



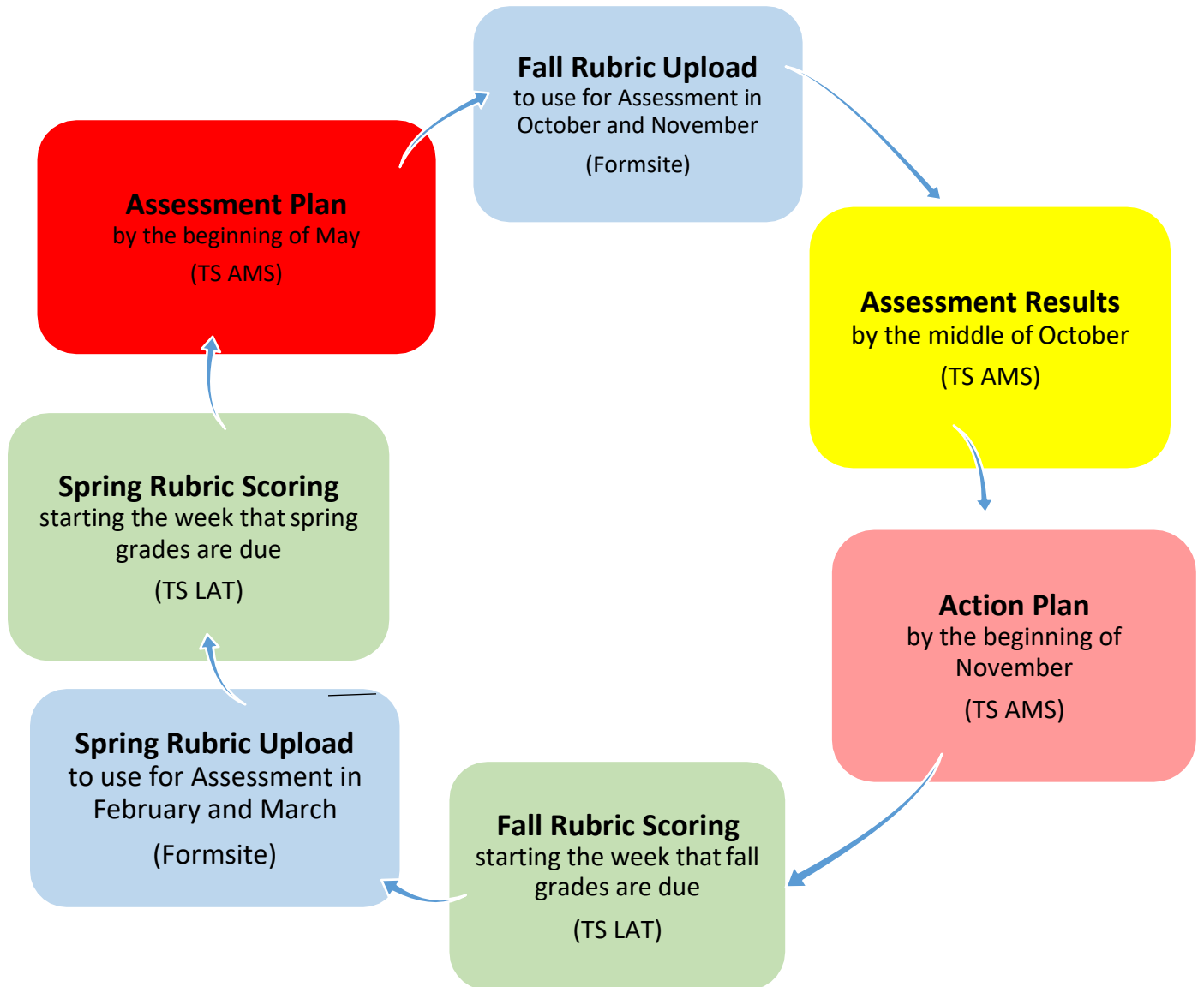
Taskstream PAC Instruction Guide For Program Assessment



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1. Baldwin Wallace Assessment Cycle



2. Taskstream Yearly Calendar

Date	Task
Beginning of September	Rubrics that will be used for the fall semester are to be submitted to Formsite
Middle Week of October	Assessment Results (for the school year that had just ended) and Status Reports (for the previous school year) must be completed and submitted within Taskstream
Middle Week of November	Action Plan (based on the previous year's SLO's that were assessed)
December	Fall rubrics scored in Taskstream
February	Rubrics used for spring semester uploaded to Formsite
May	Spring rubrics scored in Taskstream
First Week of May	Assessment Plan (for the next academic year) must be entered in Taskstream

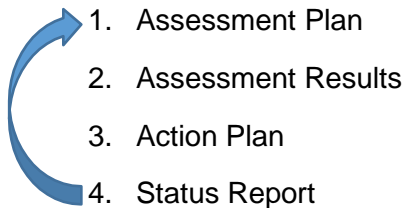
3. Taskstream Overview



This is Baldwin Wallace University's assessment management tool. It has two platforms: the Accountability Management System (AMS) and Learning Achievement Tools (LAT)

What is AMS? This is used for Yearly Assessment by the PACs

- ▶ Provides an effective way to document, analyze, manage, and archive the outcomes assessment and accountability initiatives at all levels of the institution
- ▶ Allows you to demonstrate alignment to institutional and program goals/mission
- ▶ Store assessment information for individual programs all in one place
- ▶ Yearly assessment:



What is LAT? This is used by faculty to enter data from rubrics assigned to them

- ▶ Embeds rubrics within Blackboard so that you can apply the rubric to a specific assignment
- ▶ Able to use a standardized rubric across courses and semesters
- ▶ Reports on rubrics provide evidence for yearly assessment plans
- ▶ Optional: Provide students with eportfolios

FAQs

- ▶ Who has access to Taskstream?
 - All full time and adjunct faculty have an LAT account in Taskstream so they can enter rubric data assigned to their courses
 - All faculty involved in assessment data collection have an AMS account. If you need an AMS account and do not have one, please contact us.
- ▶ How do I find Taskstream?
 - You get to Taskstream through your Blackboard courses (any one of them will work). Instructions are provided in the following pages.

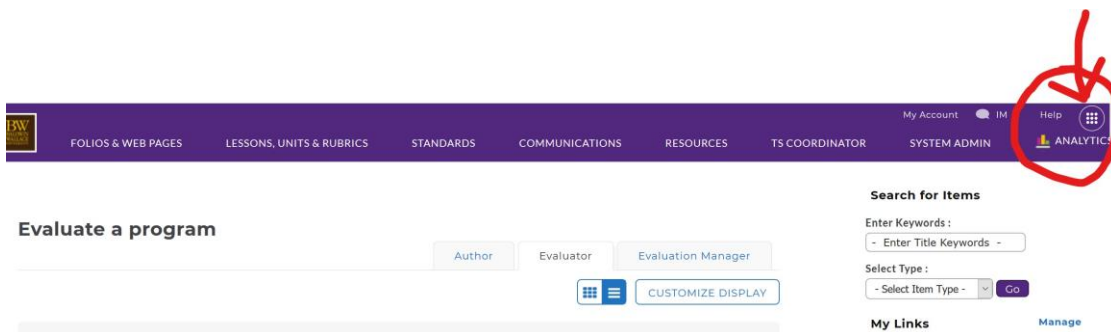
4. Getting Started in Taskstream

1. Open Blackboard
2. Click on any of your courses (active or inactive)
3. Click on the **Tools** link in the menu on the left side of the page (**NOT** Course Tools)
4. This brings up several icons – Scroll down and choose the **Taskstream** icon
5. A launch page will appear (see below). **DO NOT** click on anything. Just wait for Taskstream to launch.



(You may have to select faculty or agree to terms at this point if you are new to Taskstream)

6. This should launch you into the Taskstream LAT account (in most cases). To know which side of TS you are in; check the upper right side in the TS toolbar. If you are in LAT it will show “Go to AMS”. If you launch into AMS, it will state, “Go to LAT”.



If you need to access the **AMS** side of Taskstream and are on the **LAT** side, continue with these instructions:

1. At the upper right side in the TS toolbar, click on the box with the buttons
2. This will bring up a drop down menu that has AMS listed. You will be able toggle back and forth between AMS and LAT here.

5. Adding an Assessment Plan

Assessment Plan - a component for Participating Areas to document which outcomes will be assessed and the details of the measures used to assess them. The Outcomes and Measures component of the Assessment Plan allows Participating Areas to select from outcomes sets created in other outcomes requirements or to import distributed goal sets. This requirement also includes a Mission Statement section.

1. Open up any Blackboard course
2. Click on **Tools** on menu on left
3. This will bring up a page of icons
4. Select **Taskstream** (in second column near the bottom)
5. You will be taken to a Launch page. **DO NOT** click on anything. Just wait for Taskstream to load.

