



Ferris State University TracDat Users Guide

Office of Academic Affairs

In all of my travels, I have been struck by the level of interest in this movement and also by the power of small changes that begin to add up in truly consequential ways. The challenge for campus leaders now is to make a firmer place for such changes, to tap into and sustain the groundswell of interest, and give it institutional shape. This is not simply the right thing to do; it's the smart thing . . . the scholarship of teaching and learning brings real benefits for students, signals institutional commitments to learning, helps meet calls for accountability, and provides authentic classroom-based evidence to meet new accreditation standards.

--Lee Shulman, Stanford, CA, August 2005 in [The Advancement of Learning](#)

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System Overview

TracDat, a software package from Nuventive, is designed to organize assessment data. TracDat is used by more than 200 colleges and universities throughout the nation and around the world. According to their promotional literature:

The application allows assessment plans from course level to institution level to be easily coordinated. Uniform, pre-formatted, yet flexible, reports that address critical aspects of the assessment cycle can be quickly generated. Information relevant to assessment at all levels of the organization can be efficiently stored and accessed through the web-based application. When used in conjunction with a pre-planned social structure designed to consume assessment information at the various institutional levels, TracDat has the capability to significantly enhance the sustainability and utility of the assessment process.

Learn more about TracDat at <http://www.nuventive.com>. At this site, there are also links to case studies of other institutions, the Nuventive newsletter, and other assessment papers.

Goals of the Ferris Implementation

1. Create a repository for conserving assessment information
2. Stimulate cross-discipline sharing of learning and institutional effectiveness outcomes
3. Focus unit-level efforts on specifying and monitoring assessment outcomes
4. Encourage course-, program-, and institutional-level learning enhancements
5. Streamline reporting requirements for academic units

User Permissions

Those who will use the system must submit a security access form to the College dean or his/her designee. The security form is available on the Ferris Academic Affairs website, where the current form will always be available.

(<http://www.ferris.edu/htmls/administration/academicaffairs/assessment/TracDat/security-access-form.pdf>) You will also find this form by going to Academic Affairs, Assessment at FSU, TracDat.

In general, faculty and coordinators/chairs will have access to the data in just their program areas. In general, associate or assistant deans, deans, and administrative support personnel within the Deans' offices will have permission to produce reports and enter and update data for any programs and functions within the college. Some data, such as for general education, will be more broadly available as many have need for this information for accreditation reports, program review, and other purposes.

User Types

User – A user is a person who may enter information. The level at which they may enter will vary according to their approved access level. All users may also run reports for their approved “levels.” A wide range of individuals will have user access – faculty, coordinators, office personnel, etc.

Reports Only – Some individuals may have report-only capabilities and will not be able to enter or change data in the TracDat system. This level of approval is anticipated for some support personnel in the Colleges who may be asked to produce reports for faculty, administrators, or committees, such as the College assessment committee and is also the likely status for programs and courses outside one's primary work area.

Administrator. This permission enables one to be a user and also to have access to the Assessment Unit tab. There may be additional features in this role, such as possibly adding reporting units for the College and/or adding additional access for personnel within the College.

System Administrator. The Office of Academic Affairs will be responsible for adding all users to the system and keeping the official files of security access forms. In addition, at present, new assessment units and reporting units may only be added at the University level. At present, Maureen Milzarski will serve as the administrator, and Kim Wilber will serve as back-up administrator. Academic Affairs will be responsible for assuring that the system is kept up-to-date with program changes and will link the required programs to various reports. Restricting university-level additions to one office is intended to eliminate unnecessary redundancy in the system.

E-mail-only. Some individuals may never need to use the system but may need to supply data to the TracDat system. Users may send an e-mail to these individuals that will contain a link that leads them to the place to enter the required information.

Tracdat Liaison. Ferris has designated one person to be the conduit for information from each College. The current list of TracDat liaisons will be maintained on the TracDat page on the Academic Affairs website. All requests regarding Tracdat, such as adding reporting units, addition of personnel or additional permissions, and other system requests should be brought to Academic Affairs through the Liaison to assure that the person responsible in the College knows of any changes and to reduce the number of individuals contacting the Academic Affairs office. The TracDat liaison will often be the best informed individual on Tracdat within the college and will be able to address many (or most) questions.

