



Taskstream 102

Entering an Assessment

Assessment of Student Learning, Spring 2018

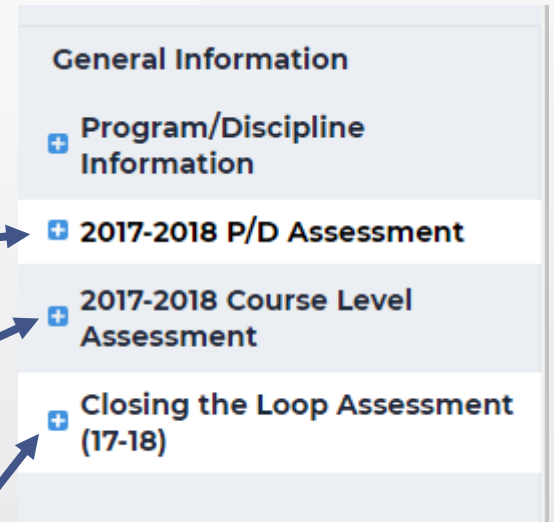
Assessment Levels

To enter an assessment, first **determine its level.**

P/D Assessment – summative or holistic review of student performance on program/discipline outcomes.

Course Level Assessment – shared assessments occurring across multiple sections of a course. Data is aggregated and discussed.

Closing the Loop Assessment – classroom level assessment performed by an individual faculty member. (Closing the Loop assessments may also serve as course level assessments when combined with other faculty members' results of the same assessment.)



Assessment Cycle

- Documentation of an assessment follows the same format regardless of the level.
- The system is designed so that entries are made over time as the assessment is occurring.
- There are four components that must be completed in order.
 1. Assessment
 2. Findings
 3. Action Plan
 4. Status Report

2017-2018 P/D Assessment
Summative Assessments
Findings
Action Plan
Status Report
2017-2018 Course Level Assessment
Course Learning Outcomes (General)
Course Curriculum Map
Course Assessments
Findings
Action Plan
Status Report
Closing the Loop Assessment (17-18)
CtL SharePoint Submissions
Assessment
Findings
Action Plan
Status Report

1. Assessment

Click on the level you would like to enter. Then, click on the word Assessment.
(The entering of a Closing the Loop Assessment will be demonstrated here.)

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HOME SHARED RESOURCES LOCATOR MESSAGES RESOURCE TOOLS ANALYTICS

RCTC Manager My Account Logout Go to AQU

Assessment of Student Learning Committee | PREVIEW

Workspace: Assessment of Student Learning

Edit Content Discussion Submission

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)**
 - CtL SharePoint Submissions
 - Assessment**
 - Findings
 - Action Plan
 - Status Report

Overview

Document your individual Closing the Loop assessment here. All faculty are required to have a Closing the Loop submission each year.

CtL SharePoint Submissions (Previously Completed CtL Documents)	Work Not Started
Assessment	Work Not Started
Findings	Work Not Started
Action Plan	Work Not Started
Status Report	Work Not Started

You may click on either option.

1. Assessment

Check out the requirement by selecting the CHECK OUT button in the upper right-hand side of the screen.

The screenshot displays the Taskstream web application interface. At the top, there is a navigation bar with links for HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. Below this, a header section identifies the workspace as 'Assessment of Student Learning Committee' with a 'PREVIEW' link. A secondary navigation bar contains tabs for 'Edit Content', 'Discussion', 'Submission & Read Reviews', 'Publish', and 'Options & Info'. The main content area is titled 'Assessment' and features a yellow banner indicating 'Work Not Started'. A sidebar on the left lists various assessment categories, including 'General Information', 'Program/Discipline Information', '2017-2018 P/D Assessment', '2017-2018 Course Level Assessment', and 'Closing the Loop Assessment (17-18)'. The main content area includes a 'Directions' section with instructions on how to document individual Closing the Loop assessments. A 'CHECK OUT' button is prominently displayed in the top right corner of the workspace area, with an orange arrow pointing to it. A 'CHECK IN' button is also visible in the bottom right corner of the workspace area. The bottom of the screen features a light blue banner with the text 'Start working by clicking "Check Out" above.'

1. Assessment

Select Create New Assessment Plan.

The screenshot displays the Taskstream website interface for the Assessment of Student Learning Committee. The top navigation bar includes links for HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main header area shows the workspace name 'Assessment of Student Learning' and a 'PREVIEW' button. Below this, there are buttons for 'Edit Content', 'Discussion', 'Submission & Read Reviews', 'Publish', and 'Options & Info'. The left sidebar contains a list of navigation items: 'General Information', 'Program/Discipline Information', '2017-2018 P/D Assessment', '2017-2018 Course Level Assessment', and 'Closing the Loop Assessment (17-18)'. The 'Closing the Loop Assessment' section is expanded, showing sub-items like 'CtL SharePoint Submissions', 'Assessment', 'Findings', 'Action Plan', and 'Status Report'. The main content area is titled 'Assessment' and shows a 'Work Not Started' status. It includes a 'CHECK OUT' button and a 'CHECK IN' button. The 'Directions' section provides instructions for creating a new assessment plan, mentioning the 'CREATE NEW ASSESSMENT PLAN' button. A red arrow points to this button.

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HOME SHARED RESOURCES LOCATOR MESSAGES RESOURCE TOOLS ANALYTICS

RCTC Manager My Account Logout Go to AQUA Go to LAT Help taskstream | AMS

Assessment of Student Learning Committee | PREVIEW

Workspace: Assessment of Student Learning

Edit Content Discussion Submission & Read Reviews Publish Options & Info

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)

CtL SharePoint Submissions

Assessment

Findings

Action Plan

Status Report

Assessment

VIEW LOG WORD PDF PRINT SHARE CHECK IN

Work Not Started

Checked out: 03/27/2018 10:32:21 AM (EDT)
Checked out to: RCTC Manager

Directions

Each faculty member should document his/her individual Closing the Loop assessment here and align it to the appropriate course, program/discipline, MnTC, and Essential Learning Outcomes. [Print](#)

CHECK OUT

To begin, **CHECK OUT** the requirement. Select either the Create New Assessment Plan or Copy Existing Plan as Starting Point buttons. (Please note that you will only see these options the first time you Check Out this requirement. If you do not see these options, you may proceed to the next step).

If the outcomes for your class have already been entered, click the Select Set button on the right to access the previously-entered course level learning outcomes. Click Select an Existing Set. From the available list of course outcomes, select the course you wish to assess and hit CONTINUE. Then identify the specific outcomes you wish to assess by enabling the checkbox next to the learning outcome statement(s). Click Accept and Return to Plan, in the top right of the menu.

