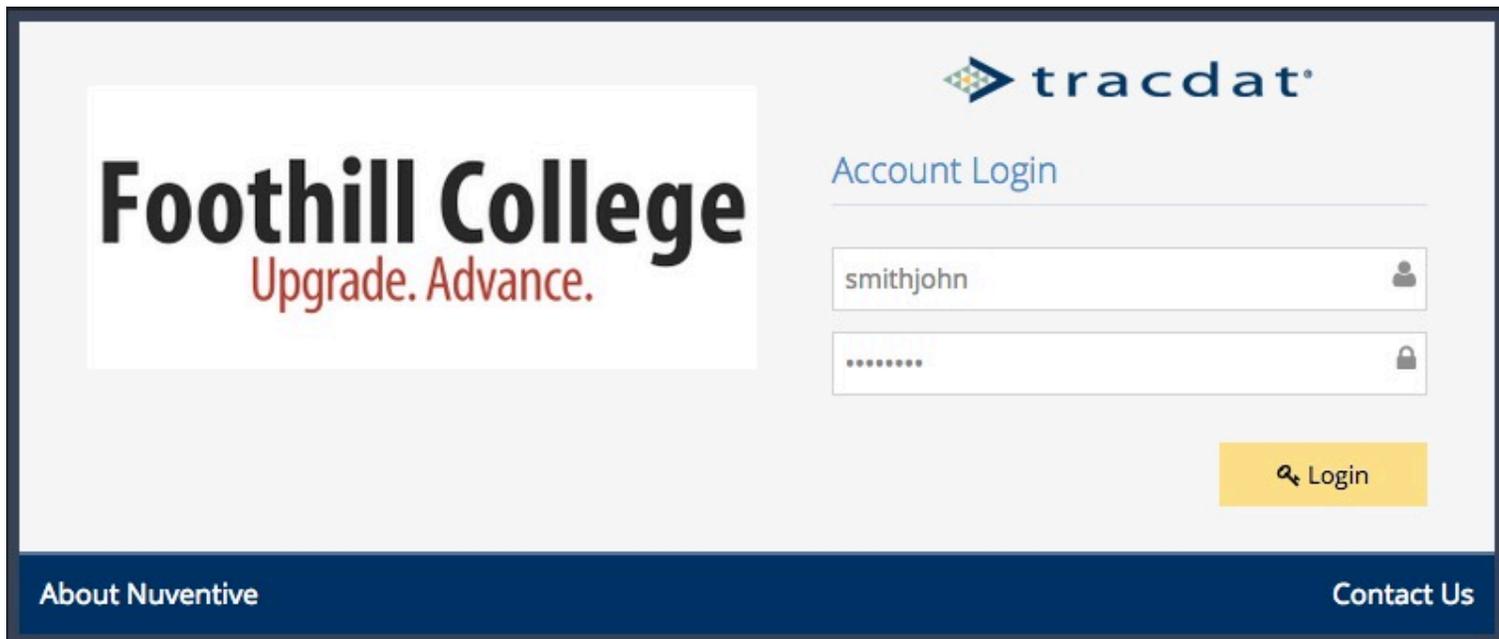


Welcome to TracDat Version 5!

Login

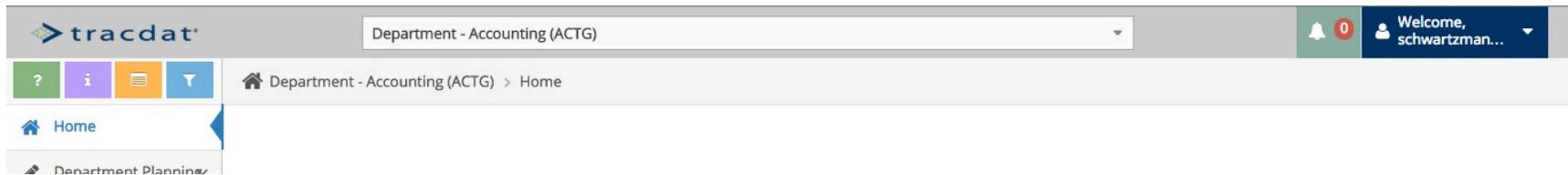
- Go to: <https://foothill.tracdat.com>
- Username: Your last name and first name, example: “smithjohn”
- Password: default set to “password”
 - You should change your password to something other than “password” for security purposes
 - If you have forgotten your password and need it to be reset, contact the TracDat Administrator via email.



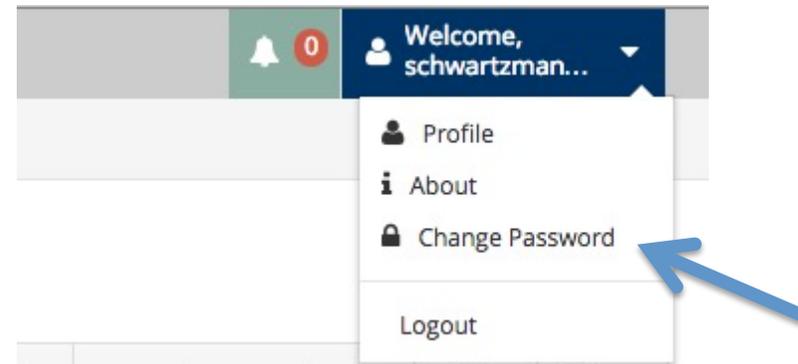
The screenshot shows the login interface for TracDat. On the left, the Foothill College logo is displayed with the tagline "Upgrade. Advance." in red. On the right, the TracDat logo is visible above the "Account Login" heading. Below the heading, there are two input fields: the first for the username "smithjohn" and the second for the password, which is masked with dots. A yellow "Login" button is positioned below the password field. At the bottom of the page, there are two links: "About Nuventive" on the left and "Contact Us" on the right.

