

INSTITUTIONAL EFFECTIVENESS PROGRESS REPORT 8

EXECUTIVE SUMMARY

2022–2023

IE Progress Report

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

Leaders from each administrative unit complete the IE Progress Report. The focus of the report is to describe how the unit used data to guide decisions and make changes to improve services, operations, and processes. UAC representatives use *the Institutional Effectiveness Continuous Improvement Rubric* to rate each submission. The rubric has a four-point scale ranging from *No Evidence* to *Exemplary*.

A Revised IE Progress Report Process

Progress Report 7 (2021-2022) introduced substantial changes, including a new reporting instrument, submission process, and scoring process, and was therefore conducted as a “pilot” with a subset of participating divisions. The results and feedback from pilot participants were positive, thus the changes were extended to all the university level divisions for IE Progress Report 8. The changes to the IE Progress Report included a simplified instrument and flexible reporting cycles (e.g., months or semester assessment cycles instead of annual) and more intuitive and user-friendly language, making the instrument more applicable across divisions. UAC added an item that asks units to link the goal that they report on to at least one of the Dimensions of RIT's Strategic Plan (People, Places, Partnerships, and Programs). Additionally, administrative unit leaders could work with their UAC representative or the Office of EEA to revise their reports based on the feedback they receive on the rubric. These changes improved the quality of submissions as well as helped to ensure that the university could collect needed information about continuous quality improvement.

IE Progress Report Results

The university benchmark for the IE Progress Report is that 100% of units will receive a rubric rating of *Effective* or better. The percentage of units scoring *Effective* or better decreased by 8% this year, going from 100% to 92%. This finding represents the highest score to date except for the pilot year. It is important to note that a decrease from the pilot year was anticipated as the new process was expanded to all divisions, resulting in large increase in units completing the report. All RIT Divisions participated in the process except for University Advancement. This division experienced leadership changes, including a change in UAC representation, and therefore needed to revise assessment plans within the division. University Advancement is prepared to resume participation in the annual process next year.

Key findings from the IE Progress Report include:

- 63 administrative units participated in the IE Progress Report (Table 1).
- 92% of participating units scored *Effective* or higher.

- The majority of reports (65%) were scored *Effective*.
- 78% (n=7) of the divisions had all units score *Effective* or *Exemplary* (Table 2).
- 100% of participating units reported alignment of their reported unit-level goal to the strategic plan (Table 3).

Table 1: Five-Year Rubric Rating Trends

	2017.18 (n=67)	2018.20 (n=66)	2020.21 (n=70)	2021.22 (n=34)	2022.23 (n=63)
Rubric Rating	% (#)	% (#)	% (#)	% (#)	% (#)
Exemplary	30% (20)	32% (21)	21% (15)	32% (11)	27% (17)
Effective	42% (28)	54% (36)	60% (42)	68% (23)	65% (41)
Developing	19% (13)	12% (8)	19% (13)	0% (0)	8% (5)
No Evidence	9% (6)	2% (1)	0% (0)	0% (0)	0% (0)
Total Administrative Units Rated Effective or Higher	72% (48)	86% (57)	81% (57)	100% (34)	92% (58)

Table 2: Rubric Scores by Division (2022.23)

Rubric Rating	% (#)	% (#)	% (#)	% (#)
	No Evidence	Developing	Effective	Exemplary
Academic Affairs (8)	0% (0)	0% (0)	75% (6)	25% (2)
Diversity and Inclusion (8)	0% (0)	0% (0)	62.5% (5)	37.5% (3)
Enrollment Management (5)	0% (0)	60% (3)	40% (2)	0% (0)
Finance and Administration (10)	0% (0)	0% (0)	70% (7)	30% (3)
Marketing and Communications (5)	0% (0)	0% (0)	100% (5)	0% (0)
Government and Community Relations (1)	0% (0)	0% (0)	0% (0)	100% (1)
NTID (3)	0% (0)	0% (0)	100% (3)	0% (0)
Student Affairs (21)	0% (0)	9.5% (2)	62% (13)	28.5% (6)
University Studies (2)	0% (0)	0% (0)	0% (0)	100% (2)
University Rubric Rating	0% (0)	8% (5)	65% (41)	27% (17)

Table 3: Sample Goals Aligned to the Strategic Plan

Strategic Plan Dimension	% (#)*	Sample Goal Aligned to the Strategic Plan
People	58% (52)	The Office of Academic Advising : Facilitate the use of resources to support students, intervene as appropriate, and evaluate progress toward degree completion.
Programs	20% (18)	The Office of Health Promotion : Provide quality programming for students related to mental health, connect students to resources, and provide an opportunity for students to reflect on their mental health.
Places	7% (6)	Global Risk Management : Enhance campus safety by developing and advancing plans and leveraging new technologies.
Partnerships	15% (13)	The Division of Government and Community Relations : Establish new or enhance existing strategic partnerships with external entities to elevate RIT's profile and reputation.