If the course outcomes have not previously been entered, choose the CREATE NEW SET option. Name the set according to the course discipline and number. Check the box to allow mapping and CONTINUE. Choose the CREATE NEW OUTCOME option within the set and follow the prompts to add the course outcome. If the outcome is aligned to a higher order outcome (program/discipline, MnTC, Essential Learning Outcome, or Core Outcome) choose Add Mapping. Follow the prompts to complete alignment (called mapping within Taskstream). Once the outcomes have all been entered, select the outcomes you are assessing and choose the ACCEPT AND RETURN TO PLAN option in the upper right.

For each outcome that was selected, you will see an Add New Measure button. To add an assessment to an outcome, click this button, complete the required fields and press the Apply Changes button. Once a measure has been added supporting documentation like a copy of the assignment or the rubric should be attached.

CHECK IN

In order for others to access this requirement you will need to **CHECK IN** the requirement when you are finished.

Upon check in you will be given the option to add comments about the actions you performed. You may choose to add a comment which will be saved in a history log or, you may simply select [Return to Work Area](#).

Review Method

CREATE NEW ASSESSMENT PLAN COPY EXISTING PLAN AS STARTING POINT

1. Assessment

Every assessment needs to be associated with an outcome. For a Closing the Loop assessment the outcome is likely to be a course or program level outcome. To begin, click on the arrow by the measures to open the section. Then click on Select Set to indicate the outcome measured.

The screenshot displays the Taskstream website interface for the Assessment of Student Learning Committee. The browser address bar shows the URL <https://www.taskstream.com/Main/homeCIP/default.asp>. The page header includes the Rochester Community and Technical College logo and navigation links: HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main content area is titled "Assessment of Student Learning Committee | PREVIEW" and includes a "Workspace: Assessment of Student Learning" section. The "Measures" section is highlighted with a red circle, and the "Select Set" button is indicated by a red arrow. The sidebar on the left contains a list of navigation links: General Information, Program/Discipline Information, 2017-2018 P/D Assessment, 2017-2018 Course Level Assessment, and Closing the Loop Assessment (17-18). The main content area also includes a "Work In Progress" section with a "Checked out" status and a "Checked out to" field.

1. Assessment

Now choose to enter a new set of learning outcomes or select from an available set. Gateway course outcome sets are already in the system. Outcomes of other courses will need to be added. Program/discipline level outcomes are already entered as well.

The screenshot shows the Taskstream website interface. The top navigation bar includes links for HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main header area displays the 'Assessment of Student Learning Committee' workspace. Below this, a green bar contains the text 'Select outcome sets for Measure' and two buttons: 'CREATE NEW SET' and 'SELECT EXISTING SET'. A third button, 'ACCEPT AND RETURN TO PLAN', is also visible. Two red arrows point from text annotations to the 'CREATE NEW SET' and 'SELECT EXISTING SET' buttons.

To enter a course outcome as listed on the CCO click here.

To align to a gateway course, or other existing set of outcomes, select here.

1. Assessment

If you chose to enter an outcome from a NEW SET, you must now give the set a name. Check the box below the Set Name so that you may map the outcome to higher level outcomes. Hit CONTINUE.

The screenshot shows the Taskstream web application interface. The browser address bar displays <https://www.taskstream.com/Main/homeCIP/default.asp>. The page header includes the Rochester Community and Technical College logo and navigation links: HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main title is "Assessment of Student Learning Committee | PREVIEW". Below this, a workspace bar indicates "Workspace: Assessment of Student Learning" and contains buttons for "Edit Content", "Discussion", "Submission & Read Reviews", "Publish", and "Options & Info".

The "Create New Outcome Set" form is displayed with a green header. It includes a sidebar on the left with a menu: "General Information", "Program/Discipline Information", "2017-2018 P/D Assessment", "2017-2018 Course Level Assessment", and "Closing the Loop Assessment (17-18)". The "Closing the Loop Assessment" section is expanded, showing links to "CtL SharePoint Submissions", "Assessment", "Findings", "Action Plan", and "Status Report".

The form fields are as follows:

- Set Name:** A text input field containing "Demo with CHEM 2127". A red arrow points to this field.
- Designate Alignment/Mapping Preference:** A section containing a checkbox labeled "Outcomes in other sets will need to be aligned to Outcomes in this set. (When checked, mapping will be allowed)". A red arrow points to this checkbox.
- Buttons:** At the bottom of the form are "Cancel" and "CONTINUE" buttons. A red arrow points to the "CONTINUE" button.

1. Assessment

Select Create New Outcome.

The screenshot displays the Taskstream website interface for the Assessment of Student Learning Committee. The top navigation bar includes links for RCTC Manager, My Account, Logout, Go to AQUA, Go to LAT, Help, and taskstream | AMS. The main content area is titled "Assessment of Student Learning Committee | PREVIEW" and includes a "Workspace: Assessment of Student Learning" section. A sidebar on the left contains a "General Information" section with links for "Program/Discipline Information", "2017-2018 P/D Assessment", "2017-2018 Course Level Assessment", and "Closing the Loop Assessment (17-18)". The main content area features a "Select outcome sets for Measure" section with buttons for "CREATE NEW SET", "SELECT EXISTING SET", and "ACCEPT AND RETURN TO PLAN". Below this, the "Outcome Sets" section shows a list of sets, including "Demo with CHEM 2127 (Outcomes)". A red arrow points to the "Create New Outcome" button in the "Outcome" section.

1. Assessment

Enter the learning outcome as written on the CCO. The description is optional. Click continue.

The screenshot shows a web browser window with the Taskstream application. The browser's address bar shows the URL <https://www.taskstream.com/Main/homeCIP/default.asp>. The Taskstream header includes the Rochester Community and Technical College logo and navigation links: HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. On the right side of the header, there are links for RCTC Manager, My Account, Logout, Go to AQUA, Go to LAT, Help, and taskstream | AMS.

The main content area is titled "Assessment of Student Learning Committee | PREVIEW". Below this, a breadcrumb trail shows "Workspace: Assessment of Student Learning". A series of tabs are visible: Edit Content (active), Discussion, Submission & Read Reviews, Publish, and Options & Info.