Changing Your Password

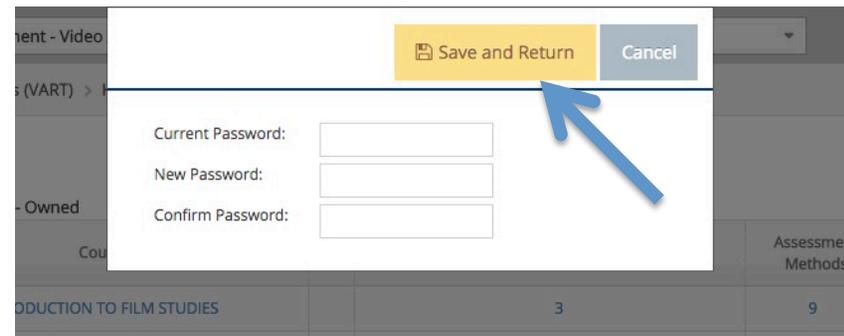
- Click the blue “Welcome” box in the top right corner



- Once you click the blue “Welcome” box, a drop down menu will appear
- Select “Change Password”
- After selecting “Change Password,” the “Change Password” box will appear

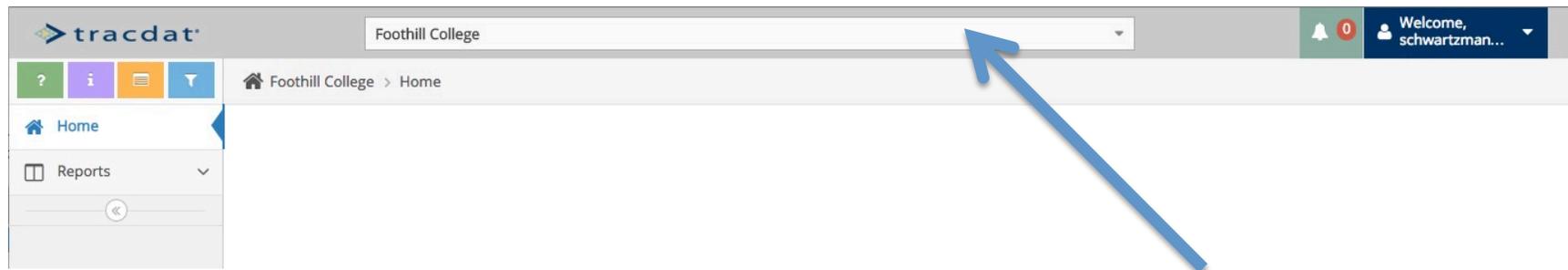


- Type your current password in the 1st box
- Type your new password in the 2nd box
- Type your new password again in the 3rd box
- Then, click the yellow “Save and Return” box

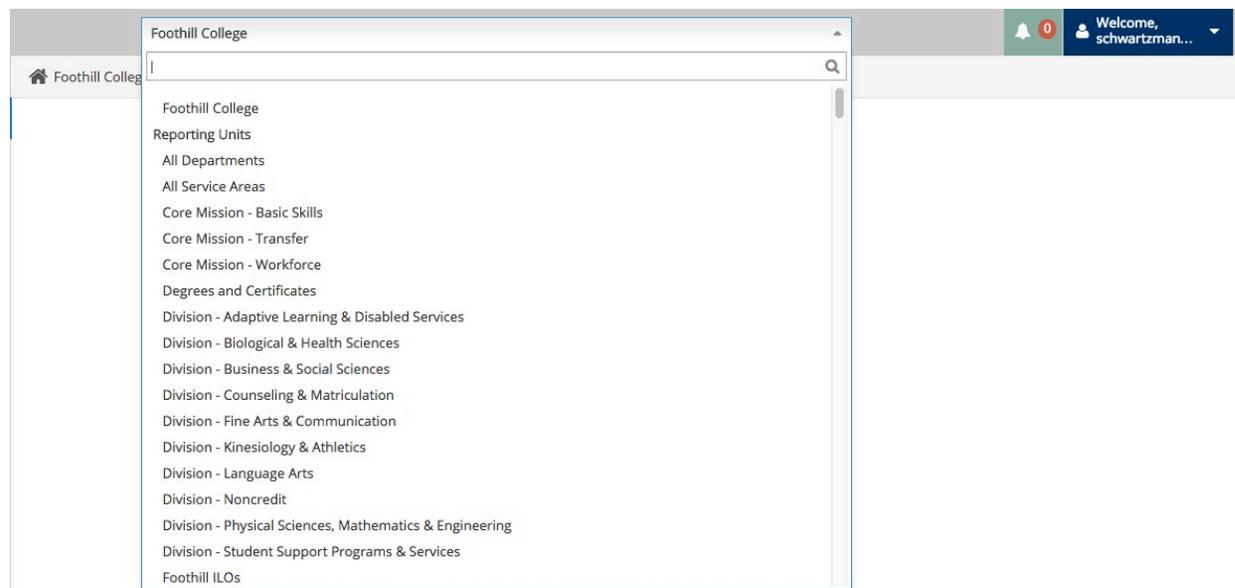


Navigating TracDat 5

- To find your Reporting Unit, Assessment Unit, Department/Course, Program, or Service Area, select the drop down box at the top of the page. In the picture below, it is the box that says “Foothill College”



- Then a drop down menu will appear where you can scroll through and select the necessary area



What Are You Working On?

- ***Course-Level SLOs***
 - **Adding New SLOs go to Page 5**
 - **Adding New Assessment Methods go to Page 8**
 - **Deleting SLOs or Assessment Methods go to Page 10**
 - **Editing SLOs or Assessment Methods go to Page 11**
 - **Adding Assessment Findings/Reflections go to Page 12**
 - **Editing Assessment Findings/Reflections go to Page 16**
- ***Administrative Unit SLOs***
 - **Adding New SLOs go to Page 17**
 - **Adding New Assessment Methods go to Page 19**
 - **Editing SLOs or Assessment Methods go to Page 20**
 - **Adding Assessment Findings/Reflections go to Page 21**
 - **Editing Assessment Findings/Reflections go to Page 22**
- ***Service Area SLOs***
 - **Adding New SLOs go to Page 23**
 - **Adding New Assessment Methods go to Page 25**
 - **Editing SLOs or Assessment Methods go to Page 26**
 - **Adding Assessment Findings/Reflections go to Page 27**
 - **Editing Assessment Findings/Reflections go to Page 28**
- ***Program-Level SLOs***
 - **Adding New SLOs go to Page 29**
 - **Adding New Assessment Methods go to Page 31**
 - **Editing SLOs or Assessment Methods go to Page 32**
 - **Adding Assessment Findings/Reflections go to Page 33**
 - **Editing Assessment Findings/Reflections go to Page 34**
- **Four Column Reports:**
 - **All Types of Reports go to Page 35**

