Assessment Handbook approved and adopted on 4/18/2022

Review date:
Revision date:
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1. MISSION OF SOUTHEAST NEW MEXICO COLLEGE (SENMC)

The mission of Southeast New Mexico College is to provide students the resources necessary for them to fulfill their educational potential so that they may help meet the needs of their community as well-trained, well-educated, and productive citizens.

2. VISION STATEMENT

Southeast New Mexico College, a diverse and community-centered institution dedicated to excellence and student success through transformative discovery.

3. INTRODUCTION OF ASSESSMENT

As stated in its mission, Southeast New Mexico College is committed to providing quality education. The institution realizes that excellence in education can only be accomplished by vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning and institutional effectiveness.

The administration and faculty of Southeast New Mexico College are committed to excellence in learning, teaching and their professional enhancement through the use of comprehensive assessment to make continuous improvement efforts. This assessment handbook is focused, practical, user-friendly, issue-oriented, and integral to the fabric of the college.

The diversely perceived benefits of an assessment handbook are:

- Enhancement of learning and teaching
- Improvement of strategic planning
- Demonstration of institutional effectiveness to funding agencies
- Promotion of effective/efficient resource allocation

SENMC is committed to five basic tenets:

1. Assessment should start small and build on small successes.
2. Assessment should be cost-effective and linked to budget planning.
3. Assessment should be systematic, widespread and useful.
4. Assessment should involve the whole campus community, including students, faculty, staff, administrators, and executives.
5. Assessment should be used to facilitate the decision-making and strategic planning processes of the institution.
4. THE ASSESSMENT COMMITTEE

4.1. COMMITTEE STRUCTURE

The Assessment Committee exists as a standing committee of SENMC. The committee is charged with the planning and implementation of institution-wide assessment of student academic achievement.

The Assessment Committee meets monthly or as required throughout the academic year and will consist of an institutional analyst, faculty, and ex-officio members from the executive team. Specific composition and committee members will be named by the President, per SENMC policy. Meetings are open to the campus community, minutes will be prepared and, upon approval, provided to the President’s office per SENMC policy. Minutes will also be made available to interested parties upon request.

4.2. COMMITTEE OBJECTIVE

The principal objectives of the Assessment Committee are to:

1. Enhance the knowledge of the faculty at Southeast New Mexico College about the assessment of student learning by:
   - Conducting meetings and workshops to provide professional development opportunities related to assessment techniques.
   - Entering into an ongoing dialog with the Campus community about the assessment of student academic achievement.

2. Provide a comprehensive plan for assessment at the college and regularly revise the plan to continuously improve the assessment processes.

5. CONCEPTUAL FRAMEWORK USED TO DESIGN THE ASSESSMENT PLAN

The Assessment Committee recommends, as an overall conceptual model for assessment of student academic achievement, the use of the Input-Environment-Outcome (I-E-O) model as explained by Alexander Astin in his book, Assessment for Excellence (1993) that is available in both print and digital format in the SENMC Library.

This model emphasizes the necessity of consideration of what the student brings to the course/program, the environment of learning within the course/program, and student outcomes. These three elements are interdependent, and assessment of student academic achievement cannot be worthwhile without consideration of all three.
The current plan involves a broad range of direct and indirect assessment measures that are utilized at the classroom, program and institutional level and at all stages of the student’s academic progress.

The assessment of student academic achievement is an ongoing and evolutionary process. The assessment committee will review and revise if necessary the handbook biennially.

6. COMPREHENSIVE ASSESSMENT PROCESS AT SOUTHEAST NEW MEXICO COLLEGE

6.1 ORGANIZATIONAL STRUCTURE AND RESPONSIBILITY MECHANISM

The person ultimately responsible for the assessment process at Southeast New Mexico College is the Vice President of Academic Affairs.

The VPAA charges the Assessment Committee to develop, implement, monitor, and improve academic assessment for student learning.

The Assessment Committee, the Office of Institutional Research, the chairs of academic departments, and the managers of the academic programs coordinate with faculty members to conduct assessments at three levels at SENMC.

All faculty members are responsible for conducting assessments for relevant courses and academic programs.