Logging in to TracDat

There are two primary methods for accessing TracDat. One method is to go to MyFSU and click on the TracDat link in the box on the left called “Login Links.” You may also access the system from the Academic Affairs website. You will find it here:

<http://www.ferris.edu/htmls/administration/academicaffairs/assessment/tracdat.htm>

Or, go to www.ferris.edu→Academic Affairs→Assessment at Ferris→Tracdat

In the event MyFSU or the Ferris website is not available, you may also go to <http://fsutracd1.ferris.edu/tracdat> to gain access to the Ferris instance of this software.

When you get to the TracDat page, you will be prompted to enter a user ID and a password. These will initially be assigned to you utilizing your last name and first initial for both. All users should change the password promptly. In the future we expect that integration with other Ferris systems (Lotus Notes, Banner, etc.) will be completed and your single log-in user name and password can be utilized. All users will be advised when this change is made.

To change your password, from the “Home” tab, click on the *Profile* and then the button at the bottom called *Change Password*.

Definitions

Assessment: to advance the quality of student learning through careful elaboration of intended learning, meaningful measures of students’ learning achievements, and systematic collection of data that informs instructional and other improvements—at the level of courses, programs, colleges, and institutions. Assessment involves going beyond the evaluation of individual student performance. When the Higher Learning Commission (HLC) uses the term “assessment,” they are referring to the assessment of student learning outcomes (Teahen, 2008).

Assessment Unit – an assessment unit normally includes any academic or administrative department within an institution that measures outcomes, objectives, or strategic goals. At Ferris, we have placed each of the academic programs in the TracDat system (degrees at all levels and certificates). Several additional units have also been added, such as Williams Auditorium or the Art Gallery. If you identify the need for additional Assessment Units, call the TracDat Administrator, Maureen Milzarski, or e-mail her at Maureen_milzarski@ferris.edu

Reporting Unit – Reporting units are used to aggregate of information about programs or areas for purposes of producing a report. All colleges have been established as “reporting units.” Departments should also be established as reporting units whenever they contain more than one program. Accreditation entities could also be a reporting unit. When requesting a “reporting unit,” you must supply the list of assessment units that should be linked to the reporting unit. The reporting unit will allow you to see the relationship between these common elements and outcomes and produce one report instead of multiples. Reporting units must be set up by the system administrator. Establish a reporting unit only when you want to gather information from two or more assessment units into a single report.

Tabs

For each Program there are seven (7) tabs at the top of the TracDat screen, just below the dropdown box that contains the program name. From left to right they are:

1. Home
2. Assessment Unit
3. Program Assessment
4. Results (*referred to as Observations in the vendor's TRACDAT guide*)
5. Reports
6. Documents

Note that both the Sandbox and the Demo have an additional tab, **Data Tools**, that can be used for surveys and other minimal research activities. Programs that want this tab enabled for their program should make that request through their liaison. A brief description of each tab and how it is used at Ferris follows.

Home Tab

At the Home tab, note that there are three submenus from left to right: **Summary**, **Calendar**, and **Profile**. At this tab, any assignments will also be visible. Assignments may be e-mails sent to Ferris stakeholders who are requested to supply specified information, such as an accreditation document; results of tests administered; analyses of program reviews; etc.

The summary includes a count of the outcomes, measures, and results, so observers immediately have a perspective on the activity level of the program area. One program's summary is reproduced below.

Program Assessment Summary

Total Outcomes:	<u>11</u>
	: 11
Total Assessment Methods:	67
Last Result:	10/9/2009
Last Action:	
Last Follow-Up:	
Total Tasks:	0
Outcomes Without Assessment Methods:	0

Links available from the Home Tab are these:

1. **Summary** – This page lists the number of outcomes, results, and more that exist at the assessment unit level – in addition to any pending assignments
2. **Calendar** – the Calendar displayed relates to due dates important for your unit and it may also contain college-level or University due dates, training opportunities, etc. This calendar does not link with the LotusNotes or MyFSU calendars and is thus not actively used by most program areas. Its use should be limited to assessment dates associated with the assessment unit.
3. **Profile** – The profile includes places for your name, title, e-mail, description, telephone extension, etc. Only your name and e-mail are required. From the Profile page, there is a button at the bottom right of the page to click to **Change Password**. After changing your password, be sure to click **Save Changes**.

Assessment Unit Tab

There are three submenus for this tab: **General, Personnel and Courses**. Typically the assessment unit is a program (baccalaureate, certificate, or associate) – a primary unit for analysis and the level at which assessments are implemented. Assessments will also occur at the course level (for both single-offering and multi-section courses) and all courses are maintained in a separate section of the system designated for courses.