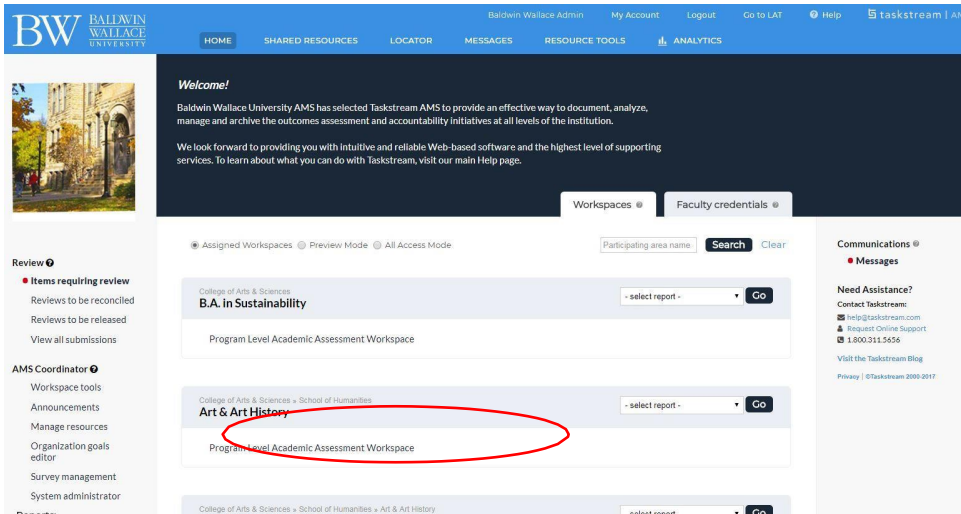


6. If this is the first time in Taskstream, you may have to select **Faculty** from a list of options or agree to terms.

7. This will bring you to this LAT home page for Taskstream

8. On the top of the page, click on the boxes for a drop down box. Select AMS.

9. This now takes you to your **AMS** homepage.



10. It will show you any program that has you as the PAC.

11. You will see: **Program Level Academic Assessment Workspace** under the name of the program

12. Click on that and it will take you to your workspace

13. Using the menu on the left side of the page, select the area in which you choose to work. Note that the Assessment Cycles are by school year.

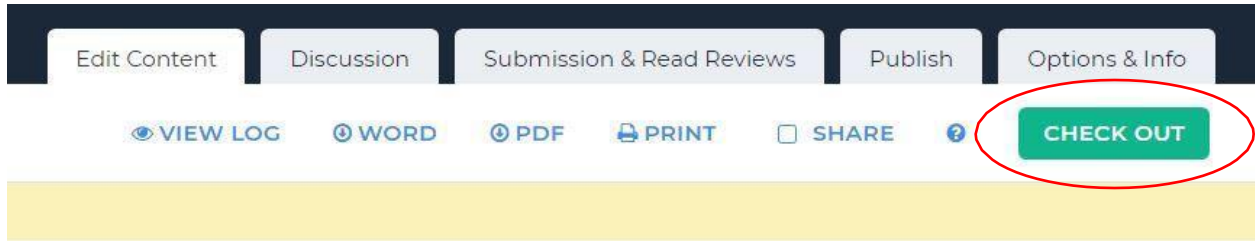
14. There are two places here to work:

- Standing Requirements are the Mission Statement, Program Learning Outcomes, and Curriculum Map – these stay the same year to year unless you want to edit them.
- Assessment Cycles by year.

15. Click on **Assessment Plan** within the **current academic year Assessment Cycle** to begin work for your current year.

16. Now you can begin working on your workspace.

*** Be sure you click on **Check Out** before you begin working***



17. Click on **Create New Assessment Plan**

18. Click on **Select Outcomes**

19. Click on **Select Existing Set** (this draws in the outcomes you have in the Standing Requirements area of Program Learning Outcomes)

20. You will see one set of Outcomes here something like this:



21. Click on the radio button to select and then click on **Continue**

22. Here you will now see the list of all your learning outcomes. Click in the box for the ones you will be working on this year (suggestion: no more than two)

23. Click **Accept and Return to Plan**

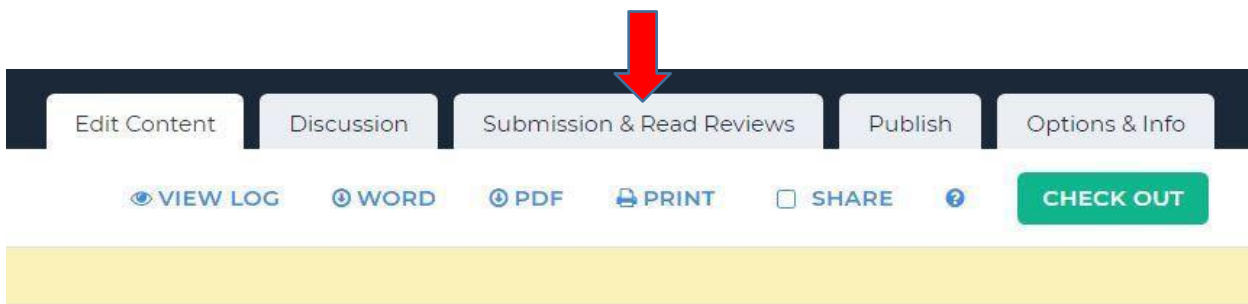
24. Now you are ready to add your measures to your selected SLOs. You will add them one at a time. Ideally you will have more than one, both direct and indirect measures.
Click on **Add New Measure**

25. Give a title to your measure such as Final Project, Capstone Paper, etc.

26. Identify it as direct/indirect from the drop down menu

27. Identify the measurement. For example: If it is a rubric for the course then it is course level. If it is a survey to the seniors, it is program level.

28. Fill in the rest of the boxes being sure to set a benchmark.
29. Click **Apply Changes** when finished.
30. ***IMPORTANT*** Upload your supporting documents such as a score sheet or a rubric you will use to evaluate the measure.
31. You may want to export this section as a .pdf or to Word so you can share the Assessment Plan with your department. There are buttons up by the **Check Out** button where you can do this.
32. **Check In** your area when you are finished. You can also enter notes in the **Log** area if you want to at this point.
33. **Click on the Submission & Read Reviews tab when you are finished so that this area comes to the administrator for review.**



You must click-on Submit Work in order for it to be complete.

2017-2018 Assessment Cycle			
<div> </div> <div>Assessment Plan</div> <div>Due 10/19/2017</div>	<div> </div> <div>In Progress</div>	<div>Edit Work</div> <div>Submit Work</div>	
<div> </div> <div>Assessment Results</div> <div>Due 08/01/2018</div>		<div>Edit Work</div>	
<div> </div> <div>Action Plan</div> <div>Due 10/01/2018</div>		<div>Edit Work</div>	
<div> </div> <div>Status Report</div>		<div>Edit Work</div>	
SUMMARY:	5 areas reviewed		

Helpful Hints

It may be helpful to start your Assessment Plan in a Word document first. Here are the areas that will need to be completed:

Measure: What measure will you be using and what kind of measure is it (Direct or Indirect). It is recommended that each year's assessment includes both a direct and indirect measure.

Details/Describe how the assessment is designed:

Benchmark: An example of a Benchmark would be "100% achieve a passing score of 70%"

Students being assessed (e.g. freshman, seniors, etc.):

Implementation of Plan (timeline)

6. Submitting a rubric

To determine how well our SLOs are being achieved, programs may choose to include evaluation of student artifacts such as papers, portfolios, or performances. A rubric can then be a very useful tool for assessing student learning as reflected in these products.

Using a rubric for program assessment is different than using a rubric for grading student work. For the purpose of assessment, scores for each dimension of the rubric are aggregated across all students. The objective is to understand the average skill level of the students in the program on one particular dimension.

When a rubric is utilized in Taskstream (TS) to assess student outcomes we are able to store that data, pull reports from that data and share the reports directly into the Assessment Results section of AMS. Faculty will access these rubrics directly through Blackboard to be completed.

In order to have your rubric attached to Blackboard (Bb) through Taskstream (TS), Academic Assessments must be made aware of this information each semester. We will be sending out a friendly reminder when the time is appropriate for **rubrics** to be attached to individual classes within Taskstream. This is something that will have to be done **EACH SEMESTER**.

This will be completed by the Taskstream Coordinator once the **PAC** or **faculty member** has completed the information within our Forms site page (see screenshot below).

To access the forms site link to submit your rubric, please go to the Taskstream folder on the Institutional Academic Assessment Blackboard site.

Rubric and Forms site Helpful Hints

***ALL RUBRICS MUST BE UPLOADED TO FORMS SITE AS A TABLE WITHIN A **WORD DOCUMENT**.

PDFs or Excel sheets will **NOT** be accepted.

If you will be using the same rubric from the year before, in addition to the required fields, all we will need is the NAME of the rubric. There is no need to upload again.

Developing a rubric for program assessment

A rubric that is used for the assessment of a program's learning outcomes can be created by either an individual faculty member or by a committee. Once created, it is essential that the majority of the faculty in the program agree that it captures the range of performance on the learning outcome.

Five steps for creating a rubric:

1. Identify the learning outcome you are assessing.

- *Example:*

- *Outcome: Will give professional quality oral presentations.*

2. Identify the work you will evaluate with the rubric (e.g., paper, presentation, portfolio). The performance descriptions you create will be shaped by the type of work you will be evaluating.

