Undergraduate certificate in Quality Management), revising courses for semester conversion, presenting at conferences on scholarly works, publishing books and grants, and mentoring students on their capstone projects

CMS faculty work within the department focused on scholarship, multidisciplinary curriculum, FLEX (the faculty/advisor review committee that reviews student applications), and Graduate Review committees. The former CMS Graduate Director, Sam McQuade, also served as a faculty advisor for all graduate students. Faculty work on other university wide initiatives and committees including Women in Technology, RIT Research Advisory Board, Academic Affairs Committee, University Tenure Committee, Institute Writing Committee, Strategic Planning Committee, and the International Educational Working Group.

Over the span of the review period, CMS full-time faculty taught a number of different courses, each listed on their CV. The classes taught regularly within CMS are highlighted in the chart below.

Mary Boyd	Tom Hanney	Sam McQuade	Tom Moran	Carol Romanowski
Intro to Project Management BUSI 710	Business Communication TCOM 325	Context and Trends PROF 705	Science Writing TCOM 444 / 644	History of Siege Weapons MTSC 240
Advanced Project Management BUSI 711	Professional Presentations TCOM 320	Capstone Project PROF 775	Technical Writing and Editing TCOM 333	Quality Data Analysis QLTM 340
International Project Management BUSI 712	Research Techniques TCOM 361		Multidisciplinary Life CMDS 510	
	Global Forces and Trends CMDS 435		Environmental Communication TCOM 327	

Adjuncts

CMS also employs a number of adjunct faculty. All adjunct faculty must possess a Master's degree to teach at the Bachelors level. Terminal degrees are preferred for master's level courses. Given the small number of full-time faculty, CMS relies heavily on adjuncts. According to the Instructional Activity Report, adjunct instructors taught 83% of CMS undergraduate student credit hours in 2013-14, a much higher figure than the overall university percentage of 22%. The percentage of CMS graduate student credit hours taught by adjunct faculty is 40% and the overall university percentage is 20. The Instructional Activity Report can be found in [Appendix 19](#) and contains trend data from 2010-2014. A comprehensive list of CMS adjuncts, including years teaching for CMS, the number of times taught each year, and their position can be found in [Appendix 20](#).

Staff

CMS currently has ten full-time staff members. There are five professional staff members including the Director of Outreach Education and Training, the Manager of Student and Administrative Services and three professional advisors. CMS is currently in the search process for another professional advisor. Three of the professional staff members also serve in an adjunct faculty capacity teaching the Multidisciplinary Life Capstone course, Creative Critical Thinking and Intro to Quality Management. Professional staff are also involved in departmental committees (Flex, Scholarship and Curriculum Development) as well as other committees across campus (e.g., Orientation, GeneSIS CRM, United Way, RIT Staff Recognition and Awards. Professional staff resumes can be found in [Appendix 21](#).

e. Curriculum

Although CMS students design unique plans of study, CMS offers many courses, thus curriculum planning and modifications are an important component of faculty workload. CMS full time faculty have expertise in Quality Management, Project Management, and Technical Communications, thus those areas have the largest offerings. Typically CMS offers 40 courses each term (fall and spring). In 2007, CMS faculty decided that a capstone course, Multidisciplinary Life, would be required of all CMS students. Because of the nature of the program and the numerous student entry points, many students graduated with a CMS degree without taking a single CMS course. Development of a capstone course allowed students to reflect upon their multidisciplinary education and ensured that they were able to articulate how they might use the knowledge of their multi-faceted lives to foster life-long learning and multidisciplinary understandings in their careers and other endeavors.

The majority of CMS courses are offered online or in the evenings. At times, particularly in working with the traditional student population, students have requested that classes be offered on campus and during the day. This scheduling option has not been adopted because it would not work for our adult, evening and part-time populations. As undergraduate class sizes are supposed to have a

minimum enrollment of 12 students, keeping our class offerings in the evenings allows opportunity for all our students to enroll.

Despite efforts to accommodate the variety of students that CMS serves, some students are not able to get the electives or concentration areas they want, thus their educational experience can be negatively impacted. While CMS is working to alleviate this problem, it remains an ongoing challenge.

The average undergraduate student headcount per section for an undergraduate course in CMS is less than the average headcount for an RIT undergraduate course. Three year trends for average CMS and RIT headcounts are reflected in figure 10.

Detailed information about instructional activity for CMS can also be found in the Instructional Activity Report in [Appendix 19](#).

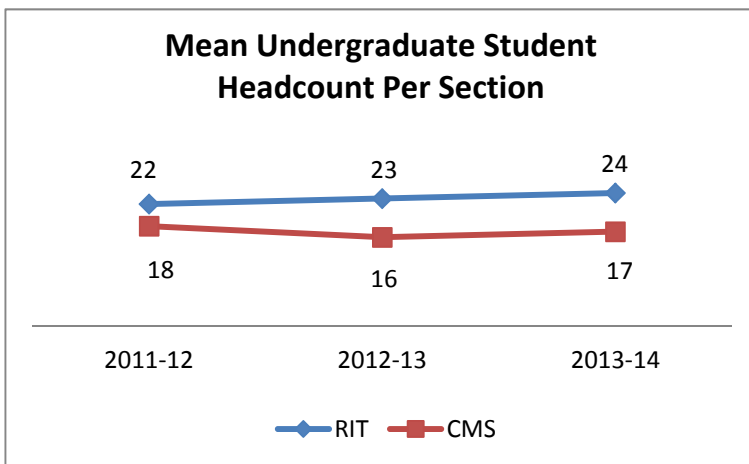


Figure 10: Mean Undergraduate Student Headcount

IV Program Vision – How Do We Intend to Improve What We Do and Measure Our Success, and What is Our Vision for the Future?

a. Program Vision

The Vision for CMS is that it will be the place where students can design and complete an “intentional” multidisciplinary program, which will serve them well in their careers and personal life, and prepare them for life-long learning.

The preparation of this self-study has highlighted CMS’ strengths and uncovered some challenges in achieving this mission. Among CMS’ strengths, the following are noteworthy:

Data from multiple sources indicate that overall CMS students and graduates are satisfied with their program of study and report high levels of satisfaction with multiple aspects of their educational experience. The student-centered approach that has been central to the CMS Mission which prioritizes the needs of students is likely a reason for this. CMS provides a high level of support and advising to students. Academic advisors work closely with students throughout their plan of study, and students generally do as well or better than their RIT counterparts on several indicators of success including GPA, graduation rates, and job placement rates.

CMS is well poised to support the mission, vision, and strategic initiatives of RIT, including global education, innovation, and multidisciplinary education. CMS remains a leader in online education at RIT and has also flexibly responded to the needs of students in Dubai and Kosovo.

CMS provides an important alternative opportunity to some students, who may seek a program other than a traditional degree program and who may otherwise opt to discontinue their education or attend college elsewhere. This population of students exists and the consistent enrollment that CMS has enjoyed in the BS and MS programs is a testament to this. Additionally, both the BS and MS programs produce tuition revenues that are higher than the RIT average, making the programs a profitable asset to RIT.

b. Perceived Strengths and Challenges

CMS does not currently have a strategic plan and has undergone leadership and organization changes which have impacted the development of new strategic priorities and directions.

CMS programs have not played an integral part in RIT's enrollment marketing plan and are not highly visible to prospective students or for that matter the matriculated RIT student body.

Monitoring the quality of CMS programs, including student learning, student success, and student satisfaction is dependent not only on an effective record keeping system but also on a systematic evaluation process. As CMS engaged in the first formal program review in nearly two decades, it became clear that both aspects could be improved significantly.

The integration of CMS into the academic fabric of the university is not as robust as one would like nor is the synergy between CMS and the other RIT Colleges. This may affect CMS' ability to ensure that students get the courses they need to complete their plan of study.

c. Opportunities to Enhance Quality

Undergraduate Level

- The current CMS vision was developed under previous leadership. With the transition to a new Executive Director and the preparation of RIT's new Strategic Plan, this vision should be revisited. Currently, there are many opportunities for change; most importantly CMS would like to become a 'first' choice option for students and not a last resort option. To that end, CMS needs to enhance its visibility and the quality of degree offerings.
- Revising the CMS charter to reflect the needs of students, faculty, and staff in an individualized major program would be a step in this direction. Adding a CMS entrance course and requiring transfer students to take a minimum number of courses in CMS would also aid in this endeavor.

- In addition, actively recruiting qualified freshman who are interested in creating an individualized degree would be a way to expand enrollment and increase academic quality.
- Modifying the current Multidisciplinary Life course to a Capstone Project course, requiring undergraduate students to complete a significant and integrative project as a culminating experience, would enhance the quality of the program and offer students the opportunity to demonstrate program learning outcomes.
- CMS would also like to build a core faculty of critical mass; preferably with one faculty member from each college discipline. This would ensure that if the curriculum included a Capstone Project, these faculty could mentor students in their discipline specific areas.
- There are also opportunities for CMS to be involved in innovative curricular initiatives including an advanced certificate in Games and Learning and Big Data Analytics as well as an Innovation minor. All of these options would appeal to students across the university.

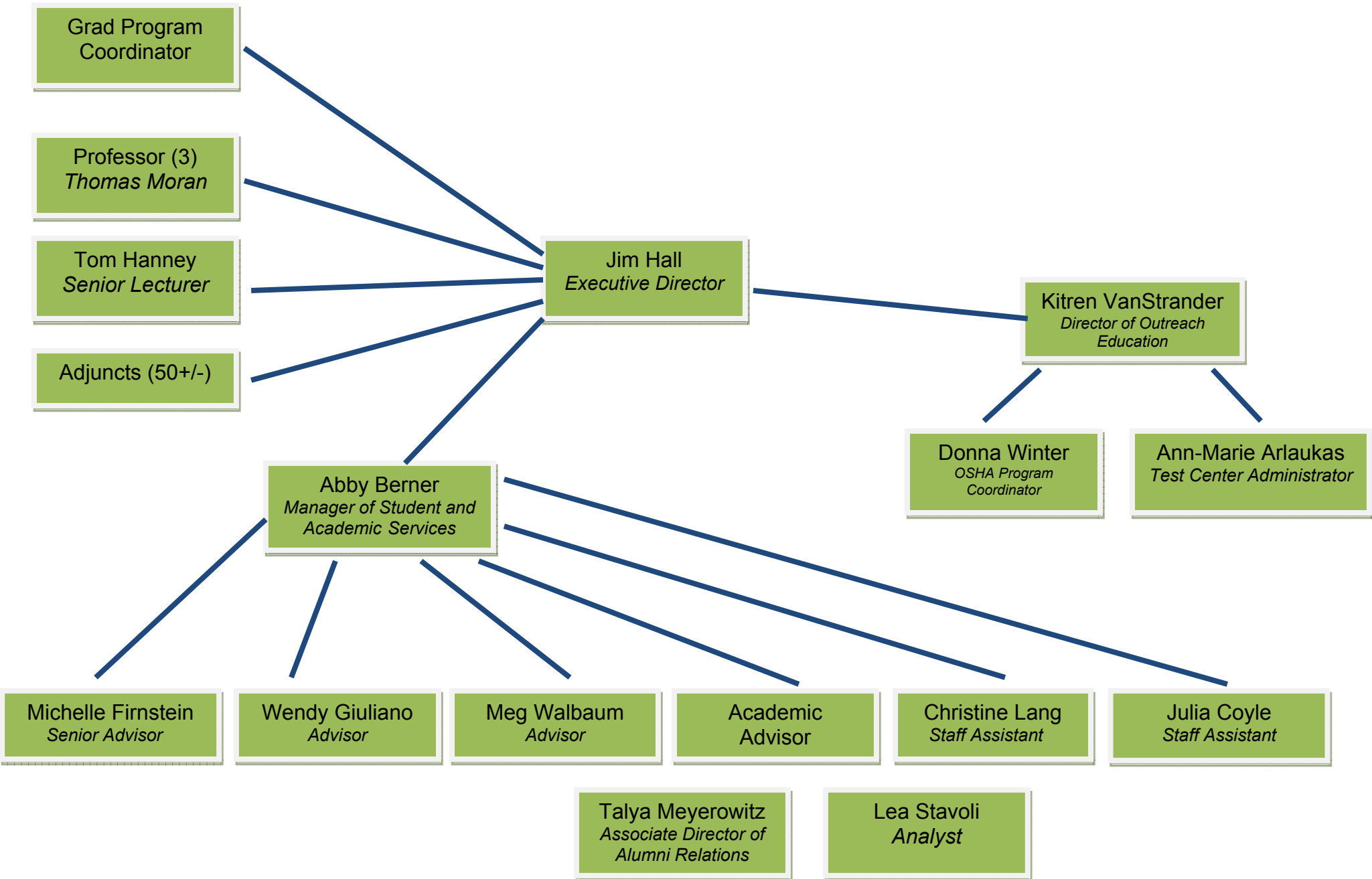
Graduate Level

- At the graduate level we would like to redesign our Context and Trends course to include Research Techniques, Graduate level Writing exercises and a preliminary Capstone Proposal. A Proposal seminar was implemented, and offered this past summer term (2138). This seminar will hopefully eliminate some of the challenges students face in completing the Capstone Project course and some of the challenges the CMS advisor and the graduate director faced in the overall tracking of students as they complete their proposals and projects.
- Changes to the Capstone Project, PROF 775 have also begun to ensure each student is paired with a content advisor. This advisor will assist the student on content-related matters, ideas, critiques, allowing the Graduate Director/Coordinator to oversee and facilitate successful completion of the Project for all students.
- The implementation of an Advisory Board would be effective way to bring in external partners, giving CMS the benefit of both academic and industry perspectives. Additionally, an Advisory Board would provide input and added expertise on current and proposed curriculum. Developing external partnerships in the region could also lead to additional opportunities for student Co-ops, internships, and research projects.

d. Summary

CMS is at an opportune intersection. The self-study and external reviewers' report will provide an excellent backdrop for re-envisioning and strategic thinking. New CMS leadership in combination with RIT's new strategic plan provide further support and impetus to shape the way in which CMS and its programs can advance the interests of the greater university. This self-study is but the first step.

Center for Multidisciplinary Studies



CMS General Education Courses

Business Communication								
TCOM 327 Environmental, Health and Safety Professional Communication								X
TCOM 333 Technical Writing and Editing								X
TCOM 356 Strategic Communication								X
TCOM 361 Research Techniques								X
TCOM 414 Proposal Writing								X
TCOM 435 Promotional Writing								X
TCOM 444 Science Writing								X

An overview of new
General Education framework
for RIT undergraduate students



Agenda

- Why the change?
- What changed?
- Requirements of the new GE Curriculum Framework



“The only education that prepares us for change is a *liberal education*. In periods of change, narrow specialization condemns us to inflexibility – precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time.”

-David Kearns, former CEO of Xerox Corporation, 2002

Guiding Principles

Supporting programs/majors

- Provide a progression of courses that are integrated with major fields of study
- Provide courses that support the basic requirements for students in the majors

Implementation

- Be clear and concise to ease processes for: Scheduling, Auditing, Advising
- Offer students courses and programs that support their major field of study and other interests
- Provide students choices in how to fulfill their requirements
- Be clear and easy to understand for students, faculty, and staff
- Allow for easy adaptation for future reform

Other

- Be intellectually stimulating for faculty and students
- Be adaptive to changing curricula and a changing world
- Support innovation, creativity, scholarship, and entrepreneurship

How the New Framework Differs

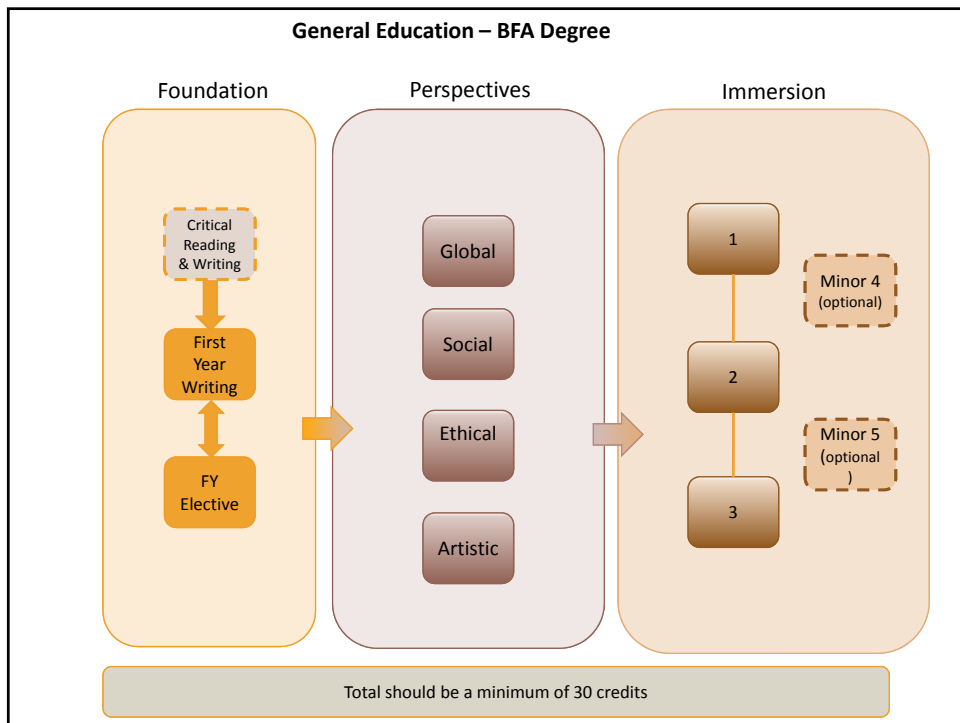
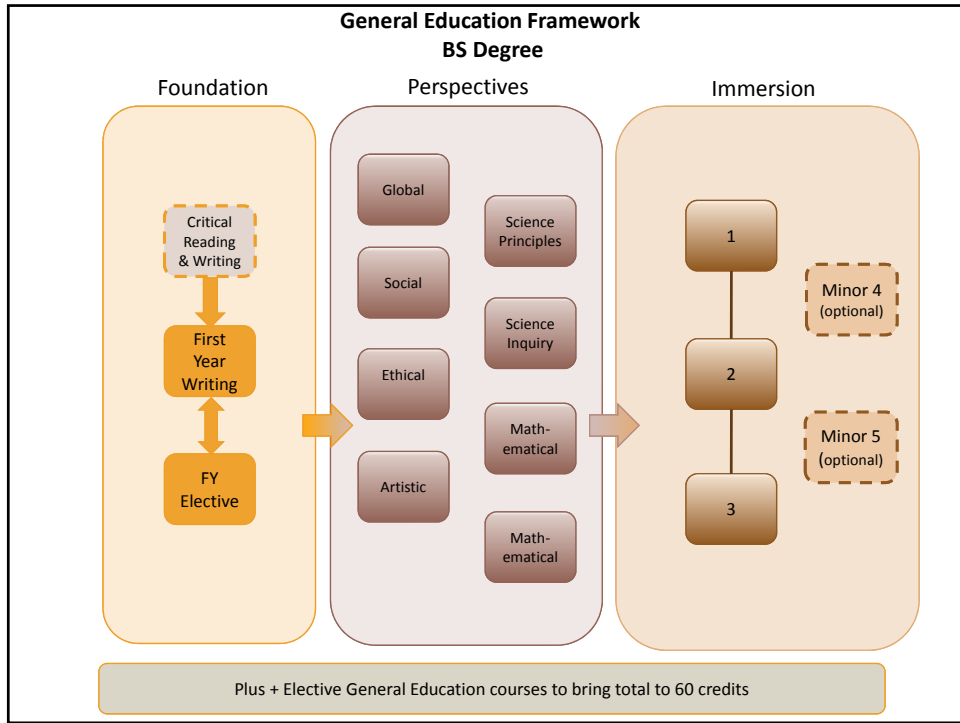
- University-wide engagement
- Not disciplinary, but outcome driven
- Opportunities for integrated and inter-/trans-disciplinary experiences
- Intentional scaffolding
- Writing intensive

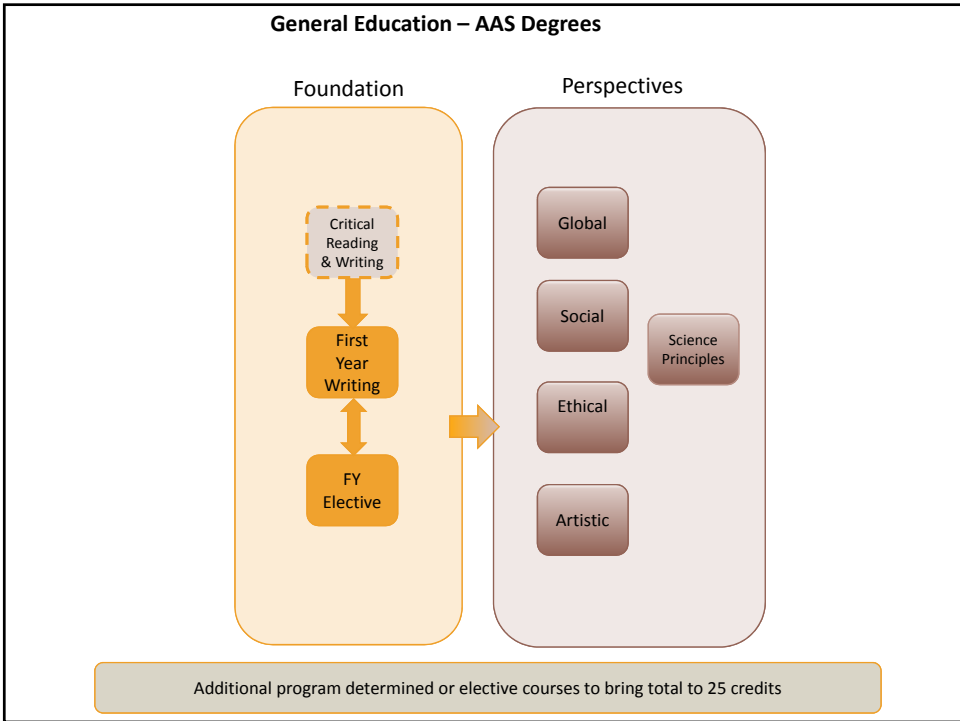
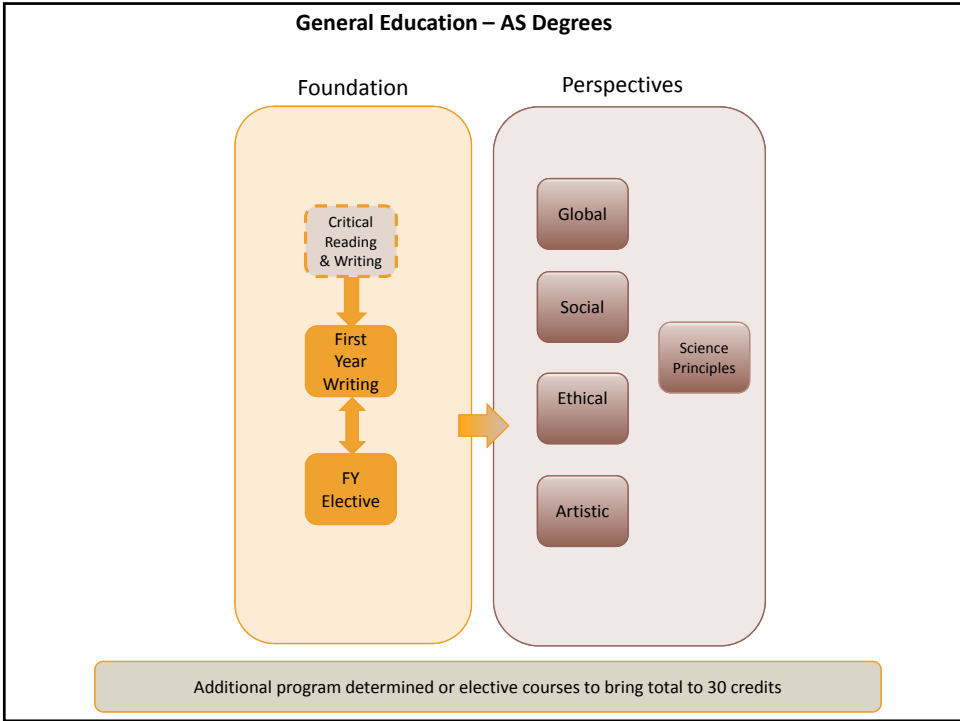


NYSED Requirements

- Students in all BS degree programs are required to complete at least 60 semester credit hours of general education.
- Students in BFA programs are required to take 30 semester credit hours of general education.







RIT's GE Framework

General Education Framework	BS	BFA	AAS	AS
Foundation Foundational Elective First-Year Writing	6	6	6	6
Perspectives Categories	24	12	15	15
Immersion Requirement Three additional, related courses	9	9	0	0
General Education Electives	21	3	3	9
MINIMUM TOTAL	60	30	24	30

Note: There may be some flexibility depending on whether student takes 3 or 4 credit courses in some of the Perspectives categories; may change number of GE electives

Foundation



- Two courses in the first year that introduce students to intellectual life of the university, and prepare them for future coursework and career preparation:
 - First-Year Writing
 - Should be taken in their first year
 - First-Year Elective
 - Foundational Elective
 - **Note: The General Education Committee is currently revisiting these three credits. Currently students may use these 3 credits as ANY general education course.**

Perspectives

- Introduce students to fundamentals of liberal arts and sciences
- Students must choose one course from each of the 7 categories:
 - Artistic
 - Social
 - Global
 - Ethical
 - Scientific Principles
 - Natural Science Inquiry
 - Mathematical (2 courses)



Artistic

- Will enable students to interpret and evaluate artistic expression considering cultural context in which it was created
- Examples of courses:
 - Literary and Cultural Studies
 - Intro to Visual Arts
 - Intro to Music
 - Intro to Film
 - Intro to Western Art & Architecture
 - English and World literature courses



Social

- Focus on the analysis of human behavior within the context of social systems and institutions
- Examples of courses:
 - Microeconomics
 - Macroeconomics
 - Themes in US History
 - American Politics
 - Intro to Psychology
 - Abnormal Psychology
 - Foundations of Sociology
 - Intro to Criminal Justice Systems



Global

- Will enable students to examine connections among the world's populations
- Examples of courses:
 - Microeconomics
 - Macroeconomics
 - Cultural Anthropology
 - Literary and Cultural Studies
 - History of Modern East Asia
 - 20th Century Europe
 - Intro to International Relations
 - Foreign Languages



Ethical

- Focus on ethical aspects of decision-making and argument, whether at the individual, group, national or international level
- Examples of courses:
 - Intro to Philosophy
 - Critical Thinking
 - Professional Ethics
 - Intro to Environmental Studies
 - Science, Technology & Values



Scientific Principles

- Provide an opportunity to apply methods of scientific inquiry in the natural or social sciences
- Examples of courses:
 - Intro to Psychology
 - Developmental Psychology
 - Human Biology
 - General Biology
 - College Physics
 - Solar System Astronomy
 - General & Analytical Chemistry
 - Concepts of Environmental Science



Natural Scientific Inquiry

- Courses in this category focus on the basic principles and concepts of one of the natural sciences. Students apply methods of scientific inquiry and problem solving in a lab or field experience.
- Courses include
 - Natural science courses that include a lab component
 - College and University Physics (combining lecture and lab)
 - General & Analytical Chemistry
 - Human Biology
 - General Biology



Mathematical

- Courses in this category focus on identifying and understanding the role that mathematics plays in the world. Students comprehend and evaluate mathematical or statistical information and perform college level mathematical operations on quantitative data
- Students must take two from this Perspective category
- Courses include
 - All Math Courses at the 100-level and above in the semester numbering system
 - Intro to Computational Problem Solving
 - Introduction to Statistics



Perspectives

Important Points:

- Courses may be listed in more than one category
- A student may only use a single course to fulfill a single category
- Students must complete one writing intensive course in their general education curricula



Immersion

- Three courses linked by theme or discipline (courses may be across departments and/or across Colleges)
- Supports deeper learning within a focus area
- Immersions ideally lead to minor with two additional courses
- Programs cannot require students to complete specific immersion as part of their requirements
- Examples:
 - Foreign Languages
 - Communications
 - Text & Code
 - Sociology
 - Philosophy
 - Mathematics
 - Astronomy



Gen Ed Electives

- Remaining GE elective credits may be specified by programs in order for students to fulfill supporting requirements (e.g. mathematics, science, ethics, etc.)
- Ideally, some of these credits should be free GE electives that can be chosen by students
- Credits in the Perspectives category that exceed minimum requirement will be applied toward elective credits



Questions?



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[Approved by the Academic Senate on May 20, 2010]

Academic Program Profile

Foreword

The work of the faculty as architects of the curriculum is informed by the university's mission to "lead higher education in preparing students for innovative, creative and successful careers in a global society" (RIT Strategic Plan: 2005-2015) and is guided by the Academic Program Profile, which is described below. This Profile articulates important educational outcomes that are mission-driven and characterize what an RIT education represents. RIT believes these outcomes to be so essential that they should be integrated into every RIT program at the undergraduate and, where appropriate, the graduate level. The specific ways in which programs embed these outcomes in each program will vary and be contextualized to particular career goals and professions. In addition, at the undergraduate level, RIT's General Education Outcomes evolve out of and map to these essential outcomes.

The Academic Program Profile is an important component of RIT's Academic Program Management Process and is incorporated into curriculum development and review guidelines.

Introduction

The Academic Program Profile provides guidance and direction for developing and evaluating all academic undergraduate and graduate degree programs at RIT. It helps program faculty, governance groups, and the administration design and assess programs on the basis of how well they fit RIT's vision, mission, and values.

The profile consists of two parts: (1) the Guiding Principles of Lifelong Learning and Career Orientation and (2) a set of five Essential Program Outcomes that are consistent with and reflective of these Guiding Principles. The Guiding Principles and the Essential Program Outcomes are to be embedded in **every** academic program at RIT. Indeed, the measurement of the Essential Program Outcomes will be both qualitative and quantitative, where appropriate, and will be integral to their successful implementation.

It is understood that there may be discipline-specific and cross-disciplinary program outcomes that are not listed in this Profile but that are, nevertheless, important to specific programs and disciplinary and cross-disciplinary frameworks. In such cases, the programs may develop, adopt and explicitly articulate these additional program outcomes to complement the Essential Program Outcomes articulated below, as well as develop appropriate measurement criteria to assess achievement in these areas.

Implementation Expectations

As programs are designed, they will support institute strategic objectives as well as college, discipline-specific, and cross-disciplinary objectives. The basis for the former will be the clear and explicit alignment of program level learning outcomes to the Essential Program Outcomes described below, in appropriately measurable ways. In order to articulate this alignment, each Program Level Outcomes Assessment Plan will map these five essential program outcome categories to the specific program. Programs are encouraged to recognize and identify where these five outcomes are already embedded and measured in the program—or could be embedded and measured—rather than adding new outcomes to the assessment plan. (Sample Assessment Templates and Plans will be available to assist program faculty).

NOTE: When this Academic Profile becomes part of a comprehensive document that guides program development and curriculum revisions, the Profile will be followed by the document entitled “General Education: Student Learning Outcomes and Sustainable Assessment Plan.”

I. Guiding Principles: Lifelong Learning and Career Orientation

At the heart of RIT's culture and identity as a university is its commitment to a pair of curricular goals: facilitation of lifelong learning and a career orientation for all RIT students. From its inception, the university has possessed an ethos of pragmatism and relevance that has shaped the evolution of both the academic programs and the student experience. As a result, cooperative education, scientific and technological sophistication, and professionalism have come to distinguish RIT graduates. In addition to these hallmarks, RIT is committed to the *integration* of professional, technical, aesthetic and humanistic education as essential components of its academic profile.

These practical dimensions of an RIT education have always—since the days of the Rochester Athenaeum—been set in a humanistic context: career education stands alongside the values inherent in the humanities and social sciences. It is in fact this tandem that enables the resiliency and adaptability that are identified as strengths in RIT's graduates: lifelong learning is a condition not only of a successful career but of fostering an educated and engaged citizenry. Although the ideals of lifelong learning and career education could be used to evaluate RIT programs directly, the Academic Program Profile elevates the pair into guiding principles that inform each of the Learning Outcomes listed below.

II. Essential Program Outcomes

Embedded in every academic program at RIT will be a set of five Essential Program Outcomes: critical thinking, global interconnectedness, ethical reasoning, integrative literacies, and innovative/creative thinking. A general description of each Essential Program Outcome is provided below. However, a more specific focus, appropriately applied to career goals and professions, will be defined by individual undergraduate and graduate academic programs. Likewise, the sophistication and complexity of the expected outcomes will be reflective of the degree level obtained. As students progress through college, they will experience escalating expectations, and all students graduating from RIT will demonstrate each of the following Essential Program Outcomes to some degree.

1. **Critical Thinking** refers to those processes required to understand and evaluate complex claims of various sorts. It involves the evaluation of information, evidence, arguments, and theories, and the contexts in which these are encountered. It entails the questioning of different and competing perspectives, and challenging the (sometimes hidden) assumptions and inferences that determine what will count as evidence or argument. Critical thinking is learning to think in a disciplined and evaluative manner, to analyze and interpret the processes by which various claims are made and reliable conclusions are reached.
2. **Global Interconnectedness** refers to the ability to understand and function in an increasingly multicultural, international, yet interconnected environment. It fosters the development of individuals to become successful professionals, civic leaders, and informed citizens in a diverse national and global society. Individuals with these competencies would: demonstrate an understanding of the relationships between diverse populations and social, economic, and political power both in the United States and globally; demonstrate knowledge of contributions made by members of diverse and/or underrepresented groups to our various communities; consider perspectives of diverse groups when making decisions; and function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.
3. **Ethical Reasoning** is the development of students' abilities to understand and critically engage the ethical dimensions of thought, knowledge, and behaviors, and to contribute ethically to the personal, professional and larger social contexts in which they live. Realizing that behavior has consequences for the welfare of others, learners assess reasoning processes and learn the ethical principles that help guide and evaluate actions. Such reasoning engages the underlying normative commitments and consequences of different traditions of ethical thought, of fields of knowledge, of contexts that transcend individual interest, with an

appreciation for the kind of complexity that goes well beyond the binaries such as “right and wrong.”

4. **Integrative Literacies** describe the integration, connection, and linkage through serious inquiry and collaborative learning of six core areas of literacy: science, computation or digital, mathematics, communication, technical, and aesthetic. It is in the intersection and synthesis of these literacies that students develop the core knowledge, flexibility of thought, and responsiveness to contribute to the evolving needs of society and the world. In isolation these literacies are insufficient; rather, they function best and most meaningfully when integrated successfully and perceptively in context.
 - a. **Scientific literacy** refers to describing, explaining, and predicting natural phenomena. Students learn to critically engage articles about science in discipline-based and popular media and enter into conversation about the soundness of their conclusions. Scientific literacy requires familiarity with scientific modes of inquiry and an understanding of their applications when addressing questions of science and technology. It refers to a person’s ability to identify scientific issues underlying national and local decisions and to express positions that are scientifically and technologically informed. A literate citizen should be able to evaluate the quality of scientific information and scientific claims on the basis of the sources and methods used to generate them. Scientific literacy also refers to the capacity to pose and evaluate arguments based on evidence and to apply conclusions from such arguments appropriately.
 - b. **Computational or digital literacy** is the ability to understand the fundamental underpinnings of and appropriate uses of digital devices and media as vehicles of understanding and vehicles for learning, working, communicating, and collaborating. It includes the ability to actively engage and interpret digital media, reproduce data and images through digital manipulation, evaluate and apply new knowledge gained from digital environments, and make educated judgments about the information and environments we find online. Digital literacy requires

understanding and critical evaluation of the special challenges posed by the complexity of digital sources and environments.

- c. **Mathematical literacy or numeracy** is the ability to reason rigorously and quantitatively with numbers and other mathematical concepts, not only in the field of mathematics but also in other fields. To be numerically literate, a person has to be capable of understanding and applying mathematical systems of representation and reasoning. Numeracy involves developing confidence and competence with numbers, measures, and the theories that support them. It requires an understanding of numbering systems, a repertoire of mathematical techniques, and an ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands an understanding of the ways in which data are produced, gathered by counting and measuring, and presented in graphs, diagrams, charts, and tables. The integration of mathematical knowledge with problem-solving and communication skills is required to function successfully within our technological world.
- d. **Communication literacy** is, broadly stated, the mastery of language in expressive (spoken and written) and receptive (listening and reading) forms that enables an individual to understand, interpret, and use language successfully for a variety of purposes. More specifically, it is the ability to transmit a message that conveys meaning to an intended audience. Communication may be verbal or non-verbal in the symbolic and dynamic exchange of information. Knowledge of American Sign Language (ASL) and foreign languages also foster an enhanced capacity to understand and successfully engage in the full richness of human communication, and enable people to function more successfully in the global workplace.
- e. **Technical literacy** refers to people's knowledge of different technologies, their capability to use the technology appropriately and effectively to accomplish various tasks, and their understanding that technologies are socially shaped as well as socially shaping. A technologically-literate person can think critically about technological issues and decisions about the uses of technology in context. Technological literacy can be further defined by three interrelated attributes of the technologically literate: knowledge of technology, its

- application, and its impact; the ways one thinks and acts regarding technology; and the capability to use different and appropriate technologies.
- f. **Aesthetic literacy** refers to the ability to understand and critically engage creative messages in their informational, aesthetic, cultural and social dimensions. An aesthetically-literate individual can engage and communicate successfully in a variety of creative forms and appreciate different traditions and practices such as visual, oral, auditory, and written communication. Aesthetically-literate individuals have the ability to create, amend, and reproduce images, sound, and/or physical objects.
5. **Creative and Innovative Thinking** are higher-level thought processes that imagine new possibilities. Through the application of imaginative thought and activity, something novel is conceived and/or produced. “Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking” [quoted from Association of American Colleges and Universities (AACU), Creative Thinking VALUE Rubric].

Approved by the Academic Senate on May 20, 2010

Motion that was approved:

The Academic Senate approves the revision of “Policies for Curriculum Development D1.0.C.3 to include the following text as bullet b: *A description of how the program meets the Academic Program Profile of the University.* The remaining bullets will be adjusted to reflect the inclusion of this new bullet.

Rochester Institute of Technology CMS Student Enrollment by Career and Age										
Term	GRAD			UGRD			All Students			Total
	Over 25	Under 25	Unknown	Over 25	Under 25	Unknown	Over 25	Under 25	Unknown	
Fall 2004	54	5	26	264	65	144	318	70	170	558
Fall 2005	80	11	13	330	94	21	410	105	34	549
Fall 2006	57	7	45	231	97	95	288	104	140	532
Fall 2007	55	11	51	205	104	139	260	115	190	565
Fall 2008	56	16	45	200	96	192	256	112	237	605
Fall 2009	59	7	38	233	106	165	292	113	203	608
Fall 2010	67	19	31	235	114	127	302	133	158	593
Fall 2011	78	17	2	428	156	9	506	173	11	690
Fall 2012	55	15	2	255	169	4	310	184	6	500
Fall 2013	44	19	15	151	143	20	195	162	35	392

Rochester Institute of Technology
Program Census Data

College Summary

COLLEGE: **Center for Multidisciplinary Studies**
Main Campus

FINAL 1/14/14	Fall 2012	Fall 2013	1 year +/- % Chg	5 year +/- % Chg
ENROLLMENT				
Undergraduate:				
Full Time	187	160	-14.4%	
Part Time	221	140	-36.7%	
Co-op Without Courses	2	1	-50.0%	
Registered Without Hours	18	13	-27.8%	
Total Headcount	428	314	-26.6%	
FTE	260.7	206.7	-20.7%	
% New (Fall + Off-Term Entry)	41.6	20.1	-21.5	
% Graduated	14.3	33.6	19.3	
% AALANA	24.1	30.3	6.2	
% ALANA	27.2	34.6	7.4	
% Women	43.7	44.5	0.8	
% International Students	8.4	9.6	1.2	
% NY Students	61.4	62.4	1.0	
# Honors Students	1	0	-100.0%	
# Cross-Registered	74	61	-17.6%	
Internal Transfers - In College	96	77	-19.8%	
Internal Transfers - Out College	65	11	-83.1%	
Graduate:				
Full Time	20	34	70.0%	
Part Time	48	41	-14.6%	
Co-op Without Courses	1	0	-100.0%	
Registered Without Hours	3	3	0.0%	
Total Headcount	72	78	8.3%	
FTE	36.0	47.7	32.5%	
% New (Fall + Off-Term Entry)	46.2	51.3	5.1	
% Graduated	20.8	37.5	16.7	
% AALANA	13.3	20.5	7.2	
% ALANA	20.0	23.1	3.1	
% Women	63.0	61.2	-1.8	
% International Students	26.4	43.6	17.2	
% NY Students	66.7	50.0	-16.7	
# Cross-Registered	6	4	-33.3%	
	2011-12	2012-13	1 year +/- % Chg	5 year +/- % Chg
ACADEMIC DATA				
Average Cum GPA	3.1	3.0	-3.2%	
DEGREES AWARDED				
Certificates & Diplomas	27	38	40.7%	
Associates	23	19	-17.4%	
Bachelors	140	150	7.1%	
Advanced Certificates	49	47	-4.1%	
Masters	40	26	-35.0%	
Doctorates				

Rochester Institute of Technology
Program Census Data

Plan-Level Summary

COLLEGE: Interdisciplinary
DEPARTMENT: Center for Multidisciplinary Studies
PLAN: Applied Arts & Sciences (APPLAS-BS)
Kosovo

FINAL 1/14/14	Fall 2012	Fall 2013	1 year +/- % Chg	5 year +/- % Chg
ENROLLMENT				
Undergraduate:				
Full Time	552	512	-7.2%	
Part Time	65	36	-44.6%	
Co-op Without Courses	3	5	66.7%	
Registered Without Hours	0	0		
Total Headcount	620	553	-10.8%	
FTE	573.7	524.0	-8.7%	
% Women	46.9	48.5	1.6	
# Honors Students	0	0		
# Cross-Registered	0	0		
Internal Transfers - In				
Department		1		
College		1		
Internal Transfers - Out				
Department				
College				
Graduate:				
Full Time				
Part Time				
Co-op Without Courses				
Registered Without Hours				
Total Headcount				
FTE				
% Women				
# Cross-Registered				
			1 year +/- % Chg	5 year +/- % Chg
DEGREES AWARDED				
Certificates & Diplomas				
Associates				
Bachelors		126		
Advanced Certificates				
Masters				
Doctorates				

Center for Multidisciplinary Studies
New and Continuing Enrollment, Main Campus
Fall 2004-2013

Term	Undergraduate			Graduate			All Students		
	New to CMS	Continuing	Total	New to CMS	Continuing	Total	New to CMS	Continuing	Total
Fall 2004	236	237	473	48	37	85	284	274	558
Fall 2005	198	247	445	54	50	104	252	297	549
Fall 2006	190	233	423	69	40	109	259	273	532
Fall 2007	216	232	448	61	56	117	277	288	565
Fall 2008	243	245	488	55	62	117	298	307	605
Fall 2009	232	272	504	45	59	104	277	331	608
Fall 2010	183	293	476	50	67	117	233	360	593
Fall 2011	327	266	593	37	60	97	364	326	690
Fall 2012	180	248	428	34	38	72	214	286	500
Fall 2013	125	189	314	42	36	78	167	225	392

NOTE: Students who are in CMS for the first time are considered "New" students.
There is no differentiation between internal and external transfers.