Course-Level

ADDING NEW COURSE-LEVEL SLOs

STEP 1: Find your Department/Course from the drop down menu

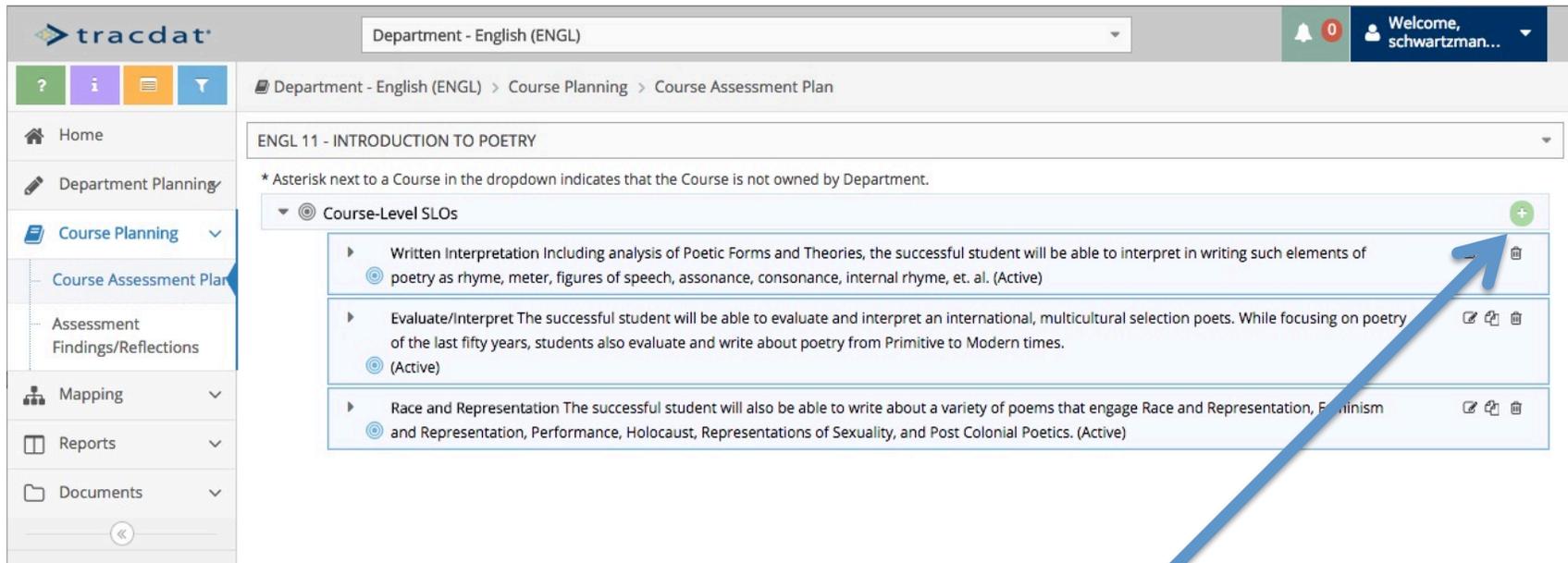
- After selecting the Department, a list of courses in the department should appear
- As an example, I will be using the English Department (ENGL)

The screenshot shows the Tracdat interface for the English Department (ENGL). The main content area displays a table titled "Course Planning Summary - Owned" with the following columns: Courses, Course-Level SLOs, Assessment Methods, Assessment Findings/Reflections, Action Plans, and Follow-Up. A blue arrow points to the "Courses" column header, and a blue box labeled "List of Courses" is positioned above the table.

	Courses	Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans	Follow-Up
▶ ✓	ENGL 11 - INTRODUCTION TO POETRY	3	7	10	7	0
▶ ✓	ENGL 110 - INTRODUCTION TO COLLEGE WRITING	6	6	12	0	0
▶ ✓	ENGL 11H - HONORS INTRODUCTION TO POETRY	2	2	5	3	0
▶ ✓	ENGL 12 - AFRICAN AMERICAN LITERATURE	2	3	4	2	0
▶ ✓	ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION	2	2	8	2	0
▶ ✓	ENGL 16 - INTRODUCTION TO LITERATURE	2	2	8	4	0
▶ ✓	ENGL 17 - INTRODUCTION TO SHAKESPEARE	2	4	3	0	0
▶ ✓	ENGL 18A - VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER	2	2	9	2	0
▶ ✓	ENGL 1A - COMPOSITION & READING	5	14	26	6	0
▶ ✓	ENGL 1AH - HONORS COMPOSITION & READING	2	3	3	2	2
▶ ✓	ENGL 1B - COMPOSITION, CRITICAL READING & THINKING	2	4	5	1	0

STEP 2: Select the course you need from the list by clicking the course name

- Each course you click links you to that particular course’s list of SLOs
- For this example, I have selected ENGL 11 – Introduction to Poetry
- Each of the 3 SLOs are listed below “Course-Level SLOs”



STEP 3: To add a new SLO click the Green and White plus-sign button

- Once you click the  button, you will be brought to the Add Course-Level SLO screen (pictured below)

Department - English (ENGL) > Course Planning > Course Assessment Plan > Add Course-Level SLO

Save Return

ENGL 11 - INTRODUCTION TO POETRY

* Course-Level SLO Name

* Course-Level SLO

Course-Level SLO Status

Assessment Cycles

Start Date

End Date

* Required field

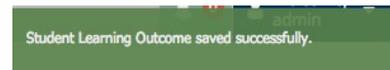
Yellow Drop Down Arrow

STEP 4: Input all of the necessary information

- Name, SLO Description, Status, Assessment Cycles, Start Date, and End Date

STEP 5: Click Save to Add the New SLO to the Course

- If saved successfully, this green box should appear next to the “Save” button.
- You can click the yellow drop down arrow next to the “Save” button to either “Save and Return” back to the SLO list, or “Save and Add New” which saves the SLO and begins on a new SLO to add.