- *Student work product: Presentation of senior research project.*

3. Identify the component dimensions or skills of the learning outcome.

- *Organization, idea development, draws appropriate conclusions and audience awareness are the skills involved in giving a professional quality oral presentation that we are interested in.*

4. Create the descriptors for each component of the learning outcome.

- For each component describe the best work you could expect. this describes the top category.
 - *For 'draws appropriate conclusions:' Draws appropriate conclusion and thoroughly and accurately explains why the conclusion is drawn.*
- Describe unacceptable work for this component. This describes the lowest category.
 - *Either draws no conclusion or draws an inappropriate conclusion.*
- Determine the number of categories you will use, and then develop descriptions of intermediate-level work. Rubrics commonly use 3 (e.g., weak, satisfactory, strong) to 5 (e.g., unacceptable, marginal, acceptable, good, outstanding) categories; however any number that is meaningful can be used.
 - *We will use 4 categories: Superior, Good, Adequate, Inadequate.*
 - *Good: Draws appropriate conclusion, but only briefly explains why the conclusion is drawn.*
 - *Adequate: Draws appropriate conclusion, but either does not explain or is not entirely accurate in the explanation.*

5. Pilot test the rubric by applying it to samples of student work; then revise the rubric as needed to eliminate ambiguities. Consider asking faculty who were not involved in the development of the rubric to pilot test it for you as they may be more able to identify ambiguities in the rubric.

You will most likely need to develop rubrics for your program's learning outcomes from scratch; however it can be helpful to see how others have approached similar outcomes.

Source: Loyola Marymount University Office of Assessment

<http://academics.lmu.edu/spee/officeofassessment/assessmentresources/rubrics/creatingarubric/>

Learning Outcome: *Will give professional quality oral presentations.*

<i>Skill</i>	Superior	Good	Adequate	Inadequate
<i>Can draw appropriate conclusions.</i>	Draws appropriate conclusion and thoroughly and accurately explains why the conclusion is drawn.	Draws appropriate conclusion, but only briefly explains why the conclusion is drawn.	Draws appropriate conclusion, but either does not explain or is not entirely accurate in the explanation.	Either draws no conclusion or draws an inappropriate conclusion

7. Evaluating Students Using Rubrics in Taskstream

1. Login to your **Blackboard** account.
2. Choose any one of your classes listed. Any class will get you to the correct location. You will choose the actual class in a later step.

Bb: My Courses

Courses where you are: Instructor

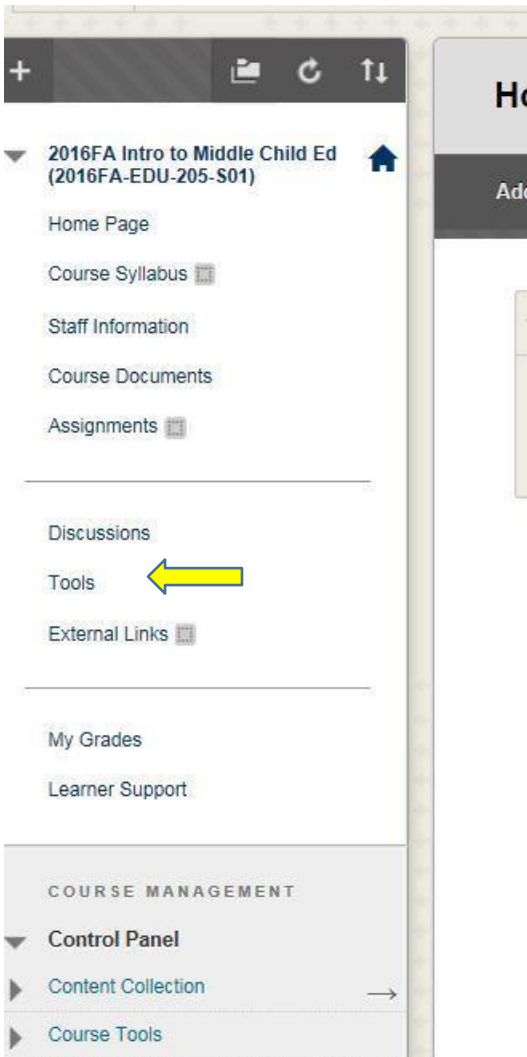
2017FA-COL-290-SE1: 2017FA Innovation & Integrity Colloq (COL-290-SE1, COL-290-S16)
(not currently available)
Instructor: Thomas Sutton;

2017FA-AFR-200D-S01: 2017FA Intro to Africana Studies (AFR-200D-S01) *(not currently available)*
Instructor: Thomas Sutton;

2017FA-FYE-100-S28: 2017FA Millenials Making a Difference (FYE-100-S28) *(not currently available)*
Instructor: Julie Candela; Thomas Sutton;

2017FA-POL-304D-S01: 2017FA Urban Policy and Politics (POL-304D-S01) *(not currently available)*
Instructor: Thomas Sutton;

3. Choose **Tools** from the list on the left side of the page.



4. Scroll down on the page to pick **Taskstream**.



5. The **Taskstream Launch Page** will appear. **You will do nothing on this page.** Be certain to wait a few minutes and your Evaluation Page will open. We do not have a screen shot because this page will only be on the screen for a very short amount of time.



6. On the Evaluation page. Select the semester you want to evaluate from the **DRF** boxes.

*On this page, be certain that you are on the tab marked **Evaluator** not Author.

7. In the window, click **Continue**. You **do not** search by student name here.

Education
DRP Template Education Assessment

Search for Individual to Evaluate

Search by first or last name: **SEARCH**

Or... Search for Multiple people

Select Folio area to display:

☐ Show all available categories

☒ EDU 211D

✖ Exploring Educ in Diverse Soc

Select DRP authors to display:

☒ All Individuals (do not filter)

☐ ONLY Individuals with Items awaiting Evaluation

Select Time Slicing Options:

☒ Activity within last 6 months

☐ Any Time Period

☐ Activity in A Given Time Period Only

Include inactive subscribers

☐ Include inactive (expired) subscribers in search results

CONTINUE >

- You may be asked to select your course section.

8. From there you will be able to choose the student(s) to evaluate.

LEGEND: Work in Progress Submitted Needs Revision Resubmitted Evaluation in Progress Evaluated Evaluation Released

FYE PROCESS WRITING ASSIGNMENT	
<p>Show All Go</p> <p><input checked="" type="checkbox"/> Show Mouseover Tips</p> <p><input type="checkbox"/> Show Area Descriptions</p>	<p>WRITING ASSIGNMENT (no submission req'd)</p> <p>QuickScore</p>
<p>Davis, Brandon</p> <p>Contact</p>	<p> Evaluate</p>
<p>Hardy, Faith</p> <p>Contact</p>	<p> Evaluate</p>
<p>Jacob, Olivia</p> <p>Contact</p>	<p> Evaluate</p>
<p>Kimbro, De'jah</p> <p>Contact</p>	<p> Evaluate</p>
<p>Liberati, Joshua</p> <p>Contact</p>	<p> Evaluate</p>

9. Choose **Score Work**

Fall 2016 FYE Assessment

Template: FYE Writing Process 2015FA Rubric

[BACK TO EVALUATION GRID](#)

SCORE WORK

[CANCEL - EVALUATE LATER](#)

No submission required.

 [PRINT](#)

 [SAVE AS PDF](#)

View Author Work

Program: Fall 2016 FYE Assessment

Author: Brandon Davis

Writing Assignment

▶ [DIRECTIONS DISTRIBUTED TO AUTHOR](#)

▶ [EVALUATION METHOD](#)

💡 Author was not required to submit work for this area

10. Score work and add comments as needed. You have the option to either use the dropdown menu to select the score, or you can click in the actual scoring box within the rubric itself.

Area: FYE Process Writing Assignment: Writing Assignment
Author: Brandon Davis

The program creator added the following instructions to help guide your evaluation:

Evaluate work using rubric "FYE Writing Rubric, final draft, Boe, 081214"

Print Rubric

☒ Show Criteria Descriptions ☐ Mark All as Not Applicable

Note: The criterion scores and comments will not be visible to the author. Only the final score and overall comments will be visible to the author.