Center for Multidisciplinary Studies
Enrollment by Time Status, Main Campus
Fall 2004-2013

Term	Undergraduate					Graduate					Total Enrollment
	Full-Time	Part-Time	Co-op w/o Courses	Reg w/o Hours	Total Undergrad	Full-Time	Part-Time	Co-op w/o Courses	Reg w/o Hours	Total Graduate	
Fall 2004	134	337	1	1	473	11	73		1	85	558
Fall 2005	144	293	1	7	445	36	67		1	104	549
Fall 2006	164	254	1	4	423	31	76		2	109	532
Fall 2007	167	278		3	448	32	82	1	2	117	565
Fall 2008	179	299	1	9	488	31	82	1	3	117	605
Fall 2009	208	284	1	11	504	28	70		6	104	608
Fall 2010	194	266	3	13	476	33	75	2	7	117	593
Fall 2011	209	366	2	16	593	22	66		9	97	690
Fall 2012	187	221	2	18	428	20	48	1	3	72	500
Fall 2013	160	140	1	13	314	34	41		3	78	392

Return to Report

Bachelor-Seeking Student Persistence													
Entering Term	Entering Group Count	1-Year		2-Year		3-Year		4-Year		5-Year		6-Year	
		Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %
Fall 2004	199	98	49.2%	54	27.1%	34	17.1%	18	9.0%	14	7.0%	10	5.0%
Fall 2005	168	78	46.4%	46	27.4%	27	16.1%	15	8.9%	11	6.5%	5	3.0%
Fall 2006	170	94	55.3%	54	31.8%	26	15.3%	14	8.2%	5	2.9%	3	1.8%
Fall 2007	195	107	54.9%	55	28.2%	24	12.3%	17	8.7%	9	4.6%	4	2.1%
Fall 2008	225	130	57.8%	85	37.8%	58	25.8%	40	17.8%	14	6.2%		
Fall 2009	216	122	56.5%	70	32.4%	30	13.9%	16	7.4%				
Fall 2010	163	78	47.9%	32	19.6%	15	9.2%						
Fall 2011	185	108	58.4%	46	24.9%								
Fall 2012	164	79	48.2%										
Fall 2013	123												

Bachelor-Seeking Student Graduation													
Entering Term	Entering Group Count	1-Year		2-Year		3-Year		4-Year		5-Year		6-Year	
		Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %
Fall 2004	199	43	21.6%	87	43.7%	104	52.3%	119	59.8%	126	63.3%	131	65.8%
Fall 2005	168	40	23.8%	78	46.4%	99	58.9%	107	63.7%	118	70.2%	125	74.4%
Fall 2006	170	34	20.0%	66	38.8%	95	55.9%	117	68.8%	125	73.5%	126	74.1%
Fall 2007	195	45	23.1%	77	39.5%	115	59.0%	126	64.6%	134	68.7%	136	69.7%
Fall 2008	225	46	20.4%	88	39.1%	129	57.3%	144	64.0%	163	72.4%		
Fall 2009	216	47	21.8%	93	43.1%	138	63.9%	147	68.1%				
Fall 2010	163	44	27.0%	76	46.6%	94	57.7%						
Fall 2011	185	36	19.5%	71	38.4%								
Fall 2012	164	41	25.0%										
Fall 2013	123												

Entering Term	Non-Bachelor Degree-Seeking Undergraduate Student Persistence													
	Entering Group Count	1-Year		2-Year		3-Year		4-Year		5-Year		6-Year		
		Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	
Fall 2004	37	15	40.5%	7	18.9%	5	13.5%	2	5.4%	1	2.7%	1	2.7%	
Fall 2005	30	11	36.7%	5	16.7%	1	3.3%	2	6.7%	3	10.0%	1	3.3%	
Fall 2006	20	4	20.0%	3	15.0%	1	5.0%	1	5.0%	1	5.0%	1	5.0%	
Fall 2007	20	3	15.0%	2	10.0%	2	10.0%	0	0.0%	0	0.0%	0	0.0%	
Fall 2008	18	2	11.1%	3	16.7%	2	11.1%	2	11.1%	1	5.6%			
Fall 2009	15	1	6.7%	1	6.7%	4	26.7%	3	20.0%					
Fall 2010	20	3	15.0%	1	5.0%	1	5.0%							
Fall 2011	142	2	1.4%	0	0.0%									
Fall 2012	16	1	6.3%											
Fall 2013	2													

Entering Term	Non-Bachelor Degree-Seeking Undergraduate Student Graduation													
	Entering Group Count	1-Year		2-Year		3-Year		4-Year		5-Year		6-Year		
		Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	
Fall 2004	37	3	8.1%	5	13.5%	7	18.9%	8	21.6%	9	24.3%	10	27.0%	
Fall 2005	30	1	3.3%	2	6.7%	4	13.3%	5	16.7%	7	23.3%	9	30.0%	
Fall 2006	20	5	25.0%	7	35.0%	8	40.0%	9	45.0%	9	45.0%	9	45.0%	
Fall 2007	20	5	25.0%	7	35.0%	7	35.0%	8	40.0%	9	45.0%	10	50.0%	
Fall 2008	18	5	27.8%	6	33.3%	8	44.4%	8	44.4%	9	50.0%			
Fall 2009	15	5	33.3%	6	40.0%	6	40.0%	6	40.0%					
Fall 2010	20	3	15.0%	6	30.0%	6	30.0%							
Fall 2011	142	5	3.5%	5	3.5%									
Fall 2012	16	4	25.0%											
Fall 2013	2													

Post-Bachelor (MS and ACT) Degree-Seeking Student Persistence													
Entering Term	Entering Group Count	1-Year		2-Year		3-Year		4-Year		5-Year		6-Year	
		Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %	Persist Count	Persist %
Fall 2004	48	22	45.8%	14	29.2%	8	16.7%	10	20.8%	6	12.5%	5	10.4%
Fall 2005	54	13	24.1%	7	13.0%	6	11.1%	4	7.4%	1	1.9%	1	1.9%
Fall 2006	69	31	44.9%	15	21.7%	4	5.8%	6	8.7%	2	2.9%	1	1.4%
Fall 2007	62	25	40.3%	13	21.0%	7	11.3%	7	11.3%	2	3.2%	3	4.8%
Fall 2008	55	28	50.9%	17	30.9%	9	16.4%	3	5.5%	2	3.6%		
Fall 2009	46	29	63.0%	12	26.1%	5	10.9%	3	6.5%				
Fall 2010	50	28	56.0%	10	20.0%	6	12.0%						
Fall 2011	37	14	37.8%	6	16.2%								
Fall 2012	34	15	44.1%										
Fall 2013	42												

Post-Bachelor (MS and ACT) Degree-Seeking Student Graduation													
Entering Term	Entering Group Count	1-Year		2-Year		3-Year		4-Year		5-Year		6-Year	
		Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %	Graduate Count	Graduate %
Fall 2004	48	6	12.5%	15	31.3%	18	37.5%	24	50.0%	27	56.3%	30	62.5%
Fall 2005	54	9	16.7%	14	25.9%	17	31.5%	18	33.3%	22	40.7%	22	40.7%
Fall 2006	69	11	15.9%	23	33.3%	31	44.9%	32	46.4%	33	47.8%	33	47.8%
Fall 2007	62	15	24.2%	27	43.5%	32	51.6%	37	59.7%	40	64.5%	41	66.1%
Fall 2008	55	8	14.5%	17	30.9%	24	43.6%	28	50.9%	30	54.5%		
Fall 2009	46	4	8.7%	12	26.1%	18	39.1%	20	43.5%				
Fall 2010	50	7	14.0%	18	36.0%	24	48.0%						
Fall 2011	37	5	13.5%	6	16.2%								
Fall 2012	34	3	8.8%										
Fall 2013	42												

Freshman Graduation Rates

For Bachelor Degree Seeking Students

Fall Cohort	Cohort Count at 4 Years	Graduation Rate				
		Four Years After Entry	Five Years After Entry	Six Years After Entry	Seven Years After Entry	Seven and a Half Years After Entry
2001	2,041	26.4	55.9	64.0	65.5	65.5
2002	2,133	27.4	55.3	64.9	66.1	66.4
2003	1,943	28.3	58.9	68.3	69.5	69.8
2004	2,068	28.4	56.1	65.8	67.6	67.8
2005	2,008	29.7	54.8	64.7	66.3	66.6
2006	2,165	27.3	53.6	63.6	65.3	65.5
2007	2,284	28.2	56.0	66.0		
2008	2,344	29.7	56.9			
2009	2,366	32.9				

Notes:

Students are categorized based on their major at entry to RIT.

Figures exclude students in international programs (e.g., Kosovo, Croatia).

Students are counted as graduates if they graduate within 150% of their program's length, in alignment with IPEDS reporting requirements.

Time run: 1:09:49 PM

Noel Levitz Student Satisfaction Inventory - 2012

Scale Summary

Scale Results by Department

Scale	RIT				Multidisciplinary Studies			
	N	Importance	Satisfaction	Gap	N	Importance	Satisfaction	Gap
Academic Advising	2,003	6.24	5.54	0.70	29	6.35	5.64	0.71
Campus Climate	2,013	6.05	5.45	0.60	30	6.27	5.37	0.90
Campus Life	1,906	5.60	5.26	0.34	28	5.81	5.17	0.64
Campus Support Services	1,967	5.78	5.59	0.19	28	6.08	5.50	0.58
Concern for the Individual	2,013	6.04	5.29	0.75	30	6.25	5.27	0.97
Instructional Effectiveness	2,013	6.33	5.53	0.80	30	6.37	5.49	0.89
Recruitment and Financial Aid	1,878	6.08	5.24	0.84	29	6.06	5.48	0.58
Registration Effectiveness	1,982	6.06	5.02	1.04	30	6.11	5.24	0.87
Responsiveness to Diverse Populations	1,227	N/A	5.49	N/A	23	N/A	5.26	N/A
Safety and Security	2,012	6.02	5.36	0.66	29	6.20	5.14	1.06
Service Excellence	2,012	5.87	5.22	0.65	30	6.07	5.36	0.71
Student Centeredness	2,012	6.06	5.41	0.65	30	6.27	5.34	0.93

Notes: (a) The Responsiveness to Diverse Populations scale records only satisfaction scores, therefore no importance or gap scores are reported.

(b) Data are not shown in cases where N < 10 responses.



2014 Center for Multidisciplinary Studies Exit Survey

Dear Graduating Student:

Thank you for taking the time to complete this survey. The survey should take less than 10 minutes to complete.

1. What degree program are you in?
Master of Science in Professional Studies
Advanced Certificate in Project Management
Bachelor of Science in Applied Arts and Science
Associate of Applied Science in Applied Arts and Science
Diploma in Applied Arts and Science
2. What is your enrollment status

Full-time or Part-time
3. What types of courses do you usually register for?
 - a. Classroom
 - b. On-line
 - c. Blended
4. What are your plans after graduation?
 - a. Pursue graduate or post-graduate studies
 - b. Have a job offer in-hand
 - c. Seeking a job
 - d. Other--comment

To what extent do you agree/disagree with the following statements about your CMS program:

5. My CMS Program helped me in achieving my educational goals
Strongly Agree/Agree/Disagree/Strongly Disagree
Comments:
6. I was able to register for the courses that I wanted as part of my degree plan
Strongly Agree/Agree/Disagree/Strongly Disagree
Comments:
7. The advising I received in the program was effective in helping me complete my degree plan
Strongly Agree/Agree/Disagree/Strongly Disagree
Comments:
8. I would recommend CMS degree program options to a friend or colleague
Strongly Agree/Agree/Disagree/Strongly Disagree

Comments:

9. If I were starting over, I would enroll in this program again
Strongly Agree/Agree/Disagree/Strongly Disagree

Comments:

10. Overall I am satisfied with my experience in this program
Strongly Agree/Agree/Disagree/Strongly Disagree

Comments:

11. If you were to change one thing about the CMS program, what would that it be? (open ended)

CMS Respondent Characteristics	
Degree Program	
<i>AAS</i>	5%
<i>Diploma</i>	1%
<i>BS</i>	69%
<i>Advanced Cert</i>	2%
<i>MS</i>	23%
Enrollment	
<i>Full-time</i>	55%
<i>Part-time</i>	45%
Courses Taken	
<i>Classroom</i>	29%
<i>Online</i>	41%
<i>Blended</i>	30%

CMS Respondents “Strongly Agree” or “Agree” that					
	ALL	UG	GR	FT	PT
My CMS Program helped me in achieving my educational goals	94%	100%	81%	95%	93%
I was able to register for the courses that I wanted as part of my degree plan	86%	92%	69%	89%	83%
The advising I received in the program was effective in helping me complete my degree plan	88%	92%	81%	94%	83%
I would recommend CMS degree program options to a friend or colleague.	89%	94%	75%	92%	86%
If I were starting over, I would enroll in this program again	86%	90%	75%	89%	83%
Overall I am satisfied with my experience in this program	89%	94%	75%	92%	86%

CMS Post-Graduation Plans					
	ALL	UG	GR	FT	PT
Pursue graduate of post-graduate studies	27%	34%	6%	26%	28%
Currently employed*	22%	23%	19%	8%	39%
Have a job offer	17%	15%	25%	23%	11%
Seeking a job	29%	26%	37%	43%	11%
Other**	5%	2%	13%		11%

*Category was added because it was a popular response

**Students that wrote in a response to “Other” that fit one of the above descriptions were re-classified

Item 6: If you were to change one thing about the CMS program, what would that be?

Note: student comments are listed here verbatim with names and identifying information removed

Online teachers need to be taught how to teach online. Teachers were absent from most of the entire process and expected students to teach each other. Someone needs to be monitoring these sites. The concept of group projects online with one grade per group is outrageous and ineffective. Professional people with full time jobs DON'T need to be forced into group work; we want individual study and individual grades for our work. Providing links to FREE online software exercises as the entire term's graded project is poor. It is terrible to take students' money for such a poor excuse for "teaching." And it is certainly easy money and unearned money for those professors. Requiring students to chat with each other on every comment they make is lame and a poor use of time.

Academic Plan is a bit confusing - perhaps a better outline and choices to select electives should be a bit more clear.

at this point, nothing

availability of courses

CMS students should be able to enrolled in any class of their interest, there are some classes I couldn't take because "It is just for people enrolled in specific programs".

I feel that non-traditional students such as part-time and adult students often get left behind. Not once did my academic advisor ever reach out for me except for my IAP. If I hadn't started working at RIT, I wouldn't have even known what an academic advisor was.

I think its awesome and it doesn't need to be changed.

I would advertise the program more. I didn't know it existed until digging into RIT programs.

I would ensure students were linked with their 'main' department. CMS advisors are great people, but they don't know the department's we're taking classes in all that well. Having an advisor in the concentrations that could work with us and recommend course sequences & things of that nature would be fantastic. Along the same lines, connect them with the relevant career counselors in the career center. I didn't realize all the emails that students actually enrolled in CAST received about co-op & job opportunities that I didn't until I went to the career center for advice on a job offer. Then I found out that if I were enrolled in CAST rather than CMS (though both my concentrations were from CAST), I would have been on this list and likely had an easier time finding employment.

I would love for the online courses to be expanded. It was a huge help

I would make more classes available online.

I would not change a thing in the CMS program. The advising is the best I could have asked for, and I was able to achieve my educational goals with it. I believe CMS will continue to grow stronger and bigger in the future, and will have a more recognizable place on the RIT campus.

I'd include a short capstone project refresher course. Going from Context & Trends where we talked about it heavily, to the actual write up of the capstone is way too long to remember much (especially as a part time student). A quick, couple hour even, refresher would have been nice. I know Sam was always wonderful and willing to meet and chat about it but an official course with directions on exactly what to do and when would have been nice. Reading through the large manual was cumbersome and not always clear.

Improve communication between the head of the program with the students. Reach out one on one and do not rely on email blasts targeting everyone at once. At times it felt like I was along in the program with nobody checking to see how I was doing, if I was satisfied, etc..

It is very easy for CMS students to choose "easy" classes. I think it would be beneficial to require a certain number of upper level courses to ensure that all students are adequately challenging themselves.

Make it more known so that people know about it and can actually use it

More group events to meet other students within CMS

More promotion and recognition for online students at the graduation ceremonies. Find a way to include distance learners more that travel to participate in the wonderful ceremonies.

No recommended changes

Not have to write a persuasive essay/proposition for review by a committee when building a plan of study.

Nothing. It's perfect.

Possibly offer an imaging sciences program.

Provide opportunities for internships by working with other learning institutions, industry and other places for those not in the clinical research management and associated areas. Provide other suggested combinations besides project management as well. Work with other institutions and their specialties to provide the best educational opportunities to your students and as a result create the work force and the attraction to Rochester as a Center for Research Excellence.

Require more deadlines for the capstone project to stagger the time better.

The classes that are available when choosing a concentration.

The general knowledge of this program in general, its very existence, is still relatively unknown. I'd never even heard about the program until my ISF advisor mentioned it to me during one of my griping sessions late in my third year. My parents, who read the enrollment forms and brochures religiously, said that it wasn't even mentioned during orientation sessions.
Had I known, I would have switched at least a year earlier, possibly more, and saved myself two or three semester's worth of introducing my skull to solid objects.

the protocol for online courses is not consistent, in my last class I received a zero on my final for a technicality with no recourse ... that cost me honors at graduation. this was not how I planned to end a successful experience at RIT. The dates were not always accurate either ... as in off by several months in some cases which is how I received a zero on the final ... over a technical mistake. It is not the job of the student to clarify this while undertaking a high level online course and if you do faculty suggests that you do not presume to tell them what to do or how to run their course.

There really aren't enough classes offered on line. In my last semester I found myself taking two classes I wasn't at all interested in because they were the only two that would satisfy my last requirements and that were available on line. There needs to be more variety offered.

There was some initial confusion with the conversion and credit requirements. I would recommend an easier IPA plan. It's format is difficult to understand . A new form should be used. Also, I had a tough time time getting into certain classes, which made scheduling difficult and tricky, esp. as working student. For example, if one of my prof. concentrations is Communications or Marketing (these majors need more sections or online versions), why do I do not have the same access as other students in those majors registering for classes. Certain accommodations need to be

made for CMS students, registering is a MAJOR problem/complaint among my peers. The flexibility the program claims to offer is negated when we are unable to register for key classes.

They do not let you take more than 4 business courses.

You should have advisors that actually advice. _____ never did anything for me, never fixed an issue and I basically had to take care of my program myself. _____ advised me to take 6 courses last fall and I almost died of High Blood pressure and other health issues consequence of the stress I was going through.

Item 7. Any additional comments you would like to share with CMS?

Note: student comments are listed here verbatim with names and identifying information removed

Thanks for helping me along my education journey!

_____, Senior Academic Advisor made this journey simple. She provided me with OUTSTANDING service and advice.
THANKS

It has beenn a great program.

My adviser _____ is amazing, and helped me through every step of this journey. I can't thank her enough for her guidance through both my AAS and BS degree.

My adviser was extremely hard to get in touch with, often times did not respond to emails or phone messages, and provided limited guidance.

As the kid of a faculty member who was destined to be a student here, I invaluabley benefited from the academic freedom made possible with the Multi-disc major. I would have missed many great classes and essential connections with professors of different departments. A truly universal university education is made possible with this program, in the classic sense, and that is what I have graduated with.

I enrolled and will continue in CMS because I am an older student with a lot of transfer credit that I cannot use in other programs, and of course I want to minimize the number of classes I have left to obtain a degree. That being said, many of the classes I took were terrible, but that wasn't the fault of CMS per se, it was the faculty. To be frank, I was more impressed with my instructors at MCC than most of the teachers at RIT, and my favorite RIT teacher was an adjunct that primarily worked at MCC. So while I'm getting my AAS for starters, I truly feel that I'm not taking away much knowledge that will be practical and applicable in my current, or future, job. Hopefully that will be different when I complete the BS. I didn't answer the questions in #5 above because it was a 50/50 split on the answers. While yes, I achieved my goal of getting a degree, I didn't really get the education I'd hoped for. I registered for courses fairly easily, but often times I got behind because the instructor was so bad I would have to drop or withdraw from a course. My original advisor was a disaster and I had to request a change, which was done quickly and then I was happy. I'd recommend CMS to someone else like me with part of a different degree program completed but then wanting to switch gears and take the path of the least time to graduate; not sure about someone starting fresh. If I had a time machine and was starting completely over at 18, I would not enroll in a CMS program (I'd become a veterinarian, meteorologist, or medical examiner); but if you mean start over at the same starting place I was, of course - again, least amount of time to graduate. Again, I'm satisfied that I will have at least an AAS and, eventually, a BS from CMS. From life experience, I don't believe that for most jobs what your degree is in matters much, but only that you have one - 95% of people I know aren't working in

anything close to the field of their BS degree. But I am very much less than satisfied with the quality of most of the classes that I took to obtain this degree. I'm really hoping that the higher level BS classes will be better.

Thank CMS!

Reinstate the program "Clinical Research Management", it was a worthwhile and much needed program if we want this area a place and Center of Research Excellence. Do not let it go to some other learning institution after all the work done by RIT. All this type of education needs to be shared; it should not be always by one particular one, U of R, and I work there! They can not always be looked at as the "Mecca" of research etc...

I was in the program due to circumstance, and it was nice to have the last chance to turn myself around and succeed.

Thank you for your support and assistance in helping me reach my educational goals.

Great program, great experience, great instructors/professors, GREAT COLLEGE.... GRRRRRRRRRRRRRR

I also found a level of bias in one of my classes that was tremendously unfair. The student body is diverse as is the faculty, I was in the minority most of the time and felt compelled to conform my standards in more than one situation which is inappropriate. This experience was centered around one particular faculty member. In whole, my experience with faculty were fantastic (both live and online).

I think this is the worse program in the world. I tried to change to other program but my scholarship sponsor forced me to be in this program and if I had no choice. the other thing I cannot understand is why so many approvals?? I already submitted my capstone proposal last November and was approved by the board, the why do I have to submit another proposal now?? Aren't all you guys working on the same page??

Thanks for the opportunity in achieving my goals

You all are the best! I enjoyed working with all of you over my college career!

Thank you!

_____ has always been there to assist me with all questions and concerns.

Why does the hallway always smell like overly sweetened coffee and pastries? It's not a complaint - I'm just mildly curious

CMS gave me the opportunity to become a very well-rounded individual by creating my own plan of study that included courses in journalism, creative writing, web design and development, and marketing. Through CMS, I was able to attain valuable skills that make me an attractive hire, whether it's in a newsroom, a marketing firm, or elsewhere. Thanks CMS, for this opportunity!

Allow for more flexibility with class sizes and course selection. I had a number of classes canceled for low enrollment when they were core classes I really was looking forward to. I'll never get to take those classes now and feel like I lost a bit of my motivation when this occurred.

I would like to focus on reserve seats from other colleges for CMS students.

My advisor, _____, was great and the best one I had at RIT.

Thank you for all you have done for me


There was a real disconnected feeling at the graduation ceremony because those of us in the CMS program are mostly taking on line classes and taking them in a variety of different areas. There are virtually no designated/specific CMS faculty, and it felt odd when the commencement speaker asked faculty to rise to be recognized and no one (or maybe one person) stood up. It would be nice if the department could enlist some of the professors from the common areas that students are a part of, and those who commonly teach the online classes - Professor ____, ____, etc, to come be a part of our celebration. It kind of felt like no one from administration/faculty/staff cared about us. It was really odd. Or maybe just have the speaker skip that line and not ask faculty/staff to be recognized if you know there aren't any there. It was kind of embarrassing to the institute, I think, and confusing to our guests. Or maybe just change the script to explain why there aren't any faculty present.

Overall I was happy, with the program. My only regret is not enrolling sooner. RIT offers soo many majors and I wish I had known about it sooner.

Please be honest and help students with college career preparation and job search.



I struggled with _____course. Poorly designed and repitive weekly assignments and I caught on some of her postings were not of her own. Feel free to contact me (_____) if you wish to investigate this - I did contact _____ chairperson .. He was of no help.

Alumni Attitude Study[®] Findings and Results for RIT




Results from the 2011 and 2012 Alumni Attitude Study[®]
Breakout of Continuing Education and
Interdisciplinary Studies

Presented by:




Alumni Attitude Study[®]

About the Study[®]




Slide 2

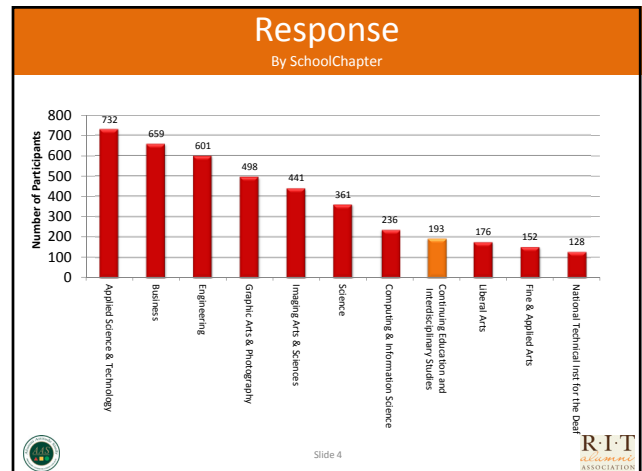



Population Demographics

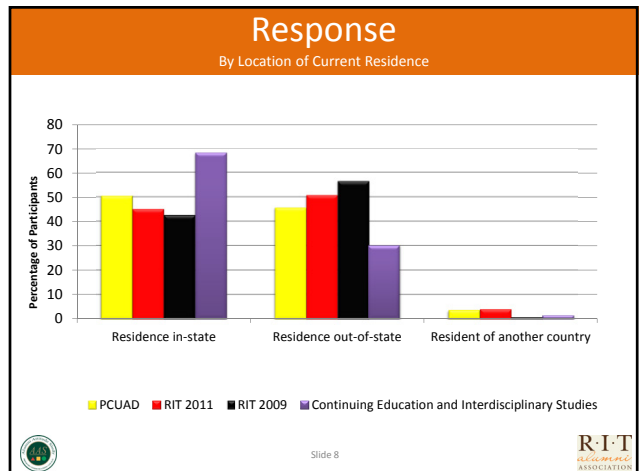
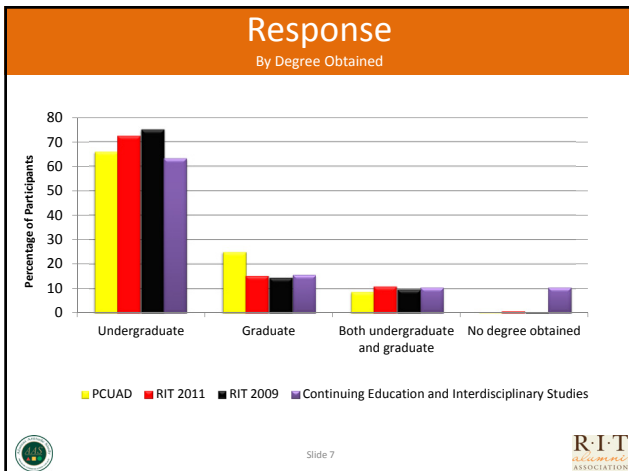
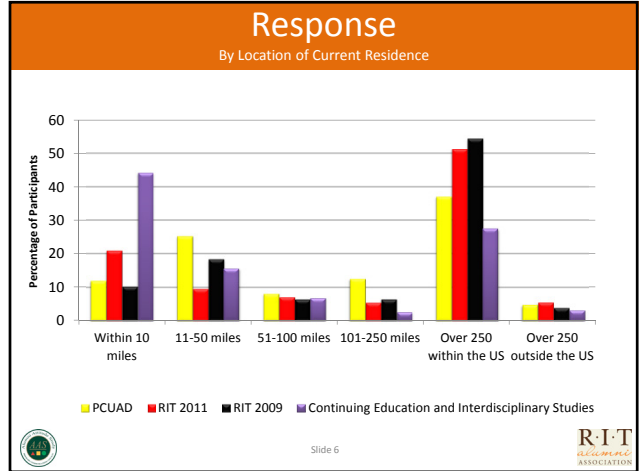
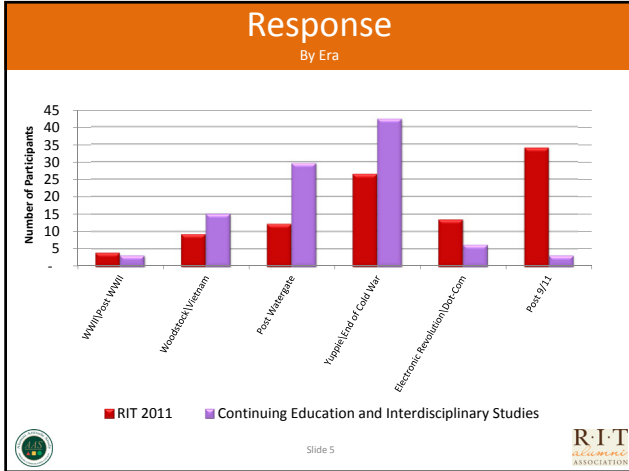
Study Results



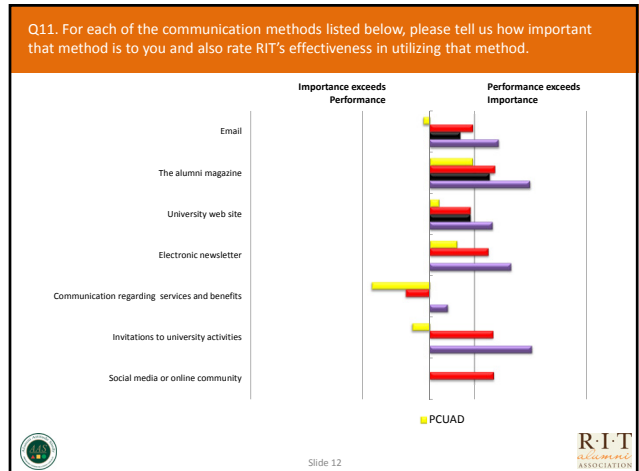
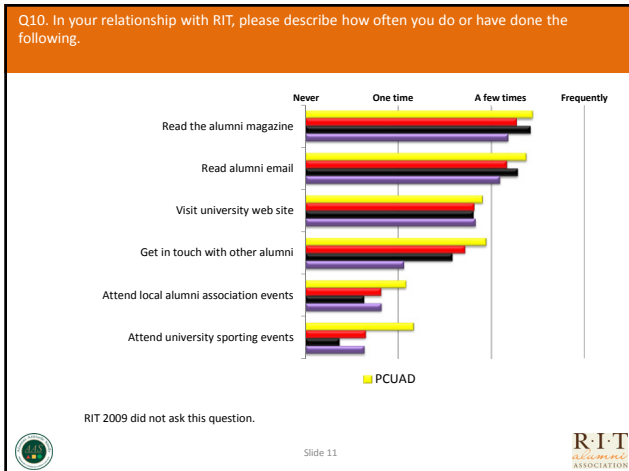
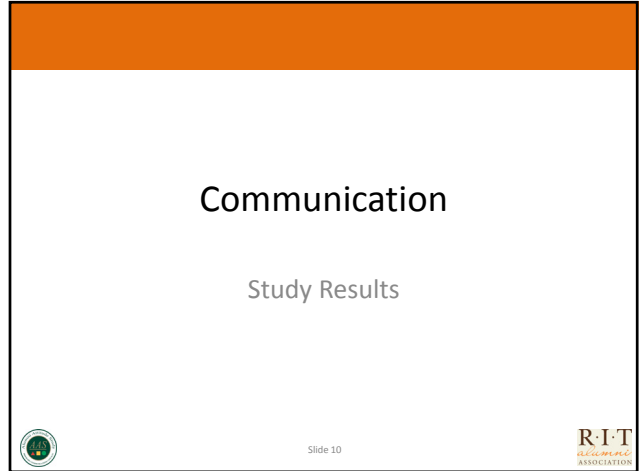
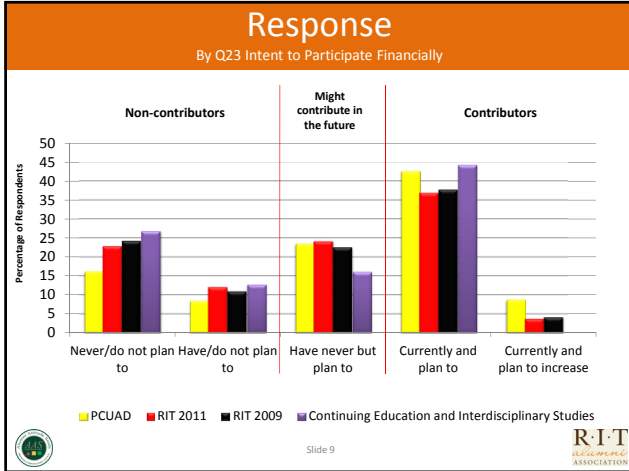
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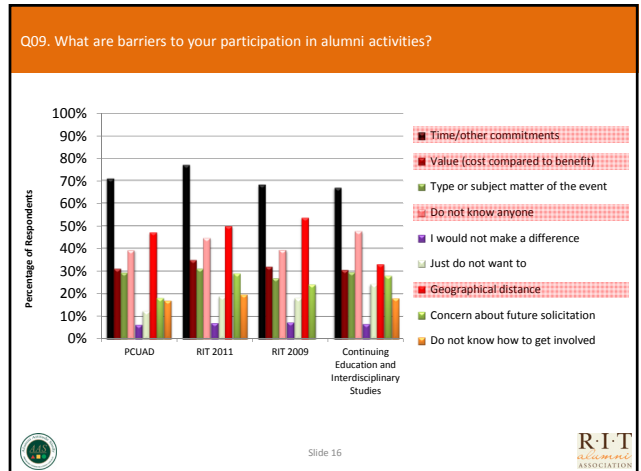
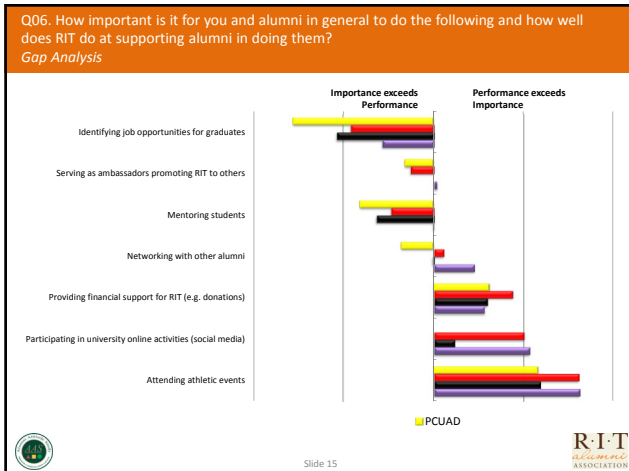
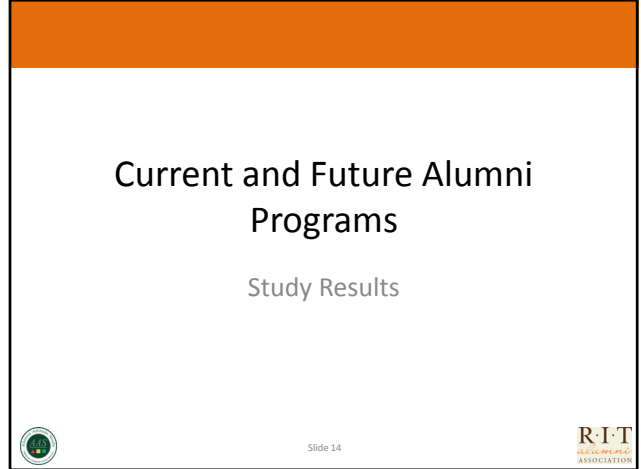
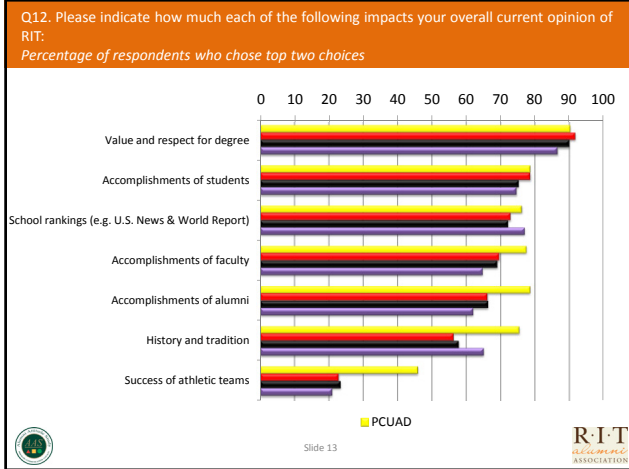
Alumni Attitude Study® Findings and Results for RIT



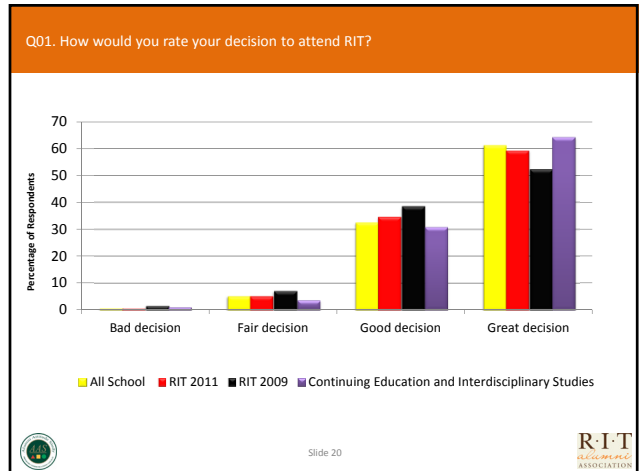
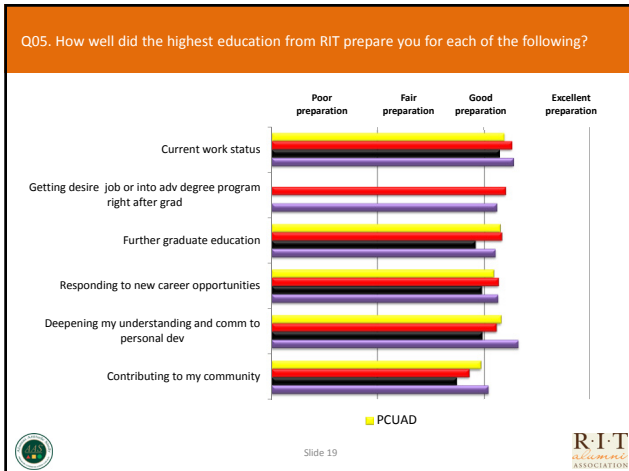
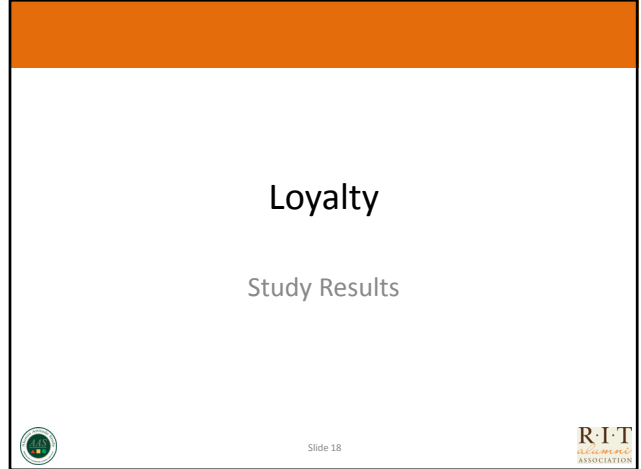
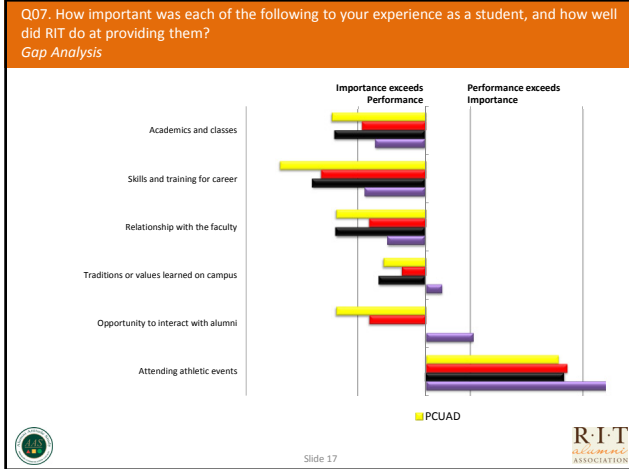
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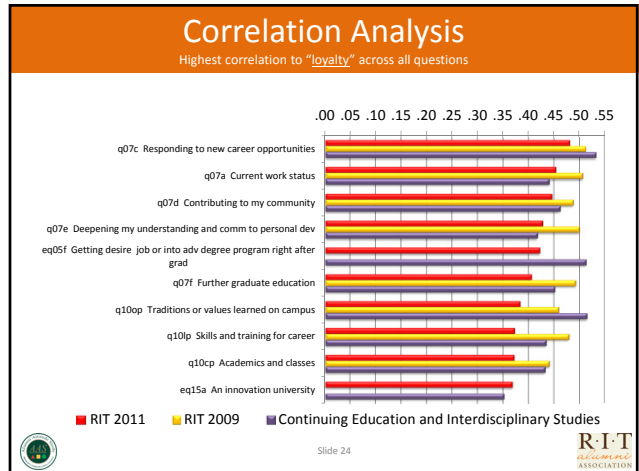
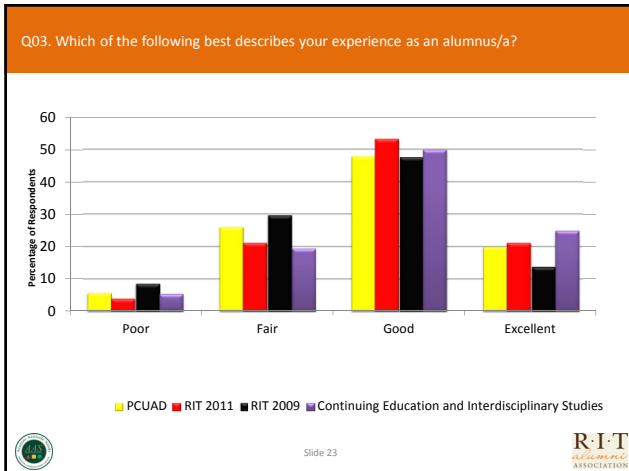
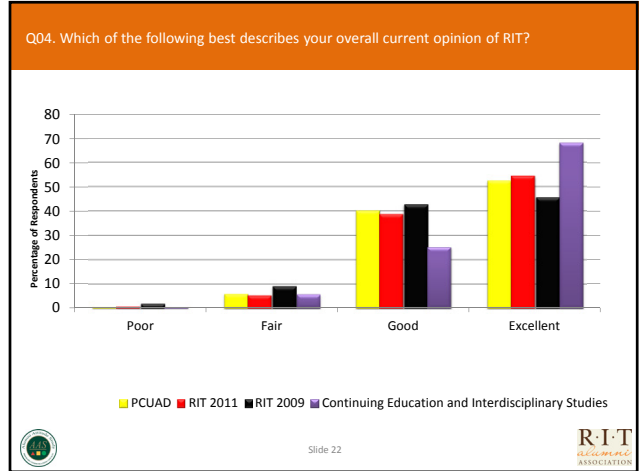
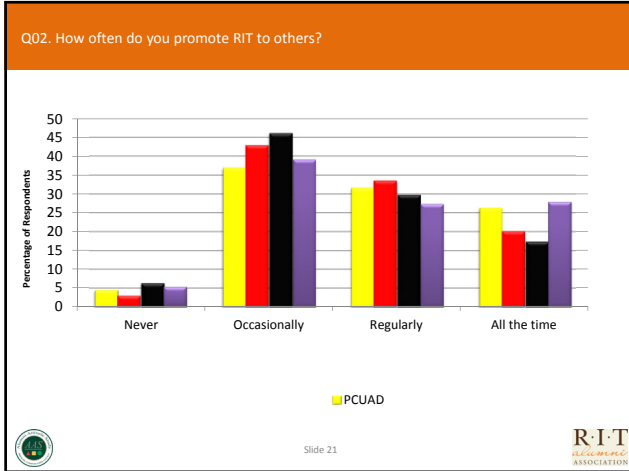
Alumni Attitude Study® Findings and Results for RIT



Alumni Attitude Study® Findings and Results for RIT



Alumni Attitude Study® Findings and Results for RIT



Alumni Attitude Study® Findings and Results for RIT

Extra Questions

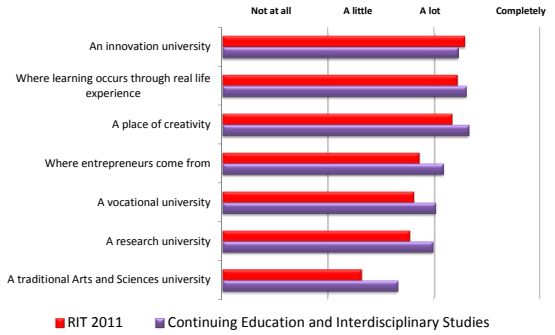
Study Findings



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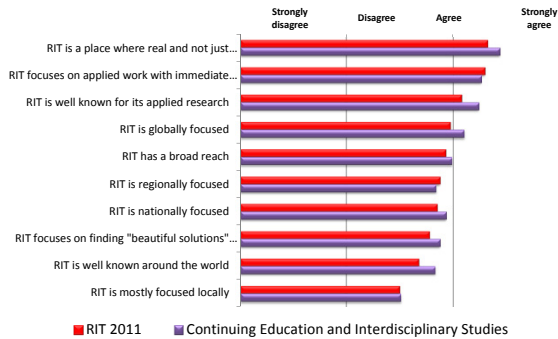
Q15. To what degree does each of the following portray RIT:



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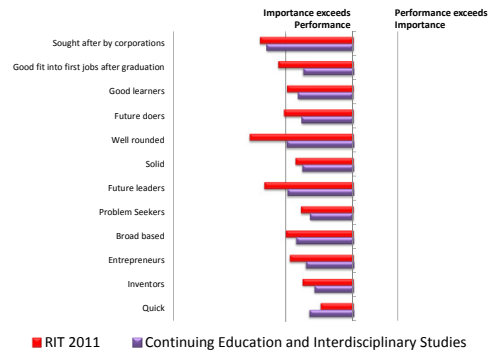
Q16. How much do you agree or disagree with the following:



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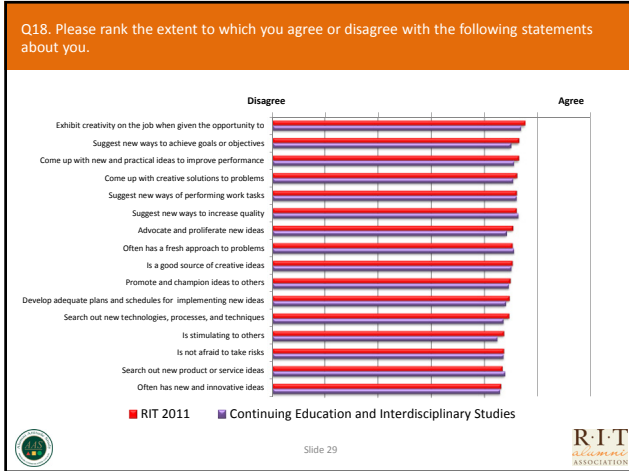
Q17. How important is it for RIT to have the students that can be described in the following ways and how effective is the university known for having that type of student:
Gap Analysis



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Alumni Attitude Study® Findings and Results for RIT



**Performance
Enhancement
Group, Ltd.**
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Methodology

Ten institutions and thirteen individualized major programs were reviewed for this project. Two institutions originally selected for review (Georgia Tech and Carnegie Mellon) were eliminated because they did not currently offer an individualized major program. Information about the programs was compiled from websites, email correspondence, and conversations with Directors and Administrators. This detailed information can be found in the attached table.

