

# Taskstream 101

Assessment of Student Learning  
Spring 2018

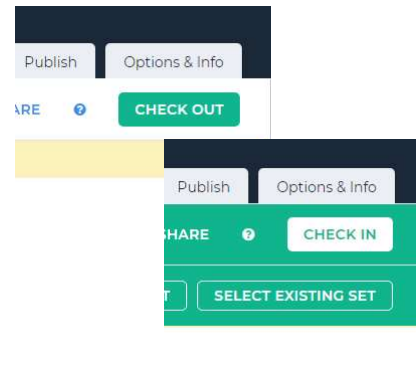


## Shared Access

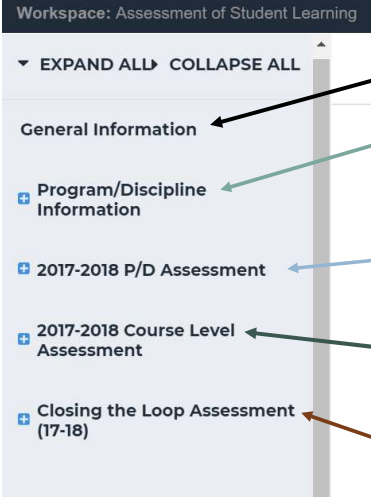
- Since all faculty within your program/discipline have read and write access to the workspace, it works like a library. You have to check an item out to make edits and check it back in when you are finished. This option is in the upper right-hand side of the screen.



Don't worry you can always track who has made what change!



# Workspace Design



Workspace: Assessment of Student Learning

EXPAND ALL COLLAPSE ALL

General Information

Program/Discipline Information

2017-2018 P/D Assessment

2017-2018 Course Level Assessment

Closing the Loop Assessment (17-18)

Simply a place to store files!

Where the program/discipline learning outcomes, curriculum map(s) and assessment plans are stored.

Where summative and holistic evaluations of student learning are documented for the program/discipline.

Where shared course level assessments are documented including the signature assessments of gateway courses.

Where each individual faculty member documents their Closing the Loop assessment.

## General Information

- This is one of many places in which the members of your workspace can share and store files.
- These files are only available to individuals that are assigned access to your workspace.

# Program/Discipline Information

- This section documents program/discipline information that is not anticipated to change often.
- However, it can be easily edited.
- The learning outcomes, curriculum map, and assessment plan submitted for your program/discipline has already been entered.
- The document library is yet another place for your program/discipline to share and store files related to assessment of student learning.

## Program/Discipline Information

▢ P/D Learning Outcomes

▢ P/D Curriculum Map

▢ Assessment Plan

▢ Document Library



## - Learning Outcomes

P/D Learning Outcomes

Work In Progress

- Directions
- Review Method

Building Utilities Mechanic (AAS)  
(Outcomes)

Outcome

Outcome	Mapping
1. Identify and work with boiler types and their related systems. Feedwater, steam, condensate, turbine, combustion and related controls. Q	No Mapping
2. Identify and work with different welding processes. GTAW, GMAW, SMAW, Oxy-Acetylene, plasma and different applications. Q	No Mapping
3. Identify and work with different plumbing fixtures and their repair. Understand potable, non-potable, DWV systems and their usages. Q	No Mapping
4. Identify and work with hydraulic and pneumatic systems and their repair. Understand the application and working properties of each. Q	No Mapping
5. Identify and work with electrical components, symbols and systems. Understand properties of electricity, diagnose, troubleshoot and repair. Q	No Mapping
6. Identify and work with different refrigeration systems. (Commercial and Domestic) Understand properties of Physics and Chemistry Involved. Q	No Mapping
7. Identify and work with different residential and commercial HVAC systems and building computerized controls. Understand properties of e. Q	No Mapping
8. In each step of education understand the trade related tools, personal protection equipment, and on the job safety related to each system. Q	No Mapping
9. Demonstrate professional ethics and accountability in each subject. Demonstrate job ready skills. Q	No Mapping
10. In each area test and obtain state and federal licensing in each area of knowledge and practiced skill set. (If available) Q	No Mapping

There are directions for every section. They may be printed. And, they make most actions sound more complicated than they are! Click to expand the arrow and you will see the directions.

When our use of the system becomes more advanced, others may be assigned the role of reviewing your entries. Currently a reviewer has not been assigned.



# - Curriculum Map

Human Services Courses and Activities Mapped to Program Outcomes		Outcome		
		1. Develop and apply therapeutic interventions, interpersonal communication skills, and case management skills necessary to engage in a help relationship. Develop and apply therapeutic interventions, interpersonal communication skills, and case management skills necessary to engage in a helping relationship.	2. Acquire medication administration skills necessary to assist human services consumers with daily living skills.	3. Demonstrate a general understanding and working knowledge of the three human services fields of mental health, chemical dependency, and developmental disabilities. Demonstrate a general understanding and working knowledge of the three human services fields of mental health, chemical dependency, and developmental disabilities.
Course and Learning Activities				
HS 1511 Medication Administration for Unlicensed Personnel			K	
HS 1522 Introduction to Human Services	K			A
HS 1530 Health Issues	K			
HS 1532 Therapeutic Techniques	K			S
HS 1540 Mental Health Disorders for HST Workers	K			K
HS 1545 Mental Health Field Experience			A	S
HS 1548 Chemical Dependency Theory	A			K
HS 1549 Chemical Dependency Field Experience			A	S
HS 1570 Developmental Disabilities Theory	K			K
HS 1575 Developmental Disabilities Experience			A	S

# - Assessment Plan

Which program/discipline learning outcomes will be assessed in Spring 2018?

