

**Taskstream Template**

**AY 2014-15**

For

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| (program name) |

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| Completed by: |  |
| Email address: |  |
| Date: |  |

This template is intended to be an intermediate stage between existing assessment reporting formats and the fully online Taskstream reporting system. By using this template to format your assessment report, you will be learning a little bit about how Taskstream works. Once we start using Taskstream for all assessment reporting, you may still want organize your work in a template like this one before entering it into Taskstream.

There are three sections. The first should be completed by all programs. This area allows you to provide an overview of your assessment activities this year, communication within the program, and updates on any changes that you have made as a result of prior assessments.

**Attachments to include:**

* Minutes and/or agendas from department / program meetings in which assessment was discussed

The second section of the document should only be completed if the program has changed in some way. This area includes the program mission statement, learning outcomes, and curriculum map. Please complete any area in which changes have taken place. For example, if the course requirements have changed, you should create a new curriculum map.

**Attachments to include:**

* Excel-format curriculum map
* Syllabi from all courses listed on curriculum map

The third section of the document should be completed if any data collection (student assessment) took place this year. Most programs will complete this area every year. However, for some programs data collection will not take place every year, as some years may be devoted to reflection on prior results and/or consideration of new assessment methodologies. If no data collection took place, you may skip this section. **Note that you should not go two years in a row with no data collection.**

**Attachments to include:**

* Copies of locally-developed assessment measures (e.g. rubrics, surveys, blueprinted exams), and/or descriptions of nationally normed measures (ideally official publications of the organization providing the instrument)
* Data file(s), if relevant

Every section includes several rubrics for you to use to reflect on your assessment practice. Please complete the rubric for any area in which you have provided information. Please be honest in your self-assessment, but always aim for a score of three or higher.

* **Timeline**

In this area indicate what assessment activities happened this year, and what is planned for the next several semesters. For example describe the outcomes being assessed, those being discussed for loop-closing, etc.

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| --- | --- | --- | --- | --- | --- |
|  | **Semesters** | | | | |
| **Outcome** | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 |
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If desired, provide clarifying information in narrative below. In particular, if no data collection took place this year, explain your other assessment activities (such as reflection, revision of measurement tools, and the like).

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 **Reflect on Timeline**

Please assess your assessment timeline.

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| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| ☐Assessment is bunched into one or two clear assessment “events” rather than incorporated into the life of the program | ☐ The amount of assessment work in any given semester is somewhat uneven; faculty will be over‐ stressed in some semesters and /or there will be assessment lulls in some semesters | ☐ The amount of assessment work in any given semester is mostly even | ☐ Assessment is clearly and evenly incorporated into the curricular schedule |
| ☐ All or most of the assessment responsibility is taken on by a small number of program faculty | ☐ Assessment responsibility is uneven, with some faculty not involved at all | ☐ Assessment responsibility is mostly even, with some faculty taking on more responsibility than others | ☐ Assessment is clearly part of normal faculty expectations within the  program |

* **Communication**

In this area describe how assessment practices or results are shared with the faculty members in the program. You should also describe meetings that occurred between the department and other associated groups such as the general education faculty, the University Libraries, or others who might affect student learning outcomes in your program.

If you have them, please attach minutes or agendas from program or department meetings in which assessment was discussed.

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* **Reflect on Communication**

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| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| ☐It is not evident  that assessment results have been shared with faculty | ☐ Results have been shared  with a small group of faculty charged with assessment or curriculum development | ☐ All or most program faculty  have been involved in discussions concerning next steps, as documented in department meeting minutes or other notes | ☐ All program faculty have  been fully engaged in discussions concerning next steps, as documented in department meeting minutes or other notes |
| ☐ It is not evident  that assessment results have been shared with relevant outside groups | ☐ Relevant groups (such as  the library or general education faculty) have been informed of assessment results but not included in discussions. | ☐ Relevant groups (such as the  library or general education faculty) have been involved in discussions concerning next steps, as documented in meeting minutes or other  notes | ☐ Relevant groups (such as the  library or general education faculty) have been fully engaged in discussions concerning next steps, as documented in meeting minutes or other notes |



* **Update on Prior Assessments**

In this area provide updates on any changes that you have made recently as a result of PRIOR assessments. If planned changes have not been made, explain why. (e.g. insufficient budget to hire additional faculty members). Do you have other changes to suggest that will be easier to implement? Describe them here.