Institutions and programs reviewed include:

Duke University, Program II
Drexel University, Custom Designed Major
IUIPUI, Individualized Major Program
New York University, Gallatin School of Individualized Study
Rochester Institute of Technology, Center for Multidisciplinary Studies
University of Connecticut Individualized and Interdisciplinary Studies Program and General Studies Degree
University of Massachusetts, Bachelor's Degree with Individual Concentration, University Without Walls
University of Minnesota, Intra-college Program, Multidisciplinary Studies
Miami of Ohio, Western Program
Metro State University, Center for Individualized Learning

Findings

- Generally, there are two types of individualized major programs:
 - Programs geared towards honors/highly-motivated students interested in pursuing a very specific or interdisciplinary subject that cannot be explored through an existing major. These programs tend to serve small numbers of students and be intensive, with degree requirements that go above and beyond the typical undergraduate degree (e.g., program proposal, co-ops or internships, senior projects). These programs are generally housed within an Honor's program or a Liberal Arts division and require a separate and rigorous admissions process. Students generally find their own faculty advisor with knowledge in the area the student is pursuing.
 - Programs geared towards non-traditional students looking to complete their undergraduate education. These programs tend to serve larger numbers of students, offer credit for prior experiences, and offer flexible scheduling and online options. Full-time advisors offer planning guidance and support.
- Both types of individualized programs reviewed serve undergraduate students with only two exceptions (NYU, RIT).
- Most individualized undergraduate programs reviewed require a senior project or other culminating experience (RIT's and UMass University Without Walls do not require this).
- Staffing and FTE is unique and varies by program and institution. Directors, Administrators, and Faculty members tend to have dual appointments at their respective institutions.
- Most individualized major programs require at least one core course where students plan their proposed major or plan their culminating experience.

Individualized Major Programs (Research Project)

Name of Program	When Established	Degrees Granted (level/name)	Where Housed (college, division, unit)	Staff/Faculty (#, who)	Who Administers (Director, Dean)	Goal(s) of Program	Unique Features (co-op, thesis)	Enrollment (#)
Duke University <i>Program II</i>	1968	AB, BS	Trinity College Dean's Office	1 Dean, 1 Administrative Assistant FTE= 1-2	Trinity College Dean	To meet the educational needs students whose academic interests cannot be explored through a Program I major	<ul style="list-style-type: none"> • Lengthy application (16-20 pages) • Student developed plan of study • 2 semester Senior capstone 	40
Drexel University Center for Interdisciplinary Inquiry: Custom Designed Major	2011	BS	Pennoni Honors College	1 Director 15 faculty mentors	Director	designed to meet the needs of highly motivated students, whose curiosity and ambitions are not met by a preexisting major	<ul style="list-style-type: none"> • Co-op is a degree requirement • E-Portfolio • Senior project 	# Not Available Program limited to 10 students per year
IUPUI Individualized Major Program (IMP)	2001	BA	School of Liberal Arts	1 Director .3 Staff FTE=1.3 Faculty Committee from School of Liberal Arts	Director	The Individualized Major allows disciplined and self-motivated students to design unique majors of their choice	<ul style="list-style-type: none"> • Senior project, which may include an internship 	62
NYU Gallatin School of Individualized Study	1995	BA, MA	Stand-alone college, university-wide	58 FT faculty 5 FT faculty from other NYU schools 94 PT faculty	Dean	Self-directed learning, intellectual exploration, active student engagement	<ul style="list-style-type: none"> • Experiential/student directed Learning • Cross school Learning • Senior 	1,482 UG 174 GR

Individualized Major Programs (Research Project)

Name of Program	When Established	Degrees Granted (level/name)	Where Housed (college, division, unit)	Staff/Faculty (#, who)	Who Administers (Director, Dean)	Goal(s) of Program	Unique Features (co-op, thesis)	Enrollment (#)
				FTE= ~100			Colloquium	
Rochester Institute of Technology Center for Multidisciplinary Studies	1970s	BS, AS, MS	Innovative Learning Institute	1 Director 4 faculty 5 advisors 4 staff (for all CMS functions, including testing center)	Director	Multidisciplinary curriculum offers flexibility in the method of delivery, accessibility, non-traditional approaches to earning credit, and customization	<ul style="list-style-type: none"> Fully customizable to meet students' needs Alternative forms of credit available 	250 UG 85 GR 70 AS
University of Connecticut Individualized and Interdisciplinary Studies Program	1974	BA, BS Individualized Major listed	College of Liberal Arts & Sciences and College of Agriculture and Natural Resources	1 Director 1 Administrator 1 Advisor FTE=3 Committee of 10 faculty from 2 colleges	Director	Enrich undergraduate students' academic experience with interdisciplinary and unique learning opportunities	<ul style="list-style-type: none"> Capstone required Often includes an internship/fieldwork/service learning/study abroad Peer advisors help students design major 	130
University of Connecticut General Studies Degree	1978	BGS	College of Continuing Education	1 Director, 1 Assistant Director, 2 program assistants, advisors at each campus	Director, Program in transition	Provide an opportunity for non-traditional students with 60 credit hours to complete a bachelor's degree	<ul style="list-style-type: none"> Work 1:1 with an academic counselor Weekend, online classes 	6,000 grads

Individualized Major Programs (Research Project)

Name of Program	When Established	Degrees Granted (level/name)	Where Housed (college, division, unit)	Staff/Faculty (#, who)	Who Administers (Director, Dean)	Goal(s) of Program	Unique Features (co-op, thesis)	Enrollment (#)
University of Minnesota Twin Cities Inter-college Program	1930	BS, BA	College of Continuing Education	(Shared) 1 Director, 3 advisors, 4 FT Faculty 8 FT Counselors FTE= 4.8	Director	Each student will develop his or her own learning objectives and goals, suited to their unique degree plan	<ul style="list-style-type: none"> • 10-20 page degree proposal, detailing their educational autobiography and degree plan 	234
University of Minnesota Twin Cities Multidisciplinary Studies	2005	BS, BA	College of Continuing Education	(Shared) 1 Director, 3 advisors, 4 FT Faculty 8 FT Counselors FTE= 4.8	Director	Provide students a self-designed, cross-collegiate program, enable them to round out their education, complete their undergraduate degree, and improve career advancement	<ul style="list-style-type: none"> • 10-20 page degree proposal, detailing their educational autobiography and degree plan • Mostly online and evening courses 	130
University of Massachusetts Amherst Bachelor's Degree with Individual Concentration	1970	BA, BS with Individual Concentration	Commonwealth Honor's College	.25 Director 1 Assistant Director 1 Administrator 8 Faculty (PT) FTE= ~4.5 Also Peer Advisors and Receptionists	Director	Allows students to pursue their educational goals in areas not available within existing departmental curricula	<ul style="list-style-type: none"> • One credit course where students write their proposal • Senior Summary required • Can use courses from College Consortium 	175

Individualized Major Programs (Research Project)

Name of Program	When Established	Degrees Granted (level/name)	Where Housed (college, division, unit)	Staff/Faculty (#, who)	Who Administers (Director, Dean)	Goal(s) of Program	Unique Features (co-op, thesis)	Enrollment (#)
University of Massachusetts Amherst University Without Walls	1971	BA, BS	Stand-alone, university wide	12 FT Faculty 4 Staff FTE=16	Director	Major designed to help adult students complete a bachelor's degree	<ul style="list-style-type: none"> • Credit for experience (prior learning portfolio of essays, up to 30 credits) 	774
Miami of Ohio Western Program	2010	BA Individualized Studies	College of Arts & Science	1 Director (half-time), 4 faculty, 2 affiliate faculty, 3 staff members	Director (half-time appointment)	Dedicated to developing students as independent thinkers with the skills to address the complex challenges	<ul style="list-style-type: none"> • 6 courses required for the major that introduce interdisciplinary approaches • Senior thesis • Living/learning community 	50
Metro State University in Denver Center for Individualized Learning	1975	BS Individualized Studies	Provost's Office	1 Director, 2 faculty advisors, 1 administrator, 1 prior learning specialist, and 1 faculty with course release FTE= 5.2	Director	Students use the program to craft their own majors/minors and to address specific community needs, and to meet their own unique educational goals	<ul style="list-style-type: none"> • Required Senior experience • Credit for prior learning • Faculty can use to test new academic programs 	250

**Program Level Outcomes Assessment Plan
Rochester Institute of Technology
Center for Multidisciplinary Studies**

Program Name/College: AAS in Applied Arts and Science

Contact for Program Assessment: Dr. James Myers, Director

Program Mission: Develop and deliver high quality life-long learning opportunities that blend innovative, unique, and customized integrative, interdisciplinary curricula.

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
<i>Please List program-level goals</i>	<i>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</i>	<i>Alignment to the five RIT essential outcomes - check all that apply</i>	<i>Assessment opportunity (course/experience) method/measures, assignment/rubric)</i>	<i>Standard, target, or achievement level (usually a %) Statement of student Success</i>	<i>Identify when and how data are collected, aggregated, and analyzed</i>	<i>Identify who is responsible and list key findings</i>	<i>Identify how results are used and shared. List any recommendations or action items</i>
Goal #1: Build on prior experiences to respond to new challenges and contexts.	Demonstrate a multidisciplinary approach that articulates life and learning experiences.	Critical Thinking Ethical Reasoning Integrative Literacies Global Interconnectedness Creative/Innovative Thinking	Goal Statement , Resume detailing prior Learning Experiences, Transcript Review and discussion with Professional Advisors measured using criteria in the Goal Statement Rubric	100% meeting all level 1 criteria in Goal Statement Rubric	During initial application and meetings with Professional Advisors. Final review by Program Faculty	Director working with program faculty and Professional Advisors Acceptance of application into the program.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed by Program faculty and Professional Advisors.

<p>Goal #2: Design non-traditional and personalized programs of study</p>	<p>Demonstrate a synthesis of prior knowledge and skills to communicate goals.</p>	<p><input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking</p>	<p>Plan of Study proposal approved by Professional Advisor and reviewed by Program Faculty.</p> <p>Meets program requirements and satisfy educational and career plans expressed in Goal Statement.</p>	<p>100% meeting approval by Center's Flex Committee composed of professional Advisors and Program Faculty.</p>	<p>During initial application and meetings with Professional Advisors and review by program faculty</p>	<p>Director working with program faculty and professional advisors.</p> <p>Acceptance of Program of Study.</p>	<p>All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed by Program faculty.</p>
<p>Goal #3: Synthesize and apply knowledge.</p>	<p>Integrate knowledge and critical ways of thinking using different approaches, products, and processes</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p>Portfolio of academic work from program approved courses.</p>	<p>100% Evaluated by Program Director meeting level 2 of all criteria of Integrative Learning VALUE Rubric.</p>	<p>Final stages of student coursework.</p>	<p>Director working with Program Faculty.</p>	<p>All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed by Program faculty.</p>

Goal Statement Rubric

	1 - Basic	2 - Developed	3 -Highly Developed						
<p>(Student Background)</p> <p>Connections to Life Experience <i>Connects relevant experience and academic knowledge</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>-high school</i></td> <td style="padding: 2px;"><i>-volunteering</i></td> </tr> <tr> <td style="padding: 2px;"><i>-work experiences</i></td> <td style="padding: 2px;"><i>-family</i></td> </tr> <tr> <td style="padding: 2px;"><i>-past majors</i></td> <td style="padding: 2px;"><i>-study abroad</i></td> </tr> </table> <p>Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i></p>	<i>-high school</i>	<i>-volunteering</i>	<i>-work experiences</i>	<i>-family</i>	<i>-past majors</i>	<i>-study abroad</i>	<p>Identifies connections between life experiences and those academic concentrations and ideas perceived as similar and related to own interests.</p> <p>Describes own performances with general descriptors of success and failure.</p>	<p>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</p> <p>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.</p> <p>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</p> <p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p>	<p>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</p> <p>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</p>
<i>-high school</i>	<i>-volunteering</i>								
<i>-work experiences</i>	<i>-family</i>								
<i>-past majors</i>	<i>-study abroad</i>								

<p>(What is it you want to learn)</p> <p>-Educational & Career Goals</p> <p>-Make a Connection of your goals to the classes and disciplines you have chosen to study <i>Sees (makes) connections across disciplines, perspectives</i></p>	<p>Presents examples, facts, or theories from more than one field of study or perspective.</p>	<p>Connects examples, facts, or theories from more than one field of study or perspective.</p>	<p>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p>
<p>(How/Why have you decided this is what you want to do?)</p> <p>-Multidisciplinary Life Goals Transfer</p> <p><i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i></p>	<p>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</p>	<p>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</p> <p>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</p>	<p>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>

Integrative Learning VALUE Rubric (AAC&U 2009)

Evaluators are encouraged to assign a zero to any performance that doesn't meet level one performance.

	4 Highly Developed	3 Developed	2 Acceptable	1 Basic
Connections to experience <i>connecting relevant experience & academic knowledge</i>	Demonstrates fully developed understanding of how experience outside of the formal classroom relates to field of study, moving meaningfully between academic and real-world knowledge, resulting in deeper understandings.	Demonstrates adequately developed understanding of how relevant experience outside of formal classroom relates to field of study, using examples to illuminate the connection between academic and real-world knowledge.	Demonstrates partially developed understanding of how experience outside of formal classroom could relate to field of study, attempting to connect academic and real-world knowledge.	Demonstrates minimally developed understanding of how experience outside of formal classroom relates to field of study.
Connections to Discipline - Sees (makes) connections across disciplines, Perspectives	Synthesizes examples, facts, or theories from more than one field of study or perspective into a coherent whole	Attempts to use examples, facts, or theories from more than one field of study or perspective in a systematic way	Includes examples, facts, or theories from more than one field of study or perspective	Stays within confines of a particular field of study or perspective
Transfer – Adapts knowledge, concepts, and/or tools from one situation to another (e.g., between courses, disciplines, coursework to personal, etc.)	Adapts concepts and/or tools gained in one situation to new situations (e.g., takes a tool used in one class and adapts it for use in another course)	Applies concepts and/or tools gained in one situation to new situations (e.g., uses theory gained in one class to help explain concepts explored in another class)	Utilizes concepts and/or tools gained in one situation in new situations. (e.g., relates similarities of one situation to another)	Minimally connects concepts and/or tools gained in one situation to new situations (e.g., strays very little from the given assignment)
Integrated Communication	Use sophisticated communication choices to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation	Uses appropriate communication choices to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation	Uses adequate communication choices to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation	Uses communication choices in a basic way to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation

<p>Reflection and Self Assessment</p> <p><i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i></p>	<p>Envisions a future self by building on experience often across multiple and diverse contexts</p>	<p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks)</p>	<p>Articulates elements of performances- -including strengths and challenges- to increase effectiveness in different contexts</p>	<p>Describes own performances with general descriptors of success and failure</p>
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Program Level Outcomes Assessment Plan

Program Name/College: Advanced Certificate in Project Management/CMS

College Contact for Program Assessment: Dr. James A. Myers, Director, CMS

Program Mission: Prepare graduate-level students for a professional career in project management.

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
<i>Please List program-level goals</i>	<i>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</i>	<i>Alignment to the five RIT essential outcomes - check all that apply <input checked="" type="checkbox"/> Double click on the check box and find the Default Value and click Checked to check the box. To uncheck, the box, double click and then click Not Checked.</i>	<i>Assessment opportunity (course/experience) method/measures, assignment/rubric)</i>	<i>Standard, target, or achievement level (usually a %) Statement of student Success</i>	<i>Identify when and how data are collected, aggregated, and analyzed</i>	<i>Identify who is responsible and list key findings</i>	<i>Identify how results are used and shared. List any recommendations or action items</i>
3.1 Recognize fundamental concepts of project management.	Describe , compare, and evaluate the 9 Knowledge Areas and the major components of a project plan	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	WMDL-710 Project Management Weekly Written Assignment Weekly Problem Set Oral Presentation Exams	80% of the students will meet Level 2- <i>-Developed</i> (or higher) of assessment in Program Goal Rubric.	Benchmark results analyzed on a biannual basis.	Director is ultimately responsible, working with program faculty and professional advisors. Certification for graduation.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed and approved by program faculty.
3.2 Use essential project management processes.	Develop a complete project plan	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	WMDL-710 Project Management Term Project	80% of the students will meet Level 2- <i>-Developed</i> (or higher) of assessment in Program Goal Rubric.	Benchmark results analyzed on a biannual basis.	Director is ultimately responsible, working with program faculty and professional advisors. Certification for graduation.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed and approved by program faculty.

3.3 Determine causes and types of success and failure in projects.	Apply PM concepts and critical analysis skills to assess and determine rationale for success and/or failure in project examples.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	WMDL-711 Advanced PM Weekly Case Study Oral Presentation Exam	80% of the students will meet Level 2- <i>Developed</i> (or higher) of assessment in Program Goal Rubric.	Benchmark results analyzed on a biannual basis.	Director is ultimately responsible, working with program faculty and professional advisors. Certification for graduation.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed and approved by program faculty.
3.4 Summarize remediation processes for failed projects.	Devise remediation solutions including the identification of causal failure.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	WMDL-711 Advanced PM Term Project	80% of the students will meet Level 2- <i>Developed</i> (or higher) of assessment in Program Goal Rubric.	Benchmark results analyzed on a biannual basis.	Director is ultimately responsible, working with program faculty and professional advisors. Certification for graduation.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed and approved by program faculty.
3.5 Illustrate international project management issues.	Describe the 8 global factors and evaluate their application to international project success and/or failure.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	WMDL-712 International PM Global Factors Report Country Business Profile Report Oral Presentation Exam	80% of the students will meet Level 2- <i>Developed</i> (or higher) of assessment in Program Goal Rubric.	Benchmark results analyzed on a biannual basis.	Director is ultimately responsible, working with program faculty and professional advisors. Certification for graduation.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed and approved by program faculty.
3.6 Design processes for successful international project management.	Develop a complete international project plan utilizing global factors and country business practices.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	WMDL-712 International PM Term Project	80% of the students will meet Level 2- <i>Developed</i> (or higher) of assessment in Program Goal Rubric.	Benchmark results analyzed on a biannual basis.	Director is ultimately responsible, working with program faculty and professional advisors. Certification for graduation.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed and approved by program faculty.

Option 3

Program Level Outcomes Assessment Plan

Program Name/College Training, Design, & Assessment Certificate CMS College Contact for Program Assessment Linda Underhill _____

Academic Program Profile	Program Goals	Student Learning Outcomes	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
<p>RIT essential outcomes. Check all that apply.</p> <p>Double click on the check box and find the Default Value and click Checked to check the box. To uncheck the box, double click and then click Not Checked.</p>	<p>List all program-level goals.</p>	<p>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</p>	<p>Assessment opportunity (course/experience, method/measures, assignment/rubric)</p>	<p>Standard, target, or achievement level (usually a %) Statement of student Success</p>	<p>Identify when and how data are collected, aggregated, and analyzed</p>	<p>Identify who is responsible and list key findings</p>	<p>Identify how results are used and shared list any recommendations or action items</p>
<p><input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacy's <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p>For students in the Strategic Training Certificate Develop practical knowledge and skills to create, design, and deliver effective training using appropriate technology and delivery systems</p>	<p>Apply and demonstrate knowledge of adult learning, career development and training development theories in the design of organizational training.</p> <p>Identification and analysis of knowledge, skills, competency requirements for employment positions.</p> <p>Design training utilizing behavioral objectives as a foundation of teaching and evaluation strategies.</p> <p>Select appropriate learning management systems to deliver the training content</p>	<p>Appropriate rubric(s) will be used in required certificate courses:</p> <p>HRDE 715 Human Performance Design and Development</p> <p>HRDE 730 Theories of Adult Learning</p> <p>HRDE 733 Instructional Design and Management</p> <p>HRDE 755 Program Assessment and Evaluation</p> <p>HRDE 756 Training Design OR HRDE 758 Design for On-Line-Learning</p>	<p>Students will attain at least 80% in demonstration of described learning outcomes</p>	<p>Data collected each time course is offered, analyzed bi-annually beginning in 2013, and reported by June 30</p>	<p>Faculty in the HRD program</p>	<p>Faculty will collect the data and use this information to inform curriculum revision</p>

Program Level Outcomes Assessment Plan

Program Name/College: MS in Professional Studies **College Contact for Program Level Assessment:** Dr. James Myers

Program Goal: “Educate students to become world class professionals capable of solving complex problems from interdisciplinary perspectives.”

Student Learning Outcomes *	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.	Alignment to the five RIT essential outcomes. Check all that apply.	Assessment opportunity (course/experience, method/measures, assignment/rubric)	Standard, target, or achievement level (usually a %) Statement of student Success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings	Identify how results are used and shared list any recommendations or action items
1. INTEGRATIVE COMMUNICATION: Development and expression of ideas orally and in writing using English to increase knowledge, foster understanding or promote change	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	1. Student’s program application statement; 2. Student’s Graduate Review Committee (GRC) plan of study proposal written during <i>Context & Trends</i> gateway course; and 3. <i>Student’s Capstone Project</i> report and presentation materials	100% of graduates meet Level 3 of Written and Oral VALUE Rubrics (AAC&U, 2010) for organization, delivery, supporting material, central message, context/purpose, content development, sources of evidence, and syntax/mechanics	At the beginning, during, and towards the end of program, and after students graduate. <ul style="list-style-type: none"> • Application process (beginning) • Context and Trends course (beginning) • Capstone project 	Graduate Program Director Annual review of graded GRC plan of study proposals and capstone project materials. Key Finding: Percent of students who met Level 3 on AAC&U Rubric	Preparation of Annual Graduate Program Assessment Report Used for continuous program improvement via periodic faculty review
2. CRITICAL THINKING: Habit of mind characterized by comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	1. Student’s program application statement; 2. Student’s Graduate Review Committee (GRC) plan of study proposal written during <i>Context & Trends</i> gateway course; and 3. <i>Student’s Capstone Project</i> report and presentation materials	100% of graduates meet Milestone Level 3 of Critical Thinking VALUE Rubric (ACC&U, 2010) for explanation of issues, evidence, influence of context and assumptions, perspective of issue(s) and conclusion/outcomes	At the beginning, during, and towards the end of program, and after students graduate. <ul style="list-style-type: none"> • Application process (beginning) • Context and Trends course (beginning) • Ongoing advising (during) • Capstone project (towards end and afterward) 	Graduate Program Director Annual review of graded GRC plan of study proposals and capstone project materials. Key Finding: Percent of students who met Level 3 on AAC&U Rubric	Preparation of Annual Graduate Program Assessment Report Used for continuous program improvement via periodic faculty review

<p>3. INTEGRATIVE LEARNING:</p> <p>Development of understanding and disposition that reflects making connections among ideas and experiences with synthesis and transference to new complex situations</p>	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<p>1. Student's program application statement;</p> <p>2. Student's Graduate Review Committee (GRC) plan of study proposal written during <i>Context & Trends</i> gateway course; and</p> <p>3. <i>Student's Capstone Project</i> report and presentation materials</p>	<p>100% of graduates meet Milestone Level 3 of Integrative Learning VALUE Rubric (ACC&U, 2010) for connections to experiences/disciplines, transfer, integrated communication, and reflection/self-assessment</p>	<p>At the beginning, during, and towards the end of program, and after students graduate.</p> <ul style="list-style-type: none"> • Application process (beginning) • Context and Trends course (beginning) • Ongoing advising (during) • Capstone project (towards end and afterward) 	<p>Graduate Program Director</p> <p>Annual review of graded GRC plan of study proposals and capstone project materials.</p> <p>Key Finding: Percent of students who met Level 3 on AAC&U Rubric</p>	<p>Preparation of Annual Graduate Program Assessment Report</p> <p>Used for continuous program improvement via periodic faculty review</p>
<p>4. INTERDISCIPLINARY PROBLEM-SOLVING:</p> <p>Designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal</p>	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<p>1. Student's program application statement;</p> <p>2. Student's Graduate Review Committee (GRC) plan of study proposal written during <i>Context & Trends</i> gateway course; and</p> <p>3. <i>Student's Capstone Project</i> report and presentation materials</p>	<p>100% of graduates meet Milestone Level 3 of Problem-solving VALUE Rubric (ACC&U, 2010) for defining problem, identify strategies, propose solution(s), evaluate potential solution(s), implement solution and evaluate outcomes</p>	<p>At the beginning, during, and towards the end of program, and after students graduate.</p> <ul style="list-style-type: none"> • Application process (beginning) • Context and Trends course (beginning) • Ongoing advising (during) • Capstone project (towards end and afterward) 	<p>Graduate Program Director</p> <p>Annual review of graded GRC plan of study proposals and capstone project materials.</p> <p>Key Finding: Percent of students who met Level 3 on AAC&U Rubric</p>	<p>Preparation of Annual Graduate Program Assessment Report</p> <p>Used for continuous program improvement via periodic faculty review</p>
<p>5. ETHICAL REASONING:</p> <p>Judging right and wrong human conduct on the basis of personal values, social contexts and applicable professional standards</p>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<p>1. Student's program application statement;</p> <p>2. Student's Graduate Review Committee (GRC) plan of study proposal written during <i>Context & Trends</i> gateway course; and</p> <p>3. <i>Student's Capstone Project</i> report and presentation materials</p>	<p>100% of graduates meet Milestone Level 3 of Ethical Reasoning VALUE Rubric (ACC&U, 2010) for ethical self-awareness, understanding different ethical perspectives, issue recognition, application, and evaluation of ethics</p>	<p>At the beginning, during, and towards the end of program, and after students graduate.</p> <ul style="list-style-type: none"> • Application process (beginning) • Context and Trends course (beginning) • Ongoing advising (during) • Capstone project (towards end and afterward) 	<p>Graduate Program Director</p> <p>Annual review of graded GRC plan of study proposals and capstone projects.</p> <p>Each report must evidence meeting Level 3 Written and Oral VALUE Rubrics (AAC&U, 2010)</p>	<p>Preparation of Annual Graduate Program Assessment Report</p> <p>Used for continuous program improvement via periodic faculty review</p>

* Student Learning Outcomes developed through and/or extrapolated or adopted from: Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.

**Program Level Outcomes Assessment Plan
Rochester Institute of Technology
Center for Multidisciplinary Studies**

Program Name/College: BS in Applied Arts and Science/Academic Affairs

Contact for Program Assessment: Dr. James Myers, Director

Program Mission: Develop and deliver high quality life-long learning opportunities that blend innovative, unique, and customized integrative, interdisciplinary curricula.

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
<i>Please List program-level goals</i>	<i>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</i>	<i>Alignment to the five RIT essential outcomes - check all that apply</i>	<i>Assessment opportunity (course/experience method/measures, assignment/rubric)</i>	<i>Standard, target, or achievement level (usually a %) Statement of student Success</i>	<i>Identify when and how data are collected, aggregated, and analyzed</i>	<i>Identify who is responsible and list key findings</i>	<i>Identify how results are used and shared. List any recommendations or action items</i>
GOAL #1: Build on prior experiences to respond to new challenges and contexts.	Demonstrate a multidisciplinary approach that articulates life and learning experiences	Critical Thinking Ethical Reasoning Integrative Literacies Global Interconnectedness Creative/Innovative Thinking	Student Goal Statement, Student Resume detailing prior Learning Experiences, Student Transcript Review and evaluation by Professional Advisors using criteria in the Goal	100% meeting Basic levels (1) of all criteria in Goal Statement Rubric	During initial application and meetings with Professional Advisors. Final review by Program Faculty	Director is ultimately responsible working with program faculty and Professional Advisors. Acceptance of application into the program.	All results are used for program assessment and improvement in student learning accomplishments. All program modifications will be reviewed by Program faculty and Professional Advisors.

<p>Goal #2: Design non-traditional and personalized programs of study</p>	<p>Demonstrate a synthesis of prior knowledge and skills to communicate goals.</p>	<p><input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking</p>	<p>Plan of Study proposal approved by Center's Flex Committee composed of Professional Advisors and Faculty.</p> <p>Must meet program requirements and satisfy educational and career goals expressed in the student's statement.</p>	<p>100% meeting approval of Center's Flex Committee composed of Professional Advisors and Faculty. Meets all RIT curriculum requirements and will enable achievement of level 3 of all criteria of the Integrative Learning VALUE rubric.</p>	<p>During initial application and meetings with Professional Advisors and review by program faculty</p>	<p>Director is ultimately responsible working with program faculty and professional advisors.</p> <p>Acceptance of Proposed Program of Study.</p>	<p>All results are used for program assessment and improvement in student learning accomplishment.</p> <p>All program modifications will be reviewed and approved by Program faculty.</p>
<p>Goal #3: Synthesize and apply knowledge across multiple disciplines</p>	<p>Integrate knowledge and critical ways of thinking from multiple disciplines around approaches, products, and processes</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p>Portfolio of academic work from program approved courses.</p>	<p>Review during enrollment in Multidisciplinary Life course. Overall 100% meeting Developed levels (3 or higher) of assessment in Integrative Learning Value Rubric</p>	<p>Final stages of student coursework.</p>	<p>Director working with Program Faculty.</p>	<p>All results are used for program assessment and improvement in student learning accomplishment. All program modifications will be reviewed by Program faculty.</p>
<p>Goal #4: Demonstrate innovative thinking through the integration of multidisciplinary perspectives</p>	<p>Use multiple methods and knowledge to solve contemporary questions and issues</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p>Multidisciplinary Life Course (assignments include class discussion, written assignments, and a final project)</p>	<p>100% of students will meet Developed levels (3 or higher) of all criteria of assessment in Integrative Learning VALUE Rubric</p>	<p>Final stage of student coursework accomplished during course enrollment.</p>	<p>Director working with Program Faculty, assigned course faculty and Professional Advisors.</p> <p>Certification for graduation.</p>	<p>All results are used for program assessment and improvement in student learning accomplishment. All program modifications will be reviewed by Program faculty.</p>

Goal Statement Rubric

Evaluators are encouraged to assign a zero to any performance that doesn't meet Basic performance.

		1 - Basic	2 - Developed	3 -Highly Developed					
<p>(Student Background) Connections to Life Experience <i>Connects relevant experience and academic knowledge</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"><i>-high school</i></td> <td style="width: 50%; padding: 2px;"><i>-volunteering</i></td> </tr> <tr> <td style="padding: 2px;"><i>-work experiences</i></td> <td style="padding: 2px;"><i>-family</i></td> </tr> <tr> <td style="padding: 2px;"><i>-past majors</i></td> <td style="padding: 2px;"><i>-study abroad</i></td> </tr> </table>	<i>-high school</i>	<i>-volunteering</i>	<i>-work experiences</i>	<i>-family</i>	<i>-past majors</i>	<i>-study abroad</i>	<p>Identifies connections between life experiences and those academic concentrations and ideas perceived as similar and related to own interests.</p> <p>Describes own performances with general descriptors of success and failure.</p>	<p>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</p> <p>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.</p> <p>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</p> <p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p>	<p>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</p> <p>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</p>
	<i>-high school</i>	<i>-volunteering</i>							
<i>-work experiences</i>	<i>-family</i>								
<i>-past majors</i>	<i>-study abroad</i>								
<p>Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i></p>									

<p>(What is it you want to learn) -Educational & Career Goals</p> <p>-Make a Connection of your goals to the classes and disciplines you have chosen to study <i>Sees (makes) connections across disciplines, perspectives</i></p>	<p>Presents examples, facts, or theories from more than one field of study or perspective.</p>	<p>Connects examples, facts, or theories from more than one field of study or perspective.</p>	<p>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p>
<p>(How/Why have you decided this is what you want to do?) -Multidisciplinary Life Goals</p> <p>Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i></p>	<p>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</p>	<p>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</p> <p>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</p>	<p>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>

Integrative Learning VALUE Rubric (AAC&U 2009)

Evaluators are encouraged to assign a zero to any performance that doesn't meet level one performance.

	4	3	2	1
Connections to experience <i>connecting relevant experience & academic knowledge</i>	Demonstrates fully developed understanding of how experience outside of the formal classroom relates to field of study, moving meaningfully between academic and real-world knowledge, resulting in deeper understandings.	Demonstrates adequately developed understanding of how relevant experience outside of formal classroom relates to field of study, using examples to illuminate the connection between academic and real-world knowledge.	Demonstrates partially developed understanding of how experience outside of formal classroom could relate to field of study, attempting to connect academic and real-world knowledge.	Demonstrates minimally developed understanding of how experience outside of formal classroom relates to field of study.
Connections to Discipline - Sees (makes) connections across disciplines, perspectives	Synthesizes examples, facts, or theories from more than one field of study or perspective into a coherent whole	Attempts to use examples, facts, or theories from more than one field of study or perspective in a systematic way	Includes examples, facts, or theories from more than one field of study or perspective	Stays within confines of a particular field of study or perspective
Transfer - Adapts knowledge, concepts, and/or tools from one situation to another (e.g., between courses, disciplines, coursework to personal, etc.)	Adapts concepts and/or tools gained in one situation to new situations (e.g., takes a tool used in one class and adapts it for use in another course)	Applies concepts and/or tools gained in one situation to new situations (e.g., uses theory gained in one class to help explain concepts explored in another class)	Utilizes concepts and/or tools gained in one situation in new situations. (e.g., relates similarities of one situation to another)	Minimally connects concepts and/or tools gained in one situation to new situations (e.g., strays very little from the given assignment)
Integrated Communication	Use sophisticated communication choices to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation	Uses appropriate communication choices to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation	Uses adequate communication choices to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation	Uses communication choices in a basic way to connect what is being communicated (content) with how it is communicated (form) to meet the needs of the situation

<p>Reflection and Self Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i></p>	<p>Envisions a future self by building on experience often across multiple and diverse contexts</p>	<p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks)</p>	<p>Articulates elements of performances- -including strengths and challenges- to increase effectiveness in different contexts</p>	<p>Describes own performances with general descriptors of success and failure</p>
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RIT SLOA Progress Report (AY 2009-2010)
CMS AAS Program – Applied Arts & Science
Professor Jim Myers

Form: "RIT Student Learning Outcomes Assessment Progress Report (AY 2009-2010)"

Author: Jim Myers

Date Submitted: 04/26/2011 5:07 PM (EDT)

Created With: TaskStream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Office <http://www.rit.edu/outcomes/>

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the annual Student Learning Outcomes Assessment Progress Report process for the academic year 2009-2010 (AY 2009-10). The findings from the progress reports will be aggregated and summarized to provide an annual update on student learning outcomes.

This program level data will be used to highlight student achievement and demonstrate continuous improvement to our campus community and accrediting bodies.

Please note, you may copy and paste assessment information from other sources into this report. Be sure to save your work as you enter information and remember to submit your completed report (click on **SUBMIT SURVEY RESPONSES NOW** at the end of the report). For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,

Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

Due Date: April 15, 2011

A. Demographic Information

1. Select your College:

Other

2. Enter your program name:

Associates in Applied Arts and Science

3. Degree Level:

Associate degree

4. Contact Name (person completing this progress report):

Jim Myers

5. RIT Phone Number:

5-4772

6. RIT Email Address:

jamisr@rit.edu

B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2009-2010, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

Yes. Please complete questions in section C.

C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on the 2009-2010 academic year. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2009-10.

DIRECTIONS: Please use a numerical format (no text).

5

2. How many program student learning outcomes were assessed in AY 2009-10?

DIRECTIONS: Please use a numerical format (no text).

4

3. Of those program student learning outcomes assessed in AY 2009-10, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

4

4. How many program student learning outcome benchmarks were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total benchmarks that were met/exceeded.

4

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2009-2010.

5a) List a program student learning outcome assessed during AY 2009-10.

1. Review prior learning experiences to reveal perspectives about educational and life experiences.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark? NOTE: If no benchmark, then please answer 5c.

No Benchmark [Please complete 5c.]

5c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

For associates degree students we expect students to reflect on their experiences while writing their statement of purpose. We are in the process of revising the statement of purpose to better capture the kind of reflection and resulting information. However, our existing statement of purpose captures a great deal of information about the student's intentions and goals. We have continued to use this data for determining how to guide a student in the development of their degree plan.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress. Reference your specific assessment plan elements (Data Source, Findings and Use of Results) as needed.

EXAMPLE: **DATA SOURCE:** Capstone projects were scored with the Capstone Rubric. **BENCHMARK:** 90% of students will achieve satisfactory level as the benchmark used to measure student achievement of the learning outcome. **FINDINGS:** Data indicated 20% of students were not able to successfully cite or integrate source information. **USE OF RESULTS:** Implementing a curricular reform by developing a mini-workshop on this topic to be integrated throughout the course. Re-assessment will take place next spring to evaluate improvement.

Data Source: Student statement of purpose submitted upon application to the program.

Benchmark: Not set

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2009-2010.

6a) List a second program student learning outcome assessed during AY 2009-10.

Develop an educational and career goal statement that is multidisciplinary in nature.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark? NOTE: If no benchmark, then please answer 6c.

No Benchmark [Please complete 6c.]

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

For associates degree students we expect students to reflect on their experiences while writing their statement of purpose. We are in the process of revising the statement of purpose to better capture the kind of reflection and resulting information. However, our existing statement of purpose captures a great deal of information about the student's intentions and goals. We have continued to use this data for determining how to guide a student in the development of their degree plan. The material in the existing statement of purpose is especially helpful for developing an understanding of student career goals.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

EXAMPLE: **DATA SOURCE:** Data collection included five word problems from the final exam. The word problems directly map to the program student learning outcome. **BENCHMARK:** 85% of students will score a rating of competent or higher as the measure of success. **FINDINGS:** Although benchmark was met, faculty members are reviewing exam problems and other assessments that map to the outcome as part of the annual review practice. **USE OF RESULTS:** Continuing to collect data to determine patterns of consistency.

Data Source: The CMS Applied Arts and Science Committee requires the submission of a statement of goals which is use to evaluate the student's ability to articulate their goals and the reason for their interest in a multidisciplinary program.

Benchmark: We are in the process of revising this statement expectations and the associated rubric. Our current statement captures good insight into the career goals of a student but it isn't sufficiently reflective enough to capture goals related to life-long learning and other aspects of their multi/inter-disciplinary development

Findings: We are in the process of modifying the data source and the benchmark to better capture the kind of assessment data needed for an Associates degree level student.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6 alone, describe how you have used any other assessment results for overall program improvement.

For example, did you use other assessment data to initiate improvements related to policies, practices, procedures, curricular reform, pedagogy, or learning opportunities?

It has been a very helpful process. We have historically not paid a lot of attention to the Associate degree outcomes. We are now improving both the kind of assessment documentation and data we collect. We are also considering how to ensure the relevance of the associates degree from RIT.

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2009-2010.

1. Specify the total number of program SLOs for this program identified in the program level assessment plan for AY 2009-10. If no formal assessment plan existed, please respond with "0."

DIRECTIONS: Please use a numerical format (no text).

2. If no program student learning outcomes were assessed in AY 2009-10, please indicate where the program is in the assessment process and provide a brief explanation in question 3.

DIRECTIONS: Please select all that apply.

3. As part of your continuous improvement process, describe assessment activities, actions, or reforms related to policies, practices, curriculum, or pedagogy.

EXAMPLE: The program developed a research student learning outcome. To measure the outcome, faculty are designing a capstone rubric to identify the criteria. The rubric will be piloted in all sections in spring 2011. Results and rubric will be analyzed in summer 2011.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by April 15, 2011.

Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at 585.475.7688 or agwvpa@rit.edu.

Form: "RIT Student Learning Outcomes Assessment Progress Report (AY 2009-2010)"

Author: Tom Moran

Date Submitted: 03/29/2011 2:49 PM (EDT)

Created With: TaskStream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Office <http://www.rit.edu/outcomes/>

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the annual Student Learning Outcomes Assessment Progress Report process for the academic year 2009-2010 (AY 2009-10). The findings from the progress reports will be aggregated and summarized to provide an annual update on student learning outcomes.

This program level data will be used to highlight student achievement and demonstrate continuous improvement to our campus community and accrediting bodies.

Please note, you may copy and paste assessment information from other sources into this report. Be sure to save your work as you enter information and remember to submit your completed report (click on **SUBMIT SURVEY RESPONSES NOW** at the end of the report). For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,

Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

Due Date: April 15, 2011

A. Demographic Information

1. Select your College:

Other CMS

2. Enter your program name:

Technical Information Design

3. Degree Level:

Advanced Certificate

4. Contact Name (person completing this progress report):

James Myers

5. RIT Phone Number:

6. RIT Email Address:

B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2009-2010, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

No. Please complete questions in section D.

C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on the 2009-2010 academic year. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2009-10.

DIRECTIONS: Please use a numerical format (no text).

2. How many program student learning outcomes were assessed in AY 2009-10?

DIRECTIONS: Please use a numerical format (no text).

3. Of those program student learning outcomes assessed in AY 2009-10, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

4. How many program student learning outcome benchmarks were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total benchmarks that were met/exceeded.

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2009-2010.

5a) List a program student learning outcome assessed during AY 2009-10.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark? NOTE: If no benchmark, then please answer 5c.

5c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress. Reference your specific assessment plan elements (Data Source, Findings and Use of Results) as needed.

EXAMPLE: **DATA SOURCE:** Capstone projects were scored with the Capstone Rubric. **BENCHMARK:** 90% of students will achieve satisfactory level as the benchmark used to measure student achievement of the learning outcome. **FINDINGS:** Data indicated 20% of students were not able to successfully cite or integrate source information. **USE OF RESULTS:** Implementing a curricular reform by developing a mini-workshop on this topic to be integrated throughout the course. Re-assessment will take place next spring to evaluate improvement.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2009-2010.

6a) List a second program student learning outcome assessed during AY 2009-10.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark? NOTE: If no benchmark, then please answer 6c.

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

EXAMPLE: **DATA SOURCE:** Data collection included five word problems from the final exam. The word problems directly map to the program student learning outcome. **BENCHMARK:** 85% of students will score a rating of competent or higher as the measure of success. **FINDINGS:** Although benchmark was met, faculty members are reviewing exam problems and other assessments that map to the outcome as part of the annual review practice. **USE OF RESULTS:** Continuing to collect data to determine patterns of consistency.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6 alone, describe how you have used any other assessment results for overall program improvement.

For example, did you use other assessment data to initiate improvements related to policies, practices, procedures, curricular reform, pedagogy, or learning opportunities?

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2009-2010.

1. Specify the total number of program SLOs for this program identified in the program level assessment plan for AY 2009-10. If no formal assessment plan existed, please respond with "0."

DIRECTIONS: Please use a numerical format (no text).

0

2. If no program student learning outcomes were assessed in AY 2009-10, please indicate where the program is in the assessment process and provide a brief explanation in question 3.

DIRECTIONS: Please select all that apply.

- Developing program goals.**
- Developing program student learning outcomes.**
- Selecting courses/experience and assignments which are linked to program student learning outcomes.**
- Developing performance assessments/rubrics.**
- Collecting indirect data (alumni survey, course grade, employer survey, etc.).**
- Other**

3. As part of your continuous improvement process, describe assessment activities, actions, or reforms related to policies, practices, curriculum, or pedagogy.

EXAMPLE: The program developed a research student learning outcome. To measure the outcome, faculty are designing a capstone rubric to identify the criteria. The rubric will be piloted in all sections in spring 2011. Results and rubric will be analyzed in summer 2011.

Program goals are being evaluated and structured as conversion to a semester system program goes forward.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by April 15, 2011.

Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at 585.475.7688 or agwvpa@rit.edu.

Form: "RIT Student Learning Outcomes Assessment Progress Report (AY 2009-2010)"

Author: Jim Myers

Date Submitted: 04/15/2011 11:33 AM (EDT)

Created With: TaskStream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Office <http://www.rit.edu/outcomes/>

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the annual Student Learning Outcomes Assessment Progress Report process for the academic year 2009-2010 (AY 2009-10). The findings from the progress reports will be aggregated and summarized to provide an annual update on student learning outcomes.

This program level data will be used to highlight student achievement and demonstrate continuous improvement to our campus community and accrediting bodies.

Please note, you may copy and paste assessment information from other sources into this report. Be sure to save your work as you enter information and remember to submit your completed report (click on **SUBMIT SURVEY RESPONSES NOW** at the end of the report). For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,

Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

Due Date: April 15, 2011

A. Demographic Information

1. Select your College:

Other

2. Enter your program name:

Applied Arts and Science

3. Degree Level:

Bachelor degree

4. Contact Name (person completing this progress report):

James Myers

5. RIT Phone Number:

475-4772

6. RIT Email Address:

jamisr@rit.edu

B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2009-2010, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

Yes. Please complete questions in section C.

C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on the 2009-2010 academic year. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2009-10.

DIRECTIONS: Please use a numerical format (no text).

5

2. How many program student learning outcomes were assessed in AY 2009-10?

DIRECTIONS: Please use a numerical format (no text).

3. Of those program student learning outcomes assessed in AY 2009-10, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

4

4. How many program student learning outcome benchmarks were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total benchmarks that were met/exceeded.

4

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2009-2010.

5a) List a program student learning outcome assessed during AY 2009-10.

1. Review prior learning experiences to reveal perspectives about educational and life experiences.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark? NOTE: If no benchmark, then please answer 5c.

Yes (Met/Exceeded)

5c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

The benchmark was set to have 100% of our students to reflect on their prior learning as part of the Multidisciplinary Life class. It has been met.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress. Reference your specific assessment plan elements (Data Source, Findings and Use of Results) as needed.

