Taskstream Handbook
Academic Year 2016-2017

Our vision is to connect your data by providing you with the power of **educational intelligence.**

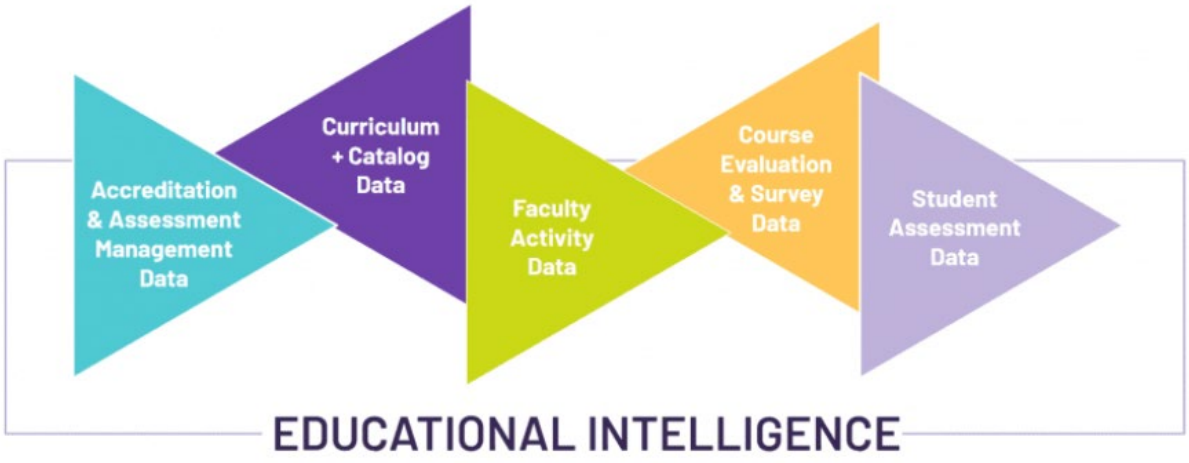


Table of Contents

Getting Started

Taskstream is an application used to help organize efforts to improve student learning.

The Taskstream Handbook

This manual is designed to supplement face-to-face instruction by providing an overarching perspective on Assessment at MSU as well as step-by-step instructions for each component of the Assessment Cycle.

The Style Guide

The following graphics will be used to help you quickly identify certain types of information:

Key concepts

Notes

Examples

Important Point

Welcome

Welcome to Taskstream. All of the information you need to get started with Taskstream is located on MSU's Academic Assessment website. The URL is as follows: http://tinyurl.com/MaSUAcademicAssessment.

Contact Information

Ms. Chris Gonnella, Interim Director of Academic Assessment. Email: Christine.gonella@mayvillestate.edu

- Chris is also the Director of Instructional Design and Technology and adjuncts for the BUS & CIS division.

Amber Sandmeyer, Academic Assessment Student Worker. Email: amber.sandmeyer@mayvillestate.edu

- Amber is an Applied Psychology major and was voted Outstanding Student of the year in her discipline.

Section 1
Introduction/Overview

Get Logged In

1. Go to Taskstream.com and click on the Login link

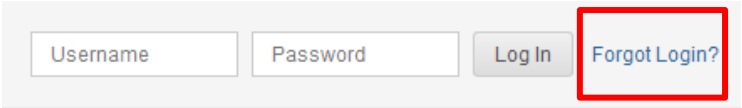
2. Enter your Username and Password

Taskstream usernames are NOT associated with Connect ND/Moodle credentials.

a. Your Username is your Mayville State University email account (*including* everything after the "@" symbol).

b. If you have not received an email from Taskstream with your Username and Password, contact Chris Gonnella at Christine.gonnella@mayvillestate.edu

c. If you are not sure if you have an account or if you forgot your password, click the **Forgot Login?** Link and follow the prompts. If this does not work, contact Chris.



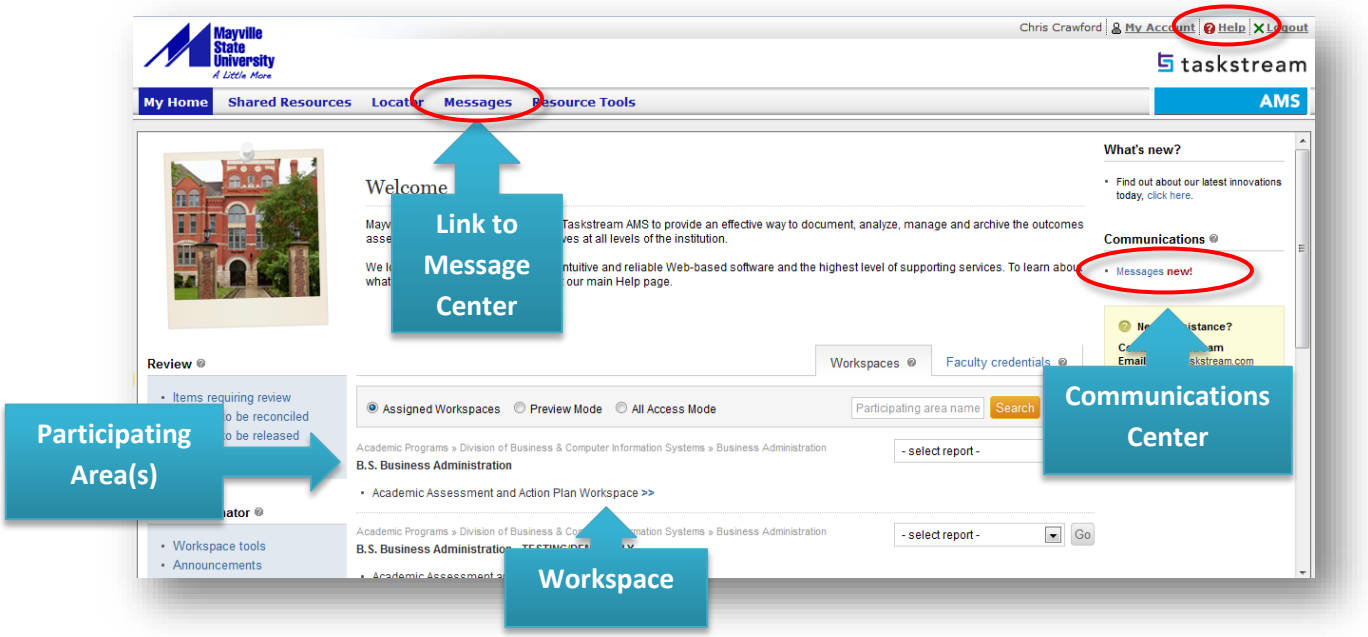
3. The first screen you see is your My Home page.

This page should contain all of the academic areas in which you will be working. **If an area is missing, please notify Chris Gonnella at Christine.gonnella@mayvillestate.edu**. If you are unsure, contact your Academic Assessment Coordinator and/or your Division Chair.

Academic year 2015- 2016

Division	Coordinator
Business & Computer Information Systems	Dr. Mark Skean
Education/Psychology	Kelli Odden
Liberal Arts	Dr. John Pederson
Science and Mathematics	Ms. Mary Townsend
Health, Physical Education and Recreation	Dr. Jeremiah Moen

Tour of the My Home Page

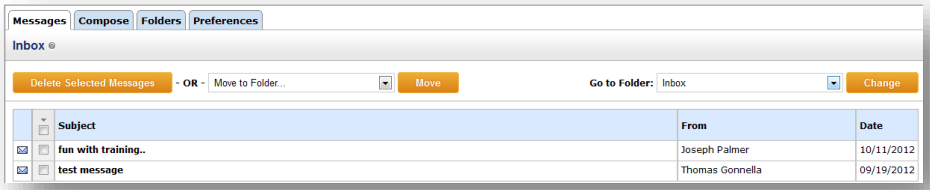


Participating Area (PA) – Each Participating Area is a major at MSU. Each instructor has at least one Participating Area – in this example it is B.S. Business Administration. Every course is part of a major, often more than one. You will need to enter an Assessment Report for every major in which the course is located.