The Help Guide in Tracdat summarizes the meaning of “assessment unit” this way:

“The assessment unit is the primary unit where assessment takes place. An assessment Unit is that Unit which has a plan and is being asked to document the results/status of that plan.”

It is the responsibility of each College to assure that program names and related information, such as that contained on the assessment unit home tab, are regularly updated.

The **General tab** is where a variety of program information is provided, such as advisory board information; program review dates; specialized accreditation; etc.

The **Personnel** tab will show all of the individuals who have access to this particular program. Individuals with Admin Access for the program will be able to add personnel to the unit if the individuals are already in the system. This list should routinely be reviewed by TracDat Liaisons.

The **Courses** tab includes a list of the courses that are associated with this program – both those in the major and from other areas, such as general education. Courses are used for curriculum mapping, but course-level information is not added here. All course-level data is entered in the special courses section. All courses are in a category labeled Z-XXXX, where the Xs represent the course prefixes. (See instructions below for producing a curriculum map.)

Program Assessment Tab

The Program Assessment Tab includes **Outcomes, Means of Assessment, Related Courses, and Related Goals**. Under the outcomes tab the intended learning outcomes for the assessment unit. The Means submenu item explains the methods. Especially at the program level, there should be more than one measure in use to assess the outcome. Good assessment systems are characterized by *multiple measures*. Further, *direct measures* of student learning are essential elements of a well-designed system. It is expected that there will be at least one direct measure for each major learning outcome at the program and course levels. Consult the Academic Affairs assessment website for ideas for direct measures, including licensing exams, capstone projects, portfolios, standardized assessments (such as the Proficiency Profile that Ferris uses), and other performance indicators. The Related Courses will be the same as the courses available under the Assessment Unit tab. Related Goals are those goals to which the program may wish to link. Related goals must be entered at the University level. At present, HLC accreditation standards, Ferris strategic goals, and limited others are entered. Programs are encouraged to add college-, department-, or program-level goals, that may include plans, initiatives, and more.

Results Tab

The results area is used to report the findings from assessments. Results should be reported in summary form. Check out the Demo assessment unit where a sample is being exists. The Assessment team will strive to have the Demo site reflect model examples of learning outcomes, results, and action plans. Generally, we expect that the detail supporting summary results will be included in an analytical document that will be attached as a document within the assessment unit in the documents folder.

Reports Tab

Options on the Reports Tab are **Assessment Unit, Courses, and Ad Hoc**. Different reports are available under the first two submenu items, and Ad Hoc enables users to create their own reports and save the templates for future use. The Reports tab lists the reports that can be run for the program level being assessed. At this stage, a limited number of stock reports are provided. Check the Sandbox or Demo for examples of additional reports that can be made available to a program. If there are reports that will be helpful to you, ask your TracDat Liaison to request the additional reports. A recent program enhancement enables users to prepare custom reports, referred to as ad hoc reports. The guide for producing these reports is provided on the Academic Affairs website in the TracDat section and general information is provided below.

TracDat is intended to not only to advance our documentation and utilization of assessment data, but as noted above, it is also planned to streamline reporting. Thus, the Yearly Administrative Reviews (commonly referred to as YARs) have been eliminated and TracDat provides the required reports at any point in time.

Documents Tab

The documents tab will display any documents available to support the program, College, or other units. Some documents will be provided at the Institutional Level and be available to all programs. Other documents will be submitted by the College, department, program, or course. Documents can be anything that supports the assessment at that level and can be provided by a web address or attaching the file. Examples of documents that may be included are rubrics utilized to assess particular outcomes or projects; guidelines for standards of the program; calendars for assessment activities within the program; detailed assessment reports that may be summarized within the results section; institutional research reports produced for program reviews; assignments that demonstrate how learning is being assessed, etc.

Producing Reports for Academic Program Review

Beginning in 2010, Academic Program Review Reports require submission of at least one TracDat report. Using the standard templates or the Ad Hoc reporting feature, different program areas may choose to produce additional reports. At minimum, each program submitting a program review should submit the **Unit Assessment Report – 4 Column** – a standard report. A copy of this report is presented on the TracDat website. Each report contains the outcome (note that the TracDat term is objective, but you can amend this label when you export the report as a Word document) along with any results reported and actions planned. Note that the assessment unit is the program. Program personnel are also encouraged to supply data on course outcomes in the major, as these form the building blocks for programs. A minimum of three years of data should be provided to the APR, which means that the most recent three-year period should be entered for report parameters. Reports should contain all relevant outcomes and all assessment method categories.