EXAMPLE: **DATA SOURCE:** Capstone projects were scored with the Capstone Rubric. **BENCHMARK:** 90% of students will achieve satisfactory level as the benchmark used to measure student achievement of the learning outcome. **FINDINGS:** Data indicated 20% of students were not able to successfully cite or integrate source information. **USE OF RESULTS:** Implementing a curricular reform by developing a mini-workshop on this topic to be integrated throughout the course. Re-assessment will take place next spring to evaluate improvement.

Data source: Student journals in the capstone Multidisciplinary Life Class.

Benchmark: 100% "satisfactory" completion of this aspect of the journal exercise. This was basically a dichotomous scoring rubric of satisfactory or unsatisfactory.

Use of Results: We are now considering a rubric and whether a rubric would be useful in evaluating student learning on this outcome.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2009-2010.

6a) List a second program student learning outcome assessed during AY 2009-10.

2. Develop an educational and career goal statement that is multidisciplinary in nature.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark? NOTE: If no benchmark, then please answer 6c.

Yes (Met/Exceeded)

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

Our benchmark was successful completion of the plan of study leading to admission. Not all students are admitted to CMS. Of those admitted, 100% completed the educational and career goal statement.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

EXAMPLE: **DATA SOURCE:** Data collection included five word problems from the final exam. The word problems directly map to the program student learning outcome. **BENCHMARK:** 85% of students will score a rating of competent or higher as the measure of success. **FINDINGS:** Although benchmark was met, faculty members are reviewing exam problems and other assessments that map to the outcome as part of the annual review practice. **USE OF RESULTS:** Continuing to collect data to determine patterns of consistency.

Data Source: The CMS Applied Arts and Science Committee requires the submission of a State of Goals which is used to evaluate the student's ability to articulate their goals and the reason for their interest in a multidisciplinary program.

Benchmark: Set 100% satisfactory for those who are admitted to CMS.

Findings: We feel a need to develop a more robust format and expectations of the Multidisciplinary Career and Personal Goal Statement. We are also developing a rubric for evaluating student statements.

Use of Results: New format for Career and Goal Statement to better elicit assessment data from students. New rubric for evaluating Career and Goal statements.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6 alone, describe how you have used any other assessment results for overall program improvement.

For example, did you use other assessment data to initiate improvements related to policies, practices, procedures, curricular reform, pedagogy, or learning opportunities?

It has been a very helpful process. We are refining our advisement process and our student intake process to better collect assessment data. We are also seriously considering a formal course or set of courses which better support our multidisciplinary program outcomes and goals.

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2009-2010.

1. Specify the total number of program SLOs for this program identified in the program level assessment plan for AY 2009-10. If no formal assessment plan existed, please respond with "0."

DIRECTIONS: Please use a numerical format (no text).

2. If no program student learning outcomes were assessed in AY 2009-10, please indicate where the program is in the assessment process and provide a brief explanation in question 3.

DIRECTIONS: Please select all that apply.

3. As part of your continuous improvement process, describe assessment activities, actions, or reforms related to policies, practices, curriculum, or pedagogy.

EXAMPLE: The program developed a research student learning outcome. To measure the outcome, faculty are designing a capstone rubric to identify the criteria. The rubric will be piloted in all sections in spring 2011. Results and rubric will be analyzed in summer 2011.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by April 15, 2011.

Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at 585.475.7688 or agwvpa@rit.edu.

"RIT Student Learning Outcomes Assessment Progress Report (AY 2010-2011)"

Author: Jim Myers

Date Submitted: 04/16/2012 12:11 PM (EDT)

Created With: TaskStream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the second Annual Student Learning Outcomes Assessment Progress Report process. The findings from the progress reports will be aggregated and summarized to provide an annual update on the achievement of program level student learning outcomes. **We ask you to report last year's results (AY 2010-11).**

This program level data will be used to highlight student achievement and demonstrate continuous improvement to our colleges, campus community, and accrediting bodies.

Please note, you may copy and paste assessment information from other sources into this report. Be sure to save your work as you enter information and remember to submit your completed report (click on **SUBMIT SURVEY RESPONSES NOW** at the end of the report).

For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,
Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

DUE DATE: April 18, 2012

SECTION A. Demographic Information

1. Select your College:

Center for Multidisciplinary Studies

2. Enter your program name:

Applied Arts and Science

3. Degree Level:

Associate degree

4. Contact Name (person completing this progress report):

James A. Myers

5. RIT Phone Number:

475-4772

6. RIT Email Address:

jamisr@rit.edu

7. RIT Office Address (Building and Office Number)

Example: Eastman Hall, Rm 1000

Eastman Hall, Suite 2200

SECTION B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2010-2011, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

Yes. Please complete questions in section C.

SECTION C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on the 2010-2011 academic year. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2010-2011.

DIRECTIONS: Please use a numerical format (no text).

3

2. How many program student learning outcomes were assessed in AY 2010-2011?

DIRECTIONS: Please use a numerical format (no text).

3

3. Of those program student learning outcomes assessed in AY 2010-2011, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

3

4. Of those with benchmarks, how many program student learning outcomes were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total outcomes that were met/exceeded.

3

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2010-2011.

5a) List a program student learning outcome assessed during AY 2010-2011.

Demonstrate a multidisciplinary approach that articulates life and learning experiences.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 5c.

Yes (Met/Exceeded)

5c) If benchmark was not identified, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference your specific assessment plan elements (Data Source, Benchmark, Findings and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Capstone projects were scored with the Capstone Rubric that directly articulated criteria.

This outcome metric is evaluated by applying our "goal statement" rubric to the student's goal statements. These statements are submitted as part of the student's application to the program and for any revisions to their plans of study. To date we have done this assessment in formative way--evaluating the statements as part of our bi-weekly review of programs of study. We are now planning an end of year summary assessment which would involve a random sample of goal statements to be compared across the academic year. The formative assessment would indicate that 100% of our students meet the Level 1 goal statement rubric. We now need to determine the extent to which students meet the Level 3 goal statements. This will be done during Spring Quarter 2012 (2011-3).

BENCHMARK:

EXAMPLE: 90% of students will achieve satisfactory level as the benchmark used to measure student achievement of the learning outcome.

100% of students meet all Level 1 criteria in goal statement rubric.

FINDINGS:

EXAMPLE: Data indicated 20% of students were not able to successfully cite or integrate source information.

100% percent of our students have met the all Level 1 criteria.

USE OF RESULTS:

EXAMPLE: Implementing a curricular reform by adding a 3 page mini-research project focusing on analyzing and integrating source information to provide more in-depth coverage of the topic. Re-assessment will take place next spring to evaluate improvement.

No curriculum changes are planned for the Associates degree program at this time.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2010-2011.

6a) List a second program student learning outcome assessed during AY 2010-2011.

Demonstrate a synthesis of prior knowledge and skills to communicate goals.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 6c.

Yes (Met/Exceeded)

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

This outcome metric is evaluated by faculty committee review of student plans of study. These plans are submitted as part of the student's application to the program and regularly reviewed in conjunction with professional advisors. To date we have done this assessment in formative way--evaluating the statements as part of our bi-weekly review of programs of study. We are now planning an end of year summary assessment which would involve a comparison of proposed plans with revisions across time. This will be done during Spring Quarter 2012 (2011-3).

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Data collection included five word problems from the final exam. The word problems directly map to the program student learning outcome.

Plans of study developed with professional advisors are reviewed and approved by faculty.

BENCHMARK:

EXAMPLE: 95% of students score a 3 or higher on word problems.

100% of students develop a plan of study which is accepted by the committee.

FINDINGS:

EXAMPLE: Although benchmark was met, faculty members are reviewing exam problems and other assessments that map to the outcome as part of the annual review practice.

This benchmark was met and we are now in the process of conducting a summative assessment.

USE OF RESULTS:

EXAMPLE: Continuing to collect data to determine patterns of consistency.

A summary assessment process has been started.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6, describe how you have used any other assessment results for overall program improvement.

EXAMPLE: Did you use other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curricular or pedagogy?

To date we have not used any other assessment results, but we are in the process of putting together a summary assessment for 2010.

8. Use of Results from Previous Progress Report (AY 2009-2010)

8a) Looking back on your previous submission (refer to Progress Report 2009-2010), what follow-up have you done related to results from your assessment?

No Actions Warranted

8b) Describe Action(s) Completed or in Progress (8a)

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

SECTION D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2010-2011.

1. If no program student learning outcomes were assessed in AY 2010-2011, please indicate where the program is in the assessment process. Provide a brief explanation below.

DIRECTIONS: Please select all that apply.

Please provide a brief explanation.

2. As part of your continuous program improvement, describe any additional actions or activities used to inform, curriculum or teaching.

EXAMPLE: Did you use any other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curriculum or pedagogy?

3. Use of Results from Previous Progress Report (AY 2009-2010)

3a) Looking back on your previous submission (refer to Progress Report 2009-2010), what follow-up have you done related to results from your assessment?

3b) Describe Action(s) Completed or in Progress (3a)

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by April 18, 2012.

Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at 585.475.7688 or agwvpa@rit.edu.

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"RIT Student Learning Outcomes Assessment Progress Report (AY 2010-2011)"

Author: Jim Myers

Date Submitted: 04/16/2012 8:58 PM (EDT)

Created With: TaskStream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the second Annual Student Learning Outcomes Assessment Progress Report process. The findings from the progress reports will be aggregated and summarized to provide an annual update on the achievement of program level student learning outcomes. **We ask you to report last year's results (AY 2010-11).**

This program level data will be used to highlight student achievement and demonstrate continuous improvement to our colleges, campus community, and accrediting bodies.

Please note, you may copy and paste assessment information from other sources into this report. Be sure to save your work as you enter information and remember to submit your completed report (click on **SUBMIT SURVEY RESPONSES NOW** at the end of the report).

For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,
Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

DUE DATE: April 18, 2012

SECTION A. Demographic Information

1. Select your College:

Center for Multidisciplinary Studies

2. Enter your program name:

Applied Arts and Science

3. Degree Level:

Bachelor degree

4. Contact Name (person completing this progress report):

James A. Myers

5. RIT Phone Number:

475-4772

6. RIT Email Address:

jamisr@ritll.edu

7. RIT Office Address (Building and Office Number)

Example: Eastman Hall, Rm 1000

Eastman Hall, Suite 2200

SECTION B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2010-2011, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

Yes. Please complete questions in section C.

SECTION C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on the 2010-2011 academic year. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2010-2011.

DIRECTIONS: Please use a numerical format (no text).

4

2. How many program student learning outcomes were assessed in AY 2010-2011?

DIRECTIONS: Please use a numerical format (no text).

4

3. Of those program student learning outcomes assessed in AY 2010-2011, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

4

4. Of those with benchmarks, how many program student learning outcomes were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total outcomes that were met/exceeded.

4

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2010-2011.

5a) List a program student learning outcome assessed during AY 2010-2011.

Demonstrate a multidisciplinary approach that articulates life and learning experiences.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 5c.

Yes (Met/Exceeded)

5c) If benchmark was not identified, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference your specific assessment plan elements (Data Source, Benchmark, Findings and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Capstone projects were scored with the Capstone Rubric that directly articulated criteria.

We regularly assess this SLO as part of the bi-weekly Applied Arts and Science program review committee where student goal statements are reviewed. Thus, we collect formative assessment data throughout the year. However, we are planning to conduct a summary assessment at the end of Spring Quarter (2011-3). We have made no modifications to the curriculum based on this assessment but we continue to refine the process by which we review and evaluate student goal statements. Goal statements are evaluated using our Goal Statement Rubric.

BENCHMARK:

EXAMPLE: 90% of students will achieve satisfactory level as the benchmark used to measure student achievement of the learning outcome.

100% of students will attain basic level (1) on all criteria on the Goal Statement Rubric.

FINDINGS:

EXAMPLE: Data indicated 20% of students were not able to successfully cite or integrate source information.

All students have attained basic level (1) on their goal statements. Our summary assessment will provide insight into the number that attain higher than the basic level. The basic level is the level necessary to be accepted into the program.

USE OF RESULTS:

EXAMPLE: Implementing a curricular reform by adding a 3 page mini-research project focusing on analyzing and integrating source information to provide more in-depth coverage of the topic. Re-assessment will take place next spring to evaluate improvement.

No curricular changes are planned at this point in time.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2010-2011.

6a) List a second program student learning outcome assessed during AY 2010-2011.

Demonstrate a synthesis of prior knowledge and skills to communicate goals.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 6c.

Yes (Met/Exceeded)

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Data collection included five word problems from the final exam. The word problems directly map to the program student learning outcome.

We regularly assess this SLO as part of the bi-weekly Applied Arts and Science program review committee where student goal statements are reviewed. Thus, we collect formative assessment data throughout the year. However, we are planning to conduct a summary assessment at the end of Spring Quarter (2011-3). We have made no modifications to the curriculum based on this assessment but we continue to refine the process by which we review and evaluate student goal statements. Our data source is the comparison of the student's program of study with the Integrative Learning VALUE rubric.

BENCHMARK:

EXAMPLE: 95% of students score a 3 or higher on word problems.

100% of final student plans of study will meet approve the Center for Multidisciplinary Studies Applied Arts and Science Review Committee (commonly referred to as FLEX Committee).

FINDINGS:

EXAMPLE: Although benchmark was met, faculty members are reviewing exam problems and other assessments that map to the outcome as part of the annual review practice.

The benchmark is met as a condition for acceptance into the program. However, many students are not accepted as part of the first review. Our summary assessment will indicate the number of plans of study which are returned to students for revision.

USE OF RESULTS:

EXAMPLE: Continuing to collect data to determine patterns of consistency.

No curriculum changes are needed at this time. We continue to collect data both in formative and summative modes.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6, describe how you have used any other assessment results for overall program improvement.

EXAMPLE: Did you use other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curricular or pedagogy?

To date we have not integrated additional assessment results but we are developing a comprehensive assessment data collection framework which will include both internal assessment data and external data.

8. Use of Results from Previous Progress Report (AY 2009-2010)

8a) Looking back on your previous submission (refer to Progress Report 2009-2010), what follow-up have you done related to results from your assessment?

Action(s) Completed or in Progress [Describe in 8b]

8b) Describe Action(s) Completed or in Progress (8a)

We are developing a more comprehensive assessment data collection and reporting framework which should be finalized by Summer of 2012.

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

SECTION D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2010-2011.

1. If no program student learning outcomes were assessed in AY 2010-2011, please indicate where the program is in the assessment process. Provide a brief explanation below.

DIRECTIONS: Please select all that apply.

Please provide a brief explanation.

2. As part of your continuous program improvement, describe any additional actions or activities used to inform, curriculum or teaching.

EXAMPLE: Did you use any other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curriculum or pedagogy?

3. Use of Results from Previous Progress Report (AY 2009-2010)

3a) Looking back on your previous submission (refer to Progress Report 2009-2010), what follow-up have you done related to results from your assessment?

3b) Describe Action(s) Completed or in Progress (3a)

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by April 18, 2012.

Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at 585.475.7688 or agwvpa@rit.edu.

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"RIT Student Learning Outcomes Assessment Progress Report (AY 2010-2011)"

Author: Sam McQuade

Date Submitted: 04/17/2012 2:25 PM (EDT)

Created With: TaskStream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the second Annual Student Learning Outcomes Assessment Progress Report process. The findings from the progress reports will be aggregated and summarized to provide an annual update on the achievement of program level student learning outcomes. **We ask you to report last year's results (AY 2010-11).**

This program level data will be used to highlight student achievement and demonstrate continuous improvement to our colleges, campus community, and accrediting bodies.

Please note, you may copy and paste assessment information from other sources into this report. Be sure to save your work as you enter information and remember to submit your completed report (click on **SUBMIT SURVEY RESPONSES NOW** at the end of the report).

For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,
Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

DUE DATE: April 18, 2012

SECTION A. Demographic Information

1. Select your College:

Center for Multidisciplinary Studies

2. Enter your program name:

MS in Professional Studies

3. Degree Level:

Master degree

4. Contact Name (person completing this progress report):

Sam McQuade

5. RIT Phone Number:

475-5230

6. RIT Email Address:

scmcms@rit.edu

7. RIT Office Address (Building and Office Number)

Example: Eastman Hall, Rm 1000

Eastman, Rm 2241

SECTION B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2010-2011, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

No. Please complete questions in section D.

SECTION C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on the 2010-2011 academic year. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2010-2011.

DIRECTIONS: Please use a numerical format (no text).

2. How many program student learning outcomes were assessed in AY 2010-2011?

DIRECTIONS: Please use a numerical format (no text).

3. Of those program student learning outcomes assessed in AY 2010-2011, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

4. Of those with benchmarks, how many program student learning outcomes were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total outcomes that were met/exceeded.

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2010-2011.

5a) List a program student learning outcome assessed during AY 2010-2011.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 5c.

5c) If benchmark was not identified, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference your specific assessment plan elements (Data Source, Benchmark, Findings and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Capstone projects were scored with the Capstone Rubric that directly articulated criteria.

BENCHMARK:

EXAMPLE: 90% of students will achieve satisfactory level as the benchmark used to measure student achievement of the learning outcome.

FINDINGS:

EXAMPLE: Data indicated 20% of students were not able to successfully cite or integrate source information.

USE OF RESULTS:

EXAMPLE: Implementing a curricular reform by adding a 3 page mini-research project focusing on analyzing and integrating source information to provide more in-depth coverage of the topic. Re-assessment will take place next spring to evaluate improvement.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2010-2011.

6a) List a second program student learning outcome assessed during AY 2010-2011.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 6c.

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Data collection included five word problems from the final exam. The word problems directly map to the program student learning outcome.

BENCHMARK:

EXAMPLE: 95% of students score a 3 or higher on word problems.

FINDINGS:

EXAMPLE: Although benchmark was met, faculty members are reviewing exam problems and other assessments that map to the outcome as part of the annual review practice.

USE OF RESULTS:

EXAMPLE: Continuing to collect data to determine patterns of consistency.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6, describe how you have used any other assessment results for overall program improvement.

EXAMPLE: Did you use other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curricular or pedagogy?

8. Use of Results from Previous Progress Report (AY 2009-2010)

8a) Looking back on your previous submission (refer to Progress Report 2009-2010), what follow-up have you done related to results from your assessment?

8b) Describe Action(s) Completed or in Progress (8a)

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

SECTION D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2010-2011.

1. If no program student learning outcomes were assessed in AY 2010-2011, please indicate where the program is in the assessment process. Provide a brief explanation below.

DIRECTIONS: Please select all that apply.

Please provide a brief explanation.

Faculty in CMS have accomplished the first five items listed above (i.e., goals, student learning outcomes, courses, benchmarks, and rubrics). Collecting data and assessment plan cycle activities have not commenced. However, students in our program were introduced to approved Program Learning Objective rubrics beginning in Spring Quarter, 2011. Our program goal is to have everything properly implemented with cyclic data collection and assessment occurring beginning in fall 2013 with calendar/semester conversion.

2. As part of your continuous program improvement, describe any additional actions or activities used to inform, curriculum or teaching.

EXAMPLE: Did you use any other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curriculum or pedagogy?

In addition to implementing PLO instruction into the program gateway course Content and Trends (beginning in spring, 2011) with a few new/revised assignments and lectures, Dr. McQuade was approved in February for sabbatical leave in fall 2012. From June-November he will use this opportunity to research integrative and inter/multidisciplinary programs in higher education in order to fully re-develop new assignments and capstone expectations for the MS in Professional Studies Degree. These "new things" will be further tried out and revised in Winter/Spring Quarters in 2012-2013 academic year, and fully implemented in Fall Quarter 2013 at which time program assessment data will begin to be collected and analyzed.

3. Use of Results from Previous Progress Report (AY 2009-2010)

3a) Looking back on your previous submission (refer to Progress Report 2009-2010), what follow-up have you done related to results from your assessment?

3b) Describe Action(s) Completed or in Progress (3a)

I do not believe CMS has filed a previous progress report, but steady efforts have been made knowing this is coming, necessary and important.

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by April 18, 2012. Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at 585.475.7688 or agwvpa@rit.edu.

RIT Student Learning Outcomes Assessment Progress Report (AY 2012-2013)

Author: Mary Boyd

Date Submitted: 02/17/2014 12:34 PM (EST)

Created With: Taskstream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the fourth Annual Student Learning Outcomes Assessment Progress Report. The findings from the progress reports will be aggregated and summarized to provide an annual update on the achievement of program level student learning outcomes. **We ask you to report last year's results (AY 2012-13).**

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For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,
Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

DUE DATE: January 27, 2014

SECTION A. Demographic Information

1. Select your College or Degree Granting Unit:

Center for Multidisciplinary Studies

2. Enter your program name:

Applied Arts and Science

3. Degree Level:

Associate degree

4. Contact Name (person completing this progress report):

Mary C. Boyd

5. RIT Phone Number:

585.475.2296

6. RIT Email Address:

mcbcms@rit.edu

7. RIT Office Address (Building and Office Number)

Example: Eastman Hall, Rm 1000

2210 Eastman Hall

SECTION B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2012-2013, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

Yes. Please complete questions in section C.

SECTION C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on AY 2012-2013. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2012-2013.

DIRECTIONS: Please use a numerical format (no text).

3

2. How many program student learning outcomes were assessed in AY 2012-2013?

DIRECTIONS: Please use a numerical format (no text).

3

3. Of those program student learning outcomes assessed in AY 2012-2013, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

3

4. Of those with benchmarks, how many program student learning outcomes were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total outcomes that were met/exceeded.

3

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2012-2013.

5a) List a program student learning outcome assessed during AY 2012-2013.

EXAMPLE: Analyze and synthesize key findings from scholarly research.

Demonstrate a multidisciplinary approach that articulates life and learning experiences.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 5c.

Yes (Met/Exceeded)

5c) If benchmark was not identified, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference your specific assessment plan elements (Data Source, Benchmark, Findings and Use of Results) as needed.

DATA SOURCE:

[EXAMPLE:](#) Capstone projects were scored with the Research Rubric that directly articulated criteria.

A Goal Statement is submitted as part of the student's application to the program and for any major revisions to his/her plan of study. Student's Program Goal Statements were scored with the Goal Statement Rubric that directly articulates the criteria.

BENCHMARK:

[EXAMPLE:](#) 90% of students will earn an overall "3" rating (competent) on the Research Rubric.

100% of students will meet Level 1 (Basic) criteria in the Goal Statement Rubric.

FINDINGS:

[EXAMPLE:](#) 80% of students earned an overall "3" rating (competent) on the Research Rubric. The analysis of source information was identified as an area for improvement.

100% of students met Level 1 (Basic) criteria in the Goal Statement Rubric.

USE OF RESULTS:

[EXAMPLE:](#) Implementing a curriculum reform by adding a 3 page mini-research project focusing on analyzing and integrating source information to provide more in-depth coverage of the topic. Re-assessment will take place next spring to evaluate improvement.

No curriculum changes are planned for this program.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2012-2013.

6a) List a second program student learning outcome assessed during AY 2012-2013.

[EXAMPLE:](#) Design transport packaging that will be compatible with manufacturing, distribution and end user requirements.

Demonstrate a synthesis of prior knowledge and skills to communicate goals.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 6c.

Yes (Met/Exceeded)

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Final Project in designing various transport packaging systems.

Plans of Study, which are developed with professional advisors, are reviewed and approved by CMS faculty.

BENCHMARK:

EXAMPLE: 90% of students will receive a score of "10" or better on the Final Project Scoring Guide.

100% of students will develop an approved Plan of Study.

FINDINGS:

EXAMPLE: 95% of students received a score of "10" or better on the Final Project Scoring Guide.

100% of students met the benchmark

USE OF RESULTS:

EXAMPLE: Although the benchmark was met, the course instructor made modifications to the laboratory guidelines to include more computer-based design requirements and implement more use of automated sample table capabilities.

No changes are planned.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6, describe how you have used any other assessment results for overall program improvement.

Did you use other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curricular or pedagogy?

Not at this time.

8. Use of Results from Previous Progress Report (AY 2011-2012)

8a) Looking back on your previous submission (refer to Progress Report AY 2011-2012), what follow-up have you done related to results from your assessment?

No Actions Warranted

8b) Describe Action(s) Completed or in Progress (8a).

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

SECTION D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2012-2013.

1. If no program student learning outcomes were assessed in AY 2012-2013, please indicate where the program is in the assessment process. Provide a brief explanation below.

DIRECTIONS: Please select all that apply.

Please provide a brief explanation.

2. As part of your continuous program improvement, describe any additional actions or activities used to inform, curriculum or teaching. Did you use any other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curriculum or pedagogy?

3. Use of Results from Previous Progress Report (AY 2011-2012)

3a) Looking back on your previous submission (refer to Progress Report AY 2011-2012), what follow-up have you done related to results from your assessment?

3b) Describe Action(s) Completed or in Progress (3a).

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by January 27, 2014. Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at agwvpa@rit.edu.

RIT Student Learning Outcomes Assessment Progress Report (AY 2012-2013)

Author: Mary Boyd

Date Submitted: 02/17/2014 12:34 PM (EST)

Created With: Taskstream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the fourth Annual Student Learning Outcomes Assessment Progress Report. The findings from the progress reports will be aggregated and summarized to provide an annual update on the achievement of program level student learning outcomes. **We ask you to report last year's results (AY 2012-13).**

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For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,
Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

DUE DATE: January 27, 2014

SECTION A. Demographic Information

1. Select your College or Degree Granting Unit:

Center for Multidisciplinary Studies

2. Enter your program name:

Applied Arts and Science

3. Degree Level:

Bachelor degree

4. Contact Name (person completing this progress report):

Mary C. Boyd

5. RIT Phone Number:

585.475.2296

6. RIT Email Address:

mcbcms@rit.edu

7. RIT Office Address (Building and Office Number)

Example: Eastman Hall, Rm 1000

2210 Eastman Hall

SECTION B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2012-2013, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

Yes. Please complete questions in section C.

SECTION C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on AY 2012-2013. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2012-2013.

DIRECTIONS: Please use a numerical format (no text).

4

2. How many program student learning outcomes were assessed in AY 2012-2013?

DIRECTIONS: Please use a numerical format (no text).

4

3. Of those program student learning outcomes assessed in AY 2012-2013, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

4

4. Of those with benchmarks, how many program student learning outcomes were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total outcomes that were met/exceeded.

4

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2012-2013.

5a) List a program student learning outcome assessed during AY 2012-2013.

EXAMPLE: Analyze and synthesize key findings from scholarly research.

Demonstrate a multidisciplinary approach that articulates life and learning experiences.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 5c.

Yes (Met/Exceeded)

5c) If benchmark was not identified, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference your specific assessment plan elements (Data Source, Benchmark, Findings and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Capstone projects were scored with the Research Rubric that directly articulated criteria.

A Goal Statement is submitted as part of the student's application to the program and for any major revisions to his/her plan of study. Student's Program Goal Statements were scored with the Goal Statement Rubric that directly articulates the criteria.

BENCHMARK:

EXAMPLE: 90% of students will earn an overall "3" rating (competent) on the Research Rubric.

100% of students will meet Level 1 (Basic) criteria in the Goal Statement Rubric.

FINDINGS:

EXAMPLE: 80% of students earned an overall "3" rating (competent) on the Research Rubric. The analysis of source information was identified as an area for improvement.

100% of students met Level 1 (Basic) criteria in the Goal Statement Rubric.

USE OF RESULTS:

EXAMPLE: Implementing a curriculum reform by adding a 3 page mini-research project focusing on analyzing and integrating source information to provide more in-depth coverage of the topic. Re-assessment will take place next spring to evaluate improvement.

No curriculum changes are planned for this program.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2012-2013.

6a) List a second program student learning outcome assessed during AY 2012-2013.

EXAMPLE: Design transport packaging that will be compatible with manufacturing, distribution and end user requirements.

Demonstrate a synthesis of prior knowledge and skills to communicate goals.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 6c.

Yes (Met/Exceeded)

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

DATA SOURCE:

[EXAMPLE: Final Project in designing various transport packaging systems.](#)

Plans of Study, which are developed with professional advisors, are reviewed and approved by CMS faculty.

BENCHMARK:

[EXAMPLE: 90% of students will receive a score of "10" or better on the Final Project Scoring Guide.](#)

100% of students will develop an approved Plan of Study.

FINDINGS:

[EXAMPLE: 95% of students received a score of "10" or better on the Final Project Scoring Guide.](#)

100% of students met the benchmark

USE OF RESULTS:

[EXAMPLE: Although the benchmark was met, the course instructor made modifications to the laboratory guidelines to include more computer-based design requirements and implement more use of automated sample table capabilities.](#)

No changes are planned.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6, describe how you have used any other assessment results for overall program improvement.

Did you use other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curricular or pedagogy?

Nothing at this time.

8. Use of Results from Previous Progress Report (AY 2011-2012)

8a) Looking back on your previous submission (refer to Progress Report AY 2011-2012), what follow-up have you done related to results from your assessment?

No Actions Warranted

8b) Describe Action(s) Completed or in Progress (8a).

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

SECTION D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2012-2013.

1. If no program student learning outcomes were assessed in AY 2012-2013, please indicate where the program is in the assessment process. Provide a brief explanation below.

DIRECTIONS: Please select all that apply.

Please provide a brief explanation.

2. As part of your continuous program improvement, describe any additional actions or activities used to inform, curriculum or teaching. Did you use any other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curriculum or pedagogy?

3. Use of Results from Previous Progress Report (AY 2011-2012)

3a) Looking back on your previous submission (refer to Progress Report AY 2011-2012), what follow-up have you done related to results from your assessment?

3b) Describe Action(s) Completed or in Progress (3a).

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by January 27, 2014. Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at agwvpa@rit.edu.

RIT Student Learning Outcomes Assessment Progress Report (AY 2012-2013)

Author: Sam McQuade

Date Submitted: 02/18/2014 10:07 AM (EST)

Created With: Taskstream - Advancing Educational Excellence

RIT Student Learning Outcomes Assessment Progress Report

Rochester Institute of Technology (RIT) is launching the fourth Annual Student Learning Outcomes Assessment Progress Report. The findings from the progress reports will be aggregated and summarized to provide an annual update on the achievement of program level student learning outcomes. **We ask you to report last year's results (AY 2012-13).**

This program level data will be used to highlight student achievement and demonstrate continuous improvement to our colleges, campus community, and accrediting bodies.

Please note, you may copy and paste assessment information from other sources into this report. Be sure to save your work as you enter information and remember to submit your completed report (click on **SUBMIT SURVEY RESPONSES NOW** at the end of the report).

For additional guidance, please click on the following link to refer to the completed samples at the [RIT Student Learning Outcomes Assessment website](#).

Thank you,
Office of the Provost and the Student Learning Outcomes Assessment Committee (SLOAC)

DUE DATE: January 27, 2014

SECTION A. Demographic Information

1. Select your College or Degree Granting Unit:

Center for Multidisciplinary Studies

2. Enter your program name:

MS in (Interdisciplinary) Professional Studies

3. Degree Level:

Master degree

4. Contact Name (person completing this progress report):

Sam McQuade

5. RIT Phone Number:

475-5230

6. RIT Email Address:

7. RIT Office Address (Building and Office Number)

Example: Eastman Hall, Rm 1000

Eastman Hall, Rm 2210

SECTION B. Assessment Question

IMPORTANT! Before You Begin - Answer the following assessment question to determine how to proceed with this report.

DIRECTIONS: Important! Please note that the section and the set of questions you need to complete depend on your response to the question below.

1. In Academic Year 2012-2013, based on your program level outcomes assessment, did the program assess any program student learning outcomes?

No. Please complete questions in section D.

SECTION C. Program Student Learning Outcomes Assessed/Measured

ONLY COMPLETE IF YOU ANSWERED "YES" TO QUESTION 1 IN SECTION B.

DIRECTIONS: Please complete the following questions based on AY 2012-2013. Please indicate a number for questions 1 through 4.

1. Specify the total number of program student learning outcomes identified in the program level assessment plan in AY 2012-2013.

DIRECTIONS: Please use a numerical format (no text).

2. How many program student learning outcomes were assessed in AY 2012-2013?

DIRECTIONS: Please use a numerical format (no text).

3. Of those program student learning outcomes assessed in AY 2012-2013, how many had benchmarks (achievement level, standard or target set such as 90% satisfactory rating on a rubric or similar)?

DIRECTIONS: Please use a numerical format (no text).

4. Of those with benchmarks, how many program student learning outcomes were met/exceeded?

DIRECTIONS: Please use a numerical format (no text) for the total outcomes that were met/exceeded.

5. Program Student Learning Outcome (SLO) #1 Results

DIRECTIONS: Please provide the results of one program student learning outcomes assessed during Academic Year 2012-2013.

5a) List a program student learning outcome assessed during AY 2012-2013.

EXAMPLE: Analyze and synthesize key findings from scholarly research.

5b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 5c.

5c) If benchmark was not identified, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

5d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference your specific assessment plan elements (Data Source, Benchmark, Findings and Use of Results) as needed.

DATA SOURCE:

EXAMPLE: Capstone projects were scored with the Research Rubric that directly articulated criteria.

BENCHMARK:

EXAMPLE: 90% of students will earn an overall "3" rating (competent) on the Research Rubric.

FINDINGS:

[EXAMPLE:](#) 80% of students earned an overall "3" rating (competent) on the Research Rubric. The analysis of source information was identified as an area for improvement.

USE OF RESULTS:

[EXAMPLE:](#) Implementing a curriculum reform by adding a 3 page mini-research project focusing on analyzing and integrating source information to provide more in-depth coverage of the topic. Re-assessment will take place next spring to evaluate improvement.

6. Program Student Learning Outcome (SLO) #2 Results

DIRECTIONS: Please provide the results of another program student learning outcome assessed during Academic Year 2012-2013.

6a) List a second program student learning outcome assessed during AY 2012-2013.

[EXAMPLE:](#) Design transport packaging that will be compatible with manufacturing, distribution and end user requirements.

6b) Indicate the status/progress on the benchmark. Did students meet or exceed the benchmark?

NOTE: If no benchmark, then please answer 6c.

6c) If benchmark was not set, indicate the level students achieved for the outcome, and how the achievement was observed/determined.

6d) Use of Results: For this program SLO, describe what actions or improvements are in progress, if any. Reference the assessment plan elements (Data Source, Findings, and Use of Results) as needed.

DATA SOURCE:

[EXAMPLE:](#) Final Project in designing various transport packaging systems.

BENCHMARK:

[EXAMPLE:](#) 90% of students will receive a score of "10" or better on the Final Project Scoring Guide.

FINDINGS:

[EXAMPLE:](#) 95% of students received a score of "10" or better on the Final Project Scoring Guide.

USE OF RESULTS:

[EXAMPLE:](#) Although the benchmark was met, the course instructor made modifications to the laboratory guidelines to include more computer-based design requirements and implement more use of automated sample table capabilities.

7. Additional Assessment Results

Beyond the specific use of results for the program student learning outcomes identified in C5 and C6, describe how you have used any other assessment results for overall program improvement.

Did you use other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curricular or pedagogy?

8. Use of Results from Previous Progress Report (AY 2011-2012)

8a) Looking back on your previous submission (refer to Progress Report AY 2011-2012), what follow-up have you done related to results from your assessment?

8b) Describe Action(s) Completed or in Progress (8a).

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

SECTION D. Program Assessment Progress

ONLY COMPLETE IF YOU ANSWERED "NO" TO QUESTION 1 IN SECTION B.

DIRECTIONS: This section is for those programs that did **NOT** conduct assessment on any program student learning outcomes in Academic Year 2012-2013.

1. If no program student learning outcomes were assessed in AY 2012-2013, please indicate where the program is in the assessment process. Provide a brief explanation below.

DIRECTIONS: Please select all that apply.

- Developing program goals.
- Developing program student learning outcomes.
- Selecting courses/experience and assignments which are linked to program student learning outcomes.
- Identifying or setting benchmarks.
- Developing performance assessments/rubrics.
- Collecting indirect data (alumni survey, course grade, employer survey, etc.).
- Assessment Plan cycle did not call for any data collection this year.
- Other (Explain):

Please provide a brief explanation.

As indicated in the previous (AY 2011-2012) Learning Outcomes Progress Report, experimental direct assessment data collection began as planned in Fall Semester 2013. This occurred in December 2013 as Dr. McQuade scored all available (seven) in-person student capstone presentations on the basis of AACU rubrics criteria adopted by CMS for program assessment. Rubrics pertain to: (1) oral/written communications, (2) ethical reasoning, (3) critical thinking, (4) problem solving and (5) integrative learning.

Results of this effort, as determined in consultation with Leah Bradley on 1/23/14, that:

1. In the main graduating students meet or exceed program learning objective assessment goals. Two of seven students achieved high-to-acceptable Level 4 or 3 scores on all five dimensions of all five rubrics; five students mostly did, but also infrequently scored less than desired Level 2, 1 or 0 scores.
2. Data collected on the basis of individual student capstone presentation performance is a good start and perhaps overly ambitious given faculty to student ratios of the program (currently 1:160+) and number of annual graduates (39 students in AY-2012-2013). Leah suggested that in going forward CMS may need to limit the number of students selected for program assessment and possibly expand analysis to include students' written reports or professional portfolios.

2. As part of your continuous program improvement, describe any additional actions or activities used to inform, curriculum or teaching. Did you use any other assessment data (e.g., advisory board feedback, co-op/intern self-assessment, NSSE results, alumni feedback) to initiate improvements related to curriculum or pedagogy?

One significant new activity adopted within the program is requiring graduate students to maintain log learning journals. This was initiated at the beginning of Spring Semester (January 27, 2014) in both the program gateway course (Context and Trends) and Capstone Project course. Students are trained and instructed in how to generate various types of journal entries and to specifically report what they are learning about CMS course/program assessment objectives (see five AACU rubrics). Although journals consist of confidential communications between students and instructors, the qualitative data journals contain go directly to further discernment of what and how well students are learning and applying lessons in professional communications, ethical reasoning, critical thinking, problem solving and integrative learning. It would be interesting to consider how if at all journal data could be used to support future program assessment efforts.

Concluding note: Having been reorganized into the Innovative Learning Institute (ILI) in 2012, CMS is once again undergoing further organizational restructuring. Service-work commensurate with long-standing and seemingly continual organizational changes are hugely time-consuming and distracting from many fundamentally important matters including program assessment which arguably is THE most important thing that can/should be done to ensure program quality and long-term viability. As the MS in

(Interdisciplinary) Professional Studies continues to grow it is hoped that additional faculty resources and other circumstances will allow for regular, manageable and meaningful program assessment. As this occurs additional program assessment actions and activities such as those suggested above may become possible. For now this faculty member and graduate program director is very pleased that RIT Program Assessment well organized and purposeful, that reporting systems work great and that professional assessment staff are readily available, supportive and patient.

3. Use of Results from Previous Progress Report (AY 2011-2012)

3a) Looking back on your previous submission (refer to Progress Report AY 2011-2012), what follow-up have you done related to results from your assessment?

Action(s) Completed or in Progress [**Describe in 3b**]

3b) Describe Action(s) Completed or in Progress (3a).

Program assessment is a high priority for the MS in (Interdisciplinary) Professional Studies Degree program. Everything previously planned remains on schedule and/or is being implemented. With initial data collection and analysis now completed, it will be interesting to determine how best to proceed through the remainder of AY 2013-2014 and ultimately how CMS graduate students perform given the new program learning objectives/goals implemented via calendar conversion.

Concluding note: Having been reorganized into the Innovative Learning Institute (ILI) in 2012, CMS is now once again undergoing further organizational restructuring. The Unit will apparently be removed from ILI but remain in Academic Affairs as a stand-alone academic unit. Service-work commensurate with long-standing and seemingly continual organizational changes are hugely time-consuming and distracting from many fundamentally important matters including program assessment which, arguably, is THE most important thing that can/should be done to ensure long-term program quality and viability. Fortunately the MS in (Interdisciplinary) Professional Studies is large, growing, appropriately focused and increasingly rigorous. As the program maintains or continues to grow it is hoped that additional faculty resources and other circumstances will allow for regular, manageable and meaningful program assessment. As this occurs additional program assessment actions and activities such as those suggested (in 2 above) may become possible. For now this faculty member and graduate program director is very pleased that RIT Program Assessment processes are well organized and purposeful, that reporting systems work great, and that professional assessment staff are readily available, supportive and patient.

Thank you for completing the progress report. Please submit by clicking on SUBMIT SURVEY RESPONSES NOW at the end of the report.

On behalf of the Office of the Provost and the Student Learning Outcomes Assessment Committee, we thank you for submitting your Student Learning Outcomes Assessment Progress Report by January 27, 2014. Should you have any questions about completing the report, please contact Dr. Anne G. Wahl, Director of Student Learning Outcomes Assessment, at agwvpa@rit.edu.



PROGRAM LEVEL STUDENT LEARNING OUTCOMES ASSESSMENT PROGRESS REPORT SUMMARY (2011-2012)

College Level Results: Center for Multidisciplinary Studies (CMS)

A. CMS Progress Report Summary Trends

The two undergraduate CMS programs continued to assess student learning.

COLLEGE/ DEGREE/ GRANTING UNIT	PROGRAMS THAT ASSESSED SLO'S			PROGRAMS WITH BENCHMARKS			MET OR EXCEEDED BENCHMARKS			USE OF RESULTS (ALL PROGRAMS)		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
CMS RIT	67%	67%	67%	67%	67%	67%	67%	67%	67%	100%	100%	67%
CMS Kosovo			0%			0%			0%			0%

* International programs were included in the 2011-2012 Progress Report for the first time. International program data was not included in the overall university or college analysis.

B. CMS Student Learning Outcomes Assessment Summary

The following table provides a college level summary of where CMS programs are in relation to assessing student learning outcomes, establishing benchmarks, and using results to make improvements.

RIT CENTER FOR MULTIDISCIPLINARY STUDIES (CMS) STUDENT LEARNING OUTCOMES ASSESSMENT (AY 2011- 2012)	TOTAL	PERCENT (%)	PERCENT +/- (FROM 10-11)
1. Total number of programs that submitted progress reports	3	100%	0%
2. Total number of programs that assessed student learning outcomes	2	67%	0%
3. Total number of programs that indicated established benchmarks	2	67%	0%
4. Total number of programs that met/exceeded at least one benchmark	2	67%	0%
5. Total number of programs that indicated using results to make program improvements	2	67%	-33%

C. Recommendations and Next Steps

1. The SLOA Office will work with the CMS programs to support the assessment of student learning.
2. CMS will begin initial Taskstream training to manage and implement their new semester program assessment plans.

Return to Report

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Education:

Ph.D., (American Studies)
University of Iowa, Iowa City, IA, 1992
M.A., (American Studies)
University of Iowa, Iowa City, IA, 1990
M.A., (Religion and Culture)
Wilfrid Laurier University, Waterloo, Ontario, CANADA, 1986
M.T.S., (Systematic Theology)
Waterloo Lutheran Seminary, Waterloo, Ontario, CANADA, 1985
B.A., (English)
Wilfrid Laurier University, Waterloo, Ontario, CANADA, 1982

Awards and Honors:

Outstanding University-Community Partnership Project, Scottsboro Museum Partnership. With Ellen G. Spears. 2011. Center for Community-Based Partnerships, University of Alabama
Morris Mayer Award (University of Alabama Premier Award, selfless and significant service and leadership for the U of A community, significant contributions to student life, and integrity), 2010
Distinguished Service Award, Alabama Folklife Association, 2008
Superior Commitment to Service Learning, University of Alabama 2005
Fellow, University of Alabama Leadership Academy, 2003-05
Distinguished Achievement in Community Outreach, Council on Community Based Partnerships, 2007.
Center for Teaching Excellence, Teaching Recognition Award, UIC, 1999
Fellow, Society for Values in Higher Education, 1999
Finalist, Silver Circle Award for Outstanding Teaching, UIC, 1997, 1998
Phi Beta Delta--Honor Society of International Scholars, 1990
University of Iowa Outstanding Teaching Award, 1990

Grants and Fellowships

Scottsboro, Alabama Museum Project, Council on Community Based Partnerships, and National Trust for Historic Preservation, 2011-2012
Walker County Internship Program, Council on Community Based Partnerships, 2010-2011.
Rockefeller Fellow, Center for Black Music Research, Columbia College, 1998-1999
Grants-in-Aid, Institute for the Humanities, University of Illinois at Chicago--1998-2000
Fellow, Institute for the Humanities, University of Illinois at Chicago--1996-97
Committee on Teaching Excellence Curriculum Development Grant--1994
Center for Research on Women and Gender Seed Grant--1993

Book Publications:

Mercy, Mercy, Me: African-American Culture and the American Sixties. Oxford University Press, 2001.

Edited Publications:

Conversations with Paule Marshall. Edited with Heather Hathaway. University Press of Mississippi, 2010.

Approaches to Teaching *Narrative of the Life of Frederick Douglass*. New York: MLA Press, 1999.

Langston Hughes: A Collection of Poems and Critical Essays. Forth Worth, TX: Harcourt-Brace, 1998.

Teaching a New Canon?: Students, Teachers and Texts in the Cross-Cultural Literature Classroom. Edited with Bruce Goebel. Urbana, IL: NCTE Press, 1995.