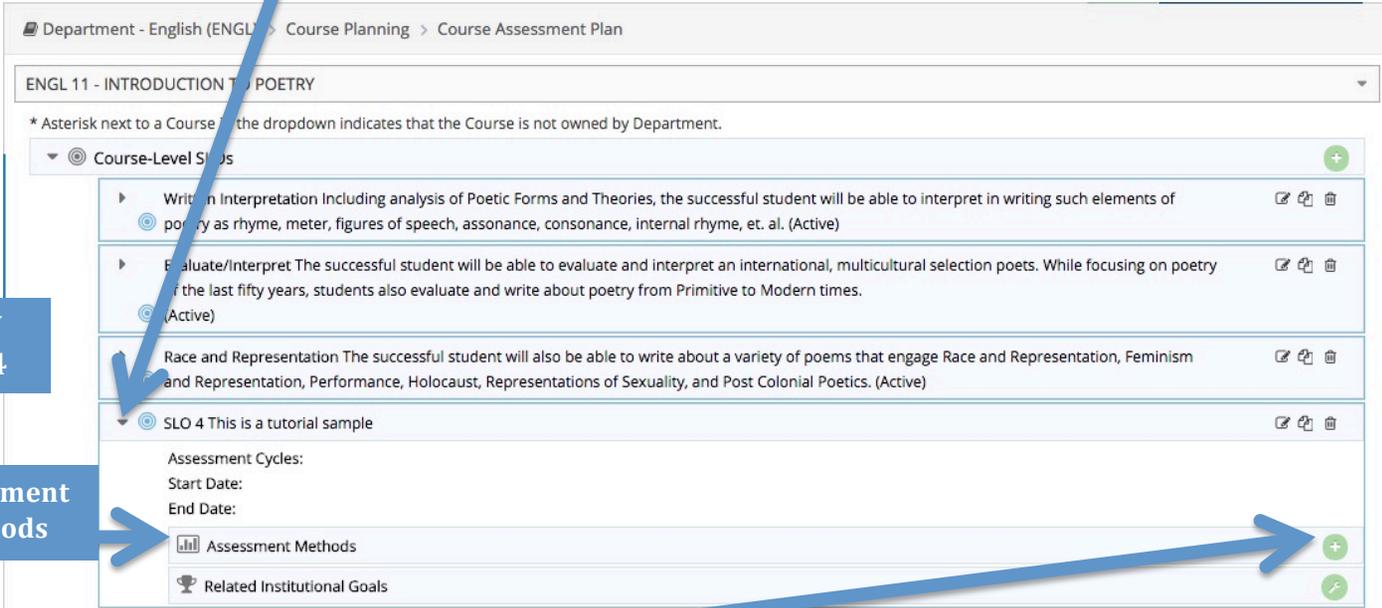


ADDING ASSESSMENT METHODS

- Once you have added a new SLO and return to your SLO list, you need to add “Assessment Methods” as a way of measuring the new SLO.

STEP 1: Click the  button to expand the SLO and take a look at the Assessment Methods.

- Once you click it, the  button will turn into a  button and more information will appear for the SLO



Department - English (ENGL) > Course Planning > Course Assessment Plan

ENGL 11 - INTRODUCTION TO POETRY

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Department.

Course-Level SLOs

- ▶ Written Interpretation Including analysis of Poetic Forms and Theories, the successful student will be able to interpret in writing such elements of poetry as rhyme, meter, figures of speech, assonance, consonance, internal rhyme, et. al. (Active)
- ▶ Evaluate/Interpret The successful student will be able to evaluate and interpret an international, multicultural selection poets. While focusing on poetry of the last fifty years, students also evaluate and write about poetry from Primitive to Modern times. (Active)
- ▶ Race and Representation The successful student will also be able to write about a variety of poems that engage Race and Representation, Feminism and Representation, Performance, Holocaust, Representations of Sexuality, and Post Colonial Poetics. (Active)
- ▼ SLO 4 This is a tutorial sample

Assessment Cycles:
Start Date:
End Date:

Assessment Methods

Related Institutional Goals

NEW SLO 4

Assessment Methods

STEP 2: Click the  in the “Assessment Methods” row

- Which takes you to the “Add Assessment Method” screen pictured below

Save

Return

ENGL 11 - INTRODUCTION TO POETRY

SLO 4 This is a tutorial sample

Active

Assessment Method Type

* Assessment Method

Target for Success

Notes

* Required field

STEP 3: Input all of the necessary information

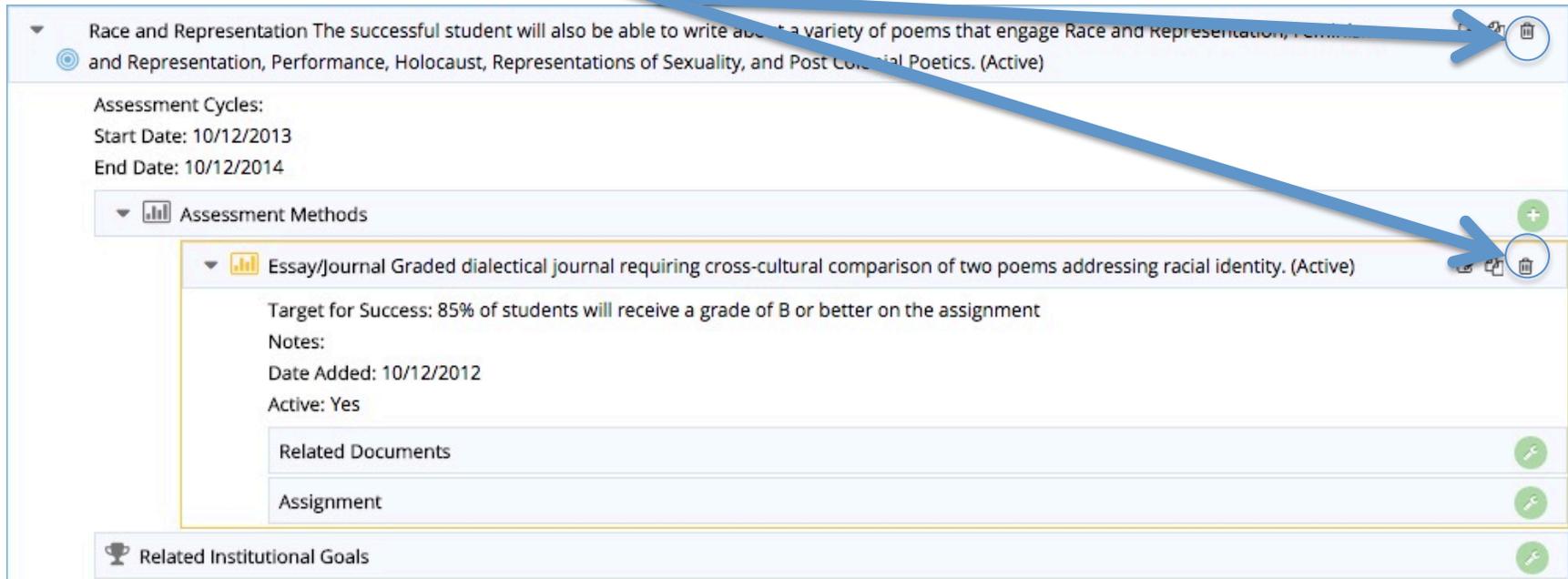
- Select Assessment Method Type, Assessment Method (1-2 sentences describing the assessment type), Target for Success (Ex. 85% of students will receive a B or better on the assignment), and Notes (just for general notes; can leave blank)

STEP 4: Click Save to Add the New Assessment Method to the SLO

- Can click the yellow drop down arrow next to the “Save” button to either “Save and Return” back to the SLO list, or “Save and Add New” which saves the Assessment Method and begins on a new Assessment Method to add.