The "Create New Outcome" form is displayed. It has two main input fields:

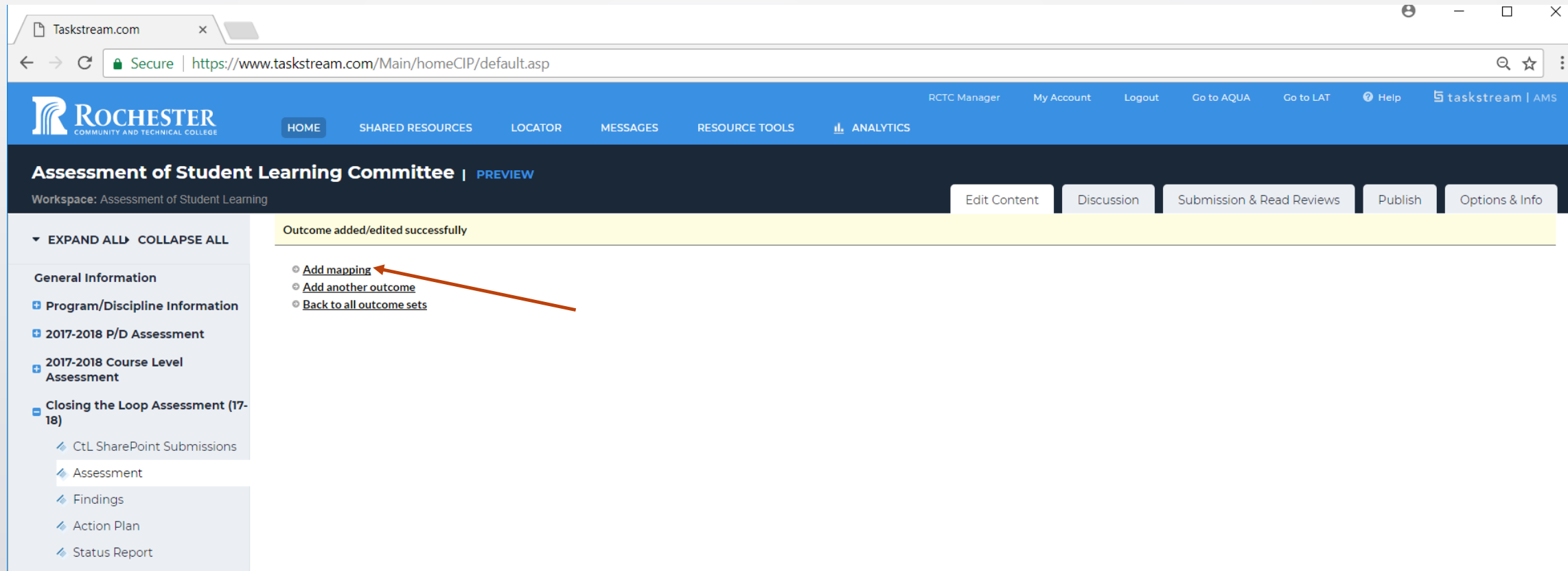
- Outcome:** Max 140 characters. The text entered is "3. Predict physical and chemical properties of molecule". Below the text is a note: "Use a concise descriptor here since this label is used in reports (e.g. Outcome 1.1 Civic Responsibility)."
- Description:** Max 1000 characters. This field is currently empty.

Below the description field are two buttons: "Check Spelling" and "Character Count". At the bottom of the form are two buttons: "Cancel" and "CONTINUE".

On the left side of the form, there is a sidebar with a "General Information" section. It contains a list of links: "Program/Discipline Information", "2017-2018 P/D Assessment", "2017-2018 Course Level Assessment", and "Closing the Loop Assessment (17-18)". Under "Closing the Loop Assessment (17-18)", there are sub-links: "CtL SharePoint Submissions", "Assessment", "Findings", "Action Plan", and "Status Report".

1. Assessment

If appropriate (most of the time it is) map the course outcome to higher level outcomes by selecting Add Mapping.



The screenshot shows the Taskstream website interface. The browser address bar displays <https://www.taskstream.com/Main/homeCIP/default.asp>. The page header includes the Rochester Community and Technical College logo and navigation links: HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main content area is titled "Assessment of Student Learning Committee | PREVIEW" and shows a workspace for "Assessment of Student Learning". A yellow notification bar at the top of the content area states "Outcome added/edited successfully". On the left sidebar, under "General Information", there are links for "Program/Discipline Information", "2017-2018 P/D Assessment", "2017-2018 Course Level Assessment", and "Closing the Loop Assessment (17-18)". Under "Closing the Loop Assessment (17-18)", there are links for "Ctl SharePoint Submissions", "Assessment", "Findings", "Action Plan", and "Status Report". A red arrow points to the "Add mapping" link in the left sidebar.

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HOME SHARED RESOURCES LOCATOR MESSAGES RESOURCE TOOLS ANALYTICS

RTC Manager My Account Logout Go to AQUA Go to LAT Help taskstream | AMS

Assessment of Student Learning Committee | PREVIEW

Workspace: Assessment of Student Learning

Edit Content Discussion Submission & Read Reviews Publish Options & Info

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)

Ctl SharePoint Submissions

Assessment

Findings

Action Plan

Status Report

Outcome added/edited successfully

[Add mapping](#)

[Add another outcome](#)

[Back to all outcome sets](#)

1. Assessment

Click on the toggle arrow next to Select category... Choose:

1. **Goal sets distributed...**if you want to align to higher order outcomes like the Liberal Arts AA, MNTC goals, Essential Learning Outcomes, or Core Outcomes.
2. **Goal sets in...** if you have multiple outcome sets in your program/discipline that you need to align to.
3. **Outcome sets in other...**if you want to align to other programs/disciplines outside of your area.

Then hit **GO**.

The screenshot shows a web interface for mapping outcomes. At the top, a yellow banner contains the text: "Directions: Select the set to which you would like to map the Outcome:". Below this is a search bar with the text "3. Predict physical and chemical properties of molecules based on their structure. (part of Outcome)" and a magnifying glass icon. Under the search bar, there are two main sections. The first section, labeled "Select category of set to map to:", contains a dropdown menu titled "Select Type of Set". The dropdown is open, showing three options: "Goal sets distributed to Assessment of Student Learning Committee", "Outcome Sets in Assessment of Student Learning Committee", and "Outcome Sets in other organizational areas". To the right of the dropdown is a "Go" button. The second section, labeled "Select Set:", is currently empty. At the bottom of the interface, there are two buttons: "Cancel" and "CONTINUE".

1. Assessment

For the purpose of the demo, we will align upward to the MNTC outcomes which are distributed to the area by selecting the appropriate button and hitting CONTINUE.

The screenshot shows the Taskstream website interface for the Assessment of Student Learning Committee. The browser address bar displays <https://www.taskstream.com/Main/homeCIP/default.asp>. The website header includes the Rochester Community and Technical College logo and navigation links: HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main content area is titled "Assessment of Student Learning Committee | PREVIEW" and includes a "Workspace: Assessment of Student Learning" section. A sidebar on the left contains links for "EXPAND ALL", "COLLAPSE ALL", "General Information", "Program/Discipline Information", "2017-2018 P/D Assessment", "2017-2018 Course Level Assessment", and "Closing the Loop Assessment (17-18)". The main content area features a "Directions: Select the set to which you would like to map the Outcome:" section. Below this is a search bar containing the text "3. Predict physical and chemical properties of molecules based on their structure. (part of Outcome)". A "Select category of set to map to:" dropdown menu is set to "Goal sets distributed to Assessment of Student Learning Committee". A "Select Set:" section lists several options: "Liberal Arts and Sciences (AA)", "Minnesota Transfer Curriculum (MnTC)", "RCTC's Core Learning Outcomes", and "RCTC's Essential Learning Outcomes (2017)". The "Minnesota Transfer Curriculum (MnTC)" option is selected, indicated by a red arrow. At the bottom of the list are "Cancel" and "CONTINUE" buttons, with the "CONTINUE" button highlighted by another red arrow.