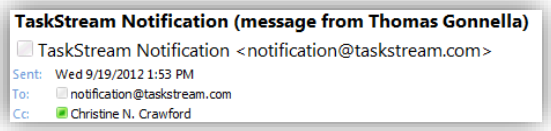
Workspace –Each Participating Area has a workspace labeled **Academic Assessment and Action Plan Workspace**. This is where we enter our Assessment information.

Help – In the upper right corner of the **My Home** page.

Message Center – New messages will be displayed on your **My Home** page. You can also access the Message Center using the Messages Tab (circled above). The Message Center is shown below:



You will be sent a notification in your MSU email when you receive a message in Taskstream:



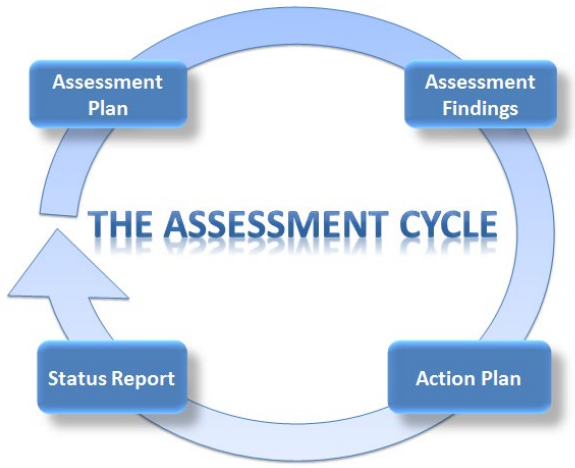
Do not refresh or use the Back Arrow (or the backspace key) in your browser. You may be logged out.

2015 – 2016 Assessment Cycle Overview

Every component of the Assessment Cycle is aligned with and related to other components.

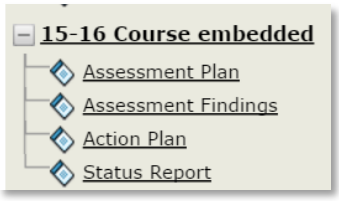
2014 – 2015 Assessment Cycle – Each academic year will have its own Assessment Cycle in Taskstream with the components listed below.

Core Components of the Assessment Cycle
Chronological



Core Components of the Assessment Cycle
Conceptual

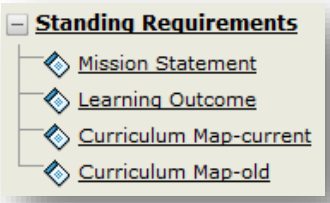
Core Components of the Assessment Cycle
In Taskstream



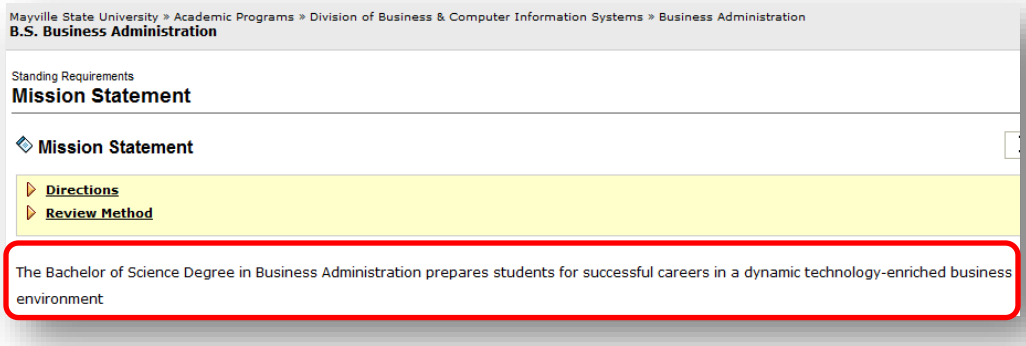
The thought process for each component is different. **The Assessment Plan** is the "foundation" of the process, where all the planning takes place. The data gathering and analysis happens in the **Assessment Findings** section. You will identify and describe the actions you intend to take to improve student learning in the **Action Plan**. You will report the results of your actions in the **Status Report**.

Keep in mind - these tasks will not happen all at once – each component is entered at a different stage – you will come back to Taskstream on occasion to provide updates.

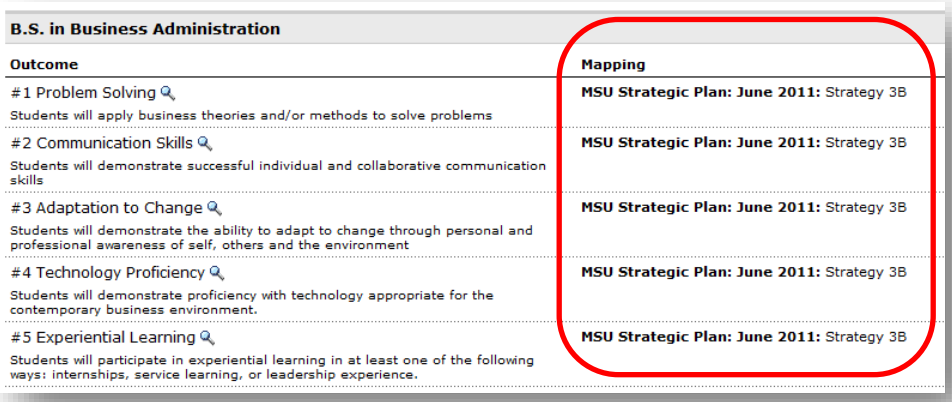
Standing Requirements – A category whose vital components span several Assessment Cycles.



Mission Statement – A statement made by each Division regarding its mission.



Learning Outcomes – These are the Student Learning Outcomes written for your program(s). They have already been entered into Taskstream for your convenience. In this section, Learning Outcomes are mapped or aligned to MSU's current Strategic Plan. This is NOT the same as curriculum mapping.



B.S. in Business Administration

Outcome	Mapping
#1 Problem Solving Students will apply business theories and/or methods to solve problems	**MSU Strategic Plan: June 2011:** Strategy 3B
#2 Communication Skills Students will demonstrate successful individual and collaborative communication skills	**MSU Strategic Plan: June 2011:** Strategy 3B
#3 Adaptation to Change Students will demonstrate the ability to adapt to change through personal and professional awareness of self, others and the environment	**MSU Strategic Plan: June 2011:** Strategy 3B
#4 Technology Proficiency Students will demonstrate proficiency with technology appropriate for the contemporary business environment.	**MSU Strategic Plan: June 2011:** Strategy 3B
#5 Experiential Learning Students will participate in experiential learning in at least one of the following ways: internships, service learning, or leadership experience.	**MSU Strategic Plan: June 2011:** Strategy 3B

These outcomes are "mapped" or aligned with the MSU Strategic Plan.

Outcome

Outcome	Mapping
SLO #1 Students will demonstrate knowledge of concepts and applications of learning theories and assessment techniques from childhood through adolescence.	No Mapping
SLO #2 Students will demonstrate instructional strategies that are developmentally appropriate for diverse learners.	No Mapping
SLO #3 Students will apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in education settings.	No Mapping
SLO #4 Students will participate in opportunities to interact with the community, schools, and society.	No Mapping
SLO #5 Students will demonstrate professional dispositions to be successful teacher education candidates.	No Mapping

If your outcomes have "No Mapping" in the Mapping column (as shown here), this means that the outcomes have not yet been associated with the MSU Strategic Plan in Taskstream. Ignore it.

Curriculum Map – The maps in Taskstream illustrate the Assessment Cycle by specifying the semester in which program assessment will occur for a particular activity. New maps will be created approximately every two years.

