

WEEK 1: 'Outcomes Hack of the Week':

Your Taskstream password is automatically synced with your campus log-in. If you change your campus log-in, your Taskstream password will be updated accordingly.

WEEK 2: 'Outcomes Hack of the Week':

Recommendation: If you are coming to a training session, please bring with you your Outcomes information. That way we may provide you with hands-on experience in entering your data (and you may even be able to complete all your work during the training) 😊.

Consider bringing the following:

- CRN of the course(s) you want to input data
- Semester and Year of the course for which you want to input data
- Proficiency Standard' (How was the outcome measured? Was it a final exam question? A research project? A reflective assignment? A pre and post test? Etc.)
 - You do not need to bring an example, but you do have the option of including examples or rubrics for the Proficiency Standard.
- Reflection on what went well in the outcome assessment, areas that need improvement, and ideas on resources/tools that would improve student success on the outcome.

Before attending: Make sure the course(s) you are assigned are accessible to you in TaskStream. If you do not see your assigned course(s) on your Taskstream HOME PAGE, please contact me with a list of the missing course(s).

WEEK 3: 'Outcomes Hack of the Week':

1. **Accept** the course invitation for the **Faculty Resources Center**.
2. Go into **Canvas** and explore all the great materials and resources available to you.

Recommendation: If you are attending a training session, please bring with you your Outcomes information so that we may assist you in entering your data.

Consider bringing the following:

- CRN of the course(s) you want to input data
- Semester and Year of the course for which you want to input data
- Proficiency Standard' (How was the outcome measured? Was it a final exam question? A research project? A reflective assignment? A pre and post test? Etc.)
 - You do not need to bring an example, but you do have the option of including examples or rubrics for the Proficiency Standard.

- Reflection on what went well in the outcome assessment, areas that need improvement, and ideas on resources/tools that would improve student success on the outcome.

WEEK 4: 'Outcomes Hack of the Week':

Q: I know we are supposed to 'rotate' our course outcomes. How the heck do we track those?

A: I have found that utilizing my syllabus to track outcomes rotation works well for me.

Rotate and Track

So we know we are required to rotate our assessment/reporting of course-level outcome, but this becomes cumbersome the more outcomes you have (and the more courses you teach).

Try this hack:

Since we are *required* by ACCJC Standards to include our course-level outcomes on our syllabus, why not track your rotation of outcomes on your syllabus (which many of us copy and paste semester to semester).

On your syllabus, after the listed outcome, include the semester/year for which y

For example:

Student Learning Outcomes

1. Describe movement, motivation, and themes of early Greek and Roman dance. (Fall/16)

To further assist you, you may decide to **BOLD** the current semester/year for tracking.

Syllabus example:

Student Learning Outcomes (SLO): Upon completion of the course the student will be able to do the following

1. **Articulate one's own connection to dance related to key historical dance figures, dance works, and/or dance trends. (Spring 2015, Spring 2017, Spring 2019)**
2. Compare and contrast various dance genres from an anthropological, sociological and aesthetic view point. (Fall 2015, Fall 2017)
3. Observe and analysis a dance identifying its salient characteristics based on BESS: Body, Effort, Space, and Shape. (Spring 2016, Spring 2018)

4. Formulate an educated critique of live concert dance identifying kinesthetic, compositional, artistic, and spiritual/religious characteristics of individual dances. (Fall 2016, Fall, 2018).

WEEK 5: 'Outcomes Hack of the Week':

Q: What the heck is a "Measure Title"?

A: The "Measure Title" is just the name you use to categorize the assessment given to the students. It is a title that will accurately help *you* (and possibly others in your area) identify the assignment/assessment used for outcomes data collection.

There are endless possibilities depending on your assessment measure, but here are a few examples.

- "Essay Question"
- "Research Project"
- "Discussion Board: Politics and Religion"
- "Pre-post test"
- "Midterm Exam"
- "Question #4 on the Final Exam"
- "Lab #7"
- "In-class Presentation"
- "Reflection Assignment"

WEEK 6 (early): 'Outcomes Hack of the Week':

Dear Faculty,

I am sending next week's Outcomes information (Week 6) early for two reasons:

- 1.) As a reminder for Monday's training session from 5:00 pm-6:00 pm. (See details below.)
- 2.) So that you may have the **revised Outcomes Guide** as soon as possible.
 - a. The revised guide (Attached) clearly delineates the two parts for data entry (**Part A: Measures** and **Part B: Findings**)
 - i. You will see the majority of the formatting changes on page 3 of the guide.
 - b. The revised guide separates out the "first-time only" section as to hopefully alleviate confusion. (And Sarah Cote and I hope it is easier to read this way.)
 - c. I have also included this information in **Canvas (Faculty Resource Center)**.
 - i. The complete guide is there as well as each section listed separately for easy access. These include (1) TaskStream Login, (2) Creating and Mapping Outcomes in TaskStream, (3) **Entering Data (Measures and Findings)**, and (4) Optional: Running Reports.