Producing a Curriculum Map

Every program is expected to have a completed curriculum map that demonstrates where outcomes are addressed at various levels. A curriculum map should be provided in a folder labeled “Curriculum Map” within the Documents tab.

1. Select the program from the dropdown
2. Go to Program Assessment Tab
3. Click on the Related Courses Tab
4. Click on the first outcome you want to “map”
5. Click in the boxes of the courses you want included in the Map
6. Click on Curriculum Mapping to the right of each course for which you added a check mark
7. Check whether that **program outcome** is introduced, reinforced, assessed, or mastered by clicking the appropriate box for each
8. Return to the Related Courses Tab
9. Click the second outcome you want to “map”
10. Continue the “mapping” of each outcome until you have completed all
11. Go back to the upper tabs and click on Reports
12. Click on Curriculum Map by clicking RUN

13. You may save this document as an electronic file and print at this point.

Assigning Tasks for Others to Complete within TracDat

From the **Program Assessment** tab, click on **Means of Assessment**, then select the relevant outcome from the dropdown box, and then select edit at the right. When the outcome and method present, there will be multiple options at the bottom of the page, including **Relate Document** and **Assign**. Click **Assign** to send an assignment to another. Following is what will be asked for in making an assignment to someone via e-mail:

Provide:

- Data Only
- Data and Result
- Data, Result and Action Plan

Put Documents in Repository Folder:

Graduate Employment Information

Assign To:

Teahen, Roberta

Due Date:

* 12/2/2010 December 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Frequency:

Once

Subject:

Assignment from TracDat

Notes/Instructions:

submit graduate information w it



E-mail assignment to assignee

Note that the person “assigning” must select what the recipient is to provide (data; data and result; and/or data, result and action). Add any notes or instructions you wish to provide. Be sure to check the “e-mail assignment to assignee” column. Users will be presented with the list of eligible recipients in the TracDat system, and select the proper name to send the assignment to. The person to whom you assign the task will receive a Lotus Notes e-mail that may look like this:

Please complete by November 26, 2010. Direct questions to your TracDat Liaison.

Due Date: Fri Nov 26,2010

Assigned By: Roberta Teahen

To complete, go to:

<http://fsutracd1.ferris.edu/tracdat/assignment?y=vyQwALLUrigqFwI64kaKKZ1n>

NOTE: You can open or import the attached file to add this assignment to your



personal calendar. Add_To_Calendar.ics

The Subject line reads: Assignment from Tracdat.

AdHoc Reports (*those that are not standard or provided by the vendor*)

See the complete guide for producing AdHoc Reports that is on the Academic Affairs TracDat Website. This is an area where you should experiment to see what works for you. Procedures to create AdHoc Reports:

1. Select the appropriate **assessment unit or reporting unit** from the drop-down menu report
2. Select the **Reports** tab
3. Select the **AdHoc** submenu item.
4. Select “Create New AdHoc Report” at the bottom of the screen (if wanting to create a new report), **or** if the AdHoc report already exists, select **Run**
5. Complete the menu items by assigning a title and subtitle to the report.
6. Select a **Data View** and then the options available to you for the report present
7. Select the Assessment Unit you want to display from the options that appear
8. Check all the fields you want to include in your report from the data elements that present
9. Move fields up or down to arrange them from left to right by using the **Up and Down Arrows** (*Note that this is a slow process as you can just move one step at a time, but it should only need to happen once if you save your template.*)
10. Select the field width . . . which generally takes experimentation until you have it appear the way you desire. Check out the Practice example in the Sandbox for an idea of a possible report that may have utility.
11. You may organize the report by one or more of the elements by selecting “group by this column”
12. When you have the report the way you want it (usually after a few trial “runs”), click **Save** and the report will be available for future use.
13. You may also **Copy** a report that will then appear in your ad hoc list, and you could begin with this one to create a new report.

Soon we will both publish some AdHoc reports that can be used in multiple programs area and also discover ways that reports can be copied from one assessment or reporting unit to another. Learning pending!

Relating Goals

Narrative forthcoming.

Course Assessment

Refer to the implementation timeline available on the Academic Affairs, Assessment at FSU website for

guidance about **minimum** expectations. Emphasis within the Colleges and programs should be to assure that all courses and programs have well specified learning outcomes and strategies for both assessing and documenting the results of assessments at the course and program levels. Early attention will be focused upon General Education courses, since these are effectively university-side outcomes. By the end of fall semester 2010, outcomes for all courses should be specified along with representative assessment methods and results for at least some of the measures.

Courses are contained under a separate set of tabs that are coded Z-XXX (prefix), such as Z-ACCT or Z-RESP. Only individuals responsible for courses in an area are designated as users. Assistance will be available from the Faculty Center for Teaching and Learning and college assessment mentors for the development of course-level or program-level outcomes and associated measures.

General Education and Multi-Section Courses

It is suggested that all courses contained within general education become an early priority for entry. Multi-section courses are a second priority. Because general education is an institution-wide priority, it will become a primary focus of the visiting HLC accreditation team in 2010-11. It will be desirable to have multiple years of reports concerning these learning outcomes and our success in achieving them. Colleges are encouraged to provide a master course syllabus that is consistent with the UCC-approved description for the course and Form Es should be provided in each relevant course folder. As the course entry is rolled out, we will review whether the actual UCC form is the appropriate source of this standard information.

Implementation Schedule/Timeline

Refer to the Academic Affairs website for a current schedule of implementation.

<http://www.ferris.edu/htmls/administration/academicaffairs/assessment/TracDat/timeline.pdf>

All program assessment plans were to be entered by the end of fall semester 2008 and by December 2010, most course outcomes should be reported, along with the results for some program outcomes as well as some course outcomes. Timeline information will be updated regularly on the website.

Reporting

All data is to be entered by July 1 of each academic year, and official university reports will be produced for reporting units (course and program level) during July annually. Feedback to programs concerning areas needing clarification or elaboration will be provided by August 15 of each academic year.

TracDat Support

As a new system at Ferris, we do not yet have all the plans in place for how best to implement TracDat. The initiative is being facilitated from the Office of Academic Affairs. In this office, the individuals most closely involved with the process are:

- System Administrator is Maureen Milzarski, Administrative Support to the Office of Academic Affairs, Maureen_milzarski@ferris.edu and ext. 3532
- Backup System Administrator is Kim Wilber, Operations Analyst, wilberk@ferris.edu, ext. 3857
- Project Manager and the person responsible for assessment for Academic Affairs is Roberta Teahen, Associate Provost, teahenr@ferris.edu, ext. 3805

A **TracDat Implementation Team** guides the implementation. Current members include a dean, a department head, an associate dean, a program coordinator, a FFA representative, and two from the Academic Affairs office. This group will develop and monitor implementation plans and provide overall planning. This group meets monthly and current members include: Ron McKean, Interim Dean, College of Engineering Technology; Karen Strasser, Department Head/Interim Associate Dean, Biological Sciences and College of Arts and Sciences; Fred Wyman, Coordinator of the Television and Media Production Program, COEHS; Robert von der Osten, former Assessment Coordinator; Sandra Brigance, current Assessment Coordinator; Mike Ryan, FFA Representative; Kim Wilber, Backup System Administrator; Maureen Milzarski, System Administrator; and Robbie Teahen, Associate Provost.

TracDat Planning Team: Most members of the group convened for the selection of TracDat will continue to provide guidance to its future development, and this group has been renamed the TracDat Planning Team. This group is much larger and includes all of the Implementation team members plus many others, including additional deans, faculty, an IT representative, and an additional associate dean. This group will meet as required.

TracDat Liaisons. Because they are involved regularly, TracDat liaisons will meet at least twice per year and more frequently as required.

Relationship to Academic and Administrative Program Reviews

The ways in which TracDat will relate to the **Academic Program Review (APR)** is being reviewed during the 2010-11 academic year with a potential goal of utilizing TracDat more extensively. TracDat has already replaced the annual submission of the **Yearly Administrative Review (YAR)**. Beginning in 2010-11, the APR process requires reports produced from the system. It is also possible that documents utilized for the review process(es), such as those produced for programs by Institutional Research, will be placed in the documents repository associated with TracDat and specific programs that would make the reports more accessible to larger numbers.

Training

Training will be offered periodically. Watch University-Wide Notices and communications distributed through the Deans' and Chairs' Councils for more information. It is not required that individuals participate in training before becoming users of the system.

One-on-one and small-group sessions will be accommodated. Please call or e-mail Maureen Milzarski (x3532) or Robbie Teahen (x3805 or teahenr@ferris.edu), and time will be arranged to work with you to get started or to keep progressing in the TracDat documentation of student learning and program outcomes.

HLC Expectations

The Higher Learning Commission standards for accreditation and other specialized accreditation standards require that we have clearly identified learning outcomes and assessment systems that produce information about our success in achieving those outcomes as well as documentation of how the data has informed curricular improvements, budgeting, planning, and more. Good instructional practice also dictates that outcomes be clearly specified and assessments linked to measuring students' achievement of these outcomes. Thorough use of the TracDat system will enable Ferris to demonstrate that it has this data.

These HLC criteria and core components are especially relevant to assessment.

Criterion 2: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

2b: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement. *(Ed. Note: When Commission documents refer to Assessment, they intend the assessment of student learning.)*

Criterion 3: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Criterion 4: the organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Although meeting the Commission criteria is essential for achieving renewed accreditation, they are not the driving force between the implementation of TracDat. Our intent is that careful attention to student learning outcomes and planning for continuous improvement will result in an increasingly effective institution that can "prove" its quality to varied audiences. We also believe that if the process of analyzing and using data is more systematic, it will be more efficient in the use of the University's human and financial resources.

References

Huber, M.T. and Hutchings, P. (2005). The advancement of learning. San Francisco: Jossey-Bass.

<http://www.WIDS.org> for characteristics of good outcomes.

www.ncahlc.org for Criteria for Accreditation

Appendix A- College, Program-Level, or Course-Level Learning Outcome Format
(This information is required for each assessment plan. See later completed example)

College/ Program/Course _____

Outcome Name: *(Brief form – such as Critical Thinking or Problem-Solving)*

Outcome Statement: *(what the student will know or be able to do, value, etc.)*

Assessment Method(s): *(Especially for program or college-level outcomes, generally multiple measures are employed. It is important that learning outcomes be associated with direct measures of student learning.)*

Criterion for Success: *(What standards are set as targets for success levels; e.g., 80 percent of all students completing the portfolio will be rated at 3 or above on every component of the associated rubric.)*

Results: *(Succinctly summarize the data you have collected that provides evidence concerning success in achieving the outcome. E.g.: Of the 40 students who submitted portfolios for review during the 07-08 academic year, 30 (75%) were rated an average of 3 or above on a 5 point scale. The factor (or variable or criterion) receiving the lowest overall rating was in Writing.)*

Actions Pending (if any): *(Include here actions planned as a result of the findings. Example: A curriculum map will be produced to analyze the points within the curriculum where writing is reinforced and the standards associated with that writing will be examined. Faculty will also be offered professional development opportunities to provide higher levels of assistance with improving students' writing abilities in accordance with the standards of the profession. Curriculum review will be completed by September 15, 2008; professional development will be offered in October, 2008.)*

Learning Outcomes Sample

College/ Program/Course _____ Alternative Energy Technology _____

Outcome Name:

Outcome Name: General Knowledge

Outcome: Students will be able to explain in technical detail the advantages, disadvantages, and functioning principles of alternative energy generating systems.

Assessment Measures:

1. Students will be able to answer 85% of the questions on a post test administered in the capstone.

Criteria for Success: 90% of seniors will meet the 85% correct answer expectation.

Outcome Type: Test – Internal.

Time: Annually.

Results: 80% of the students scored at expected levels on the test with the greatest number of errors involving geothermal energy production.

Action: Increase faculty development for faculty member who teaches course on Geothermal energy.

Assessment Measures:

- 2: Students will be able to answer questions from simulated clients in a capstone scored by a rubric.

Criteria: 95% of students will receive a satisfactory or above in all categories.

Outcome Type- Capstone presentation

Time: Annually.

Results: 98% of the students received satisfactory in all categories.

Type: Inconclusive

Action: Review rating process and use external raters.

Thanks to Robert von der Osten for supplying this example.

Appendix B

Concrete Steps toward Making Outcomes and Assessment Efforts Meaningful

Writing or revising a student learning outcome statement

Important elements of the statement

The statement specifies what skill, behavior, or knowledge you want the students to have at the conclusion of the course.

The statement includes an action verb that is relatively easy to observe or measure. Ask yourself, "What action will be taken by the students that can be measured?" Examples of such action verbs are *compile, apply, compute, use, compare, rate, plan, and critique*. Examples of action verbs that are more difficult to observe or measure are *know, appreciate, learn, or understand*.