Legend: F13 Fall 2013 | S14 Spring 2014 | M14 Summer 2014 | F14 Fall 2014 | S15 Spring 2015 | M15 Summer 2015 | F15 Fall 2015 and later

2013-2015 B.S. Business Administration
Courses and Activities Mapped to B.S. in Business Administration

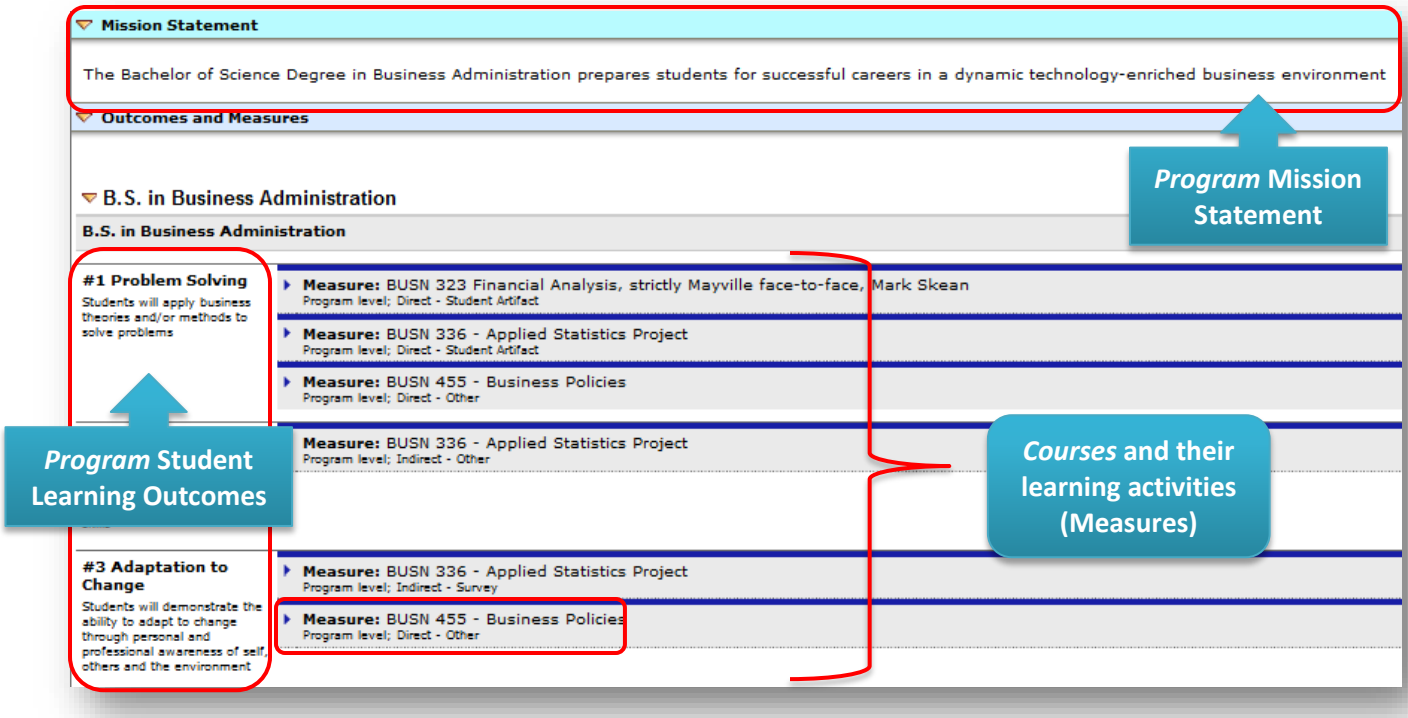
	B.S. in Business Administration				
	#1 Problem Solving Students will apply business theories and/or methods to solve problems	#2 Communication Skills Students will demonstrate successful individual and collaborative communication skills	#3 Adaptation to Change Students will demonstrate the ability to adapt to change through personal and professional awareness of self, others and the environment	#4 Technology Proficiency Students will demonstrate proficiency with technology appropriate for the contemporary business environment.	#5 Experiential Learning Students will participate in experiential learning in at least one of the following ways: internships, service learning, or leadership.
Courses and Learning Activities					
Core Courses					
ACCT 200-Camp Elements of Accounting I	F13				
ACCT 200 -Dist Elements of Accounting I	M14				
ACCT 201-Camp Elements of Accounting II - Olson	F13				
ACCT 201 - Camp Elements of ACCT II - Skean	F14				
ACCT 201-Dist Elements of Accounting II	F13				
ACCT 315 Business in the Legal Environment	F13				
ACCT 360 - Camp Accounting Systems	S14			S14	
ACCT 360-Dist Accounting Systems	S14			S14	
BADM 301 -Camp Principles of Marketing	S14	S14			
BADM 301 - Dist Principles of Marketing	S14	S14			
BADM 302 - Camp Principles of Management	F13	F13			
BADM 302 - Dist Principles of Management	F13	F13			
BOTE 347- Camp Computer Applications in Business	F14	F14		F14	

The Assessment Plan - The Finished Product

The Assessment Plan is the foundation of the Assessment Process.

"The instructor's part" – the instructor prepares the materials for the activity that will be used to measure whether the outcomes have been achieved.

The screen below shows you how an Assessment Plan will look when it is finished. Taskstream organizes the information to visually demonstrate the alignment between the program Mission Statement, the program's Student Learning Outcomes (SLO) and the learning activities for each course measuring that SLO.



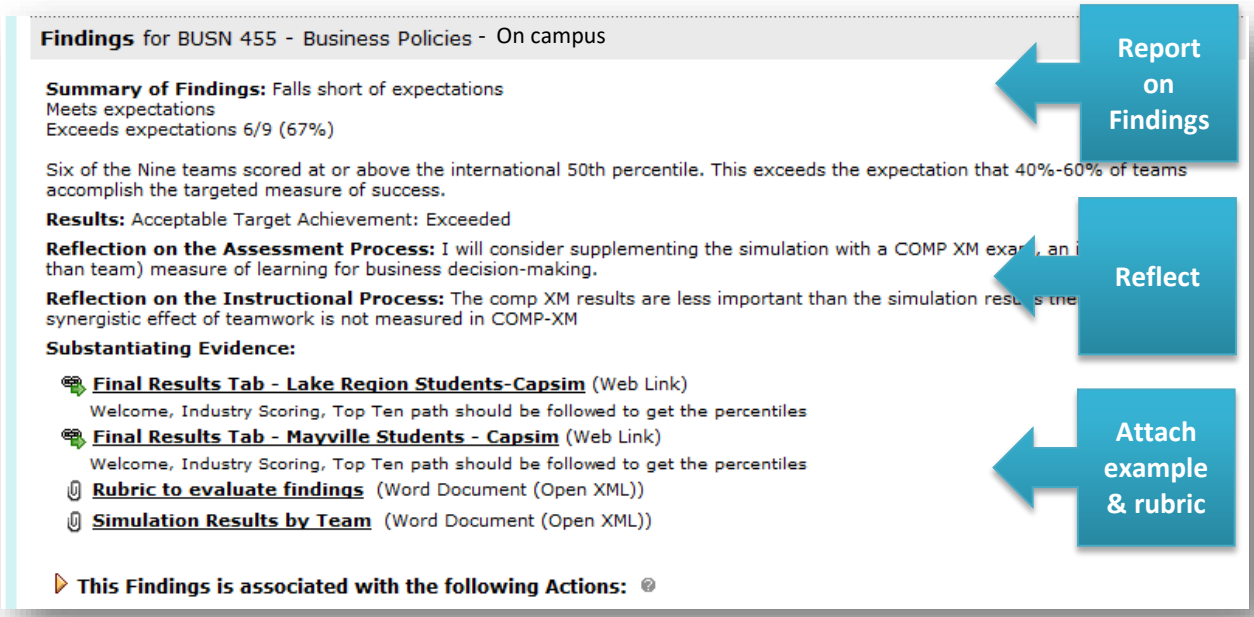
Programs that share SLOs and measures will need to have each activity copied and pasted into each relevant program within Taskstream (as shown above for BUSN 455).