DELETING SLOs or ASSESSMENT METHODS

STEP 1: Click the trashcan icon next to any SLO or Assessment Method to delete it



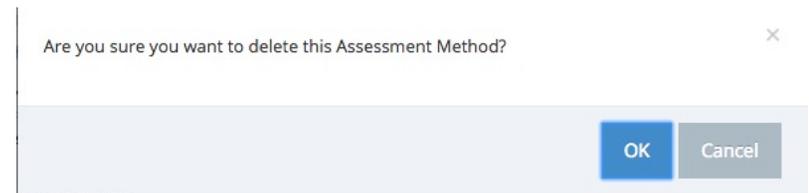
The screenshot shows a software interface with a list of SLOs and Assessment Methods. The top SLO is "Race and Representation The successful student will also be able to write about a variety of poems that engage Race and Representation, Performance, Holocaust, Representations of Sexuality, and Post Colonial Poetics. (Active)". Below it, under "Assessment Methods", is "Essay/Journal Graded dialectical journal requiring cross-cultural comparison of two poems addressing racial identity. (Active)". Two blue arrows point to the trashcan icons next to these items.

STEP 2: The program will ask you if you are sure. If you would like to delete it, click the blue "OK" button



Are you sure you want to delete this Course-Level SLO?

OK Cancel

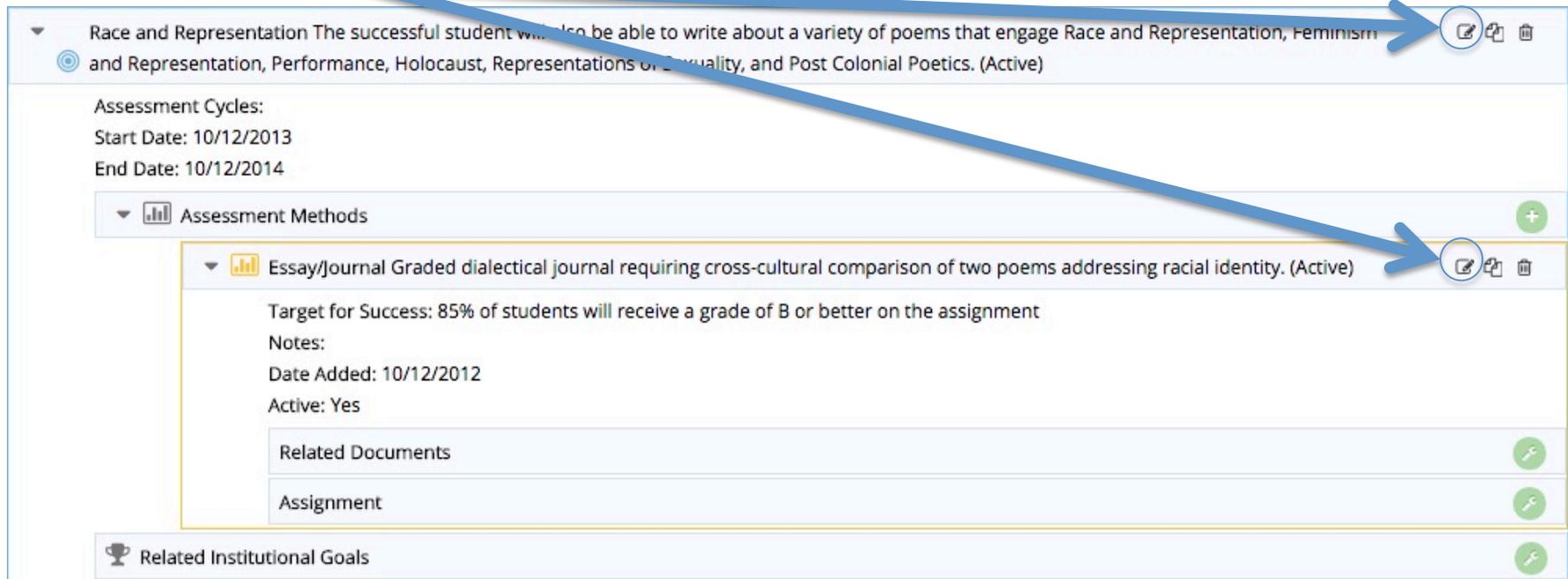


Are you sure you want to delete this Assessment Method?

OK Cancel

EDITING SLOs or ASSESSMENT METHODS

STEP 1: Click the  button to edit SLOs or Assessment Methods



▼ Race and Representation The successful student will also be able to write about a variety of poems that engage Race and Representation, Feminism and Representation, Performance, Holocaust, Representations of Sexuality, and Post Colonial Poetics. (Active)   

Assessment Cycles:
Start Date: 10/12/2013
End Date: 10/12/2014

▼  Assessment Methods 

▼  Essay/Journal Graded dialectical journal requiring cross-cultural comparison of two poems addressing racial identity. (Active)   

Target for Success: 85% of students will receive a grade of B or better on the assignment
Notes:
Date Added: 10/12/2012
Active: Yes