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* **Reflect on Updates**

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| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| ☐There is no evidence that any changes have been made | ☐ There is convincing evidence that some of the proposed changes will occur soon | ☐ There is convincing evidence that the proposed changes will occur soon | ☐ There is convincing evidence that some changes have already been made |

 **Program Mission or Description**

Complete this section only if the program mission or description has changed since your last report.

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* **Learning Outcomes**

Complete this section only if your program outcomes have changed since your last report.

1. List your program outcomes in the first column. Outcomes should be complete sentences, starting with “Graduates of this program will be able to ….” Please avoid using verbs that refer to internal states, such as “understand” or “know.” Instead, use verbs that refer to evidence of student understanding or knowledge, such as “demonstrate” or “explain.”
2. Then indicate how each outcome can be mapped to the university learning outcomes, by placing an “X” in any column that is relevant to the program outcome. The full text of each university outcome appears on the following page.
3. Please complete rubric (Reflect on Program Outcomes)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Fairleigh Dickinson University General Education**  **Outcomes and Technological Literacy** | | | | | | | | |
| **Program Outcomes for (name of program)** | Written  Communication | Oral  Communication | Information  Literacy | Technology  Literacy | Quantitative  Literacy | Global  Understanding | Cultural  Understanding | Critical Thinking | Scientific  Analysis |
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**FDU Learning Outcomes**



**Written Communication**

FDU graduates will be able to write documents that present and evaluate information and opinion in a logical and analytic manner, incorporating research and documentation, and using style, grammar, mechanics, and format appropriate to an educated audience.

**Oral Communication**

FDU graduates will be able to prepare and deliver effective oral presentations, incorporating suitable research and using presentation software, in a style appropriate to an educated audience.

**Information Literacy**

FDU graduates will be able to prepare carry out thorough and effective information search strategies using traditional print, digital, and Internet sources, evaluate information accessed, and use this information along with existing knowledge to create something new.

**Quantitative Literacy**

FDU graduates will be able to analyze and interpret quantitative information, and apply mathematical methods in solving problems encountered by an educated adult in daily life and within a field of study.

**Global Understanding**

FDU graduates will be able to analyze important current global issues from multiple viewpoints, with an understanding of the inter-connectedness of political, economic, environmental and social systems.

**Cultural Understanding**

FDU graduates will be able to understand and appreciate multiple cultures and global issues from historical, ethical and moral perspectives.

**Critical Thinking**

FDU graduates will be able to demonstrate competency in critical thinking that encompasses dimensions of informal (natural language) logic and ethical analysis.

**Scientific Analysis**

FDU graduates will be able to explain and summarize the scientific world view, explain and apply the scientific method of inquiry, and explain the nature of the scientific enterprise specific to at least one scientific content discipline.

**Technological Literacy**

FDU graduates will be able to use technology as a learning and communication tool that enhances productivity and professional practice.

 **Reflect on Program Learning Outcomes**

Please assess your outcomes and the mapping of your outcomes to the University learning outcomes.