Sections of the same course with different delivery modes *must be entered separately*.
Possible sections: "Campus" and "Distance"
Dual credit courses and IVN courses are considered "Distance"
Sections with the same delivery mode and the same instructor may be combined.

Assessment Findings – The Finished Product

Data gathering and analysis occurs during the Findings portion of the Assessment process.

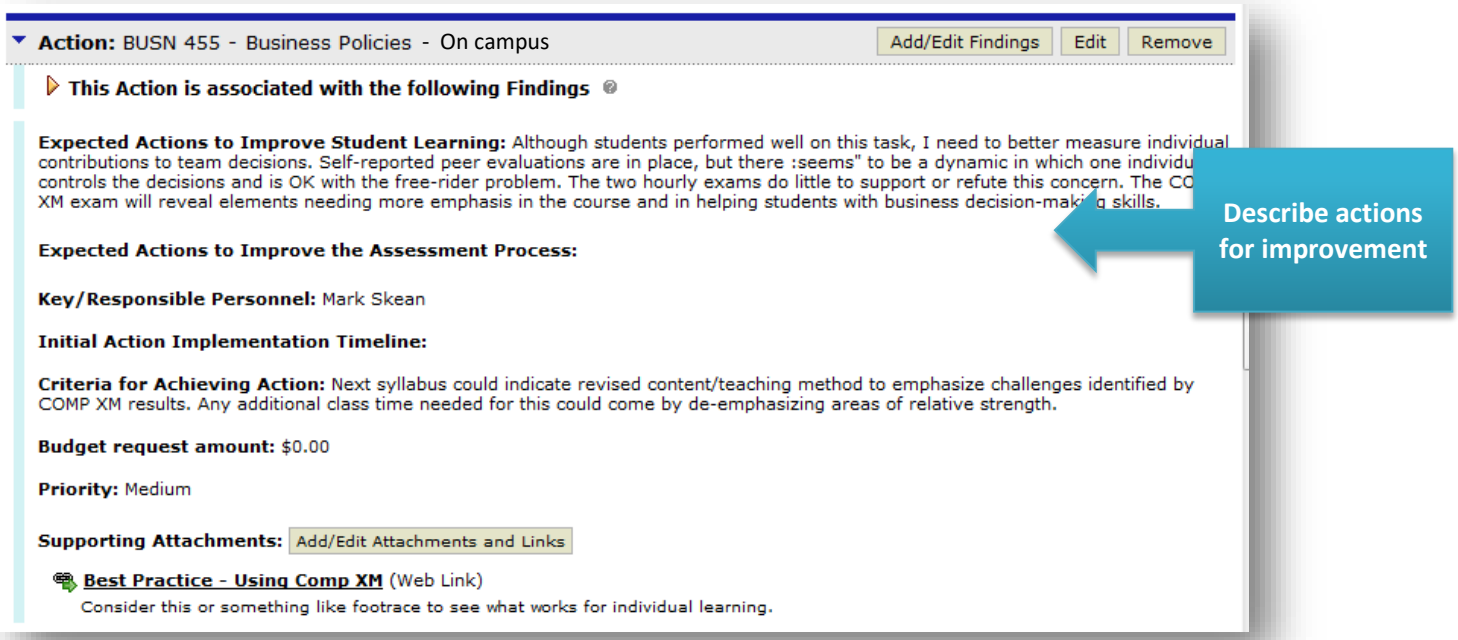
The screen shot below shows you how **Assessment Findings** will look when it is finished:



Action Plan – The Finished Product

Describe the actions you intend to take to improve student learning and the process of program assessment.

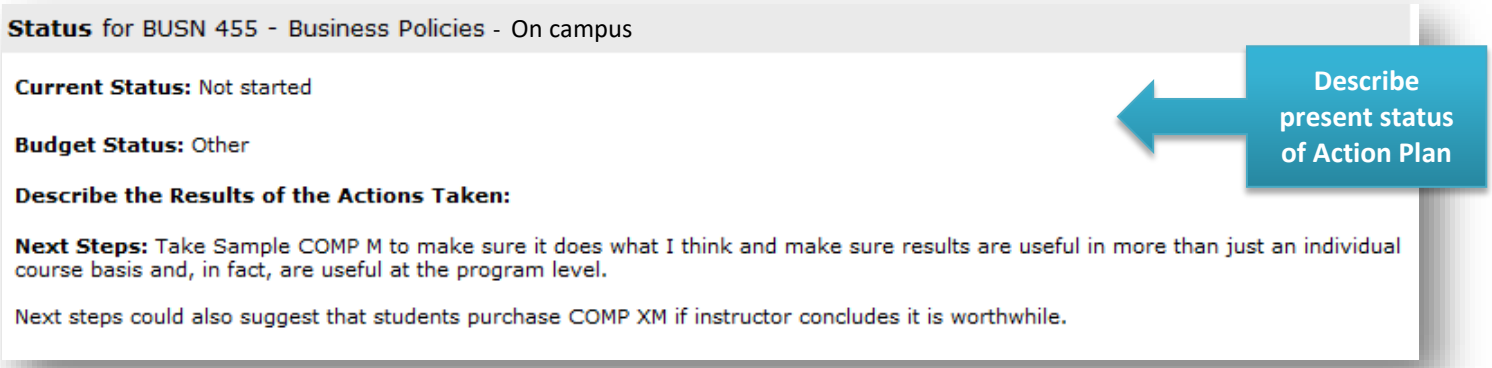
The screen shot below shows you how an **Action Plan** will look when it is finished:



Status Report – The Finished Product

Report the results of your actions in the Status Report.

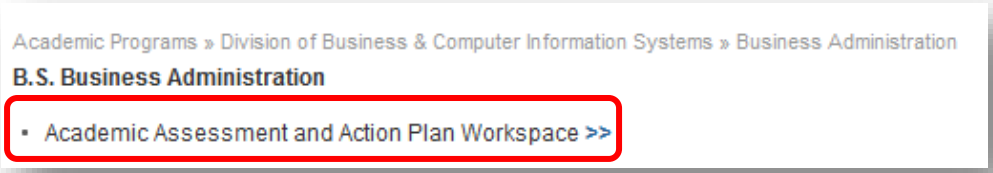
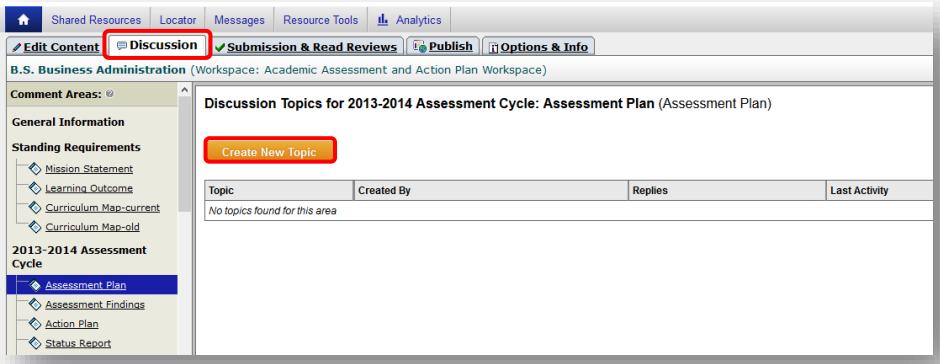
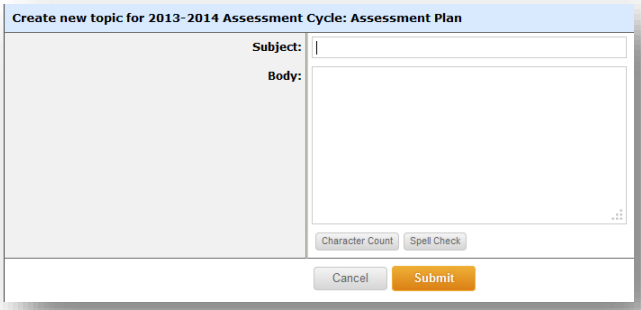
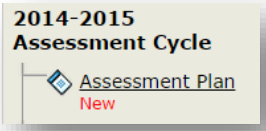
The screen below shows you how a Status Report will look when it is finished:



