

**Academic Program Assessment Continuous Improvement of Student Learning Rubric**

**Program Name/College**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No Evidence** | **Minimal Evidence** | **Evidence** | **Clear Evidence** | **Advanced** |
| |  | | --- | | No information provided for current assessment year | | |  | | --- | | Described program improvements  without linking to assessment results | | **OR**  Analyzed data and decided  not to make improvements | | **OR**  Described assessment data  collection without providing  sufficient evidence  of the use of results to improve  student learning or  program improvement | | **OR**  No assessment information  provided for current year;  however, described prior assessment  results with reference to  closing the loop | | |  | | --- | | Analyzed and used student learning  outcomes assessment results and  determined that changes are not  needed at this time. Program  explained why changes were not  needed and described next steps  or follow-up assessment | | **OR**  Analyzed and used program  information or data to inform changes  intended to improve student learning  by:  enhancing or revising curriculum  developing instructional strategies  conducting professional  development activities  improving assessment processes  improving academic support services | | **OR**  Met Minimal Evidence (1) and  discussed **prior** progress report  results or assessment efforts and  provided clear evidence of following  up and assessing the identified change  to determine if student  learning improved | | |  | | --- | | Analyzed and used direct student  learning outcomes assessment results  to inform changes intended to improve  student learning by:  enhancing or revising curriculum  developing instructional strategies  conducting professional  development activities  improving assessment processes  improving academic support services  **AND**  Described why changes were needed and indicated next steps or follow-up assessment | | **OR**  Met Evidence (2) and discussed  **prior** progress report results or  assessment efforts and provided  clear evidence of following up and  assessing the identified change to  determine if student learning improved | | |  | | --- | | Analyzed and used direct student  learning outcomes assessment results  to inform changes intended to  improve student learning by:  enhancing or revising curriculum  developing instructional strategies  conducting professional development  activities  improving assessment processes  improving academic support services  **AND**  Described why changes were needed  and indicated next steps or follow-up  assessment  **AND**  Discussed prior progress report  results or assessment efforts and  provided clear evidence of following  up and assessing the identified  change to determine if  student learning improved | |
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| * **No Evidence (0)** | * **Minimal Evidence (1)** | * **Evidence (2)** | * **Clear Evidence (3)** | * **Advanced (4)** |
| **Overall Comments:** | | | | |



**Academic Program Assessment Continuous Improvement of Student Learning Rubric**

# ***Overview***

RIT is committed to ensuring academic quality and continuous progress or improvement in student learning. Annually, RIT academic programs are asked to provide evidence that assessment results were used to improve student learning and guide program improvements. The rubric outlines the conditions programs must meet to effectively demonstrate systematic assessment of student learning and continuous improvement.

# ***Definitions***

**Continuous Improvement:** Systematic use of data to improve student learning and guide planning, decisions, and improvements to the academic program

**Direct Assessment of Learning** occurs when measures of learning are based on student performance or demonstrates the learning itself. Scoring performance on tests, projects, written assignments, or the execution of lab skills are examples of direct assessment of learning

**Indirect Assessment of Learning** uses perceptions, reflections or secondary evidence to make inferences about student learning. Surveys of students’ perceptions, course grades, focus groups, and self-assessment are considered indirect evidence of learning

**Program Assessment Data**: Information or data collected from all or a sample of students in the program – alumni surveys, student satisfaction surveys, exit surveys. Program information tends to come from indirect sources as evidence of meeting broader program goals

**Student Learning Assessment Data**: Information or data collected from embedded assessments in courses. Usually course-level information that comes from direct sources (tests, projects, essays) and measures the achievement of the program’s goals and student learning outcomes

# ***Framing Language***

This rubric is designed to holistically assess academic programs’ use of data to continuously improve student learning and guide program improvements. In order for academic programs to demonstrate continuous improvement, each programs annual progress report must include:

* a clearly articulated student learning outcome
* a benchmark
* an implemented strategy to achieve the outcome
* evidence of analysis of the data
* how the program used the results to improve student learning and guide program improvements

RIT academic programs share many common attributes including demonstrating continuous improvement, but we acknowledge each program has unique student learning outcomes and assessment methods appropriate to their curriculum. The rubric provides a holistic approach to identifying and determining continuous improvement for academic programs at RIT. This process is designed to be formative as academic programs will receive feedback on how well the unit demonstrates continuous improvement.

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