6.2 ASSESSMENT EMBEDDED THROUGHOUT THE INSTITUTION

At Southeast New Mexico College, assessment processes are embedded throughout the institutional structure, and there are three different levels of assessment processes:

6.2.1. Course Level Assessment:

Individual faculty members should include graduate outcomes and measurable course objectives in their course syllabi. Faculty members use a variety of direct measures corresponding to these outcomes and course objectives to assess the students’ learning achievement. For every course offered by the college, an anonymous student course evaluation is conducted by the college each semester as indirect measure for the course assessment, and the feedback is presented to the course instructor. The faculty members make class and course improvements based upon the outcomes of these direct and indirect assessments. Every faculty member conducts classroom/course level assessments and input
the assessment outcomes into TASKSTREAM. The assessment results are available to the program manager/department chair, as well as the institutional analyst for further analysis, under the supervision of the Assessment Committee and the Vice President of Academic Affairs.

For every course offered by the college, the course level assessment should be finished on a triennial basis. The department chair/program manager coordinates with the individual faculty members to fulfill this goal.

6.2.2. Program Level Assessment:

Program Level Assessment has four main components:

1. Each degree-seeking program has created specific program outcomes that are published on the college catalog and college website. The program outcomes are assessed for all graduating students.

2. Each program has created program-oriented assessments that are administered to all program graduates annually.

3. Each program utilizes the assessment results and the improvements (made based on the results of the program assessments) to generate the program review.

4. Program reviews incorporate course and program assessments which are completed and presented to the Steering Committee on a Triennial basis by the Department Chair. The committee informs the administrative departments of the relevant information for decision-making and strategic planning purposes.

6.2.3. Instructional Aspect of Institutional Level Assessment:

The principal institutional-level assessment measure is the Educational Testing Service Proficiency Profile (ETS PP). The test is annually conducted by the Assessment Committee and the Office of Institutional Research and is given as an exit exam to students about to graduate, and open to all other students willing to take the test. The test covers all institutional or graduate outcomes. The ETS Proficiency Profile test has provision for additional test questions from SENMC to ensure that all institutional outcomes are evaluated. The Assessment Committee has added assessment measures for digital literacy and personal/social responsibility.

Additional information will be obtained from attitudinal surveys (e.g., Student Opinion Survey) given to students routinely by the Office of Institutional Research.

Data from these sources mentioned above will be analyzed by the Office of Institutional Research.
and reported to the Assessment Committee and the Steering Committee.

6.2.4. Administrative Aspect of Institutional Level Assessment:

The Vice President of Academic Affairs in conjunction with the Vice President of Business and Finance is in charge of the budget planning and is responsible for addressing the needs of the Assessment Committee to the highest decision-making level administration to obtain financial support for testing materials purchase, faculty travel, and other assessment-related expenses.

6.2.5. Additional Assessments conducted at SENMC:

SENMC uses multiple measures to place students in math and English courses. Those include grades in math and English courses from student high school transcripts for those who graduated within the last five years; scores on the Accuplacer Next Gen writing, reading, and quantitative reasoning assessments, scores on ACT and/or SAT tests if taken within the last two years, and consultations with departmental faculty as appropriate. Students sign up for the Accuplacer test through the Learning Assistance Center (LAC) who administers the exam and accesses student score reports via the online College Board portal.

Clubs and student organizations will assess and document their activities annually using the template for assessment of Co-curricular activities. Data is collected and analyzed and the results are used for improvement. Reports and the data that supports those reports are kept by the advisor of the respective club and a copy of these is sent to the secretary of the President of the college for archival purposes. The Assessment Committee ensures that the results are widely distributed on campus.

Non-Academic areas engage in assessment as a means for continuously improving the activities through which we realize our mission of teaching and service. Non-Academic areas will complete annual assessment in one or more intended learning and/or service outcomes per year, summarizing this activity in annual reports that are shared with relevant leadership. Building on this annual work, each program or unit engages in a comprehensive periodic review process once every seven years with the goal of refining future efforts in light of past performance and the evolving institutional and higher educational context.

6.3. DATA COLLECTION, INTERPRETATION AND DISSEMINATION

The Vice President of Academic Affairs, the Assessment Committee and the Office of Institutional Research are responsible for the collection, interpretation and dissemination of information about assessment outcomes. Data will be provided by individual faculty, chairs, and program managers in TASKSTREAM and standard forms (Appendix A1-A3). The institutional level assessment outcomes will be provided by the Office of Institutional Research.
Assessment data are available to faculty and executives for decision-making and strategic-planning purposes.

1. All course and program assessment reports created by faculty, department chairs, and program managers are placed in TASKSTREAM, which are accessible to faculty via request to the Office of Institutional Research.