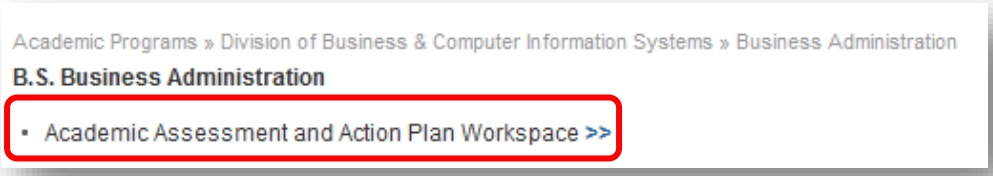
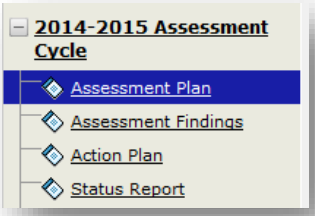
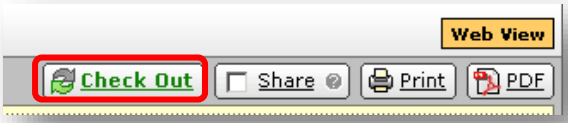
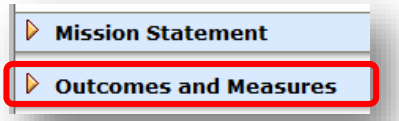
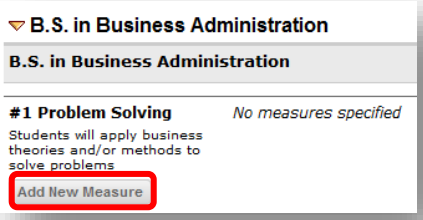
The **Status Report** for each Assessment Cycle will continue to be available after the cycle has ended. Instructors will be able to enter the information at any point.

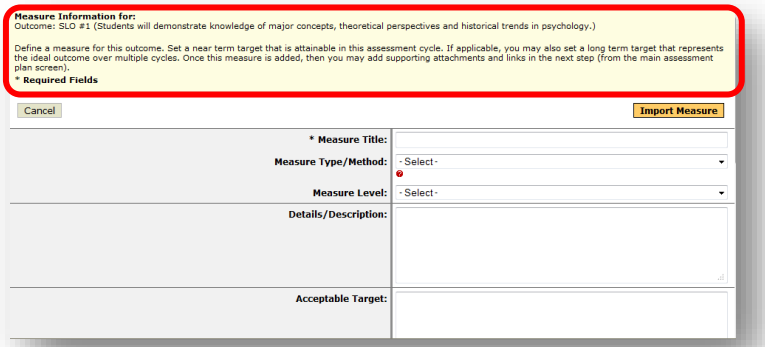
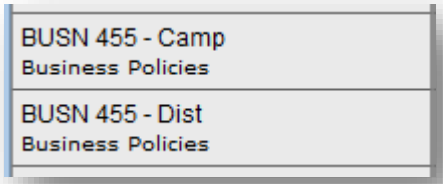
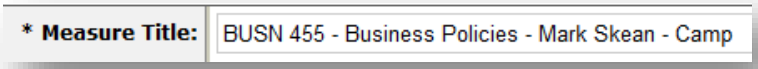
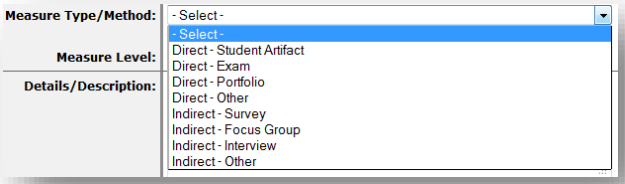
Section 2
Step-by-Step Instructions

Discussion Boards

1	On the **My Home** page, locate the Participating Area in which you will be working. Click the link for the **Academic Assessment and Action Plan Workspace**	
2	Click the **Discussion** tab at the top of the page. Click the **Create New Topic** button to initiate a discussion regarding the Participating Area and Component you are in.	 In the example above, the discussion topic would be centered on the BS Business Administration Assessment Plan. Consider discussion boards in Taskstream a way to focus conversations about a specific topic in a just-in-time manner.
3	Enter the **Subject.** Enter your comment in the **Body** field. Click **Submit** when done.	
4	You will be notified ***within the Discussion tab only*** when a new message has been added to the board. There is no other notification.	

Assessment Plan – Enter the Measures

1	On the **My Home** page, locate the Participating Area in which you will be working. Click the link for the **Academic Assessment and Action Plan Workspace**	
2	Click the **Assessment Plan** link in the **2014-2015 Assessment Cycle** category	
3	Click **Check Out** When an item is checked out, it will not be available for others to use.	
4	Click anywhere in the section with blue line labeled **Outcomes and Measures** to open it.	
5	Taskstream opens the Outcomes and Measures area. Choose the SLO and click **Add New Measure**	

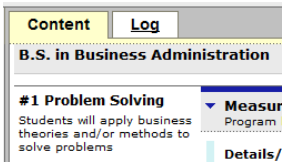
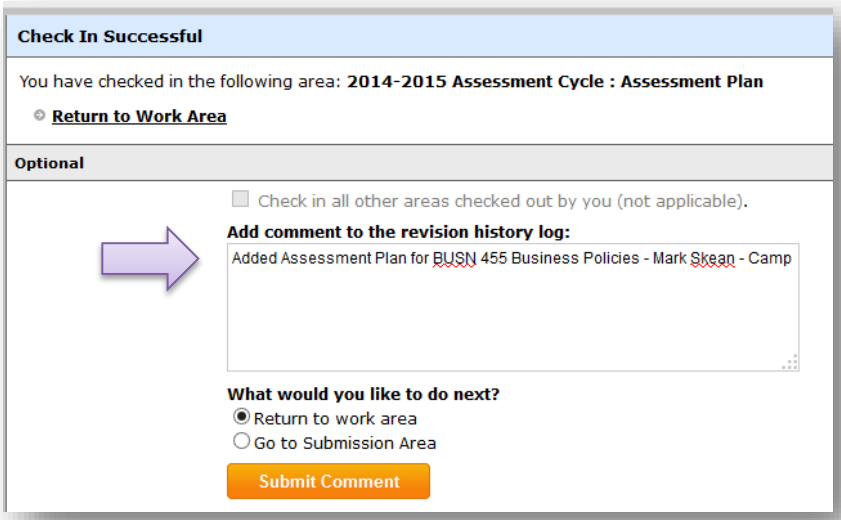
6	This screen identifies the SLO with which you are working and explains that you need to define a measure for the outcome.	 Measure Information for: Outcome: SLO #1 (Students will demonstrate knowledge of major concepts, theoretical perspectives and historical trends in psychology.) Define a measure for this outcome. Set a near term target that is attainable in this assessment cycle. If applicable, you may also set a long term target that represents the ideal outcome over multiple cycles. Once this measure is added, then you may add supporting attachments and links in the next step (from the main assessment plan screen). * Required Fields Cancel Import Measure * Measure Title: Measure Type/Method: - Select - Measure Level: - Select - Details/Description: Acceptable Target: Ignore **Import Measure**
7	**Measure Title** is required. Enter the following 1. Course prefix 2. Course number 3. Course Name 4. Instructor Name 5. Activity Name (if on map) 6. Delivery Mode	**Curriculum map:**  BUSN 455 - Camp Business Policies BUSN 455 - Dist Business Policies **Assessment Report:**  * Measure Title: BUSN 455 - Business Policies - Mark Skean - Camp The information you enter here should match the description in the **Courses and Learning Activities** column of the curriculum map and should include a description of the mode of delivery. Each division does this a little differently; some may include the name of the activity.
8	Select a **Direct or Indirect** method of measurement.	 Measure Type/Method: - Select - Measure Level: Details/Description: - Select - Direct - Student Artifact Direct - Exam Direct - Portfolio Direct - Other Indirect - Survey Indirect - Focus Group Indirect - Interview Indirect - Other A **direct measure** is actual student work such as papers, exams, presentations **Student Artifacts**: papers, presentations, homework and journals. **Direct – Other**: oral presentation, performance, standardized test An **indirect measure** is a report of perceived student learning from students, instructors, and internship supervisors. **Indirect – Other**: muddiest point questions