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| --- | --- | --- | --- |
| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| Outcomes are a list of  skills, topic areas, or the like | Outcomes are expressed from  the point of view of coverage rather than student learning | Outcomes are expressed from  the student’s point of view,  but are not complete sentences | Outcomes are all expressed  as complete sentences, with the student as the subject |
| No verbs are present  in any outcomes | Verbs that refer to internal states  are used for all outcomes | Behavioral verbs are used for  some outcomes | Behavioral verbs are used  for all outcomes |
| Content, skills, or  attitudes are presented in language that is too broad or vague to be meaningful | Most outcomes are either too  vague to be meaningful, or excessively specific | Most outcomes are sufficiently  clear for assessors to agree on their meaning, but some are too vague or excessively specific | Outcomes are sufficiently  clear for assessors to agree on their meaning, but are broad enough to apply to a variety of educational situations |
| The outcomes address  only one learning domain, e.g. content knowledge | The outcomes address several  learning domains, but significant elements are missing from the knowledge, skills, and abilities listed in the learning outcomes. | Only minor elements are  missing from the knowledge, skills and abilities listed in the learning outcomes. | The outcomes are sufficient  to address all of the content knowledge, skills, and abilities required of program graduates. |
| There are too many  outcomes to be assessed every two to three years. Some will certainly be missed. | There are many outcomes,  which could only be assessed with difficulty every two to  three years. Some outcomes may  not get sufficient attention. | While this number of  outcomes can probably be assessed every two to three years, the program should consider trimming some in order to ensure sustainability. | The number of outcomes is  clearly sustainable, and can comfortably be assessed every two to three years |
| No outcomes can be linked to the University Learning Outcomes | Some outcomes appear relevant to the University Learning Outcomes, but this linkage has not been made explicit OR the provided linkage is questionable and requires further elaboration | The University Learning  Outcomes are explicitly linked to program outcomes, but some relevant outcomes are not included | All relevant University Learning Outcomes are explicitly linked to appropriate program outcomes. |
| Information  literacy cannot be linked to any of the provided outcomes | No outcome has been linked to  information literacy, but information literacy could be incorporated into one or more outcomes with some reworking OR the provided linkage is questionable and requires further elaboration | No program outcome has  been linked to information literacy, but at least one outcome has clear relevance to information literacy | Information Literacy  has been appropriately linked to at least one of the program learning outcomes |
| Technology literacy cannot be linked to any of the provided outcomes | No outcome has been linked to technology literacy, but technology literacy could be incorporated into one or more outcomes with some reworking OR the provided linkage is questionable and requires further elaboration | No program outcome has been linked to technology literacy, but at least one outcome has clear relevance to technology literacy | Technology Literacy has been appropriately linked to at least one of the program learning outcomes |
| No higher‐order  thinking skills are included in the outcomes | Some higher‐order thinking skills are implicit in the outcomes, but have not been made explicit OR the provided linkage is questionable and requires further elaboration | Some higher order thinking  skills are explicitly included in the outcomes, but could be emphasized more | Higher‐order thinking  skills are emphasized in the outcomes as appropriate to the level of study |

* **Curriculum Map**

Complete this section only if your program outcomes or course requirements have changed since your last report. If you prefer to use an Excel template, this was also distributed to you along with the Taskstream template.

Please attach a syllabus for every course listed on this curriculum map. Make sure that each syllabus includes learning outcomes (ideally on the first page), and that these outcomes align with the curriculum map.

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| Course Information | | Program outcomes  Add the names of your outcomes below. You may ignore any extra columns. | | | | | | |
| Course code (e.g. BIOL 1000) | Course Title | Outcome 1: | Outcome 2: | Outcome 3: | Outcome 4: | Outcome 5: | Outcome 6: | Outcome 7: |
| Required courses (add more rows if necessary) | | | | | | | | |
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| Required group 1 – i.e. students must take a specified number of classes from this group, but do not need to take all (add more lines to this group, or add groups if necessary) | | | | | | | | |
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| Required group 2 – i.e. students must take a specified number of classes from this group, but do not need to take all (add more lines to this group, or add groups if necessary) | | | | | | | | |
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* **Reflect on Program Curriculum Map**

Please assess your curriculum map.