1. Assessment

Scroll down through the MNTC Outcomes and select the outcome that is aligned with course outcome and assessment. You may choose more than one if appropriate. Then select CONTINUE from the top or bottom of the screen.

3. Natural Sciences

To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

Indicator



3.1 Natural Sciences

Demonstrate understanding of scientific theories.



3.2 Natural Sciences

Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.



3.3 Natural Sciences

Communicate their experimental findings, analyses, and interpretations both orally and in writing.



3.4 Natural Sciences

Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

1. Assessment

Use the Map option to continue to map to other levels if reasonable. When you are finished aligning the outcomes, select ACCEPT AND RETURN TO PLAN.

The screenshot displays the 'Assessment of Student Learning Committee' interface. The top navigation bar includes 'Edit Content', 'Discussion', 'Submission & Read Reviews', 'Publish', and 'Options & Info'. The main header shows 'Assessment of Student Learning Committee | PREVIEW' and 'Workspace: Assessment of Student Learning'. The left sidebar contains a menu with 'EXPAND ALL' and 'COLLAPSE ALL' options, and a list of items including 'General Information', 'Program/Discipline Information', '2017-2018 P/D Assessment', '2017-2018 Course Level Assessment', and 'Closing the Loop Assessment (17-18)'. The main content area is titled 'Select outcome sets for Measure' and features buttons for 'CREATE NEW SET', 'SELECT EXISTING SET', and 'ACCEPT AND RETURN TO PLAN'. The 'Outcome Sets' section includes checkboxes for 'Show Descriptions' and 'Show Mapping'. A section titled 'Demo with CHEM 2127 (Outcomes)' contains buttons for 'Reorder' and 'Edit Set Name/Properties'. Below this, the 'Outcome' section has a 'Create New Outcome' button. The 'Mapping' table lists outcomes with columns for 'Mapping', 'Outcome', and 'Mapping'. The first row shows a checked checkbox, the outcome '3. Predict physical and chemical properties of molecules based on their structure. Q', and the mapping 'Minnesota Transfer Curriculum (MnTC): 3.1 Natural Sciences'. The 'Map' button for this outcome is circled in red. The 'ACCEPT AND RETURN TO PLAN' button is also circled in red, with an arrow pointing to it from the 'Map' button.

Assessment of Student Learning Committee | PREVIEW
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)
 - CtL SharePoint Submissions
 - Assessment
 - Findings
 - Action Plan
 - Status Report

Select outcome sets for Measure

CREATE NEW SET SELECT EXISTING SET **ACCEPT AND RETURN TO PLAN**

Outcome Sets

☒ Show Descriptions ☒ Show Mapping

▼ Demo with CHEM 2127 (Outcomes) ☐ Include All **Remove Set**

Reorder Edit Set Name/Properties

Outcome

Create New Outcome

Mapping	Outcome	Mapping
<input checked="" type="checkbox"/>	3. Predict physical and chemical properties of molecules based on their structure. Q	Minnesota Transfer Curriculum (MnTC): 3.1 Natural Sciences

Map Edit Delete

1. Assessment

Now that the outcome has been selected, click Add New Measure. Measure, here, means assessment.

The screenshot shows the Taskstream web application interface for the Assessment of Student Learning Committee. The browser address bar displays the URL: <https://www.taskstream.com/Main/homeCIP/default.asp>. The page header includes the Rochester Community and Technical College logo and navigation links: HOME, SHARED RESOURCES, LOCATOR, MESSAGES, RESOURCE TOOLS, and ANALYTICS. The main navigation bar contains links for RCTC Manager, My Account, Logout, Go to AQUA, Go to LAT, Help, and taskstream | AMS. The page title is "Assessment of Student Learning Committee | PREVIEW". The workspace is "Assessment of Student Learning". The left sidebar shows a tree view with "EXPAND ALL" and "COLLAPSE ALL" buttons. The main content area has a green header bar with "Assessment" and a yellow bar with "Work In Progress". The "Measures" section is expanded, showing a "Show Descriptions" checkbox and a "Demo with CHEM 2127" outcome. The outcome text is "Outcome: 3. Predict physical and chemical properties of molecules based on their structure." The "Add New Measure" button is circled in red and pointed to by an arrow. The "Select Set" button is also visible.


1. Assessment

A series of fields will open. Complete each taking into account:

- If others will be doing the same assessment for their Closing the Loop put your name in parenthesis at the end of the title.
- Ensure that the description is complete enough that someone outside of your area could read it and understand what you are trying to measure.
- Set a target for your students' performance knowing that it is okay if they do not initially achieve it.
- Create a plan for the content delivery and assessment.
- Indicate the faculty member(s) responsible for implementing the plan.

ure.

measure, set targets for student achievement, document the necessary steps with a timeline, and indicate the faculty responsible for its completion.

* Measure Title:	<input type="text"/>
Measure Type/Method:	<input type="text" value="- Select -"/> ▼ 
Measure Level:	<input type="text" value="- Select -"/> ▼
Detailed Description of Measure:	<div><div></div><div></div></div>
Acceptable Target:	<div><div></div><div></div></div>
Implementation Plan and Timeline:	<div><div></div><div></div></div>
Responsible Faculty:	<div><div></div><div></div></div>

Check Spelling Cancel APPLY CHANGES

1. Assessment

The system now displays this information as a “Measure” associated with the outcome chosen. At this point you may upload supporting documentation, like the exam questions, the assignment or the evaluation tool (rubric, checklist).

Assessment

[VIEW LOG](#) [WORD](#) [PDF](#) [PRINT](#) [SHARE](#) [CHECK IN](#)

▼ Measures

☒ Show Descriptions [Select Set](#)

▼ Demo with CHEM 2127

Outcome

Outcome: 3. Predict physical and chemical properties of molecules based on their structure. [Add New Measure](#)

▼ Measure: Intermolecular Forces and Physical Properties (Brown)
Course level; Direct - Exam [Edit](#) [Remove](#)

Detailed Description of Measure:

An embedded assessment will be placed in Exam 1. It will consist of two components:
1) Five discrete multiple choice questions that measure a student's ability to -
a) Recognize the types of IMFs a molecule is able to participate in with another molecule like itself.
b) Determine whether or not the molecule can H-bond with another molecule like itself.
c) Predict the solubility of a molecule in water.
d) Rank molecules by their melting points.
e) Identify the molecule with the highest boiling point given structures of similar size but containing different functional groups.
2) An essay question that required synthesis of the topics above to explain the differences in physical properties between two seemingly similar structures.