9	Choose **Program** for the Measure Level.	**Measure Level:** Program All SLOs are written at the program level, not the course level.
10	Provide a **summary description** of the activity used to measure the SLO. This is not the entire description; you will attach a copy of the assignment document later.	**Details/Description:** **Details/Description: Example** from BUSN 455: Students compete on a business simulation in which each student team serves as upper management in a publicly traded manufacturing organization. They must choose marketing, research and development, production, finance and human resource tactics 8 times during the term. Each team is ranked each time and cumulatively for their performance on a "balanced scorecard." The ranks are also reported in international percentiles for 4-year undergraduate institutions.
11	**Acceptable targets** are obtainable and sufficient to say that the student learning outcomes were accomplished. Use the "Meets Expectations" level in your rubric for this activity to help identify your "Acceptable Target."	In Assessment, the term "**target**" refers to an instructor's perception that a certain percentage of students should perform at the specified level. **Acceptable Target:** **Acceptable Target:** Between 40% and 60% of the student teams should score at or above the international 50th percentile on this simulation.
12	**Ideal targets** are reasonable but more aggressive than the acceptable target. As a rule of thumb, Ideal targets should be 10-20% higher than the Acceptable Target.	**Ideal Target:** **Ideal Target:** At least 80% of teams score at or above the international 50th percentile on this simulation.

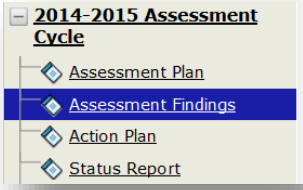
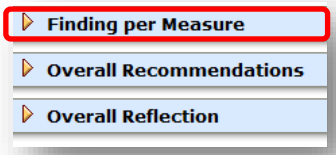
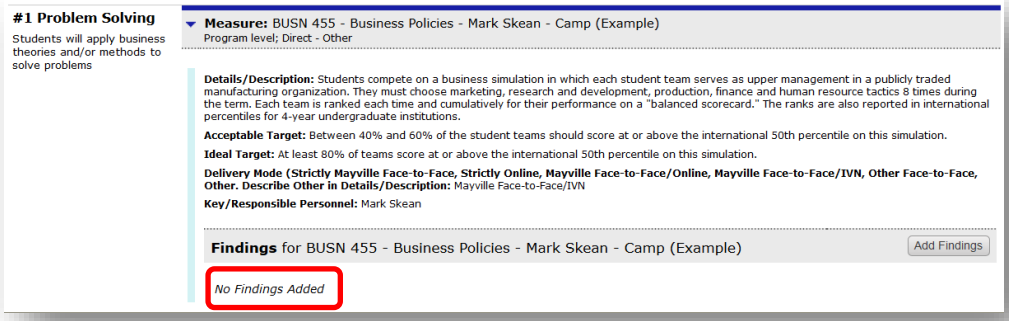
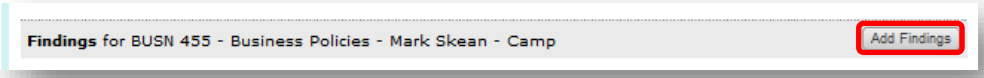
13	Enter the **Delivery Mode** used for this activity.	**Delivery Mode (Strictly Mayville Face-to-Face, Strictly Online, Mayville Face-to-Face/Online, Mayville Face-to-Face/IVN, Other Face-to-Face, Other. Describe Other in Details/Description:** Please copy and paste all options that apply to your course.
14	Enter the instructor's name.	**Key/Responsible Personnel:**
15	**Check Spelling** and **Apply Changes**.	Check Spelling Cancel **Apply Changes**

Attachments

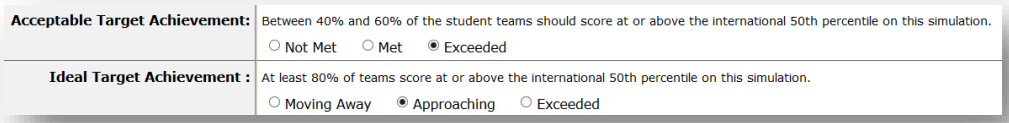
16	Upload any **Supporting Attachments** as necessary. Please do NOT use your syllabus as a Supporting Attachment. Make sure the attachment is closely aligned with the Measure being used.	**Supporting Attachments:** Add/Edit Attachments and Links **Supporting Attachments:** Add/Edit Attachments and Links **Simulation Description** (Microsoft PowerPoint) **Simulation Project Rubric** (Word Document (Open XML)) Please upload a copy of the assignment description and the evaluation rubric you used.
17	Click **Check In.** Remember to **Check In** or the document will not be available for others to use!	Check In

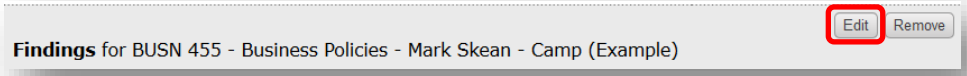
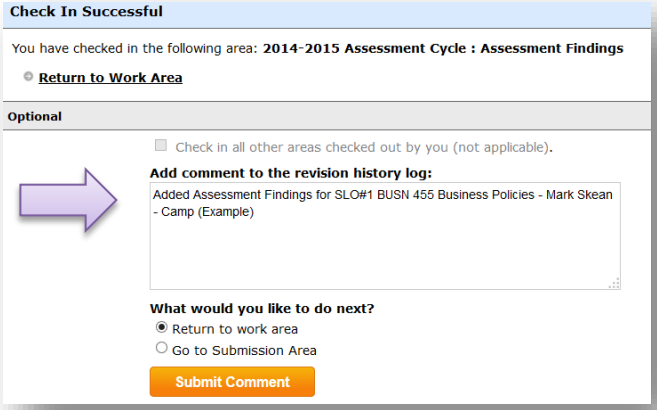
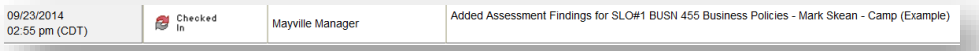
18	**Comment Area** Enter your comments in the box labeled, “Add comment to the revision history log:” and then click **Submit Comment**. Always make a note of the information you have added to Taskstream. Comments are available in the **Log** tab for each individual component.  	 To see your comment, go to the Log tab: 

Assessment Findings – Add Findings

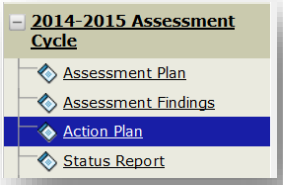
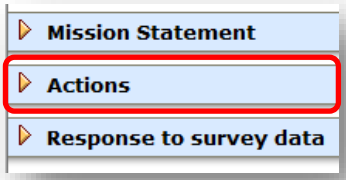
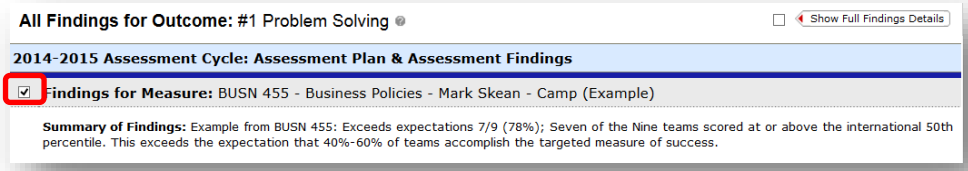
1	Click **Assessment Findings** in the 2014-2015 Assessment Cycle Category	
2	Click the blue line labeled **Finding per Measure**	
3	**Check Out** the Assessment Findings document	
4	Taskstream prompts you with ***No Findings Added***	
5	Click **Add Findings**	

