

# ASSESSMENT MATTERS

## OUT WITH THE OLD, IN WITH THE NEW

In 2009, the second generation of assessment webpages were created at [assessment.arizona.edu](http://assessment.arizona.edu). All programs were required to share their Outcomes Assessment Plans on this website. Starting in the 2011-2012 academic year, all outcomes assessment plans were to be included in the 7 year Academic Program Review Self-Study Reports (APR). These plans were reviewed and rubric scored by the assessment team in the Office of Instruction and Assessment (OIA). Additionally, the assessment webpage for each program was to be updated on an annual basis. We are currently in the 7<sup>th</sup> cohort of programs submitting their APRs this year and have realized that we have outgrown our homemade

assessment website. With the Higher Learning Commission Accreditation review just around the corner in 2020, the OIA Assessment Team and the Senior Vice-Provost for Academic Affairs have selected a commercial product to help track our assessment efforts. This program is the Accountability Management System (AMS) in Taskstream-TK20. It will enable a more seamless process of updating program assessment plans, submitting them for review and tracking the alignment of program outcomes with institutional learning outcomes.

“I HAVE FOUND TASKSTREAM TO BE EASY AND INTUITIVE TO USE. BASED ON ITS DESIGN, ASSESSMENT IS MADE EXPLICIT, AND HELPS ME VISUALIZE THE STEPS NECESSARY TO IMPLEMENT AND MAINTAIN THE ENTIRE ASSESSMENT CYCLE.”

TOM WILSON

We have been piloting the AMS with a few programs across campus and here are a few comments from the users:

“I am excited about the potential for Taskstream to formalize the Assessment process, and to ease access to historical data. I am looking forward to having it for our next APR!” Kristina Souders

### Taskstream-TK20 Accountability Management System

“I have found Taskstream to be so helpful. I had no training in the assessment lingo and really didn’t understand how it all fit together. The Taskstream program provides the scaffolding and appropriate placeholders for the information that we need to build an assessment program. I finally get the idea that learning outcomes should be constructed with the measurement activities (quantitative with rubrics and all that) in mind at the same time, at least that’s the way it seems to make

“I have found task stream to be pretty intuitive. I still have a lot to learn but I have worked with Ingrid on two different occasions to try to figure it out and on both occasions, Ingrid was amazingly helpful and very supportive. I do think it is a better platform for this information.” Crystal Soltero

sense to me. I didn't understand that before. We had a set of learning outcomes for our program and then we set out to try to develop activities and it didn't seem obvious

how to bring it all together and we spent a long time struggling with that. The taskstream program sets it all out very clearly and it is easy to use." Joan Curry

## FUTURE OF ASSESSMENT REPORTING

What does this mean for you?

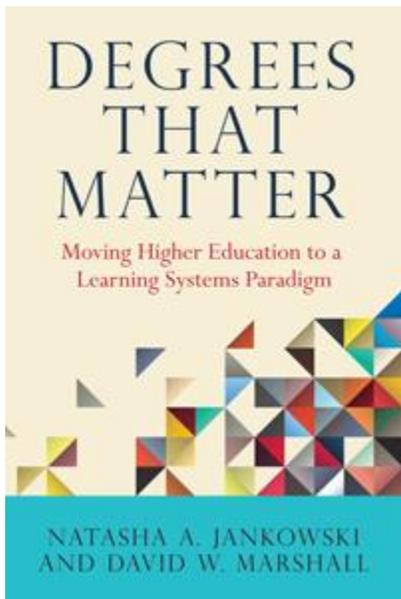
How is this going to affect your assessment reporting? Starting late this fall, we will be transitioning colleges, a couple at a time, into AMS. We will provide training for the assessment coordinators or other personnel in using

the system as well as having open lab hours for troubleshooting. More information will be provided as we get closer to roll-out. We are very excited about using Taskstream-TK20 AMS.



### *New year. New look!*

*Our Outcomes Assessment reporting is not the only one to get attention! Assessment Matters got a face-lift for the new year. We hope you like the format and welcome any suggestions for stories, news items or anything assessment related. Please email [evm@email.arizona.edu](mailto:evm@email.arizona.edu) with requests or information.*



### Book Review: *Degrees That Matter* *Moving Higher Education to a Learning Systems Paradigm*

Natasha A. Jankowski, David W. Marshall

Concerned by ongoing debates about higher education that talk past one another, the authors of this book show how to move beyond these and other obstacles to improve the student learning experience and further successful college outcomes. Offering an alternative to the culture of compliance in assessment and accreditation, they propose a different approach which they call the Learning System Paradigm. Building on the shift in focus from teaching to learning, the new paradigm encourages faculty and staff to systematically seek out information on how well students are learning and how well various areas of the institution are supporting the student experience and to use that information to create more coherent and explicit learning experiences for students. (Scheduled for release August 31, 2017)

