CAT Rubric

Quality Measures
(Start with vive-column assessment summaries, etc. in the SharePoint Library)

Program Learning Outcomes (PLOs)
☐ Assessment plans list all program outcomes
☐ At least 2 PLOs selected for comprehensive assessment in the current reporting year (2015-2016—may vary by program)
☐ The PLO assessment schedule includes past, present, and future assessment (to encompass all PLOs)
☐ Identifies year evidence collected for specific PLO
☐ The PLO assessment accurately corresponds to the Curriculum Map (A = Assessment)
☐ Relationship between **course-level evidence** (e.g., embedded test questions) and specific **PLO** is clear (use **key words** from the PLO)

Benchmarks
☐ Benchmark is sufficiently high (75% or higher)
☐ Updated **Assessment Overview** reconciles with SharePoint (esp. percentages) – check last

Note: Look for one outcome scoring lower than the other outcomes (regardless of whether students meet the benchmark). Those are PLOs to focus on for improvements in teaching and learning.

Results of Assessment
☐ N? Identifies how many students were actually assessed
☐ Identifies what percent of the population met the benchmark(s)
☐ Assessment results are specific

Types of Evidence
☐ **Direct/Indirect evidence** labeled clearly as such (see reverse)
☐ **Multiple direct measures** were used to assess outcomes (see reverse)
☐ Evidence is drawn from a **representative sample** and a **significant number** of students
☐ **Indirect measures** were used to assess outcomes (see reverse)
☐ **Source of evidence** clearly identified (e.g., assignment, portfolio, embedded final exam questions, etc.) and clearly related to the PLO (with **key words**).
☐ Identifies **population** to be assessed (which courses, how many sections, what semesters etc.)
☐ **Describes the assessment process** so that any faculty member could replicate the assessment, given the rubrics, etc.

Improvements in Teaching & Learning
(Information sometimes in the SharePoint Library: **Action Plans**, minutes, Canvas notes, etc.)

☐ Documents that assessment results have been shared among program faculty
☐ Documents that proposed changes are/have been discussed/implemented among program faculty
☐ Look for **concrete changes** to teaching strategies: additional labs and/or topics, restructuring the syllabus, including specific test questions, adding prerequisites, etc.
☐ Documents that decisions have been made **based on assessment results and data**: avoid language such as "continuing to be updated," ("continue" is a flag) "opinion," vague language, "exceeding the standard" every single time.
☐ Documents **qualitative** methods and measures

Note: Look for one outcome scoring lower than the other outcomes (regardless of whether students meet the benchmark). Those are PLOs to focus on for improvements in teaching and learning.

	Direct Measures	**Indirect Measures**
Examples of Direct and Indirect Measures of Student Learning (Course and Program Levels) Adapted from MSCHE *Student Learning Assessment: Options and Resources*		
Course (for course assessments that feed into program assessments)	• Course and homework assignments • Examinations and quizzes • Standardized tests • Term papers and reports • Observations of field work, internship performance, service learning, or clinical experiences • Research projects • Class discussion participation • Case study analysis • Rubric (criterion-based ratings scale) scores for writing, oral presentations, and performances • Artistic performances and products • Grades that are based on explicit criteria clearly related to specific learning outcomes	• Course evaluations • Test blueprints (outlines of the skills and concepts covered on tests) • Percent of class time spent in active learning • Number of student hours spent on service learning • Number of student hours spent on homework • Number of student hours spent at intellectual or cultural activities related to the course • Grades that are not based on explicit criteria clearly related to specific learning outcomes
Program	• Capstone projects, portfolios, exhibits, or performances • Pass rates or scores on licensure, certification, or subject-area test • Student publications or conference presentations • Employer and internship supervisor ratings of students' performance	• Focus group interviews with students, faculty members, or employees • Registration or course enrollment information • Department or program review data • Job placement • Employer or alumni surveys • Student perceptions • Proportion of upper-level courses compared to the same program at other institutions • Transfer rates