Taskstream 102

Entering an Assessment

Assessment of Student Learning, Spring 2018

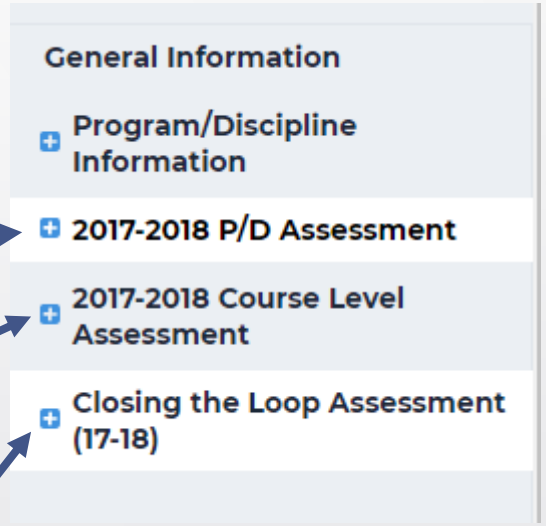
Assessment Levels

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.

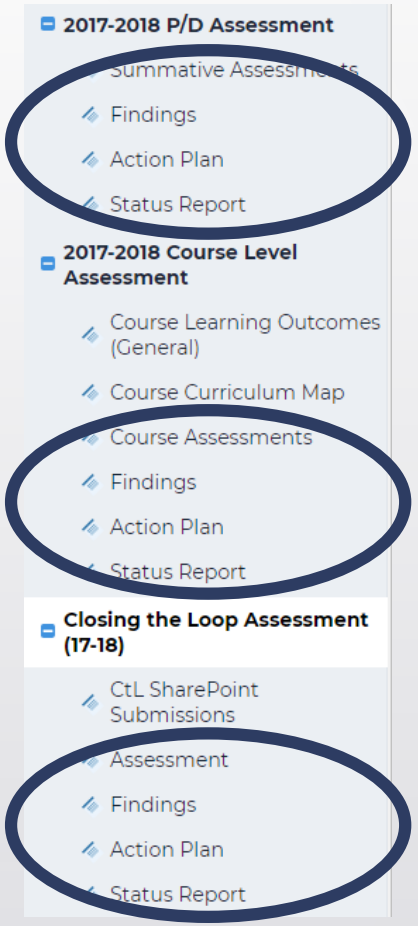
Closing the Loop Assessment – classroom level assessment performed by an individual faculty member. (Closing the Loop assessments my also serve as course level assessments when combined with other faculty members' results of the same assessment.)



Assessment Cycle

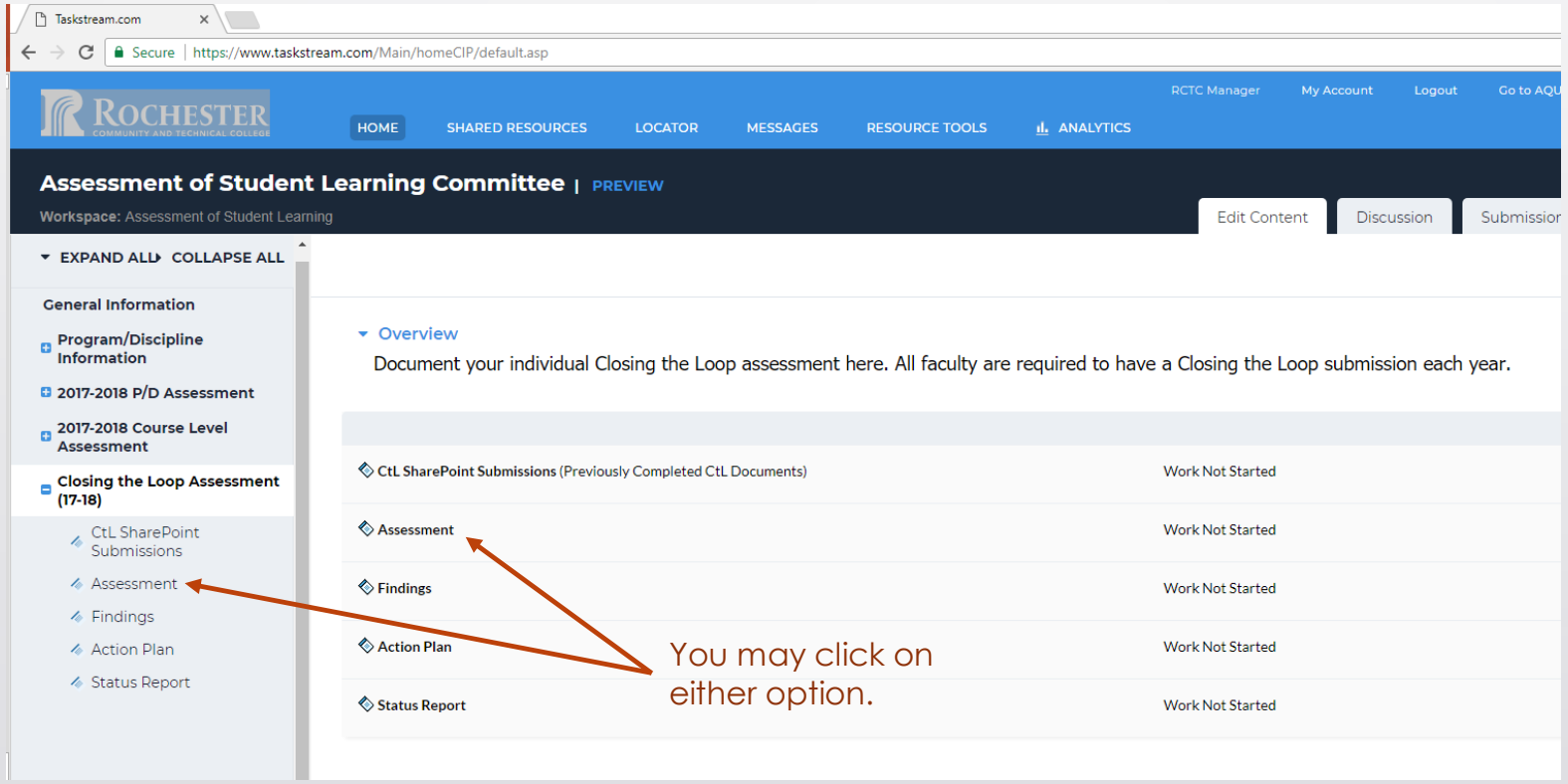
- Documentation of an assessment follows the same format regardless of the level.
- The system is designed so that entries are made over time as the assessment is occurring.
- There are four components that must be completed in order.

1. Assessment
2. Findings
3. Action Plan
4. Status Report



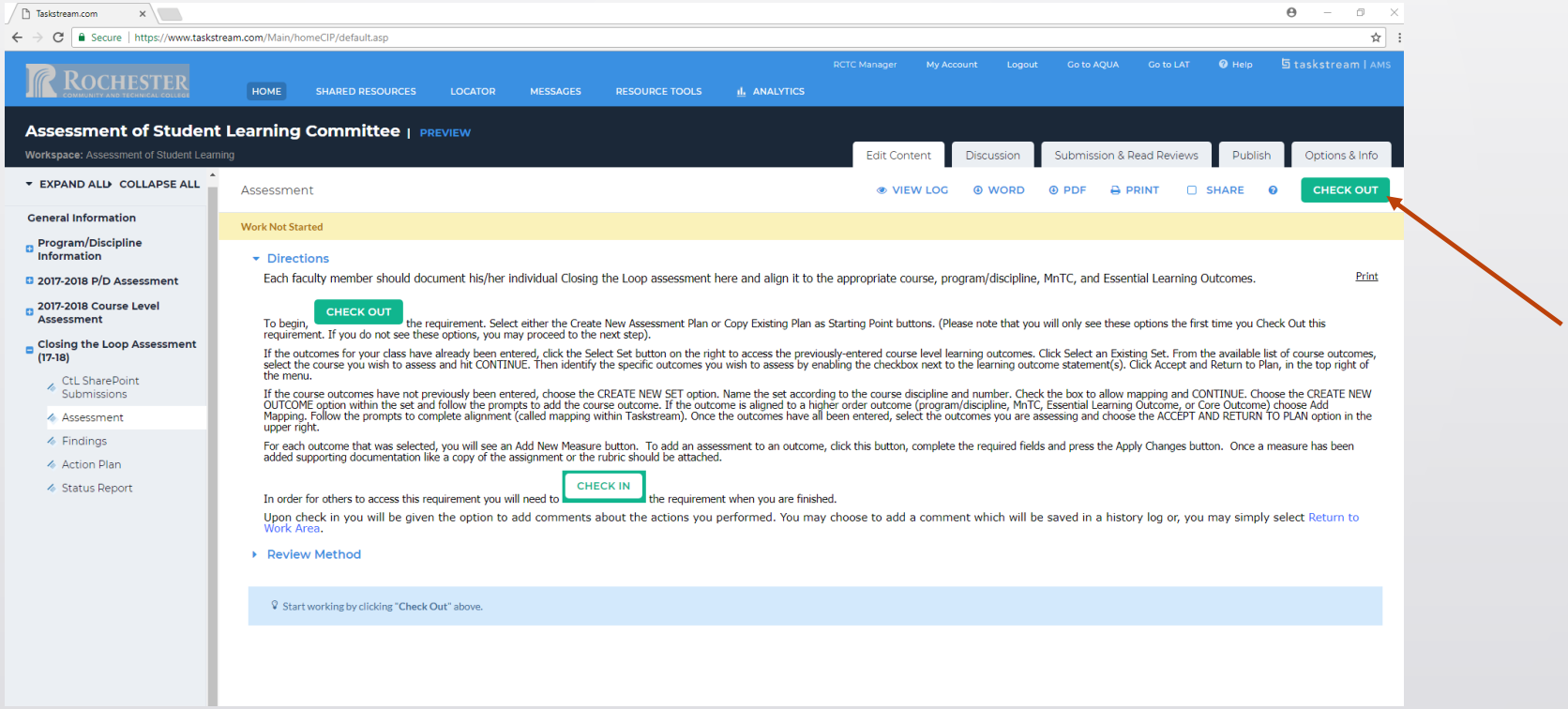
1. Assessment

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.)