Journal Articles:

- "Apollo Meets Dionysius: Interdisciplinarity in Long-standing Interdisciplinary Programs" (co-authored with William Newell (Miami University), Steven Hutkins (New York University), Daniel Lerner (Western Washington University), Eric McGuckin (Sonoma State University), and Karen Oates (George Mason University)). Issues in Integrative Studies 2003 21:9-42.
- "Contacts: Writing By and About Nathaniel Mackey," Callaloo, 2000 23.2:807-13.
- "Darwin T. Turner and the Teaching of African-American Literature." Langston Hughes Review 1992 11(2): 10-13.
- "Towards a Map of Mis(sed) Reading: The Presence of Absence in The Color Purple," African-American Review 1992 26(1):89-97.

Book Chapters:

- "Fenton Johnson and Familial Entrepreneurship in Chicago," in Before the Renaissance
- "Say 'Shit' Chester!": Gender, Genre and the Dynamics of Attachment in Chester Brown's *I Never Liked You*," in Canadian Graphic Life Narratives, forthcoming.
- "Critical Institutional History and the Problem of Everyday Use: "The Mound" at the University of Alabama" in Subjecting History, forthcoming, Ohio University Press.
- "Teaching the Racial Landscape at the University of Alabama." With Ellen G. Spears. In The University and Slavery, eds., Leslie Harris, et al. Athens, GA: University of Georgia Press, forthcoming.
- "Fenton Johnson" in Writers of the Black Chicago Renaissance, ed. by Steven Tracy. (University of Illinois Press, 2011), 218-32.
- "Hurston, Wright, and Classroom Difference," in John Lowe, ed., Approaches to Teaching Zora Neale Hurston, (New York: Modern Language Association, 2009), 81-88.
- "Hoyt Fuller, Negro Digest and the African American Sixties," in Todd Vogel, ed., The Black Press (New Brunswick, NJ: Rutgers University Press, 2001.), 188-206.
- "Afterword," to William Demby's Beetlecreek (University Press of Mississippi, Fall 1998), 225-36.
- "Introduction: Langston Hughes's Twentieth Century." In Hall, ed. Langston Hughes: A Collection of Poems, 2-15.
- "The African American Musician as Intellectual." In Harold Cruse's Crisis of the Negro Intellectual Reconsidered, 109-19. Edited by Jerry Gafio Watts. New York: Routledge, 2004.
- "Teaching Interculturalism: Symbiosis, Interpretation, and Native Son." In Approaches to Teaching Native Son, ed. by James Miller (New York: MLA, 1997), 81-88.
- "Flying Home: Folklore and Intertextuality in Song of Solomon." In Approaches to Teaching Song of Solomon, ed. by Nellie McKay and Kathryn Earle (New York: MLA, 1997), 68-72.
- "Toward the "Success" of a "New Canon:" Radical Introspection as Critical Practice," in Bruce Goebel and James C. Hall, eds., Teaching a New Canon? (NCTE, 1995), 3-21.

Major Encyclopedia Essays:

- "Harryette Mullen," Dictionary of Literary Biography: Contemporary American Poets [forthcoming]
- "Ellen Tarry," Encyclopedia of Alabama [<http://encyclopediaofalabama.org/face/Article.jsp?id=h-2977>]
- "George Clinton," and "Henry Threadgill." In Samuel Floyd, ed., International Dictionary of Black Composers, 229-39, 1112-1117. Chicago: Fitzroy Dearborn Publishers, 1999.
- "Lil Hardin Armstrong." in Historical Encyclopedia of Chicago Women. (Bloomington, IN: Indiana University Press, 2001).
- "George Vashon" and "James Whitfield." In Encyclopedia of American Poetry: The Nineteenth Century, 446-48, 461-64. Ed. Eric Haralson. Chicago and London: Fitzroy Dearborn, 1998.

Reviews:

- Review of James Smethurst, The Black Arts Movement: Literary Nationalism in the 1960s and 1970s. American Studies 47.3-4: 203-04
- Review of Power in Focus: Perspectives from Multiple Disciplines (Wyndham Hall Press, 2004). Association for Integrative Studies Newsletter 26.3 (October 2004): 5ff.
- "Revised Expectations," review of "The Radical Novel Revisited," book series published by the University of Illinois Press. Against The Current. 1998 (March-April) 73:43-5.
- Review of Bernth Lindfors, ed., Approaches to Teaching Achebe's Things Fall Apart. The Literary Griot 1994 6.2:68-9.
- "Protest and Celebration: Black Literary Culture From Reconstruction to the First World War." Review of Dickson Bruce's Black American Writing From the Nadir: The Evolution of a Literary Tradition, 1877-1915 (Baton Rouge, LA: LSU Press, 1989), in Callaloo 13(1):157-59.
- Review of Neil Leonard's Jazz: Myth and Religion (Oxford University Press, 1987), in Journal of Ritual Studies 1988 2(2):284-85.
- Review of Ursula Davis' Paris Without Regret: James Baldwin, Donald Byrd, Kenny Clarke and Chester Himes (University of Iowa Press, 1985), in Black American Literature Forum 1987 21(3): 349-51.

Other Writing:

- "Intellectual Risk Management," in Change, April 2013
- "Liner Notes: Stream of Life (Ivo Perelman and Brian Willson)." , Vol. CD LR 571 pp. . Newton Abbott, UK: Leo Records, 2010.
- "Liner Notes: The Apple in the Dark (Ivo Perelman and Gerry Hemingway." , Vol. CD LR 569 pp. . Newton Abbott, UK: Leo Records, 2010.
- Guest Editor, Special Issue, "African American Folktales and Folklife." Footsteps: The Young Person's African American History Magazine, June-July, 2006.
- "Flying Africans," Footsteps: The Young Person's African American History Magazine, 2006 8(3):
- "The Art of Retelling," Footsteps: The Young Person's African American History Magazine 2006 8(3):
- "The Harlem Renaissance: A Cultural Rebirth," 3-6, in Cobblestones, 27(4), 2006.
- "I Am Not a Racist in any Form Whatever," 27-30, in Footsteps: The Young Person's African American History Magazine, March-April, 2006.
- "Batting Against the Odds," 16-19, in Footsteps: The Young Person's African American History Magazine May-June, 2005.
- "A Way with Words", p. 32, "Triumph of the Human Spirit", p. 36, "Nobel for Morrison" p. 38, in Footsteps: The Young Person's African American History Magazine, March-April 2005.
- "Young Langston," 6-9, "Expanding Horizons," 24-26, "A Search for Identity," 10-13, and "The Return Home," 28-31, in Footsteps: The Young Person's African American History Magazine, March-April 2004.
- "Nathaniel Mackey," "Harryette Mullen," and "Will Alexander." In Encyclopedia of American Poetry, (London: Fitzroy-Dearborn, 2002) 3-4, 429-30, 486-88.
- "George Schuyler's Black Empire and Black No More," in Megill's Guide to Science-Fiction and Fantasy Literature, ed. Frank Megill, (Pasadena, CA: Salem Press, 1996), 68-71.
- "Alex Haley," and "Charles Chesnutt." Microsoft Encarta 96 (Seattle, WA: Microsoft, 1996) [CD ROM].
- "Charlie Parker," "John Coltrane," and "Frank London Brown." Oxford Companion to African-American Literature, ed. William Andrews, et al. (New York: Oxford, 1997), 559, 165, and 101-2.
- "Walter Mosley's Devil in a Blue Dress," in Masterpieces of African-American Literature (New York: Harper Collins, 1992), 138-41.
- "James Brown," and "John Coltrane." in The African-American Encyclopedia (New York: Marshall-Cavendish, 1992), 226-29, 355-58.
- "Collaboration in Sound and the Elaboration of Tradition: Diane Schuur and the Count Basie Orchestra." Iowa Center for the Arts Playbill February 1990.

Work-in-Progress:

- Book: Developing Disciplines and the World of Jim Crow: Intellectual Life at the University of Alabama, 1925-1963
- Book: "Racial Distinction: African American Authorship and the Growth of Community, 1900-1930"
- Book: "Selected Writing of Fenton Johnson, 1903-1958"

Presentations:

- "Better Together:: Higher Educational Consortia in the Public Sphere." Washington, DC: January 27, 2014: American Association of Colleges and Universities, Annual Meeting.
- "Margaret Atwood's Payback," British Association for Canadian Studies, April 6, 2013.
- "Segregation and Scholarship: The Talladega Study and the University of Alabama." at University of Sussex American Studies Program Seminar (April 11, 2013) and British Association for American Studies," April 22, 2013.
- "Documenting Student Learning in the Innovative Institution and Program," AACU National Meeting, Seattle, January 2013.
- "Uncommon Programs in the Public University." AACU National Meeting, San Francisco, January 2012.
- "Ivo Perelman and Transnationalism." Rhythm Changes Conference, Amsterdam, September 2011.
- "Political Challenges Facing the Individualized Major Program," Bloomington, IN, March 2011.
- "The Racial Landscape at the University of Alabama," Slavery and the University, Atlanta, GA, February 2011.
- "African American Studies, Individualized Majors, and the Genealogy of Autonomy." Invited Lecture, University of Massachusetts, Amherst, MA, October 26, 2010
- "International Cooperation Amongst Interdisciplinary Studies Programs," Association for Integrative Studies Conference, San Diego, October 2010.
- "Building Community Through a Freshman Creative Arts Course." Imaging America Conference, Seattle, WA, September 2010.
- "There Is A Town: Michael Ignatieff and the Expatriate Experience," British Association for Canadian Studies, April 2010.

"Development and the Individualized Major Program," "Assessment and Change in the Individualized Major Program," Indiana University, March 6, 2010
 "Robert Hayden in Historical Context," Ryerson University, February 2009.
 "Managing the Individualized Major Program," Indiana University, March 4, 2010.
 "Development Activities in the Interdisciplinary Studies Program," at Association for Integrative Studies Annual Meeting, Atlanta, GA, October 10th, 2006.
 "Administrative Challenges in the Interdisciplinary Studies Program," at Association for Integrative Studies Annual Meeting, Fairfax, VA, October 8th, 2005.
 "Gender and Authority in U.S. Jazz, 1945-1960," at Society for American Music Annual Meeting, Eugene, OR, February 2005.
 "Who Stole the Black String Band?" at CRISSCROSS, University of Nottingham, UK, June 2004.
 "Robert Hayden's Peacock Room," University of Iowa, February 26th, 2004 (Ida Beam Distinguished Lecture); Western Washington University, March 5th, 2004
 "Co-workers in the Kingdom of Culture: Comparative Instinct and Double Consciousness," at Modern Language Association National Meeting," San Diego, CA, December 30, 2003
 "International Education and the Former Yugoslavia," for International Education Week, University of Alabama, October 27th, 2003.
 "Interdisciplinarity in the New College Program," Association for Integrative Studies Meeting, Detroit, MI, October 10, 2003.
 "Bristol Modern," at Modernist Studies Association, Birmingham, UK, September 20, 2003.
 "African-American Studies in American Studies," at Southern Regional American Studies Association meeting, February 7, 2003
 "Antagonistic Cooperation: Dennis Stock's Jazz Street," at American Studies Association Annual Conference, Houston, TX, November 15, 2002.
 "Hull House Magazine and the Chicago Cultural Front," at 2nd Annual Hull House Conference, University of Illinois at Chicago, Chicago, IL, April 13, 2002.
 "Violence in Richard Wright's Native Son," and "Race and Ethnic Studies in the United States," invited lectures at the University of Novi Sad, Novi Sad, Yugoslavia, October 2001.
 "Teaching the Slave Narrative," at "Race and the Curriculum," Chicago, February 2001.
 "Fenton Johnson's Anxious Modernity," Modern Language Association, Chicago, December 27, 1999.
 Respondent to panel, "Interart Inquiry and the Black Expressive Arts," American Studies Association, Montreal, October 30, 1999.
 "Jazz and Photography," College Music Society, Denver, October 17, 1999.
 "Beyond Hip: Jazz, Religion, and the Reformation of American Culture, 1957-1966." British American Studies Association, Glasgow, UK, March 1999.
 "Duke Ellington and the 1960s." American Historical Association, Washington, DC, January 1999, and Columbia College, Chicago, Annual Seminar, March 1999.
 "Mary Lou Williams and the Modern Musician." Integrative Studies Roundtable, Columbia College November 1998.
 "Ethics and the Multicultural Literature Classroom," Presentation/Workshop, January 26, 1998, for Illinois School Districts 90, 97 and 200, in Oak Park, IL.
 Respondent to Panel, Black Popular Culture, American Studies Association National Convention, October 30, 1997.
 "Teaching African-American Poetry," and "Conflicts in Twentieth Century African-American Culture," Symposium on the Teaching of African-American Literature, University of Utah, June 1997.
 "Gender and Jazz History: Mary Lou Williams and the Autobiographical Occasion," Institute for the Humanities, University of Illinois at Chicago, March 26, 1997.
 "The History Difference Makes/The Difference History Makes." Presented at National Council of Teachers of English Annual Convention, Chicago, IL, November 24, 1996.
 "Jazz, Gender, and the Cold War: Mary Lou Williams' Cultural Critique." Presented at American Studies Association National Conference, Kansas City, MO, November 1, 1996.
 "Sacred Concerts and the 1960s: Mary Lou Williams, Duke Ellington, and the Critique of Consumer Capitalism." Presented at Vietnam Generations Conference, October 7, 1995.
 "Teaching the New Canon." Presented and conducted workshop at National Council of Teachers of English Annual Convention, Orlando, November 18, 1994.
 "Theorizing Mary Lou Williams." Presented at Canadian American Studies Association, Ottawa, Canada, November 5, 1994.
 "Miles Davis and Bitches Brew: Beyond Cultural Dialogics." Presented at the national Popular Cultural Association Annual Meeting, April 6, 1994 and Midwest Modern Language Association, November 11, 1994.
 "The Accomplishment of Lilian Hardin Armstrong." Presented at Colloquium for Women's History Month at UIC, March 17, 1994.
 "Teaching Multicultural Literature." A Daylong Workshop for Illinois School Districts 95, 97, and 200.

January 24, 1994 and January 23, 1995.

"Violence, Narrative, and a Pedagogy that 'Makes Sense': John Wideman's Philadelphia Fire". Presented at the Midwest Modern Language Association Annual Meeting, November 4, 1993.

"African-American Studies as Liminal Practice." Presented at the Midwest Modern Language Association Annual Meeting, November 5, 1993.

"Coltrane Culture: Loving the Black Universal," at University of Illinois at Chicago African-American Cultural Center Faculty Colloquium and "Towards a History of the 1960's", Madison, WI, April 1993.

"Mary Lou Williams and Jazz Historiography," at Making Connections, University of Illinois at Chicago conference on studies of women and gender, April 1993.

"Racial Subtexts: Teachers Mediating Differences," National Council of Teachers of English Annual Meeting, November 1992.

"The Pragmatics of Race in the Multicultural Classroom," Chicago Area English Articulation Conference, October 1992.

Respondent to Panel, "A Sustainable Peace." MMLA, Chicago, IL, November 1991.

"America's MultiEthnic Literature," presentation and consultation with Ligature Corporation, a textbook development firm, November 1991.

"The Reception of Negritude in Sixties America," at University of Iowa American Studies Colloquium, April 1991.

"American Literary Diversity in the 19th Century," at SUNY-Potsdam, February, 1991.

"Further Eruptions of Funk: History and Paule Marshall's The Chosen Place, The Timeless People, University of Illinois-Chicago, February 1991.

"Langston Hughes and Walt Whitman: Establishing a Dialogical Pedagogy," at Ursinus College, Collegeville, PA, January 1991.

"Popular Discourse and the Crisis of the Intellect: Religious Novels of the 1890's," Midwest ASA, St. Louis University, April 4, 1990.

"'The Immortal Chase of Love Across the Bitter Earth': Thinking Cross-Culturally" at University of Iowa American Studies Colloquium, April 1990.

"Expanding Disciplinary Boundaries," at National Graduate Student Conference in English Studies, at University of Iowa, October 10, 1989.

"The Howard University School of Religion and Attitudes to Afro-American Religious Life, 1927-1934." Central States AAR, Southwest Missouri State University, April 9, 1988.

"Male Critics and Black Women's Literature: Some Considerations," at Women's Bodies, Women's Voices, University of Iowa, April 2, 1988.

"Thinking About Religion and Music," Central States AAR, Luther Northwestern Seminary, St. Paul, MN, April 12, 1987.

"Images of America in Jazz Autobiography," at Jazz: An American Metaphor, University of Minnesota, February 13, 1987.

Conferences Organized:

Association for Integrative Studies 31st National Conference, October 2009

Individualized Major Programs: Assessment of Effective Learning and Best Practices, Bloomington, IN, March 2010

"Alabama Perspectives on Sustainability and Climate Change," Chair, Lecture Series, 2007-2010.

"Alabama Cemetery Traditions," Alabama Folklife Association Annual Meeting, 2006, in conjunction with New College at the University of Alabama, November 2006.

Organized "New Words, New Worlds: Publishing Today," a conference at the University of Alabama, March 9th, 2006.

Organized "GMO: Friend or Foe: The Science, Economics, and Ethics of a Genetically Modified Food Supply," a conference at the University of Alabama, March 13th, 2004.

Organized with Peg Strobel, "Hull House Magazine and the Chicago Cultural Front, 1930-1945," the Third Annual Hull House Museum Conference, April 12 & 13, 2002.

Co-chair of organizing committee, "Race and the American Studies Classroom," a conference sponsored by the University of Illinois at Chicago and the Council on American Studies Education, February 16-27, 2001.

Sessions and Panels Chaired/Organized:

Chaired, "Race, Literature, Place," at "Race and Place," Dept. of History, U of Alabama, March 12, 2004.

Organized and chaired, "Sexuality and the Classroom," session for "Excellence in Teaching Week," February 24th, 2004.

Organized and introduced, "Teaching the Slave Narrative," Modern Language Association, December 29, 1999.

Organized and introduced, "Black Popular Culture," at Midwest MLA, November 11, 1994.

Organized and introduced, "Conformity and Resistance: African-American Culture and the Cold War." at American Studies Association Annual Convention, Nashville, TN, October 30, 1994.
 Chaired "Beyond Universals: Teaching Native-American Literature." At the National Council of Teachers of English Annual Meeting, November 19, 1994.
 Moderated "African-American Struggles for Freedom: Contemporary Historical Perspectives."
 Part of UIC's Black History Month Celebrations, February 4th, 1994.
 Organized and introduced "A Man and a Woman: A Black Poetic Dialogue--A Reading by George Barlow and Elizabeth Alexander." Part of UIC's Black History Month Celebrations, February 21, 1994.
 Organized "Remembering the 1960's" as part of UIC's "Black History Month" program which included Leon Forrest, Val Ward, Angela Jackson, Eugene Redmond, and Sterling Plumpp.
 Organized "Understanding the Second Black Renaissance" at national conference "Towards a History of the 60's," at the University of Wisconsin, Madison, WI, April 29-May 1, 1993.
 Chaired "Literary Strategies in African-American Literature," National Graduate Student Conference in English Studies, October 9, 1989.

Employment:

Executive Director, Consortium for Innovative Environments in Learning, 2013-
 Associate Professor, New College, University of Alabama, 2002-
 Associate Professor and Director, New College, University of Alabama, 2002-2012
 Associate Professor, African American Studies and English, University of Illinois at Chicago, 2000-2002
 Associate Head, Dept. of African-American Studies, University of Illinois at Chicago, 1999-2001.
 Director of Undergraduate Studies, Dept. of African-American Studies, University of Illinois at Chicago, 1997--2001.
 Assistant Professor, African-American Studies and English, University of Illinois at Chicago, 1992-1999.
 Visiting Lecturer, African-American Studies and English, University of Illinois at Chicago, 1991-1992
 Co-ordinator, General Education Literature /Ford Foundation Task Force on Cultural Diversity, University of Iowa, 1990-91.
 Program Assistant, General Education Literature Program, University of Iowa, 1988-90.
 Instructor, American Studies, African-American World Studies, General Education Literature, and Division of Continuing Education, University of Iowa, 1987-91.
 Research Assistant, University of Iowa, 1986-87.
 Head Resident, Wilfrid Laurier University, 1984-86.

Courses Taught:

University of Alabama:

"Perspectives in Humanities: History and Memory" Fall 2013, Spring 2014
 "Southern Narrative Before Civil Rights" Summer 2012
 "Autobiography, History, the 1960s" Summer 2011
 "Science, Technology, and the 1960s" Summer 2010
 "Disciplinarity," Spring 2010
 "Introduction to the Arts," Fall 2008, Fall 2009, Fall 2010, Fall 2011
 "Introduction to Interdisciplinary and Integrative Studies," Fall 2002, Spring 2003, Fall 2004, Spring 2004, Fall 2004, Spring 2005, Fall 2006, Spring 2006, Spring 2007, Spring 2014
 "What is a University For," Spring 2003, Fall 2004 (**Honors**)
 "Moral Inquiry: Race and Racism," Spring 2003
 "Love and Its Myths," Spring 2004, Spring 2006
 "Arts and Society," Summer 2004
 "Capstone Seminar," Fall 2005, Spring 2006
 "Perspectives in the Humanities," Summer 2006, Summer 2007
 "1968," Summer 2007, Summer 2008
 Freshman Learning Community: Civic Engagement, Fall 2006
 Freshman Learning Community: Creativity Across the Disciplines, Fall 2007
 Capstone Senior Project, Fall 2006, Spring 2007, Summer 2007, Summer 2009, Summer 2010, Spring 2014

University of Illinois at Chicago:

"Teaching Literature," Fall 2001
 "Writing the City" [Honors College, Fall 2001
 "The City and the Black Imagination," Spring 2001
 "Black Literature/Black Chicago" [Graduate Seminar], Fall 2000, [undergraduate seminar] Fall 2001
 "African American Autobiography, Fall 2000
 "Freshman Seminar: LAS 100," Fall 1999

"Jazz, Literature, American Culture," Fall 1999
 "American Literature, Beginnings to 1900," Summer 98
 "Rereading the Harlem Renaissance," Spring 98, Spring 00
 "Postwar African-American Poetry," Fall 97
 "Introduction to Literary Theory," Fall 97, Fall 99
 "Comparative Black Literatures," Spring 96
 "James Baldwin [Graduate Seminar]," Fall 95
 "The Politics of Culture," Spring 95, Spring 96 [**Honors Seminar**]
 "Ralph Ellison and His Ancestors [**Honors Seminar**]," Spring 95
 "African-American Experimental Fiction Since 1970," Fall 94
 "Introduction to Multicultural Literature," Summer 93, Summer 94
 "Introduction to African Literature" Spring 94
 "African-American Literature and the Cold War," Fall 93
 "Writing in African-American Studies," Spring 92, Fall 93
 "Race, Writing and Difference in the American Sixties," Spring 92
 "Introduction to Afro-American Literature I," Fall 91
 "Introduction to Afro-American Literature II," Summer 92, Spring 94, Fall 95, Spring 00, Spring 01
 "The Black Novel," Fall 91
 "Introduction to Afro-American Religion", Fall 92, Fall 94
 "Slavery and Literature," Fall 92
 "Contemporary American Literature," Spring 93
 "Introduction to Afro-American Folklore," Spring 93
 "Enriching the High School Curriculum," Summer 95, Summer, 96, Summer 97

University of Iowa:

"Interpretation of Literature," Spring 87, Fall 87, Fall 88
 "American Lives (American Autobiography)," Spring 87, Summer 89
 "Literatures of the African Peoples," Spring 90, Fall 90, Spring 91
 "American Values (Introduction to American Studies)," Fall 88, Fall 89
 "American Music: Jazz in American Culture," Fall 88, Spring 88, Fall 89
 "Introduction to Afro-American Culture," Spring 91

University Service:

University of Alabama:

McNair Fellows Committee, 2009—2012
 Coordinator, Self-Designed Minor Program, 2008—2012
 Coordinator, Civic Engagement and Leadership Minor Program, 2007-2012
 Service Learning Advisory Council, 2006-2010
 Arts and Sciences, Undergraduate Learning Committee, 2006-2008, 2010-2011
 Athletics and Academics Committee, 2007-2011
 Campus Master Planning Committee, 2008-2010
 Gameday Planning Committee, 2011-2012
 Dean, School of Social Work, Search Committee, 2009
 Director, Outdoor Recreation, Search Committee, 2012
 Strategic Planning Committee, External Degree Program, 2007-2008
 Search Committee, College of Continuing Studies Program Director, 2006-2007
 University of Alabama Arts Council, 2006-2009
 Search Committee, Division of Student Affairs, Volunteer Center, 2006.
 Judicial Hearing Officer, 2007-
 Interim Suspension Hearing Officer, 2007-
 Institute for Social Science Research, Search Committee, 2006-2007
 President's Commission on Teacher Education: 2006-2009
 African American Studies Director Search, 2006-2007
 Blount Undergraduate Initiative, Admissions, 2007-
 Council on Community Based Partnerships, 2006-2012
 Tenure and Promotion Subcommittee, Council on Community Based Partnerships, Chair, 2007-2010
 Search Committee, Director of Community Service Center, 2005
 College of Continuing Studies, Associate Director Search, 2006
 Student Organization Advisor [Multiple: New College Council, Tuscaloosa Contradancers, Alabama Atheists and Agnostics, etc.]
 Ad hoc committee on Center for Business Integrity, 2005.

Service Learning and Voluntarism Task Force, 2004
 Animal Care Committee, 2004-2006
 International Education Committee, 2004-2006
 Search Committee, Director of Computer Based Honors Program, 2004.
 Faculty Senate, 2004-2006, 2009-2011
 Financial Affairs Committee, Faculty Senate, 2004-2006 (Co-Chair, 2005-2006)
 Information Technology, Faculty Senate, 2009-2011 (Chair)
 Honors College Advisory Council, 2003-2006
 Judge, Graduate Student Association Conference, March 2004.
 Teacher Education Advisory Council, 2003-
 Co-ordinator, Race, Gender, and Pedagogy Group, 2002-2005
 College of Arts and Sciences, Diversity Committee, 2003-2007
 Chair, African American Studies Advisory Committee, 2003-2010
 Search Committee, Dept. of Modern Languages and Classics, Chair Search, 2003-04.
 Search Committee, School of Music, Chair Search, 2002-03.
 Multicultural Affairs Task Force, Student Affairs, 2003-2007
 Southern Poverty Law Center Task Force, 2003.
 SGA Elections Committee, 2003-2005
 Islam Forum Organizing Committee, 2003.
 Teaching and Learning Academy Committee, 2002-
 Coalition on Diversity and Inclusiveness, 2003- [Convenor, 2005-2008]

University of Illinois at Chicago:

Dept. of English, Senior African American Literature Search, 2001-02
 Committee on Art & Architecture/LAS Relations, 2000-2001
 Executive Committee, Institute for the Humanities, 2000-02
 Dept. of AAST, Chair, IBHE Review Committee, 1999
 LAS Religious Studies Committee, 1999-2002
 Residence Life: Faculty Fellow, 1998-2002
 Faculty Advisor to: Men's and Women's Rugby Clubs, 1997-2002, Students Against Sweatshops, 2000-02
 College of Education/AAST Ad Hoc Committee on Joint Degree Programs, 1999-2000
 Hull House Conference Committee, 1998-1999
 Graduate College, Awards Committee, 1998-2001
 Graduate College, Task Force on Research Grants for Ph.D candidates, 2000.
 LAS, Interdisciplinary Studies Committee, 1998
 Dept. of AAST, Head Search Committee, 1997-1998, 2000-2001
 Dept. of AAST, Teaching and Curriculum Committee, 1997-2002
 LAS Education Policy Committee, 1997-2000
 LAS Quorum Committee, 1991-1996, 2001-2002
 Committee on Ancient, Medieval, and Renaissance Studies, 1992-1994
 Chancellor's Task Force on Gay and Lesbian Issues, 1992-2002
 Member of the Advisory Committee for the New Ethnic Congregations
 Project organized by Stephen Warner of the Office of Social Science Research, 1993-94.
 Black History Month Committee, 1993-1994
 Chair, Senate Committee on Student Affairs, 1995-1996
 Martin Luther King Day Committee, 1994-1997
 Ad hoc Committee on Caribbean Studies, 1994-1997
 English Dept.--Teaching Committee, 1995-1996
 English Dept.--Grade Appeals Subcommittee, 1995-1996
 Curated with Virginia Wexman a film series, Contemporary Black Film, Fall 1994
 Coordinated with Terri Thorkildsen, "Race and Gender Issues in Teaching
 Group," 1995-1996.

University of Iowa:

Council on Teaching, 1989-91
 University Library Committee, 1989
 Regents Teaching Award Committee, 1989
 University of Iowa Center for Teaching Excellence Committee, 1989-90
 University Instructional Teaching Award Committee, 1989-90
 Graduate Student Senate, 1988-89
 "Interpretation of Literature" Review Committee, 1989-90
 "Literary Presentation of Women" Review Committee, 1989-90

General Education Literature Program Textbook Committee, 1989
General Education Literature Program Administrative Committee, 1989-90
American Studies Graduate Student Association Executive Committee, 1987-89
American Studies Program Steering Committee, 1988

Professional Service:

Member, Editorial Advisory Board, University of Illinois Press, 2001-2002
Member, Editorial Board, Margaret Walker African American Studies Book Series, University Press of Mississippi, 1999-2010
Member, Secondary Education Committee, American Studies Association, 1998-2001
Member, International Education Committee, American Studies Association, 2002-2005
Member, Editorial Board, *Journal X* [formerly Mississippi English], 1998-2004
Member, Editorial Board, *Global South*, 2005-2008
Member, College Section Nominating Committee, NCTE, 1997-1998
Chair, Midwest Modern Language Association "Peace Literature and Pedagogy Section," 1992-93.
Member, Curriculum Committee, International Assembly, NCTE, 1993-1994
Member, Advisory Board, "Dress, Body, Culture" Series, Berg Publishers, 1994-2010
Member, MLA Delegate Assembly, 1995-1998, 2003-2006
Member, Editorial Board, "H-Amstdy" [Internet Listserv], 1993-1996
Member, Editorial Board, "H-AmRel" [Internet Listserv], 1994-2001

Program Reviews for Wayne State University, City College of New York, University of Maryland-Baltimore County, University of Texas at Arlington, Sonoma State University

Association for Integrative Studies, Board of Directors, 2005-2011

State of Alabama, Articulation and General Studies Committee, Area Studies Group, 2005-

Steering Committee, Directors of Individualized Major Programs, 2009-2011, hosted by Indiana University.

Tenure Reviews for University of Northern Iowa, University of Michigan, University of New Mexico, George Mason University, University of Pittsburgh-Johnstown, Louisiana State University, Marquette University, George Washington University, University of Texas at Arlington

Manuscripts reviewed for: Greenwood Press, Berg Press, SUNY Press, University of Alabama Press, University Press of Mississippi, Contemporary Literature, Literature and Medicine, Contours, Mosaic and Journal X, African American Review, Journal of Cognitive Affective Learning, Issues in Integrative Studies, Family and Community Health

Conference Panel Reviews for International Conference on Scholarship of Teaching and Learning (Georgia Southern University) 2008-, and National Outreach Scholarship Conference (University of Georgia), 2009

Professional Affiliations:

Modern Language Association
National Council of Teachers of English
American Studies Association
College Language Association
Association for Integrative Studies
History of Education Society

Community Service:

Challenge 21: Tuscaloosa Community Leadership Organization, Board of Directors, 2004-2010
Alabama Folklife Association, Board of Directors, 2003-2012 [Treasurer, 2004-2005; Vice President, 2005-2006, President, 2007-2009]
Alabama Blues Project, Board of Directors, 2002-2011
West Alabama Children's Summit, West Alabama United Way, Organizing Committee, 2007-2011
Oak Park School District 97, Multicultural Advocates Committee, Oak Park, IL, 1991-1995
United Campus Ministries, Board of Directors, 1994-2002; President, 1999-2002
African-American Genealogical Society of Chicago Book Project Board, 1993-95.

References:

Assistant Dean, Jacqueline Morgan

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College of Arts and Sciences
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Professor Natalie Adams
Director, New College
University of Alabama
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205-348-8400
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Professor Hank Lazer (retired)
Associate Provost
Academic Affairs
University of Alabama
Tuscaloosa, AL 35487
hlazer@aalan.ua.edu

Curriculum Vitae
Carol J Romanowski
Department of Computer Science

CONTACT INFORMATION

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EDUCATION

University at Buffalo SUNY, Buffalo, NY	Ph.D.	Industrial Engineering	2004
University at Buffalo SUNY, Buffalo, NY	M.S.	Industrial Engineering	1999
University at Buffalo SUNY, Buffalo, NY	B.S.	Industrial Engineering	1996
SUNY Plattsburgh, Plattsburgh, NY	B.A.	General Studies	1976

ACADEMIC EMPLOYMENT

1. Associate Professor, Department of Computer Science, RIT 2014-present
2. Associate Professor (from 2011), CMS, RIT, Rochester, NY. 2005-2013.
3. Lecturer, University at Buffalo SUNY, Buffalo NY. 1999-2008.

NON-ACADEMIC EMPLOYMENT

1. Management Consultant, Dopkins & Company LLC, Williamsville NY 1999-2005.
2. Technical writer, instructor, and consultant, The Center for Industrial Effectiveness, Buffalo NY 1995-2004.

TEACHING

Curricular Development

1. Degree programs
 - GCCIS
 - 2013. Advanced Certificate in Big Data Analytics. Leading steering group developing the certificate and other activities surrounding the topic of Big Data (website, conference). Helped steer it for approval by the CS and GCCIS curriculum committees and Grad Council. Also provided the materials used when it was presented at the Institute Senate. Certificate received NYS state approval in September 2013.
 - 2009-10. MS in Database Management (effort disbanded due to moratorium). Member of steering group that was developing the degree proposal.
 - 2009-10. Advanced Certificate in Data Mining (effort disbanded because of moratorium). Member of steering group that developed the proposal, and helped create/revise some of the coursework.
 - CMS
 - 2007. CMS undergraduate certificate in Quality Management. Led steering group that redesigned certificate and courses, approved by New York State in 2007.
 - 2011-present. Chair of Multidisciplinary Curriculum Committee, responsible for semester conversions of degree programs and courses for the Center for Multidisciplinary Studies.

2. Coursework

- GCCIS
 - 2005-2013. Helped to develop and teach several new courses including CSCI 420 Principles of Data Mining, CSCI 620 Introduction to Big Data, CSCI 720 Big Data Analytics, and CSCI 721 Data Preparation and Cleaning. Member of CS Data Management Cluster.
- CMS
 - Developed and taught CMS courses Introduction to Asset Management; History and Manufacture of Siege Weapons. Courses developed but not taught: Introduction to Asset Reliability (joint effort with adjunct); Global Sourcing, Ethics, and Contracts; Strategic Sourcing Across the Enterprise; Strategic Sourcing for the Government and Military.

Courses taught

- GCCIS
 1. CSCI 721 Data Cleaning and Preparation
 2. CSCI 620 Introduction to Big Data
 3. 4005.779 Big Data Analytics seminar (Spring 2012)
 4. 4005.775 Data Mining
 5. 4005.773 Data Cleaning and Preparation
 6. 4003.487 Principles of Data Mining
- CMS
 1. MTSC 240 History and Manufacture of Siege Weapons
 2. TCOM 333 Technical Writing and Editing
 3. 3081.398 Six Sigma Principles I
 4. 3084.320/3084.420 Statistical Quality Tools
 5. 3084.340 Quality Data Analysis
 6. 3084.430 Management for Quality
 7. 3084.480/780 Introduction to Asset Management
 8. 3088.481/781 International Project Management
 9. 3092.310 History and Manufacture of Siege Weapons
 10. 3097.510 Multidisciplinary Life
 11. 3099.705 Context & Trends
- MMET/PS
 1. MCET 582/620 Robust Design in Products and Systems
 2. 0610.820 Concept Design and Critical Parameter Management
 3. 0610.870 Robust Design in Products and Systems

Other Teaching Activities

1. 2011. Contributed to the semester conversion by revising courses for the MS degree in Manufacturing and Mechanical Engineering Technology, CAST.
2. 2007-present. Independent Studies supervision of GCCIS, CMS, and MMET students. Selected topics included Data Mining, Web Mining, Text Mining, Design of Experiments for Poppet Valve Failure.
3. Selected University at Buffalo courses: IE 477 Digital Simulation; IE 507 Design and Analysis of Experiments (also offered as distance learning); EAS 230 Higher Level

Language (computer programming course for all non-computer science engineering students); IE 563 Data mining in service enterprises.

GCCIS Ph.D. Dissertations

Chair

- Fernando Cueva. First year student.

Committee Member:

- Suhair Alshehri. Graduated May 2014.

CIAS Ph.D. Dissertation Committee member

- Thomas Kinsman. Expected graduation May 2015.

M.S. Capstones (Advisor)

35 students have completed. Year of defense is listed below. All are GCCIS CS students unless otherwise noted.

1. 2013: Abhinav Chowdhary; Rishita Shah; Sivakumar Sundar (KGC OE, committee). 2012: Karan Sethi; Bhagyashree Keny; Anup Ahire (committee). 2011: Debdatta Chakraborty; Uthra Natarajan; Hee-rak Kang (KGC OE, committee); Steven Baylor (committee); Adarsh Atluri (committee); Mayank Goel (committee); Bhavik Doshi (committee), Jason Christopher (committee). 2010: Jagadeesh Patchala; Vanshika Sinha (committee). 2009: Anand Sharma; Fazim Mohammed; Hoshang Patil; Ronakkumar Patel; Kumar Keswani; Pratik Khatavkar; Amani Al-Saqqaf (committee). 2008: Ravi Ram Kallepalli; Nitasha Gupta; Harita Chilukuri; Karthikeyan Suryanarayanan (committee); Kalexin Bao (committee); Sejal Shah (committee); Rahul Gupta (committee) Priyanka Sinha (committee); Yesha Shah (committee); Chandni Sharma (committee); Manjunath Beeraladinni (committee). 2007: Laura Grell (COS, committee), Daniel Buschel (CAST committee).
2. 4 current students at different stages from GCCIS.

SCHOLARSHIP

Peer Reviewed Publications

1. C. Romanowski, S. Mishra, R. Raj, T. Howles, and J. Schneider, "Information management and decision support in critical infrastructure emergencies at the local level," IEEE Conference on Technologies for Homeland Security (HST '13), November 2013.
2. C. Romanowski, J. Schneider, "Decision making to support local emergency preparation, response, and recovery," IEEE Conference on Technologies for Homeland Security (HST '13), November 2013.
3. S. Mishra, C. Romanowski, R. Raj, T. Howles, and J. Schneider, "A Framework for Critical Infrastructure Protection Education for Engineering, Technology and Computing Majors," Frontiers in Education Conference, October 2013.
4. C. Romanowski, R. Raj, "Catching the Wave: Big Data in the Classroom," Frontiers in Education mini-workshop, October 2013
5. S. Sundar, M. Esterman, and C. Romanowski, "Prediction during Product Development: Developing an Event Generation Engine," Engineering Technical Conferences & Computers and Information in Engineering Conference, August 2013.
6. C. Romanowski and J. Schneider, "Critical infrastructure protection and risk analysis in the mid-size city," IEEE Conference on Technologies for Homeland Security (HST '12), November 2012.

7. C. J. Romanowski, R. K. Raj and M. Ramkumar, "Successful Practices for Online Computing, Engineering, and Technology Courses," 41st ASEE/IEEE Frontiers in Education Conference (FIE 2011), Rapid City, Oct 2011.
8. C. J. Romanowski, R. K. Raj, and M. Kwon, "WIP: An Immersion Course Sequence in Mobile Web Computing," 41st ASEE/IEEE Frontiers in Education Conference (FIE 2011), Rapid City, Oct 2011.
9. R. K. Raj, S. Mishra, C. Romanowski and T. M. Howles, "CyberSecurity as General Education," 15th Colloquium for Information Systems Security Education, June 2011.
10. T. M. Howles, C. J. Romanowski, S. Mishra, and R. K. Raj, "A Holistic, Modular Approach to Infuse Cyber Security into Undergraduate Degree Programs," 6th Annual Symposium on Information Assurance (ASIA '11), Albany, NY, June 2011.
11. E. Hoffmann, C. Drury and C. Romanowski (2011), "Modeling Movement Times to One-, Two- and Three-Dimensional Targets," *Ergonomics*, 54(12): 1175-1185.
12. A. Chowdhary and C. Romanowski, "Design of an unordered tree generator," Industrial Engineering Research Conference (IERC), with A. Chowdhary; June 2010.
13. C. Robillard and C. Romanowski, "Developing an Integrated Collaborative Engineering environment," Industrial Engineering Research Conference (IERC), June 2010.
14. S. Anson, E. Dell, M. Castro-Cedeno, R. Garrick, C. Greene, J. Lee, C. Romanowski, M. Slifka, and L. Villasmil "UFAST – Practical Advice for Accelerating New Faculty Scholarship," 2010 ASEE Annual Conference, June 2010.
15. S. Anson, E. Dell, R. Garrick, C. Romanowski, M. Slifka, and L. Villasmil "Accelerating Untenured Faculty Scholarship," Engineering Technology Division 2010 Conference for Industry and Education Collaboration (CIEC), Feb 2010.
16. J. Myers, M. Boyd, G. Johnson, S. McQuade, T. Moran, C. Romanowski, and B. Tomaszewski, "Bridging the Institute - The Value of a Multi-disciplinary Degree Program," Polytechnic Summit, July 2009.
17. M. Boyd and C. Romanowski, "Data mining for project management success," Industrial Engineering Research Conference (IERC), May 2009.
18. C. Romanowski, "Data mining in design of experiments," Industrial Engineering Research Conference (IERC), May 2009.
19. P. Sinha, R. K. Raj, and C. J. Romanowski, "A Holistic Approach to Schema Matching," CSIE, vol. 4, 2009 WRI World Congress on Computer Science and Information Engineering, April 2009.
20. C. Romanowski, "Data mining of graphs and trees," *Data Mining and Warehousing Encyclopedia*, 2nd edition, 2007.
21. D. Raheja, C. Romanowski, J. Llinas, and R. Nagi (2006). "A data fusion/data mining architecture for condition-based maintenance," *International Journal of Production Research*, 44 (14,15): 2869-2887.
22. C. Romanowski, R. Nagi, and M. Sudit (2006). "Data mining in an engineering design environment: OR applications from graph matching," *Computers and Operations Research*, 33(11): 3150-3160.
23. C. Romanowski and R. Nagi (2005). "On clustering bills of materials: A similarity/distance measure for unordered trees," *IEEE Transactions on Systems, Man, and Cybernetics, Part A*, Vol. 35(2): 249-260.
24. C. Romanowski and R. Nagi (2004). "A data mining approach to forming generic bills of materials in support of variant design activities," *ASME Transactions, Journal of Computing and Information Science in Engineering*, Vol. 4(4): 316-328.

25. P. Sageev and C. Romanowski (2001). "A Message from Recent Engineering Graduates in the Workplace: Results of a Survey on Technical Communication Skills," *Journal of Engineering Education*, Vol. 90(4): 685-692.
26. C. Romanowski and R. Nagi, "Analyzing Maintenance Data Using Data Mining Methods," *Data Mining for Design and Manufacturing: Methods and Applications*, Dan Braha, ed., Kluwer Academic Publishers, pp. 161-178, 2001.
27. C. Romanowski and R. Nagi, "A Data Mining-Based Engineering Design Support System: A Research Agenda," *Data Mining for Design and Manufacturing: Methods and Applications*, Dan Braha, ed., Kluwer Academic Publishers, pp. 235-254, 2001.
28. N. Jagodzinski, C. Romanowski, and J. Myers, "Attitude Change and Value Associated with Technology Transfer," paper and poster presentation at the 5th ASEE Global Colloquium on Engineering Education, October 2006.
29. C. Romanowski, C. Richardson, M. Valentine, T. Wolcott, and J. Christman, "Retention of Women Engineering Technology Students at Rochester Institute of Technology," paper and presentation at the Women in Engineering Programs and Advocates Network (WEPAN) National Conference, June 2006.
30. P. Sageev, K. Bernard, and C. Romanowski, "Safe Passage: Crossing the Borders Between Subject Matter Experts and Users," IEEE IPCC Conference, September 2004.
31. P. Sageev, K. Bernard, and C. Romanowski, "A Quality Control (QC) Model for Technical Communication in the Engineering Curriculum," IEEE IPCC Conference, September 2003.
32. P. Sageev, K. Bernard, and C. Romanowski, "Recommending and implementing a general model for technical communication instruction in an engineering curriculum," ASEE Annual Conference, April 2003.
33. C. Romanowski and R. Nagi, "The search for similar parts in variant assembly design," 12th Industrial Engineering Research Conference, May 2003.
34. C. Romanowski and R. Nagi, "A Data Mining And Graph Theoretic Approach To Building Generic Bills Of Materials," 11th Industrial Engineering Research Conference, May 2002.
35. C. Romanowski and R. Nagi, "A Data Mining Approach to Integrating Product Life Cycle Information in Engineering Design," 10th Industrial Engineering Research Conference, Dallas TX, May 2001.

Partially Reviewed Publications

1. P. Bajaj and C. Romanowski, "Choosing the right clustering quality measure," *Industrial Engineering Research Conference (IERC)*, Reno, NV May 2011. (Abstract accepted but presentation canceled due to illness)
2. D. Chakraborty, M. Indelicato, and C. Romanowski, "Data mining of Indian raga: developing a recommender system," *Industrial Engineering Research Conference (IERC)*, Reno, NV May 2011. (Abstract accepted but presentation canceled due to illness)
3. N. Gupta, C. Romanowski, and R. Nagi, "Incremental Data Mining and Model Validity Over Time," *Industrial Engineering Research Conference (IERC)*, May 2008.
4. M. Bazan, M. Esterman, and C. Romanowski, "Bayesian Network Methodology to assess impact on warranty cost early on the product development process," poster presentation, *Industrial Engineering Research Conference (IERC)*, May 2008.
5. N. Gupta, C. Romanowski, and R. Nagi, "Cluster Quality Measures," *INFORMS*, Seattle, WA, November 2007.