Related Documents 

Assignment 

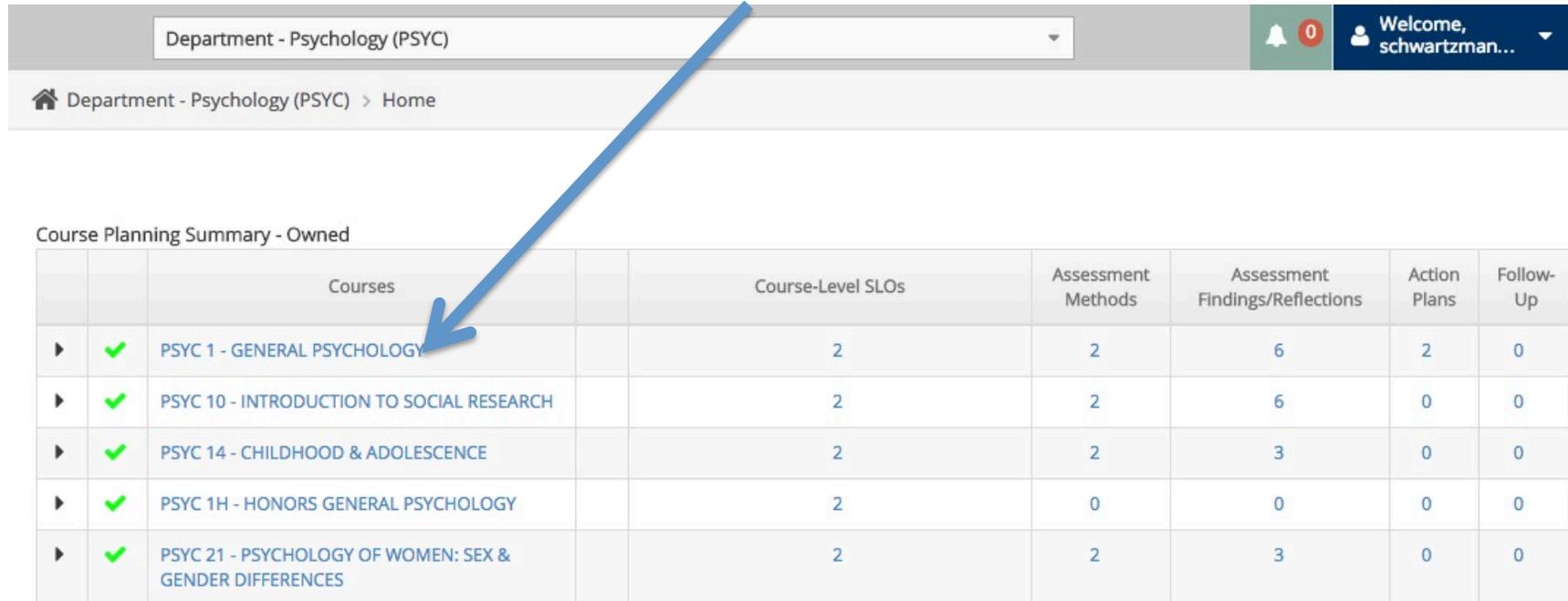
 Related Institutional Goals 

STEP 2: This will return you to the same steps for Adding SLOs [Page 7](#) or Assessment Methods [Page 9](#)

ADDING ASSESSMENT FINDINGS/REFLECTIONS

STEP 1: Once you have selected your Department from the drop-down menu, select the course to which you would like to add an Assessment Finding/Reflection.

- For this example, I will be selecting PSYC 1 – General Psychology



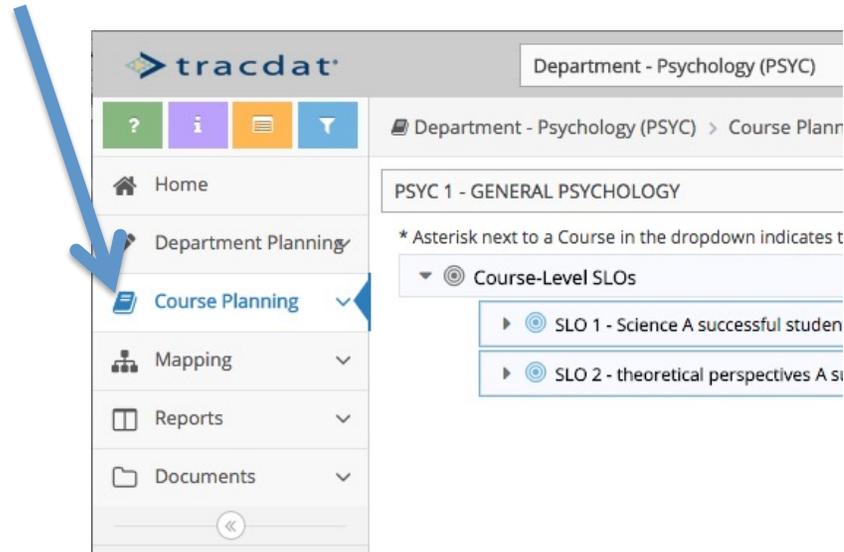
Department - Psychology (PSYC) 🔔 0 Welcome, schwartzman...

🏠 Department - Psychology (PSYC) > Home

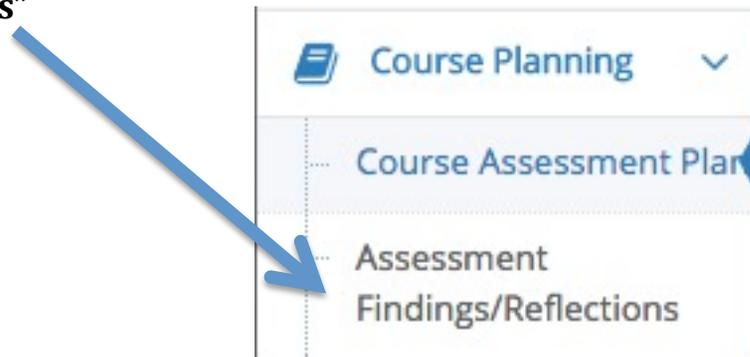
Course Planning Summary - Owned

		Courses	Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans	Follow-Up
▶	✓	PSYC 1 - GENERAL PSYCHOLOGY	2	2	6	2	0
▶	✓	PSYC 10 - INTRODUCTION TO SOCIAL RESEARCH	2	2	6	0	0
▶	✓	PSYC 14 - CHILDHOOD & ADOLESCENCE	2	2	3	0	0
▶	✓	PSYC 1H - HONORS GENERAL PSYCHOLOGY	2	0	0	0	0
▶	✓	PSYC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	2	2	3	0	0

STEP 2: After clicking PSYC 1 – General Psychology, the Course-Level SLOs screen will appear. On the left side of the screen click the “Course Planning” Button



STEP 3: The “Course Planning” drop down menu will open. Next, click “Assessment Findings/Reflections”



STEP 4: Clicking “Assessment Findings/Reflections will bring you to the screen below. Next click the arrow icon next to the SLO to which you would like to add an “Assessment Finding/Reflection.”

- For this example, I will be selecting SLO 1

The screenshot shows the Tracdat web application interface. At the top, there is a navigation bar with the Tracdat logo, a dropdown menu for 'Department - Psychology (PSYC)', and a user profile for 'Welcome, schwartzman...'. Below this is a breadcrumb trail: 'Department - Psychology (PSYC) > Course Planning > Assessment Findings/Reflections'. A sidebar on the left contains navigation options: Home, Department Planning, Course Planning (selected), Course Assessment Plan, and Assessment Findings/Reflections. The main content area shows a dropdown for 'PSYC 1 - GENERAL PSYCHOLOGY' with a note: 'Asterisk next to a Course in the dropdown indicates that the Course is not owned by Department.' Below this are two SLO entries: 'SLO 1 - Science A successful student will be able to identify the reasons why psychology is a science.' and 'SLO 2 - theoretical perspectives A successful student will be able to identify the major theoretical perspectives in psychology.' A blue arrow points to the right-pointing arrow icon next to SLO 1.

- Clicking the arrow next to the SLO will expand that particular SLO to reveal the Assessment Methods associated with that particular SLO (pictured below).

The screenshot shows the expanded view for SLO 1: 'SLO 1 - Science A successful student will be able to identify the reasons why psychology is a science.' Below the SLO title is a section for 'SLO Assessment Results'. Under this section, there is an entry for 'Exam - Course Test/Quiz Multiple Choice Exam'. The entry includes a calendar icon, the text '2011-2012 Target Met', and the date '01/23/2012'. The main text of the entry reads: 'Three multiple choice questions were embedded into the final exam in my face-to-face class (Psyc 1.08) that assessed this learning outcome. The aggregate score for the class (n = 42) was 71%. [more]'. Below the main text are two expandable sections: 'Action Plans' and 'Related Documents', each with a plus icon.