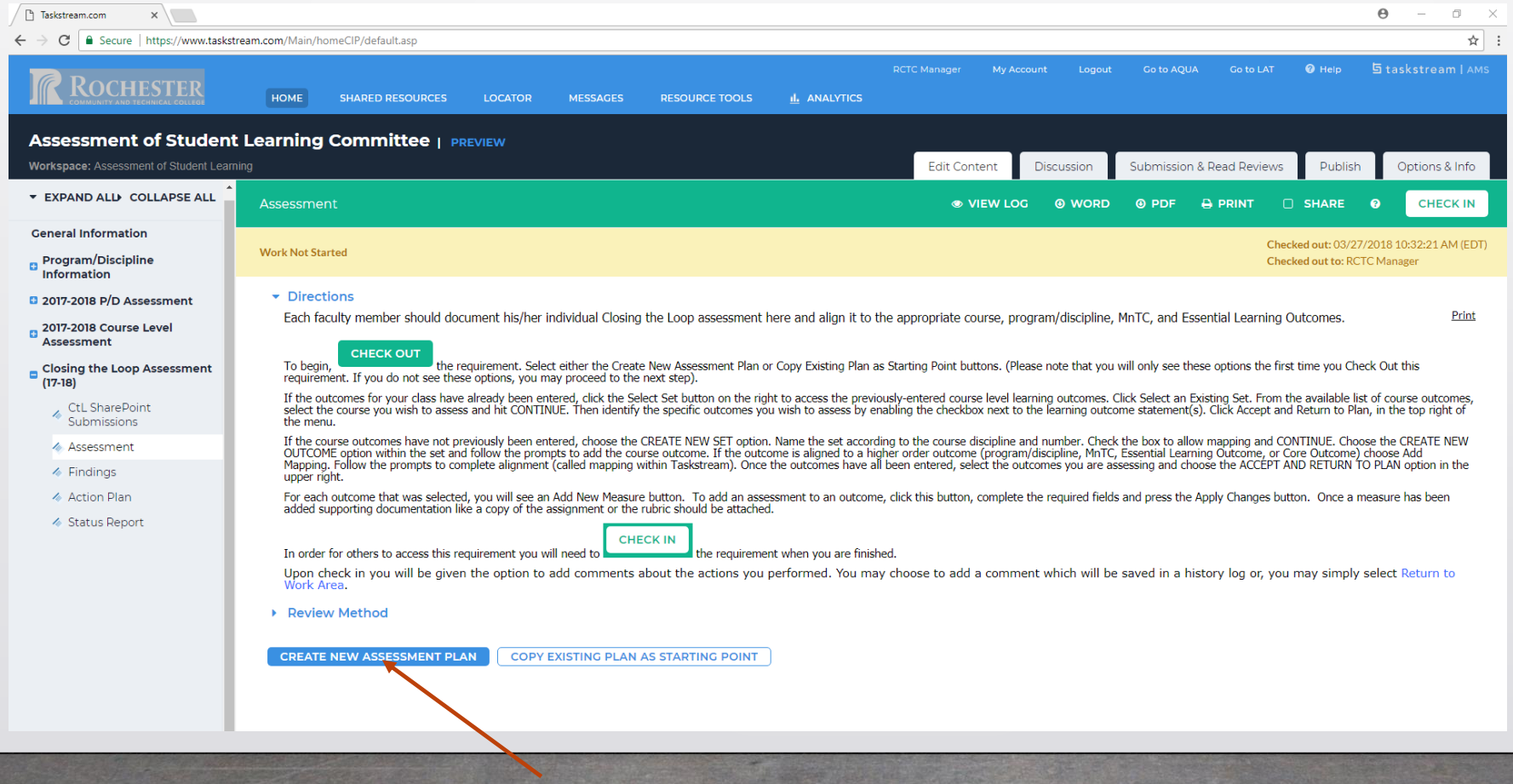
1. Assessment

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



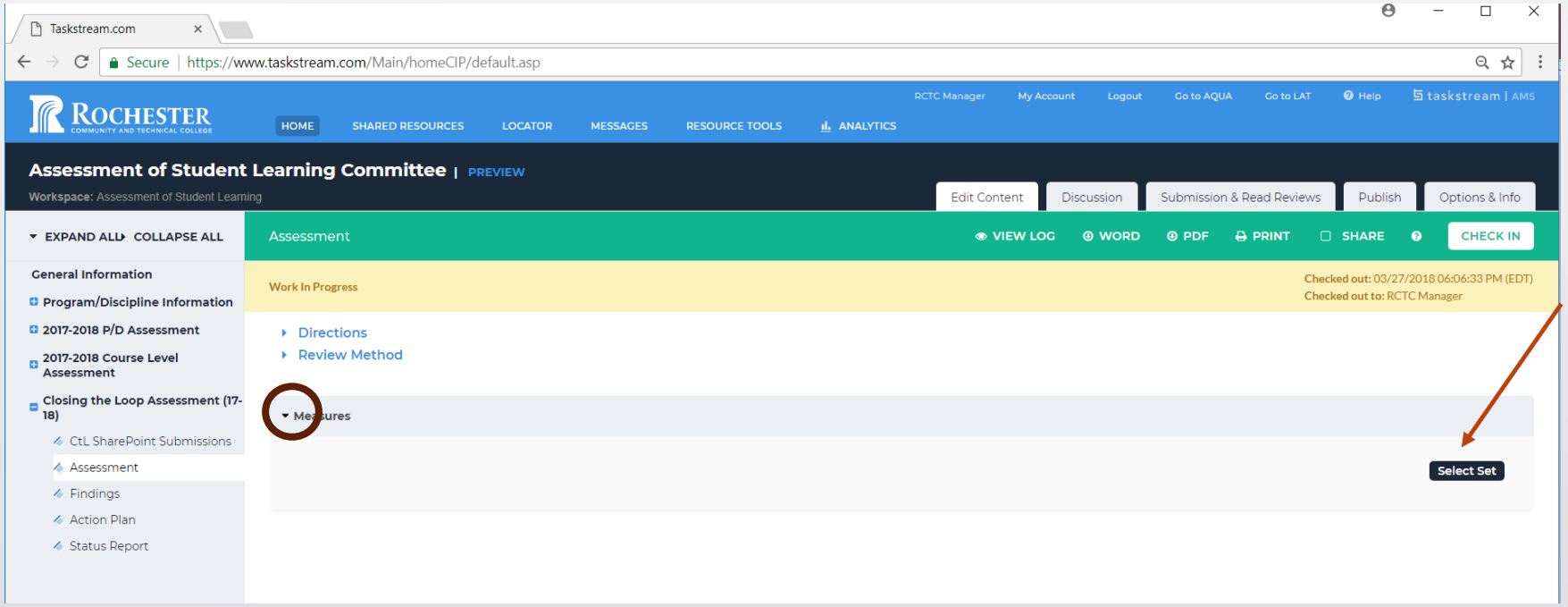
1. Assessment

Select Create New Assessment Plan.



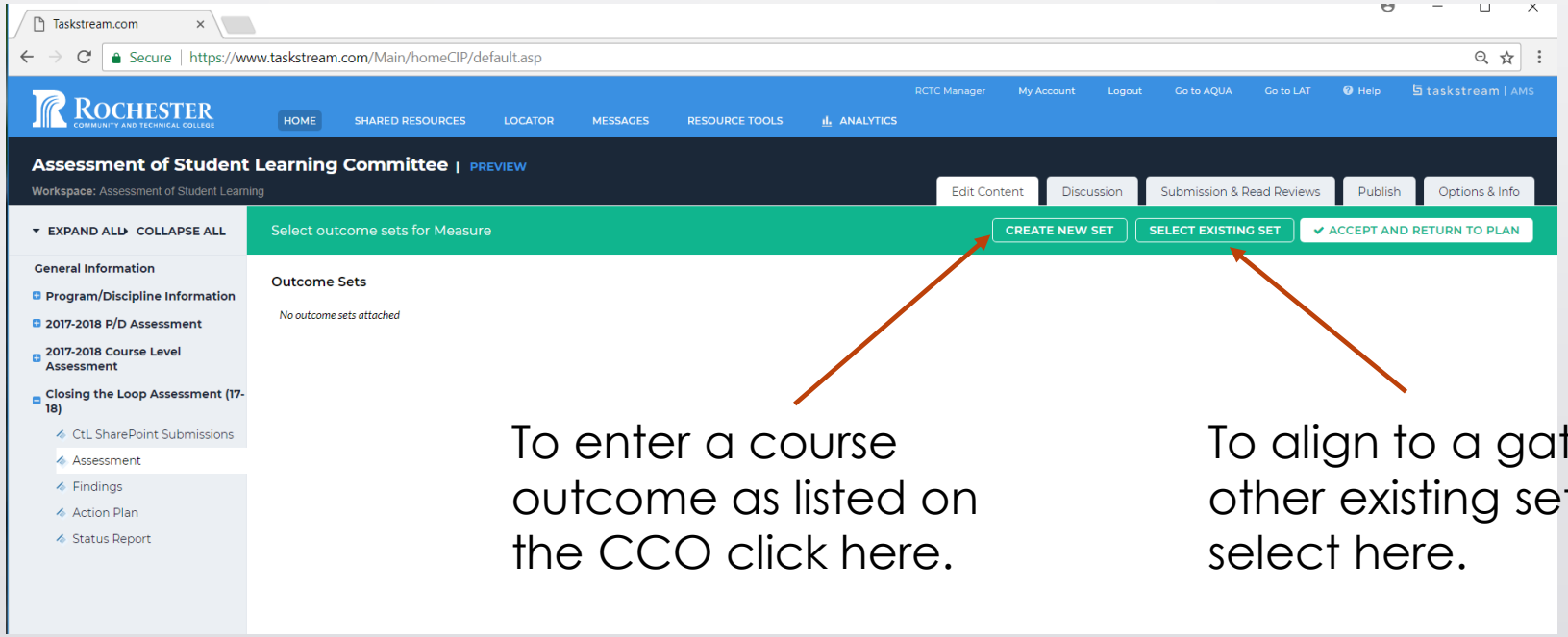
1. Assessment

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.



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.

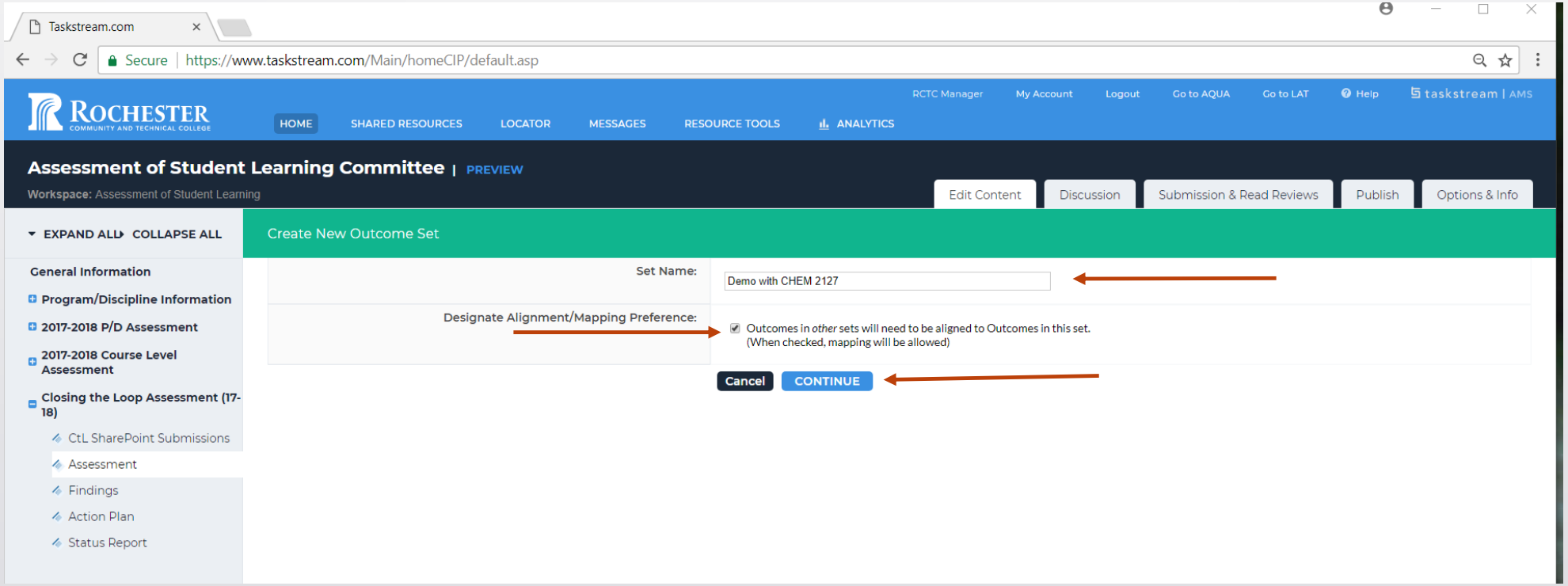


To enter a course outcome as listed on the CCO click here.