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| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| The curriculum map  reveals gaps in the program. One or more outcomes are not addressed in any course or educational activity. | The curriculum map  reveals linkages between program outcomes and opportunities to achieve those outcomes.  All outcomes are addressed in at least one class, but one or more required courses or activities are not aligned with program outcomes. | The curriculum map  reveals a solid program with clear linkages between program outcomes and opportunities to achieve those outcomes. All required courses are relevant to one or more program outcomes. Some outcomes could be  reinforced more frequently  in the curriculum. | The curriculum map  reveals a well‐designed program with clear linkages between program outcomes and opportunities to achieve those outcomes. All required courses are relevant to one or more program outcomes. Learning for all outcomes  is reinforced in a variety of  contexts. |
| No outcomes appear on syllabi (or no syllabi are attached) | Outcomes on fewer than half of syllabi are consistent with the curriculum map | Outcomes on more than half of syllabi are consistent with the curriculum map | Outcomes on all syllabi are consistent with the curriculum map |

 **Overview of Assessment Plan**

In this area indicate which outcomes were assessed this academic year. Also indicate where and how these outcomes were assessed, a brief description of the method used for each assessment, and your benchmarks.

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| Assessment occurred in the class or experience:  (e.g. “BIOL 2000,” “survey mailed to all graduating seniors,” “completed portfolios of seniors’ artwork”) | Assessing the program outcome: | Using Assessment Method(s): (e.g. “final paper assessed using a rubric,” “final exam blueprinted to outcomes,” “juried assessment using external evaluators”) | Benchmark:  (e.g. “75% of students will score an average of 3 or better on the assessment rubric”) |
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You may also provide additional information in narrative form below.

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* **Assessment Measures**

In this area describe the specifics of your measurement instruments. Describe your assessment instruments as carefully as possible, and attach copies of all locally-developed instruments such as rubrics or blueprinted exams. Some points to address include:

*Are you using locally developed measurements, such as rubrics to assess student work, or tests with blueprints?*

* How were these measurements developed?
* How many faculty members were involved in developing them?
* Have they been used before, or are these measures new this year?

*Are you using nationally normed measurements, such as the ETS major tests or PRAXIS?* Describe all such instruments.

*How did you arrive at your benchmarks?*

* Are they based on prior years' data, national data, faculty consensus within the department, or something else?

*How many measures do you have for each outcome?*

*Do you include some indirect measures, such as student perceptions of learning?*

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* **Reflect on Measurement**

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| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| ☐Instruments are not provided, OR it is not clear how the measurement methods align with the learning objectives. | ☐ The measurement methods are loosely aligned with the learning objectives, but may have been developed for another purpose. | ☐ The measurement methods align with the learning outcomes, but some further explanation  may be necessary | ☐ All measurement methods clearly align with and are appropriate for assessing the learning objectives. |
| ☐ No direct measures  are employed. | ☐ There is a direct  measurement method for some outcomes. | ☐ There is a direct  measurement method for most outcomes. | ☐ There is at least one  direct measure used for every outcome. |
| ☐ It is unclear how some of the outcomes will be assessed. | ☐ All or most outcomes are assessed using a single methodology (e.g. test or rubric) | ☐ Two or more assessment methodologies are employed across the program’s outcomes. | ☐ At least two measures are used for every learning outcome. |
| ☐ No benchmarks have been established | ☐ Benchmarks have been established, but are vague or do not seem well supported | ☐ Clear benchmarks have been established for most outcomes | ☐ Clear and defensible benchmarks have been established for  every outcome |

* **Assessment Methodology**

In this area describe the specifics of your assessments. Describe your assessment methods as carefully as possible. For example, you may include:

* *Will all students in a course submit the work, or just some? How will you decide which students must complete the assessment (e.g. by random selection, or some other method)?*
* *If all students submit the work, will you assess all of them or only a subset? How will you determine which students will be scored? (e.g. random sample, alphabetize the students by last name and choose every other student, etc). How many student artifacts will be scored?*
* *Where will you store student work until it is scored? Are you keeping electronic copies or paper?*
* *If the artifact is an oral presentation, performance, or rating of student work on an internship or field experience, how will this experience be captured for assessment purposes? Will assessment take place "in real time" (i.e. during the student presentation, while the student is still on the internship) or will you save something for reviewers to score at a later time?*
* *If you are using a rubric or other subjective method of scoring, how will scorers be trained? Will more than one reviewer score each artifact? If so, how will disagreements between scorers be resolved?*
* *How will scorers' ratings be collected? Will you score the work using an electronic scoring system (such as Taskstream LAT), or will you use paper & pencil methods? If the latter, how will you enter and store data for later analysis?*