Drafting	1	2	3	4
	Rough draft includes little to no ideas from brainstorming & prewriting.	Rough draft includes limited ideas from brainstorming & prewriting. [...]	Rough draft includes ideas from brainstorming & prewriting. [...]	Rough draft clearly includes ideas from brainstorming & prewriting. Evidence shows clear organization in writing.
	<div><div>SCORE</div><div>Select ▼</div><div><input type="checkbox"/> N/A</div><div>Save Draft</div></div> <div>FOR ADMIN USE:</div>			

Revising	1	2	3	4
	Student spent little to no time revising. Little to no changes were made to piece [...]	Student attempted to make changes to their writing; however, the changes were minimal.	Student revision shows adequate changes made to content and ideas in writing. Details were added to enhance writing.	Student made [appropriate] or exceptional changes to writing, changing/adding [...] to make writing more [lucid and compelling] to reader.
	<div><div>SCORE</div><div>Select ▼</div><div><input type="checkbox"/> N/A</div><div>Save Draft</div></div> <div>FOR ADMIN USE:</div>			

Control of Syntax and Mechanics	1	2	3	4
	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and it virtually error-free.
	<div><div>SCORE</div><div>Select ▼</div><div><input type="checkbox"/> N/A</div><div>Save Draft</div></div> <div>FOR ADMIN USE:</div>			

Final Score

SCORE

Rubric Average:

Overall Comments:

Final score is automatically computed based on criteria scores

Attach files - Optional (Up to 3 files)

NAME	FILE (5 MB MAX)	VISIBLE TO AUTHOR?
	Choose File	<input checked="" type="checkbox"/>

Add More Files

CANCEL CHECK SPELLING

SAVE DRAFT PREVIEW SUBMIT EVALUATION NOW

select your

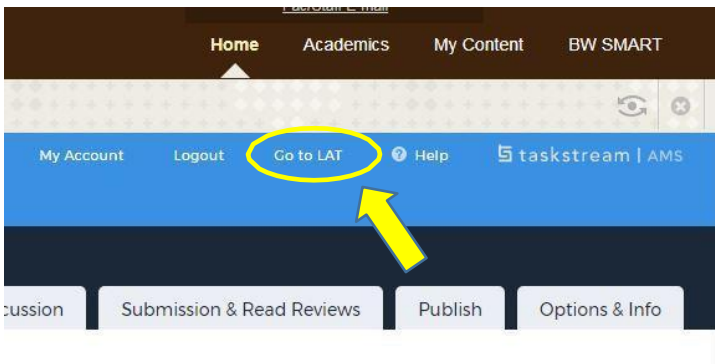
8. Adding Results and Status Reports

Assessment Results – Located within AMS, this section is to be complete at the end of spring semester before October 1. Faculty will use the results of selected measures to assess the Learning Outcome chosen for the previous school year.

Status Report – Located within AMS, this is a narrative about the accomplishments based on the Assessment Plan from the previous academic school year.

To access Taskstream

1. Open Blackboard
2. Click on any of your courses (active or inactive)
3. Click on the **Tools** link in the menu on the left side of the page (**NOT** Course Tools)
4. This brings up several icons – Scroll down and choose the **Taskstream** icon
5. A launch page will appear. **DO NOT** click on anything. Just wait for Taskstream to launch.
(You may have to select faculty at this point)
6. This should launch you into the Taskstream LAT account (in most cases). To know which side of TS you are in; check the upper right side in the TS toolbar. If you are in LAT it will show “**Go to AMS**”. If you launch into AMS, it will state, “**Go to LAT**”.

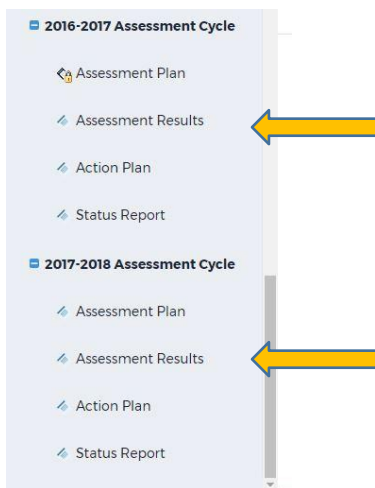


If you need to access the **AMS** side of Taskstream and are on the **LAT** side, continue with these instructions:

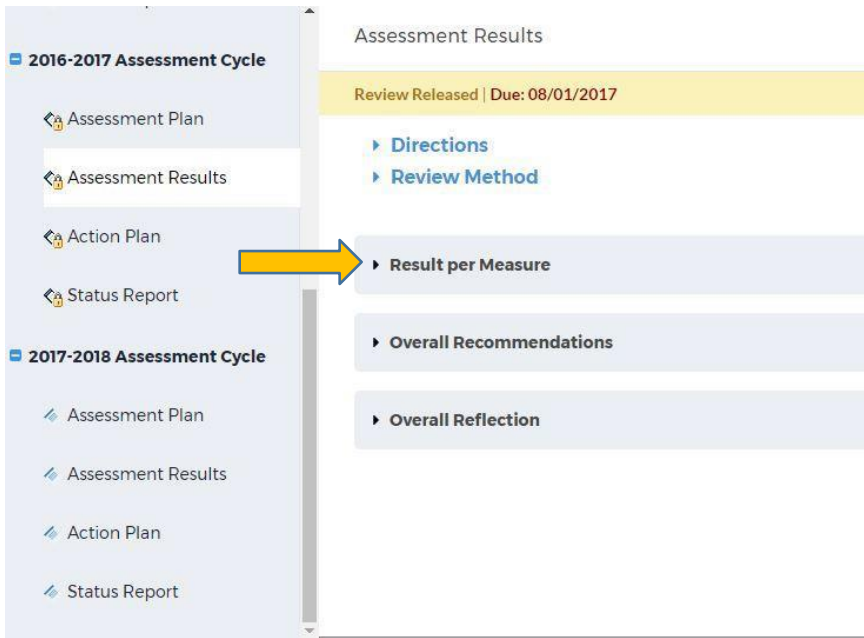
1. At the upper right side in the TS toolbar, click on "**Go to AMS**" (located close to "Logout")
2. This will take you to either the Program Level Assessment or Co-Curricular workspace.

To add Assessment Results

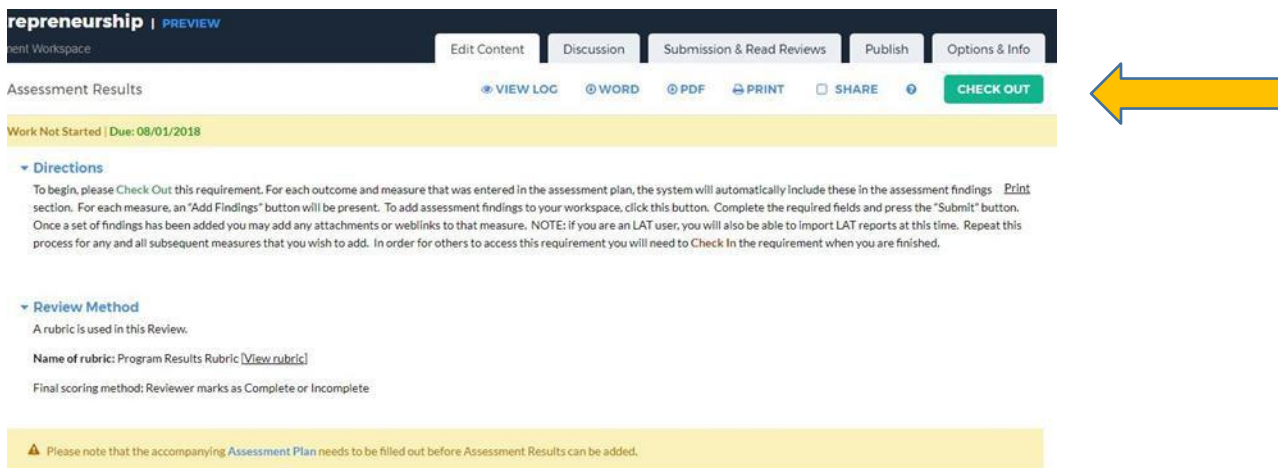
1. Select your Assessment Workspace from the AMS main page.
2. Select from the left side menu, Assessment Results within the correct year's Assessment Cycle.



3. Click on the arrow at the right of **Results per Measure**



4. Click the **Check Out** button (think of it like checking out a book).



5. Complete all of the listed steps.
6. Once the write-up of the **Results** is complete, you will be able to attach TS rubric reports (from LAT) or other forms of documentation of **Assessment Results**. To see how to create the rubric report (in LAT) to make accessible to your Results, see section 13, "Running Results from Rubrics Used in Taskstream" at the end of this booklet.
7. Repeat for **Overall Recommendations** and **Overall Reflection**

Assessment Results

Review Released | Due: 08/01/2017

- ▶ Directions
- ▶ Review Method
- ▶ Result per Measure
- ▶ Overall Recommendations
- ▶ Overall Reflection

8. When complete click the **Check In** button (found in the same location as **Check Out**).

9. Then move to the **Submission & Read Review Tab**

Entrepreneurship | PREVIEW

Work Not Started | Due: 08/01/2018

▼ Directions

To begin, please Check Out this requirement. For each outcome and measure that was entered in the assessment plan, the system will automatically include these in the assessment findings. [Print](#)

▼ Review Method

A rubric is used in this Review.

