

### Inventory of Educational Effectiveness Rubric for Annual Assessment Reports Collected in Spring 2017

	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
Assessment Evidence	No evidence of collecting program-level assessment data beyond GPA and pass-rates.	Capstone projects, theses, or classroom based assignments are used by faculty to assess outcomes, but <b>data are not systematically examined or shared</b> at the department level.	<b>At least one type of program-level assessment</b> has been conducted such as program-wide evaluation of capstone projects or indirect assessments (student surveys, etc.).	<b>Multiple types of program-level direct evidence</b> are collected to examine student learning and/or one assessment is used which examines multiple learning outcomes.
Assessment Process	No evidence is provided that program faculty have a process in place to discuss learning outcomes or collect and review assessment evidence.	There is evidence that program faculty discusses learning outcomes and how to improve teaching, but <b>program-level assessment evidence has not been collected or discussed</b> .	Assessment committee or assessment coordinator <b>interprets data and shares</b> with department. Department <b>faculty discuss results</b> and determine improvement actions.	Assessment committee or assessment coordinator regularly collects data and shares with department. Department faculty discuss results and there is evidence that improvement <b>actions have been taken to close the loop</b> .

Note. This rubric was developed based on WSCUC's Program Review Rubric. "Assessment Evidence" category was adapted from the Program Review rubric category, "Process of Review". The "Assessment Process" category was adapted from the GE rubric category, "Annual Feedback on Assessment Efforts".