Acceptable Target:

Students will correctly predict the answer of the multiple choice questions 80% of the time and 75% of the students will be able to correctly explain the differences in physical properties between molecules when more than one factor must be considered.

Implementation Plan and Timeline:

1. Reintroduce IMFs during week 1 one of the semester.
2. Reinforce the significance of IMFs through multiple examples in unit 1.
3. Implement the assessment on Exam 1.

Responsible Faculty:

Teresa Brown

Supporting Attachments:

[Add/Edit Attachments and Links](#)

2. Findings

Time will pass and the assessment will be performed. After the results have been obtained, return to Taskstream and enter the Findings. Select Findings from the menu on the left-hand side of the appropriate (level) menu.

■ Closing the Loop Assessment (17-18)

- ◆ CtL SharePoint Submissions
- ◆ Assessment
- ◆ Findings
- ◆ Action Plan
- ◆ Status Report

2. Findings

Check out the section.

t Learning Committee | [PREVIEW](#)

Findings

[VIEW LOG](#) [WORD](#) [PDF](#) [PRINT](#) [SHARE](#) [CHECK OUT](#)

Work Not Started

▼ [Directions](#)

Each faculty member should document the individual findings of his/her Closing the Loop assessment here.

To begin [CHECK OUT](#) the section. Locate the Outcome and Measure and click the Add Findings button. Enter a summary of your findings, a brief description of the actions you may take, and indicate whether or not the students met the performance target. When finished, [CHECK IN](#) the section.

► [Review Method](#)

► Finding per Measure

2. Findings

All assessments entered by colleagues in your participating area will now appear under the Outcome Set and Outcome they are measuring.

▼ Finding per Measure

☒ Show Measures ☒ Show Descriptions ☐ Show Full Action Details

▼ Demo with CHEM 2127

Outcome

Outcome: 3. Predict physical and chemical properties of molecules based on their structure.

▼ Measure: Intermolecular Forces and Physical Properties (Brown)
Course level: Direct - Exam

Detailed Description of Measure:

An embedded assessment will be placed in Exam 1. It will consist of two components:
1) Five discrete multiple choice questions that measure a student's ability to -
a) Recognize the types of IMFs a molecule is able to participate in with another molecule like itself.
b) Determine whether or not the molecule can H-bond with another molecule like itself.
c) Predict the solubility of a molecule in water.
d) Rank molecules by their melting points.
e) Identify the molecule with the highest boiling point given structures of similar size but containing different functional groups.
2) An essay question that required synthesis of the topics above to explain the differences in physical properties between two seemingly similar structures.

Acceptable Target:

Students will correctly predict the answer of the multiple choice questions 80% of the time and 75% of the students will be able to correctly explain the differences in physical properties between molecules when more than one factor must be considered.

Implementation Plan and Timeline:

1. Reintroduce IMFs during week 1 one of the semester.
2. Reinforce the significance of IMFs through multiple examples in unit 1.
3. Implement the assessment on Exam 1.

Responsible Faculty:

Teresa Brown

Findings for Intermolecular Forces and Physical Properties (Brown)

Add Findings

No Findings Added

← This is the assessment that has been entered.

2. Findings

Click Add Findings for your assessment.

▼ Finding per Measure

☒ Show Measures ☒ Show Descriptions ☐ Show Full Action Details

▼ Demo with CHEM 2127

Outcome

Outcome: 3. Predict physical and chemical properties of molecules based on their structure.

▼ Measure: Intermolecular Forces and Physical Properties (Brown)
Course level: Direct - Exam

Detailed Description of Measure:	An embedded assessment will be placed in Exam 1. It will consist of two components: 1) Five discrete multiple choice questions that measure a student's ability to - a) Recognize the types of IMFs a molecule is able to participate in with another molecule like itself. b) Determine whether or not the molecule can H-bond with another molecule like itself. c) Predict the solubility of a molecule in water. d) Rank molecules by their melting points. e) Identify the molecule with the highest boiling point given structures of similar size but containing different functional groups. 2) An essay question that required synthesis of the topics above to explain the differences in physical properties between two seemingly similar structures.
Acceptable Target:	Students will correctly predict the answer of the multiple choice questions 80% of the time and 75% of the students will be able to correctly explain the differences in physical properties between molecules when more than one factor must be considered.
Implementation Plan and Timeline:	1. Reintroduce IMFs during week 1 one of the semester. 2. Reinforce the significance of IMFs through multiple examples in unit 1. 3. Implement the assessment on Exam 1.
Responsible Faculty:	Teresa Brown

Findings for Intermolecular Forces and Physical Properties (Brown)

No Findings Added

Add Findings

2. Findings

A series of three fields will appear. Complete them keeping the following in mind:

- The summary should be a narrative that explains where your students performed well and where they under-performed. It will most likely include averages and/or percents that relate to the target you set for performance.
- The recommended actions should be brief since, if the students did not meet expectations, you will be completing an action plan in the next step.
- Indicate the students' performance relative to your target.

Learning Committee | PREVIEW

Findings for Intermolecular Forces and Physical Properties (Brown)
Outcome: 3. Predict physical and chemical properties of molecules based on their structure.

Please enter the findings for this measure. Share a summary of the student performance, whether or not the acceptable target was met, and your recommendations for action.

*** Required Fields**

* Summary of Findings:	<div></div>
Recommended Actions:	<div></div>
Acceptable Target Achievement:	<p>Students will correctly predict the answer of the multiple choice questions 80% of the time and 75% of the students will be able to co</p> <p><input type="radio"/> Not Met <input type="radio"/> Met <input type="radio"/> Exceeded</p>

Cancel Check Spelling SUBMIT

2. Findings

Complete the fields and hit submit.

Findings for Intermolecular Forces and Physical Properties (Brown)

Outcome: 3. Predict physical and chemical properties of molecules based on their structure.

Please enter the findings for this measure. Share a summary of the student performance, whether or not the acceptable target was met, and your recommended actions.

* Required Fields

* Summary of Findings:

2. Essay question - 15% did not meet expectations, 70% minimally met expectations, and 15% fully met expectations.

After reviewing student performance, students struggled with the objective questions when more than one factor relating to IMFs had to be considered to draw a correct conclusion. This same inability to synthesize multiple factors was evident in the essay question. While 85% of the students could list the IMFs at play and draw a correct conclusion, only 15% of them could correctly relate the reasoning supporting their conclusion.

Recommended Actions:

Continue to reinforce physical property determination when multiple, sometimes competing, factors relating to IMFs must be considered.

Acceptable Target Achievement:

Students will correctly predict the answer of the multiple-choice questions 80% of the time and 75% of the time for the essay question.

