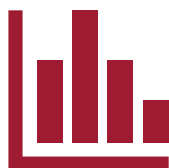


## Drilling Down on Assessment Data for Targeted Improvement (Rubric X-XI)



Drilling down on assessment data means conducting a focused analysis to uncover specific strengths and weaknesses in student learning. By disaggregating results faculty can pinpoint **where** students are underperforming and make **specific, meaningful, and manageable** improvements.

- **Options:** rubric criterion, question theme, modality, student subgroup, etc.
- **Met/Not Met Score:** Use to prioritize actions
- **Drill Down Scores:** Use to improve the curriculum

Note: Modality analysis may be required but not sufficient for some programs.

Note: Improvements to the process are not considered learning improvements.

|        | Results                                                                                                                                                                                                                                                                                                        | Curriculum Findings                                                                                                                       | Actions to Improve Student Learning                                  | Actions to Improve Process (Rubric XIII)                                              | Notes                                                                                                                  |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| WEAK   | 85% (48 of 57 students) met or exceeded expectations.                                                                                                                                                                                                                                                          | The achievement expectation was <b>met</b> .                                                                                              |                                                                      |                                                                                       | No continuous improvement.                                                                                             |
| WEAK   | 76% (43 of 57 students) met or exceeded expectations.                                                                                                                                                                                                                                                          | The achievement expectation was <b>not met</b> .                                                                                          | Broad actions needed <b>across all areas</b> of the written project. | Assess other courses in the curriculum map to identify <b>where</b> low scores begin. | Actions are unfocused (some unnecessary), resource-heavy, and time-consuming. May never lead to learning improvements. |
| STRONG | 85% (48 of 57 students) met or exceeded expectations. Results by rubric component:<br><b>Purpose &amp; Audience: 60%</b><br>Organization & Structure: 90%<br>Content & Development: 92%<br><b>Tone &amp; Style: 65%</b><br>Grammar & Mechanics: 99%<br>Formatting & Conventions: 97%<br>Critical Thinking: 84% | While the achievement expectation was <b>met</b> , the lower scores in Purpose & Audience and Tone & Style suggest areas for improvement. | <b>Targeted</b> actions for Purpose & Audience and Tone & Style.     |                                                                                       | Focused, manageable, continuous improvement.                                                                           |

### Need Help?

There are no one-solution-fits-all in assessment. The Office of Institutional Effectiveness (OIE) can support you at every step—ensuring your approach fits your program's goals, resources, and capacity.

In-depth [Assessment Guides](#)

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