

## **Academic Program Assessment Rubric**



## Academic Program Assessment Rubric

### Part 3: Providing evidence of seeking improvement based on analysis of results

| Exemplary   | Meets Standard   | Approaches Standard   | Needs Attention  |
|---|--|---|--|
| <p><b>Interpretation of Results:</b> <i>Evaluate the meaningfulness of the results based on a reflection of student learning and an analysis of assessment results</i></p>  |  |   |  |
| <p>Interpretation of results are above and beyond criteria in meets standard (e.g. considers the specific components that define the outcome; identifies possible areas of improvement, thus initiating future actions)</p> | <p><b>Mostly evaluates results</b>, addresses patterns, and/or describes specific strengths and/or weaknesses related to student learning and the interpretation <b>could support programmatic decisions</b>; as appropriate, compares data from differing delivery methods; <b>interpretation includes information about how well students are learning and why</b> (e.g. how courses, experiences, and/or the assessment process might have affected the results);</p> <p><b>Appropriate collaboration and sharing</b> of assessment results <b>to support program decisions is indicated</b>;</p> <p>Provides an interpretation for <b>at least two results</b></p> | <p><b>Minimally describes results</b>, patterns, or student learning and the interpretation is <b>insufficient to support programmatic decisions</b>; as appropriate, does not compare differing delivery methods;</p> <p>Assessment results are <b>minimally shared</b> and it is unclear how they support program decisions;</p> <p>Provides an interpretation for <b>at least one result</b></p> | <p><b>Little or no attempt</b> is made to interpret the results;</p> <p><b>Little or no attempt</b> is made to share assessment results to support program</p> |