☒ Not Met ☐ Met ☐ Exceeded

Cancel

Check Spelling

SUBMIT

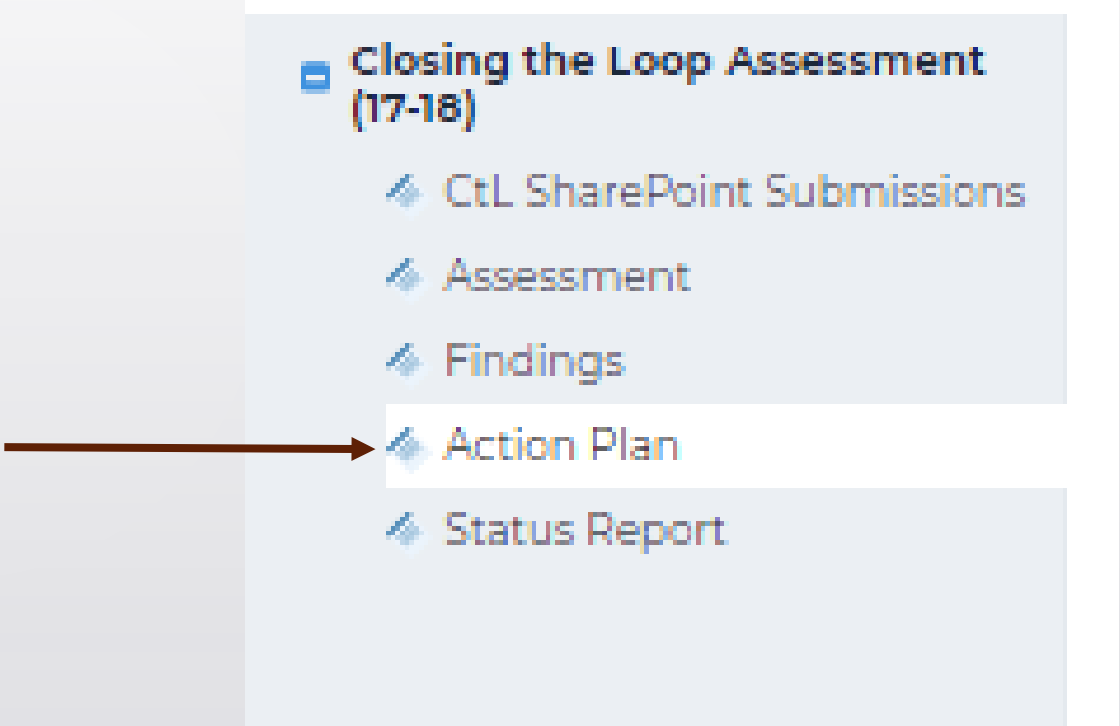


3. Action Plan

- If the students met your expectations (target) there may be no need for an action plan. The formal documented assessment of this outcome may come to an end at this point.
- However, if the students did not meet your expectations, an Action Plan should be developed and documented to improve student performance.

3. Action Plan

Select Action Plan from the menu (appropriate for the level of assessment you completed).

- 
- A screenshot of a software interface showing a menu titled "Closing the Loop Assessment (17-18)". The menu is expanded, showing several options. A brown arrow points from the left towards the "Action Plan" option, which is highlighted with a white background. The other options are "CtL SharePoint Submissions", "Assessment", "Findings", and "Status Report".
- [-] Closing the Loop Assessment (17-18)
 - [-] CtL SharePoint Submissions
 - [-] Assessment
 - [-] Findings
 - [-] Action Plan
 - [-] Status Report

3. Action Plan

Check out the section by selecting the button in the upper right-hand corner of the page.



Learning Committee | [PREVIEW](#)

Edit Content

Discussion

Submission & Read Reviews

Publish

Options & Info

Action Plan

VIEW LOG

WORD

PDF

PRINT

SHARE

CHECK OUT

Work Not Started

▼

Directions

Each faculty member should state the actions they plan to take in response to his/her Closing the Loop findings.

To begin, [CHECK OUT](#) the section. The action plan needs to be connected to the outcome measured. Choose Select Existing Set. Click the box in front of the outcome that was measured (in the mapping column). Hit [ACCEPT AND RETURN TO PLAN](#) in the upper right-hand corner. Choose Add New Action. Select the findings you had entered associated with the outcome and continue. Complete the required sections noting that the measures entered here are likely to be associated with a follow up assessment which will indicate the effectiveness of the actions taken.

Be certain to enter only Y or N when asked if a change in curriculum is required. This will allow tracking/reporting of curriculum changes resulting from assessment of student learning.

Select Apply Changes. Add addition actions as desired. [CHECK IN](#) the section when finished.

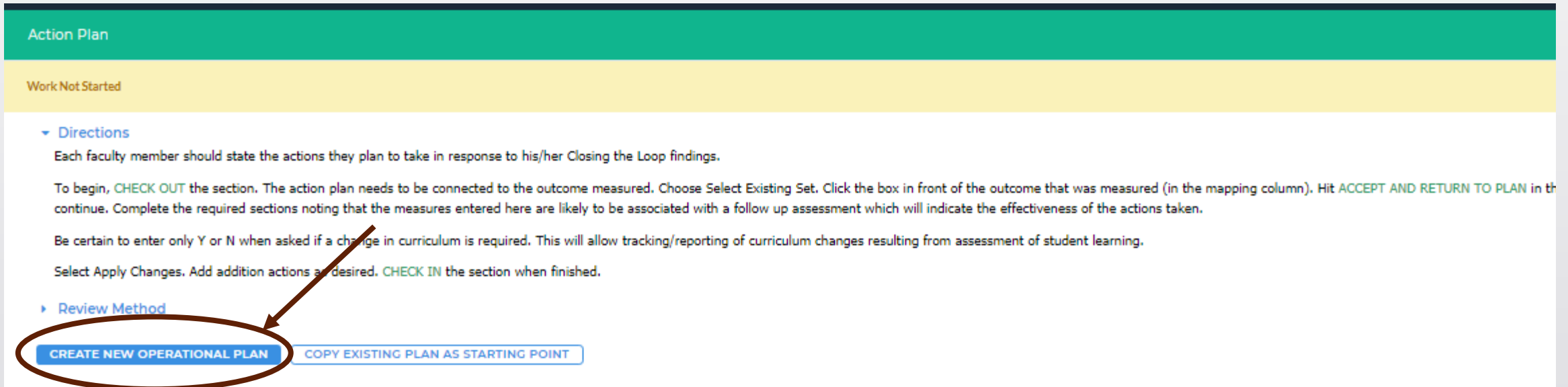
►

Review Method

Start working by clicking "Check Out" above.

3. Action Plan

If you are creating a new action plan, select the option in blue. If you would like to copy and edit a previous action plan, select the Copy Existing Plan As Starting Point option. Since this demo is assuming a first time entry, we will select CREATE NEW OPERATIONAL PLAN.