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

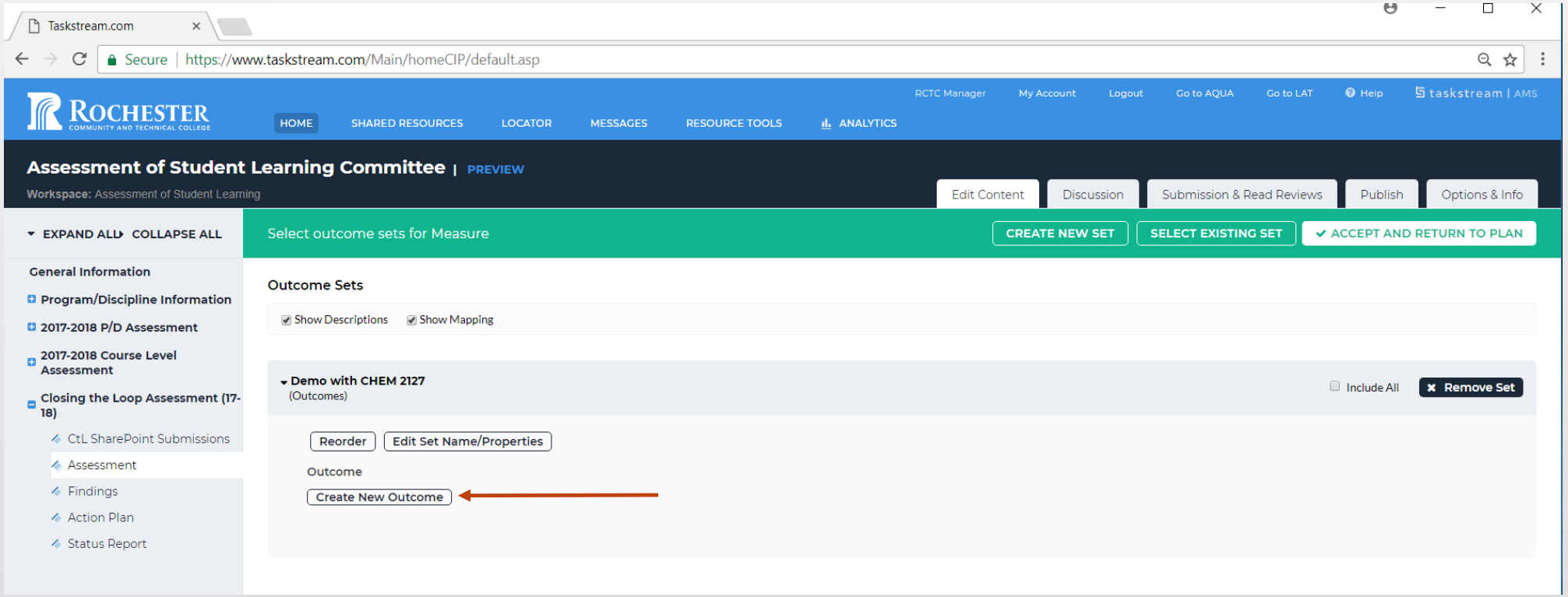
1. Assessment

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.



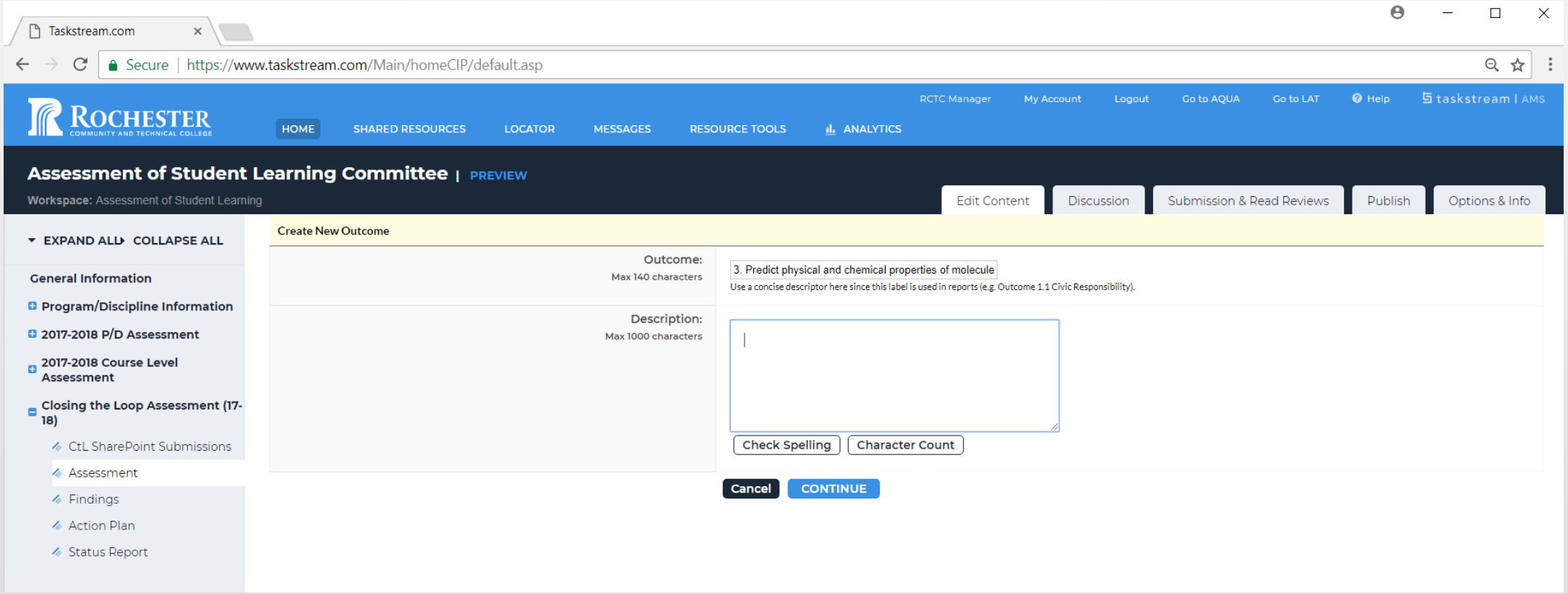
1. Assessment

Select Create New Outcome.



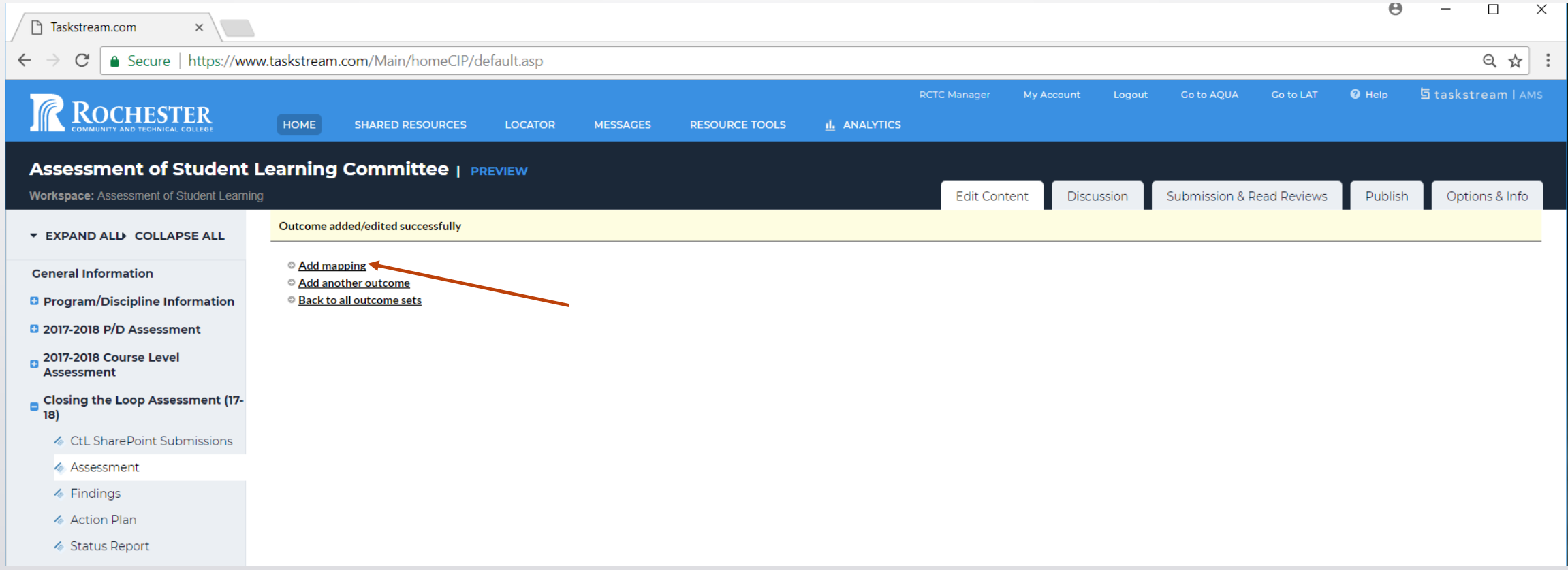
1. Assessment

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



1. Assessment

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

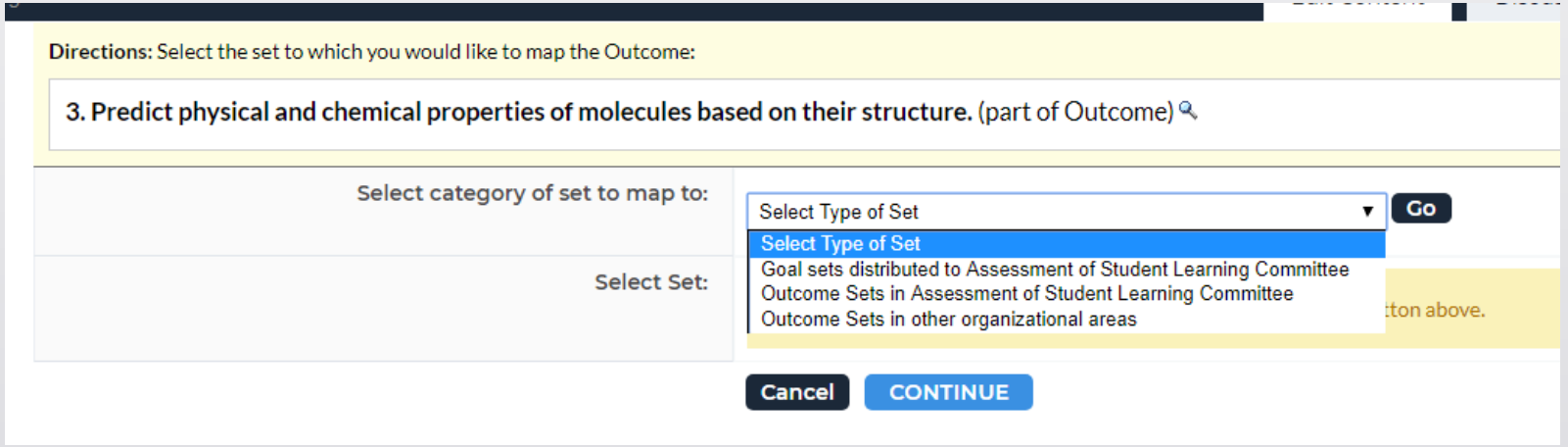


1. Assessment

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

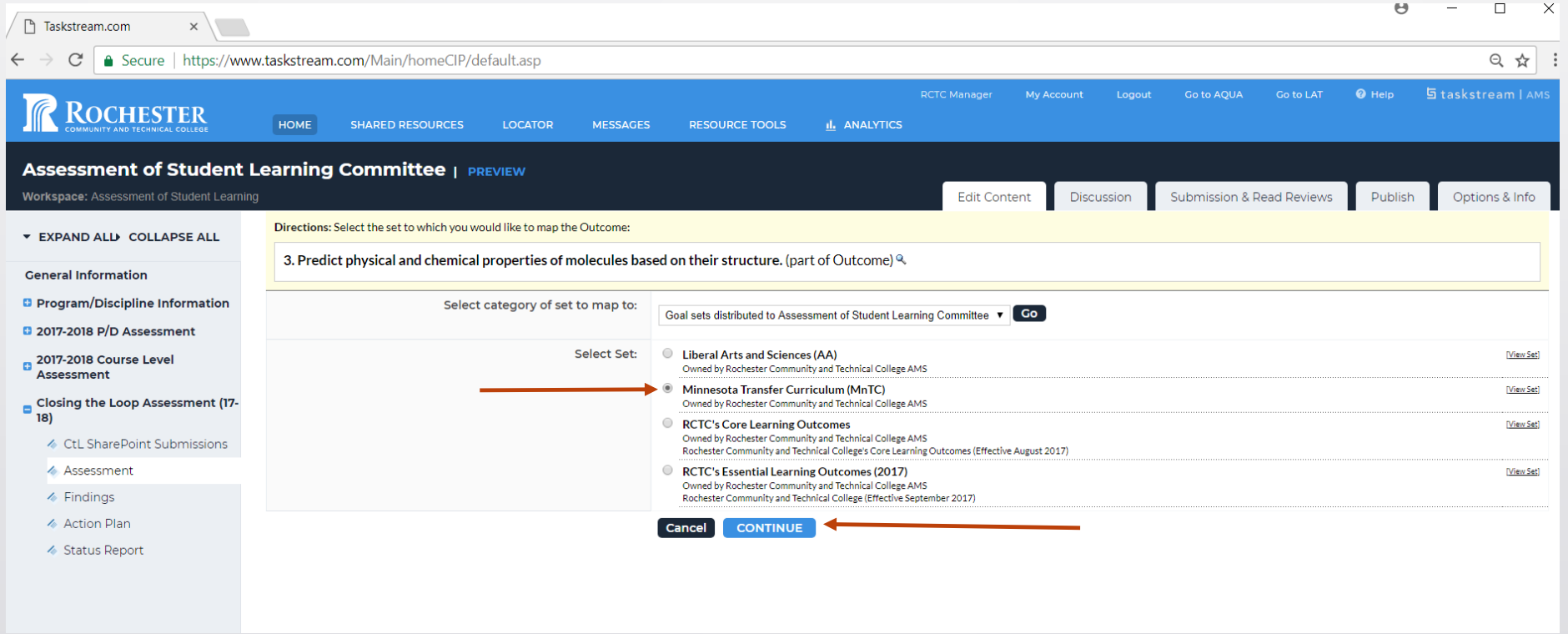
1. **Goal sets distributed…**if you want to align to higher order outcomes like the Liberal Arts AA, MNTC goals, Essential Learning Outcomes, or Core Outcomes.
2. **Goal sets in**… if you have multiple outcome sets in your program/discipline that you need to align to.
3. **Outcome sets in other…**if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

Then hit **GO**.