2. Program reviews incorporate course and program level assessments to help the department and the program to determine the improvements needed to facilitate the students’ success in the program.

3. Assessment data are presented on a regular basis to the college faculty body during faculty meetings to help create insights into the individual program level and institutional level teaching-learning processes, which helps to improve overall students’ learning at SENMC.

4. The Assessment Committee regularly presents information of the assessment outcomes to the Steering Committee to help the decision making and strategic planning processes.

5. Each academic program presents course and program assessments in their program reviews to the Steering Committee to help the decision making and strategic planning processes.

### 6.4 FEEDBACK LOOPS

It is extremely important that there are feedback loops in the assessment process.

At the individual course level, measurable course objectives are directly assessed in the classroom and other teaching-learning settings. Faculty members make course level improvements based upon the results of the direct assessments of measurable course objectives aligned with graduate outcomes. Classroom and course assessment types, results, and corresponding improvements are documented on a triennial basis in TASKSTREAM (for full time faculty) and in measurable course outcome forms (Appendix A1) (for part time faculty), which are collected and inputted into TASKSTREAM by the Department Chair.

At the program level, programs are directly assessed using individual, specific program assessment methodologies created by the program manager and faculty members of each program. Graduate outcomes and program outcomes are published to the college’s website every academic year. Annual program assessment results are also available in TASKSTREAM. Program assessment results and the completed measurable course objective forms are used in writing program reviews for program improvement.
At the institutional level, direct institutional assessment is conducted annually using the ETS PP test with students about to graduate and all other students willing to take the test.

Finally, governance committees and the executive committees examine ETS PP test results and program reviews to generate the strategic development plan to achieve institutional improvements.

### 6.5 THE TIMETABLE OF ASSESSMENT

The Time Table of individual course, program and institutional level assessments at SENMC is shown below:

<table>
<thead>
<tr>
<th>Assessment Level</th>
<th>Responsible Personnel</th>
<th>Assessment Implementation Time line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/Course Level</td>
<td>Every Full-Time Faculty and Adjuncts</td>
<td>Conducting Assessments of specific courses (or the specific course objectives of the course), based on the arrangement made by the Department Chair/Program Manager</td>
</tr>
<tr>
<td></td>
<td>Department Chair/Program Manager</td>
<td>Coordinating with Faculty Members for Course Level Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinating with All Faculty Members for the Completeness of Course Level Assessments of all Course Offered by the Department</td>
</tr>
<tr>
<td>Program Level</td>
<td>Chair/Program Manager</td>
<td>Conducting Program Level assessments and Creating Program Review</td>
</tr>
<tr>
<td>Institution Level</td>
<td>Office of Institutional Research and Assessment Committee</td>
<td>Implementing the ETS Proficiency Profile Test</td>
</tr>
</tbody>
</table>
7. STRATEGY FOR CONTINUED SUCCESS: ONGOING ASSESSMENT AT SOUTHEAST NEW MEXICO COLLEGE

Assessment is not a terminal endeavor. The assessment process must be cyclic and ongoing. Therefore, after implementation of each revision of the Student Outcomes Assessment Model, there will be feedback as to the success and relative usefulness of different aspects of the assessment process.

Assessment Cycle at SENMC:

The Student Outcomes Assessment Model will require evaluation on an ongoing basis. There is no universal template for the assessment of student academic achievement. Our assessment process will evolve with the needs and expectations of the institution. Assessment is an ongoing journey as we adapt, improve, and strive to create a complete learning-centered institution.

Assessments are carried out using TASKSTREAM (TASKSTREAM.com). There are three reporting forms in TASKSTREAM: Measurable Course Outcomes Reporting Form, Program Outcomes Assessment Reporting Form and Annual Program Review Reporting Form. All these forms are given in Appendix A1-A3. Full time faculty members will contact the Office of Institutional Research to create an account at TASKSTREAM. Once the account is created, faculty may access the Measurable Course Outcomes Reporting Form in TASKSTREAM. Adjunct faculty need to fill the hard copies of the form and present to the Department Chair/program manager.
**APPENDIXES**

Appendix A-1: Measurable Course Outcomes Reporting Form

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Section Number(s):</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Semester:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Year:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

**Measurable Course Outcome #1**

<table>
<thead>
<tr>
<th>Graduate Outcome:</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Course Outcome:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Description of Assessment:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