Name of rubric: Program Results Rubric ([View rubric](#))

Final scoring method: Reviewer marks as Complete or Incomplete

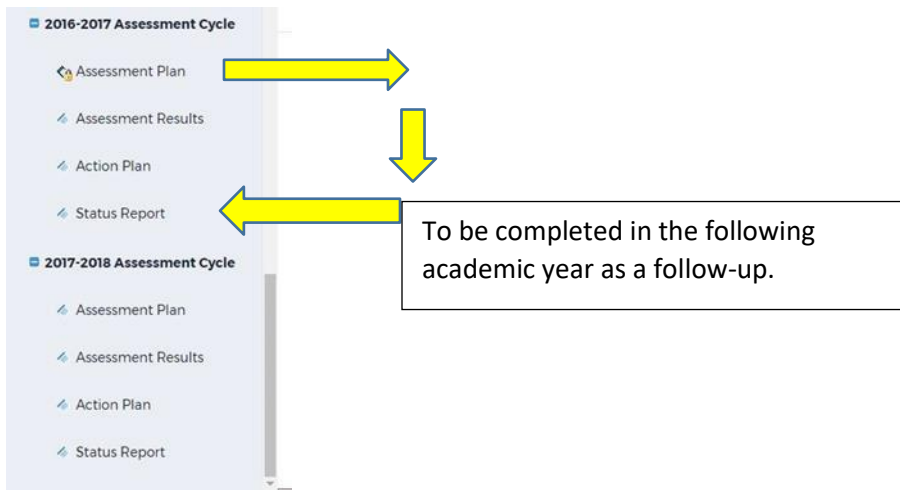
⚠ Please note that the accompanying Assessment Plan needs to be filled out before Assessment Results can be added.

10. Select the correct **Assessment Cycle** and under the **Area** column click the **Submit** button. Complete this step for each area of the **Assessment Cycle: Assessment Plan, Assessment Results** and **Action Plan** so that each can be reviewed. You can also go to this tab to see the status of each of your areas within the Assessment Cycle.

Status Report

11. Your next step is to complete a narrative in the **Status Report** based on last year's **Assessment Plan**.

For example: in the academic year 2017-2018, **Status Report** completed will be based on the accomplishments from the 2016-2017 **Assessment Plan** and added to the 2016-2017 cycle.



12. Open the Status Report from the previous academic year and click on **Check Out**.

13. Open **Action Statuses**, and then open **Action** under each Outcome.

The screenshot shows the "Action Statuses" section. It includes checkboxes for "Show Actions" and "Show Descriptions". Under the "Theatre & Dance Outcome Set", there is an "Outcome" section. The "Outcome: SLO 1" is described as "Develop an awareness and appreciation of theatre and/or dance as art forms and as a vital assets to society." Below this, there are two "Action" items: "Action: action plan for capstone" and "Action: action plan for freshmen questionnaire". A large yellow arrow points to the "Action" items.

▼ **Action:** Action plan for SLO 6

Action details:

a. THE/DAN faculty held an open forum to encourage transparency and reinforce support and guidance by faculty. This will become recurring event each semester.

b. The Music Theatre program had their own open forum, as all of the concerns were from their students.

c.) We will send out paper post-mortems for one of the productions to see if this increases the rate of return.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Budget approval required? (describe):

Budget request amount: \$0.00

Priority:

Status for Action plan for SLO 6 Add Status

No Status Added



17. Then move to the **Submission & Read Review Tab**



Entrepreneurship | PREVIEW

ent Workspace

Edit Content Discussion **Submission & Read Reviews** Publish Options & Info

Assessment Results VIEW LOG WORD PDF PRINT SHARE CHECK OUT

Work Not Started | Due: 08/01/2018

▼ **Directions**

To begin, please Check Out this requirement. For each outcome and measure that was entered in the assessment plan, the system will automatically include these in the assessment findings Print section. For each measure, an "Add Findings" button will be present. To add assessment findings to your workspace, click this button. Complete the required fields and press the "Submit" button. Once a set of findings has been added you may add any attachments or weblinks to that measure. NOTE: if you are an LAT user, you will also be able to Import LAT reports at this time. Repeat this process for any and all subsequent measures that you wish to add. In order for others to access this requirement you will need to Check In the requirement when you are finished.

▼ **Review Method**

A rubric is used in this Review.

Name of rubric: Program Results Rubric View rubric

Final scoring method: Reviewer marks as Complete or Incomplete

⚠ Please note that the accompanying Assessment Plan needs to be filled out before Assessment Results can be added.

18. Select the correct **Assessment Cycle** and under the **Area** column click the **Submit** button. Complete this step for each area of the **Assessment Cycle: Assessment Plan, Assessment Results, Action Plan, and Status Report** so that each can be reviewed. You can also go to this tab to see the status of each of your areas within the Assessment Cycle.

Helpful Hints for Assessment Results

It may be helpful to start your **Assessment Results** in a Word document first. Here are the areas that will need to be completed:

The following are to be completed per measure

Summary of Results:

Results: Was the Benchmark achieved?

Recommendations:

Reflections/Notes

The following are done based upon all measures assessed

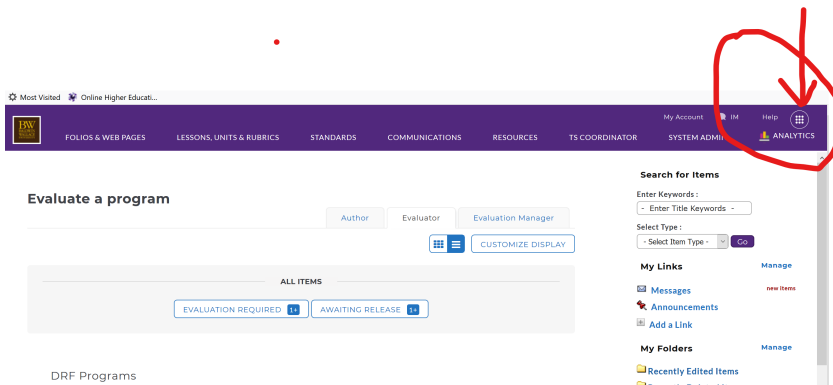
Overall Recommendations:

Overall Reflection:

9. Creating an Action Plan

To access Taskstream

1. Open Blackboard
2. Click on any of your courses (active or inactive)
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4. This brings up several icons – Scroll down and choose the **Taskstream** icon
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(You may have to select faculty at this point)
6. This should launch you into the Taskstream LAT account (in most cases).



If you need to access the **AMS** side of Taskstream and are on the **LAT** side, continue with these instructions:

1. At the upper right side in the TS toolbar, click on the boxes in a circle - see illustration above.
2. This will take you to Taskstream AMS when you click.

Action Plan/Use of Results:

Action plans are where you will state the types of changes you will make based upon the assessment results. Your action plan should outline how these changes will be conducted and what time frame to expect them to be accomplished. They could encompass changes that will take place in one year or over a full assessment cycle of programmatic outcomes.

Answer the following question:

Based upon your interpretation, what pedagogical, administrative, or organization changes will you make to your course, if any?

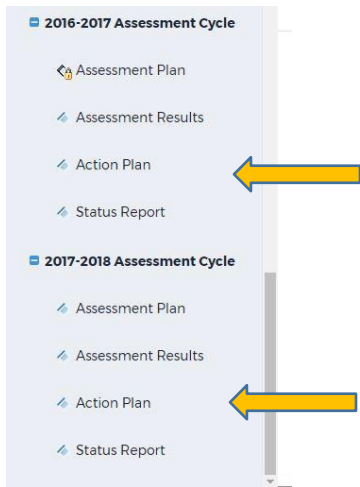
You will be asked to complete these categories in Taskstream

1. Action details: provide a narrative of your interpretation of assessment results and how you plan to make changes
 - a. Be sure to include when the discussion was conducted with the full faculty
2. Implementation Plan: This is a timeline for when these things will be accomplished. Be as specific as possible. There may be steps you will take to make the changes so identify when these steps will take place
3. Key Person responsible: Identify the faculty that will be taking the lead in overseeing the changes. **THIS SHOULD NOT ALWAYS BE THE PAC**

4. Measures: how will you measure the changes that you make?
5. Budget request: Are you requesting budget money to accomplish your changes?
6. Priority: High, medium, or low?
7. Supporting Attachments: Upload any other documents you want to support your action plan

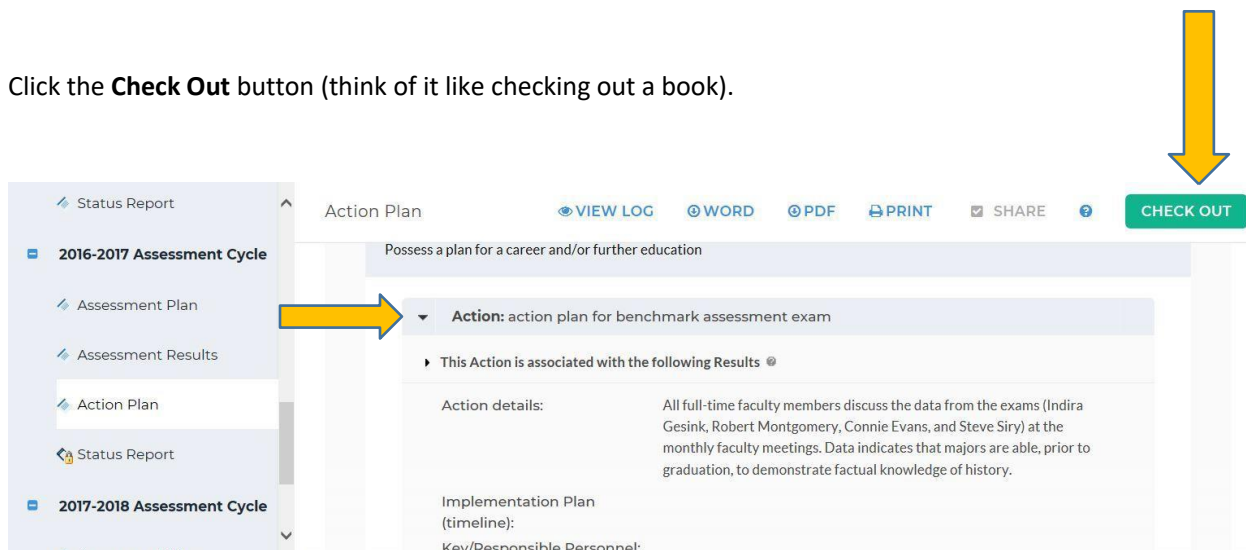
To add an Action Plan

19. Select your Assessment Workspace from the AMS main page.
20. Select from the left side menu, Action Plan within the correct year's Assessment Cycle.