STEP 5: To add a new Assessment Finding/Reflection to a specific Assessment Method, click the green plus button next to the corresponding assessment method

- For this example, we would be adding additional Assessment Findings/Reflections to the “Exam – Course Test/Quiz Multiple Choice Exam”
- Which brings you to this screen (pictured below)

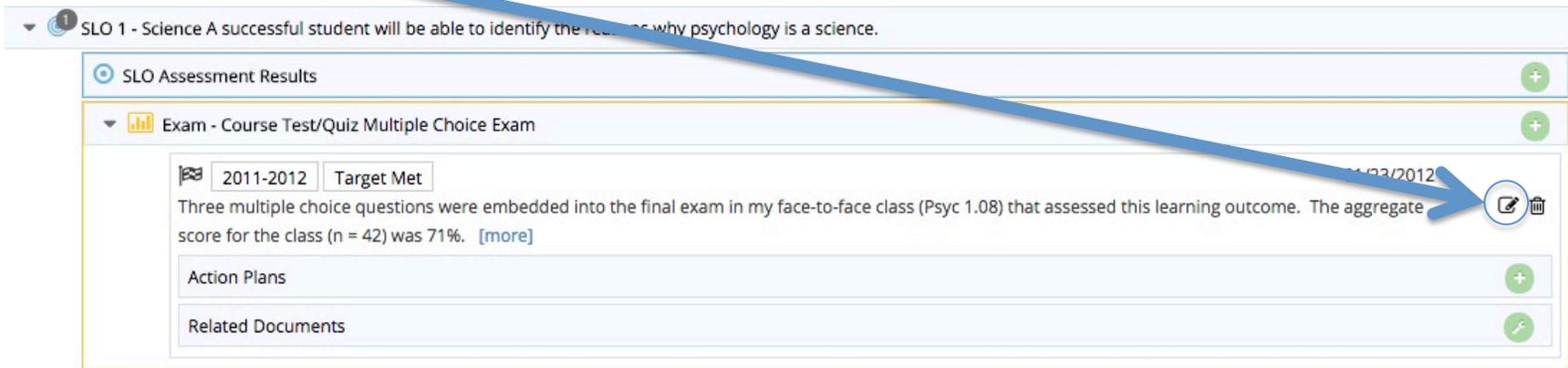
STEP 6: Input all of the necessary information

- Date, Assessment Finding/Reflection (Ex. “The aggregate score for the class (n = 42) was 71%.”), Year of the Assessment, Result (“Target Met, or Target Not Met”), any Resource Requests related to your reflection, and GE/IL-SLO Reflection (How this reflection relates to the Four C’s/General Education Institutional Learning Outcomes at Foothill).

STEP 7: Click “Save” to add the new Assessment Finding/Reflection

EDITING ASSESSMENT FINDINGS/REFLECTIONS

STEP 1: Click the  button next to the Assessment Finding/Reflection you wish to edit.



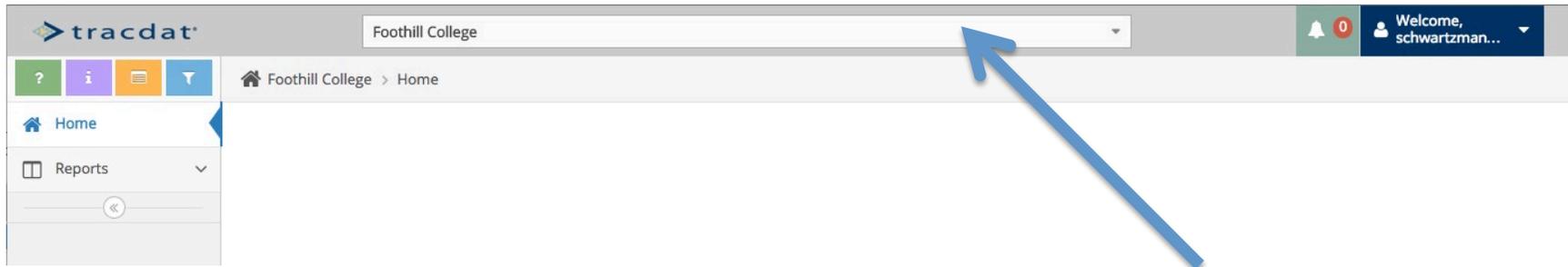
STEP 2: When you are finished with your edits, click the yellow “Save” button to keep any edits you have made.