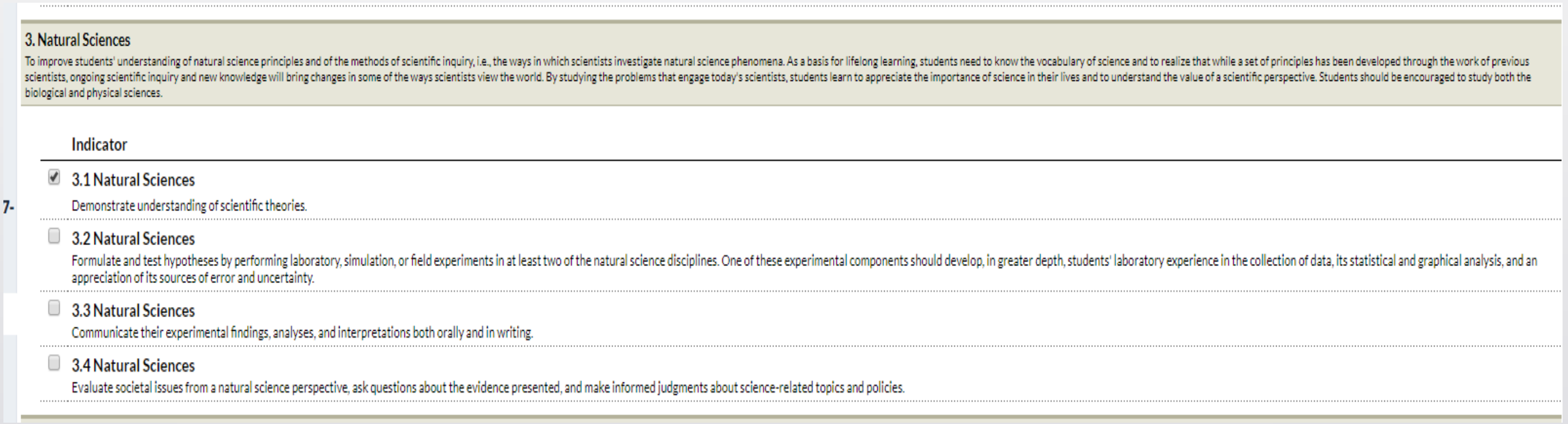
1. Assessment

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.



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.



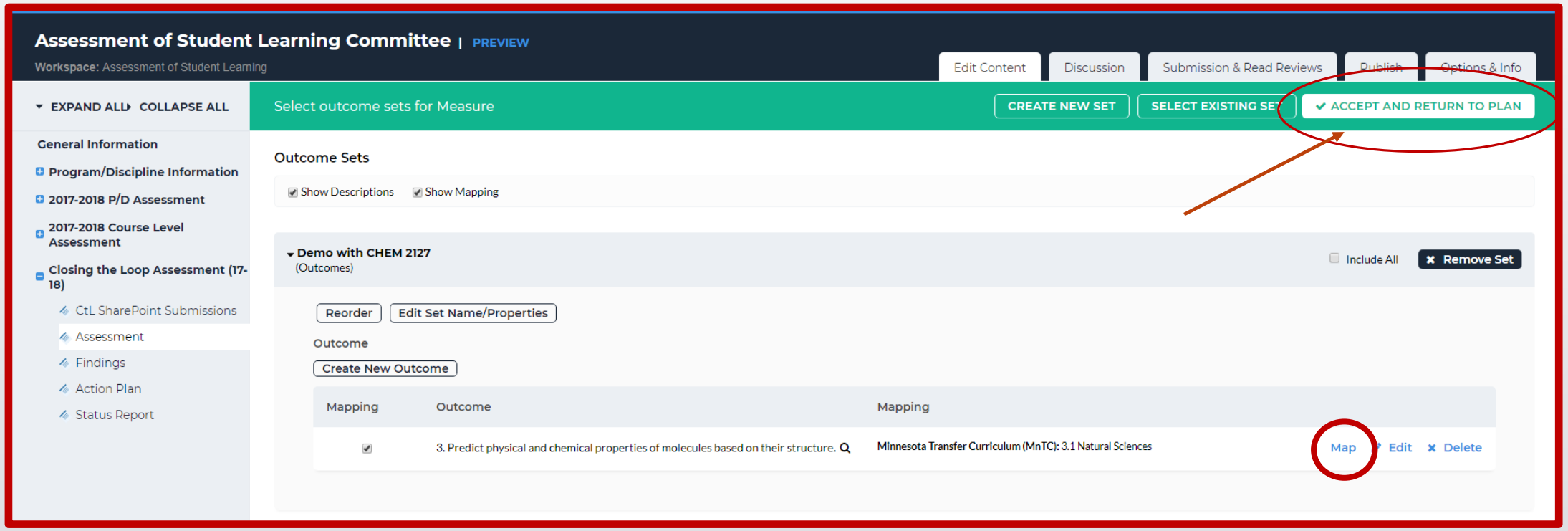
3. Natural Sciences

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.

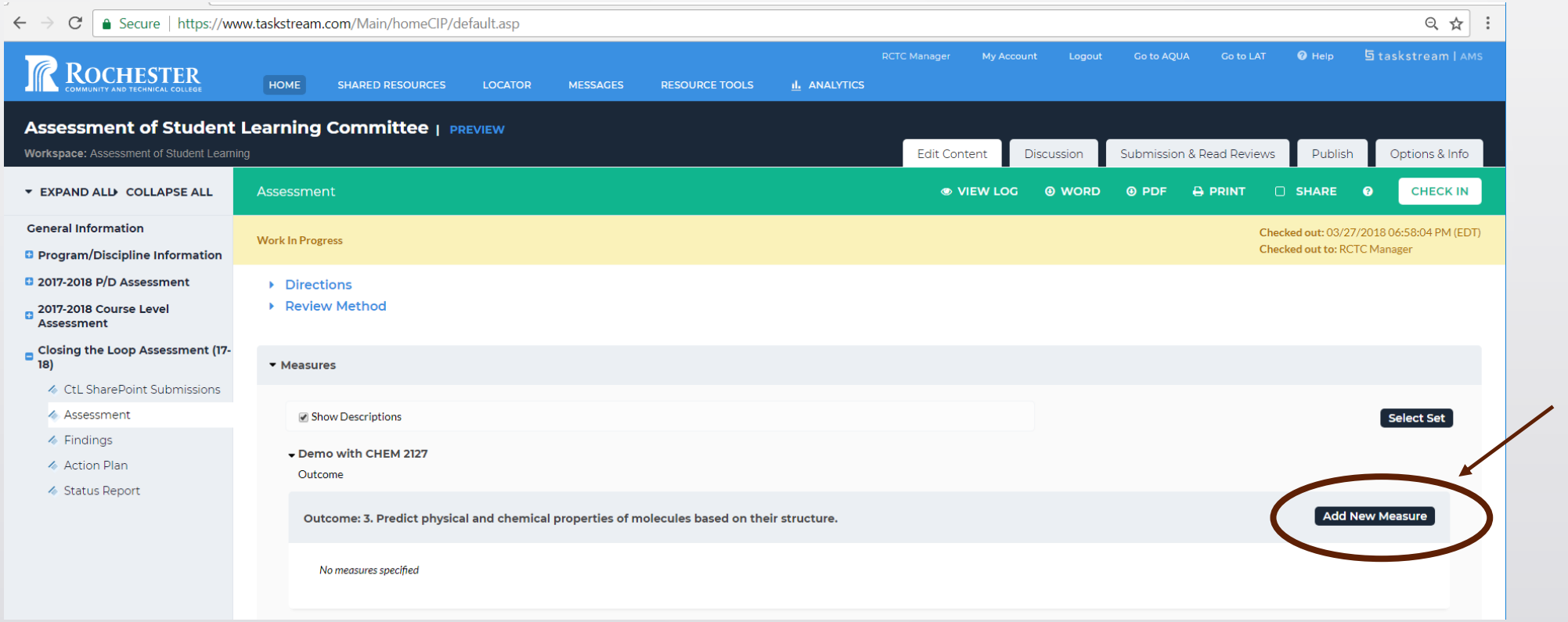
1. Assessment

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.



1. Assessment

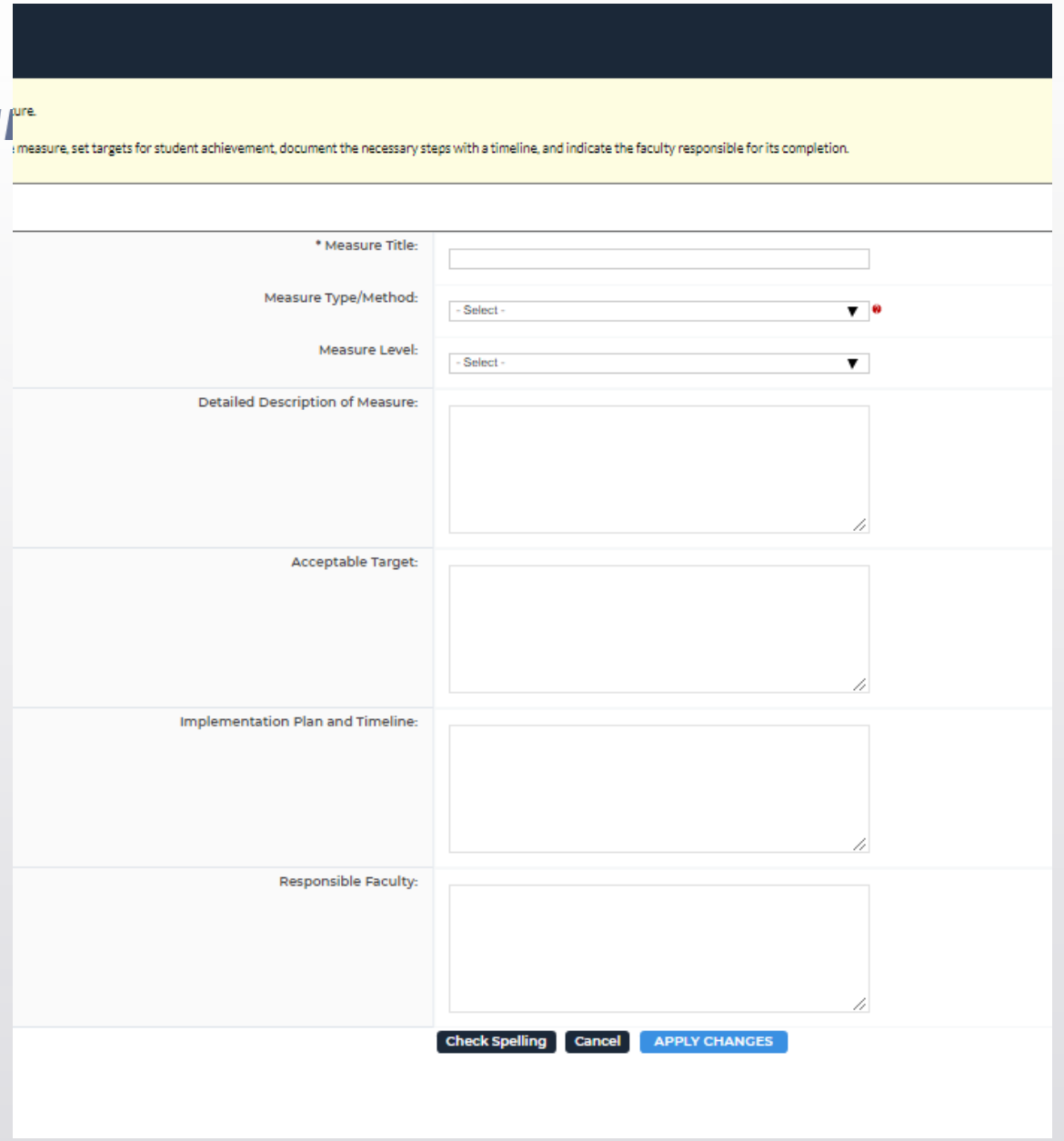
Now that the outcome has been selected, click Add New Measure. Measure, here, means assessment.