21. Click on the arrow at the right of Action

Click the **Check Out** button (think of it like checking out a book).



22. Complete all of the listed steps.

23. When complete click the **Check In** button (found in the same location as **Check Out**).

24. Then move to the **Submission & Read Review Tab**



25. Select the correct **Assessment Cycle** and under the **Area** column click the **Submit** button. Complete this step for each area of the **Assessment Cycle: Assessment Plan, Assessment Results, Action Plan, and Status Report** so that each can be reviewed. You can also go to this tab to see the status of each of your areas within the Assessment Cycle.

Action Plan Helpful Hints

It may be helpful to start your Action Plan in a Word document first. Here are the areas that will need to be completed for each:

(The following are completed per measure)

Action Details:

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Budget approval required? (describe):

Budget request amount: All budget requests must go through your department. This is statement of budget needed, not a request.

Priority:

Writing an Action Plan based on your Assessment

A. Intro:

Have you finished your assessment, and now you want to take action to improve your program? Now is the time to think about writing an action plan!

An action plan is a plan for how to improve your program. It takes far-off goals and hard changes and breaks them down into steps you can keep track of and complete. An action plan usually includes goals, steps, assignments, and deadlines.

You'll want to improve your program every year and respond to changes in your program every year. But it may take more than a year to make major changes or achieve big goals. You can give yourself more time for these major changes and goals. Your action plan may take one, two or even three years to complete.

B. Using A Team Approach

If you take into account more people's ideas, you should end up with a stronger action plan.

Some things to think about:

- It's common to use a team for writing action plans. It may be best if team members think about the questions and issues on their own and then bring their ideas to the table. This should help you:
 - get a wider variety of ideas to work with
 - reduce "group think"
 - end up with a stronger action plan
- You may do this work with the same team that did your assessment. Or you may set up a different team to write and carry out your action plan.
- You may choose to get more input from program youth, families, staff, or partners about questions that come up through the action plan process.

Goal: Make our program's space more welcoming and youth-centered.

Standard(s) this goal relates to: Indoor/Outdoor Environment, Standard #1

Current situation/rating: Indoor/Outdoor Environment, Standard #1, Elements b (lighting) and e (youth work on display) rated 2 because our light is too harsh/all fluorescent and we don't have enough youth work on display due to shared space at the school

Target date of reaching goal: 3 months from now

Steps to take	Who is responsible?	Due date
---------------	---------------------	----------

Review NJSACC's "Imagine: Afterschool Space That Works" document	Program director	First month
Determine budget for improvements	Program director	First month
Purchase non-fluorescent lights – floor lamps, task lamps, lanterns, etc.	Program director/admin staff	First month
Identify ways to display youth work that are transportable (ie. can be put up and taken down each day)	Program Director	Second month
Discussions with youth about what they would like to see in the space	Program director and front line staff	Second month
Determine and carry out follow-up tasks based on youth discussions	Program director/others TBD	Third month

C. Choosing Your Goals:

When choosing goals and standards/elements to focus on, think about these four questions:

- What's our rating on this standard/element?
- How important is this standard/element or goal?
- How reachable is this goal?

We suggest these steps to help you choose:

- Pick out any standards/elements your program rated 1 or 2 on
- Then, highlight the ones you or others in the program think are most important. You may want to get more input from others to get a better sense of what they care most about.
- Then, choose the ones you think you're most likely to be able to improve your rating on within your time frame.

Some tips:

- You may choose a goal for your Action Plan that relates to more than one standard. You may find that low ratings on a few standards stem from the same problem.
- Think about choosing some goals that you can reach in a short time period so you and others have a sense of progress and success. Keep spirits high!
- You may choose to focus most on one or a few categories in one year and focus on other categories the next year.

D. Choosing the Steps to Take:

Now it's time to choose the steps to reach your goals. Keep these tips in mind:

- For each part of your program that you want to improve, ask:
 - What's the reason we're having this problem?
 - Is there more than one part to the problem?
 - What might fix the problem?
 - What steps can program staff or others take to help us reach the goal?
- Try your best to set realistic target deadlines. Ask these questions that relate to timeline and resources:

- Can we do this in-house or do we need outside help to meet this goal?
- Do we need extra financial resources?
- Check out the resource section of this booklet.

E. Using Your Program's Strengths:

Which standards/elements did your program rate well on? You should look at these too. This can help you:

- Celebrate your program's strengths! And recognize the people behind those strengths.
- Define what makes your program special. For your action plan, you can get ideas about how to solve problems using your program's strengths.

For example, maybe your staff have great relationships with the youth but your programming needs to improve. You could involve the staff in coming up with new programming that reflects the interests and needs of the youth they know.

- Maintain program strengths. You may have to pay special attention to a part of your program that's already strong in order to keep it that way.

For example, you may have grant money running out or a strong staff person leaving. You can include in your action plan a goal to find the funds to replace the grant money or steps to maintain quality through the staff change.

F. Action Plan Follow-up:

It's a good idea to look at your action plan about every three months to check on your progress and make needed changes.

You may choose to:

- Check off goals that you've reached. Celebrate your success! And recognize the people who got you there.
- Revise steps, assignments, or deadlines based on how the plan is going so far.
- Revise goals if you see a major problem with your plan.

Just checking in with your action plan once in a while should help keep you on track and see your program improve!

Source: http://www.njsacc.org/qualityStandards/pdfs/9_Writing-an-Action-Plan.pdf

10. Curriculum Mapping

Curriculum Maps can be used for several purposes:

- To start a discussion and share knowledge of curriculum among faculty
- To analyze and improve curriculum by looking for gap, overlap, or sequencing issues.

A **Curriculum Map** consists of a table with two axes: Learning outcomes by the courses.

Our curriculum maps require an intensity level; introduced, practiced, and reinforced. You will choose one of these three levels.

☒ The alignment of the outcomes and courses or activities is shown within the cells of the table.

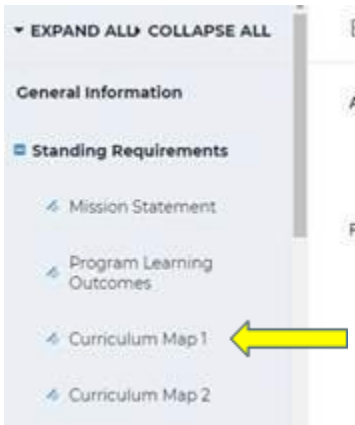
Standard 1: Knowledge of Mathematical Problem Solving				
	Standard 1.1	Standard 1.2	Standard 1.3	Standard 1.4
Mathematics				
MATH 301 History of Mathematics				I
MATH 226 Calculus I	P	P	P	P
MATH 227 Calculus II	P	R	P	R
Education				
EDU 405 Measurement and Evaluation				
EDU 426 Designing Instruction	I	I		

Legend: I Introduced P Practiced R Reinforced

Create a Curriculum Map

- Follow the steps from section 4 for accessing AMS in Taskstream.
- Select the Program Level Academic Assessment Workspace.

3. From the left hand menu, select **Curriculum Map 1**.

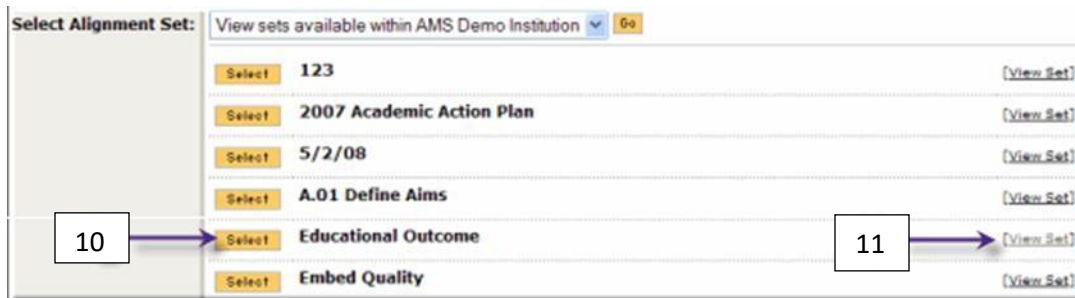


4. You will need to “Check Out” the page with the green button on the right side of the page.
5. From there you select “Review Method” and then “Create New Curriculum Map.”
6. Enter the title for your map.