The screenshot shows a web interface for creating an action plan. At the top is a green header bar labeled "Action Plan". Below it is a yellow bar labeled "Work Not Started". The main content area has a section titled "Directions" with a downward arrow icon. The text under "Directions" provides instructions: "Each faculty member should state the actions they plan to take in response to his/her Closing the Loop findings." followed by "To begin, CHECK OUT the section. The action plan needs to be connected to the outcome measured. Choose Select Existing Set. Click the box in front of the outcome that was measured (in the mapping column). Hit ACCEPT AND RETURN TO PLAN in the top right corner to continue. Complete the required sections noting that the measures entered here are likely to be associated with a follow up assessment which will indicate the effectiveness of the actions taken." and "Be certain to enter only Y or N when asked if a change in curriculum is required. This will allow tracking/reporting of curriculum changes resulting from assessment of student learning." and "Select Apply Changes. Add additional actions as desired. CHECK IN the section when finished." Below the "Directions" section is a section titled "Review Method" with a rightward arrow icon. At the bottom of the "Review Method" section are two buttons: "CREATE NEW OPERATIONAL PLAN" (highlighted with a blue background and a brown circle) and "COPY EXISTING PLAN AS STARTING POINT" (with a white background and a blue border). A brown arrow points from the "CREATE NEW OPERATIONAL PLAN" button up towards the "Be certain to enter only Y or N" instruction.

Action Plan

Work Not Started

▼ Directions

Each faculty member should state the actions they plan to take in response to his/her Closing the Loop findings.

To begin, CHECK OUT the section. The action plan needs to be connected to the outcome measured. Choose Select Existing Set. Click the box in front of the outcome that was measured (in the mapping column). Hit ACCEPT AND RETURN TO PLAN in the top right corner to continue. Complete the required sections noting that the measures entered here are likely to be associated with a follow up assessment which will indicate the effectiveness of the actions taken.

Be certain to enter only Y or N when asked if a change in curriculum is required. This will allow tracking/reporting of curriculum changes resulting from assessment of student learning.

Select Apply Changes. Add additional actions as desired. CHECK IN the section when finished.

► Review Method

CREATE NEW OPERATIONAL PLAN COPY EXISTING PLAN AS STARTING POINT

3. Action Plan

Just like the assessment, the Action Plan must be associated with a learning outcome. Hit Select Set.

Action Plan

VIEW LOG

WORD

PDF

PRINT

SHARE

CHECK IN

Work Not Started

Checked out: 03/27/2018 09:30:51 PM (EDT)
Checked out to: RCTC Manager

Directions

Each faculty member should state the actions they plan to take in response to his/her Closing the Loop findings.

Print

To begin, **CHECK OUT** the section. The action plan needs to be connected to the outcome measured. Choose Select Existing Set. Click the box in front of the outcome that was measured (in the mapping column). Hit **ACCEPT AND RETURN TO PLAN** in the upper right-hand corner. Choose Add New Action. Select the findings you had entered associated with the outcome and continue. Complete the required sections noting that the measures entered here are likely to be associated with a follow up assessment which will indicate the effectiveness of the actions taken.

Be certain to enter only Y or N when asked if a change in curriculum is required. This will allow tracking/reporting of curriculum changes resulting from assessment of student learning.

Select Apply Changes. Add addition actions as desired. **CHECK IN** the section when finished.

Review Method

Actions

Select Set

3. Action Plan

The outcome being measured has already been entered so click Select Existing Set.

Learning Committee | PREVIEW

ing

Edit ContentDiscussionSubmission & Review ViewsPublishOptions & Info

Select outcome sets for Measure

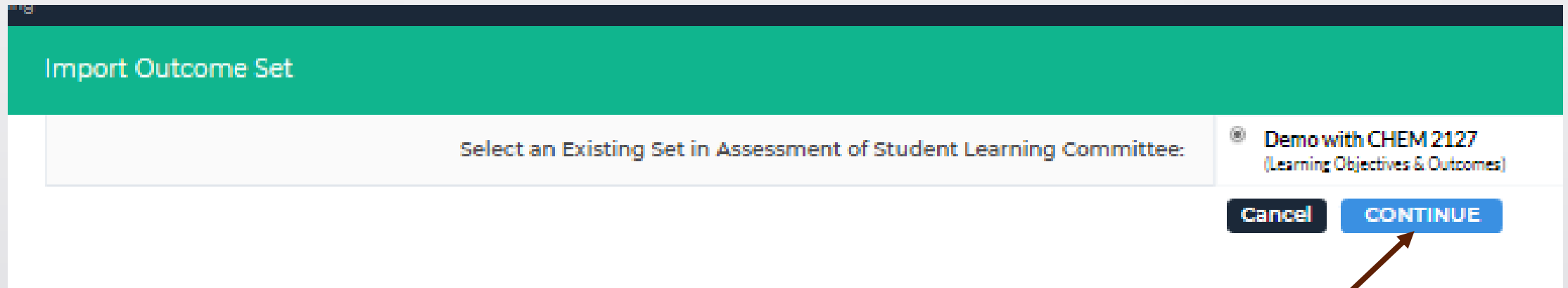
CREATE NEW SETSELECT EXISTING SETACCEPT AND RETURN TO PLAN

Outcome Sets

No outcome sets attached

3. Action Plan

The available outcome sets will appear. Select the set that corresponds to your assessment and hit CONTINUE.



Import Outcome Set

Select an Existing Set in Assessment of Student Learning Committee:

® Demo with CHEM 2127
(Learning Objectives & Outcomes)

Cancel CONTINUE

3. Action Plan

Check the box next to the outcome associated with your assessment and click ACCEPT AND RETURN TO PLAN.

Select outcome sets for Measure

CREATE NEW SETSELECT EXISTING SET✓ ACCEPT AND RETURN TO PLAN

Outcome Sets

☒ Show Descriptions☒ Show Mapping

▼ Demo with CHEM 2127
(Outcomes)

☐ Include AllRemove Set

ReorderEdit Set Name/Properties

Outcome

Create New Outcome

Mapping	Outcome	Mapping	
<input checked="" type="checkbox"/>	3. Predict physical and chemical properties of molecules based on their structure. Q	Minnesota Transfer Curriculum (MnTC): 3.1 Natural Sciences	Map Edit Hide Delete

3. Action Plan

Now the outcome selected will appear with the option to Add New Action. Select that option.



▼ Actions

☒ Show Descriptions ☐ Show Full Findings Details

▼ Demo with CHEM 2127

Outcome

Outcome: 3. Predict physical and chemical properties of molecules based on their structure.

Add New Action

No actions specified

3. Action Plan

Findings that have been entered associated with the chosen outcome will now appear. Select the findings associated with your assessment by checking the box. Then hit CONTINUE.