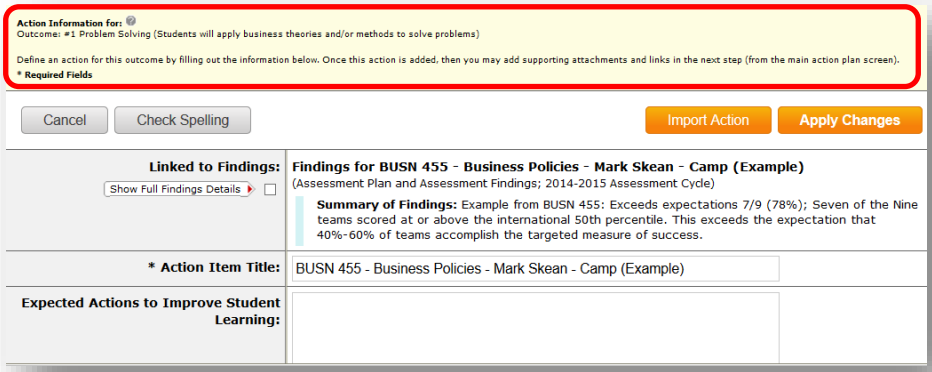
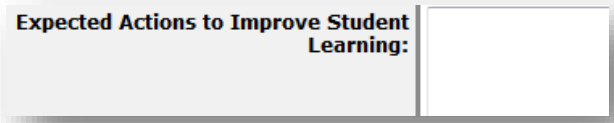
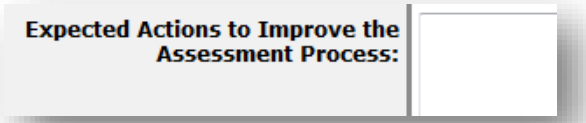
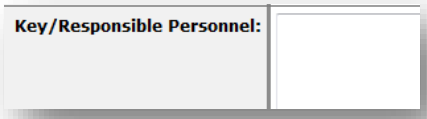
6	Compile the data gathered from the results of the assessment activity and summarize (see example).	*** Summary of Findings:** **Summary of Findings -** Example from BUSN 455: Exceeds expectations 7/9 (78%); Seven of the Nine teams scored at or above the international 50th percentile. This exceeds the expectation that 40%-60% of teams accomplish the targeted measure of success.
7	Reflect upon the process of ***assessment*** for this activity. Please think about the answers to these questions: What went well? What needs improvement? How will you improve it?	**Reflection on the Assessment Process:** The concept of reflection here refers to the process of *thought*. Later, in the Action Plan, you will be asked to describe the *actions* you will take to improve student learning. **Example** from BUSN 455: The process runs for the entire term and does not need adjustment.
8	Reflect upon the process of ***instruction*** for this activity. Please think about the answers to these questions: Did you students meet your acceptable target? Why or why not? What did you do well? What would you like to change? How will you change it?	**Reflection on the Instructional Process:** **Example** from BUSN 455: The course needs to include a means to track individual student accountability within each group.

9	The **Acceptable Target** and **Ideal Target Achievements** are measured by your approximation of student performance.	 **Acceptable Target Achievement:** Between 40% and 60% of the student teams should score at or above the international 50th percentile on this simulation. ○ Not Met ○ Met ◉ Exceeded **Ideal Target Achievement :** At least 80% of teams score at or above the international 50th percentile on this simulation. ○ Moving Away ◉ Approaching ○ Exceeded **Example:** The Acceptable Target is 40 to 60% of student teams should score at or above the international 50th percentile. In the current Assessment Cycle, 78% of student teams in the class score at or above the 50th percentile which means they have exceeded their Acceptable Target. In this case, they are "Approaching" the Ideal Target of 80%. If the next time this activity is used to measure this SLO, students achieve 62%, they are then *Moving Away* from their ideal target since they have achieved less than last time *even though they have still exceeded the acceptable target.*
10	Upload **Substantiating Evidence** for your Findings Do **not** include **student names** in the documentation that you upload! **Suggestion**: Use masking tape or post it notes to quickly cover names when scanning documents.	**Substantiating Evidence:** Add/Edit Attachments and Links When choosing student artifacts as evidence, please make sure the information you upload is meaningful. For example, include the exam when you upload scan-tron files. Use example artifacts for up to three of the levels of your rubric. If you have a 3-tiered rubric this works out fine. If your rubric is larger, use exemplary examples of more than one level but not necessarily all levels. **Examples** from BUSN 455: **Final Results Tab - Lake Region Students-Capsim** (Web Link) Welcome, Industry Scoring, Top Ten path should be followed to get the percentiles **Final Results Tab - Mayville Students - Capsim** (Web Link) Welcome, Industry Scoring, Top Ten path should be followed to get the percentiles **Rubric to evaluate findings** (Word Document (Open XML)) **Simulation Results by Team** (Word Document (Open XML))

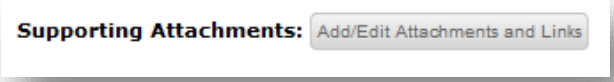
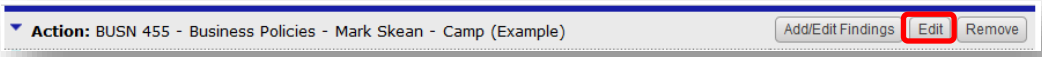
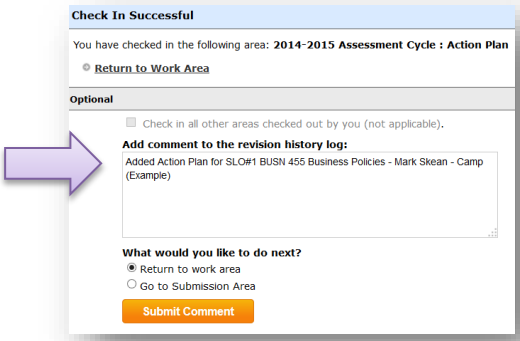
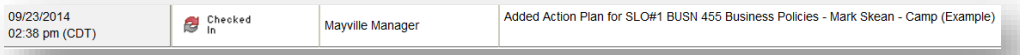
11	If you need to make changes, click **Edit** Before you begin editing, ensure that you are in the right place – beware of deleting others' work!	
12	Click **Check In.** Remember to **Check In** or the document will not be available for others to use!	
13	**Comment Area** Enter your comments in the box labeled, "Add comment to the revision history log:" and then click **Submit Comment**. Always make a note of the information you have added to Taskstream. Comments are available in the **Log** tab for each individual component. 	 To see your comment, go to the Log tab: 

Action Plan – Add Actions

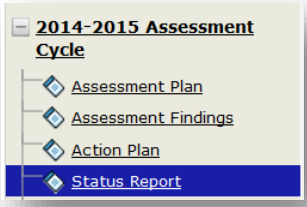
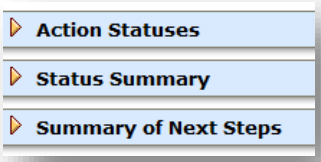
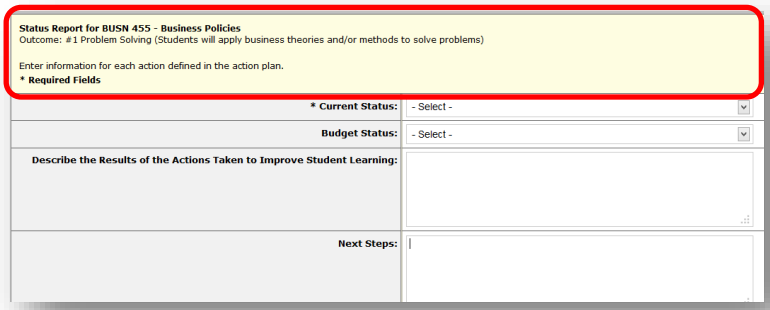
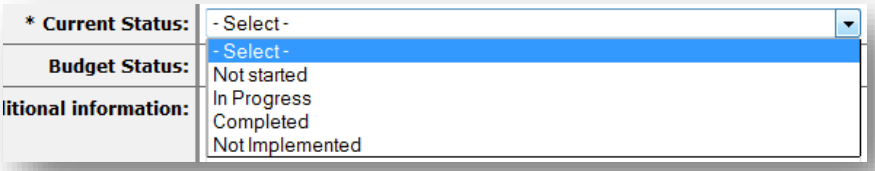
1	Click **Action Plan** from the Assessment Cycle category	
2	**Check out** the Action Plan	
3	Click the blue line labeled **Actions**	
4	Choose the SLO you are working with and click **Add New Action**	
5	Check the box to the left of **Findings for Measure.** This links the Findings with the Action Plan you are creating. Click **Continue**	