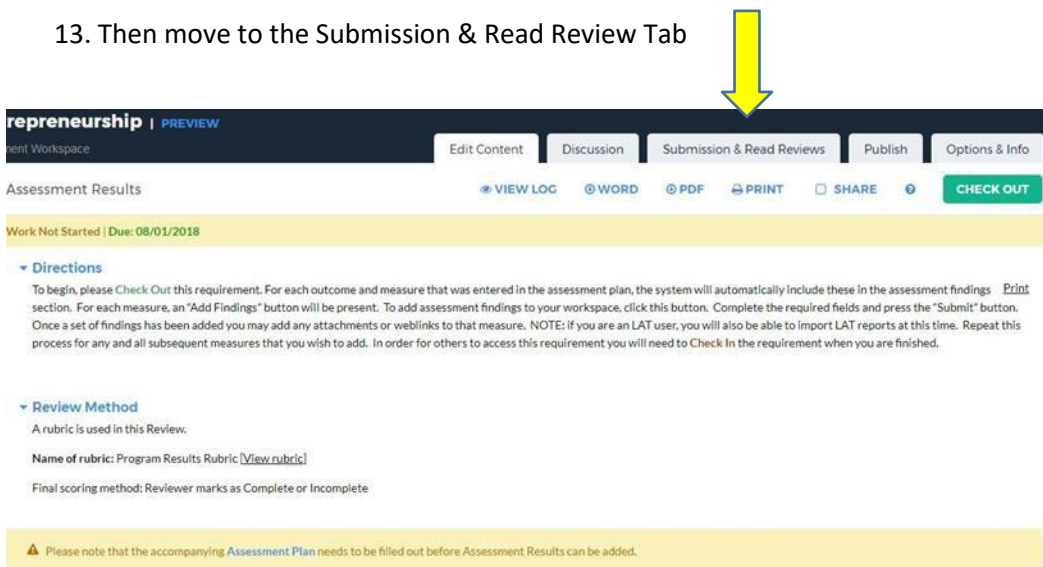
 A screenshot of the 'Create Curriculum Map' form. The form has a title bar 'Create Curriculum Map' and a link 'Back to Curriculum Maps Home'. It contains three main sections: 'New Map Title' with a text input field containing '2009 Program Success Rates' (labeled 6), 'Description' with a text area containing 'Success rates of new programs established in 2009' (labeled 7), and 'Select Alignment Set' with a dropdown menu showing 'View sets available within AMS Demo Institution' (labeled 8) and a 'Go' button (labeled 9).

7. Enter a description of your map
8. Select the outcome or goal alignment set to which to align your courses or activities.
 - a. If you want to select an Outcome Set created within your participating area, select View sets available... from the pull-down menu.
 - b. If you want to select an organizational goals set, select Other sets distributed to... from the pull-down menu.
9. Click Go. The sets displayed below the field update to show all alignment sets relevant to the selection made.

10. Locate the set you want to use in your map and click the corresponding Select button. The curriculum map opens in a new window. You must close the Select Curriculum Map window to return to the main Workspace area.



11. (Optional) If you need to preview the set prior to your selection, click on the View Set link. A view of the set opens in a pop-up window.
12. When complete click the Check In button (found in the same location as Check Out).
13. Then move to the Submission & Read Review Tab



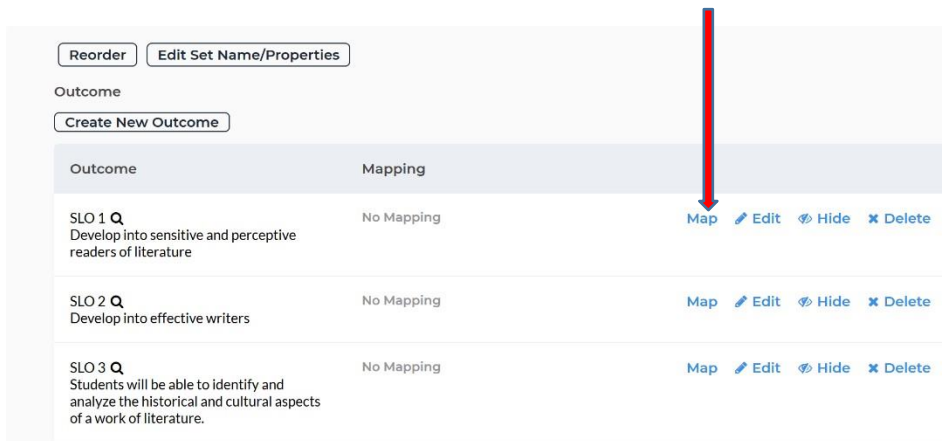
14. Select "Submit" under "Actions" to send your map for review.

Mapping Your Curriculum to the University Learning Outcomes (ULOs)

Each program must map their own program student learning outcomes to the University Learning Outcomes. This helps you to understand how your program contributes overall to the university's liberal arts curriculum. This mapping occurs in Taskstream and does not need updated unless you change your program learning outcomes.

How to map to ULOs:

1. Select your workspace in AMS on your home page.
2. Along the left side of the screen, click on Program Learning Outcomes
3. Check out by clicking the green Check Out button in the upper right corner
4. Click the Map Link to the right of the outcome you would like to map to the ULOs



5. Click the Create New Mapping button.
6. From the drop-down menu called "Select category of set to map to," select Goal set distributed to your particular program and click the Go button.
7. In the Select Set box, click the radio button next to Undergraduate Learning Outcomes (ULOs)
8. Click Continue
9. Under each of your program learning outcomes, the list of five ULOs appears with the Initiative of the year that ULO will be assessed. We are on a 3 year cycle, so we will be assessing them in years 1-3.
10. Decide if your particular program learning outcome includes elements that contribute to the any of the ULOs listed. If so, click on the box for the ULO for the year it will be assessed.
11. Click the Continue button to save your selections
12. Remember to click the Check In button for the requirement when you are finished

To remove mapping or add additional mapping, click the Map link for the outcome. Then, existing alignments can be deleted by clicking the appropriate Remove Mapping Link. Additional mappings can be added by clicking the Create New Mapping button.

11. Definition of Terms

1. AMS – Accountability Management System. TS consists of two workspace areas, AMS and LAT.

AMS provides the tools to help you and your colleagues define objectives and outcomes.

Mission Statements, Program Learning Outcomes, Curriculum Maps, Assessment Plans, Assessment Results, and Action Plans are located in AMS.

2. Assessment Cycle – for BW, the Assessment Cycle is an academic year
3. Assessment Plan - a component for Participating Areas to document which outcomes will be assessed and the details of the measures used to assess them. The Outcomes and Measures component of the Assessment Plan allows Participating Areas to select from outcomes sets created in other outcomes requirements or to import distributed goal sets. This requirement also includes a Mission Statement section.
4. Assessment Results – Located within AMS, this section is to be complete at the end of spring semester before October 1st. Faculty will use the results of selected measures to assess the Learning Outcome chosen for the previous school year.
5. Author – This term refers to BW students
6. “Check-in” Button – Work spaces within an AMS Assessment Cycle are checked-in when completed.
7. “Check-out” Button – Work spaces are checked-out in order to add information within an AMS Assessment Cycle. Each area can be checked-out by only one person at a time.
8. Co-Curricular Workspace – Assessment workspace for non-academic programs
9. Core Assessment Workspace - Assessment workspace for a program’s core outcomes.
10. DRF - Directed Response Folio (DRF) Programs allow you to assemble and upload work to satisfy program-related requirements, then submit it to a program Evaluator for evaluation. A DRF program might be equivalent to a full academic program, a course, or any other division of study.
11. Evaluation Manager - Evaluation Managers are assigned individually, per program. If you are an Evaluation Manager for multiple DRFs, you may be assigned different responsibilities for each.

Evaluation Managers are responsible for, review of the evaluations and editing of the evaluations, if necessary.
12. Evaluator – The faculty member that is scoring rubrics on the LAT side of TS.
13. Formsit – This a website to collect data. We use this site for faculty to request rubrics be added to TS and linked to a class through Blackboard. This must be completed each semester. A reminder email with the link to our Formsit is sent out 3 weeks into each semester. The link is also located on the Academic Assessment Bb. Page.