**Results:** ___% of students performed at ____% or above on this course outcome.

| Analysis/Interpretation of Results: | Click here to enter text. |

**Course Improvements Based on Results:** Click here to enter text.

**Measurable Course Outcome #2**

<table>
<thead>
<tr>
<th>Graduate Outcome:</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Course Outcome:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Description of Assessment:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

**Results:** ___% of students performed at ____% or above on this core competency/course outcome.

| Analysis/Interpretation of Results: | Click here to enter text. |

**Course Improvements Based on Results:** Click here to enter text.

**Measurable Course Outcome #3**

<table>
<thead>
<tr>
<th>Graduate Outcome:</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Course Outcome:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Description of Assessment:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

**Results:** ___% of students performed at ____% or above on this core competency/course outcome.

| Analysis/Interpretation of Results: | Click here to enter text. |

**Course Improvements Based on Results:** Click here to enter text.
**Appendix A-2: Program Outcomes Assessment Reporting Form**

Program Name: [Click here to enter text.]
Person Submitting Form: [Click here to enter text.]
Date: [Click here to enter text.]

<table>
<thead>
<tr>
<th>Program Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) [Click here to enter text.]</td>
</tr>
<tr>
<td>2) [Click here to enter text.]</td>
</tr>
<tr>
<td>3) [Click here to enter text.]</td>
</tr>
</tbody>
</table>

| Description of Program Assessment: [Click here to enter text.] |
| How many students participated in the program assessment? [Click here to enter text.] |

Results: [__]\% of students performed at [__]\% or above on stated program outcomes.

| What program improvements will you make based upon assessment results? [Click here to enter text.] |
| What improvements will you make in the program assessment? [Click here to enter text.] |

Briefly describe the discussion you have had with program faculty regarding program assessment results: [Click here to enter text.]
Appendix A-3: Program Review Reporting Form

Program or Department Name: Click here to enter text.  Date: Click here to enter text.

Person Completing Form: Click here to enter text.

Executive Summary
- Identify the critical recommendations for your program.
  Click here to enter text.
- Identify the strengths and weaknesses of your program.
  Click here to enter text.
- Identify your program’s curricular needs based upon the population you serve.
  Click here to enter text.
- Identify any resources (facilities, equipment, financing) your program needs.
  Click here to enter text.
- Identify any specific staffing needs your program has.
  Click here to enter text.

Program Goals
Click here to enter text.

Program Outcomes
Click here to enter text.

Program Outcomes and Program Matrix
- Please attach curriculum map showing courses offered and program outcomes addressed in each course.

Program Assessment
- Please attach the program’s most recently completed program outcomes assessment form.

Program Data and Trends

| What is the current number of declared majors in your program? | Click here to enter text. |
| How does this compare to previous years? | Click here to enter text. |
| What is the program’s most recent retention rate? | Click here to enter text. |
| How does this compare to previous years? | Click here to enter text. |
| What is the program’s most recent graduation rate? | Click here to enter text. |
| How does this compare to previous years? | Click here to enter text. |

Curriculum
- Please attach a list of your program’s current class offerings which includes their measurable course outcomes or core competencies addressed.
  o What is the number of online versus face-to-face courses offered by your program? __________
  o What is the number of support versus program classes offered by your program? __________
- Are there any courses in the catalog that have not been offered in the past three years? If yes, identify the courses and discuss your plans regarding these courses.
  Click here to enter text.
• Briefly describe how your courses meet the NMHED general education transfer requirements or NMSU transfer requirements (i.e. B.A.S.)?

Click here to enter text.

• Summarize the results of your course assessment efforts and improvements made to courses based upon assessment results.

Click here to enter text.

Resources
• Facilities
  o Identify the primary facilities (buildings, classrooms, laboratories) used by the program.
    Click here to enter text.
  o Are current buildings, classrooms, laboratories, and offices sufficient to meet the needs of your program? If no, explain what deficiencies exist?
    Click here to enter text.
  o How might any deficiencies identified above be addressed by the program? By the college?
    Click here to enter text.

• Equipment
  o Briefly describe current equipment used by your program and indicate whether it is adequate or inadequate.
    Click here to enter text.
  o Is additional equipment required to support this program? If so, please explain.
    Click here to enter text.

• Budget/Finances
  o Is adequate financial support available to meet the needs of this program? If not, please explain?
    Click here to enter text.

• Advising
  o What are your program’s current efforts and responsibilities in advising students?
    Click here to enter text.

