

RIT Academic Program Improvement Progress Report

Refer to the Program Level Outcomes Assessment Plan (PLOAP) for student learning outcomes and associated measures. **Progress Report is due November 13, 2026**

- **Part I - Prior Academic Year Assessment:** Report on a student learning outcome (from the PLOAP) assessed in academic year 2025-26.
- **Part II - Closing the Loop:** Report on a student learning outcome (from the PLOAP) that was
 - 1) Assessed prior to academic year 2025-26 **and**
 - 2) Resulted in change(s) made to the program **and**
 - 3) Reassessed to determine the impact of those change(s).
- **OPTIONAL. Part III - Eisenhart Award Application:** Apply for this annual award as part of the Progress Report submission process.
- **Part IV - Submission. Is this your final version?**

Name:

1. Program:
2. College, Degree Granting Unit, or International Location:
3. Degree Level:
☐ Associate
☐ Bachelor
☐ Master
☐ PhD
4. Program Code:

Part I – Prior academic year assessment (AY 2025-26)

Report on a student learning outcome (from the PLOAP) assessed in AY 2025-26

5. Did the program meet at least one benchmark?
☐ Yes
☐ No
6. Identify one program student learning outcome from the PLOAP assessed in AY 2025-26:
7. Course Name and number:
8. Assessment method:
☐ Capstone/thesis
☐ Co-op evaluation
☐ Exam
☐ Homework
☐ Paper
☐ Project
☐ Quiz
☐ Other - specify

9. Explain why this method was used to assess the program student learning outcome:
10. Benchmark or indicator of success for the assessment (e.g. 80% of students will achieve a B or higher):
11. Benchmark was:
- ___ Met
___ Not Met
12. Provide distribution of grades, scores or rubric results. Include total number of students
13. What did the program or the faculty learn from this assessment?
14. Will these findings inform changes in the course or program in any of the following areas?
- Select all that apply:
- ___ Academic support services
___ Assessment processes
___ Classroom technology
___ Curriculum
___ Instructional strategies
___ Professional Development
___ Other - specify
15. Describe the planned changes in the course or program, and summarize next steps:

Part II – Closing the Loop

Report on a student learning outcome (from the PLOAP) that was: 1) Assessed prior to AY 2025-26, 2) Resulted in change(s) made to the program and 3) Reassessed to determine the impact of those change(s)

16. Identify a program student learning outcome from a previous assessment cycle:
17. Describe the initial assessment (include Academic year, Course name and number, Assessment method, and Benchmark):
18. Share the initial assessment results (distribution of grades, scores or rubric results. Include the total number of students)
19. What changes were implemented as a result of this assessment (what did the program actually do)?
20. Describe the follow-up assessment (include Academic Year, Course name and number, Assessment method, and Benchmark)
21. Share the follow-up assessment results (distribution of grades, scores or rubric results. Include total number of students)

22. Reflect on the results by comparing the initial and follow-up assessments. Did the change(s) lead to an improvement in student learning?

23. Describe planned changes in the course or program and summarize next steps

OPTIONAL Part III – Eisenhart Award for Excellence in Student Learning Outcomes:

To be considered, complete the application in the link below by January 16, 2027. Do you plan to apply for this award? *

24. <https://forms.cloud.microsoft/r/4LCK8JSNbl>

☐ Yes

☐ No

Part IV – Submission. Is this your final version? *

25. Select Yes to submit the form or No to save a draft

☐ Yes - submit

☐ No – save draft



ACADEMIC PROGRAM ASSESSMENT CONTINUOUS IMPROVEMENT OF STUDENT LEARNING RUBRIC

Program Name/College:

☐ No Evidence (0)	☐ Minimal Evidence (1)	☐ Evidence (2)	☐ Clear Evidence (3)	☐ Advanced (4)
☐ No information provided for the 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 looking back on 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 or 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 program information or data to inform changes intended to improve student learning by: ☐ enhancing or revising curriculum ☐ developing instructional strategies or 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 program information or data to inform changes intended to improve student learning by: ☐ enhancing or revising curriculum ☐ developing instructional strategies or 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
Overall Comments:				

ACADEMIC PROGRAM ASSESSMENT CONTINUOUS IMPROVEMENT OF STUDENT LEARNING RUBRIC

Overview

RIT is committed to ensuring academic quality and continuous improvement in student learning. Annually, RIT academic programs 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 assess academic programs' use of data to continuously improve student learning and guide program improvements. For academic programs to demonstrate continuous improvement, each program's 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.