6. C. Romanowski, M. Sudit, and R. Nagi, "Data mining in an engineering design environment: OR applications from graph matching," INFORMS, October 2004.
7. P. Sageev and C. Romanowski, "A Message from Recent Engineering Graduates in the Workplace: Results of a Survey on Technical Communication Skills," Proceedings of the St. Lawrence Section of the ASEE Spring Conference, 2000.
8. C. Romanowski and R. Nagi, "Improving Preventive Maintenance Scheduling using Data Mining Techniques," 8th Industrial Engineering Research Conference, 1999.
9. C. Romanowski and R. Nagi, "Data Mining Techniques for Preventive Maintenance in Agile Manufacturing," Rensselaer's International Conference on Agile, Intelligent, and Computer-Integrated Manufacturing, 1998.

Funded External Grants

1. 2013-2014. C. Romanowski, J. Schneider, S. Mishra, R. Raj, "Leveraging historical emergency data to support emergency management." LMI. \$43,879. Awarded 2013.
2. 2013-2015. S. Mishra, R. Raj, C. Romanowski, J. Schneider, T. Howles, "Modular Steps Towards Broadening Expertise in Critical Infrastructure Protection," NSF CyberCorps: Scholarship for Service (SFS). \$244,297. Jointly with Corning Community College and Southern Tier BOCES. Awarded 2013.
3. 2012-13. J. Schneider, D. McKeown, S. Mishra, R. Raj, J. Rogers, and C. Romanowski, "Analysis & Evaluation of Integrated Data Fusion and Robust Support Systems for Emergency Management Communications," Department of Homeland Security. (DHS)/Monroe County/Emergency Management (MCEM), \$309,318. Awarded 2012.
4. 2010-2013. J. Schneider, C. Romanowski, and J. Rogers, "Rochester Monroe County Urban Area Security Initiative Critical Infrastructure/Key Resources Analysis," Department of Homeland Security. (DHS)/Monroe County/Emergency Management (MCEM). Phase I grant of \$150,000, funded for 2010-2013; Phase II grant of \$150,000 funded for 2012-13.
5. 2012. J. Schneider, C. Romanowski, "Critical Infrastructure/Key Resources GAP Analysis Project for Ontario County," DHS-Department of Homeland Security/Ontario County \$26,249. Awarded 2012.
6. 2012-13. J. Schneider, C. Romanowski, and J. Pardee, "Rochester Monroe County Urban Area Security Initiative - Child Care Emergency Planning Services. Department of Homeland Security. (DHS)/Monroe County/Emergency Management (MCEM), \$38,594. Awarded 2012.
7. 2007. C. Romanowski and R. McGinnis, "RIT Women in Technology Girl Scout Initiative," Rochester Area Community Foundation, \$9885. Awarded 2007.

Funded Internal Grants

1. 2014. C.J. Romanowski, S. Mishra, Y. Pan, and X. Liu, "Peer-to-Peer (P2P) Group Mentoring Project," AdvanceRIT Connect grant. Funded.
2. 2011. C. J. Romanowski, R. K. Raj, and M. Kwon, "General Education Immersion Concentration in Web-Connected Computing for Non-Computing Majors: The First Course," RIT Provost's Learning Innovation Grant (PLIG). Funded.
3. 2009. M. Slifka, E. Dell, R. Garrick, and C. Romanowski, "Mind Mapping Techniques and Its Influence in Student Learning and Course Delivery," RIT Provost's Learning Innovation Grant (PLIG). Funded.

Declined External Grants

1. 2013. R. Raj, S. Mishra, C. Romanowski, J. Schneider, "Visualization and Analysis of Big Heterogeneous Datasets." LMI. Requested amount \$38,951.
2. 2012. H-P Bischof, X. Liu, R. Raj, C. Romanowski, "REU Site: A Universe of Data: Undergraduate Computing Research at RIT," NSF-REU Site Proposal. Requested amount \$355,166.
3. 2012. C. Romanowski, M. Slifka, A. Mondragon, and N. DiFonzo, "Project ECLIPSE: Enhanced Communication and Learning in Product Specification Engineering," Requested amount \$199,573.
4. 2011. C. Romanowski, M. Slifka, A. Mondragon, and N. DiFonzo, "Project ECLIPSE: Enhanced Communication and Learning in Product Specification Engineering," Requested amount \$199,316.
5. 2011. H. P. Bischof, X. Liu, R. K. Raj, and C. J. Romanowski, "REU Site: A Universe of Data: Undergraduate Computing Research at RIT," Requested amount \$369,825.
6. 2011. T. M. Howles, C. J. Romanowski, R. K. Raj, M. Kwon, and S. J. Yang, "Cyber security across the curriculum," Requested amount \$290,179.00. Not funded.
7. 2011. T. M. Howles, C. J. Romanowski, R. K. Raj, S. Mason and S. J. Yang, "Cyber scholarships: Securing the future," Amount \$3,781,758.00.
8. 2011. J. Schneider, C. Romanowski, and J. Pardee, "DRRC: Measuring Rural Community Preparedness and Resiliency using RESCUE," Requested amount \$399,317.00
9. 2010. "CAREER: Enhancing Product Design and Manufacturing Through Data Mining," Requested amount \$409,998.00
10. 2010. C. Romanowski, M. Slifka, A. Mondragon, and N. DiFonzo, "Project ECLIPSE: Enhanced Communication and Learning through Interactive Product Specification Engineering. Requested amount \$180,049.00
11. 2008. "CAREER: Data Mining in Manufacturing and Design," Requested amount \$425,068.00
12. 2006. CAREER: A Research and Education Approach for Comprehensive Data Mining of Product Life Cycle Information. Requested amount \$403,237.00
13. 2004. C. Romanowski, R. Nagi, "SBIR Phase I: Knowledge Discovery and Data Mining of Product Structures for Rapid Variant Design and Reuse," Requested amount \$99,308.00
14. 2003. C Romanowski, R. Nagi, "SBIR Phase I: Knowledge Discovery and Data Mining of Product Structures for Rapid Variant Design and Reuse," Requested amount \$99,308.00

SERVICE

RIT Service

1. Chair, RIT Multidisciplinary Curriculum Committee, 2011-2013.
2. Secondary faculty, GCCIS Computing Security
3. Extended faculty, GCCIS Ph.D. program, 2007-present.
4. Chair, RIT CAST Scholarship Committee, 2007-2010.
5. RIT Institute Academic Affairs Committee, CAST representative 2008-2010.
6. RIT Research Advisory Board member, CAST representative 2009-2010.
7. RIT CAST Dean's Liaison Committee member, 2007.
8. RIT CAST Women in Technology Committee member, 2005-2007.
9. RIT Center for Multidisciplinary Studies Graduate Council member.
10. RIT Center for Multidisciplinary Studies Scholarship Committee member.
11. RIT Center for Multidisciplinary Studies FLEX Committee member.

Recent Professional Service

1. Editorial board, International Journal of Data Mining, Modelling and Management since 2008.
2. Session chair, Industrial Engineering Research Conference, May 2008, May 2009, May 2010.
3. Best paper committee, Computer and Information Systems Society, Institute of Industrial Engineering, for IERC, May 2011.
4. Reviewer for:
 - a. Applied Ergonomics
 - b. ASME International Design Engineering Technical Conference
 - c. Encyclopedia of Data Warehousing and Data Mining
 - d. Frontiers in Education Conference
 - e. IEEE Transactions on Systems, Man and Cybernetics
 - f. Industrial Engineering Research Conference
 - g. International Journal of Data Mining, Modelling and Management
 - h. International Journal of Production Research

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Biographical Summary

My academic areas of interest and scholarship focus on the nexus of natural resources, infrastructure, and human health in developing countries. My program management and outreach efforts include extensive work in post-conflict environments such as Croatia, Kosovo, and Haiti. In each case I have led the implementation of major education and health outreach programs. In 1998, I was appointed Associate Dean for RIT's American College of Management and Technology in Dubrovnik, Croatia where I was responsible for all aspects of academic program management. In 2002, I helped establish the American University in Kosovo (AUK) and I continue to lead the RIT programs at AUK, including the USAID funded RIT/AUK Center for Energy and Natural Resource Development. I have served as a consultant to the World Bank's *Western Balkans Energy Efficiency Assessment* team and developed other energy related programs in the region. Since 2009, I have served as the Associate Executive Director for Haiti Outreach Pwoje Espwa (H.O.P.E), a non-profit organization which operates a health care system and provides basic infrastructure in Borgne, Haiti. Since 2002, I have written and received grants, contracts, and foundation awards totaling more than \$13 million. I am currently Associate Provost for International Education and Global Programs at Rochester Institute of Technology, where I am responsible for oversight of RIT's international education initiatives; advancement and development of global campuses in Southeastern Europe, Dubai, and the Caribbean; strategic internationalization efforts across RIT's global centers; and, assessing global learning and related outcomes. I teach courses in Natural Resource Economics, Environmental Accounting, and Global Economic Issues, and Cost Benefit Analysis.

Education

Michigan State University, Ph.D. 1998, Natural Resource Economics
Dissertation Focus: Public finance, taxation, institutional economics and law, and collective action theory with application to resource development.

University of Michigan, Inter-University Consortium for Political and Social Research (ICPSR), Quantitative Methods, 1995-regression analysis, time series data analysis and systems dynamics and modeling.

Rochester Institute of Technology, M.S. 1992, Packaging Science
Thesis Focus: Marketing and distribution of fresh vegetable products in controlled and modified atmosphere systems

Rochester Institute of Technology, B.S. 1985, Food Systems Management

Professional Experience

Associate Provost

International Education and Global Programs, September 2012-Present

Rochester Institute of Technology, Rochester, NY

Reporting to the Provost and Vice President for Academic Affairs with responsibility for:

- Strategic planning and implementation of RIT's internationalization and global education and outreach programs.
- Integration and oversight of fifteen academic programs at three international sites in Croatia, Dubai, and Kosovo.
- Leading expansion of RIT's global presence in Asia, Latin America, and the Middle East North Africa.
- Leading and managing study abroad and international exchange programs and partnerships
- Engaging faculty and developing faculty support systems for international education and global outreach.
- International and domestic accreditation, licensure, and assessment of international programs, curricula and student learning outcomes.
- Academic integration and support for 2200 international students on the RIT campus in Rochester, NY.
- Implementation of university and risk management and compliance policies (immigration, ITAR, Cleary Act, etc.) across RIT's global and international education programs.
- Global academic program and curriculum development.

Director, Center for Multidisciplinary Studies, Summer 2001 to 2012

<http://www.rit.edu/cms>

Full Professor

College of Applied Science and Technology

Rochester Institute of Technology, Rochester, NY

Reporting to the Provost and Vice President for Academic Affairs with responsibility for:

- Undergraduate day and evening programs in Applied Arts and Sciences—1200+ students. Graduate (M.S.) program in Professional Studies—110+ students. Oversaw program enrollment (headcount) growth from 461 to over 1600 between 2002 and 2011.
- Managing and developing outreach education and online learning programs.
- Developing international and joint degree programs. Established partnership to form the American University of Kosovo Foundation and the American University of Kosovo (AUK) — <http://www.aukonline.org>. Coordinate and oversee program support for RIT academic programs in Croatia, Dominican

Curriculum Vita

James A. Myers

Republic, and Dubai. Led institutional initiatives related to international program development and delivery.

- Grant and development funds administration—approximately \$13.0 million in grants, gifts, and other donations received since 2002.
- Developing corporate education curricula and delivery systems—created customized corporate education programs in conjunction with Eastman Kodak, Thompson-West Group, Xerox, Fuji E-Systems, and Pae-Tec, among others.
- Developing new multidisciplinary curricula— led or supported institutional efforts to establish programs and centers in entrepreneurship, innovation, geographic information systems, logistics, project management, homeland security, and global sourcing, among others.
- Developing workforce development and community outreach initiatives including the administration of the Region II OSHA Institute Education Center — <http://www.rit.edu/osha> — which offers over 300 safety training courses and the ACT Workforce Development Center with over 3000 online corporate training programs and assessment tools.
- Outreach education programs for U.S. Department of Homeland Security and intelligence organizations through the Center for Advanced Defense Studies in Washington, D.C. which offered programs in biological, toxin, and viral weapons threat assessment, counterterrorism, and intelligence analysis.
- Administrative oversight of 6 faculty, 50+ adjunct faculty, 4 full-time advisors, and 5 professional staff at the Rochester campus.
- Combined operating budgets exceeding \$2.5 million
- Teaching appointments in Service Management in the School of Hospitality and Service Management, Packaging Science, and in Environmental Health and Safety Technology in the College of Applied Science and Technology; Department of Economics, in the College of Liberal Arts.

Associate Dean; Associate Professor, Spring 1999 to Summer 2001

RIT-Croatia-American College of Management & Technology, Dubrovnik, Croatia

<http://www.acmt.hr>

Rochester Institute of Technology, Rochester, NY.

Academic officer in charge of program quality and program development for RIT's first international campus. Specific responsibilities:

- Designing and implementing all academic administrative functions related to scheduling, faculty hiring, faculty evaluation, budgeting, and student services. Worked with ACMT Dean to create and integrate ACMT systems with RIT systems.
- Implementation of new programs in distance learning, non-credit adult education and training, graduate education, and improvement of overall instructional quality.
- Developing corporate and government relations programs to enhance cooperative education and permanent placement of students and graduates
- Writing and administration of grants totaling \$233,000.
- Taught undergraduate courses in economics, service management, and finance.

Curriculum Vita

James A. Myers

- Student recruitment and selection. Total enrollment increased from 375 to over 600 during this time.

Visiting Lecturer/Professor, Summer 1995, 1999, 2000

Rochester Institute of Technology, Rochester, NY

College of Applied Science and Technology

Executive Leader Program in Service Leadership and Innovation/Service Management

- Assisted in curriculum development and program revision for Executive M.S. degree program.
- Taught graduate courses in service process reengineering, service innovation, and service strategy.

Assistant Professor, Fall 1996 to Spring 1999

University of Delaware, Newark, DE

College of Human Resources Education and Public Policy

- Developed new distance learning course offerings using streaming video and other media.
- Assisted in implementing tourism research program in the Institute for Public Administration at the University level.
- Taught undergraduate courses in tourism policy and development.

Research Analyst, Fall 1993 to Spring 1997

World Travel and Tourism Council Tax Policy Center

Developed Global Tax Monitoring System and wrote industry policy papers related to the taxation and public finance of tourism services and infrastructure. Studies included analysis and policy papers on hotel room taxes, air passenger transport and airport

taxes, car rental taxes and fees, and leisure services. Public expenditure analysis related to convention centers, stadium, and other public infrastructure financed for tourism development. Provided support for WTTC's efforts to develop a Tourism Satellite Account in the System of National Accounts.

WTTC, Brussels, Belgium.

WTTC is an international organization of over 70 CEO's from the largest travel, tourism, and transportation companies.

<http://www.wttc.org/>

Graduate Research Assistant, Fall 1993 to Summer 1996

Michigan Travel, Tourism and Recreation Resource Center

Provided economic research support for state policy makers, industry professionals, and university extension agents in the areas of recreation land use planning; tax revenue forecasting; natural resource development and management; and in the financing of tourism development.

Michigan State University

East Lansing, MI

<http://www.tourismcenter.msu.edu/>

Curriculum Vita

James A. Myers

Assistant Professor, Spring 1990 to Spring 1993

Rochester Institute of Technology, Rochester, NY

College of Applied Science and Technology

School of Food, Hotel and Travel Management

- Developed and taught new curriculum in Food Marketing and Distribution
- Developed and taught graduate courses in Service Management

Instructor, Fall 1988 to Spring 1990

Rochester Institute of Technology, Rochester, NY

College of Applied Science and Technology

School of Food, Hotel and Tourism Management

- Instructed undergraduate hotel and foodservice operations courses.

Summary of Academic Appointments

Dates	Institution	Title	Reporting to:
2012- Present	RIT	Associate Provost, International Education & Global Programs	Provost
2010-2012	RIT	Full Professor Director, Center for Multidisciplinary Studies	Provost
2008-2010	RIT	Full Professor Director, Center for Multidisciplinary Studies	Dean, College of Applied Science and Technology
2001-2008	RIT	Associate Professor Director, Center for Multidisciplinary Studies	Dean, College of Applied Science and Technology
1999-2001	ACMT/RIT Croatia	Associate Professor Associate Dean American College of Management and Technology	Dean/President American College of Management and Technology
1996-1999	University of Delaware	Assistant Professor College of Human Resource, Education and Public Policy	Department Chair(s) HRIM/Tourism and Public Policy.
1990-1993	RIT	Assistant Professor/Instructor	Chair Hospitality and Service Management

Teaching Activities

Recent (2004-2014) Course Development

Cost Benefit Analysis

Carbon Accounting and Finance

Curriculum Vita

James A. Myers

Natural Resource and Infrastructure Development
International Project Development Finance
Service Performance Metrics
Natural Resource Economics
Natural Resource Economics
Advanced Packaging Economics
Transportation Law & Economics

Courses Taught

Cost Benefit Analysis
Service Performance Metrics (Graduate)
Natural Resource Economics
Natural Resource Economics (Graduate)
Advanced Packaging Economics
Transportation Law & Economics
Environmental Health and Safety Accounting and Finance
Foundations of Applied Social and Managerial Research
Service Management Futures (Scenario Planning)
Reengineering Service Environments (Graduate)
Principles of Economics I
Principles of Economics II
Contemporary International Economic Problems
Service Quality Assessment (Graduate)
International Service Sector Assessment
Commodity Market Analysis

Funded Proposals, Grants, and Research Teams

Myers, James and Chierici, R.M. **Dorthea Haus Ross Foundation (2013) \$14,800.** *Pediatric and maternal health nutrition interventions in Borgne, Haiti.* Co-Principal Investigator for Haiti Outreach Pwoje Espwa to establish nutrition outreach services and clinical care programs for infants and mothers in the commune of Borgne, Haiti.

Myers, James, and Hochgraf, Clark. **American Recovery and Reinvestment Act/New York State Energy Research and Development Authority (2012). \$85,599.** *Renewable Power Systems Micro-grid Initiative.* Principal Investigator for grant to support a renewable power systems micro-grid laboratory as part of the Greater Rochester Clean Energy Education Partnership project grant.

Myers, James, Fiscella, Kevin, and Chierici, R.M. **American Red Cross (2011-2014) \$820,000.** *Sante nan Lakou: A community based approach to cholera prevention and treatment.* Co-Principal Investigator for Haiti Outreach Pwoje Espwa to establish outreach services (clinics) and water purification, sanitation, and hygiene related interventions to prevent cholera in the commune of Borgne, Haiti.

Curriculum Vita

James A. Myers

Myers, James and Bowen B. **World Bank (2011 in process). \$100,000.** *Kosovo Wind Energy Assessment and Training Program.* Principal Investigator for the RIT/American University in Kosovo, Center for Energy and Natural Resource Development to conduct a national policy assessment of wind energy potential and barriers to wind energy development and associated training program for the government of Kosovo.

Myers, James and Bowen, B. **Rockefeller Brothers Fund (2010). \$50,000.** *Household Survey of Wood and Biomass Fuel Usage in Kosovo.* Principal Investigator for the RIT/American University in Kosovo, Center for Energy and Natural Resource Development to conduct household survey of wood fuel usage and to estimate impacts on forest poaching and provide baseline estimates of green house gas emissions from wood fuel consumption.

Myers, James. **Norwegian Institute for Nature Research (2010). (approx) \$30,000.** Co-Principal Investigator (John Linnell Lead) for the RIT/American University in Kosovo, Center for Energy and Natural Resource Development to conduct a multi-national survey of natural resource use, values, and interaction among the rural community dwellers in Southeastern Europe.

Tomaszewski, Brian and Myers, James. **United Nations, Global Impact Vulnerability Alert System (UN-GIVAS). Executive Office of the Secretary General (2010). \$110,000 (RIT subaward \$25,000).** *A Visual Analytics Approach to Understanding Poverty Assessment through Disaster Impacts in Africa.* Co-Principal Investigator on joint proposal from RIT and United Nations Office of Outer Space Affairs to develop GIS based visualization system for vulnerability and poverty assessment.

Myers, James. **World Bank, Western Balkans Energy Efficiency and Energy Consumption Survey (2009). \$50,000.** Principal Investigator for the RIT/American University in Kosovo Center for Energy and Natural Resource Development on proposal to conduct first national level survey of household, commercial, and public sector energy consumption in Kosovo.

Myers, James. **New York State Energy Research and Development Authority (2008) \$684,962.** *Rochester Regional Clean Energy Education Partnership* Principal Investigator on proposal to develop a regional education and training initiative for installers and developers of photovoltaic, solar thermal, fuel cell, and small scale wind power systems.

Myers, James. **Carl Perkins VATEA Grant (2008) \$19,974.** Principal investigator for VATEA program *Math Pathways for Adult Learners* to develop foundation math preparation curriculum for adult students and transition students.

Myers, James. **Bernard Osher Foundation Reentry Scholarship Program (2008) \$1,000,000.** Authored proposal to secure endowed scholarship funding for re-entry (adult) students.

Myers, James. **New York Wine and Grape Foundation (2007) \$96,165.** Principal investigator for program to research education and training needs of New York's wine industry and develop a state-level industry certified training and education program.

Myers, James. **U.S. Agency for International Development Higher Education Development Program (2007) \$398,678.** Principal investigator for the creation of the Center for Energy and Natural Resource Development at the American University in Kosovo.

Myers, James. **U.S. Department of Labor: President's High Growth Training Initiative (2006) \$1,158,983.** Principal investigator for funding the Advanced Food and Beverage Manufacturing Institute of Upstate New York.

Myers, James. **Bernard Osher Foundation Reentry Scholarship Program (2006) (2007) (2008) \$150,000.** Authored proposal to secure multi-year scholarship funding for re-entry (adult) students.

Myers, James and Sell, Louis. **USAID: American Schools and Hospitals Abroad (ASHA) (2005) \$400,000.** Co-principal investigator for proposal to fund the establishment of a library, dormitory and student activity center at the American University in Kosovo.

Myers, James. **International Workforce Forecasting: Asian Engineering Skills Assessment. Celestica Corporation (2003) \$13,000.** Principal investigator in study of engineering skills and requirements in the Asian manufacturing sector.

Myers, James. **United States Agency for International Development (USAID) Program Grant: Montenegrin Student Scholarship Program (2000-2001) \$108,000.** Author and Co-Coordinator for first educational exchange program between Croatia and Montenegrin Republic of Yugoslavia.

Myers, James. **United States Information Agency (USIA) Project Grant: Retraining Managers in Croatia's Hospitality Industry (2000) \$125,000.** Co-Principal Investigator for comprehensive workforce development and training program to develop American management practices in a transitional economy.

Myers, James. University of Delaware General University Research Grant (1998) **\$6,000.** Principal investigator: developing a state and regional tourism data collection system.

Myers, James. University of Delaware College Public Service Assistantship Grant (1998) **\$600.** To fund students working on Greater Wilmington CVB projects.

Myers, James. University of Delaware Instructional Enhancement Grant (1997) **\$3,500.** Principal investigator: developing materials for internet delivery of courses.

Curriculum Vita

James A. Myers

Myers, James. Greater Wilmington Convention and Visitor Bureau (1997) **\$1,200**. Principal investigator: tourism inquiry research.

Michigan 2000 Foundation: Economist responsible for business survey instrument development, conducting focus groups, and facilitating scenario planning sessions (1994-1996). **\$20,000 annually**.

Great Lakes Aquarium and Research Center Feasibility Team: Economist responsible for economic impact assessment and demand forecasting model (1996). **\$60,000** project.

World Travel & Tourism Council Tax Policy Center: Lead Research Analyst. **\$30,000** annually, 1993-1996.

Proposals Submitted (Under Revision or Under Review)

NSF Dynamics of Coupled Natural and Human Systems (NSF 10-612), *The impact of household-level fuel wood use on ecosystem services in terms of the woody resource and associated structural biodiversity in an African savanna*. (submitted November 2011 and June 2012—under revision). Co-Principal investigator.

U.S. Environmental Protection Agency P3 (People, Prosperity, and Planet), *Alternative LED Lighting Systems for Developing Countries* (2009 and 2013). \$48,000. Co-Principal Investigator on proposal to develop LED technology and associated sustainable business model for alternatives to kerosene lighting systems implementation in Haiti. Proposal is being revised for resubmission to P3 and to NCIIA Sustainable Visions program.

U.S. Department of Agriculture, *Wine Based Agri-tourism in Croatia and New York: A Partnership to Internationalize Teaching, Research, and Extension*. (2008) \$99,582. Proposal to develop an international exchange and research partnership with RIT's campus in Croatia. Proposal is being revised for resubmission.

U.S. Department of State/U.S. Agency for International Development, *AUK Mitrovica Extension and Outreach Center* (2007) **\$400,000**. Principle author on concept paper for AUK/RIT Extension site in Mitrovica, Kosovo. The extension site would be part of a larger initiative to address inter-ethnic conflict in northern Kosovo. The proposal served as the basis for a 2008 USAID program to establish the AUK Minority Student Scholarship program.

Outreach Education and Training Contracts

AY	Contract	Revenue (\$)
2003	<u>Kodak</u> –undergraduate certificate program in reliability maintenance delivered on-site at Kodak	98,740
	<u>Paetec</u> – three undergraduate certificate programs in voice, data and networking	34,939
	<u>Computer-Based Testing Center</u> – contracts with ACT and ETS to provide high-stakes testing	6,661
	<u>American University in Kosovo-</u> contract for providing RIT undergraduate program in Kosovo	481,300
2004	<u>Kodak</u>	60,420
	<u>Paetec</u>	39,980
	<u>Computer-Based Testing Center</u>	46,979
	<u>OSHA Education Center</u> – awarded authorization by the US Department of Labor as one of 24 colleges nationwide to provide safety and health training programs for construction and general industry	189,860
	<u>American University in Kosovo-</u> contract for providing RIT undergraduate program in Kosovo	682,952
2005	<u>Kodak</u>	34,800
	<u>Paetec</u>	29,126
	<u>Computer-Based Testing Center</u>	59,319
	<u>Cleveland Clinic</u> – graduate courses in health systems administration delivered at the Cleveland Clinic in Naples, FL	29,744
	<u>OSHA Education Center</u>	185,260
	<u>American University in Kosovo-</u> contract for providing RIT undergraduate program in Kosovo	874,611
2006	<u>Kodak</u>	24,288
	<u>Paetec</u>	23,830
	<u>Computer-Based Testing Center</u>	49,595
	<u>Cleveland Clinic</u>	51,888
	<u>Colgate Palmolive</u> – graduate courses in packaging science	68,950
	<u>OSHA Education Center</u>	205,931
	<u>Center for Advanced Defense Studies</u> – graduate courses in information security and biological weapons, delivered in Washington, D.C.	73,257
	<u>American University in Kosovo-</u> contract for providing RIT undergraduate program in Kosovo	1,080,392
2007	<u>Paetec</u>	50,598
	<u>Computer-Based Testing Center</u>	41,817
	<u>Cleveland Clinic</u>	60,000
	<u>Colgate Palmolive</u>	4,900
	<u>Cable College</u> – partnership with the Society for Cable	9,260

	Telecommunications Engineers to provide BS in Applied Arts and Science, BS in Telecommunications Engineering Technology and MS in Telecommunications Engineering Technology	
	<u>OSHA Education Center</u>	193,637
	<u>Center for Advanced Defense Studies</u>	374,454
	<u>American University in Kosovo</u>	1,145,318
2008	<u>Paetec</u>	52,515
	<u>Computer-Based Testing Center</u>	47,855
	<u>Colgate Palmolive</u>	108,350
	<u>Cable College</u>	69,356
	<u>OSHA Education Center</u>	265,707
	<u>Center for Advanced Defense Studies</u>	131,959
	<u>Xerox</u> – AAS and BS in Applied Arts and Science	287,496
	<u>American University in Kosovo</u> - contract for providing RIT undergraduate and graduate programs in Kosovo	1,362,750
2009	<u>Paetec</u>	29,289
	<u>Computer-Based Testing Center</u>	47,268
	<u>Colgate Palmolive</u>	113,950
	<u>Cable College</u>	56,698
	<u>OSHA Education Center</u>	275,300
	<u>Xerox</u>	795,397
	<u>American University in Kosovo</u> - contract for providing RIT undergraduate and graduate programs in Kosovo	2,016,313
2010	<u>Paetec</u>	3,346
	<u>Computer Based Testing Center</u>	42,094
	<u>Colgate Palmolive</u>	76,505
	<u>Cable College</u>	41,490
	<u>OSHA Education Center</u>	329,031
	<u>Xerox</u>	769,893
	<u>ASQ</u> – partnership with American Society for Quality to provide undergraduate certificate in quality management and AAS and BS in Applied Arts and Science	8,345
	<u>American University in Kosovo</u> - contract for providing RIT undergraduate and graduate programs in Kosovo	1,916,600
2011	<u>Computer Based Testing Center</u>	40,163
	<u>Cable College</u>	51,612
	<u>OSHA Education Center</u>	318,757
	<u>Xerox</u>	665,989
	<u>ASQ</u>	13,779
	<u>Deloitte</u> – DVD-based training in managerial and financial accounting training for energy regulators in Afghanistan	20,000

RIT White Papers and Center Proposals

Boyd, Donald; Myers, James; Rao, Ash and Demartino, Richard (2010). Innovation, Creativity, Scholarship, and Entrepreneurship at RIT. Concept paper served as a guiding document for RIT's integration of innovation and creativity across the curriculum and the development of resource strategy for the two related centers of excellence.

Ellison, Diane; Miller, James; and Myers, James (2007). The RIT Center for Innovation, Technology, and Management at Pontificia Universidad Catolica Madre y Maestra, Dominican Republic. Submitted to H.E. Sr. Edward Martinez, Secretary of State for Commerce, Dominican Republic. Concept paper led to the creation of the RIT Center in the Dominican Republic funded by the Dominican government. RIT programs in Networking and Systems Administration, Service Management, and Manufacturing and Systems Integration will be delivered through this center.

Myers, James and Sell, Louis (2007). U.S. School of Public Service at the American University in Kosovo. Submitted to Thomas Adams, Coordinator of U.S. Assistance to Europe and Eurasia, U.S. Department of State. Concept paper for the creation of an RIT led school of public service at the American University in Kosovo. Funding for the concept of \$3.0 million was provided by the U.S. State Department as part of the FY 09 supplemental appropriation to the U.S. Budget.

Boyd, Donald; Demartino, Richard; Hensel, Edward; Myers, James; and Watters, James (2004). The RIT Center for Innovation and Entrepreneurship and High Technology Incubator: Providing Experiential Education for Innovation and Entrepreneurship. Submitted to the RIT Board of Trustees, September 2004. Concept paper led to the creation of the Simone Center for Innovation and Entrepreneurship; the development of the interdisciplinary minor in entrepreneurship; the RIT

Entrepreneurship Conference; and the development of the student incubator as part of the RIT Incubator program.

McKinzie, Wiley and Myers, James. (2004). Global Outreach Education at RIT. White paper submitted to RIT President and Provost describing the role of global education at RIT and making the case for a global dimension to the RIT Strategic Plan. The concept paper led to the inclusion of the "Global Dimension" in RIT's strategic plan and informed the creation of the Global Delivery Corporation to support RIT's global outreach efforts.

Myers, James (2004). Simone-Hale Center for Non-Profit Management. White paper submitted to the Provost and Vice President of Development describing a center focusing on the education, training, and research needs of the non-profit sector. The paper was presented to a potential donor for \$5 million in funding. The project was not funded.

Publications

Books and Chapters

Cummings, P. Cole, R. and Myers J. (2004). *Enhanced Professional Socialization Through Service Learning*. In Koppel, Kavanaugh, and Van Dyke (Eds). Hospitality with a Heart: Concepts and Models for Service-Learning in Lodging, Foodservice, and Tourism. American Association for Higher Education; Washington, D.C.

Myers, James (1998). *Interests, Institutions, and Organizations: The Case of Tourism Promotion Financing and Destination Marketing Organizations in Michigan, 1896-1996* Ph.D. dissertation, Resource Economics, Michigan State University, East Lansing, MI, August

Myers, J. (1992). Packaging Based Determinant Attributes of Minimally Processed Fresh Produce: A Foodservice End-Use Study. Unpublished master's thesis, Rochester Institute of Technology, New York.

Journal Papers

Bowen, B., Myers, J., and Nixha, A. (2011). *Kosovo's Household Energy Efficiency and Fuel Supplies*. International Journal of Energy Sector Management, Vol. 5 Iss: 4.

Myers, J., P. Forsberg & D. Holecek (1997). *A Framework for Monitoring Global Travel & Tourism Taxes: The WTTC Tax Barometer*. Tourism Economics. Vol. 3 Iss: 1.

Myers, J. (1994). *The Economics of Services*. Travel and Tourism Research Association Cen-States News; Vol. 10:4.

Conference Proceedings

Myers, James (2011). *Sante nan Lakou: Rural Strategies for Preventing Cholera and Other Diarrheal Diseases*. National Haitian American Health Alliance in Port au Prince, Haiti.

Myers, James and Lyndsey McGrath (2009). *Private Non-Profit University Partnerships: A Model for Capacity Building in Developing Economies*. INTED2009 in Valencia, Spain.

Jagodzinsky, Norbert, C. Romanowski, and J. Myers (2006). *Attitude Change and Value Associated with Technology Transfer*. ASEE International Colloquium in Rio de Janeiro, Brazil.

Jagodzinsky, Norbert and J. Myers (2004). *Reliability and Maintainability Courses Designed for Mastering the Maintenance Process*. In Proceedings of the 19th International Maintenance Conference. Bonita Springs, Florida, USA.

Myers, James (2001). *The Dynamics of Service Innovation and Knowledge Management*. In G. Graglia (Ed.) Pontificia Universidad Catolica Madre y Maestra First Annual Conference on Service Leadership, Santo Domingo, Dominican Republic.

Holecek, Donald, D. Pearlman, J. Myers (1999). *Guidelines for Completing a Dissertation Thesis On Time and Under Budget*. In J. Miller and P. Bagdan (Ed.) Advances in Hospitality and Tourism Research. Proceedings of the 4th Annual Graduate Education and Graduate Students Research Conference in Hospitality and Tourism. January, 1999. Las Vegas, Nevada.

West, David, P. Forsberg & J. Myers (1997). *Political Ethics of Leisure Taxation*. Proceeding of the Leisure Studies Association. Brighton University, Brighton, U.K.

Myers, James A., Donald Holecek, R. P. Cole (1996). *Taxation of Travel & Tourism in Korea, Singapore, Hong Kong, Taiwan, Thailand and Malaysia*. Proceedings of the 5th Annual Conference on Asian Tourism Markets, Niagara University, Niagara, NY.

Myers, James A., and Forsberg P. K. (1995). *Global and Regional Trends in Public Finance*. Proceedings of the Travel Tourism Research Association 26th Global Conference. Acapulco, Mexico.

Forsberg, Peter K., and Myers, J. (1994). *Fiscal Policy in Pacific Travel and Tourism Futures*. In L. Rhantapalla (Ed.) Proceedings of the 43rd Annual Pacific Asia Travel Association Conference, Seoul, Korea.

Forsberg, Peter K., and Myers, J. (1994). *Who Pays for Preservation?* In Bob Harvey (Ed.) Proceedings of the Third World Congress on Tourism for the Environment. June 1994. San Juan, Puerto Rico.

Research Reports

Myers, J. (1998). Profile of Tourists Making Inquiries at Greater Wilmington Visitor Centers, Spring 1998. Newark, DE: University of Delaware, HRIM Department.

Myers J. (1998). Profile of Tourists Making Inquiries at Greater Wilmington Visitor Centers, Winter 1997. Newark, DE: University of Delaware, HRIM Department.

LaLopa, J.M. and Myers, J. (1995). Focus Group Report on Michigan Businesses Sentiments Towards State Government: Report to the Michigan 2000 Foundation. East Lansing: Michigan State University; Travel, Tourism and Recreation Resource Center.

LaLopa, J.M. and Myers, J. (1995, March). Best Western Beacon Motel: 1995 Market

General Publications

Myers, J. and Forsberg, P.K. (1996). *WTTC's Travel & Tourism Tax Barometer*. World Travel and Tourism Council, Brussels.

Myers, J. and Forsberg, P.K. (1995). *WTTC's Travel & Tourism Tax Barometer*. World Travel and Tourism Council, Brussels.

Holecek, Donald, Forsberg, P.K., Myers, J. (1994). *Travel & Tourism: Issues in Tax Policy*. World Travel and Tourism Council, Brussels.

Myers, J. and Holecek, D. (1994). *Analysis of the Tour Operator Margin Scheme Value Added Tax: Impacts on the EU Travel and Tourism Market*. Unpublished Report to the World Travel and Tourism Council, Brussels.

Myers, J. and Holecek, D. (1994). *Analysis of the United Kingdom Air Passenger Duty*. Unpublished Report to the World Travel and Tourism Council, Brussels.

Presentations, Workshops, and Seminars

“Development and Human Rights in Post Conflict Countries.” State University of New York at Geneseo, Conference on Development and Human Rights. Panelist. Geneseo, NY (April 26, 2012).

“Institutional Design and the Resource Curse: Challenges in the Development of Kosovo’s Mining Sector,” Closing Session Presentation at the Institutional Workshop on Mining Sector Development in Kosovo. American University in Kosovo, United Nations Independent Commission on Mining and Minerals, Center for Energy and Natural Resource Development, American University in Kosovo, Pristina, Kosovo (March 9, 2012).

“Considering alternative electricity market structures and evaluating market performance,” Plenary Session Presentation to the Southeastern European Regional Electricity Regulators Conference, American University in Kosovo, Center for Energy and Natural Resource Development, American University in Kosovo, Pristina, Kosovo (June 8, 2007).

“Energy and Development in Kosovo: The economic, technological, and service challenges of an emerging nation,” CAST Faculty Scholarship Colloquium, RIT, Rochester, NY (May 6, 2007).

“What ideas get funded?” RIT Grant Writers Boot Camp, Presentation to the RIT Grant Writers Workshop, RIT, Rochester, NY (November 8, 2006).

Co-Leader and Chair “Investment Promotion” panel, International Conference on *Economic Cooperation and Investment Opportunities in Southeastern Europe*. Center for Strategic and International Studies, Sponsored by the Southeastern European Development Foundation, Washington, D.C. (October 5-6, 2006).

“Multidisciplinary Models of Technology Curriculum,” Plenary Session Presentation to the New York State Engineering Technology Association, Corning Community College, Corning, NY (March 27, 2003).

“A Multidisciplinary Model of Education for the Optoelectronics and Photonics Industry,” International Optoelectronics Workshop, RIT, Rochester, NY (November 11, 2001).

“Reengineering Service Processes: A Practical Approach to Knowledge and Innovation Management,” Dubrovacka Banka, Dubrovnik, Croatia (November, 2000).

“Leadership Through Quality Service: The Service Quality Toolkit,” Agrokor, Zabreb, Croatia (October, 2000).

“Strategic Planning in Dynamic Service Environments: Service Scenario Planning,” Dubrovacka Banka, Dubrovnik, Croatia (September, 2000).

“The American College of Management and Technology: A model for international educational cooperation,” Tuzla, Bosnia-Herzegovina. University of Tuzla, Summer University Program (July, 2000).

“Service and Relationship Marketing: Marketing Hotel and Tourism Services,” Dubrovnik, Croatia. Part of USIA Grant for retraining of mid-level managers in Croatia’s hotel and tourism industry (February, 2000).

“History and Evolution of Michigan’s Destination Marketing Organizations,” Michigan Travel and Tourism Outlook Conference, East Lansing, MI (January, 1999).

“Quality Service as a Regional Competitive Advantage,” Michigan Electrical Cooperatives Association, Annual Meeting, Mount Pleasant, MI (October, 1995).

Service Training Workshops; Frankenmuth, MI. Part of a comprehensive program in community development and service training within the state of Michigan (Fall 1994 and Spring 1995).

“Expectations and Perception of Value,” Executive Flight Services Division, Bausch and Lomb Corporation, Rochester, NY (October, 1992).

“Achieving Quality in Vendor Partnerships,” Crowley Foods Corporation, Purchasing

Curriculum Vita
Department, Binghamton, NY (July, 1991).

James A. Myers

“Club Management 2000: Building the Capital Budget of Today to Meet the Technological Needs of Tomorrow,” Central New York Club Managers Association, Lafayette Country Club, Syracuse, NY (March, 1990).

“New Perspectives on Marketing and Corporate Change,” Sorrento Foods Division of Perrier Corp., Buffalo, NY (July, 1990).

“Adding Service Value to In-Flight Foodservice Operations,” Executive Flight Services Division, Bausch and Lomb Corporation, Rochester, NY (June, 1990).

Service Activities

University Level Service

Member, RIT 2025 Strategic Planning Steering Committee (2013-present)

Co-Chair, RIT Global Engagement Dimension Taskforce (2013-present)

Provost’s representative,

Provost’s representative, Multidisciplinary Curriculum Committee (2011-2013).

Co-Chair Institute of Health Science and Technology Outreach Center Task Force (2010-2011).

Co-Chair International Education Working Group 2010-present

RIT Semester Conversion Cross Disciplinary Committee 2010

Member, RIT-Dubai program initiative and fact finding team. Due diligence and UAE accreditation support, 2008.

Co-Chair RIT Climate Study Task Force, 2007-2009

RIT Council on Diversity, 2007

Coordinated Presidential Colloquium presentation by Ambassador William Montgomery, April 2007.

Member, China program initiative and fact finding team. Led development and submission of RIT application to the Chinese Ministry of Education; 2005-2007.

Curriculum Vita

James A. Myers

Provost Learning Innovations Grant Committee, 2005-2007

Institute Council, CAST Representative, 2003-2004

Alumni Relations Task Force Member, 2003-2004

RIT Task Force on Diversity, Environment Committee Representative, 2002-2003

RIT Academic Senate, College of Applied Science and Technology Representative, 2002-2004

College Level Service

CAST Mid-tenure Review Committee 2008-2010

CAST Faculty Governance Committee 2005-2007

Search Committee Chair: Manufacturing and Mechanical Engineering Technology and Packaging Science Department Chair, Winter and Spring 2002-2003

CAST Faculty Scholarship Policy Committee, Spring and Summer 2002-2003

RIT Health Systems Administration Faculty Search Committee, 2001

Department Level Service

Chair Applied Arts and Science Committee 2001-2007

Member Professional Studies Graduate Committee 2001-2007

Center for Multidisciplinary Studies Faculty Search Committee Representative, 2002-2003

Other Service Activities

Conference Organizing Committee. *North American Refugee Health Conference*, Rochester, NY.—Abstract reviewer and program organizer. This conference is coordinated by The Office of Community Medicine at Rochester General Hospital-2014

Conference Organizing Committee. *North American Refugee Health Conference*, Rochester, NY.—Abstract reviewer and program organizer. This conference is coordinated by The Office of Community Medicine at Rochester General Hospital-

Member Association of Environmental and Resource Economists (AERE).

American Council on Education-Higher Education in Development, Peer Review Committee 2009.

Journal of Applied Science and Engineering Technology, Editorial Review Board 2006-2007.

New York State Department of Education, Distance Education Accreditation Review Team, 2001-2002

Thesis List

Kristen McGeorge (2014). Designing Water Purification Systems for Developing Countries. Thesis. M.F.A. Industrial Design, Rochester Institute of Technology.

Maxwell Scott (2013). Strategies for mitigating lead contamination in Roma Communities in Mitrovica, Kosovo. M.S. Environmental Science, Rochester Institute of Technology.

Harrington, Jesse (2011). Creating current: Design economy by implementing power on demand. Thesis. M.F.A. Industrial Design, Rochester Institute of Technology.

Skender Isufi (2010). Emission Controls at Kosova's thermal power plants, current and future capabilities. Project. M.S. Professional Studies, Rochester Institute of Technology, Rochester, NY.

Astroppekakis, Alexandros (2008). An overview of packaging sustainability topics. Thesis, M.S. Packaging Science, Rochester Institute of Technology, Rochester, NY.

Washington, Catherine Mahrt (2008). Retention metrics for undergraduate science programs: A comparison of men and women in RIT's College of Science. Thesis, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Curis, Edlira (2007). An comparative analysis of the insurance markets in Kosovo and Albania. Capstone project, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Dakoli, Dorina (2007). An evaluation of the insurance market product positioning in Kosovo and Albania. Capstone project, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Iza Rosario (2007). Reengineering the import and export documentation process for a

Curriculum Vita

James A. Myers

large food company in the Dominican Republic. Capstone project, M.S. Professional Studies, Rochester Institute of Technology, Rochester, NY.

Rao, Girish (2007). The influence of eastern philosophical thought and practice on service leadership. Project, M.S. Service Management, Rochester Institute of Technology, Rochester, NY

Westbrook, Clay (2007). Development of a continuous improvement metrics and quality assurance system for the American Flatbread franchise. Capstone project, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Fisher, Lyndsey (2006). How Kosovar citizens engage in the political process: The role of interest groups and the uses of technology. Thesis. M.S. Public Policy, Rochester Institute of Technology, Rochester, NY.