List the outcomes, the measures and the individual(s) responsible for overseeing the assessments. These assessments will be formally documented in Taskstream. (Remember, gateway courses are required to have a shared assessment in place in Spring 2018. These assessments should be aligned to a program/discipline level outcome and indicated here.)

Gateway:

LO - Applied learned concepts to life outside the classroom. Spring 2018. Teri Hill is responsible for the assessment. This is a CHEM 1100 signature assessment. A rubric will be created to assess discussion posts related to application of chemical knowledge outside of the classroom. This is intended to be a formative assessment.

LO - Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical chemistry. Spring 2018. This is a CHEM 1101 signature assessment. Heather Sklenicka and Jason Jadin are responsible for overseeing the project. A 10 question multiple choice assignment (quiz) will be given at three different times in the semester via D2L Brightspace. Progress will be tracked in each question category throughout the semester. There will be question sets for each question category. The distractors in the multiple choice responses will be based on common misconceptions or errors.

LO - Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical chemistry. Spring 2018. ACS standardized exams will be used as finals in the following courses:

1) CHEM 1127

2) CHEM 1128

## Assessment Sections

- Documented by the level of assessment.
- Follow the same general template:
  - Assessments
  - Findings
  - Action Plan
  - Status Report
- Note that there are additional opportunities for mapping course activities to course outcomes at the course level.



## - Assessment

- Indicates the learning outcome being measured and if it is aligned to higher order outcomes.
- Describes the measure (assessment tool) being used.
- Indicates a target for student performance.
- Provides the timeline and steps required to complete the assessment.
- States the individuals responsible for the assessment.
- The assignment, rubric, exam or other supporting information can be attached.

Outcome: Outcome 1

Measure: Final  
Program level: Direct - Exam

Detailed Description of Measure:	This is a shared, cumulative final that was created by the Chemistry faculty.
Acceptable Target:	Class average exceeds 75%
Implementation Plan and Timeline:	Delivery CHEM 1101 - May, 2018 Data analysis - June, 2018 Data shared with colleagues - September, 2018
Responsible Faculty:	Brown - sections 1-4 Hill - sections 5-8 Jadin - sections 9-12 Sklenicka - sections 13-16

Supporting Attachments:  
[Add/Edit Attachments and Links](#)

## - Findings

- Findings are the results of the assessment.
- A narrative is required to describe the student performance.
- Whether or not student performance met, didn't meet, or exceeded the target set is documented.
- A brief list of possible actions is stated.
- The actual student performance data can be attached. (Remember to appropriately protect the identity of the students.)

Findings for Final	
Summary of Findings:	Class average was 85% which exceeded the national average
Results:	Acceptable Target Achievement: Met
Recommended Actions:	Focus on exponential notation
<ul style="list-style-type: none"> <li>▸ These Findings are associated with the following Actions: #</li> </ul>	



## - Action Plan

- Is associated with the learning outcomes measured and aligned.
- Shares a summary of the actions to be taken.
- Indicates the specific actions steps and timeline.
- Identifies the faculty/staff responsible for the action steps.
- Describes how the effectiveness of the actions will be measured.
- Allows for uploading further information.

Outcome: Outcome 1	
<ul style="list-style-type: none"> <li>▾ Action: Change order of content delivery</li> </ul>	
<ul style="list-style-type: none"> <li>▸ This Action is associated with the following Findings: #</li> </ul>	
Action details:	Students appear to be overwhelmed by the chemical mathematics. The order of content delivery will be adjusted
Implementation Plan with Timeline:	Week 1 - Properties and Classification of Matter Week 2 - Measurements and Significant Figures Week 3 - Introduction to the Periodic Table Week 4 - Unit Conversions
Responsible Personnel:	T. Brown
Measures:	Student performance on the same exam questions will be evaluated.
Does this action require a change in curriculum? (Please indicate only Y or N):	N
Supporting Attachments:	<input type="button" value="Add/Edit Attachments and Links"/>



## - Status Report

- The status of the project should be continuously updated over time until it is completed.
- Commentary about the timeline, progress and next steps associated with action is documented in Assessment Update and Summary section of the status report.
- Supporting evidence can be uploaded as needed.

Status for Change order of content delivery

 Edit  Remove

Current Status: In Progress

Assessment Update and Summary: Sept. 2018 - I am in week 2 of the content delivery. Content delivery seems to be going smoothly. I will continue with the plan as stated.

If redesigns have been submitted to AASC, what are the proposal numbers?:

Substantiating Evidence:

[Add/Edit Attachments and Links](#)