1. Assessment

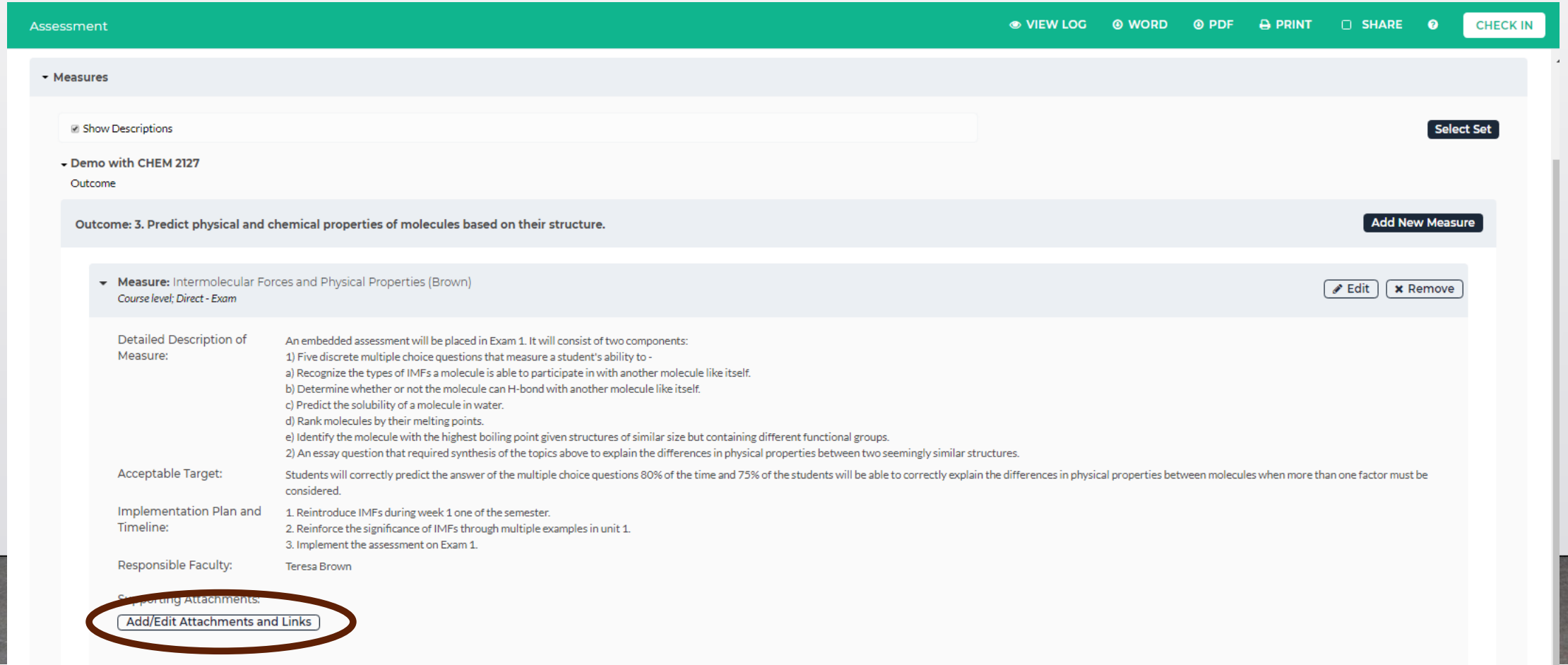
A series of fields will open. Complete each taking into account:

- 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.



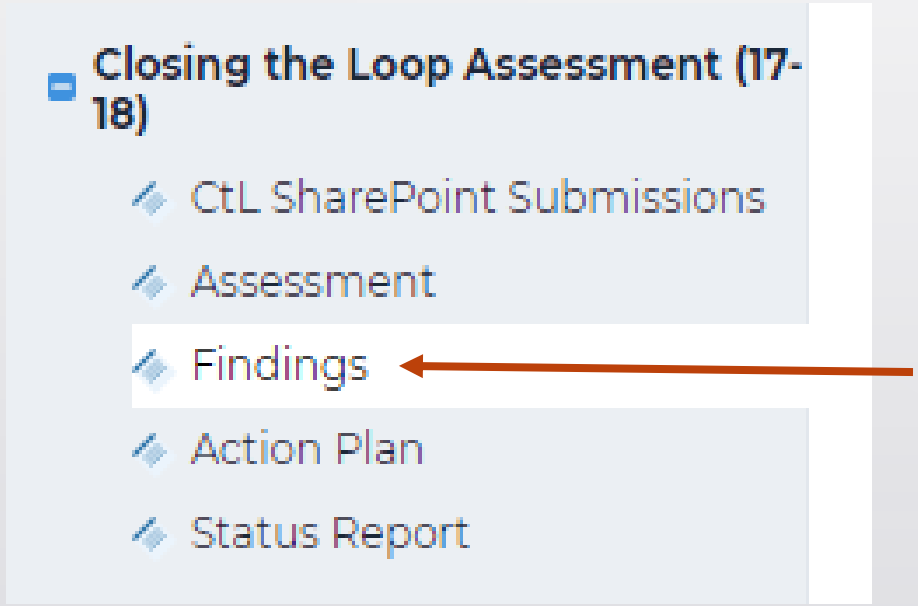
1. Assessment

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).



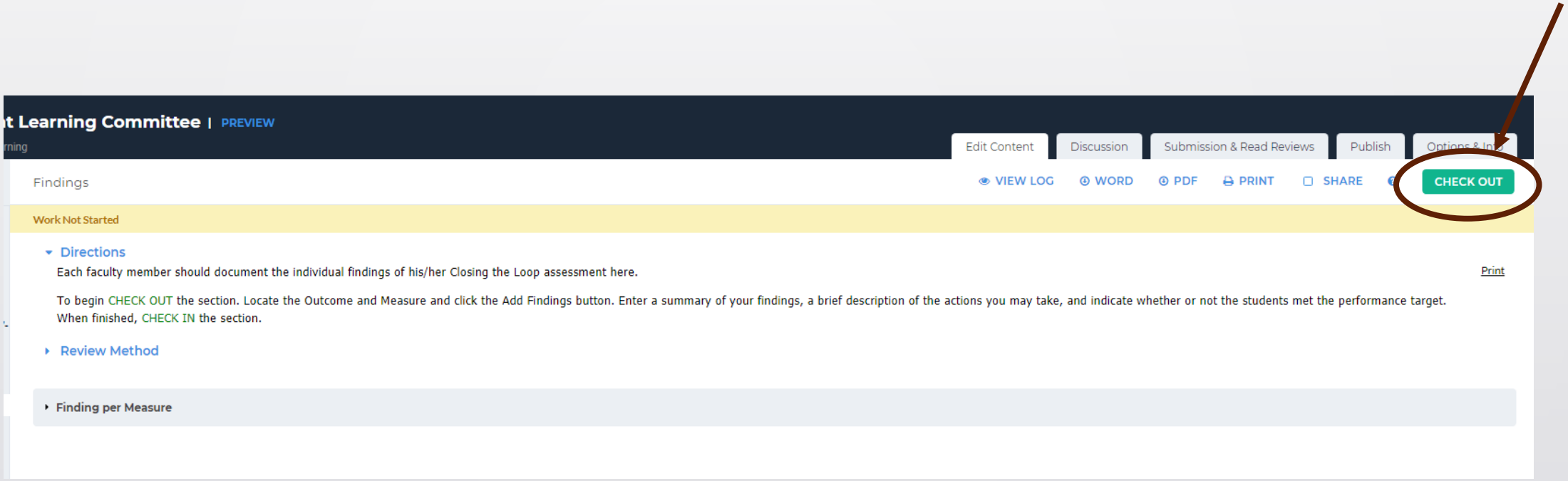
2. Findings

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.



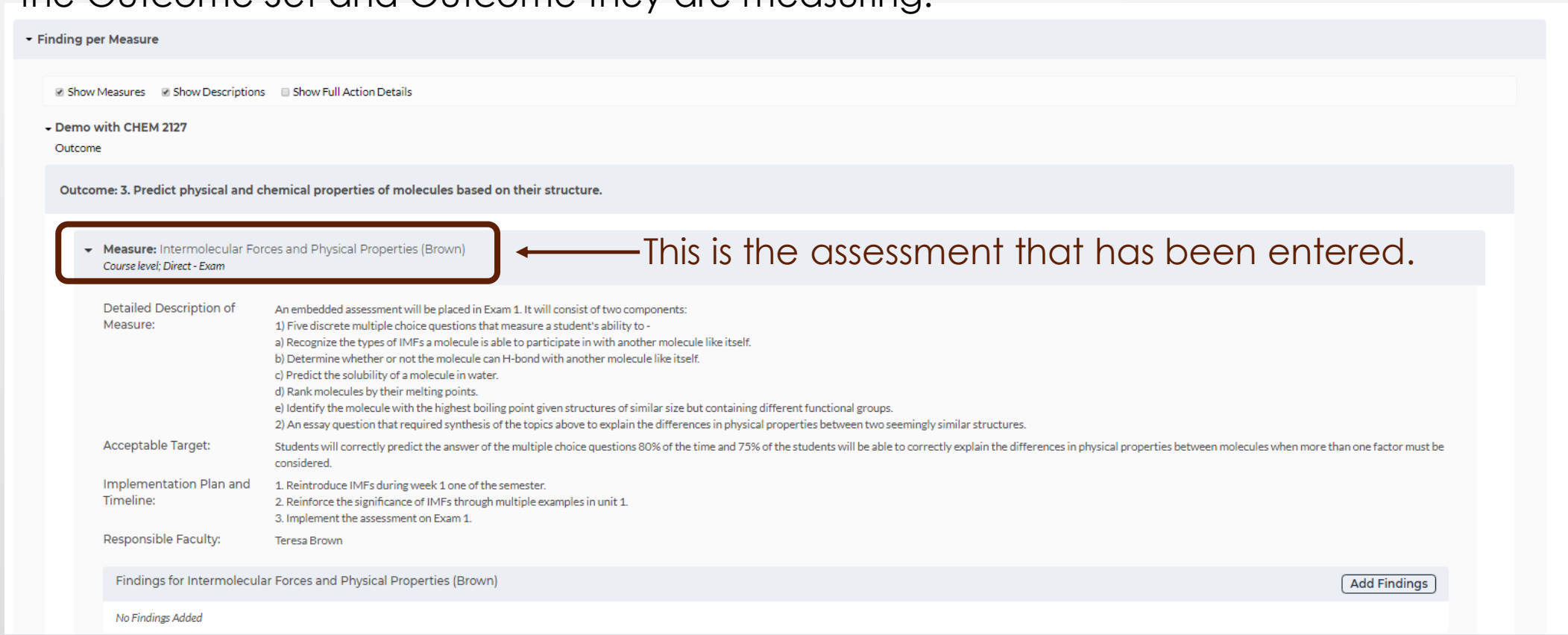
2. Findings

Check out the section.



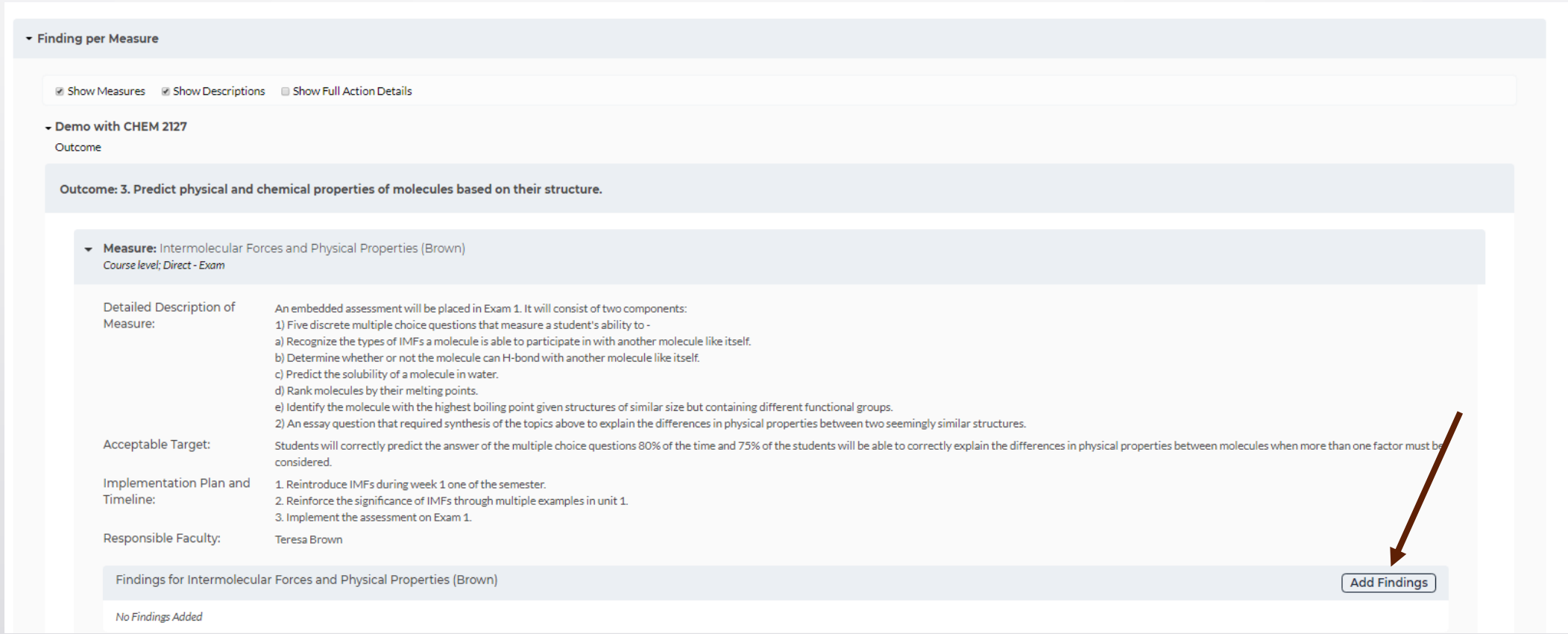
2. Findings

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



2. Findings

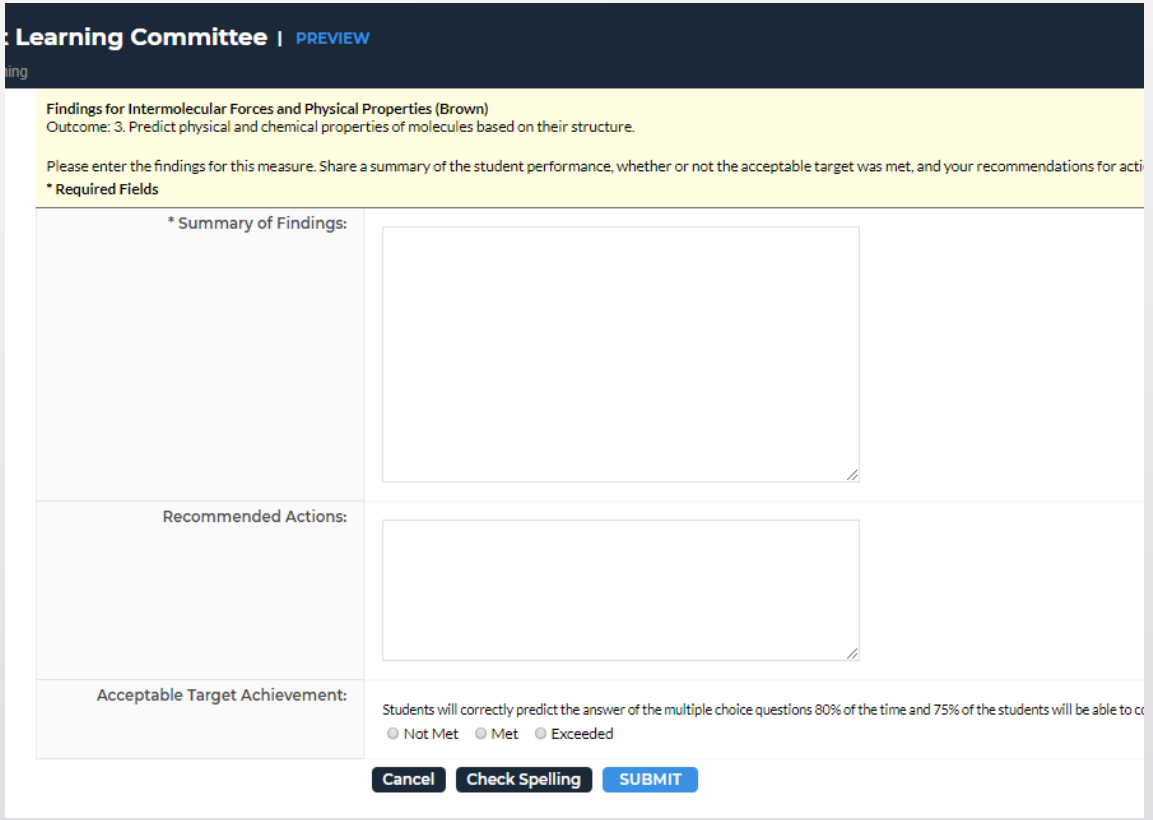
Click Add Findings for your assessment.



2. Findings

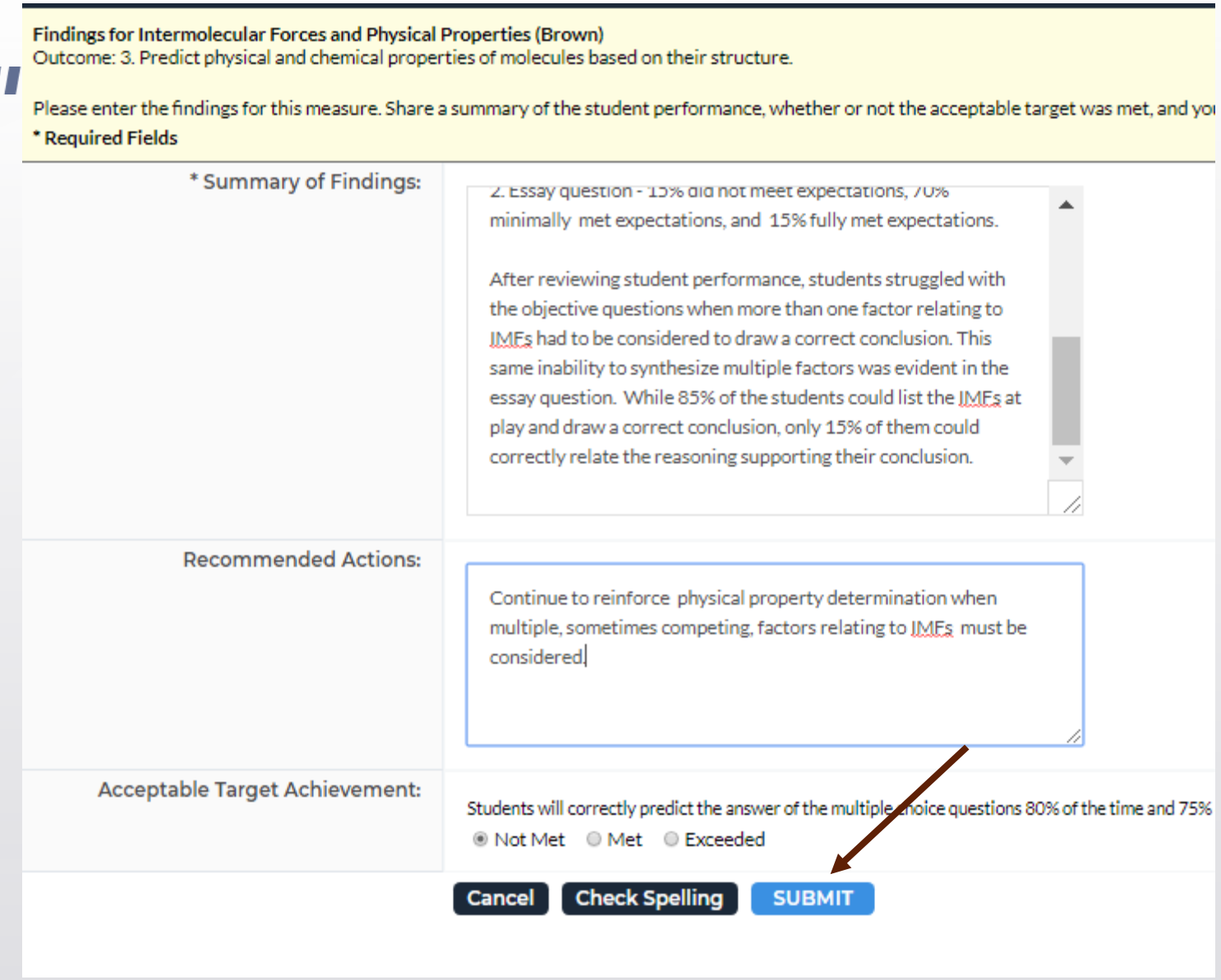
A series of three fields will appear. Complete them keeping the following in mind:

- 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.



2. Findings

Complete the fields and hit submit.



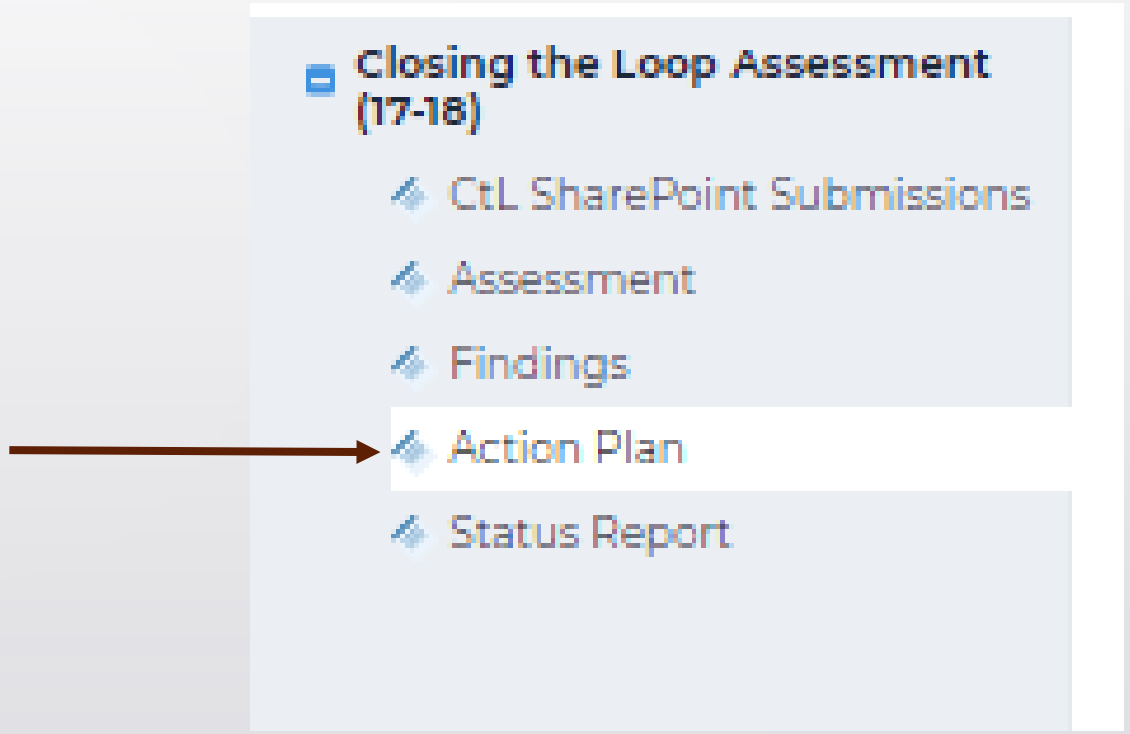
3. Action Plan

- 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 inmprove student performance.