*Administrative units could select more than one Strategic Plan Dimension

The following examples highlight how administrative units use data to inform decisions or guide changes that lead to departmental and institutional improvements. Thank you to Gary McManus (Spectrum Support Program), Marian Nicoletti (Undergraduate Admissions), Maria Richart, and Alana Hough (Office of Career Services and Co-operative Education).

Table 4: Continuous Improvement Highlights

<p>Highlight 1: Student Affairs, Spectrum Support Program</p>
<p>The Spectrum Support Program helps students on the autism spectrum make connections that foster academic, social, and career success. To better understand and support student success, a questionnaire was developed to measure self-reported improvement in key growth areas of social connection, self-care, self-advocacy, and academic planning. After analyzing student responses from the prior year, the unit identified the need to revise the questionnaire to better understand and support neurodivergent student success and gain a more accurate reflection on student progress. This year the unit:</p> <ul style="list-style-type: none"> • Revised the questionnaire to more effectively measure the impact on areas students prioritized and adapt services to reflect the changing needs • Used the new results to provide additional professional development to coaches, as well as more tools and resources in the areas of social connections and self-care
<p>Highlight 2: Enrollment Management, Undergraduate Admissions</p>
<p>The Office of Undergraduate Admissions aims to decrease the freshman acceptance rate. In AY 2022-23, through strategic planning and implementation of new initiatives, the department successfully decreased the acceptance rate from 74% to 67% (-4.4%). The effective strategies included:</p> <ul style="list-style-type: none"> • Increased early-decision applicants • Launched a successful digital application campaign and social media effort • Created more local interview options

Highlight 3: Academic Affairs, Office of Career Services and Cooperative Education

The **Office of Career Services and Cooperative Education** delivers service and support to students and employers during in-person and virtual recruiting events. The analysis of three years of career fair survey data collected from students and employers revealed a discrepancy between the positions advertised and those being recruited for at the career fair. By examining feedback from employers and students, the unit established clear employer registration policies. Additionally, employers received supplementary information to aid them in identifying and recruiting candidates from specific majors. This improvement increased effectiveness with employers recruiting at the campus career fair as well as increased satisfaction of students in meeting employers interested in their major. Based on these findings, the department also developed a process to support recruiters in mapping applicable majors to employer's desired skill sets.

Reflections, Recommendations, and Next Steps

The results from the IE Progress Report 8 are encouraging but also demonstrate a need for ongoing improvements to administrative unit assessment across the university. The UAC agrees that the revised instrument and process resulted in positive changes to the quality of submissions as well as a greater buy in among unit leaders for the need to participate in an annual IE Progress Report. Evidence of this comes in the form of feedback from colleagues and timely submissions. The UAC will continue to use the current instrument and process but has identified additional areas for improvement along with next steps or recommendations.

Process: The IE Progress Report review process confused many UAC representatives and unit leaders. The timeline and report review expectations were not clearly or consistently communicated and some UAC representatives and unit leaders did not know where to find information. There is a need to better define and communicate reporting timelines, outline responsibilities for reviewers, and provide clear expectations for effective reporting. Additionally, UAC representatives requested additional training in scoring reports and guiding units in report completion. As a next step, the UAC is developing materials to communicate this information. The Office of EEA will take the lead in ensuring that all UAC representatives are following the timelines and procedures.

Practice: Not all units were able to demonstrate data-driven continuous improvement. More support and training are needed as unit leaders complete reports in order to ensure that all reports are scored *Effective* or better. Further, some units are working with an assessment plan that needs to be updated. These unit leaders need assistance in developing a quality assessment plan that can guide data collection efforts. As a next step, the Office of EEA will prioritize training for UAC representatives as well as offering assistance to units in all divisions.

Oversight: Effective oversight of university assessment practices across RIT's nine diverse divisions remains a challenge. The UAC recommends that the committee be charged by the President to provide leadership across divisions and that the work of UAC is aligned with University priorities including the RIT Strategic Plan.

2022-2023 [University Assessment Council](#) Members

Academic Affairs

Leah Bradley (Co-chair)
Director of Educational Effectiveness Assessment

Student Affairs

Jennifer Maltby (Co-chair)
Director of Data, Analytics, and Planning

Academic Affairs

Kathryn Scahill
Assistant Director of Educational Effectiveness Assessment

University Studies

James Hall
Dean of University Studies and Executive Director SOIS

Diversity and Inclusion

Teresa Long
Director of Assessment and Research Management

Enrollment Management

Marian Nicoletti
Assistant Vice President Dean of Admissions

Finance and Administration

Nilay Sapio
Director of Institutional Research, Data, and Analytics

Government and Community Relations

Maya Temperley
Associate Vice President Government and Community Relations

Marketing and Communications

Denise Wellin
Senior Marketing Data Analyst

National Technical Institute for the Deaf

Richard Dirmyer
AVP Institutional Analytics and Assessment

RIT Dubai

Dezzil Castelino
Institutional Effectiveness Manager

University Advancement

Teah Terrance
Assistant Vice President, Alumni and Constituent Engagement