Betances, Charles (2006). Reengineering service delivery and performance evaluation in DHL logistics in the Dominican Republic. Project, M.S. Service Management, Rochester Institute of Technology, Rochester, NY

Menard, Lisa and Tolmie, Meredith (2006). Assessing service delivery and student satisfaction with NTID Interpreting Services. Thesis, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Mak Voljevica (2005). The development, implementation, and evaluation of a Six Sigma program at the Coquille Nation enterprise corporation. Thesis, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Kim Kelsey (2005). An evaluation of the experiences at Wyoming County wineries. Thesis, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Napier, Sharon (2004). The Future of Branding. Thesis, M.S. Service Management, Rochester Institute of Technology, Rochester, NY.

Academic and Teaching Honors

2005 and 2009 RIT, Nominee for the Eisenhart Outstanding Teaching Award. (I am not eligible to receive this award due to my administrative appointment).

1997 and 1998 University of Delaware, Nominee for Outstanding Teaching Award, College of Human Resources, Education, and Public Policy.

1995 Department of Parks, Recreation and Tourism; Michigan State University: Academic Fellowship.

1993 Department of Parks, Recreation and Tourism; Michigan State University: Academic Fellowship.

1988-93 Rochester Institute of Technology, Five time nominee for Eisenhart Outstanding Teaching Award, a university-wide award.

1992 Rochester Institute of Technology, Finalist for Sears Roebuck Outstanding Teaching Award, a university-wide award for non-tenured faculty.

Other Professional Experience

Founding Consulting Partner, 1993- 1994

Rohrbach Brewing Company, Rochester, NY

Developed operating systems and business plan for opening of Rochester based micro-brewery and full-service brew pub restaurant.

Executive Chef/Foodservice Director, 1988

ITT/Sheraton, Sheraton Properties, Batavia, NY

Implemented improved systems for food production, sanitation, food quality, service, and cost control, resulting in a 15% increase in revenue and 20% reduction in total food and labor costs.

Owner/Chief Operating Officer, 1985-1988

Wild Winds Restaurants and Catering, Naples, NY and Macedon, NY

Owned and operated two full service restaurants and catering company. Led the opening and construction of clubhouse and foodservice operations at Blue Heron Hills Country Club. Restaurants were highly rated and widely consider leaders in organic and new American style food with well established retail brands sold through Wegman's grocery stores.

Community and Civic Honors and Activities

Board Member, Haiti Outreach Pwoje Espwa (H.O.P.E) a Rochester based non-profit organization which operates clinics and a hospital in Borgne, Haiti. 2008-present.

Leukemia and Lymphoma Society, Team-In-Training Coach and Mentor, 2005-present.

Board Member, Third Rochester Enterprise Corporation, Third Presbyterian Church, Rochester, NY. 2005-2006.

Awarded "Key to the City" by the Mayor of Dubrovnik, Croatia, June 2001.

Curriculum Vita

James A. Myers

Personal

Married: Wife Kristen D. Myers (24 wonderful years)

Children: Mckenzie (14) and Olivia (11)

Interests: Marathon and ultra marathon running and endurance events, Tae Kwon Do, cooking, languages.

THOMAS F. HANNEY

72 CATHAWAY PARK
ROCHESTER, NY 14610

Phone: (w) 585 - 475-7258
E-mail: tfhism@rit.edu

EDUCATION

State University of New York at Brockport, Brockport NY, 1979
M.P.A., Master of Public Administration.

St. John Fisher College, Rochester NY, 1975
B.A., Economics with Psychology & Political Science minors. Cum laude graduate.

Rochester Institute of Technology, Rochester NY, 2000
Certificate, Public Relations Communications - Professional Writing.

State University of New York at Brockport, Brockport NY, 1986
Additional undergraduate major, Physical Education with Sport Management concentration.

ACADEMIC EMPLOYMENT

ADJUNCT PROFESSOR

St. John Fisher College, Rochester NY 2006. Instructed:

Introduction to Microeconomics

ADJUNCT PROFESSOR

Rochester Institute of Technology, College of Applied Science and Technology, Rochester NY 2004-2007. Instructed online undergraduate public relations courses:

- Speechwriting (redesigned this course)
- Strategic Communications
- Sports Public Relations (developed this course)

LECTURER

Rochester Institute of Technology, College of Applied Science and Technology & Division of Academic Affairs, Center for Multidisciplinary Studies, 2007 – 2014

SENIOR LECTURER

Rochester Institute of Technology, Division of Academic Affairs, Center for Multidisciplinary Studies, 2014 – present

HIGHER EDUCATION TEACHING ACCOMPLISHMENTS

Undergraduate Courses Instructed

- Capstone Projects for Xerox Corporation cohorts (year-long classroom and online)
- Change and Leadership Project (project-based)
- Communicating in Business (online and classroom)
- Discussion Skills and Leadership (part of Xerox Capstone Projects)
- Global Forces and Trends (online)
- Interpersonal Communications for Customer Service (online)
- Learning Organization (online)
- Multidisciplinary Life (online and classroom)
- Professional Presentations (online)
- Report Writing for Business (online)
- Research Techniques (online)
- Speechwriting (online)
- Sports Public Relations (online)
- Strategic Communications (online)
- Technical Proposals (online)
- Understanding Corporate Culture (online)

Graduate Courses Instructed

- Context and Trends (online and classroom; both individually and team taught at RIT)
- Context and Trends (executive format and traditional quarter format at the American University in Kosovo)

- Creating Technical Proposals (online, colisted with undergraduate class)

Non-Credit and Professional Development Classes and Workshops Instructed

- “Empowered Leadership and Effective Communication” two-week non-credit course, at RIT Dubai, April - May 2011
- “Leadership in a Global Community” workshop at RIT Leadership Institute *Connectology* Conference, April 2010
- “Teaching Online Classes” workshop to new adjunct professors at RIT Adjunct Orientation, August 2010
- “Your Success Depends on How You Communicate” workshop at *RIT Pre-University Sustainable Design and Engineering Summer Program*, Summer, 2012
- “Preparing Presentations” and “Giving Powerful Presentations” workshops, through RIT’s Center for Professional Development, 2007 and 2012

Courses Developed and Instructed

- Capstone Projects, 2008
- Empowered Leadership and Effective Communication, at RIT Dubai (non-credit), 2011
- Professional Presentations, 2013
- Report Writing for Business, 2008

Courses Redesigned and Instructed

*Includes courses redesigned from online to classroom course and classroom to online course

- Coordinated semester course conversion for all courses taught by CMS adjunct professors (approximately 40 courses); and assisted American University in Kosovo professors in course conversion, 2012-13
- Communicating in Business (Business Communication), 2011

- Global Forces and Trends, 2009
- Context and Trends at American University in Kosovo, 2009
- Multidisciplinary Life, 2007

PROFESSIONAL SERVICES

Center for Multidisciplinary Studies

- Flex Degree Review Committee, 2007 - present
- Credit by Experience Committee, 2007 - present
- Graduate Review Committee, 2010 – present
- Semester Course Conversion Faculty Committee, 2012-13
- Prior Learning Assessment Online Tutorial Committee, January 2013 – May 2013
- Faculty representative at *Imagine RIT*, 2009-10
- Search Committee for new Center for Multidisciplinary Studies Director, 2014
- CMS Scholarship Committee, 2014 – present
- RIT Curricular Innovation and Creativity Task Force, part of the RIT Strategic Plan process, 2014
- Lecturers' Professional Development Funds Review Committee, 2014

Rochester Institute of Technology

RIT Pre-University Sustainable Design and Engineering Summer Program, Summer 2012

Faculty focus group *Challenges of Deaf and Hard of Hearing Students in Online Classes*, April 2011

Provost Town Hall Meeting on Innovative Learning Institute, March 2013

PROFESSIONAL DEVELOPMENT

Intersession Course Development Boot Camp, June 2014

Train the Trainer: Engaging Adult Learners workshop, RIT Professional Development, January 2014

Be a Better Listener workshop, RIT Professional Development, January 2014

Teaching & Learning Commons for RIT Faculty, October 2013 – present

Critical Thinking, College and Careers: Lessons from a Study of Recent College Graduates, lecture by Dr. Richard Arum, September 2013

Applied Critical Thinking at the Discipline-Specific Level, faculty workshop, by Dr. Clarence Sheffield, July 2013

Crucial Conversations, RIT Professional Development two-day workshop, July 2013

Integrating Critical Thinking into Your Courses faculty workshop, by Dr. Clarence Sheffield, March 2013

Flipped Classroom workshop, by Dr. Jose Bowen, March 2013

The Future of Mass Literacy for a Multilingual Generation lecture and *Working with Multilingual Writers* interactive workshop, by Dr. Paul Kei Matsuda, Professor of English and Director of Second Language Writing at Arizona State University, January 2013

All Faculty Institute on Teaching and Learning (FITL) conferences, 2008 to 2013

Three academic quarter faculty learning community, *Writing Intensive Course Design, Pedagogy, and Assessment*, 2012

Council for Adult and Experiential Learning (CAEL) International Conference *Open Doors and Unlock Opportunities* and pre-conference workshops, November, 2012, in Washington, D.C.

RIT Entrepreneurs Conference, October 2012

Town Hall Meeting, International Education and Global Programs, October 2012

What It's Like to be Deaf Student in a Mainstream Class, NTID workshop, October, 2012

Faculty Workshop on Blended Learning, Teaching and Learning two-day workshop, November 2011

Teaching and Critical Thinking, FITL conference at SUNY Brockport, approximately 2009

Essentials of Online Teaching four-week class, fall 2007

Effective Meetings workshop, 2007

Emotional Intelligence workshop series, 2007

PUBLICATIONS

“You Can Become a Good Public Speaker” (January 2012) through RIT’s American College of Management and Technology, published in Croatian magazine, *Direktori*

“Writing Well in Business” (September 2012) through RIT’s American College of Management and Technology, published in Croatian magazine, *Direktori*

PROFESSIONAL ACCOMPLISHMENT

One of three finalists for RIT 2007-08 Exemplary Online Learning Faculty Award in first year as lecturer

LECTURER TEACHING SCHEDULE BY TERM

*Note: between 20074 and 20124, Xerox Corporation students participated in year-long capstone projects where they lead Lean Six Sigma projects and fulfilled the requirements of two RIT courses: Multidisciplinary Life, and Discussion Skills and Leadership. They were on campus for one week in the summer at the beginning of the project and one week at the end of the project the following summer. During the rest of the year, they worked on their projects while participating in online discussions and writing tollgate (milestone)

reports and/or journal entries. I worked with a Lean Six Sigma master black belt from Xerox to coordinate these projects.

Course Number	Course Name	# of Students
20071		
0688-325-95	Communicating In Business	21
20072		
0688-325-90	Communicating In Business	19
0688-354-90	Speechwriting	4
0688-356-90	Strategic Communications	9
0697-510-90	Multidisciplinary Life	31
20073		
0688-325-90	Communicating In Business	22
0688-325-95	Communicating In Business	30
0697-510-90	Multidisciplinary Life	32
20074		
0697-510-90	Multidisciplinary Life	25
0697-510-95	Multidisciplinary Life (Capstone Project class)	20
20081		
0688-325-95	Communicating In Business	30
0688-398-72	Sports Public Relations	1
0688-514-90	Technical Proposals	10
0688-721-90	Creating Technical Proposals	9
0697-510-90	Multidisciplinary Life	24
	Coordinate Capstone Projects	20
20082		
0688-322-95	Interpersonal Communication for Customer Service	28
0688-322-96	Interpersonal Communication for Customer Service	18
0688-325-90	Communicating In Business	19
0697-510-90	Multidisciplinary Life	36
	Coordinate Capstone Projects	20
20083		
0688-325-90	Communicating In Business	24
0688-500-70	Communications Elective	1
0697-510-70	Multidisciplinary Life	14
	Coordinate Capstone Projects	20

20084		
0688-321-95	Discussion Skills and Leadership (Capstone Project class)	19
0688-398-95	Report Writing For Business	32
0697-510-95	Multidisciplinary Life (Capstone Project class)	9
0699-705-51	Context & Trends (at American University in Kosovo)	26
20091		
0688-325-95	Communicating In Business	20
0688-500-70	Communications Elective	1
0697-435-90	Global Forces & Trends	19
0697-435-95	Global Forces & Trends	29
	Coordinate Capstone Projects	9
20092		
0688-361-95	Research Techniques	27
0697-431-95	Understanding Corporate Culture	17
	Coordinate Capstone Projects	9
20093		
0688-325-91	Communicating In Business	23
0697-435-95	Global Forces & Trends	20
0699-705-70	Context & Trends	17
	Coordinate Capstone Projects	9
20094		
0688-321-95	Discussion Skills and Leadership (Capstone Project class)	9
0697-510-95	Multidisciplinary Life (Capstone Project class)	20
20101		
0697-435-90	Global Forces & Trends	17
0697-435-95	Global Forces & Trends	19
0699-705-51	Context & Trends	17
	Coordinate Capstone Projects	20
20102		
0688-361-95	Research Techniques	27
	Coordinate Capstone Projects	20
20103		
0697-442-95	Learning Organization	27
	Coordinate Capstone Projects	20
20104		
0688-321-95	Discussion Skills and Leadership (Capstone Project	18

	class)	
0697-510-95	Multidisciplinary Life (Capstone Project class)	31
20111		
3088-325-95	Communicating In Business	129
3097-431-95	Understanding Corporate Culture	29
	Coordinate Capstone Projects	31
20112		
3088-361-95	Research Techniques	17
	Coordinate Capstone Projects	31
20113		
3088-325-70	Communicating In Business	25
3088-325-90	Communicating In Business	20
3097-434-90	Change & Leadership Project	3
3097-435-95	Global Forces & Trends	16
	Coordinate Capstone Projects	31
20114		
3088-321-95	Discussion Skills & Leadership (Capstone Project class)	26
3097-510-95	Multidisciplinary Life (Capstone Projects class)	16
20121		
3097-434-01	Change and Leadership Project	2
3099-705-01	Context and Trends	14
	Coordinate Capstone Projects	16
20122		
3097-431-02	Understanding Corporate Culture	8
3097-434-01	Change And Leadership Project	3
	Coordinate Capstone Projects	16
20123		
3088-325-01	Communicating In Business	20
3088-514-01	Technical Proposals	17
3097-434-01	Change and Leadership Project	9
	Coordinate Capstone Projects	16
20124		
3088-321-01	Discussion Skills and Leadership (Capstone Project class)	14

3088-325-01	Communicating In Business	16
3088-361-01	Research Techniques	11
20131		
PROF-705-02	Context and Trends	13
TCOM-320-01	Professional Presentations	17
TCOM-325-01	Business Communication	19
2013 Spring		
TCOM-320-01	Professional Presentations	20
TCOM-325-02	Business Communication	20
CMDS-298-01	Independent Study	1
2013 Summer		
TCOM-325	Business Communication	17

OTHER PROFESSIONAL EMPLOYMENT

Writing/Business Consultant, Rochester NY, full-time from 1996 – 2007.
(Continue some consulting to the present.) Clients include RIT, University of Rochester, St. John Fisher College, Nazareth College, Monroe Community College, and University at Buffalo

- Write and edit public relations, business, training and marketing communications including speeches, video scripts, websites, newsletters, brochures, articles, press releases, proposals and handbooks
- Chaired Perkins III Advisory Committee at Monroe Community College
- Prepare and present training workshops including “Writing for Public Speaking”
- Narrate videos
- Advise small businesses on policy, financial management, public relations and employee relations
- Partner in *BluesPower*, an interactive presentation that uses music to motivate audiences to increase their individual and team effectiveness
- Received Certificate of Appreciation, Monroe Community College Grants Office, 2007

Executive Director, Plaza Sports Medicine and Rehabilitation, P.C., Rochester, NY, 1988-1996. Chief executive and manager of multi-office medical organization. Developed and implemented:

- Financial management including budgeting, purchasing, employee benefits and compensation packages
- Organizational management including human resources and supervision
- Marketing and public relations plans including media relations and direct marketing to physicians
- Staff training and development program

Labor Relations Assistant, City of Rochester, NY, 1978-1984.

- Advised managers on labor contracts and policies
- Trained employees in management practices and contract interpretation
- Managed Employee Assistance Program

PROFESSIONAL AWARDS

- Award of Distinction, Communicator Awards, 2001
- Bronze Award, Telly Awards, 2002
- Finalist, Vision Awards, 2002
- Bronze Award, Telly Awards, 2004
- Bronze Award, Telly Awards, 2007

Thomas F. Moran
971 Allens Creek Road
Rochester, NY 14618
(716) 385-0407

EDUCATION:

BSME (Mechanical Engineering) 1965
California State Polytechnic College, San Luis Obispo, CA
Vice-president – SAE Student Chapter
Dale Van Fleet Memorial Scholarship

MSME (Mechanical Engineering) 1968
California State College at Long Beach, Long Beach, CA

Additional graduate study in mechanical and aerospace engineering at the
University of Southern California 1966-1968

Additional studies in language and liberal arts at
Pasadena City College 1968-1970
Santa Monica College 1970-1971

Training in digital electronics, computer programming, disc technology and
telecommunications through USC Extension 1982-1983
(On site at Xerox Electro-Optical)

Logistics training at Northrop University (13 wk) 1985

Script writing studies at Writers Guild of America, West 1971-1973
Open Door Program, Scholarship

SCHOLARSHIP:

Area of major interest is creative writing, both fiction and creative non-fiction.
Stories, essays and two book length projects are in work.

A second import area of scholarship is research into the creative writing of
engineers, including those areas of engineering education and practice that carry
over into the creation and writing of fiction, creative non-fiction and poetry.

Other areas of scholarship interest include the undergraduate experience,
troubleshooting analysis, effective use of lists, and the pedagogy of technical
writing. Several conference presentations have been made on these topics.

EXPERIENCE:

Academic Experience:

Rochester Institute of Technology

Rochester, NY

1995 to Present

Professor - Communication Programs, Center for
Multidisciplinary Studies, CAST

Currently teaching Multidisciplinary Life, a capstone course within the Applied Arts and Sciences degree program and a variety of courses within the Center's Technical Communication program. Previously administered all academic communication programs offered by the Center and the College of Continuing Education, including certificate programs in Technical Communication, Public Relations Communication, Computer Graphics, and other communication courses. Managed adjunct instructors, developed new coursework and programs.

California State University Dominguez Hills

Carson, CA

1990 to 1995

Instructor - Extended Education

Developed, organized and served as Coordinator of Technical Writing Certificate program. Taught courses in *Technical Writing*, *Writing Technical Instructions*, and *Advanced Technical Writing*.

Los Angeles Harbor College

Wilmington, CA

1989 to 1995

Instructor - Extended Education/Community Services

Taught a variety of writing courses including: *Story Structure*, *Non-Fiction Writing*, *Description - A Workshop*, *Summer Writing Workshop*, *The Los Angeles Story*, and *Getting Published*.

Non-academic Experience:

1992 to 1995

G&H Technology, Inc., Santa Monica/Camarillo, CA

Proposal Specialist-Marketing Department

Special Products Division

Organized, managed and wrote technical and management proposals for custom electro-mechanical aerospace products. Responsible for all editorial content, including graphic design and technical accuracy, of proposals, technical instructions, product data sheets, technical literature, video scripts and trade show display graphics. Coordinated presentations and proposals with Air-LB, a French partner.

Non-academic Experience: (Continued)

1993 (July-September) **McDonnell Douglas Corp.**, Long Beach CA
Technical Editor - Product Support Group, Douglas Aircraft

Researched and wrote maintenance manuals on flight instruments and communication systems for the MD-11 jetliner.

1983 to 1992 **Rockwell International**, North American Aircraft Div.,
El Segundo, CA

ILS Specialist/Supervisor Technical Publications

Prepared and managed new and change proposals for technical manual development and maintenance. Researched and developed all types of technical publications for the B-1B aircraft. Wrote manuals for software and electronic, electro-mechanical, and mechanical equipment. Developed troubleshooting and fault isolation data. Provided support to project engineering as support equipment engineer (on loan). Supervised intermediate maintenance and depot level writing groups with up to 70 direct reports. Responsible for ongoing logistics projects as Logistics Manager for Integrated Logistics Support (ILS).

1982-1983 **Loral Electro-Optical Systems** (Xerox EOS).
Pasadena, CA

Technical Writer and Trainer - Lead writer for military products

Developed operator and maintenance manuals for laser training equipment. Developed lesson plans, tests, and training materials for Mark VII printer/plotter. Worked directly with military customer and participated in validation and verification at various government installations.

1971 to 1974, 1978 to 1982 **Self-employed - Free Lance Writer**

Prepared general interest articles for major newspapers and magazines. Wrote film scripts and speeches for elected officials. Developed successful grant proposals. Copywrote advertising. Editing newspapers and participated in layout and copy preparation. Publications included five books and hundreds of articles.

Editor - *The Ocean Front Weekly*, Venice, CA 1979-1980

Managing Editor - *The Staff*, Los Angeles, CA 1974

Contributing Editor - *The Staff*, Los Angeles, CA 1973, 1974

Book Editor - *The Los Angeles Weekly News*, Los Angeles, 1975

Columnist - "In Venice" *The Argonaut*, Marina del Rey, CA 1972-1977

Columnist - "Report From Downtown" *LA*, Los Angeles, CA 1972

Art Reviewer - *Art Voices*, Miami, FL 1980

Non-academic Experience: (Continued)

1974 to 1978 **City of Los Angeles**, Los Angeles, CA
Council Aid - City Council Member Pat Russell

Analyzed and prepared legislation for member/president of City Council. Represented district on regional airport planning and criminal justice planning boards. Consulted on aviation issues such as noise and deregulation. Prepared speeches and coordinated public appearances. Managed field office staff and activities.

1966 to 1971 **Jet Propulsion Laboratory**, Pasadena, CA
Research Engineer - Materials Department

Designed, developed and operated plasma arc jet facility for high temperature supersonic testing of ablation materials. Designed high speed probes and test apparatus. Performed meteorite damage studies, gas dynamics research and studies of sterilization of spacecraft materials.

TEACHING ACTIVITIES:

Classes Taught As a Professor:

13 Spring – Faculty Development Leave

13 Fall (Semester)

TCOM 444-01/644-01	Science Writing/Science Writing (3)
TCOM-327-01	Environmental, Health and Safety Comm. (3)
CMDS-510-01	Multidisciplinary Life (3)

12 Spring

3088-327-01	Environmental Communication
3097 510-70	Multidisciplinary Life

12 Winter

3088-333-90	Technical Writing and Editing (4)
3088-365-90/3088-714-90	Writing for the Sciences/Science Writing (4)
3097-510-70	Multidisciplinary Life (4)

12 Fall

3088-333-90	Technical Writing and Editing (4)
3097-510-70	Multidisciplinary Life (4)

11 Spring

3088-327-01	Environmental Communication
3097 510-70	Multidisciplinary Life

Classes Taught As a Professor: (Continued)

11 Winter

3088-333-90 Technical Writing and Editing (4)
3088-365-90/3088-714-90 Writing for the Sciences/Science Writing (4)
3097-510-70 Multidisciplinary Life (4)

11 Fall

3088-333-90 Technical Writing and Editing (4)
3097-510-70 Multidisciplinary Life (4)

10 Spring

0688-327-01 Environmental Communication
0697 510-70 Multidisciplinary Life

10 Winter

0688-333-90 Technical Writing and Editing (4)
0688-365-90/0688-714-90 Writing for the Sciences/Science Writing (4)
0697-510-70 Multidisciplinary Life (4)

10 Fall

0688-333-90 Technical Writing and Editing (4)
0697-510-70 Multidisciplinary Life (4)

09 Spring

0688-327-01 Environmental Communication (4)
0688-348-90 Managing the Project (2)
0688-398-90/0688-731-90 Tech. Procedures/Procedures Online Help (4)

09 Winter

0688-333-90 Technical Writing and Editing (4)
0688-365-90/0688-714-90 Writing for the Sciences/Science Writing (4)
0697-510-70 Multidisciplinary Life (4)

09 Fall

0688-333-90 Technical Writing and Editing (4)
0697-510-70 Multidisciplinary Life (4)

08 Spring

0688-327-01 Environmental Communication (4)
0688-348-90 Managing the Project (2)
0688-398-90/0688-731-90 Tech. Procedures/Procedures Online Help (4)

08 Winter

0688-333-90 Technical Writing and Editing (4)
0688-365-90/0688-714-90 Writing for the Sciences/Science Writing (4)
0697-510-70 Multidisciplinary Life (4)

08 Fall

0688-333-90 Technical Writing and Editing (4)
0697-510-70 Multidisciplinary Life (4)

Classes Taught As an Associate Professor:

07 Spring

0688-327-01 Environmental Communication (4)
0688-348-90 Managing the Project (2)
0688-398-90/0688-731-90 Tech. Procedures/Procedures Online Help (4)

Classes Taught As an Associate Professor:(Continued)

07 Winter

0688-333-90 Technical Writing and Editing (4)
0688-365-90/0688-714-90 Writing for the Sciences/Science Writing (4)
0697-510-70 Multidisciplinary Life (4)

07 Fall

0688-333-90 Technical Writing and Editing (4)
0688-514-90/0688-721-90 Proposal Writing/Tech. Proposals (4)
0697-510-70 Multidisciplinary Life (4)
0688-295-70 Independent Study – Multidisciplinary Life (4)

06 Spring

0688-333-90 Technical Writing and Editing (4)
0688-327-01 Environmental Communication (4)
0688-348-90 Managing the Project (2)
0688-398-90/0688-731-90 Tech. Procedures/Procedures Online Help (4)
0697-499-70 Co-op Applied Sciences (0)

06 Winter

Faculty Development Leave

06 Fall

0688-333-90 Technical Writing and Editing (4)
0688-365-90 Writing for the Sciences (4)
0688-714-90 Science Writing (4)
0688-514-90 Proposal Writing (4)
0688-721-90 Technical Proposals (4)

05 Spring

0688-327-01 Environmental Communication (4)
0688-348-90 Managing the Project (2)
0688-398-90/0688-731-90 Tech. Procedures/Procedures Online Help (4)
0697-499-70 Co-op Applied Sciences (0)

05 Winter

0688-333-70 Technical Writing and Editing (4)
0688-333-90 Technical Writing and Editing (4)
0688-357-90 Media Relations (2)
0688-365-90/0688-714-90 Writing for the Sciences/Science Writing (4)
0697-798-70 Special Topics –Tech. Documentation (4)
0697-499-70 Co-op Applied Sciences (0)

05 Fall

0688-295-70 Independent Study
0688-333-90 Technical Writing and Editing (4)
0688-363-70 Technical Document Design (4)
0688-514-90 Proposal Writing (4)
0688-721-90 Technical Proposals (4)
0697-499-70 Co-op Applied Sciences (0)

Classes Taught As an Associate Professor:(Continued)

04 Spring

0688-333-90	Technical Writing and Editing (4)
0688-327-01	Environmental Communication (4)
0688-348-90	Managing the Project (2)
0688-398-90/0688-731-90	Tech. Procedures/Procedures Online Help (4)
0697-499-70	Co-op Applied Sciences (0)

04 Winter

0688-333-90	Technical Writing and Editing (4)
0688-520-90	International Communication (2)
0688-357-90	Media Relations (2)
0688-365-90/0697-798-90	Writing for the Sciences/ST-Science Writing (4)
0697-798-70	Special Topics –Tech. Documentation (4)
0697-499-70	Co-op Applied Sciences (0)

04 Fall

0688-333-90	Technical Writing and Editing (4)
0688-514-90	Proposal Writing (4)
0688-721-90	Technical Proposals (4)

03 Summer

0697-798-72	ST – Technical Documentation (4)
Developed new course – 0688-520 International Communication	

03 Spring

0688-333-90	Technical Writing and Editing (4)
0688-327-01	Environmental Communication (4)
0688-348-90	Managing the Project (2)
0697-499-70	Co-op Applied Sciences (0)

03 Winter

0688-357-90	Media Relations (2)
0688-514-90/0688-721-90	Tech.Proposals/Writing Tech. Proposals (4)
0697-499-70	Co-op Applied Sciences (0)

03 Fall

0688-333-90	Technical Writing and Editing (4)
0688-333-90	Technical Writing and Editing (4)

02 Spring

0688-295-70	Independent Study (1)
0688-348-90	Managing the Project (2)
0697-499-70	Co-op Applied Sciences (0)

02 Winter

0688-352-70	Writing for the Organization II (2)
0688-365-90	Writing for the Sciences (4)
0697-499-70	Co-op Applied Sciences (0)

02 Fall

0688-333-90	Technical Writing and Editing (4)
0688-333-90	Technical Writing and Editing (4)
0688-350-90	Introduction to Public Relations (2)
0697-499-70	Co-op Applied Sciences (0)

Classes Taught As an Assistant Professor:

01 Spring

0688-327-01 Environmental Communication (4)
0688-348-90 Managing the Project (2)
0688-398-90/0688-721-90 Tech.Proposals/Creating Tech. Proposals (4)
0697-499-70 Co-op Applied Sciences (0)

01 Winter

0688-352-70 Writing for the Organization II (2)
0688-711-70 Technical Information Design (4)
0688-365-90 Writing for the Sciences (4)
0697-499-70 Co-op Applied Sciences (0)

01 Fall

0688-333-90 Technical Writing and Editing (4)
0688-333-90 Technical Writing and Editing (4)
0688-398-70 Technical Information Design (4)
0697-499-70 Co-op Applied Sciences (0)

00 Spring

0688-327-01 Environmental Communication (4)
0688-348-90 Managing the Project (2)
0688-398-70 Technical Information Design (4)

00 Winter

0688-365-90 Writing for the Sciences (4)
0688-731-70 Technical Procedures (4)
0697-499-70 Co-op Applied Sciences (0)

00 Fall

0688-333-90 Technical Writing and Editing (4)
0688-333-90 Technical Writing and Editing (4)
0688-711-70 Technical Information Design (4)
0688-398-70 ST-Technical Information Design (4)

99 Spring

0688-371-01 Environmental Communication (4)
0688-348-70 Managing the Project (2)

99 Winter

0688-352-70 Writing for the Organization II (2)
0688-365-90 Managing Media Presentations (4)

99 Fall

0688-333-90 Technical Writing and Editing (4)
0688-365-90 Writing for the Sciences (4)
0688-398-90 Special Topics - Communication (4)

98 Spring

0688-371-01 Environmental Communication (4)
0688-398-01 Special Topics – Env. Communication (4)
0688-348-70 Managing the Project (2)

98 Winter

0688-365-70 Managing Media Presentations (4)

Classes Taught As an Assistant Professor:(Continued)

98 Fall

0688-333-70 Technical Writing and Editing (4)
0688-333-90 Technical Writing and Editing (4)
0688-365-70 Writing for the Sciences (4)
0688-398-70 Special Topics - Communication (2)

97 Summer

0688-348-70 Managing the Project (2)
0688-343-70 Writing In the Sciences (4)
0688-272-70 Special Topics – Design (4)

97 Spring

0236-331-01 Report Writing (2)
0688-350-01 Introduction to Public Relations (2)
0688-465-70 On Camera On Mike (4)
0688-325-70 Communicating in Business (4)

97 Winter

0688-333-70 Writing for the Organization II (2)

97 Fall

0688-333-70 Technical Writing and Editing (4)

96 Summer

0236-332-70 Managing the Project (2)
0236-328-70 Writing In the Sciences (2)

96 Spring

0236-315-01 Report Writing (2)
0236-360-01 Introduction to Public Relations (2)
0236-415-70 On Camera On Mike (4)
0236-595-70 Independent Study – Communication (4)

96 Fall

0236-332-70 Technical Writing and Editing (4)
0236-315-01 Report Writing (2)

95 Summer

0236-332-70 Managing the Project (2)
0236-328-70 Writing In the Sciences (2)

95 Spring

0236-360-01 Introduction to Public Relations (2)
0236-415-70 On Camera On Mike (4)
0236-307-78 Communicating in Business (4)
0236-300-78 Communications Elective (4)

95 Winter

0236-325-70 Instructional Design Principles (2)

PROPOSALS AND GRANTS:

As a Professor:

- 2012 Proposal for Faculty Development Leave - Approved
- 2009 – FEAD Grant – Attend the Association of Writing Programs (AWP) Conference, Denver, CO
- 2008 – Scholarship Incentive Grant (CAST)
- 2008 – FEAD Grant – Attend the Association of Writing Programs (AWP) Conference, Chicago, IL

As an Associate Professor:

- 2007 – FEAD Grant – Attend the Post-graduate Writers Conference, Vermont College, Montpelier, VT
- 2007 – PLIG (Provost's Learning Incentive Grant) – as member of Institute Writing Committee "Principle to Principled Practice – Faculty Seminar for Writing-to-Learn"
- 2007 – Scholarship Incentive Grant (CAST)
- 2006 – Faculty Development Leave (Winter Quarter)
- 2006 – Scholarship Incentive Grant (CAST)
- 2003 – FEAD Grant – Attend the Sewanee Writers Conference, University of the South, Sewanee, TN

As an Assistant Professor

- 2001-02 – Provost's Learning Innovations Grant - Online Integrated Proposal Resource
- 1998 – Provost's Laptop Computer Award
- 1997 – Attendance at New Jersey Center for Advanced Education Summer Institute, Middlesex County College (NSF)
- 1996-97 – Provost's Productivity Grant - Development of Research Techniques as a Distance Learning Course - (With Nancy Murrey)

Prior to RIT Employment

- 1979 - National Endowment for the Arts, Visual Arts Program Photographic Survey grant, with Beyond Baroque Foundation.

PUBLICATIONS:

As a Professor:

Books

- 2012 Writing for Success– An Engineer’s Guide Volume 4: Writing for Life, an e-book published by IEEE-USA
- 2012 Writing for Success– An Engineer’s Guide Volume 3: The End Products of Engineering Writing, an e-book published by IEEE-USA
- 2011 Writing for Success– An Engineer’s Guide Volume 2: Designing for Success, an e-book published by IEEE-USA
- 2011 Writing for Success – An Engineer’s Guide Volume 1: The Road to Excellence, an e-book published by IEEE-USA
- 2010 *Engineers Can Write!: Thoughts on Writing From Contemporary Literary Engineers*, an e-book published by IEEE-USA

Refereed Conference Presentations/Publications:

- 2014 “Introducing Micronesian Stick Charts as Models of Visual Technical Communication”, was accepted for presentation and publication at the International Professional Communication Conference (IPCC), IEEE Professional Communication Society, Carnegie Mellon University, to be presented and published October 2014.
- 2013 “Upstairs on Hennepin: Tom Sewell and the Bottega Gallery,” was published in Minnesota History: The Quarterly of the Minnesota Historical Society, Vol 63, No. 7, Fall
- 2012 International Professional Communication Conference (IPCC), IEEE Professional Communication Society, Orlando, FL, “Placards and Hazard Alerts: Adding Visual Communication to an Environmental Communication Class”
- 2011 Faculty Institute on Teaching and Learning (FITL), RIT, Rochester, NY, “The Good Class and the Not So Good One: What Makes the Difference”, with M. Firnstein
- 2010 Technical Communication Summit, Society for Technical Communication, Dallas, TX, “Literary Engineers: A Fresh Perspective on Technical Writing and the Task of Teaching It”
- 2009 International Professional Communication Conference (IPCC), IEEE Professional Communication Society, Honolulu, HI, “The Work of Writing: Lessons from Literary Engineers”
- 2009 Spectrum Conference, Society for Technical Communication, Rochester, NY – “Lists: Ten Keys to Ensure They Work for your Readers and Users.”
- 2009 Polytechnic Summit, University of Wisconsin-Stout, “Bridging the Institute – The Value of a Multi-disciplinary Degree Program”, with Myers, et al.
- 2008 International Professional Communication Conference (IPCC), IEEE Professional Communication Society, Concordia University, Montreal, Canada “Strong Words - The Creative Writing of Engineers”

Other Writing:

- 2014 “Leaving Venice,” creative non-fiction, was published in *Switchback*, a literary journal published by the University of San Francisco.
- 2014 “Cause and Effect”, creative non-fiction, was published in *Rind Literary Magazine*, Issue #5
- 2014 “Breathing,” creative non-fiction, was published in *Stone Canoe*, a literary journal published at Syracuse University
- 2013 “High Falls,” a short story, was published in the anthology *Rochester Rewritten: Rochester in the Alternative*, R-SPEC Press
- 2013 “On the Third Day,” creative non-fiction was published in *Brevity Magazine*, an online-journal published at Ohio University (To be reprinted in an anthology published by Capstone Publications, 2014)
- 2013 “That Million Dollar Feeling: A Tom Sewell Story”, creative non-fiction, was published in *Cooweescoowee 2012*, a journal published at Will Rogers State University, Oklahoma
- 2012 “Pointing Toward the Moon: An Engineer’s Path”, an essay published in the 2012 edition of *Stone Canoe*, a journal published at Syracuse University.
- 2011 “Will the Real Ken Kesey Please Steal Something”, a short story published in the 2011 edition of *Stone Canoe*, a journal published at Syracuse University
- 2010 “More on Engineers Can Write”, an article published in the October 2010 edition of *IEEE-USA In Action*
- 2010 “Hopeful”, a short story published in the 2010 edition of *Reed*, a journal published by San Jose State University
- 2010 “Getting Wet”, a short story published in *2034: Writing Rochester’s Futures*, an anthology published by the Speculative Literature Association
- 2009 “Time for the Duck”, a short story published in *Penumbra*, a journal published by California State University-Stanislaus

Other Presentations:

- 2014 Tom Moran, a solo reading at Beyond Baroque Literary Arts Center, Venice, California, March 14.

As an Associate Professor:

Refereed Conference Presentations/Publications:

- 2007 St. Lawrence Region ASEE Conference, University of Toronto, Toronto, Canada “Unlikely Partners – An Experiment in Multidisciplinary Experience” (October)
- 2007 114th Annual ASEE Conference, Honolulu, Hawaii, “Literary Engineers – Engineers and their Creative Writings” (June)
- 2007 Spectrum Conference, Society for Technical Communication, Rochester, NY – “Literary Engineers Share Their Technical Writing Secrets.” (March)
- 2006 St. Lawrence Region ASEE Conference, Cornell University, Ithaca, NY, “What I Learned in Engineering School.”

As an Associate Professor:

Refereed Conference Presentations/Publications: (Continued)

- 2006 Conference for Industry and Education Collaboration (CIEC), San Antonio, TX , “The Impact of a Cheerleading Committee on Faculty Scholarly Output” (lead author with others)
- 2006 53rd Annual Conference, Society for Technical Communication, Las Vegas, NV, “Building ‘Active Practice’ Goals for Technical Literacy”
- 2005 Spectrum Conference, Rochester, NY – “Great Description – Lessons from Technical and Scientific Novelists”
- 2004 ASEE National Conference, Salt Lake City, Utah, “Troubleshooting Procedures – Technical Writing Lessons That Challenge”
- 2004 Spectrum Conference, Society for Technical Communication, Rochester, NY- “Detective Work-Helping Your Readers Solve Problems”
- 2003 Faculty Institute of Teaching and Learning, Rochester, NY, “Publishing Student Work”
- 2003 Expressions of Diversity Conference, RIT, Rochester, NY, “The Forgotten Student-Older Students and the RIT Experience”
- 2002 Information Design in the Electronic Age (IDEA) 2002 Conference, Ngee Ann Polytechnic and STC, Singapore, “Information Design and Distance Learning”
- 2001 Spectrum Conference, Society for Technical Communication, Rochester, NY –“Developing a Distance Learning Program in Technical Communication” and “Creativity in Technical Communication”

Other Presentations:

- 2007 Faculty Institute on Teaching and Learning, RIT (May 30), “Unlikely Partners and the CIWG” (panel member)
- 2007 Creativity:Technology:Invention Symposium, RIT (May 11), “Unlikely Partners” (panel member)
- 2006 CAST Scholarship Colloquium, RIT, Rochester N.Y., “Literary Engineers”
- 2005 American Society for Training and Development (ASTD), Genesee Valley Chapter, “Writing Effective Proposals”
- 2003 Teleconference on Technology, Dubrovnik, Croatia, University of Dubrovnik, “Information Design and Online Learning”
- 2003 Expressions of Diversity Conference, RIT (April 14), “The Forgotten Student-Older Students and the RIT Experience.”
- 2003 Faculty Institute on Teaching and Learning, RIT (May 28), “Publishing Student Work.”