It looks like this in Canvas:



Week 7: 'Outcomes Hack of the Week':

Q: How do I construct a "Proficiency Standard"?

A: You will need to enter the *Proficiency Standard*" at the student and class level.

Examples:

- 75% of students will demonstrate all six steps required for adult CPR.
- 90% of students be able to analyze and identify three out of four components of BESS (Body, Effort, Space, Shape.
- 80% of students will correctly name 7 out of the 10 types of architecture found in Whittier.

No Need to Reinvent the Wheel: You should be able to refer back to your former SLOlutions Rubrics to help you navigate creating/recreating/improving these standards.

Two Minds Are Better Than One: It would be ideal to have faculty teaching the same course to come to consensus on the "proficiency standard" that they expect for their students.

Once And Done: Once the "proficiency standard" is designated, it can be utilized repeatedly (for yourself and others teaching the same course) by "Importing the Measure".

- When "Importing a Measure", you may need to change some information such as the CRN, semester/year, and the name (if you copied a measure added by another faculty member and need to change it to your own.)

Week 8; 'Outcomes Hack of the Week':

Q: Where can I find the "Hacks of the Week"?

A: All the "Hacks of the Week" are conveniently located in the **Faculty Resource Center (FRC)** in Canvas. They are organized by subject in one convenient location for you so that faculty don't have to dig through 8 weeks of emails from me. 😊

Week 9; 'Outcomes Hack of the Week':

Q: Yikes, I didn't quite get all my information into TaskStream for the March 22 deadline. Is this week a week of "amnesty"?

A: Yes, it is "Outcomes Amnesty Week". 😊 But please get it to ASAP so that we may reach our next goal. If you run into any issues, please email me and I'll be glad to help.

Week 10: 'Outcomes Hack of the Week':

Q: Do I need to wait until after Final Exams to input data for Spring 2019?

A: If it easier to sit down and submit final grades at the same time you submit outcomes Measures and Findings in TaskStream, please do so. However, you may have enough data from midterm exams/projects/presentation etc. to report on Outcomes for spring 2019. (This is dependent on the course, outcome, and/or Measure, but may be possible.)

Week 11: 'Outcomes Hack of the Week':

Q: What is the difference between Outcomes and Objectives?

A: In a nutshell, "The best outcomes will include a description of the conditions (**"when given x, you will be able to..."**) and the acceptable performance level." **Outcomes are a detailed description** of what a student must be able to do at the conclusion of a course. Objectives on the other hand, describe what a faculty member will cover in a course. They are generally less broad than goals and more broad than student learning outcomes.

Week 12: 'Outcomes Hack of the Week':

Q: Must I create a new measure every time I need to enter Measures and Findings?

A: 'Yes' and 'No'. You will need to "Add a Measure", but then you can "Import a Measure". The imported measure can be your own from another term or from other colleagues teaching the

same course. Importing a measure should help faculty within an area to standardize their proficiency standards (and save time). 😊

Week 13: 'Outcomes Hack of the Week':

No Week 13 due to PLO request

Week 14: 'Outcomes Hack of the Week':

Q: Now with almost all data for AY 2017-2018 and most of AY 2018-2019 inputted, it is difficult to find a particular Measure to add a Finding. Any recommendations?

A: I am hopeful that we will be able to find a way to "store" a particular academic year so that it will not all be on the home page of a course (requiring us to scroll down seemingly indefinitely in large section courses).

*Until then, please try this hack: Use **CTRL + F** to search for a specific CRN or name. This should take you directly to the Measure for which*

Week 15; 'Outcomes Hack of the Week':

We have almost completed a tremendous year of outcomes work. Thank you all for your contributions in allowing us to swiftly move forward as a college.

*I hope you are able to come celebrate with me and the Outcomes Committee next week **Tuesday, May 21 at 2:30 PM in the IRP conference room (Campus Inn).***

Q: What happens after the May 31 outcomes deadline?

A: After May 31, faculty will no longer be able to input Findings and Measures for academic years 2017-2018 and 2018-2019. Make sure to complete yours on time.