The student experience

How will the students learn the concepts, skills, etc.? What will the students do? What will you do to help the students learn the concepts, skills, etc.? What products will the student produce to demonstrate his or her competencies?

Measuring student learning

Are the products you've asked students to generate (e.g., exams, quizzes, performances, essays, work flow plans) likely to demonstrate best the students' competencies? Stated differently, are the means by which students demonstrate their knowledge, skills, or behaviors the best means by which to do this? How do you determine now whether or not students exhibit or possess the desired skill, behavior, or knowledge? What are the strengths of this measure over another measure? Is this measure inadequate in any way?

Describe another way to measure the outcome or competency. Strengths? Weaknesses? Are the two measures you described redundant? Complementary?

The tasks ahead - Managing the workload

- Writing the remaining outcome statements
- Identify the means of assessment
- Linking all this to the course content and schedule
- Using the assessment data to improve your teaching and students' learning

— Faculty Center for Teaching and Learning, August 2008

Appendix C: Report Options

Available Reports as of 10/30/10 for Programs

Assessment Impact by Course Objectives	This report displays each course assessment plan along with the assessment results and action plans. This report is useful for presenting the impact of doing assessment on a particular course.	run
Assessment Impact by Unit Outcomes	This report shows each assessment unit's assessment plan along with the results and action plans. This report is useful for showing the impact doing assessment has had on an assessment unit.	run
Assessment Plan Unit Assessment Report - Four Column	This report shows each assessment unit's assessment plan. It does not show the results of each assessment. This report is useful for showing each unit's assessment plan. This report shows each assessment unit's outcomes along with the results and any action plans in a four column report. This report is useful for showing the results for a specific unit.	run run
Course Assessment Impact by Goals	This report displays each of the selected unit's goals along with the assessment unit's course plan and results that support the goals. This report is useful for showing alignment between the goals and unit's course plan and assessment results.	run
Course Objectives Related to Goals	This report shows the links between course level objectives and the goals of the selected unit. This report is useful to show which course objectives support unit goals.	run
Course Related to Goals	This report lists all the courses identified for a particular assessment unit which support the goals of the selected unit. This report is useful to show alignment between the goals at your institution and the courses taught.	run
Course Related to Unit Objectives	This report lists all the courses which support the objectives of the selected unit. This report is useful to show courses are used to support an assessment unit's objectives.	run
Unit List by Unit Type	This report shows all the units based on a unit type.	run

Available Reports for Courses

Assessment Impact by Course Objectives	This report displays each course assessment plan along with the assessment results and action plans. This report is useful for presenting the impact of doing assessment on a particular course.	run
Unit Course Assessment Report - Four Column	This report shows each assessment unit's course objectives along with the results and any action plans in a four column report. This report is useful for showing the results for a specific unit.	run
Course Assessment Impact by Goals	This report displays each of the selected unit's goals along with the assessment unit's course plan and results that support the goals. This report is useful for showing alignment between the goals and unit's course plan and assessment results.	run
Course Assessment Impact by Unit Objectives	This report displays each of the selected unit's objectives along with the assessment unit's course plan and results that support the unit objectives. This report is useful for showing alignment between the unit objectives and unit's course plan and assessment results.	run
Course Assessment	This report shows each course's assessment plan. This report is useful for showing how a	run

Plan	particular course is being assessed.	
Course Assessment Report	This report shows how each course objective supports the goals of the institution, a reporting unit or an assessment unit. This report is presented in a five column model.	run
Course List by Unit	This report shows the courses per unit.	run
Course Objectives Related to Goals	This report shows the links between course level objectives and the goals of the selected unit. This report is useful to show which course objectives support unit goals.	run
Courses Related to Goals	This report lists all the courses identified for a particular assessment unit which support the goals of the selected unit. This report is useful to show alignment between the goals at your institution and the courses taught.	run
Course Related to Unit Objectives	This report lists all the courses which support the objectives of the selected unit. This report is useful to show courses are used to support an assessment unit's objectives.	run

Note 1: Ferris has substituted the use of "outcomes" for the Tracdat reference to "objectives."

Note 2: This is a standard list of reports that comes from TracDat. Additional custom reports will be produced.

Note 3: Units may produce their own custom reports by utilizing the AdHoc reporting feature available with the current version of TracDat. A guide to producing AdHoc reports is available on the website, and the link within TracDat is on the Reports tab.