Faculty
• Identify trends in staffing using information for full-time faculty, adjunct faculty, overload faculty, and staff. How have these changed over time?
  Click here to enter text.

• Based on the trends identified above, identify specific program staffing needs. If the program reports a need for additional positions, specify how any additional faculty/staff will enhance program performance and student success.
  Click here to enter text.

• Briefly describe departmental faculty members’ qualifications and recent professional development activity
Appendix A-4: Co-curricular Assessment Form

Southeast New Mexico State College
Co-Curricular Assessment Form

Semester: Year:

Group or Association Name:

Advisor:

This is the list of graduate outcomes of Southeast New Mexico College:

1. Effective communication skills in reading, writing, listening, and speaking.
2. Basic critical thinking skills including problem identification, evidence acquisition, evidence evaluation, and reasoning/conclusion.
3. An understanding of personal and social responsibility.
4. An ability to apply the fundamental concepts of quantitative reasoning in mathematics and science.
5. Appropriate information and digital literacy, and skills for personal and professional use.
6. An understanding of the fundamental concepts for analyzing significant primary texts and/or works of art, including fine arts, literature music, theater, and film.

What is/are the main student learning outcomes(s) for this assessment?

Briefly describe the planning of this activity that is relevant for this assessment.

How will you know if students have met the learning outcome(s)? Describe the co-curricular activity/experience used to determine if students met the learning outcomes.

- Collection Method(s) (check all that apply)
  > Survey
  > Expert or Peer Review
  > Creative Expression
  > Focus Group
  > Test
  > Other

  > Document Analysis
  > Testimonial Diaries/ Journals
  > Interview
  > Portfolio Review
  > Observation

Provide a brief description of your assessment method(s) and sample size (number of students).
How did this Co-Curricular activity/ experience contribute to the co-curricular goal(s) you identified for this assessment?

Moving forward, what steps will you take with regard to this Co-Curricular activity/ experience? (What did you learn and what will you modify in the future?)
Appendix A-5: Event Evaluation Form

Southeast New Mexico State College
Event Evaluation Form

Name of the event: ______________________________________________   Date:________________

Check One: SENMC Student _____ Faculty/Staff _____ Visitor _____ Other ______

Please use the following scale when answering the following questions:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Please rate your experience based on the following statements (circle the option that best applies)

I felt welcome and included in this event 1 2 3 4 5 NA
This event was worth attending 1 2 3 4 5 NA
I learned something new during this event 1 2 3 4 5 NA
I will use the information I learned today to achieve my academic goals 1 2 3 4 5 NA

This event increased my knowledge about (complete all that apply)

Effective communication skills in reading, writing, listening and speaking 1 2 3 4 5 NA
Basic critical thinking (problem identification, evidence acquisition and evaluation, and reasoning/conclusion) 1 2 3 4 5 NA
Personal and social responsibility 1 2 3 4 5 NA
Quantitative reasoning in mathematics and science 1 2 3 4 5 NA
Information and digital literacy, and skills for personal and professional use 1 2 3 4 5 NA
Analyzing significant primary texts and/or works of art (fine arts, literature, music, theater and film) 1 2 3 4 5 NA

List one idea of how you can apply what you learned today to your success as a student:

Comments:

Student Name (optional):

Student ID (optional):
Quickstart Guide for Southeast New Mexico State College: Course Level Assessment Workspace
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Log in to Taskstream

This tutorial will walk you through accessing AMS and adding assessment data (MeasureableCourse Outcomes, Assessment Plans, and Action Plans) to the Course Level Assessment Workspace.

1. To get started, please be sure you have your username and password.

2. Please open your internet browser and go to www.taskstream.com

3. Enter your username and password at this screen and click Log In:

![Taskstream login screen]

Taskstream Home Page

You will now be taken to your homepage. The homepage will contain one or more workspaces, which will be affiliated with different participating areas (programs, departments, etc.). Each workspace is the vessel into which you may input your assessment data.

(Please Note: the following screenshots serve as examples and may not mirror that exact titles associated with your workspace(s).)
You can access your course assessment workspace by clicking Course Outcomes Workspace located within the appropriate participating area.

**Your Workspace**

Once you click on the workspace title, you will see the structure on the left-hand side of the page. This structure has been designed by NMSU Carlsbad and contains several different requirements related to your course assessment process.

The *Standing Requirements* category contains/will contain assessment data that will remain relatively steady over time, whereas the assessment cycles will be completed anew each year.

The *Measurable Course Outcome* requirement is the first in the structure. To begin working on it or any other requirement, please select it from the workspace structure.
Measurable Course Outcomes

To view the directions and add the required data, click on the Measurable Course Outcome requirement from the structure.

When you do this, the requirement will open in the main screen. Please note that each requirement has its own custom set of directions. To view these directions click the Directions link and the directions will expand/collapse as appropriate.

This same window allows you to see the method by which your data will be reviewed by an assessment committee at the school.

You will see a green Check Out button. Please note that all requirements in Taskstream’s AMS system use a Check In / Check Out system.

**NOTE:** To edit or add data to any requirement you will first need to “Check Out” the requirement. Additionally, to allow your peers access to the same requirement, you can “Check In” the requirement when you are finished. All items will be automatically checked in when logging out of the system or navigating to another website.
When presented with two buttons, you will want to choose the *Create New Outcome Set* button during these initial steps.

You may then title the Outcome Set. For your course outcomes, please **do not** check the box allowing outcomes in other sets to be aligned to outcomes in this set. Then you may click continue.

Next, you may create your Course Outcomes. To create a Course Outcome, click the *Create New Student Learning Outcome* Button.
Enter a title for your Course Outcome. You may also enter a description, but that is optional. Then, click the Continue button.

On the following window, you can click Add mapping to map your course outcome to a Program Outcome (see below), or you can click Add another outcome to create another Course Outcome, or you can click Back to Back to all outcome sets to return to your Measurable Course Outcomes page.

To map your Course Outcomes to Program Outcomes, click the Map link to the right of your outcome name.

You can then click the Create New Mapping button.
Use the first drop-down menu on this page to select *Outcome Sets in other organizational areas*, and use the second dropdown menu to select the program to which you are mapping your Course Outcomes, then click the Go button.

Next, click the radio button next to Program Outcome Set to which you are aligning your Course Outcomes, and then click Continue.

Choose which Program Outcome set items align with your Course Outcomes (you can select more than one if applicable) and then click the Continue button.
You will now see the outcome set items mapped or aligned with your Outcome. Repeat these steps for all future mappings.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Course Outcome 1: Critical Thinking Skills</td>
<td>Z Demo Program Outcomes: PLO 1: Critical Thinking Skills</td>
</tr>
</tbody>
</table>

Please note that you may click the Check In button in the upper right-hand corner of the page to manually check in requirements, allowing other users to check them out.

When you check in a requirement, you are given the option to enter comments into that requirement’s Revision History Log, which lets all users keep track of changes made to that requirement. When you are finished, click Submit Comment.

Check In Successful

You have checked in the following area: Standing Requirements: Measureable Course Outcome

Return to Work Area

Optional

- Check in all other areas checked out by you

Add comment to the revision history log:

Added new Course Outcomes

What would you like to do next?

- Return to work area
- Go to Submission Area

Submit Comment

Please note, when you log out of Taskstream or navigate away to a different website, all workspace items will be automatically checked in.
Curriculum Map

Once you are satisfied with entering your Student Learning Outcomes/Criteria, you may then proceed to the Curriculum Map requirement and click the Check Out button.

Click the Create New Curriculum Map button.

Give the map a title and description, and click the Select button next to the Outcome Set you wish to map to.
In the resulting mapping screen, courses and activities can be added by clicking on the Mapping Actions button.

Next, click “Create New Course/Activity.”
Enter a Course/Activity ID, a Course/Activity Title, an optional Description, and an optional link to any online resources, then click the Create button. Repeat this step to add additional Courses/Activities.

You can now designate alignment by clicking in the box underneath the outcome in the mapping grid. You are able to check multiple boxes if applicable.

When you are finished, click Save Now, close your mapping window, and click Check Out for this requirement.
**Assessment Plan**

When you are finished with your Curriculum Map, you may navigate to the cyclical assessment sections. The first requirement in this section is your Assessment Plan.

To create an Assessment Plan, select the *Assessment Plan* requirement from the workspace structure, check out the requirement, and click the Create New Assessment Plan button.
Then you may click the Select Outcomes button.

Click the Select Existing Set button.

Select an Outcome Set you wish to assess that cycle by clicking the radio button next to its name, then click the Continue button.
Select the criteria you wish to assess and then click the Accept and Return to Plan button.

To add Assessment Plans to each Outcome, click the appropriate Add New Measure button.
You may then add the details of your Assessment Plan into the Assessment Plan data entry screen.

When you click the Apply Changes button, the finished result will look something like this:
You may repeat these steps to add additional Measures for this or other Course Outcomes. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

When you are finished, click the Check In button.

**Assessment Findings**

Once you have gathered your data, you may select the Assessment Findings requirement and add your assessment data to the system.

To do so, check out the requirement and then click the Add Assessment Findings button located beneath one your Measures. (You may have to expand the Finding per Measure Bar)
You may then enter the details of your Assessment Findings into the data entry fields.

<table>
<thead>
<tr>
<th>Findings for Essay 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome: Sample Course Outcome 1: Critical Thinking Skills (Students in this course will demonstrate critical thinking skills.)</td>
</tr>
<tr>
<td>Please enter the findings for this measure.</td>
</tr>
<tr>
<td>* Required Fields</td>
</tr>
<tr>
<td><strong>Summary of Findings:</strong> 85% of students received a passing score on this essay.</td>
</tr>
<tr>
<td><strong>Recommendations:</strong> I recommend that we hire more part-time work-study students at the Study Center to assist students who struggle with their essays.</td>
</tr>
<tr>
<td><strong>Reflections/Notes:</strong> We are happy to have exceeded our Acceptable Target Achievement, and we believe that our Ideal Target Achievement is in reach. Many students who did not receive a passing score mentioned that they looked for assistance at the Study Center, but there were not enough resources.</td>
</tr>
<tr>
<td><strong>Acceptable Target Achievement:</strong> 86% of students will receive a passing score</td>
</tr>
<tr>
<td>○ Not Met  ○ Met  ○ Exceeded</td>
</tr>
<tr>
<td><strong>Ideal Target Achievement:</strong> 90% of students will receive a passing score</td>
</tr>
<tr>
<td>○ Moving Away  ○ Approaching  ○ Exceeded</td>
</tr>
</tbody>
</table>
Once you have entered your data, click the submit button. The resulting screen will look something like this:

You may repeat these steps to add Findings for your other Measures. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

When you are finished, click the Check In button.

**Operational Plan**

To create your Action Plan you will select the requirement from the workspace structure and check out the requirement.
Then you may click the “Create New Action Plan” button.

Then you may click the Select Outcomes button.
Click the Select Existing Set button.

Select the Outcome set for which you are defining actions by clicking the radio button to the left of its name, and click the Continue button.

Select the Course Outcomes for which you are defining actions, and click the Accept and Return to Plan button.
You may now add an Action to each applicable Outcome by clicking the Add New Action button.

You may link your new action to your assessment results in your Findings requirement by checking the box next to those findings. Click Continue when you are finished.
You may now populate the Action detail fields with your data. Click Apply Changes when done.

| Linked to Findings: | Findings for Essay 1  
| Assessment Plan and Assessment Findings: 2014-2015 Assessment Cycle | Summary of Findings: 85% of students received a passing score on this essay. |
| Action Item Title: | Hire Work-Study Tutor for Writing Center |
| Action details: | We have asked the Study Center to hire an additional part-time work-study student tutor to assist students with this and other writing projects. |
| Semester and Year Plan (timeline): | Summer 2015 |
| Instructor / Chair: | Head of Study Center |
| Measures: | This action will be considered complete upon the successful hire of a new tutor. |
| Budget approval required? (describe): | Yes, we will to budget for a new tutor's part-time work-study wages. |
| Budget request amount: | $4000 |
| Priority level: | Medium |
The resulting screen will look something like this:

You may repeat these steps to add additional Actions for this or other Course Outcomes. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

When you are finished, click the Check In button.

**Status Report**

To document the Status of each of your actions, you may select the Status Report requirement from the workspace structure.
To do so, check out the requirement and then click the Add Status button located beneath one of your Actions. (You may have to expand the Action Statuses Bar)

You may then complete the Status Report for that particular action and click Submit.
The finished result will look something like this:

You may repeat these steps to add Findings for your other Measures. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

When you are finished, click the Check In button.

**Submitting Work for Review**

Once you have entered your assessment data in your requirements, submit that data for review by first clicking on the Submission & Read Reviews tab located at the top of your workspace.
For each page, you can click the Submit Work button in the Actions column to have your assessment data reviewed.

You can return to the Submission & Read Reviews tab after your work has been reviewed to read any feedback you have been given by clicking on the History/Comments button in the History tab.