14. Go to AMS – a prompt located at the top right side of the page within the LAT workspace.
15. Go to LAT - a prompt located at the top right side of the page within the AMS workspace.
16. LAT – Learning Achievement Tools
Within LAT faculty are able to collect evidence of student achievement, score student work with rubrics and forms and analyze performance by outcome or assignment.
17. Launch Page – This page is the link between Blackboard and Taskstream. This page will stay up for approximately 3 seconds before routing users to TS. Please remember it is important **not to click** the “Launch” button on this page or you will be routed to an error message.
18. Learning Outcomes - the educational goals, accrued knowledge/ skills, or desired outputs on which the Participating Area focuses.
19. Mapping – Linking of outcomes to courses.
20. Measure – The method used to measure learning outcomes.
21. PAC – Program Assessment Coordinator, person responsible for keeping up their department’s workspace within the AMS side of TS.
22. Program Level Academic Assessment Workspace – The workspace within the AMS side of TS where Mission Statements, Learning Outcomes, Course Mapping, Assessment Plans, Assessment Results and Action Plans are located.
23. Score Work – This link will take you to your class’s rubric in LAT to evaluate individual students.
24. Status Report – Located within ASM, this is a narrative about the accomplishments based on the Assessment Plan from the previous academic school year.
25. Submission & Read Review - When you and the members of your Participating Area have decided that the requirement in AMS is ready for review, click the Submit Work button.
26. Submit Evaluation Now – This must be checked after a student is evaluated in LAT.
27. System Administrator - While an organization can have multiple System Administrators, one individual (Susan Warner) is designated the primary System Administrator for the organization. The System Administrator is able to configure preferences and access features that require a higher level of administrative access

12. AMS Helpful Hints

1. When adding or editing any work in AMS you must first **"Check Out"** the workspace and check it back in when your work is complete. You can find due dates on the home page of each cycle area.
2. It may be helpful for you to complete your narrative for each part of the Assessment Cycle in a Word document first and then copy and paste into the required areas.
3. When you have completed an area with in your AMS Assessment Cycle (for example; Mapping, Results, Assessment Plan, etc.) you must submit your work in order for it to be considered complete. Due dates can also be found on this **"Submission & Read Review"** page.

Entrepreneurship | PREVIEW

Assessment Results

Work Not Started | Due: 08/01/2018

Directions

To begin, please **Check Out** this requirement. For each outcome and measure that was entered in the assessment plan, the system will automatically include these in the assessment findings [Print](#) section. For each measure, an "Add Findings" button will be present. To add assessment findings to your workspace, click this button. Complete the required fields and press the "Submit" button. Once a set of findings has been added you may add any attachments or weblinks to that measure. NOTE: if you are an LAT user, you will also be able to import LAT reports at this time. Repeat this process for any and all subsequent measures that you wish to add. In order for others to access this requirement you will need to **Check In** the requirement when you are finished.

Review Method

A rubric is used in this Review.

Name of rubric: Program Results Rubric [View rubric](#)

Final scoring method: Reviewer marks as Complete or Incomplete

Please note that the accompanying [Assessment Plan](#) needs to be filled out before Assessment Results can be added.

Workspace: Program Level Academic Assessment Workspace		Edit Content	Discussion	Submission & Read Reviews	Publish	Options & Info
Due 09/30/2016		Submitted: 09/30/2016 03:32:12 PM		Score/Results Report		
Status Report		Edit Work				
2016-2017 Assessment Cycle						
Assessment Plan		Edit Work	Submitted: 02/07/2017 04:29:53 PM	Complete	Score/Results Report	History/Comments
Assessment Results		Edit Work	Submitted: 08/04/2017 10:32:13 AM	Complete	Score/Results Report	History/Comments
Action Plan		Edit Work	Submit Work			History/Comments
Status Report		Edit Work				
2017-2018 Assessment Cycle						
Assessment Plan		Edit Work				
Assessment Results		Edit Work				
Action Plan		Edit Work				
Status Report		Edit Work				

13. Taskstream Reports from Rubrics

*****This section is optional for the more advanced Taskstream user*****

You must be a **Taskstream Coordinator** to access reports. If you are not a TS Coordinator and you need access or if you would like help to generate a report, please contact Lynn Hulthen in the department of Institutional Research and Assessment (ext. 3360 or lhulthen@bw.edu).

There are many reports that we can create through Taskstream. Below are the instructions for the most useful reports for those using rubrics within Taskstream. The reports listed below are Performance by Rubric Criteria. If you have need for another type of report, please contact Caroline Arendec for assistance.

Access Saved Reports

1. After logging into Taskstream from Blackboard select the **LAT** workspace. See directions in section 4, Getting Started.
2. Once in **LAT** select **TS Coordinator** from the purple menu bar at the top of the page.
3. Next, select **DRF Program Reports** from the first box, DRF (Direct Response Folio) Assessment System, in the TS Coordinator main menu.
4. To view a report that you have saved previously, check “View All Saved Reports” in the green box on the right side of the page.

The screenshot displays the Taskstream interface for a TS Coordinator. The top navigation bar is purple and contains links for 'FOLIOS & WEB PAGES', 'LESSONS, UNITS & RUBRICS', 'STANDARDS', 'COMMUNICATIONS', 'RESOURCES', 'TS COORDINATOR', and 'ANALYTICS'. The main content area is titled 'DRF (Directed Response Folio) Program Reports'. It is divided into three columns. The first column, 'Work Status and Author/Evaluator Activity', lists reports like 'Multi-Program Status Report', 'Program Activity Report', and 'Evaluator Activity Report'. The second column, 'Performance/Outcome Assessment Reports', lists 'Performance by DRF Category' (5 Saved), 'Performance by Standards', and 'Performance by Rubric Criteria' (Custom Report). The third column, 'Help with DRF Program Reports', contains a green box with the text 'You have 5 saved reports. Saved reports provide one-click access to reports that need to be run on a regular basis.' and a blue button labeled 'VIEW ALL SAVED REPORTS'. A yellow arrow points to this button. Another yellow arrow points to the 'Performance by Rubric Criteria' report in the second column.

5. If the report you need is not listed as previously saved, see the next section.

Access Reports that have Been Previously Formatted

A report format is a set of rubric criteria groups used to generate a customized performance report. Each rubric criterion refers to a row of the rubric used to evaluate DRF categories or requirements. The selected rubric criterion is grouped into one or more criteria groups and saved as a report format which can be accessed and edited at any time.

1. After logging into Taskstream from Blackboard select the **LAT** workspace. See directions in section 4, Getting Started.
2. Once in **LAT** select **TS Coordinator** from the purple menu bar at the top of the page.
3. Next, select **DRF Program Reports** from the first box, DRF (Direct Response Folio) Assessment System, in the TS Coordinator main menu.
4. Select **Performance by Rubric Criteria** in the upper right box (Performance/Outcome Assessment Reports) of the DRF Program Reports page.
5. This is the Custom Performance Report Page. Listed here are Report Formats that have been used previously. Click on the purple button marked **Generate Report**. If the report you need is not listed, see the next section, Creating a New Report.
6. Select **All authors in one or more programs** under “Select whom to report on.” You can also filter by date and then click “Continue.”
7. Select the Program and hit continue.
8. In order to share this report with the AMS side of Taskstream and to have to option to attach this report to your Assessment Results, click on “Save Report” on the right side of the screen.

Custom Performance Report

[Reports Home](#) » [Create/Select Format](#) » [Select Users/Filters](#) » [Select Programs](#) » Main Results

[Help on this Page](#)

Custom Performance Report for Format: 103D SP 2016

[Print View](#) [Export to Excel](#)

Report Format:	103D SP 2016	
DRF Template(s):	EDU 103 Reaction Paper	
Program(s):	EDU 103 Reaction Paper	
# Authors:	208 Authors matched search criteria View All Authors	
Report Generated:	Thursday, December 14, 2017	
Show for Criteria:	<input checked="" type="checkbox"/> Average <input type="checkbox"/> Median <input type="checkbox"/> Standard Deviation <input checked="" type="checkbox"/> Graph <input type="checkbox"/> Distribution	

Save Report

9. On the next page name and describe the report. ***IMPORTANT*** Be certain to check “Allow Site Coordinators in your administrative area to access this report” next to Report Permissions.

Name Report:	<input type="text"/>
Notes/Description: (optional)	<input type="text"/>
Report Permissions:	<input type="checkbox"/> Allow Site Coordinators in your administrative area to access this report.
<input type="button" value="CANCEL"/> <input type="button" value="SAVE NEW REPORT"/>	

10. On the next page, Custom Performance Report, select which report you would like to use and click on the title.

Authors: 208 Authors matched search criteria [[View All Authors](#)]

Report Generated: Thursday, December 14, 2017

Show for Criteria:

☒ Average
 ☐ Median
 ☐ Standard Deviation
 ☒ Graph
 ☐ Distribution

Show for Summary:

☒ Average of Criterion Averages
 ☐ Scores Averages
 ☐ Show Only Totals

SP 2016



Rubric Criteria	Authors evaluated
Legal/Historical Knowledge ... Folio Area: EDU 103 Reaction Paper: Reaction Paper DRF Template: EDU 103 Reaction Paper	201 of 208 (96.63%)
Inclusion Analysis Folio Area: EDU 103 Reaction Paper: Reaction Paper DRF Template: EDU 103 Reaction Paper	201 of 208 (96.63%)

11. To include demographics in the report, select the **Display Demographics** button and choose which demographics you would like to include. **Apply changes.**