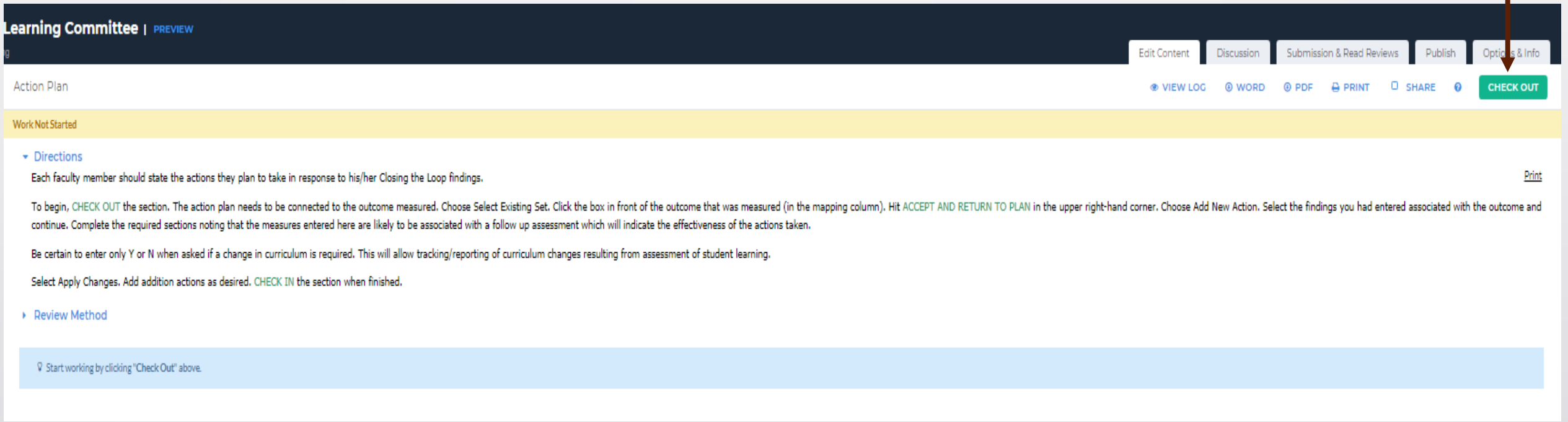
3. Action Plan

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



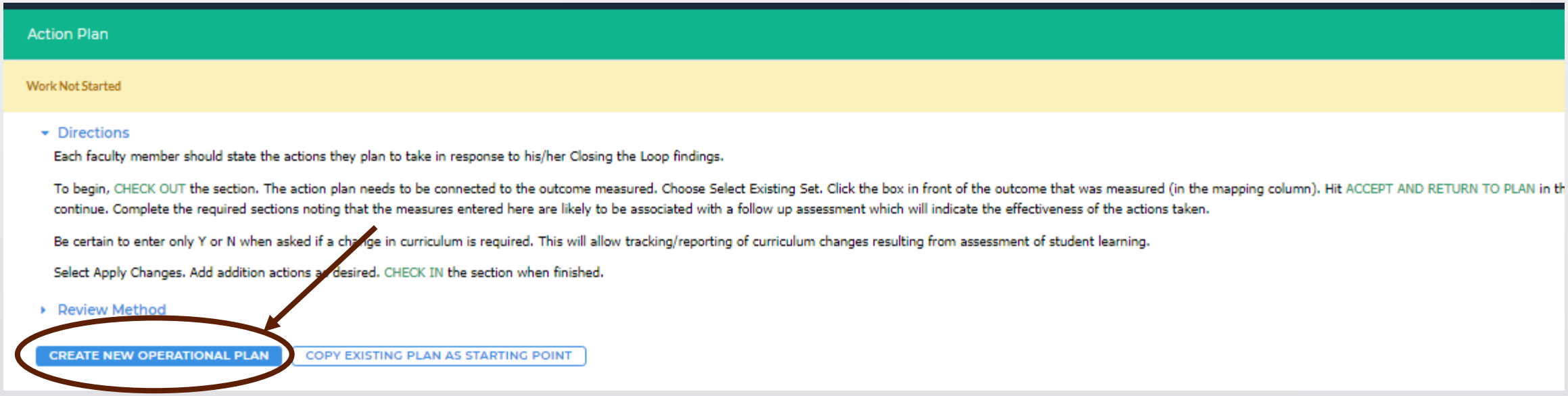
3. Action Plan

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



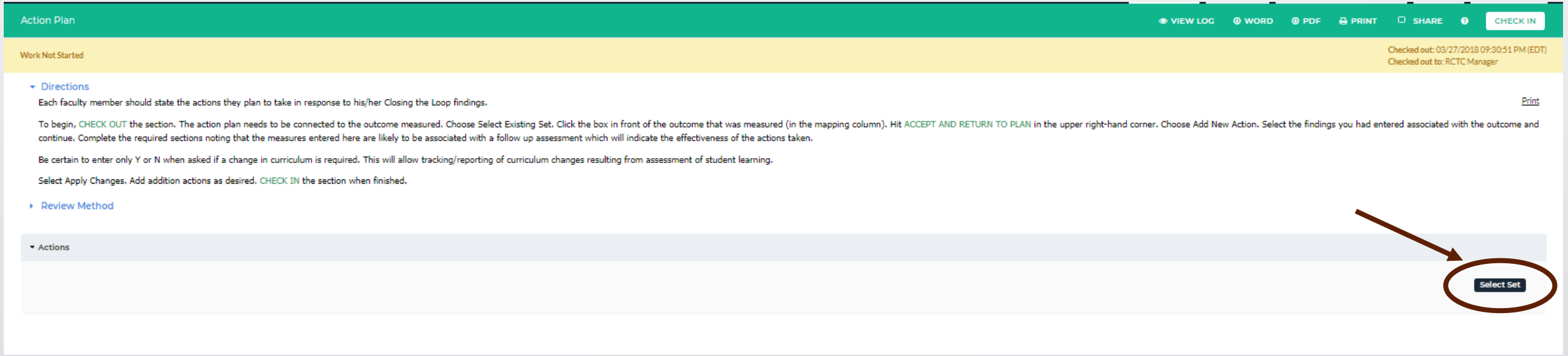
3. Action Plan

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.