Other Writing:

- 2008 “Sweet Nectar”, a play presented as a staged reading as part of 2 Pages/2 Voices, a production of the Geva Theatre Center and Writers & Books, Rochester, NY, February 4, 2008. Directed by Jean Gordon Ryon, Geva Theater

As an Associate Professor:

Other Writing: (Continued)

- 2007 "George Saunders – Taking Technical Writing Into the World of Fiction"
Intercom, the magazine of the Society for Technical Communication
(November issue, pages 13 to 15)
- 2005 "The Man in the Photo Booth" co-wrote script for short film produced by
Sewell Archives and premiered at the Getty Museum, Los Angeles

As an Assistant Professor:

Refereed Conference Presentations/Publications:

- 2000 18th Annual Conference on Computer Documentation, Cambridge, MA –
"Teaching Introductory Multimedia through Distance Learning"
- 1999 STC-University of Massachusetts Interchange Conference, Boxborough,
MA – "Electronic Presentation Tools"
- 1998 International Conference on Computer Documentation, Quebec City,
Canada – "Designing Usable Lists"
- 1998 Spectrum Conference, Society for Technical Communication, Rochester,
NY – "A Writer's Guide to Designing Effective Lists"
- 1997 International Conference for Technical Communication, Toronto, Canada –
"The Technical Writing Machine"
- 1997 Spectrum Conference, Society for Technical Communication, Rochester,
NY – "Writing Troubleshooting Procedures"
- 1996 Spectrum Conference, Society for Technical Communication, Rochester,
NY – "Writing and Placing the Technical Product Release"

Other Writing:

- 2000 "In Venice-A Sad End for a Seaside Mistake", Opinion Section, page 3,
The Los Angeles Times (May 7)
- 2000 Talking Walls: Visual Literacy Through Interdisciplinary Dialogues,
Exhibition at Bevier Gallery, RIT, Text Labels

Other Presentations:

- 1995 "A Communicator's View of Deadlines", Society for Technical
Communication, Rochester Chapter, (Nov 14)

Prior to RIT Employment:

Refereed Conference Presentations/Publications:

- 1995 European Space Mechanisms and Tribology Symposium, Zurich, Switzerland – Electro-Mechanical Mechanisms for Remote Actuation Requirements”, with C. Courtney, L. McCormick and R. Stephenson
- 1995 AIA/ASME/ASEE Joint Propulsion Conference, San Diego, CA “Electro-Mechanical Actuators for Remote Actuation Requirements”, with C. Courtney, L. McCormick, and R. Stephenson
- 1995 Item 95: The International Journal of EMC, “High Reliability Flexible Metal Conduit for Critical Applications”, with J. Handley, pp. 92-99.
- 1994 Aerospace Mechanisms Symposium, NASA Lewis Research Center, OH, “Payload Holddown and Release Mechanism”, with D. Chaput, M. Visconti, and M. Edwards
- 1993 Connector and Interconnection Symposium, Anaheim, CA “High Voltage Arc Protection for Helmet-Mounted Sight and Display Quick Disconnect Connectors”, with S. Kan, L. Kerek, D. Parker, and E. Rudoy
- 1993 Writer in the Workplace Conference, American River College, Sacramento, CA – "Living With Deadlines"
- 1992 Writer in the Workplace Conference, American River College, Sacramento, CA – "Plagiarism"
- 1971 JPL TM 33-442, “A Plasma Arc Jet Test Facility for Extra-Terrestrial Atmospheric Entry Studies” 30 pps.
- 1969 JPL Space Programs Summary 37-55, Vol.3, pp. 140-141, “Planetary Entry Heat Shields”
- 1968 JPL Space Programs Summary 37-48, Vol 3, pp. 78-81, “Planetary Entry Heat Shields”

Other publications/presentations:

Books:

Los Angeles International Airport, From Lindbergh's Landing Strip to World Air Center, by Tom Moran, CCA Publication Company, Canoga Park, CA, 1993

The United States Army, by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Armed Services series), 1990

A Family in Mexico, text and photographs by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Families Around the Word series), 1987

A Family in Ireland, text and photographs by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Families Around the Word series), 1986

Bicycle Motocross, text by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Superwheels and Thrill Sport series), 1986

Prior to RIT Employment:

Books: (Continued)

Canoeing is for Me, text by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Sports for Me series), 1984

Kite Flying is for Me, text and photographs by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Sports for Me series), 1984

River Thrill Sports, by Andrew David and Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Superwheels and Thrill Sports series), 1983

Bicycle Motocross is for Me, text and photographs by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Sports for Me series), 1982

Frisbee Disc Flying is for Me, text and photographs by Tom Moran, Lerner Publications Company, Minneapolis, MN (Part of Sports for Me series), 1981

Roller Skating is for Me, text by Tom Moran, photographs by Tom Moran and Marilyn Groch, Lerner Publications Company, Minneapolis, MN (Part of Sports for Me series), 1981

Fantasy by the Sea, A Visual History of the American Venice, by Tom Moran and Tom Sewell, Beyond Baroque, Venice, CA, 1979. Reprinted and distributed by Peace Press, Culver City, CA, 1980 (funded in part by grant from NEA)

The Photo Essay: Paul Fusco and Will McBride, text by Tom Moran, Thomas Y. Crowell Company, Inc., New York (An Alskog Book published as a part of the Masters of Contemporary Photography series), 1974

Film/Video:

"Canals, Calliopes, and Chaos," co-producer and script writer, 17-minute documentary film on the history of Venice, California, distributed by Environmental Communications, 1978

"The Sewell Archives," script writer, a 24-minute video available through Group W cable, 1985

Articles:

During the period 1970 to 1995 non-fiction articles appeared in the following publications:

The Argonaut (Marina del Rey, CA)
Art Voices
Beyond Baroque Magazine

Prior to RIT Employment:

Articles: (Continued)

Big Table
Canoe Magazine
California Living Magazine
Central Coast Magazine
Grantsmanship News
L.A.
The L.A. Free Press
The LA Reader
L.A. Staff
L.A. Weekly News
The L.A. Weekly
Los Angeles Herald Examiner
Los Angeles Magazine
Los Angeles Times
Los Angeles Times Magazine
Ocean Front Weekly (Venice and Santa Monica, CA)
The Open Door Review
Le Pasefika
Pegasus
Quinto Lingo
Santa Monica Evening Outlook
The Seattle Times
Soul Communicator
The Sunday Messenger
Swank Magazine
The Washington Post
Venice Beachhead
Venice Sideshow

SERVICE ACTIVITIES:

As a Professor:

Peer Reviewer, International Professional Communication Conference, 2013.
University Tenure Committee 2011
CAST Tenure Committee 2008-2011, Chair two terms
Dismissal for Cause Committee, 2008-2010
Institute Writing Committee, 2008-2009
Society for Technical Communication (STC)
 Nominations Committee – Rochester Chapter 2009-2010
 Spectrum Conference Facilities Manager – 2011

As an Associate Professor:

CAST FEAD Committee 2001- 2002
Co-chair - 2001- 2002
Institute Writing Committee 2001- current
Eisenhart Committee 2004-2005
Eisenhart Provost's Award for Excellent in Teaching Committee 2005 - 2006
Review Committee-Outstanding Distance Learning Faculty Award 2005
Creativity and Innovation Working Group 2006 - current
CAST Mid-Tenure Committee 2002-2003
CAST Tenure Committee 2003-2006, 2007- current
CAST Scholarship Committee 2004-2006
CAST Anniversary Celebration Committee 2007 - current
CMS Applied Arts and Sciences Review Committee 2001 – current
CMS Graduate Review Committee 2005 – current
CMS Search Committee 2004 – 2005
CMS Scholarship Committee 2001 - current
Section Chair (ASEE St. Lawrence Division conference 2007)
Peer Review (ASEE Liberal Studies Division – international conference 2007)
Society for Technical Communication (STC)
Vice-President – Rochester Chapter 2005-2006
Spectrum Conference Manager – 2006
Member of Spectrum Organizing Committee 2007- current
Genesee Community College Computer Technology Advisory Committee 2001-
2003

As an Assistant Professor:

CAST FEAD Committee 1998-2001
Co-chair - 1999-2001
College of Continuing Education Curriculum Committee 1995-1997
Chair – Communication Programs, College of Continuing Education 1995-1997
Institute Writing Committee 1998-1999
Eisenhart Committee 1995-1996
CMS Applied Arts and Sciences Review Committee 1995-2001 (Includes service
in College of Continuing Education)
CMS Search Committee 1998
Society for Technical Communication
Education Manager - Rochester Chapter 1998-2000
Genesee Community College Computer Technology Advisory Committee 1999 -
2001

Peer Review:

2013 Peer reviewed articles submitted for the International Professional
Communication Conference, held by the IEEE Professional
Communication Society

Peer Review: (Continued)

- 2007 Peer reviewed articles submitted to the Liberal Studies division, American Society for Engineering Education national conference.
- 2006 Peer reviewed articles submitted for presentation at STC Spectrum 2006 conference
- 2003 Peer reviewed technical articles submitted to *Technical Communication*, quarterly journal of the Society for Technical Communication
- 2003 Reviewed technical communication as part of research by University of Rochester PhD. candidate

OTHER PERTINENT MATERIALS:

As A Professor

- Nomination for Eisenhardt Teaching Award, 2014
- Inclusion in book *Colleagues*, an RIT Press book by photographer John Retallack and poet Ann Coon, 2011
- Award of Merit, STC Summit Awards-Rochester Chapter, for “Engineers Can Write!”, April 2011

As an Associate Professor:

- Carl Klug Award (President’s Award), Society for Technical Communication, Rochester 2008
- Carl Klug Award (President’s Award), Society for Technical Communication, Rochester 2006
- Star of the Quarter, Center for Multidisciplinary Studies, Spring Quarter 2006
- Exemplary Distance Learning Teaching Award-RIT 2003-2004
- Paul A. Miller Chair – RIT, Spring 2003
- MFA Thesis Committee member – CIAS (D.H. Lee student) 2005-2007
- MSCPS Mentor – (Faye Modeste student) 2005-2006
- MSCPS Mentor – (Patricia Jacobs student) 2003-2004
- Member - Association of Teachers of Technical Writing
- Member - Special Interest Group on Documentation (SIGDOC), ACM
- Member – Public Relations Society of America – (2001-2007)
- Senior Member – Society for Technical Communication

As an Assistant Professor:

- Member - Association of Teachers of Technical Writing
- Member - Special Interest Group on Documentation (SIGDOC), ACM
- Member – Public Relations Society of America
- Senior Member – Society for Technical Communication

Prior to RIT Employment:

Employee of the Month – G&H Technology nomination 1992
Pride Award – North American Aircraft, Rockwell nomination 1985
Citizen of the Year – Marina del Rey Board of Realtors 1979
Commendation – Los Angeles Criminal Justice Planning Board 1977
Apollo Achievement Award – NASA 1969
Member – AIAA (Am. Institute of Aeronautics and Aviation)
Member – ASTM (Am. Society for Testing and Materials)
Member – SOLE (International Society of Logistics)
Member – STC (Society for Technical Communication)
Member – ATTW (Association of Teachers of Technical Writing)
Alternate Member – Los Angeles Regional Criminal Justice Planning Board
1975-77
Alternate Member – Southern California Regional Aviation System Planning
Board 1975-77 (Southern California Association of Governments)
Professional biographical listings include:
Contemporary Authors
Something About the Author
International Writers and Authors Who's Who
Who's Who in the West
Invited participant in numerous elementary and secondary educational programs.
These have included the Long Beach Authors' Fest, the Huntington
Beach Authors' Festival, and the South Bay Authors' Festival.
Invited speaker – Southern California Historical Society
Invited speaker – Friends of the Library, Los Angeles Public Library

Rochester Institute of Technology
Instructional Activity Report
Definitions

Sections: Classes in the student information system for a given term

- Inclusions: Section types of Lecture, Lecture/Lab, Seminar, Studio, colloquium
- Exclusions: Section types of Activity, Clinical, Continuance, Conversion, Co-op, Critique, Full-time equivalence, Independent Study, Internship, Project, Recitation, Research, Study Abroad, and Thesis
- Note: Lab sections are excluded but lab student credit hours are included.

Student Credit Hours (SCH): The number of student credit hours in a section is the sum of the student credit hours generated by all students enrolled.

Faculty: Instructional faculty and other instructors assigned to class sections

- Faculty types:
 - Tenure/Tenure Track – Identified by Human Resources
 - Non-Tenure Track – Identified by Human Resources
 - Adjunct – Instructors teaching on a per-course basis
 - Teaching Assistants – Students listed as the instructor of record for a course
- Exclusions:
 - NTID faculty teaching outside of NTID
 - Visiting faculty

Faculty FTE: Full-Time Equivalence of the instructional portion of a faculty member

- FTE rules:
 - Tenure/Tenure Track and NTT – Instructional portion of a faculty member's FTE as determined in HR's Oracle system
 - Adjunct Faculty and TA – FTE calculated on a per-course basis
- FTE assignment: Faculty FTE is assigned to the college in which a section is taught.
Exclusions:
 - Faculty on leave without pay
 - NTID Faculty teaching outside NTID
 - Visiting Faculty

Student FTE: The number of SCH taught divided by a standard credit hour load

- Undergraduate
 - Prior to Fall 2013: Total SCH/16
 - Fall 2013 and later: Total SCH/15
- Graduate
 - Total SCH/12

Section I. Percent of Student Credit Hours and Sections Taught by Faculty Type**% of Total SCH Taught**

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	57	54	53	49
Non-Tenure Track	21	23	25	29
Adjunct	21	23	22	21
TA	1	1	0	1

% of Undergraduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	55	51	51	47
Non-Tenure Track	23	25	26	31
Adjunct	22	23	22	22
TA	1	1	0	1

% of Graduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	73	72	70	66
Non-Tenure Track	8	9	11	13
Adjunct	19	19	19	20
TA	0	0	0	0

% of Total Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	57	55	53	51
Non-Tenure Track	19	20	23	26
Adjunct	23	25	23	23
TA	1	0	0	0

% of Undergraduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	54	51	50	47
Non-Tenure Track	21	23	25	29
Adjunct	24	26	24	23
TA	1	0	0	1

% of Graduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	73	72	71	66
Non-Tenure Track	7	7	10	13
Adjunct	20	20	19	21
TA	0	0	0	0

Section II. Student Credit Hours and Sections Taught**Total SCH Taught***

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	295,306	287,355	290,385	169,185
Non-Tenure Track	111,344	123,799	135,404	100,331
Adjunct	111,805	122,063	120,627	73,993
TA	4,118	3,400	2,128	2,169
Total	522,573	536,617	548,544	345,678

Undergraduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	254,628	248,136	248,889	145,088
Non-Tenure Track	107,073	118,935	128,642	95,543
Adjunct	101,537	111,392	109,534	66,573
TA	3,942	3,368	2,056	2,115
Total	467,180	481,831	489,121	309,319

Graduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	40,678	39,219	41,496	24,097
Non-Tenure Track	4,271	4,864	6,762	4,788
Adjunct	10,268	10,671	11,093	7,420
TA	176	32	72	54
Total	55,393	54,786	59,423	36,359

Total Sections Taught*

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	3,800.7	3,746.4	3,615.0	2,505.8
Non-Tenure Track	1,254.3	1,395.6	1,549.0	1,298.0
Adjunct	1,552.8	1,695.0	1,583.0	1,127.0
TA	37.0	23.0	22.0	22.0
Total	6,644.8	6,860.0	6,769.0	4,952.8

Undergraduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	2,976.2	2,922.5	2,813.8	1,931.6
Non-Tenure Track	1,178.5	1,312.6	1,434.6	1,185.4
Adjunct	1,325.0	1,462.0	1,371.5	940.5
TA	34.0	21.9	20.0	20.9
Total	5,513.7	5,719.0	5,639.8	4,078.3

Graduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	824.5	823.9	801.2	574.2
Non-Tenure Track	75.7	82.9	114.4	112.6
Adjunct	227.8	233.0	211.5	186.5
TA	3.0	1.1	2.0	1.1
Total	1,131.1	1,141.0	1,129.2	874.4

*Total SCH and Sections Taught in this report contain exclusions. See Definitions document for details.

Section III. Per Section - Student Credit Hours Taught and Student Headcount

Total SCH Taught Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	78	77	80	68
Non-Tenure Track	89	89	87	77
Adjunct	72	72	76	66
TA	111	148	97	99
Total	79	78	81	70

Undergraduate SCH Taught Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	86	85	88	75
Non-Tenure Track	91	91	90	81
Adjunct	77	76	80	71
TA	116	154	103	101
Total	85	84	87	76

Graduate SCH Taught Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	49	48	52	42
Non-Tenure Track	56	59	59	43
Adjunct	45	46	52	40
TA	58	28	36	48
Total	49	48	53	42

Total Student Headcount Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	21	20	21	22
Non-Tenure Track	23	23	23	24
Adjunct	20	20	21	22
TA	17	18	16	17
Total	21	21	22	22

Undergraduate Student Headcount Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	23	23	23	24
Non-Tenure Track	23	23	23	25
Adjunct	22	21	22	23
TA	18	19	17	17
Total	23	22	23	24

Graduate Student Headcount Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	13	13	14	14
Non-Tenure Track	15	16	16	15
Adjunct	12	13	14	13
TA	14	7	9	16
Total	13	13	14	14

Section IV. Per FTE Faculty - Student Credit Hours Taught, Sections Taught, FTE Students Taught, and Course Credit Hours Taught

SCH Taught per FTE Faculty

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	440	439	427	261
Non-Tenure Track	642	686	678	468
Adjunct	864	864	914	657
TA	1,336	1,813	1,161	986
Total	535	549	541	353

Sections Taught per FTE Faculty

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	5.7	5.7	5.3	3.9
Non-Tenure Track	7.2	7.7	7.8	6.1
Total	6.0	6.2	5.9	4.4

NOTE: The ratios for all Adjunct Faculty and Teaching Assistants are fixed due to per-course allocation of FTE. Totals reflect T/TT and NTT faculty only.

**FTE Students Taught per FTE Faculty
(Student-Faculty Ratio)**

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	9.6	9.6	9.3	9.0
Non-Tenure Track	13.5	14.5	14.4	15.8
Adjunct	18.6	18.5	19.6	22.4
TA	28.2	37.9	24.5	33.1
Total	11.5	11.8	11.7	12.1

Course Credit Hours Taught per FTE Faculty

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	21.1	21.3	19.9	11.7
Non-Tenure Track	27.6	29.6	29.4	19.0
Adjunct	42.0	42.4	42.9	29.6
TA	46.0	48.1	45.7	29.0
Total	25.1	26.0	24.8	15.4

Number of Dept Chairs and Endowed Positions changed to 0.33 FTE in the report:

	Chairs	Endowed
Annual 2010-11	46	12
2011-12	49	13
2012-13	48	11
2013-14	48	12

*Total SCH and Sections Taught in this report contain exclusions. See Definitions document for details.

Section I. Percent of Student Credit Hours and Sections Taught by Faculty Type
% of Total SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	16	18	10
Non-Tenure Track	0	13	8	9
Adjunct	0	71	74	81
TA	0	0	0	0

% of Undergraduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	10	15	7
Non-Tenure Track	0	15	9	9
Adjunct	0	75	77	83
TA	0	0	0	0

% of Graduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	51	35	26
Non-Tenure Track	0	0	4	8
Adjunct	0	49	61	66
TA	0	0	0	0

% of Total Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	22	19	12
Non-Tenure Track	0	7	8	9
Adjunct	0	70	73	79
TA	0	0	0	0

% of Undergraduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	16	17	8
Non-Tenure Track	0	10	9	9
Adjunct	0	74	74	83
TA	0	0	0	0

% of Graduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	40	29	32
Non-Tenure Track	0	0	4	8
Adjunct	0	60	67	61
TA	0	0	0	0

Section II. Student Credit Hours and Sections Taught
Total SCH Taught*

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	1,608	1,438	375
Non-Tenure Track	0	1,308	648	351
Adjunct	0	7,211	5,957	3,105
TA	0	0	0	0
Total	0	10,127	8,043	3,831

Undergraduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	832	1,002	249
Non-Tenure Track	0	1,308	592	312
Adjunct	0	6,463	5,202	2,784
TA	0	0	0	0
Total	0	8,603	6,796	3,345

Graduate SCH Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	776	436	126
Non-Tenure Track	0	0	56	39
Adjunct	0	748	755	321
TA	0	0	0	0
Total	0	1,524	1,247	486

Total Sections Taught*

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0.0	37.0	25.0	9.0
Non-Tenure Track	0.0	12.0	11.0	7.0
Adjunct	0.0	116.0	97.0	61.0
TA	0.0	0.0	0.0	0.0
Total	0.0	165.0	133.0	77.0

Undergraduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0.0	20.0	18.6	4.8
Non-Tenure Track	0.0	12.0	10.0	6.0
Adjunct	0.0	91.0	81.9	53.0
TA	0.0	0.0	0.0	0.0
Total	0.0	123.0	110.5	63.8

Graduate Sections Taught

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0.0	17.0	6.4	4.2
Non-Tenure Track	0.0	0.0	1.0	1.0
Adjunct	0.0	25.0	15.1	8.0
TA	0.0	0.0	0.0	0.0
Total	0.0	42.0	22.5	13.2

*Total SCH and Sections Taught in this report contain exclusions. See Definitions document for details.

Section III. Per Section - Student Credit Hours Taught and Student Headcount

Total SCH Taught Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	43	58	42
Non-Tenure Track	0	109	59	50
Adjunct	0	62	61	51
TA	0	0	0	0
Total	0	61	60	50

Undergraduate SCH Taught Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	42	54	52
Non-Tenure Track	0	109	59	52
Adjunct	0	71	63	53
TA	0	0	0	0
Total	0	70	62	52

Graduate SCH Taught Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	46	68	30
Non-Tenure Track	0	0	56	39
Adjunct	0	30	50	40
TA	0	0	0	0
Total	0	36	55	37

Total Student Headcount Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	11	15	14
Non-Tenure Track	0	27	15	17
Adjunct	0	17	16	17
TA	0	0	0	0
Total	0	16	16	17

Undergraduate Student Headcount Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	11	14	17
Non-Tenure Track	0	27	15	17
Adjunct	0	19	17	18
TA	0	0	0	0
Total	0	18	16	17

Graduate Student Headcount Per Section

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	11	17	10
Non-Tenure Track	0	0	14	13
Adjunct	0	8	13	13
TA	0	0	0	0
Total	0	9	14	12

Section IV. Per FTE Faculty - Student Credit Hours Taught, Sections Taught, FTE Students Taught, and Course Credit Hours Taught

SCH Taught per FTE Faculty

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0	322	389	132
Non-Tenure Track	0	744	449	227
Adjunct	0	746	737	509
TA	0	0	0	0
Total	0	617	608	365

Sections Taught per FTE Faculty

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0.0	7.4	6.8	3.2
Non-Tenure Track	0.0	6.8	7.6	4.5
Total	0.0	7.3	7.0	3.6

NOTE: The ratios for all Adjunct Faculty and Teaching Assistants are fixed due to per-course allocation of FTE. Totals reflect T/TT and NTT faculty only.

**FTE Students Taught per FTE Faculty
(Student-Faculty Ratio)**

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0.0	7.8	8.9	4.8
Non-Tenure Track	0.0	15.5	9.6	7.8
Adjunct	0.0	16.1	16.0	17.4
TA	0.0	0.0	0.0	0.0
Total	0.0	13.5	13.3	12.6

Course Credit Hours Taught per FTE Faculty

	2010-11	2011-12	2012-13	2013-14
	Annual	Annual	Annual	Annual
Tenure/Tenure Track	0.0	28.7	26.2	9.5
Non-Tenure Track	0.0	27.3	30.5	13.6
Adjunct	0.0	45.2	44.9	30.0
TA	0.0	0.0	0.0	0.0
Total	0.0	38.3	38.0	22.0

Number of Dept Chairs and Endowed Positions changed to 0.33 FTE in the report:

	Chairs	Endowed
Annual 2010-11	0	0
2011-12	1	1
2012-13	1	0
2013-14	1	0

*Total SCH and Sections Taught in this report contain exclusions. See Definitions document for details.

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Name	Discipline	hire date	Years w/CMS (does not include CCE)		RIT/Non-RIT	Faculty/ Professional Staff	Position	Department	# times teach/year
Abby Cantwell	cmds, prof	2007	7		RIT	Prof	Manager of Student and Academic Services	Center for Multidisciplinary Studies	1-2
Alla Bailey	mtsc	2008	6		RIT	Faculty	Senior Lecturer	College of Science	1
Annalis Lown	busi	2008	6		RIT	Faculty	Adjunct Faculty		2
Anne Marie Canale	busi	2014	0		RIT	Prof	Faculty Career Consultant	The Wallace Center - Faculty Career Development Services	1
Ben Woelk	tcom	2013	1		RIT	Prof	ISO Program Manager	Information Security Office	1
Birgit Coffey	mtsc	2004	10		RIT	Faculty	Lecturer	College of Science	1
Brian Barnard	mtsc	2008	6		RIT	Faculty	Adjunct Faculty		2
Bruce Pillman	mtsc	2012	2		RIT	Faculty	Adjunct Faculty		3
Burton Kleinman	busi, qltm	2007	7		RIT	Faculty	Adjunct Faculty		5
Carol Romanowski	mtsc	2013	1		RIT	Faculty	Associate Professor	Golisano College of Computing and Information Sciences	1
Cathy Leyland	tcom	1997	17		RIT	Faculty	Adjunct Faculty		5
Celine Gullace	busi	2014	0						1
Charles McLauchlin	mtsc	2013	1						1-2
Christina Mancini	tcom	2000	14		RIT	Faculty	Adjunct Faculty		1
Duane Beck	qltm	2013	1		RIT	Faculty	Lecturer	College of Applied Science and Technology	0-1
Jean Louise Mahar	tcom	2002	12		RIT	Faculty	Adjunct Faculty		2
Jean Ferrara	busi	2011	3		RIT	Faculty	Adjunct Faculty		1-3
Jenna Sadue	tcom	2013	1		RIT	Faculty	Adjunct Faculty		0-1
Jennifer Hinton	cmds	2011	3		RIT	Prof	Assistant Director of RIT MAGIC Center	VP for Research	2
Jeremiah Kirkland	prof	2014	0						1
Jessica Hooper	tcom, cmds	2007	7		RIT	Prof	Sr. Educational Technologist	Student Learning, Support, and Assessment	1-3
Jim Brenyo	busi	2009	5		RIT	Faculty	Adjunct Faculty		1-2
Joeann Humbert	cmds	2013	1		RIT	Prof	Associate Director Organizational Development	Human Resources	1
John Frater	busi	2011	3		RIT	Faculty	Adjunct Professor	Saunders College of Business	2
Judd Prozeller	qltm	2005	9		RIT	Faculty	Adjunct Faculty		2
Kate Quinn	tcom	2000	14						1
Kiersten Shinrock	cmds	2013	1		RIT	Prof	Assistant Director Alumni Relations	Alumni Relations	3
Kitren VanStrander	cmds,qltm	2002	12		RIT	Prof	Director of Outreach Education and Training	Outreach Education & Training	0-1
Laura Coleman	mtsc	2003	11		RIT	Faculty	Adjunct Faculty	College of Applied Science and Technology	0-1
Leonie Fernandes	busi	2012	2		RIT	Faculty	Adjunct Professor	Saunders College of Business	2
Lynn Wild	cmds	2006	8		RIT	Faculty	Associate Provost for Faculty Career Development and The Wallace Center	Office of the Provost	4
Maggie Everhart	tcom	2008	6		RIT	Faculty	Adjunct	Academic Support Center	1
Michelle Firnstein	cmds	2008	6		RIT	Prof	Sr. Academic Advisor	Center for Multidisciplinary Studies	3
Molly McGowan	cmds	2004	10		RIT	Prof	Director RIT Leadership Institute	RIT Leadership Institute	2-3
Nicole Gilbert	cmds, busi	2010	4		RIT	Prof	Supervisor, Ctrl Alt Deli	Dining Services	2
Peter Spacher	mtsc	2008	6		RIT	Faculty	Adjunct Faculty		2
Phyllis Walker	cmds	2009	5		RIT	Prof	Assistant Director	RIT Leadership Institute	1
Ralph Ades	busi	2008	6		RIT	Faculty	Adjunct Faculty		2
Richard Morales	prof, cmds	2011	3		RIT	Faculty	Adjunct Faculty		0-1
Robert Gerace	busi	1997	17		RIT	Faculty	Adjunct Professor		2
Robert Kremens	mtsc	2009	5		RIT	Faculty	Research Professor	Center for Imaging Science	4-5
Sally Fischbeck	mtsc	1987	27		RIT	Faculty	Adjunct Faculty		2
Sandra Woodruff Whitmore	cmds	2013	1		RIT	Prof	Sr Director of Operations	Office for Diversity and Inclusion	1
Sarah Brownell	cmds	2013	1		RIT	Faculty	Instructional Faculty	KGCOE Design, Development & Manufacturing	1
Talya Meyerowitz	cmds	2013	1		RIT	Prof	Associate Director of Alumni Relations	Alumni Relations	3

Return to Report

Abby B. Cantwell (585) 750-2588
756 Patty Lane, Rochester, NY, 14580. Abster.mae@gmail.com

Career Summary

Fourteen years advising experience and one year managerial experience for part-time, full-time, online, and on campus undergraduate and graduate students at the Center for Multidisciplinary Studies (CMS) and the American University in Kosovo (AUK). Ability to foster new relationships and partnerships with RIT departments and external companies/colleges. Experience also extends into writing and editing ad copy for CMS and RIT University Publications along with developing marketing strategies for degree programs and courses within CMS. Strong professional skills in problem-solving, creative critical thinking, leadership, team work, and commitment to task.

Professional Experience

Manager, Student & Administrative Services – Center for Multidisciplinary Studies

Rochester Institute of Technology, Rochester, NY

July 2013-Present

- Manage CMS advising staff (4) and front office staff (2) to ensure successful completion of job responsibilities and processes. Primary contact for CMS student-related problems or issues.
- Scheduling Officer for CMS, RIT main courses. Work with CMS Director to determine yearly schedule and course needs.
- Oversee CMS Adjunct Faculty (~40), including hiring details, problem-solving, and relationship building.
- Dean Delegate representative e for CMS (University-wide) which meets bi-monthly and focuses on advising projects and initiatives at RIT.
- Advise a small caseload of undergraduate and graduate students.

Senior Academic Advisor – Center for Multidisciplinary Studies 2008 – Present

Rochester Institute of Technology, Rochester, NY

- Advise, evaluate, and manage over 200 undergraduate and 100 graduate students in customizing and completing their degree programs; maintaining contact from initial meeting to graduation which includes degree development, admissions paperwork, matriculation information, degree audits, and degree certifications.
- Team Leader for CMS Advisors.
- Co-manage and develop academic programs and articulation agreements for corporations, and cohort groups (past and current work includes Kodak, Xerox, ASQ, Verizon NextStep Program, WAHA Oil - Libya)
- Participate in the continuous review and revamping of the advisor processes in CMS with emphasis on a proactive approach to advising and improvement of customer service.
- Teaching Assistant to CMS graduate course *Context & Trends*. Closely work with students on development of plans of study and Capstone ideas.
- Redesigned and co-administer CMS’ “credit by experience” process from initial student inquiry to portfolio content consultation to overseeing final review.
- Lead CMS advisor for international campuses in Kosovo and Dubai.
- Collaborate with CMS Multimedia Project Specialist to update and create graduate

marketing materials including graduate portion of the CMS website.

- Represent CMS at professional conferences including Project Management Institute (yearly); American Society of Quality (2010); Clinical Research Management (2008); NYS GIS conference (2007, 2008); Rochester Women's Network (2006, 2007)

Adjunct Faculty – Center for Multidisciplinary Studies 2007 – Present

Rochester Institute of Technology, Rochester, NY

- Teach *Creative and Critical Thinking & Problem Solving, 0697-441*, online
- Teach *Capstone Proposal Seminar* – graduate level – online, starting summer 2014
- Developed courses for online learning instruction

Professional Advisor – Center for Multidisciplinary Studies 2001 – 2008

Rochester Institute of Technology, Rochester, NY

Staff Assistant – Center for Multidisciplinary Studies September 2000-2001

Rochester Institute of Technology, Rochester, NY

- Created initial outline for Undergraduate Handbook of approximately 15-20 pages to be used by over 500 students, staff and faculty of CMS.
- Processed and organized paperwork for degree certifications, records evaluation, degree applications, and certificate enrollment forms.
- Promoted to Academic Advisor within seven months of initial hire.

Education

Master of Science, Cross-Disciplinary Professional Studies

Professional Concentrations in Communications & Media; General Business

March 2006 Rochester Institute of Technology, Rochester, NY

Bachelor of Arts, History

June 2000 Binghamton University, Binghamton, NY

Professional
Scholarship

- Co-Presenter, 2007 NACADA conference and 2008 CAEL conference, “*Navigating through Uncharted Waters: Utilizing Prior Learning Assessment (PLA) at a non-PLA Institution*”.
- Advisory Board member of a CBET (Center for Bioscience Education and Technology)/CMS partnership to design graduate coursework in Clinical Research Management for the MS in Professional Studies degree (2007-present).
- Certified “Prior Learning Assessor” through CAEL’s (Coalition of Adult & Experiential Learning) PLA (Prior Learning Assessment). (DePaul University).
- “Glossary of Terms”, *nextStep Magazine* (Adult Learner Edition, 2005)
- “What’s Next?”, *nextStep Magazine* (Adult Learner Edition, 2005)
- Writer and Editor, The Transfer Pass (CMS marketing newsletter focused on providing the transfer student with RIT and CMS camps and course information. Target market is select group of community colleges CMS works to build working relationships with and also current CMS students).
- Advertisement copy: *The Reporter* (RIT publication); *nextStep Magazine* (Adult-Learner edition, 2005); *nextStep Magazine* (Transfer-Guide edition) – portfolio available

RIT Committees

- CMS Search Committee - Director Jan.-June 2014
- Non-enrolled registration - April 2014
- Early Alert/Starfish Committee 2013-current
- Academic & Career Wellness Committee 2013-current
- GeneSIS CRM Committee 2010-2012.
- University Policy Review Development Committee 2009-2010.

Michelle L. Firnstein

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Higher Education Experience

Center for Multidisciplinary Studies, Rochester Institute of Technology, Rochester, New York

Senior Academic Advisor

11/13-Present

Academic Advisor

6/01 – 11/13

- Assist 300+ undergraduate and graduate students in curriculum advisement and program of study development.
- Assist with the development of adviser assessment measures.
- Served as the department liaison for Dean's Delegates, collaborating with Assistant Deans across colleges to ensure uniformity of processes and systems for all.
- Facilitate creation and review of articulation agreements for NTID (National Technical Institute for the Deaf).
- Provide International Advisors with information regarding transfer credit and policies as needed.
- Assisted in the development of curriculum materials for students transitioning to the semester system.
- Edit undergraduate marketing materials as necessary in collaboration with the CMS Multimedia Project Specialist.
- Co-coordinated the Prior Learning Experience process for CMS from initial student inquiry to final review.
- Co-chair the CMS graduation reception and assist with all commencement activities.
- Served as the SOCAD (military students) advisor contact for CMS on curriculum issues and program development.
- Informed prospective graduate students about the Cross Disciplinary Professional Studies program; evaluating graduate student proposals for matriculation.
- Promoted the multidisciplinary degree to prospective students at community colleges and organizational Open Houses.
- Participated in departmental committees, including Alumni Association, Profiling, and Orientation committees.

Adjunct Faculty

2007-Present

- Teach the online section of Multidisciplinary Life, the CMS capstone course.

Experience-Based Education, SUNY Oswego, Oswego, New York 12/97 – 5/01

Assistant Director and Minority Internship Coordinator

- Assisted 1000 technical and liberal arts graduate and undergraduate students annually in curriculum and career advisement and developing their program of study.
- Represented the department at Freshman Orientations, Open Houses, departmental theme programs and Career Fairs discussing internships and the Oswego community with prospective parents and students.
- Served as the departmental liaison for Middle States, Study Abroad, and Office of Learning Services committees.
- Created, updated, and revised study abroad, minority internship, and other departmental promotional materials.
- Effectively handled all technology related department issues, including maintaining department web site and internship listserv, increasing student participation through outreach by 114%.
- Performed all directorate duties while director was on sabbatical, including staff supervision, making budgetary decisions, approving learning contracts, and serving as the departmental liaison to upper administration.
- Instructor of the Career Awareness course. Developed course materials and career related assignments and facilitated career and leadership lectures.
- Interviewed and supervised graduate assistants, interns and work study students, training them on the advising and outreach process for internships.
- Worked with technical and non-technical employers and campus faculty in developing and promoting internships for students.

Center for Work and Career Development, University of Rochester, Rochester, New York 9/90 - 12/97

Senior Counselor, Coordinator of Summer Programs

Coordinator, Student Employment

- Independently coordinated the national Summer Reach internship program and managed the \$800,000 operational budget.
- Successfully developed and conducted outreach to over 600 employers and alumni, targeting not-for-profit and public service agencies, corporations, financial institutions, and other for-profit organizations, resulting in over 200 student opportunities.
- Devised marketing tools resulting in 450+ students using the program as part of their summer job search process.
- Developed and presented programs designed to facilitate knowledge of the job search process, covering all areas of career development and the integration of academic majors into the workforce.
- Provided career development assistance in resume and cover letter writing, job search techniques, salary negotiations, networking, mock interviews, employment and graduate school interviews to undergraduate and graduate students.
- Created and developed web pages for all summer programs.
- Developed a training manual for staff and new student workers.

Education

University of Rochester, Rochester, New York

Master of Science in Higher Education, Concentration – Career Counseling; January 1997

Bachelor of Arts in Political Science and Psychology

Certificate in Management Studies – Personnel Administration and Public Sector Analysis Tracts

Professional Affiliations

National Association for Academic Advisors; Member 2004 - Present

New York State Cooperative Experiential Education Association; Member 1997-2002

Professional Scholarship

Co-Presenter, 2007 NACADA conference and 2008 CAEL conference, “Navigating through Uncharted Waters: Utilizing Prior Learning Assessment (PLA) at a non-PLA Institution”.

Co-Presenter, 2005 National NACADA conference, “Stacking the Deck for a Winning Hand: Understanding the Adult Learner and Increasing Enrollment”.

Co-Presenter, 2004 Regional NACADA conference, “Knowing Your Audience and Increasing Ticket Sales: Identifying and recruiting the adult learner at a technical university”.

RIT Committees

Orientation Committee – September 2013-current

CMS Search Committee – Advisor – September 2014 – current

Advising Outcomes and Assessment Committee- Fall 2012

Kitren A. VanStrander

One Amity Court
Pittsford, NY 14534
585-750-4408
kitrenv@yahoo.com

PROFILE

Proven leadership and communication skills combined with a commitment to quality service and continuous improvement.

- Managing large and complex programs utilizing both direct and indirect resources
- Regularly and systematically analyzing and evaluating results of operations and executing improvement strategies

EXPERIENCE

Rochester Institute of Technology Rochester, NY 1990 – present

- **Director, Outreach Education and Training** 2002 – present
Directed the development and implementation of customized RIT academic credit programs for corporate customers; Led operations of RIT's OSHA Training Institute Education Center – one of 28 in the country - including strategic planning, partnerships, marketing, customer focus groups, data analysis, financial management and vendor relations; Co-wrote and secured two federal Department of Labor grants; Managed a variety of contract training programs.
- **Adjunct Faculty, RIT Center for Multidisciplinary Studies** 2002 – 2007 & 2014
Periodically taught the *Introduction to Total Quality Management* course to undergraduate students in an asynchronous, online learning format, including individual and team-based projects. In Spring semester, 2014 I taught *Multidisciplinary Life* – the capstone course for the BS in Applied Arts & Science degree.
- **Director, Corporate Education and Training** 1998-2002
Created sales strategies that drove revenue in excess of \$3.5 million; championed the consolidation of two business units; Developed department budgets for multiple product lines; Led annual strategic planning; Forecast sales and results of operations; Provided leadership and motivation to 25 staff members.
- **Associate Director, Corporate Education and Training** 1997-1998
Served as Acting Director for five months; created new market identity; developed department budgets for multiple product lines; led annual strategic planning process.
- **Program Developer, Training and Professional Development** 1994-1997
Created the program development process for new training; integrated sales and training development functions; created and presented a variety of training and certification programs for an international customer base.
- **Senior Program Director, Training and Professional Development** 1990-1994
Designed and delivered training programs worldwide; managed state-wide Manufacturing Excellence Program which certified trainers in TQM curricula.

ACRO Industries, Incorporated Rochester, NY 1986-1990

- **Total Quality Manager**

Created and implemented company-wide total quality strategy; led senior management planning team; facilitated multiple quality improvement initiatives; developed employee involvement plan; designed recognition and reward program; wrote over 100 job specifications; authored *Standard Operating Procedures* manual and *Employee Handbook*.

EDUCATION

MS, Career & Human Resource Development, Rochester Institute of Technology
BA, Technical Writing with Computer Science concentration, SUNY Potsdam

PERSONAL AND PROFESSIONAL DEVELOPMENT

American Society for Training and Development, Member	1990 - present
American Society for Quality, Senior Member	1996 - 2008
Project Management training, Boston University	1998
7 Habits of Highly Effective People, Franklin Covey	1999
The 4 Roles of Leadership, Franklin Covey	1999
RIT Management Development Series	2002 – 2003
OSHA 30-hour General Industry & Construction courses	2005
ASTD Certified Professional in Learning and Performance Exam	2008
Crucial Conversations training	2011
Wine & Spirit Education Trust, Level One Award	2012
Business Ethics, RIT graduate course	2012
Project Management, RIT graduate course	2012
Advanced Project Management, RIT graduate course	2013
Creativity and Innovation, RIT graduate course	2014

LEADERSHIP AND SERVICE

New York State Excelsior Award for Quality, Examiner	1992 - 1994
American Society for Training and Development, Committee Chair	1992 - 1994
American Society for Training and Development, Local VP	1994 - 1995
American Society for Training and Development, Local President	1996
National Coalition Building Institute, Diversity Advocate	2001 - 2002
Girl Scouts of Genesee Valley, Leader - Troop 987	2002 - 2008
Girl Scout Troop – Annual Spring Product Sale Manager	2005 – 2008
RIT's United Way Campaign – Department Key Captain	2004 – present
RIT Staff Recognition Awards Selection Committee member	2012 – present

AWARDS

ASTD National Blue Ribbon Award for Instructional Design	1994
RIT Training and Professional Development Employee of the Year	1996

GRANTS

USDOL OSHA Susan Harwood Award, Health Management Systems	2003 – 2004
Co-Principal Investigator, training award of \$154K	
USDOL OSHA Susan Harwood Award, Food Processing Safety	2004 – 2006
Co-Principal Investigator, training award of \$177K	

MEGAN S. WALBAUM

SUMMARY OF QUALIFICATIONS

An excellent communicator with strong interpersonal skills and organizational abilities. Demonstrated history of success in multiple facets of education, including teaching, advising, mentoring, counseling, and tutoring. Experience as a unit director, supervising a staff of seven that provided academic support services to more than 450 student-athletes from countless schools and majors.

EXPERIENCE

2002-2003 Purdue University West Lafayette, IN

Director of Academic Support Services

- Promoted to the position following the sudden passing of the previous director.
- Directed all activities for a unit of four professional staff, two graduate assistants, and a half-time staff assistant, who collectively provided academic support services to more than 450 student-athletes from 17 varsity sports.
- Supervised all staff members and their work with individual teams and students.
- Worked with a diverse group of constituents, including students with a wide range of academic abilities; faculty from across campus; academic advisors in other units; head coaches and assistant coaches from Purdue's NCAA Division I athletics program; and other athletics staff members.
- Quickly became knowledgeable of and proficient in NCAA and Big Ten rules for recruiting, certifying, and ensuring eligibility.
- Directed the reporting of academic performance, according to University, Big Ten, and NCAA requirements and regulations.
- Assisted with recruiting prospective student-athletes, meeting with students, their families, and coaches.
- Planned, managed, and supervised the tutor and mentor programs, including hiring, training, payroll, and pairing tutor/mentors with student-athletes.

2000-2002 Purdue University West Lafayette, IN

Academic Advisor

- Advised, guided, motivated, and monitored the academic and civic progress of student-athletes on the following teams: women's basketball, men's tennis, women's tennis, baseball, wrestling, volleyball, and football.
- Worked individually with students of all academic abilities on specific courses of study, tracking progress toward graduation as well as developing general study habits.
- Managed and supervised study table operations, including the hiring, training, and scheduling of monitors.
- Supervised graduate assistants in the completion of their regular duties and special projects.

MEGWALBAUM@YAHOO.COM

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1999-2000 Purdue University West Lafayette, IN

Graduate Assistant and Tutor

- Performed a variety of academic services, including tutor searches, grade checks, award recognition, recruit tours, and staffing/managing the student-athlete study table.
- As the designated learning specialist, performed reading, writing, and learning style assessments for incoming student-athletes.
- Implemented a group program specifically targeting at-risk students, focusing on English fundamentals, as well as organization and time management skills.
- Mentored at-risk students individually, supervising and monitoring their academic success.

1998-99 Barrington High School Barrington, RI

English Teacher

- Taught three courses each semester: Freshman Honors English, Junior British Literature, and Creative Writing.
- Gained experience in both team teaching and individual lesson planning, staying current with new teaching techniques and theories.
- Increased involvement with students through extracurricular activities, including freshman class advisor, mock trial team advisor, and School Improvement Team.

EDUCATION

1997 Purdue University West Lafayette, IN

- Certification in English Education, Grades 6-12

1994 Purdue University West Lafayette, IN

- Bachelor of Arts
 - Major: Professional Writing
 - Minors: Art and Women's Studies

Wendy J. Giuliano

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Rochester, New York 14624

Email: wgiuliano@rochester.rr.com

Phone: 585-490-4099

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Rochester Institute of Technology, Rochester, NY

Adjunct Academic Advisor (Graduate and Undergraduate) March 2012 - Present

- Advise students in creating plans of study for a customizable degree program to best suit their academic and professional goals within the Center for Multidisciplinary Studies program.
- Assist students in admissions and registration process, along with the completion of any required paperwork relevant to the student's academic record.
- Advise current and new graduate students each semester in developing their plans of study and support the instructor during gateway course "Context and Trends".
- Advocate for my graduate students customized plans of study during the Graduate Review Committee meeting at the end of each semester.
- Assist with Capstone Project Presentations at the end of each semester.
- Active participant in advisor meetings and other CMS related meetings across campus.
- Attend and prepare plans of study and other documentation necessary for student program reviews at bi-weekly flex committee meetings.
- Complete academic certification and academic action processes for assigned student advisees and provide support for other advisors for these processes.
- Participate in commencement reception planning and implementation.

Eastman Kodak Company, Rochester, NY (Acquired by Dow Chemical, April 2009) (Acquired by Rohm and Haas Company, June 2006)

Buyer/Planner, Optical Display Films 2004 – 2009

- Utilized SAP R/3 to procure raw materials, supplies and services for entire Optical Display Films organization.
- Coordinated deliveries with suppliers to maintain sufficient inventory levels and most cost effective methods of delivery.
- Traveled to South Korea to assist in establishing effective supply chain for newly built manufacturing facility. Responsible for capturing US costs monthly and facilitating transfer of these costs to Korea.
- Facilitated entire transition of all purchase orders within SAP during two company acquisitions.
- Created, maintained and reported Buyer / Planner metrics to management on a monthly basis. Implemented process improvements based on metric results to improve efficiency within the role.
- Initiated plant-wide cost savings measures, resulting in annual savings to the business of over \$100K.
- Identified duty drawback rebate eligible to the business for raw materials exported out of US, resulting in rebate due to the business of approximately \$150K.

Sales and Marketing Assistant, Kodak Professional 1999 - 2004

- Utilized database to maintain dealer contract information, including complex eligibility parameters for specific product groupings.
- Delivered daily sales reports to management on all Kodak Professional products utilizing Global Data Warehouse within SAP.
- Established online rebate center and, through database administration, provided website access for 500 dealers. This increased efficiency in rebate processing by over 50%.
- Proficient in SAP Order to Cash system to maintain inclusions and exclusions of product groupings for dealers based on signed contract authorizations.

Customer Service Administrator/Team Leader, Kodak Professional Division 1993-1999

- Successfully managed three large accounts with revenues exceeding \$14 million.
- Recognized by customers and management as being proactive in identifying and handling problems.
- Appointed to customer advocate team to recognize and implement process improvements within department.
- Processed complex and detailed digital product orders. Implementation of a variety of process improvements ultimately resulting in increased customer satisfaction.

Additional Relevant Work***Customer/Client Service Representative, Kodak Professional Division***

- Consistently exceeded established call center metrics. Exceptional communication and interpersonal skills resulted in improved customer satisfaction and reduced call cycle time.

Credit Representative, Office Imaging

- Managed and analyzed 850 accounts totaling \$3 million dollars in exposure for follow up via telephone, written correspondence or customer visits, resulting in past due dollars over 90 days old decreasing by \$117K.

Accounts Receivable Bookkeeper, Office Imaging

- Analyzed customer's remittances and properly applied cash to outstanding invoices, while meeting all deadlines and schedules. Consistently exceeded workgroup average time for cash processing, adjustment transactions and adjustment clearing rate.

COMPUTER PROFICIENCIES

Peoplesoft (SIS)	Filemaker
SAP ERP (Order to Cash)	Database Administration
SAP ERP (P2P Manufacturing)	Microsoft Office Project
MRP Planning	Sales Force Automation
Global Data Warehouse / Sales Analysis	Lotus Notes / Microsoft Outlook
MS Office (including Excel, Word, Power Point)	Microsoft SQL

EDUCATION

ROCHESTER INSTITUTE OF TECHNOLOGY, Rochester, New York Master of Science in Professional Studies Professional Concentrations in Higher Education and Human Resources	Currently Attending
ROCHESTER INSTITUTE OF TECHNOLOGY, Rochester, New York Bachelor of Science in Applied Arts & Science WITH Honors Professional Concentrations in Project Management and Business Studies	March 2012
ROCHESTER INSTITUTE OF TECHNOLOGY, Rochester, New York Associate of Applied Science in Business Administration WITH Honors	May 2011

ACKNOWLEDGMENTS

Nominated and attended "Paychex Corporate Leadership Experience" Workshop	January 2011
Nominated for "Outstanding Adult Student" by Professor Delmonize Smith	May 2011
Testimonial featured on "new" RIT Center for Multidisciplinary Studies Website: http://www.rit.edu/academicaaffairs/cms/testimonials/wendy-giuliano	March 2012