Action Plan

[VIEW LOG](#)[WORD](#)[PDF](#)[PRINT](#)[SHARE](#)[CHECK IN](#)

Directions: Select findings that support this action (or skip this step and add findings later)

☒ Do not show this page again during this session when creating actions within this workspace

[Cancel](#)[CONTINUE »](#)

All Findings for Outcome: 3. Predict physical and chemical properties of molecules based on their structure. ⓘ

☐ [Show Full Findings Details](#)

Closing the Loop Assessment (17-18): Assessment & Findings

☒ Findings for Measure: Intermolecular Forces and Physical Properties (Brown)

Summary of Findings: 1. Discrete questions:

- a) Types of IMFs - 92% success
- b) H-bonding with same molecule - 85% success
- c) Solubility in water - 31% success
- d) Ranking by melting points - 69% success
- e) Ranking by boiling point - 92% success

Overall success - 74% on specific questions, students struggled with determining solubility in water and ranking by melting points. Both of these concepts require evaluating competing factors.

2. Essay question - 15% did not meet expectations, 70% minimally met expectations, and 15% fully met expectations.

After reviewing student performance, students struggled with the objective questions when more than one factor relating to IMFs had to be considered to draw a correct conclusion. This same inability to synthesize multiple factors was evident in the essay question. While 85% of the students could list the IMFs at play and draw a correct conclusion, only 15% of them could correctly relate the reasoning supporting their conclusion.

[Cancel](#)[CONTINUE »](#)

3. Action Plan

A series of fields will appear. Consider the following:

- Adding your name behind the action title in parenthesis if this is your Closing the Loop.
- Action details should connect your actions to the student performance data.
- Outlining the steps you will take in the plan and timeline.
- When Closing the Loop, you are the responsible personnel.
- The MEASURES is likely to be a repeat of the initial assessment you performed.
- If a change in curriculum is required, enter a Y for yes.






Linked to Findings: Show Full Findings Details	Findings for Intermolecular Forces and Physical Properties (Brown) (Assessment and Findings; Closing the Loop Assessment (17-18)) Summary of Findings: 1. Discrete questions: a) Types of IMFs - 92% success b) H-bonding with same molecule - 85% success c) Solubility in water - 34% success d) Ranking by melting points - 69% success e) Ranking by boiling point - 92% success Overall success - 74% on specific questions, students struggled with determining solubility in water and ranking by melting points. 2. Essay question - 15% did not meet expectations, 70% minimally met expectations, and 15% fully met expectations. After reviewing student performance, students struggled with the objective questions when more than one factor relating to IMFs correct conclusion, only 15% of them could correctly relate the reasoning supporting their conclusion.
* Action Item Title:	<input type="text"/>
Action details:	<div></div>
Implementation Plan with Timeline:	<div></div>
Responsible Personnel:	<div></div>
Measures:	<div></div>
curriculum? (Please indicate only Y or N):	<div></div>



4. Status Report

Once an Action Plan has been created, a Status Report should be updated as time passes and the plan is put into action. To enter the Status Report, select **Status Report** from the appropriate assessment level and **check it out**.

Closing the Loop Assessment (17-18)

-  CtL SharePoint Submissions
-  Assessment
-  Findings
-  Action Plan
-  Status Report

4. Status Report

For the Action associated with your assessment, click on the Add Status button.

The screenshot displays a web interface for a 'Status Report'. At the top, a green navigation bar contains the title 'Status Report' and several icons with labels: 'VIEW LOG', 'WORD', 'PDF', 'PRINT', 'SHARE', and a partial 'CH' button. Below the navigation bar, there are two checked checkboxes: 'Show Actions' and 'Show Descriptions'. A section titled 'Demo with CHEM 2127' is expanded, showing an 'Outcome' section with the text 'Outcome: 3. Predict physical and chemical properties of molecules based on their structure.' Below this, an 'Action' section is expanded, titled 'Action: Introduction of Samples with Multiple, Competing IMF Factors (Brown)'. This section contains a table with details about the action, including implementation plans, responsible personnel, and measures. At the bottom of the action details, there is a status section titled 'Status for Introduction of Samples with Multiple, Competing IMF Factors (Brown)' which currently shows 'No Status Added'. A red circle highlights the 'Add Status' button in the bottom right corner of the status section, with a red arrow pointing to it from the text above.

Status Report

☒ Show Actions ☒ Show Descriptions

▼ Demo with CHEM 2127

Outcome

Outcome: 3. Predict physical and chemical properties of molecules based on their structure.

▼ **Action:** Introduction of Samples with Multiple, Competing IMF Factors (Brown)

Action details:	As we proceed through units 2-4, structural examples will intentionally be introduced that have multiple, sometimes competing, factors relating to IMFs that must be considered in order to correctly predict physical properties.
Implementation Plan with Timeline:	With each unit, intentional examples related to the molecules of interest in the chapters will be compared for IMFs and resulting physical properties. The students ability to predict physical properties will be re-assessed on the final exam.
Responsible Personnel:	Teresa Brown
Measures:	Questions requiring the interpretation of multiple IMF factors will be embedded on the final exam. Success would equate to 80% of the students being able to successfully predict physical properties when multiple factors must be considered.
Does this action require a change in curriculum? (Please indicate only Y or N):	N

Status for Introduction of Samples with Multiple, Competing IMF Factors (Brown)

[Add Status](#)

No Status Added

4. Status Report

As before, a series of fields will appear. Complete them keeping in mind:

- You will continue to sign in over time to update your status.
- The Update and Summary should grow in narrative every time you update your status.
- Eventually the status should indicate Complete and the final results of your follow up measure should be shared in the Summary. Indicate whether or not the students ultimately met the performance target.
- If a curriculum redesign took place, the proposal numbers from AASC forms should be entered.

The screenshot shows a web interface for a 'PREVIEW' status report. At the top, there is a dark blue header with the word 'PREVIEW' in white. Below the header, there are four tabs: 'Edit Content' (active), 'Discussion', 'Submission & Read Reviews', and 'Publish'. The main content area has a yellow background and contains the following text: 'Examples with Multiple, Competing IMF Factors (Brown)' and 'chemical properties of molecules based on their structure.' Below this, there is a section titled 'Current Status:' with a dropdown menu showing '- Select -'. The next section is 'Assessment Update and Summary:' with a large text input area. The final section is 'If redesigns have been submitted to AASC, what are the proposal numbers?:' with another large text input area. At the bottom right, there are three buttons: 'Cancel', 'Check Spelling', and 'SUBMIT'.



Assessment Cycle Complete!

Notes:

A Measure (Assessment) can be copied if used by others or used at a higher level. Be certain that the Findings section reflects the data of interest for that level.

An Action Plan can be copied and edited to form the basis of an additional Action Plan.

This data can be reported in many ways. Proper mapping of outcomes improves our reporting.

The resulting reports are only as impactful as the assessments we enter. Meaningless assessments will lead to meaningless reports!