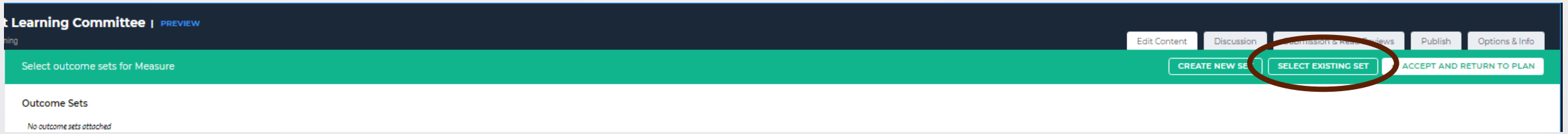
3. Action Plan

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



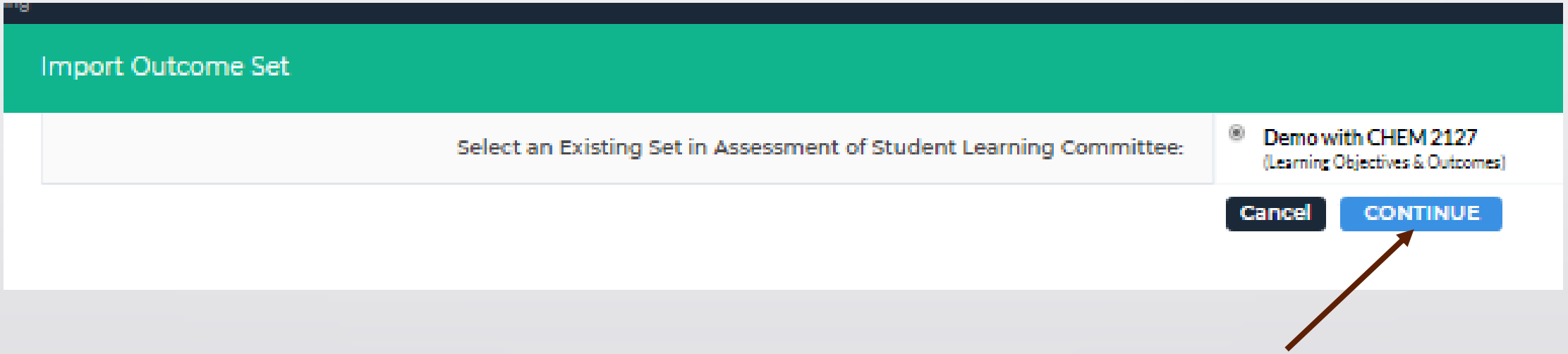
3. Action Plan

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



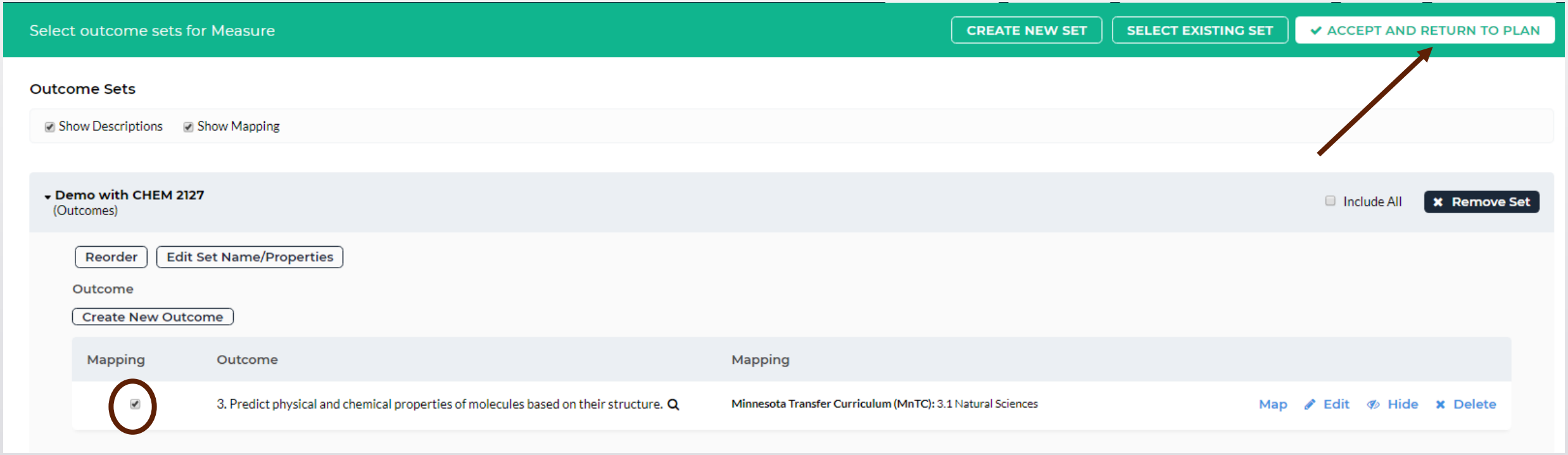
3. Action Plan

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



3. Action Plan

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

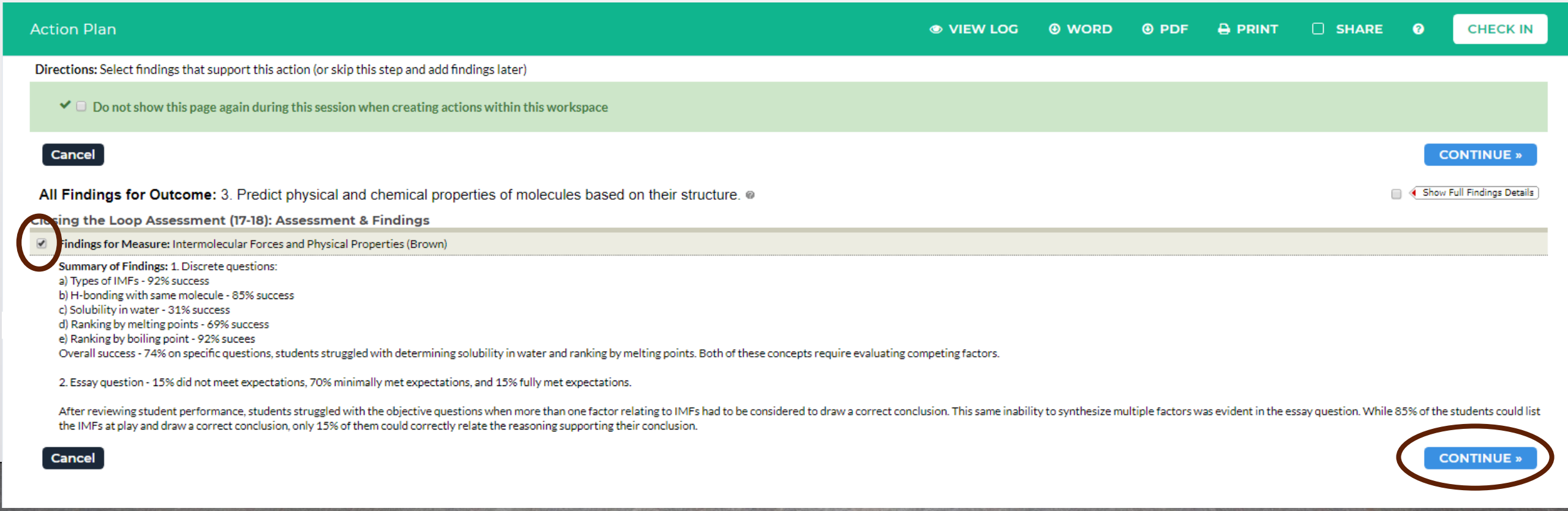


3. Action Plan

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

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.



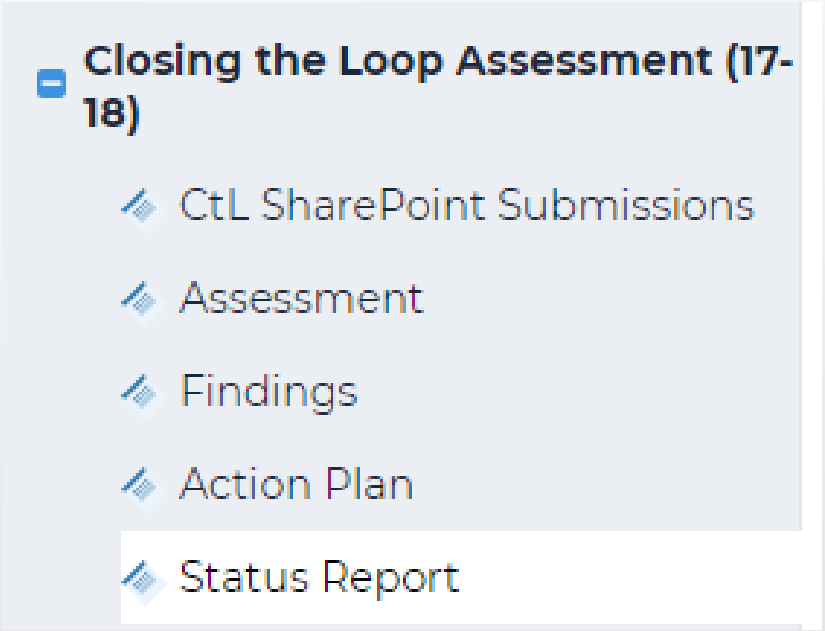
3. Action Plan

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 is curriculum is required, enter a Y for yes.

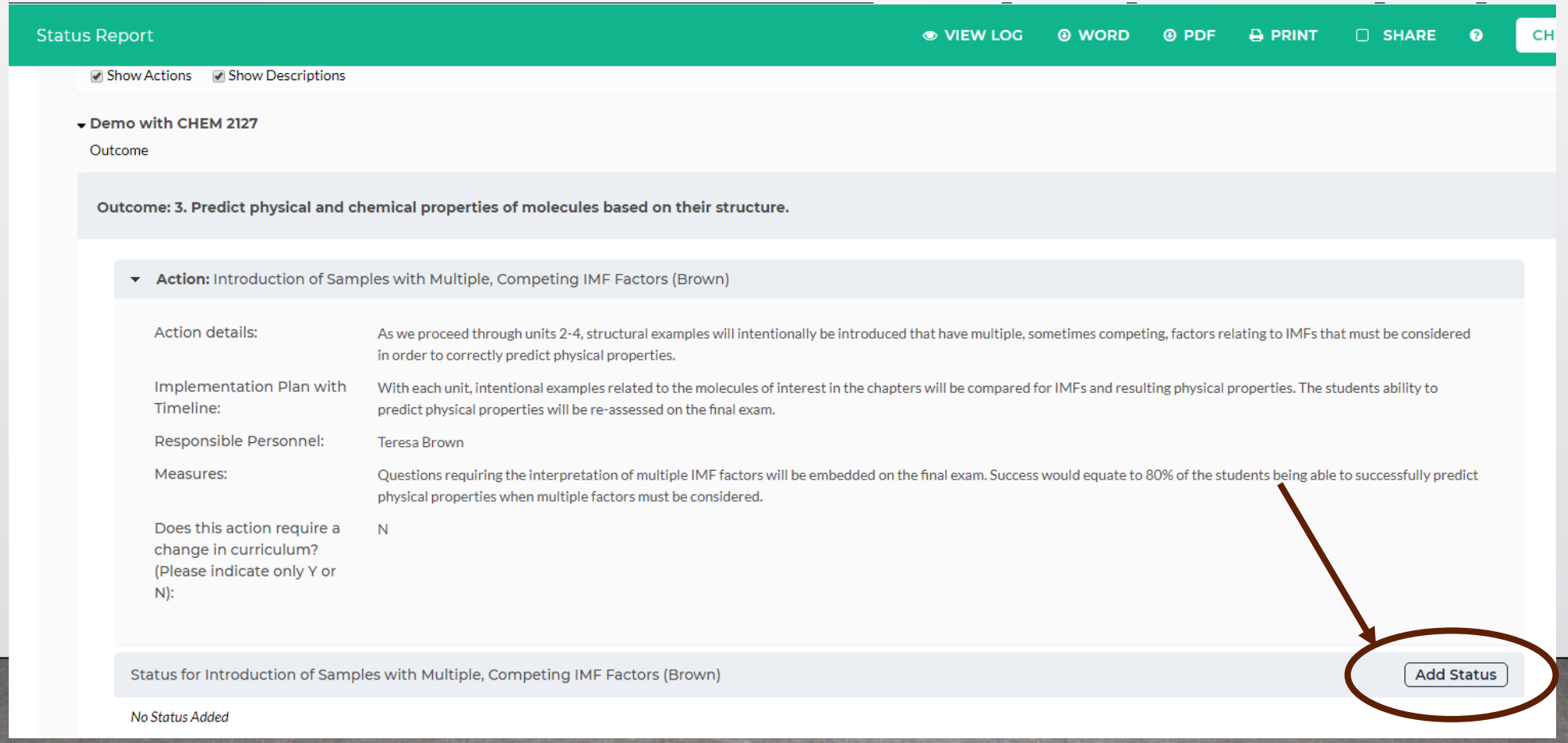
4. Status Report

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**.



4. Status Report

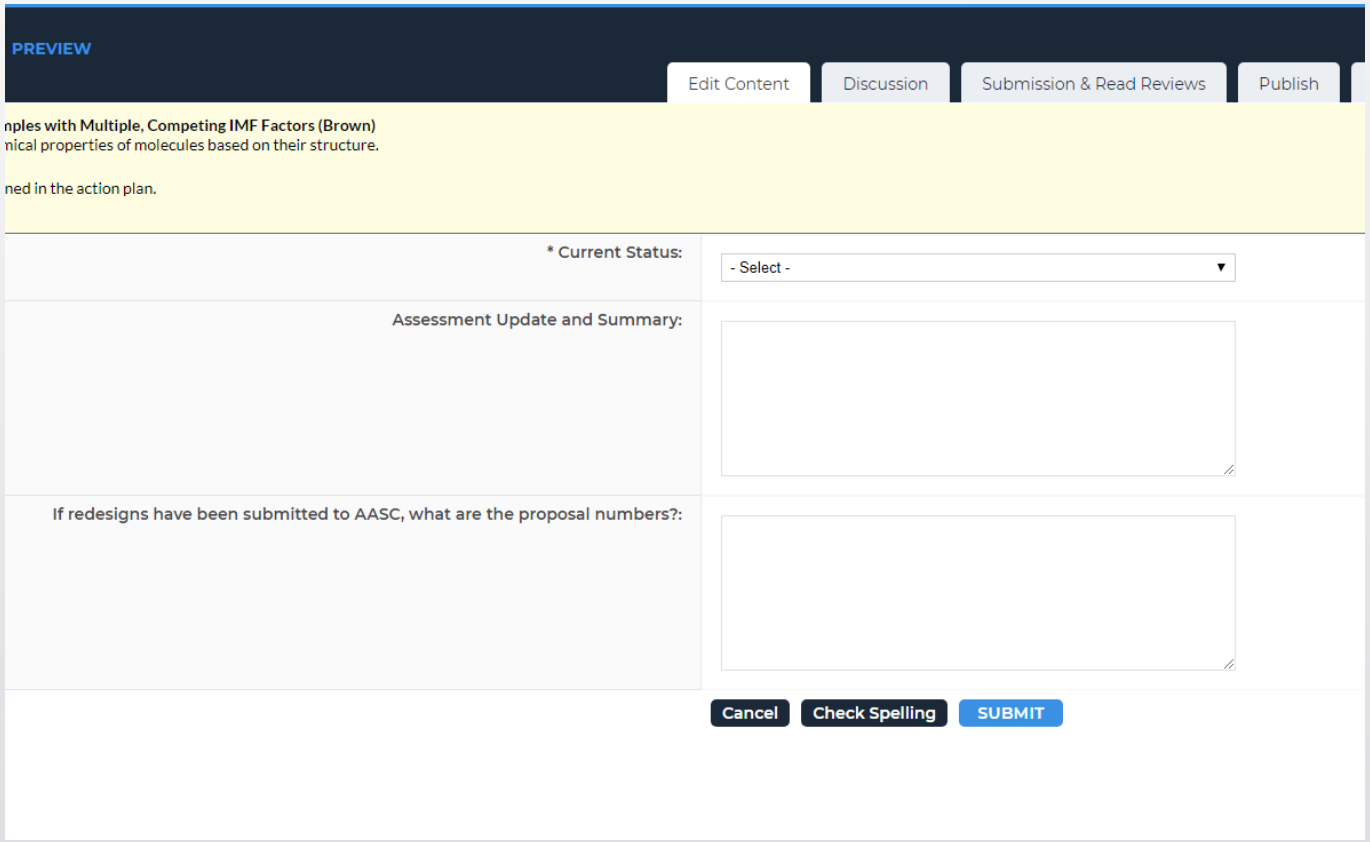
For the Action associated with your assessment, click on the Add Status button.



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.



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!