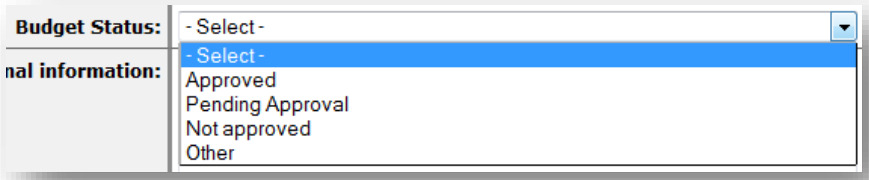
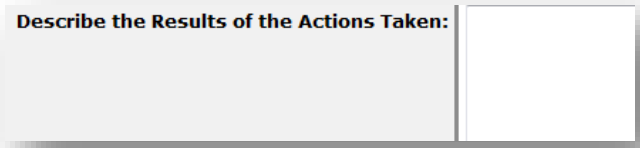
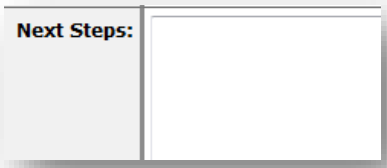
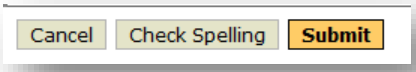
6	The blank Action Plan appears and the section called **Action Information for**: identifies the SLO you are working on. Check **Show Full Findings Details** if you would like to see the entire Findings entry while you work on your Action Plan.	
7	**Action Item Title** is required.	 The **Action Item Title** should match the **Measure Title.**
8	Describe what actions you intend to take, related to your instruction that could improve your results.	 **Example** from BUSN 455 - Although students performed well on this task, I need to better measure individual contributions to team decisions. Self-reported peer evaluations are in place, but there seems" to be a dynamic in which one individual controls the decisions and is OK with the free-rider problem. The two hourly exams do little to support or refute this concern. The COMP XM exam will reveal elements needing more emphasis in the course and in helping students with business decision-making skills.
9	For this section, describe the *actions* you will take to change the way the assessment is conducted (*not* a change based on the Findings).	 **Example** from BUSN 455**:** Examine COMP XM to determine its appropriateness for assessment.
10	Enter the name of the instructor.	

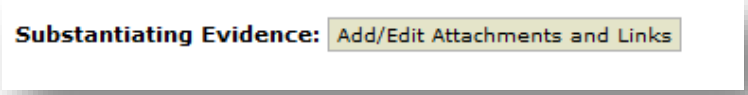
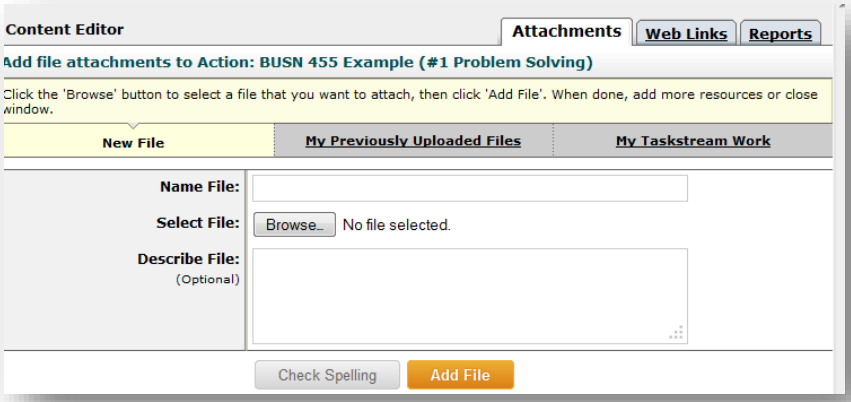
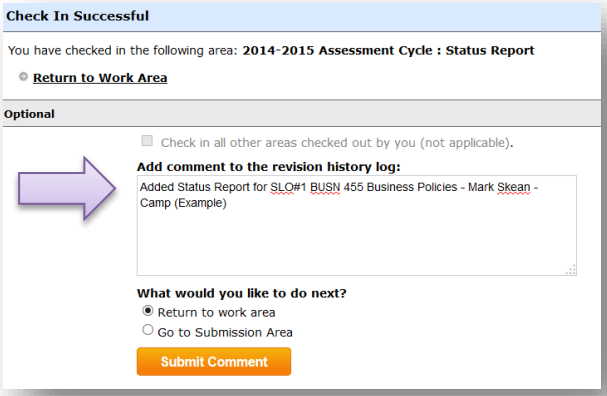
11	Describe your **timeline** plan for implementing changes.	**Initial Action Implementation Timeline:** **Example** from BUSN 455**:** COMP -XM will be implemented in Spring 2015. Spring 2016 will be the next time this course is reviewed for program assessment purposes.
12	Describe ***how you will know*** you have achieved the action. What actions will be complete when you are ready to implement the plan?	**How will you know when these actions (not results) to improve student learning have occurred?:** **Example** from BUSN 455**:** The results of the COMP XM have influenced syllabus content.
13	Enter any **amount** you may need to help implement the changes.	**Budget request amount:** $
14	**Priority level** describes the urgency of the action you plan to take. This does NOT refer to the priority level of the budget request above.	**Priority level:** High - Select - Low Medium High Spelling
15	**Check Spelling** and **Apply Changes**	Cancel Check Spelling Import Action **Apply Changes**

16	Upload any documents to support your Action Plan using the **Add/Edit Attachments and Links** button.	 
17	If you need to make changes, click **Edit** Before you begin editing, ensure that you are in the right place – beware of deleting others' work!	
18	Click **Check In**. Remember to Check In or the document will not be available for others to use!	
19	**Comment Area** Enter your comments in the box labeled, "Add comment to the revision history log:" and then click **Submit Comment**. Always make a note of the information you have added to Taskstream. Comments are available in the **Log** tab for each individual component. 	 To see your comment, go to the Log tab: 

Status Report – Enter Action Status

1	Click **Status Report**	
2	**Check out** the Status Report	
3	Open **Action Statuses** by clicking the **arrow**	
4	Click **Add Status**	
5	The blank **Status Report** appears and identifies the SLO with which you are working.	
6	Choose a **Current Status.** Current Status refers to whether the actions you plan to take have begun.	

7	Choose a **Budget Status**	
8	Summarize the results of the actions taken to improve student learning. This section will be blank until the actions can be taken.	 Think of this as a brief summary of the Findings sectio nof the next Assessment Cycle.
9	Descripe the next steps for improving student learning. What do you need to do next to prepare yourself for the change?	 **Example** from BUSN 455: Take Sample COMP XM to make sure it measures individual student problem solving skills and make sure results are useful in more than just an individual course basis and, in fact, are useful at the program level. Next steps could also suggest that students purchase COMP XM if I conclude it is worthwhile.
10	Click **Check In**. Remember to Check In or the document will not be available for others to use!	
11	**Check Spelling** and **Submit**	

12	Upload any related documents. Follow the prompts to Browse your computer and upload documents.	 
13	**Comment Area** Enter your comments in the box labeled, "Add comment to the revision history log:" and then click **Submit Comment**. Always make a note of the information you have added to Taskstream. Comments are available in the **Log** tab for each individual component. 	 To see your comment, go to the Log tab: