



Participant User Manual

TaskStream
Advancing Educational Excellence

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Accessing TaskStream

TaskStream can be accessed directly by navigating to <https://www1.taskstream.com>

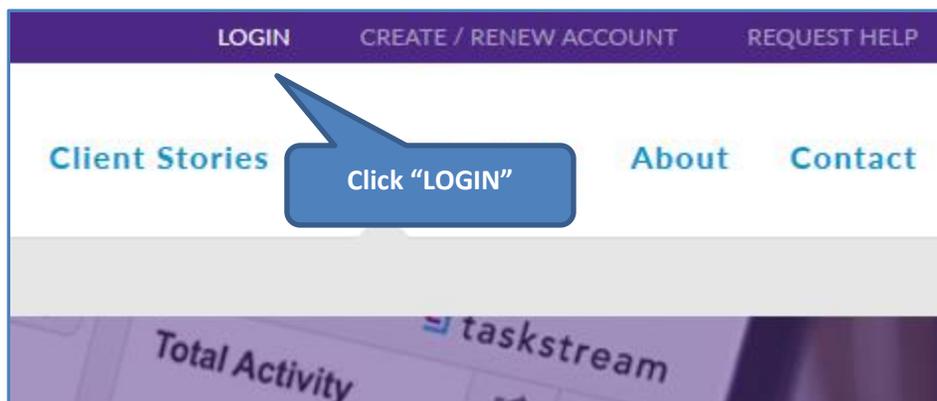
Or,

By following the link provided on the Curriculum Docs page on the CPTC website:
<http://www.cptc.edu/intranet/instruction-forms>



Logging in to TaskStream

When you first navigate to TaskStream, you will need to click the Login link in the upper right corner.



Login Credentials

User Name: CPTC email address (firstname.lastname@cptc.edu)

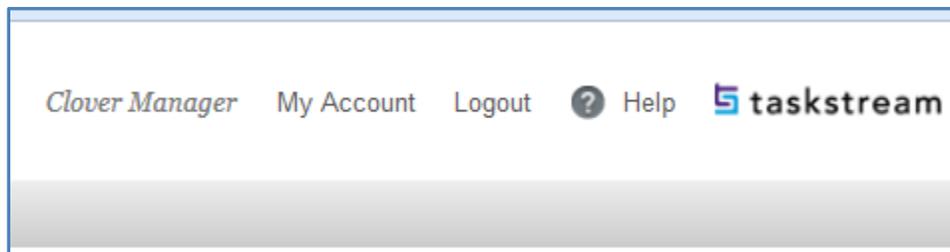
Default Password: taskstream1

If this is the first time you have logged into TaskStream,

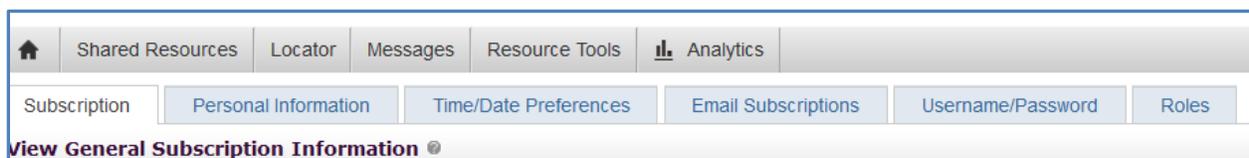
- Sign “End User Agreement”
- Complete account information
- Personalize password, if desired
- Open Work space

Changing Your Password

1. Click “**My Account**” in upper right



2. Click the “**Username/Password**” Tab

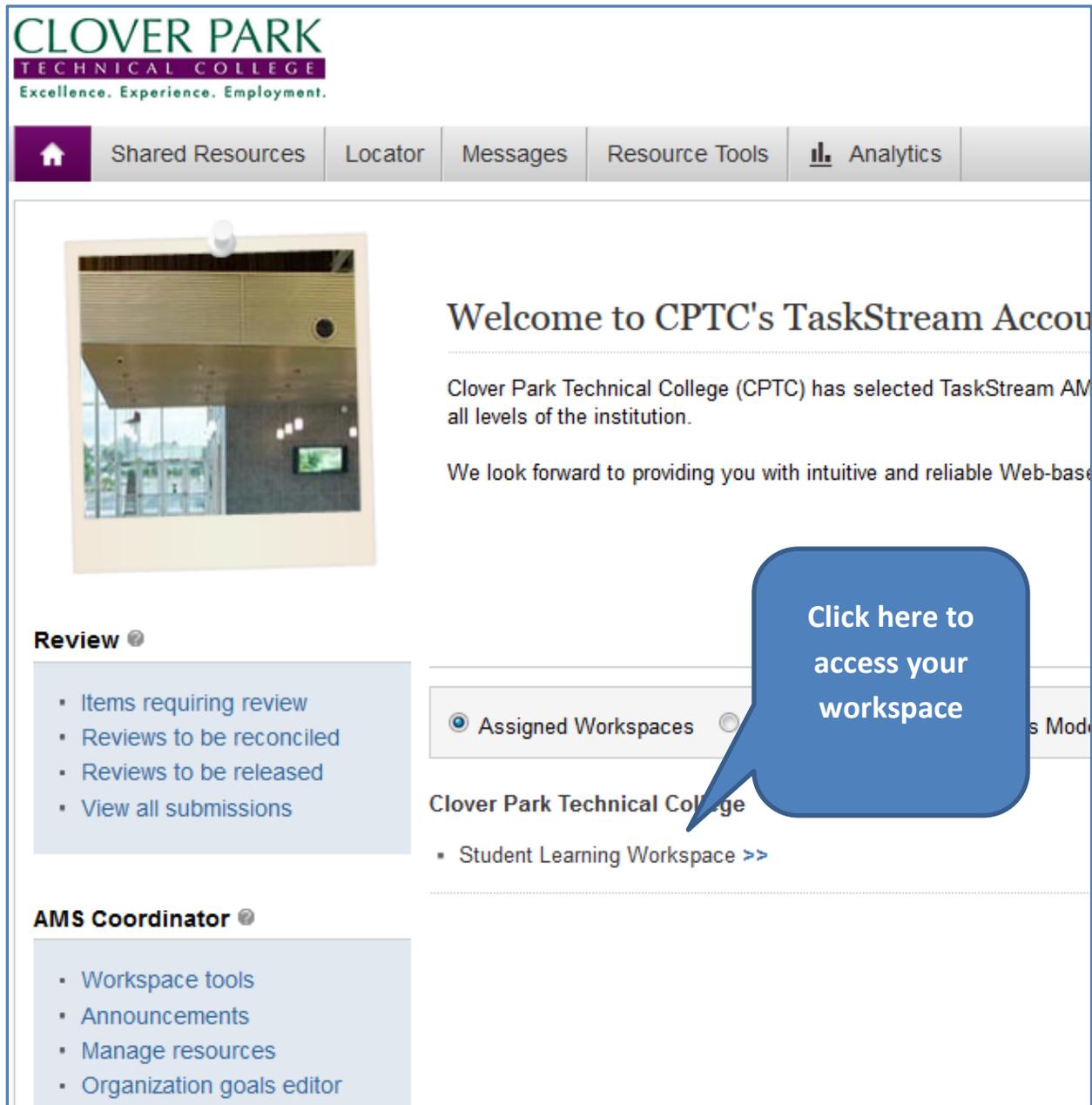


3. Follow the prompts.

Accessing Your Workspace

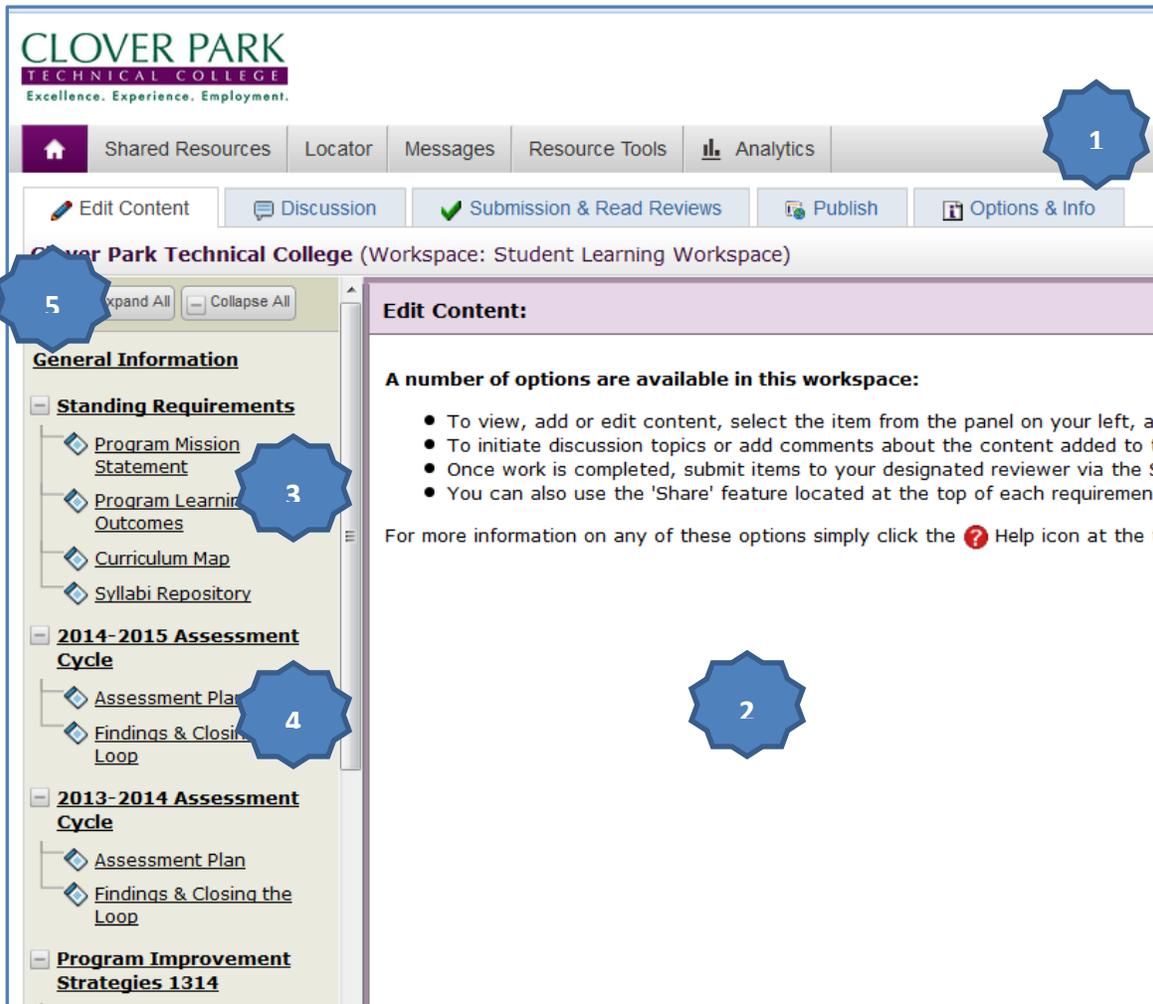
General: TaskStream call the area in which you enter your mission, outcomes, curriculum map, assessment plan and findings a “workspace”, specifically it is a “[Student Learning Workspace](#).”

After logging in, you will be navigated to your User Dashboard. The appearance of your User Dashboard will vary based on your permissions in TaskStream, but you will find your “Student Learning Workspace” in the center panel.



The screenshot shows the CPTC TaskStream account dashboard. At the top left is the CLOVER PARK TECHNICAL COLLEGE logo with the tagline "Excellence. Experience. Employment." Below the logo is a navigation bar with a home icon and links for "Shared Resources", "Locator", "Messages", "Resource Tools", and "Analytics". The main content area features a large image of a building entrance on the left. To the right of the image is a welcome message: "Welcome to CPTC's TaskStream Account" followed by text stating that CPTC has selected TaskStream AMS at all levels and that they look forward to providing intuitive and reliable web-based services. Below the welcome message is a "Review" section with a list of items: "Items requiring review", "Reviews to be reconciled", "Reviews to be released", and "View all submissions". To the right of the review section is a "Assigned Workspaces" section with a radio button selected. Below this is the text "Clover Park Technical College" and a list item "Student Learning Workspace >>". A blue callout bubble with white text points to the "Student Learning Workspace >>" link, containing the text "Click here to access your workspace". At the bottom left, there is an "AMS Coordinator" section with a list of items: "Workspace tools", "Announcements", "Manage resources", and "Organization goals editor".

Tour of Student Learning Workspace

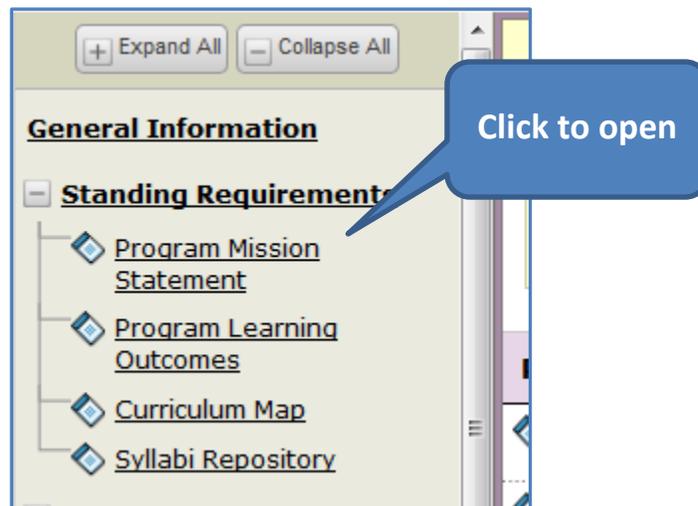


1. Workspace menu bar
2. Preview/Edit pane
3. Standing Requirements
 - a. Program Mission Statement
 - b. Program learning Outcomes
 - c. Curriculum Map
 - d. Syllabi Repository
4. Assessment Cycle area
 - a. Assessment Plan
 - b. Findings and Closing the loop
5. Left-side workspace navigation menu
 - a. Standing Requirements
 - b. Assessment Cycles

Completing the Standing Requirements

Add/Edit Program Mission Statement

1. Navigate to TaskStream, log into your account, and open your Student Learning Workspace
2. Click Program [Mission Statement](#) (on left-side navigation menu) to open this content area



3. To add or edit your mission statement, click  in the upper right.

TaskStream is designed to permit multiple users to have permission to work in a single workspace. In order to avoid confusion by editors overwriting each other, you must first “check out” any document you are editing, and then check the document back in when you are done.

4. Click the “**Edit**” button  on the right side to begin adding or editing your program’s mission statement.
5. Type your mission statement in the textbox, use the **spellchecker** and **character count** as appropriate, then click “**Cancel**” or “**Submit**” when done.
 - a. **Cancel** will exit the page without saving your changes, and
 - b. **Submit** will save your changes then return to the Mission Statement page.

Program Mission Statement

Mission Statement Text:
(Max. 7000 chars)

This is an example mission statement!
It is the mission of this mission statement to act as an example.

Check Spelling Character Count

Cancel Submit

Type mission statement here

Check spelling or character count

Click Cancel or Submit here

6. Select the appropriate Assessment Cycle (or all of them), then click “Apply Changes” to apply your edited mission statement to the appropriate assessment cycles.

Update Options

Important! Would you like to update other areas with these changes? The changes you just made to your Mission Statement will NOT be reflected in other areas unless you update them now.

This Mission Statement is associated with the requirements listed below.

No Updates Required Apply Changes

Check all areas to update (if any): Student Learning Outcome Assessment (Student Learning Workspace)

2014-2015 Assessment Cycle: Assessment Plan
Last modified 02/25/2015 10:59:36 AM

No Updates Required Apply Changes

Select appropriate assessment cycle

Click “Apply Changes”

7. Click “Return to Work Area” to return to the Mission Statement page, then click



Confirmation

The Mission Statement has been updated.

[Return to Work Area](#)

Add/Edit Program Learning Outcomes

In this area, you will add/edit all of the current program-level student learning [outcomes](#) into TaskStream.

The Program Learning Outcomes Page

1. Click “[Program Learning Outcomes](#)” in the left-side navigation menu.
2. Image below identifies the major functions.

The screenshot shows the 'Program Learning Outcomes' page. At the top, there is a navigation bar with 'Content' and 'Log' tabs, and a 'Check In' button. Below this is the 'Program Learning Outcomes' section, which includes a 'Work in Progress' indicator, a 'Checked out' timestamp, and a 'Checked out to' field. The main content area is divided into two columns. The left column contains 'Directions' and 'Review Method' links, and buttons for 'Create New Outcome Set' and 'Select Existing Set'. The right column contains 'Show Descriptions' and 'Show Mapping' checkboxes. Below this is the 'Test Outcome Set For Training' section, which includes 'Reorder', 'Edit Set Name/Properties', and 'Delete Set' buttons. The 'Outcome' section contains a 'Create New Outcome' button. The 'Outcome' and 'Mapping' sections are separated by a horizontal line. The 'Outcome' section contains a search bar and a list of outcomes, with one outcome selected. The 'Mapping' section contains a list of student learning core abilities and their descriptions. The page is annotated with four blue starburst callouts: 1 points to the 'Check In' button, 2 points to the 'Create New Outcome Set' and 'Select Existing Set' buttons, 3 points to the 'Test Outcome Set For Training' title bar, and 4 points to the 'Test Outcome 1' entry in the outcomes list.

1. **Check Out/Check In** button
2. Create new Outcome Set or Select existing set buttons
3. Title bar for outcome set
4. Outcomes in set.

Create New Outcome Set

1. In your Student Learning Workspace, click on “**Program Learning Outcomes**” in the **Standing Requirements** section of the left-side menu

2. Click “**Check Out**”  in the upper right
3. Click the “**Create New Outcome Set**” button As shown in the image above
4. Give the outcome set a **title** (best to name after the program or department), and check the “**Outcomes in other sets...**” box, the click “**Continue**”

Add Outcomes to the New Outcomes Set Just Created

1. In the Outcomes Set area, click “**Create New Outcome**”

2. Name the new outcome and write a description **Note:** if the entire outcome can be written in 140 characters or less, then enter the entire outcome in the first box below. If not, then give the outcome a descriptive title, and write the full outcome in the Description box as shown below. Click “**Continue**” to continue

3. After clicking “**Continue**” you have the options of “**Add Mapping**”, “**Add another outcome**”, or going “**Back to all outcomes sets**”.
4. Continue adding outcomes until all program learning outcomes have been entered.

Mapping Program Learning Outcomes to College-wide Outcomes

General: [Mapping](#) refers to the process of demonstrating a direct alignment. Mapping provides a record of which program-level outcomes support which college-wide outcomes. By mapping our outcomes, the measures of student achievement of a program outcome, then correlate to student achievement of a college-wide outcome.

Note: We should only map program learning outcomes to other outcomes in other sets when there is a clear correlation (alignment) to the other outcome, and when the assessment process will also measure student achievement of an outcome in another set.

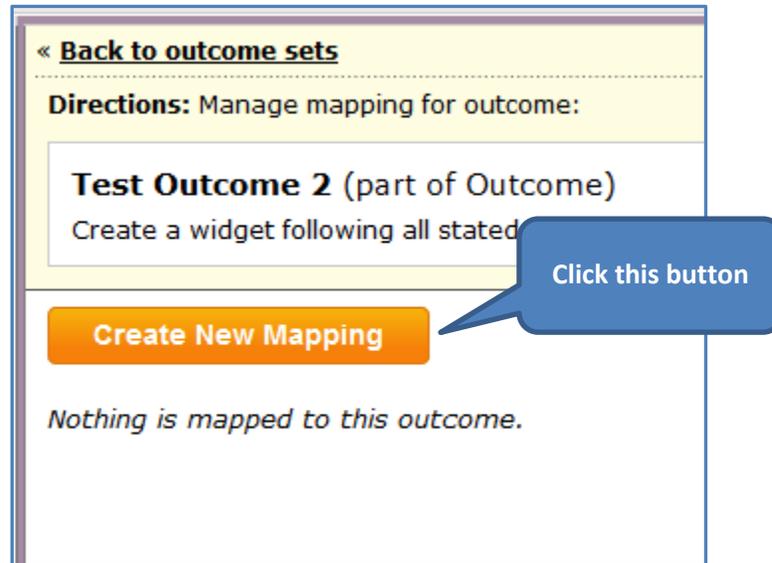
1. Navigate to the **Program Learning Outcomes** page, and check it out.
2. Scroll down to the first outcome you wish to map, and click “Map” on the right side.

Outcome	Mapping
Test Outcome 2	No Mapping [Map] [Edit] [Delete]

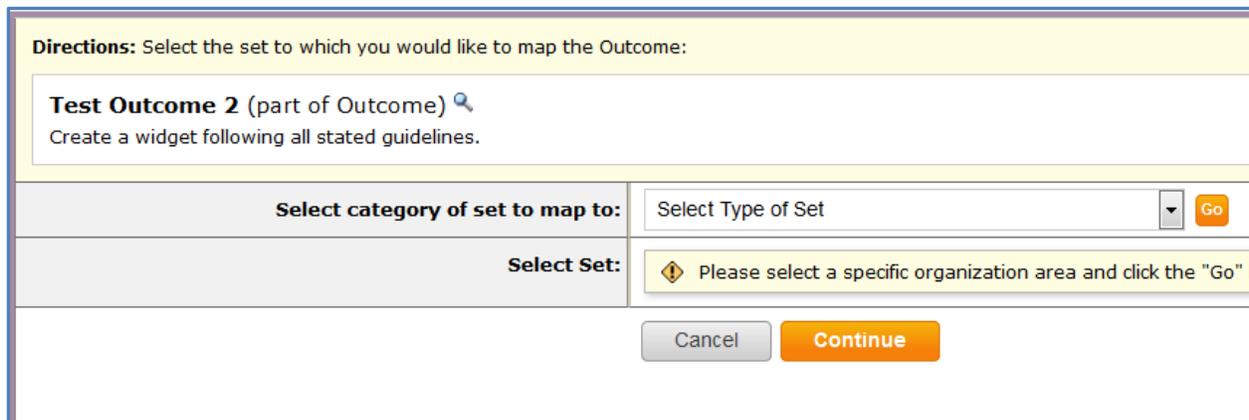
Create a widget following all stated guidelines.

Click Map

3. On the next page that displays, click the “**Create New Mapping**” button



4. On the **Create New Mapping** page, Use the drop-down list to **Select Type of Set** to map to. The choices include:
- a. Goal sets distributed to Clover Park Technical college
 - b. [Outcome sets](#) in Clover Park Technical College, and
 - c. Outcome sets is other organizational areas



5. Choose “**Goal sets distributed to Clover Park Technical College**”, and select “**Go**”

Directions: Select the set to which you would like to map the Outcome:

Test Outcome 2 (part of Outcome) 
Create a widget following all stated guidelines.

Select category of set to map to: Goal sets distributed to Clover Park Technical College

Select Set:  Please select the category of the set you would like to map to

Click "Go":

6. After clicking "Go" you will be able to choose the goal set, or sets, you wish to map to. On the far right of each listed set, is a "View Set" link you can use to preview the set before making your choices. Note: you should map to all sets and outcomes for which there is a direct alignment; however, for most program learning outcomes this will be the **"Student Learning Core Abilities"**. However, you should review all the goal sets available, and map to any outcome for which alignment can be demonstrated, and for which the assessment process will also measure student achievement of that outcome.
7. Click the radio button for the set to which you wish to map, then click **"Continue"**.

Select category of set to map to: Goal sets distributed to Clover Park Technical College

Select Set:

- College Mission Themes**
Owned by Clover Park Technical College
- College Strategic Goals 2014 - 2019**
Owned by Clover Park Technical College
Goals for 2014-2019
- President's Strategic Priorities**
Owned by Clover Park Technical College
Dr. Howard's Strategic Priorities
- Student Learning Core Abilities**
Owned by Clover Park Technical College

Select goal set and click "Continue"

8. On the next page you will see the list of goals in the set (in the example below we have selected the "Core Abilities") and the individual elements for each goal. Read the descriptions of the main goals and elements carefully, and click the radio-buttons for any which are clearly aligned with the program outcome you are mapping. After making your selection(s), click Continue.

Student Learning Core Abilities
Owned by Clover Park Technical College

Communication

Communication is the ability to receive and deliver written, spoken, and visual information clearly and accurately. Effective communication skills are vital in getting and keeping clients. Effective communication skills are at the heart of maintaining successful working relationships with coworkers and customers. The capacity to think clearly, work with others, and be productive is tied to one's ability to communicate. A good communicator selects and analyzes information and informs others using the best method(s) for the situation. Communication can be in verbal, written, graphic, pictorial, multi-media, or other forms.

Element

Reads Effectively
Reads, locates, understands, and interprets written information in prose and in tables, figures, graphs, and schedules. Follows written instructions. Applies appropriate reading strategies to suit the purpose.

Writes Effectively
Communicates thoughts, ideas, procedures, and appropriate information in writing. Creates documents such as letters, directions, manuals, reports, graphs, and flow charts. Applies the English language correctly using proper spelling, grammar, and sentence structure. Writes legibly, uses acceptable language, provides necessary detail, and uses accurate descriptions in such a way that others can understand.

Listens Effectively

9. **Note:** A single program learning outcome could map to more than one college-wide outcome.
10. After clicking “**Continue**”, you are returned to your main outcomes page. To map your remaining outcomes, repeat the steps in this section.
11. Check the content back in when you are done.

Curriculum Mapping

The final task in the Standing Requirements is to map your program curriculum. In [curriculum mapping](#) you identify in which courses/activities your program outcomes are **introduced**, **practiced**, **reinforced** and **assessed**. Because program learning outcomes are very broad, all four of those activities may, and most likely do, occur in multiple courses/activities in the program curricula. Curriculum mapping is a very important step in demonstrating curriculum alignment in your program.

1. Navigate to your workspace, and in the **Standing Requirements** menu click on **Curriculum Map**. The Curriculum Maps page will open.
2. **Check Out** the Curriculum Maps page
3. Click the **Create New Curriculum Map** button
4. When the Create Curriculum Map page opens, Give the map a title **(1)**, and if desired a description **(2)**. We strongly suggest you name this map after your program.
5. In the “**Select Alignment Set**” drop-down **(3)**, verify that your program’s name is listed. TaskStream will automatically add your program’s outcomes to the curriculum map.
6. Click “**Select**” **(4)** to save your changes and navigate to the Curriculum map interface.

Create Curriculum Map 

[« Back to Curriculum Maps Home](#)



New Map Title:

(Max 100 Chars)

Description:



Select Alignment Set:



View sets available within Advanced Composites

Aerospace Composite Manufacturing Outcome Set

The Curriculum Map Interface

Test Save Now

Courses and Activities Mapped to Test Outcome Set

Mapping Actions...

		Outcome	
		Test outcome Taskstream training outcome	Test 2 Not very measurable
Courses and Learning Activities			
Course 1 Course 1	I	I	
Course 2	P	P	
Course 3	R	A	

1. Mapping Actions: The Mapping Actions button contains the options for content addition and editing to the curriculum map. These options include:

- Manage Alignment Set
- Create Course/Activity Categories
- Create Course/Activity
- Copy from Another Map
- Print and Export Map

2. Horizontal row displaying **program learning outcomes**

3. Vertical column where **courses and or activities** are listed

4. Alignment Codes

5. Key to alignment codes

Legend: I Introduced P Practiced R Reinforced A Assessed

Show Outcome Descriptions Show Course/Activity Detail

Mapping Actions Explained

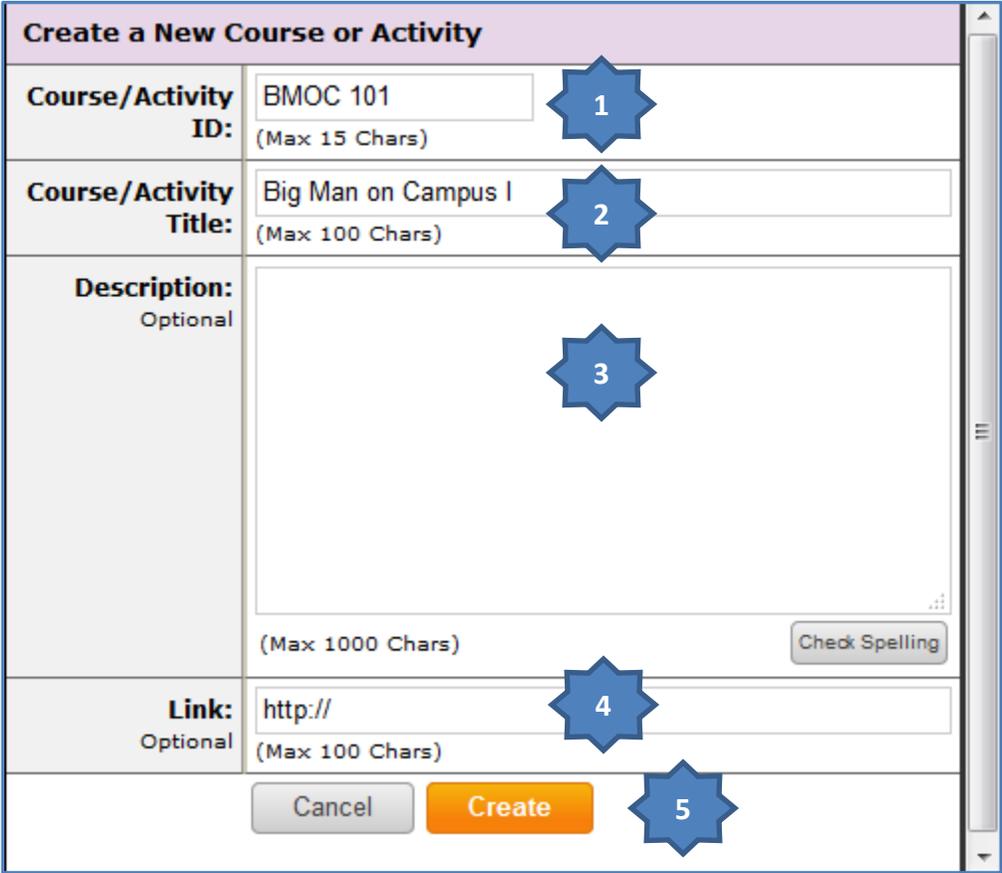
- **Manage Alignment Set:** use this option (action) to select specific outcomes or goals (the [alignment set](#)) you want to display in the curriculum map. When first setting up your workspace, please keep all program outcomes displayed, and map all program courses. However, you can further focus your [alignment](#) documentation by creating additional curriculum maps that:
 - Demonstrate alignment of specific outcomes to course-level outcomes by creating additional maps for each program course,
 - Demonstrate alignment of program outcomes to specific courses and specific activities in those courses (for example to a final exam or a capstone project)
- **Create Course/Activity Categories:** using this function you can create categories in the vertical column under which you list the activities for the category. For example: you can create categories named after the program courses, then when mapping you can list the specific activities within a course that are aligned with a specific outcome. In this action you can:
 - Create a new category, or
 - Edit an existing category
- **Create Course/Activity:** This is one of the two methods used to populate the Course/Activity column (the other is to click the “insert Course” green quick-link arrow to the right of this column). By choosing this action, the following functions are available in the “**Create a New Course or Activity**” dialog box:
 - Enter the **Course/Activity ID**
 - Enter the **Course Activity Description**
 - Use **Spell check**
 - Enter a **web link** to the actual course/activity (great for online courses)
 - Click **Create** or **Cancel** to either save your course activity and close the dialog box, or cancel your entry and close the box
- **Copy from Another Map:** permits the user to copy and existing map in TaskStream
- **Print and Export Map:** permits the user to either print their curriculum map, or export it as a PDF file.

Below we will walk through the steps necessary to create a basic curriculum map.

Steps to Develop a Curriculum Map

These directions will walk you through the creation of a basic [curriculum map](#), but keep in mind that this functionality includes features that can greatly improve your documentation of curriculum alignment for your program.

1. After you have created your curriculum map, you will be taken to the **curriculum map interface** described on the previous page. You will note your program outcomes listed horizontally across the top.
2. Click on the “**Mapping Actions**” button , and select “**Create New Course/Activity**”
3. Complete the Create a New Course Activity dialog box as described below:



Create a New Course or Activity	
Course/Activity ID: (Max 15 Chars)	BMOC 101
Course/Activity Title: (Max 100 Chars)	Big Man on Campus I
Description: Optional (Max 1000 Chars)	
Link: Optional (Max 100 Chars)	http://
<input type="button" value="Cancel"/> <input type="button" value="Create"/>	

1. Enter the **course ID** for the first course in your program
2. Enter the **course Name**
3. Enter an optional **description**. If you are creating an activity instead of a course (such as a capstone project), and description is very important.
4. If creating an activity that is associated with a web page, enter the **web page URL**
5. Click “**Create**” to save change and return to Curriculum Map interface.

4. Repeat this process until all program courses have been entered into the curriculum map
5. For each course add alignment identifiers, as appropriate, for each outcome. On each course row, centered below each program outcome you will note a gray box that says "Click". The boxes are toggle-switches that will take you through the four alignment indicators listed below. Stop clicking when you get the desired alignment indicator.
 - a. **Introduced:** this choice indicates that in this course (or activity) students are first introduced to concepts or skills represented by the program learning outcome
 - b. **Practice:** this choice indicates that students are provided an opportunity to practice the knowledge or skills represented by the program learning outcome
 - c. **Reinforced:** this choice indicates that additional instruction is provided at this point to reinforce student skill of knowledge related to a program learning outcome.
 - d. **Assessed:** This choice indicates the point in the curriculum in which student achievement of a program learning outcome is assessed.

Note: for each course/activity TaskStream only permits the use of a single alignment indicator. Because a program learning outcome could be introduced, practiced, reinforced and assessed all in the same course, this is why it makes very good sense to list your program courses as categories, then beneath each course category list the major instructional milestones, then apply the alignment indicators to each milestone activity. See the example imaged below.

6. Click "Save Now"  and close the Curriculum Map window.

Test		Courses and Activities Mapped to Test Outcome Set	
Mapping Actions...			
			Test outcome Taskstream training outcome
BMOC 101	1		
Module Four Growing Big			I
Midterm Midterm Examination	2	3	P
Final Project BMOC 101 Final			A
BMOC 102	1		
Module 6 Knowing Your Campus			Click
Assignment Four Creating a Campus Person Index	2	3	R
Final Exam Final exam for BMOC 102			Click

In the example to the left, each program course (1) has been made a category, then under each course category specific instructional activities have been listed (2) and for each activity one of the four alignment indicators (3) has been selected.

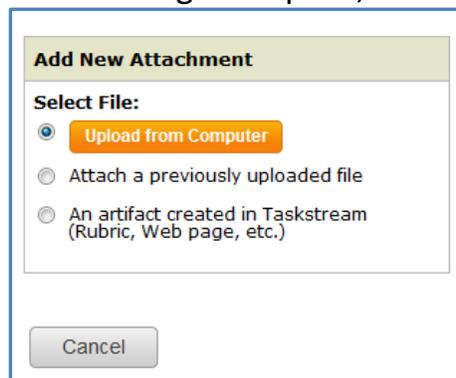
The Syllabus Repository

The TaskStream workspace Standing Requirements area also includes a syllabi repository in which faculty can upload copies of the syllabi for their program courses. Below are the steps to use this repository if you so desire.

1. Click on **Syllabi Repository** in the left-side workspace menu, then **check out** the area that opens
2. In the “**Add**” line at the bottom of the area, chose the type of content you wish to upload. The choices are:
 - a. Text & Image
 - b. Slideshow
 - c. Attachments
 - d. Videos
 - e. Links



3. Because a file attachment is the most common upload, select “**Attachments**”.
4. When the “**Add New Attachment**” dialog box opens, make one of the following the choices



5. In this example we are selecting to **Upload from Computer**. Once this option is selected, the user can drag-n-drop their syllabus files into the upload box, then
6. Click the **Start upload** button. When the upload is complete
7. Select **Upload and Close** to save the file and close the upload window, then
8. Click **Save and Return** to save your work and return to the Syllabi Repository.

Starting the Assessment Cycle

General: Assessment cycles coincide with the college academic year. We open an assessment cycle at the start of Summer Quarter, and close it at the end of Spring Quarter. An assessment cycle consists of two parts: The Assessment Plan and the Findings and Closing the Loop.

Setting up the Assessment Plan

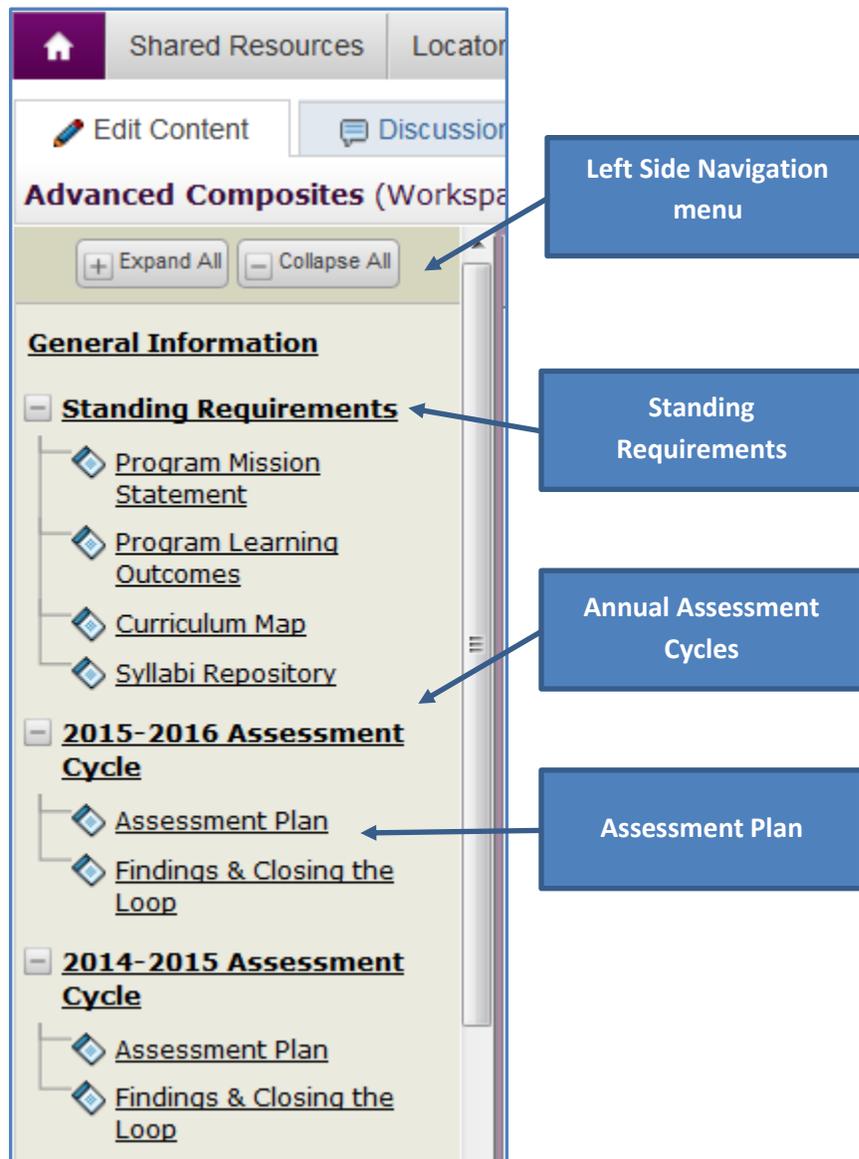
An assessment plan consists of the following components:

- The **outcomes** to be assessed during the assessment cycle, and
- The **measures** that will be used to assess student achievement of the stated outcomes. By “measure” TaskStream means the assessment tools and activities you will use to measure student achievement – tests, projects, demonstrations, reports etc. The measures include the following components:
 - **Measure Title**
 - **Measure Type/Method.** Measure types are subdivided into two categories as follows:
 - **Direct**
 - Student Artifact – such as a test, report or project
 - Exam
 - Portfolio
 - Other
 - **Indirect**
 - Survey
 - Focus Group
 - Interview
 - Other
 - **Measure Level**
 - Course
 - Program
 - Institution
 - Other
 - **Description** (of the measure)

- **Acceptable target**
- **Ideal Target**
- **Implementation Plan** (timeline)
- **Key/Responsible Personnel**

Steps to Set Up an Assessment Plan

1. Navigate to your Student Learning Workspace, and in the left-side navigation menu scroll down to the appropriate [assessment cycle](#) year, and click on [Assessment Plan](#)

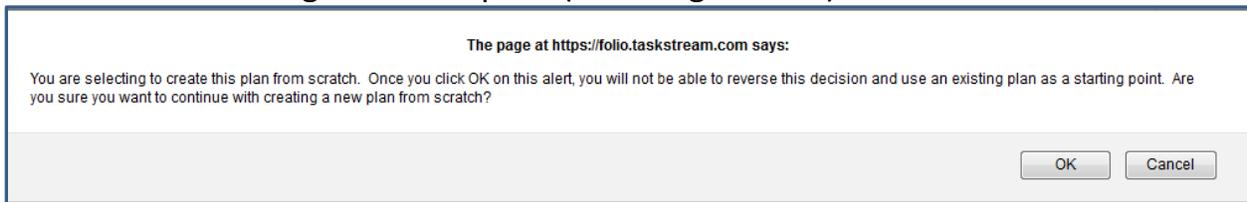


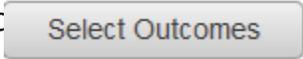
2. Check Out  the plan to begin working on it

3. Click the Create New [Assessment Plan](#) button

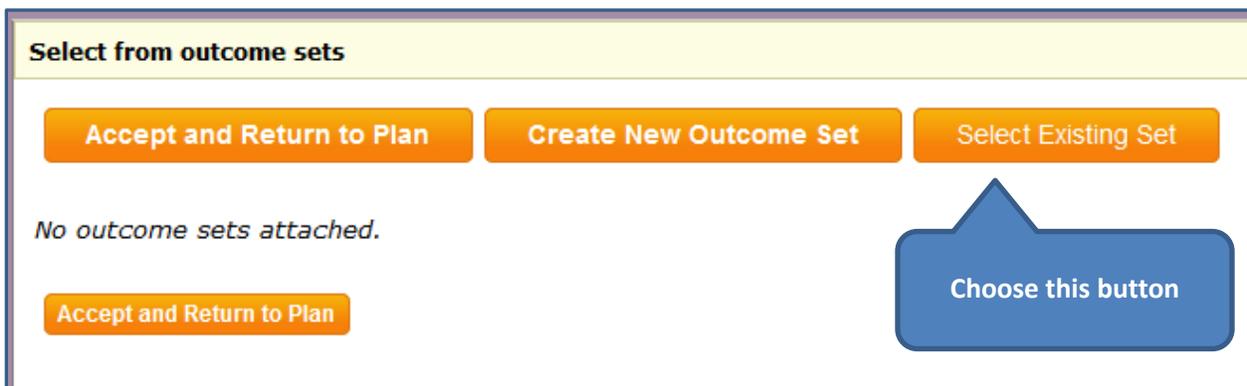
Create New Assessment Plan

4. Click OK on the warning box that opens (see image below)

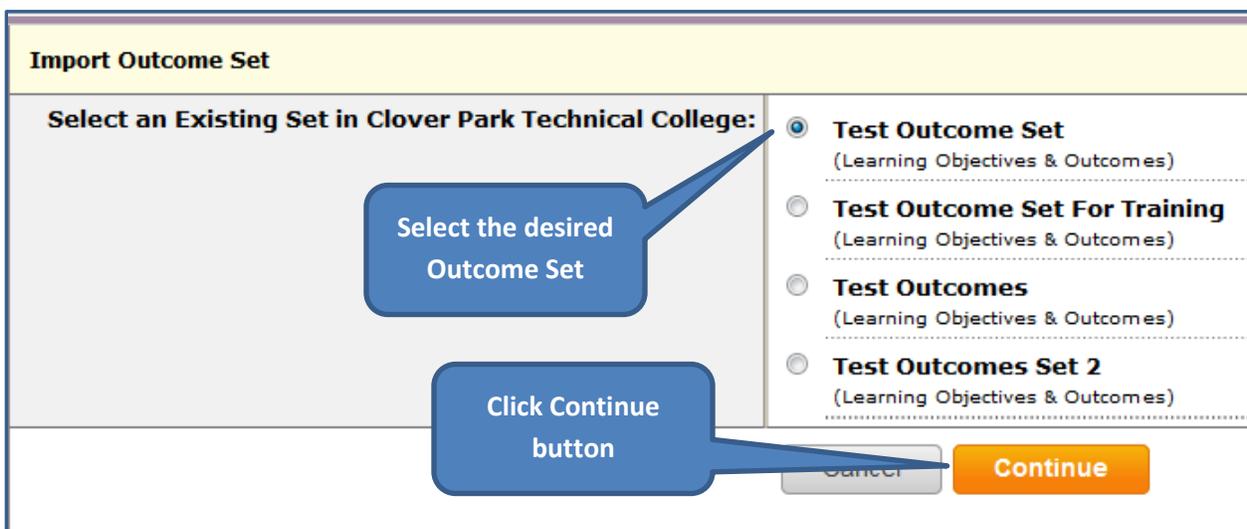


5. The Assessment Plan user interface  the Outcomes and Measures section, click the **Select Outcomes** button

6. On the “**Select from outcome sets**” page, click the “**Select Existing Set**” button to access the Program Learning Outcomes you entered in the Standing Requirements section



7. On the “**Import Outcome Set**” page, click the **radio button** for the set you wish to import into your assessment plan, and then click the Continue button. The first time you set up an assessment plan, you should only see the Outcome set you created earlier.



8. The list of outcomes in the chosen set will display. **Select the checkboxes** for the outcomes you wish to add to this assessment plan, then click the **“Accept and Return to Plan”** button

The screenshot shows a web interface titled "Test Outcome Set". At the top, there is a header with "Include All?" and a checkbox. Below the header are three buttons: "Reorder", "Edit Set Name/Properties", and "Remove Set". A section titled "Outcome" contains a "Create New Outcome" button. Below this, there is a list of outcomes. Each outcome has an "Include?" button with a checkbox. The first outcome is "Test outcome" (Taskstream training outcome) and the second is "Test 2" (Not very measurable). Both checkboxes are checked. At the bottom of the interface is an orange button labeled "Accept and Return to Plan". Two blue callout boxes provide instructions: one points to the checkboxes with the text "Select the outcomes", and another points to the "Accept and Return to Plan" button with the text "Click this button".

9. After clicking **“Accept...”** you are returned to your new Assessment Plan where you will see your outcome set and the chosen outcomes displayed. It is now time to add your **measures**.

The screenshot shows a web interface titled "Outcomes and Measures". At the top, there is a header with a dropdown arrow and the text "Outcomes and Measures". Below the header is a "Select Outcomes" button. A section titled "Test Outcome Set" contains a sub-section titled "Outcome". Below this, there are two outcomes listed. The first is "Test outcome" (Taskstream training outcome) and the second is "Test 2" (Not very measurable). To the right of each outcome name is the text "No measures specified". Below each outcome name is an "Add New Measure" button.

Adding Measures to Outcomes in Your Assessment Plan

1. In the outcome set (shown in the previous image), click the **Add New Measure** button for the first outcome in your list. This will open the [Measure](#) user interface.
2. Complete the Measure information as described below. **Note:** You can also import measure information from previous assessment cycles.

Cancel	
* Measure Title:	<input type="text"/>
Measure Type/Method:	- Select - 
Measure Level:	- Select - 
Description:	<input type="text"/>
Acceptable Target:	<input type="text"/>
Ideal Target:	<input type="text"/>
Implementation Plan (timeline):	<input type="text"/>
Key/Responsible Personnel:	<input type="text"/>
<input type="button" value="Check Spelling"/> <input type="button" value="Cancel"/> <input type="button" value="Apply Changes"/>	

1. Give the measure a **title**. Make the title descriptive and clear for future references.
2. Select the **Measure Type/Method** from the drop-down list. See descriptions below.
 - a. **Direct – Student Artifact:** A direct student artifact is work produced by a student as part of an assessment activity for example and auto body restoration, an essay or other project

- b. **Direct – Exam:** this means the traditional exam either completed on paper or electronically in an LMS
 - c. **Direct – Portfolio:** a student portfolio to be used as an assessment
 - d. **Direct – Other:** This could be anything from a massage, to a haircut, to samples of pastries that are used to assess student learning
 - e. **Indirect – Survey:** such as an employer satisfaction survey
 - f. **Indirect – Focus Group:** This could be any group, such as a program’s advisory board, used to assess student achievement for a program
 - g. **Indirect – Interview:** This is most commonly seen in evaluation of Masters Theses or Doctoral Dissertations, but can be encountered for other uses for example, exit interviews for clinical practicums and internships
 - h. **Indirect – Other:** Almost any other indirect measure.
3. Select the **Measure Level:** This field describes the organizational/instructional level at which the measure will occur. The choices here are:
 - a. Course
 - b. Program
 - c. Institution
 - d. Other
 4. Add a **Description** of the measure.
 5. Define an **Acceptable Target.** Measures are intended to reflect aggregate data, meaning a measure for all program students (a cohort) combined, rather than individual measure for individual students. The acceptable target represents the minimal level of achievement by a cohort that is acceptable – for example: 90% of students will achieve at least 80% on their final project.
 6. Define an **Ideal Target:** This reflects what you hope student achievement of an outcome could be in an almost perfect case – for example: 98% of students achieve at least 95% on their final project.
 7. **Implementation Plan:** This field is used to describe how the measure will be administered and when. For example: “*Final project in BMOC 235, typically accomplished by cohorts in Fall and Spring quarters. Data from both cohorts will be used for this assessment cycle.*”
 8. **Key/Responsible Personnel:** this identifies who will be responsible for developing, implementing and reporting the measure.
 9. On completion of this form, click “**Apply Changes**” button to save your work and return to the Assessment Plan page.
 10. Repeat the steps above to add additional measures to your outcome, or to add measures to the rest of your outcomes
 11. Check in your assessment plan when done working

Important Notes:

- Because program-level learning outcomes are broad and typically encompass (are aligned with and supported by) several course-level outcomes from potentially several courses, it

will often require several measures to demonstrate student achievement of a single program-level outcome.

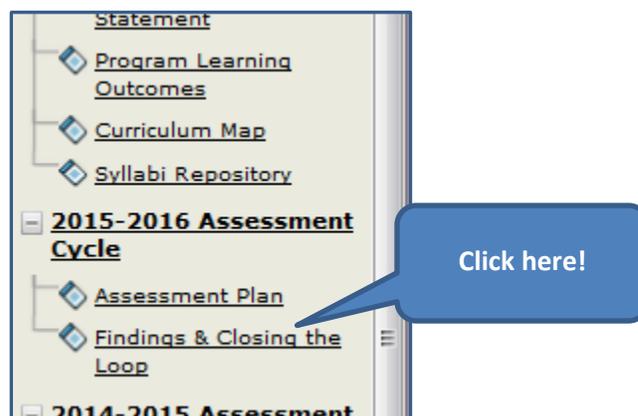
- Be realistic and set achievable acceptable targets. It would be a wonderful world if 100% of our students could achieve 100% on all assessments, but it likely will not happen.
- Be descriptive in your implementation plan, and the description of your measure. This will help reviewers determine if the measure will accurately measure student achievement of both the program outcome and any institutional outcomes to which it is aligned.
- Remember that measures are meant to be a measure of the overall (aggregate) achievement of a learning objective for an entire program cohort, rather than for individual students.

Findings and Closing the Loop

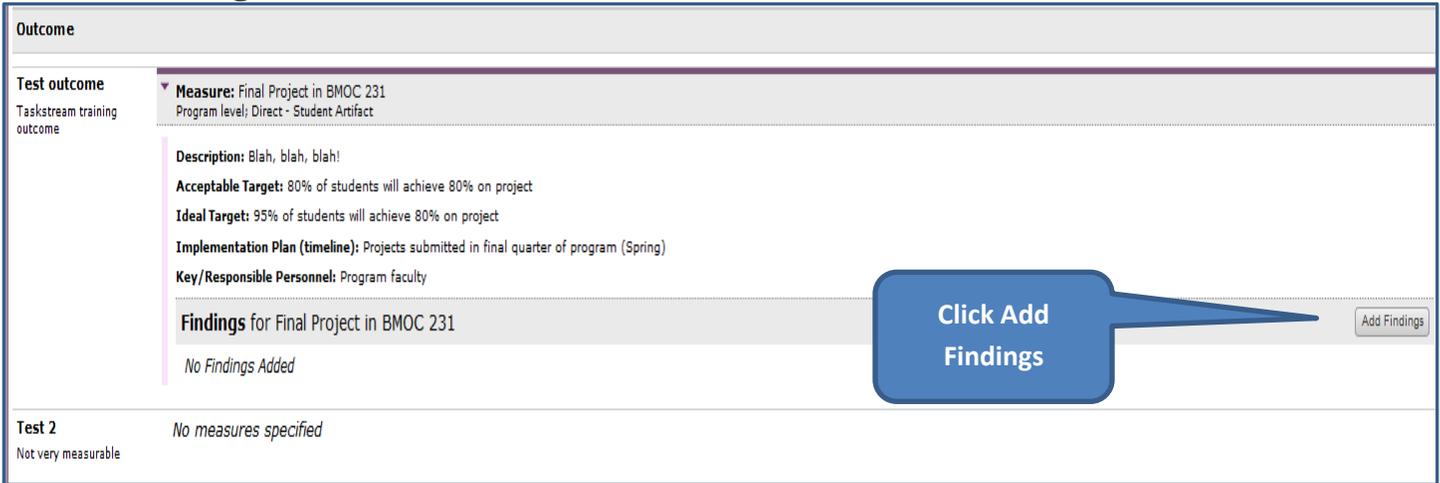
General: This area of your assessment cycle workspace is where you will document the “findings” from your assessment measure – what percentage of the student cohort achieved the skill or knowledge stated in your outcomes as determined by the measures you used. This area is also where you will document your recommendations and reflections on the findings which will set the stage for program improvement activities (as appropriate) for the following assessment cycle.

Steps to Enter Findings and Close the Loop

1. Open your student learning Workspace, scroll down the left-side navigation menu to the appropriate Assessment Cycle year, and click on “**Findings and Closing the Loop**”



2. Check the area out to begin working 
3. On the right side of the measure for the outcome for which you wish to enter findings, click **Add Findings**



Outcome

Test outcome
Taskstream training outcome

Measure: Final Project in BMOC 231
Program level: Direct - Student Artifact

Description: Blah, blah, blah!

Acceptable Target: 80% of students will achieve 80% on project

Ideal Target: 95% of students will achieve 80% on project

Implementation Plan (timeline): Projects submitted in final quarter of program (Spring)

Key/Responsible Personnel: Program faculty

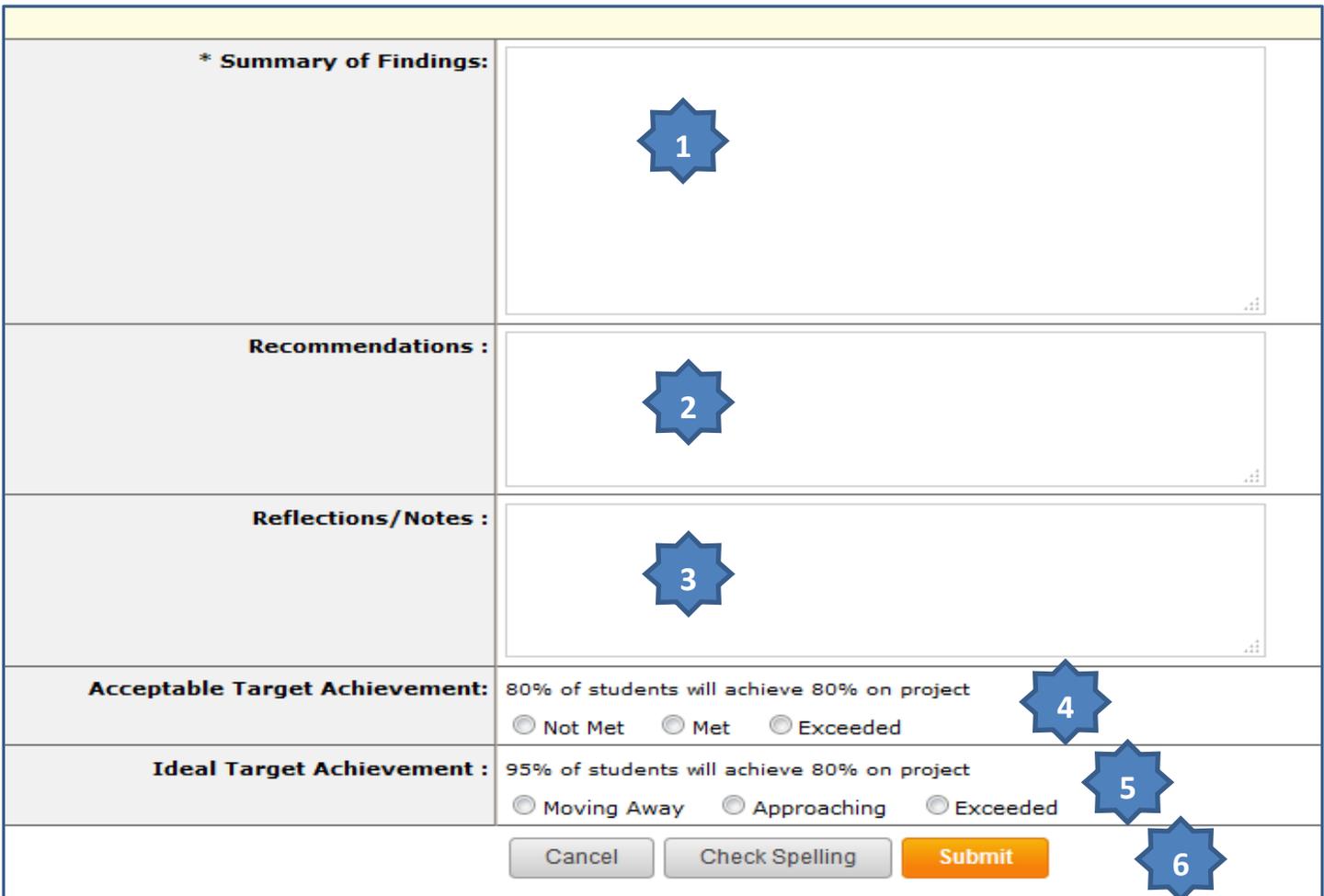
Findings for Final Project in BMOC 231
No Findings Added

Test 2
Not very measurable

No measures specified

Click Add Findings (Callout box pointing to the Add Findings button)

4. Complete the **Add Findings** user interface as described below.



*** Summary of Findings:**

Recommendations :

Reflections/Notes :

Acceptable Target Achievement: 80% of students will achieve 80% on project
 Not Met Met Exceeded

Ideal Target Achievement : 95% of students will achieve 80% on project
 Moving Away Approaching Exceeded

Buttons: Cancel, Check Spelling, Submit

Callouts: 1 (Summary of Findings), 2 (Recommendations), 3 (Reflections/Notes), 4 (Acceptable Target Achievement), 5 (Ideal Target Achievement), 6 (Submit button)

1. Provide a **Summary of the Findings** for the measure. Be descriptive and include any documentation that can guide future improvement activities. Include numbers of students in cohort, overall achievement rates, percentage that met acceptable target and percentage that met ideal target.
2. **Recommendations:** in this field, describe what the findings mean to the program and its students and what will be done in response to the findings: Were the findings acceptable, and no improvement in instruction or assessment need to be considered at this time? Were the findings acceptable, but could still be improved upon? Were the findings unacceptable, and improvement activities are needed? Describe what improvement activities will be planned.
3. **Reflections/Notes:** This space is provided to give the user an opportunity to reflect on this measure and what it means to the program and its students.
4. **Acceptable Target Achievement:** Use the radio buttons to identify if the acceptable target was not met, met or exceeded.
5. **Ideal Target Achievement:** Use the radio buttons to identify if the measure is moving away from, approaching or has exceeded the ideal target achievement.
6. Click “**Submit**” to save your work and return to the Findings and Closing the Loop user interface.
7. Repeat the above steps for all measures in which findings must be documented.
8. Check the Findings area back in when complete.

Add/Edit Attachments to the Measures or Findings Areas

General: Supporting documentation in the form of document files and even links can be added to the Measures and Findings areas – Copies of assessment tools (exams), spreadsheets that provide substantiating evidence, links to online materials and more.

Steps to Add/Edit Attachments to the Measures

1. Click on “**Assessment Plan**” for the assessment cycle in which you wish to upload supporting documentation
2. Check the Assessment Plan out
3. In the Assessment Plan user interface, scroll down to the outcome and measure for which you wish to upload documentation, and click “**Add/Edit Attachments and Links**” to open the **Content Editor** dialog box

Outcome

Test outcome
Taskstream training outcome

[Add New Measure](#)

Measure: Final Project in BMOC 231
Program level; Direct - Student Artifact

Description: Blah, blah, blah!

Acceptable Target: 80% of students will achieve

Ideal Target: 95% of students will achieve 80

Implementation Plan (timeline): Projects submitted in final quarter

Key/Responsible Personnel: Program faculty

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

Click this button to upload attachments to this measure

4. In the **Content Editor** provide the file with a meaningful name, and then use the browse button to locate the file on your own PC or server. Provide an optional description if needed, then
5. Click the **Add File** button
6. Repeat the above steps to add additional files

Content Editor - Mozilla Firefox

File Edit View History Bookmarks Tools Help

https://folio.taskstream.com/Folio/6tab_header_frame.asp?qyz=PyNcmGECHAmAA3IT0i&tfolder_id=uefqhe00ushkhozdf

Content Editor Attachments Web Links Reports

Add file attachments to Measure: Final Project in BMOC 231 (Test outcome)

Click the 'Browse' button to select a file that you want to attach, then click 'Add File'. When done, add more resources or close window.