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* **Reflect on Methodology**

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| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| ☐ The assessment  strategy is too cumbersome to be sustained beyond one or two rounds. | ☐ The assessment strategy can  only be sustained with additional personnel, release time, or administrative support. | ☐ The assessment strategy  can be sustained, but will place some added stress on faculty. | ☐ The assessment  strategy is simple enough to be sustained indefinitely. |
| ☐ It is not clear  how the program intends to select students and/or gather data. | ☐ The plan refers to a need to select students and devise a strategy, but implementation details are lacking | ☐ The measurement strategy is described but some  areas are unclear | ☐ The measurement  strategy is clearly described in sufficient detail to reproduce in subsequent assessment cycles. |
| ☐ The plan does  not directly address the practical aspects of data collection and storage | ☐ The plan makes reference to  the need for a data collection and storage strategy, but implementation details are lacking | ☐ The plan includes some  evidence of planning for data collection and storage, but some details are unclear | ☐ There is a clear and  well thought‐out strategy for collecting & storing student work and maintaining data |
| ☐ No description of  the scoring process is provided | ☐ The scoring process is  described, but important details are missing | ☐ The description of the  scoring process is mostly clear, but some details are unclear | ☐ A clear description  of the scoring process is provided |

* **Assessment Findings**

In this area provide a basic summary of your findings. For most programs a simple table and/or graphic similar to the following will be sufficient. The example below provides aggregated rubric scores for an essay that was graded on a five-point rubric.

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| --- | --- | --- | --- |
|  | **Fall 2012 (n=76) Average** | **Spring 2013 (n=68) Average** | **Combined Average** |
| Focus | 4.2 | 4.1 | 4.15 |
| Paragraphing/ Organization | 3.8 | 3.6 | 3.7 |
| Details/ Development | 4.6 | 4.2 | 4.4 |
| Spelling/ Grammar | 2.9 | 2.7 | 2.8 |

Averages are only one method to present data. You may also choose to present the percentages of students who have met some benchmark criterion, such as a cutoff score on a rubric. For example

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fall 2012 (n=76)**  **percentage of students with a score of 4 or 5** | **Spring 2013 (n=68) percentage of students with a score of 4 or 5** | **Was benchmark met?** |
| Focus | 75 | 72 | yes |
| Paragraphing/ Organization | 60 | 65 | no |
| Details/ Development | 80 | 75 | yes |
| Spelling/ Grammar | 50 | 52 | no |

Also provide a short verbal description of your results and any contextual information that will add meaning to the results.

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* **Reflect on Data Presentation**

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| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| No data are provided | Data are presented without  analysis or out of context; it  is impossible to relate data to individual learning  outcomes | Data are given in an  intermediate form that can be readily connected to specific learning  outcomes | Data are presented  in clear, simple  form, and connected to specific learning outcomes |

* **Closing the Loop**

In this area describe any specific changes you will make as a result of this assessment. These may vary between small changes to individual courses or major curricular changes such as adding a new course requirement. If your assessment results provide ambiguous results, changes to the assessment strategy may be a good idea.

You should also provide a timeline for making these changes.

You should also note if these suggestions have budgetary implications; for example, adding a new course requirement may require the addition of new faculty or adjunct lines within the department. Such changes should only be suggested after several rounds of assessment demonstrate significant areas of concern.

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* **Reflect on Closing the Loop**

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| --- | --- | --- | --- |
| **Beginning** | **Developing** | **Good** | **Exemplary** |
| **1** | **2** | **3** | **4** |
| ☐No changes have  been suggested | ☐ Changes suggested are  vague or cursory, e.g. “teach harder” on one or more learning outcomes | ☐ Specific changes are proposed,  but implementation details are lacking or unconvincing | ☐ Specific, meaningful changes  are proposed to address any shortcomings. There is a clear timeline for implementation and re‐ assessment. |