t to compare learning environments and analyze the results over time to look for trends. This is an opportunity for faculty to make sense of the results against the larger landscape of the program and factors impacting the student learning outcome.

How to Interpret Results

The Interpretation of Results should address the following questions:

a. What are the strengths and weaknesses of student learning in this area?
b. For programs with both online and face-to-face degree options: how does the performance of these unique learning environments compare?
c. How do the results compare to previous years?
d. How do the results fit into the larger landscape of student learning in the program?
e. How were results shared within the program?

Meets Standard Criteria on Academic Assessment Rubric:

☑ Mostly evaluates results, addresses patterns, and/or describes specific strengths and/or weaknesses related to student learning and the interpretation could support programmatic decisions; as appropriate, compares data from differing delivery methods; interpretation includes information about how well students are learning and why (e.g. how courses, experiences, and/or the assessment process might have affected the results); appropriate collaboration and sharing of assessment results to support program decisions is indicated; provides an interpretation for at least two results.

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1. Interpretation of Results
Strengths and weaknesses of student learning are [1a. describe strengths/weaknesses of knowledge, skills, and abilities; analyze rubric sub scores]. The face-to-face courses had [1b. describe face-to-face results]. The online courses had [1b. describe online results]. These results are [1c. compare data to previous years] than [timeframe]. Upon interpretation , [1d. discussion of the results and the landscape of learning within the course and the program]. These assessment results were shared and discussed [1e. describe sharing and decision-making processes].

Over the past several years the program has seen a trend in students receiving low pass rates on the Praxis I.[1d] After