New File My Previously Uploaded Files My Taskstream Work

Name File:

Select File: [Browse...](#) No file selected.

Describe File:
(Optional)

[Check Spelling](#) [Add File](#)

Note: In the image above you will note that you can also upload web links, or attach previously developed TaskStream reports. You can view/attach previously uploaded files, or copies of work added to TaskStream by your administrators (for example: the Problem Solving Rubric)

Steps to Add/Edit Substantiating Evidence to the Findings

1. Click on “**Findings and Closing the Loop**” for the assessment cycle in which you wish to upload supporting documentation
2. Check the area out
3. In the Findings and closing the Plan user interface, scroll down to the outcome, measure and measure findings for which you wish to upload documentation, and click “**Add/Edit Attachments and Links**” to open the **Content Editor** dialog box
4. In the **Content Editor** provide the file with a meaningful name, and then use the browse button to locate the file on your own PC or server. Provide an optional description if needed, then
5. Click the **Add File** button
6. Repeat the above steps to add additional files

Submitting your Work for Review and Approval

General: All assessment plans and findings must be reviewed and approved before becoming final in TaskStream. To submit your work, use the following steps.

1. Navigate to the assessment cycle for which you wish to submit your work, and click on the Assessment Cycle title
2. On the right side of the Assessment Cycle page, click the yellow “Submit Work” buttons to submit your work for review.

The screenshot shows the 'Content' page for the '2012-2013 Assessment Cycle'. At the top, there is a 'Content' tab and 'Print' and 'PDF' icons. Below the title, there is an 'Overview' section with a dropdown arrow and the text 'No overview added'. A 'Help on this Page' link and another 'Print' icon are also present. A purple banner indicates '2012-2013 Assessment Cycle has 2 requirements'. Below this, a table lists the requirements:

Requirement	Status	Buttons
Assessment Plan	Work In Progress	Submit Work Edit Work
Findings & Closing the Loop (Assessment Findings & Closing the Loop)	Work In Progress	Submit Work Edit Work

A blue callout box with the text 'Click "Submit Work"' points to the 'Submit Work' buttons for the 'Findings & Closing the Loop' requirement.

Generating Reports

General: the following workspace reports can be generated by TaskStream, and downloaded as PDF files. These reports can be used to support quality improvement efforts, provide program assessment documentation for program evaluations, and provide documentation for accrediting bodies.

- **Alignment:** This report will display the alignment of program outcomes with institution-wide outcomes sets as mapped in your workspace
- **Assessment Cycle Summary:** This report summarizes the findings for all measures for all outcomes for a specified assessment cycle
- **Assessment Cycle Detail:** This report provides details for each outcome, its measures and its findings for a specified assessment cycle
- **Operational Plan Summary:** this functionality is not currently being used
- **Operational Plan Details:** this functionality is not currently being used

Steps to Generate Workspace Reports

For this operation the Assessment Cycle Summary report will be used as an example. The steps are very similar for all report types.

1. Log into TaskStream
2. On the User Dashboard (the page you land in after logging in), select the report type using the drop-down box on the right side of the line in which your program and workspace are listed



3. Click the **Go** button next to the drop-down box
4. On the next screen use the drop-down box to select the **workspace** (Student Learning Workspace). When the workspace is selected additional options will become available
5. **Select the Assessment Plan:** Use the drop-down box to select the appropriate assessment cycle for which you wish to generate the report

- Filter by Outcome or Goal Set Alignment:** if desired, use the drop-down box to filter the report by the outcomes set for which the program outcomes have been aligned; otherwise, leave the box set to its default “**Do not filter**”.
- Click the **Continue** button to display the resulting report.

Assessment Cycle Summary Report	
Select Workspace:	Student Learning Workspace
Select Assessment Plan:	- Select Assessment Plan -
Filter by Outcome or Goal Set Alignment:	Do not filter
<input type="button" value="Cancel"/> <input type="button" value="Continue"/>	

Below is an image of the report generated for our sample assessment plan

Summary Results			
Overall Statistics			
<ul style="list-style-type: none"> 100% (2/2) outcomes were included 50% (1/2) of outcomes included have at least one measure specified 50% (1/2) of outcomes included have measures with findings specified 			
1 Total Measure (Includes measures that do not have findings)		1 Total Measure with Findings	
Measure Type/Method	Measure Level	Acceptable Target Achievement	Ideal Target Achievement
Student Artifact 1 (100%) Exam 0 (0%) Portfolio 0 (0%) Other 0 (0%) Total Direct 1 (100%)	Course 0 (0%) Program 1 (100%) Institution 0 (0%) Other 0 (0%) Unspecified 0 (0%)	Not Met 1 (100%) Met 0 (0%) Exceeded 0 (0%) Unspecified 0 (0%)	Moving Away 1 (100%) Approaching 0 (0%) Exceeded 0 (0%) Unspecified 0 (0%)
Survey 0 (0%) Focus Group 0 (0%) Interview 0 (0%) Other 0 (0%) Total Indirect 0 (0%)			
Unspecified 0 (0%)			

Glossary of Terms

	Term	Definition
1.	Alignment	<p>Alignment, or curriculum alignment, means that the course materials and activities support student achievement of the stated learning outcomes, and that assessment strategies measure the achievement of student outcomes.</p> <p>Alignment can also refer to the correlations between the outcomes in two or more related outcome sets. For example, a course-level outcome may be a component of and aligned with a program-level outcome; which, in turn can be a component of and aligned with an institutional outcome.</p>
2.	Alignment Set	A group of related outcomes from different aligned outcome sets.
3.	Assessment	The activities, tools and materials used to measure achievement of an outcome.
4.	Assessment Cycle	<p>An Assessment Cycle equals one academic year. An assessment cycle begins in Summer quarter and ends the following Spring quarter.</p> <ul style="list-style-type: none"> • The assessment plan is developed and typically documented in TaskStream during Summer quarter, but sometimes in early Fall quarter • The documentation of findings for the assessment plan measures and closing the loop are accomplished by the end of Spring quarter
5.	Assessment Plan	The plan documented in TaskStream for the assessment of student achievement of the program learning outcomes. Assessment plans cover a period call the Assessment Cycle which corresponds to an academic year (Summer quarter through Spring quarter).
6.	Curriculum Map/Mapping	In TaskStream the Curriculum Map is the area in which users document the alignment of program learning

		<p>outcomes to courses and activities, and also refers to the process of documenting the alignment between various outcome sets.</p> <p>Curriculum mapping is the process indexing or diagraming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use).</p> <p>Curriculum mapping refers to the alignment of learning outcomes and instructional activities—i.e., how well and to what extent a program or course has matched the content that students are actually taught with the expectations described in learning outcomes, and the alignment of various outcome sets to each other—but it may also refer to the mapping and alignment of all the many elements that are entailed in educating students, including assessments, textbooks, assignments, lessons, and instructional techniques.</p>
7.	Measure	A specific assessment activity or process intended to “measure” achievement of a specified outcome
8.	Mission Statement	A mission statement is a statement of the purpose of a program, course, administrative unit or department; its reason for existing; a written declaration of an entity’s core purpose and focus that normally remains unchanged over time.
9.	Outcome	Something that happens as a result or consequence of an activity or process. An objective and measurable statement of the expected result of an activity or process. A student learning outcome is a statement of the expected result of student learning activities and processes.
10.	Outcome Set	A collection of outcomes related to a specific person; the learning outcomes of a program, institutional outcomes (Core Abilities and Strategic Goals), accrediting agency outcomes, etc.

11.	Participating Area	In TaskStream a participating area means the instructional, administrative and departmental units assigned workspaces in TaskStream. For the purposes of this manual, a participating area means a professional, technical or academic program.
12.	Program Assessment	Program assessment is a process in which faculty ask and answer questions about how well students are achieving learning outcomes over the course of their program of study. The resulting information is then used to improve or ascertain high quality of teaching and learning.
13.	Program Learning Outcomes	A clear, objective and measurable statement of what a student will be able to do or know upon completion of a program of instruction
14.	Standing Requirements	<p>A data entry area in each TaskStream participating areas workspace in which users record more persistent information related to the assessment cycles. Data recorded here includes:</p> <ul style="list-style-type: none"> • Program Mission Statement • Program Learning Outcomes • Curriculum Map • Syllabi Repository
15.	Student Learning Workspace	The working area in TaskStream assigned to each participating area (Program) to document program assessment and improvement activities.
16.	Workspace	<p>An area in TaskStream, reserved for each participating are to document assessment activities. The following workspaces are currently developed in our TaskStream instance:</p> <ul style="list-style-type: none"> • Administrative Unit Workspace • Division/Department Workspace • Student Learning Workspace