



Office of Instruction and Assessment
2018-2019 Rubric for Evaluating Taskstream Workspaces

Program:

Date Reviewed:

Each required section of a Taskstream workspace is reviewed for each of the criteria below and the level of achievement is designated as in the rubric. See back page for a more detailed explanation.

Achievement Level	Criteria
Outstanding Excellent Achieving Needs Development Inadequate	Program Learning Outcomes Student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program. The majority of these outcomes are at a high cognitive level. Comments:
Outstanding Excellent Achieving Needs Development Inadequate	Curriculum Map The curriculum map provides an overall view of the assessment plan. The map includes a list of measures aligned with the appropriate learning outcomes. Measures are clearly described, and there is at least one direct and indirect measure for each outcome. In addition to assessment points, identifying where the outcomes are introduced and practiced is encouraged. Comments:
Met Not Met	Process of Assessment Ways in which faculty and staff are involved in the development, implementation, and use of student learning outcomes assessment are described. Comments:
Outstanding Excellent Achieving Needs Development Inadequate	Assessment Plan Measures for assessing outcomes, as well as the target and ideal performance levels, are specified and justified. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and indirect measures are included. Comments:
Outstanding Excellent Achieving Approaching Needs Development Inadequate	Assessment Findings Findings describe what was learned from the assessment measures. Findings from ongoing measures are summarized and clearly reported for the years since the last APR or post-APR evaluation. Comments:
Outstanding Excellent Achieving Approaching Needs Development Inadequate	Changes in Response to Findings (Action Plan) The findings are used to inform annual action plans to improve the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum or strategic planning. Follow-up assessment measures are included to evaluate the action plan. Comments:
Yes No	The most recent Assessment Cycle has been completed in the Taskstream workspace.

General Comments:

Taskstream Rubric (2018-19)

	Outstanding	Excellent	Achieving	Needs Development	Inadequate
Program Learning Outcomes Student learning outcomes identify the intended knowledge, understandings, or abilities that students will acquire through the academic program. The majority of these outcomes are at a high cognitive level.	Outcomes are included and the majority of them explicitly describe what students can analyze, evaluate, or create.	Outcomes are included which explicitly describe what students know, understand, or are able to do.	Outcomes are included, but do not explicitly describe what students know, understand, or are able to do.	Outcomes are included that describe course level evaluation. No program level outcomes are included that explicitly describe what students know, understand, or are able to do.	Outcome are absent. Rather, the program learning outcomes section describes program goals and objectives rather than student learning outcomes.
Curriculum Map The curriculum map provides an overall view of the assessment plan. The map includes a list of measures aligned with the appropriate learning outcomes. Measures are clearly described, and there is at least one direct and indirect measure for each outcome. In addition to assessment points, identifying where the outcomes are introduced and practiced is encouraged.	The curriculum map contains a complete list and clear description of assessment measures aligned with outcomes. Map includes where learning outcome concepts are introduced, practiced and assessed. Each outcome has at least two assessment measures, one direct and one indirect.	The curriculum map contains a complete list and clear description of assessment measures aligned with outcomes. Map includes at least one direct and indirect assessment measure per outcome.	The curriculum map contains at least one assessment measure for each outcome (map does not include at least one direct and one indirect measure for each outcome).	The curriculum map does not contain at least one assessment measure for each outcome.	Curriculum map is absent, or no activities have been added.
Assessment Plan Measures for assessing outcomes, as well as the target and ideal performance levels, are specified and justified. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and Indirect measures are included.	Measures for assessing outcomes, as well as the target and ideal performance levels, are specified and justified. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and Indirect measures are included.	Measures for assessing outcomes are listed and described, with the target and ideal performance levels specified. Measures are appropriate as evidenced by tools (rubrics, exit surveys, etc.) that clearly align with learning outcomes. Direct and Indirect measures are included.	Measures are listed and described for each outcome. The activities are appropriate measures of outcomes as evidenced by tools. Plan does not include both direct and indirect measures or the target and ideal performance levels are not specified.	Measures are listed and described for each outcome. Some measures may not be appropriate measures of the outcomes, or no tools are included. Plan does not include both direct and indirect measures.	A discussion of assessment measures is absent or vague.

	Outstanding	Excellent	Achieving	Approaching	Needs Development	Inadequate
Assessment Findings Findings describe what was learned from the assessment measures. Findings from ongoing measures are summarized and clearly reported for the years since the last APR or post-APR evaluation.	Findings from direct and indirect assessment measures are summarized and clearly reported and include data since the last APR or post-APR evaluation.	Findings from direct and indirect assessment measures are summarized and clearly reported and include the last 5 years of data or since the last post-APR evaluation.	Findings from direct and/or indirect assessment measures are summarized and clearly reported for less than 5 years of data or data is incomplete since the last post-APR evaluation.	Program-level findings are presented but are not linked to learning outcomes.	Findings from assessment measures are summarized and clearly reported for less than 5 years of data. However, findings are only from indirect measures.	No findings from assessment measures are reported.
Changes in Response to Findings (Action Plan) The findings are used to inform annual action plans to improve the program. Assessment findings are appropriately used as information that drives improvement in learning, instruction, curriculum or strategic planning. Follow-up assessment measures are included to evaluate the action plan.	Changes, in the form of action plans, are described and justified based on the findings, or no changes are warranted based on the findings so far. Action plan assessment is included. Changes since the last APR or post-APR evaluations are included or referenced.	Changes, in the form of action plans, are described and justified based on the findings, or no changes are warranted based on the findings so far. If necessary, Changes from the past 5 years or post-APR evaluation are included or referred to. Action plan assessment is included.	Changes, in the form of action plans, are described and justified based on the findings, or no changes are warranted based on the findings so far. Action plan assessment is included. Changes from less than 5 years are included or referenced or changes are incomplete since last post-APR evaluation.	Program changes are presented but are not linked to learning outcomes.	Changes, in the form of action plans, are described but not justified by findings.	No action plans based on findings are reported.