Administrative Unit

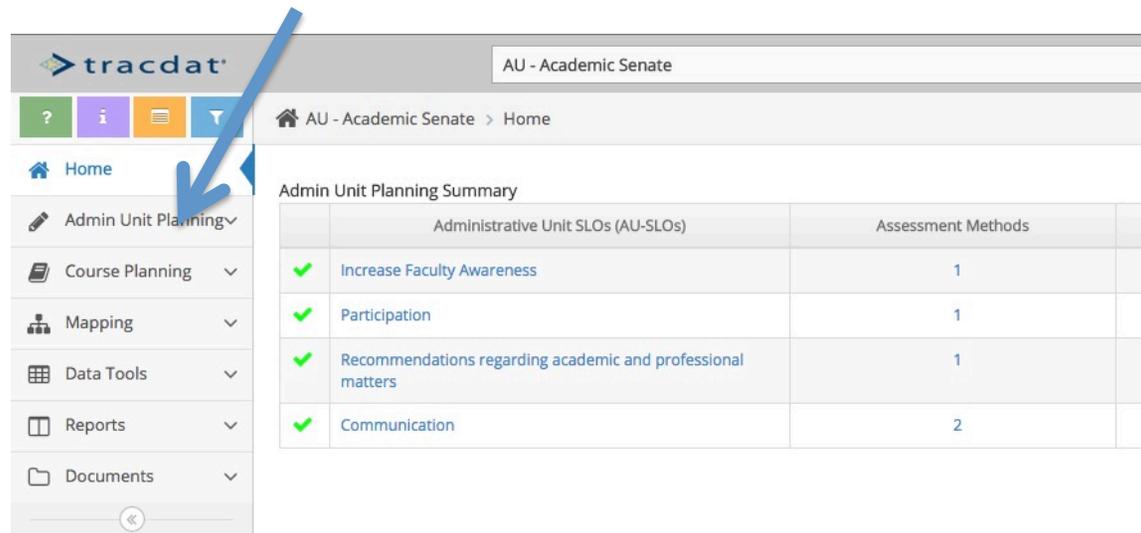
ADDING NEW AU SLOs

Step 1: Select your administrative unit from the dropdown menu

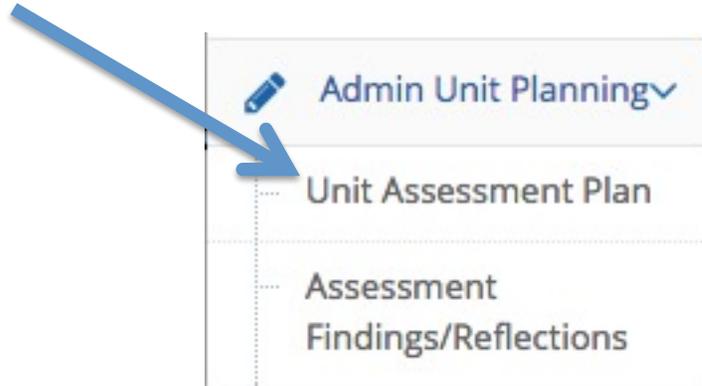
- For this example I will use “Academic Senate”



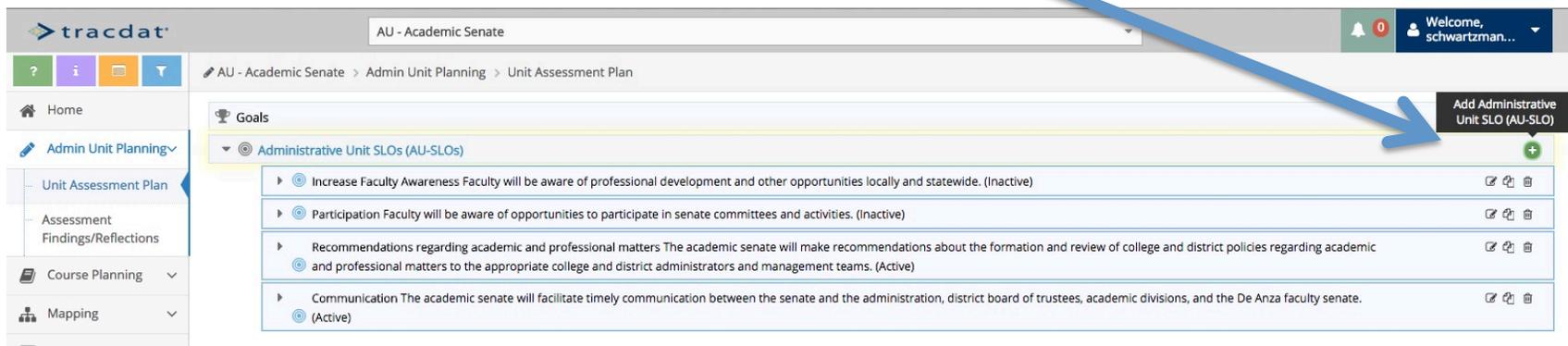
Step 2: Click the Admin Unit Planning Menu



Step 3: Click “Unit Assessment Plan”



Step 4: Go to Page 6 of this Manual, the following steps are the same as adding Course-Level SLOs



ADDING NEW AU ASSESSMENT METHODS

Step 1: Follow the first steps of adding AU SLOs to get to the “Unit Assessment Plan” screen

The screenshot shows the Tracdat interface for the 'Unit Assessment Plan' screen. The breadcrumb trail is 'AU - Academic Senate > Admin Unit Planning > Unit Assessment Plan'. The main content area displays a goal titled 'Increase Faculty Awareness Faculty will be aware of professional development and other opportunities locally and statewide. (Inactive)'. Below the goal, there is a section for 'Assessment Methods' which includes a table with one entry: 'Survey Informal survey (Active)'. The table row has a green plus button on the right. A blue arrow points to the 'Assessment Methods' header, and another blue arrow points to the plus button.

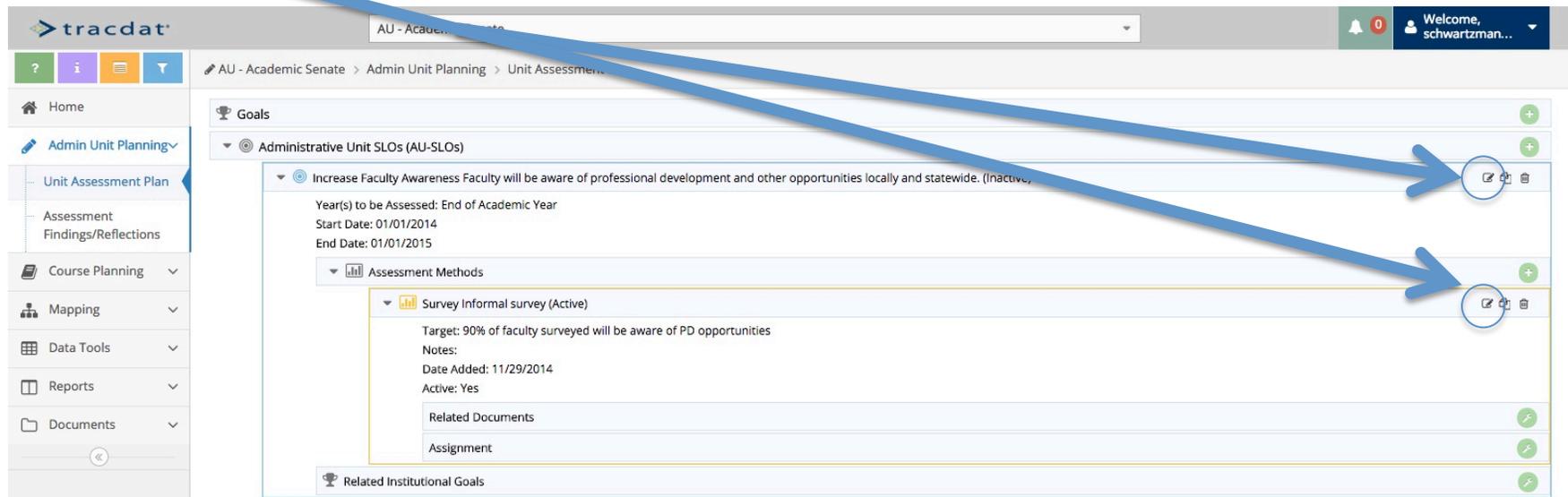
Step 2: Click the drop down arrow next to “Assessment Methods”

Step 3: Click the  button to add a new Assessment Method

Step 4: Follow the same steps from adding Assessment Methods for Course Level SLOs on [Page 9](#)

EDITING AU SLOs or ASSESSMENT METHODS

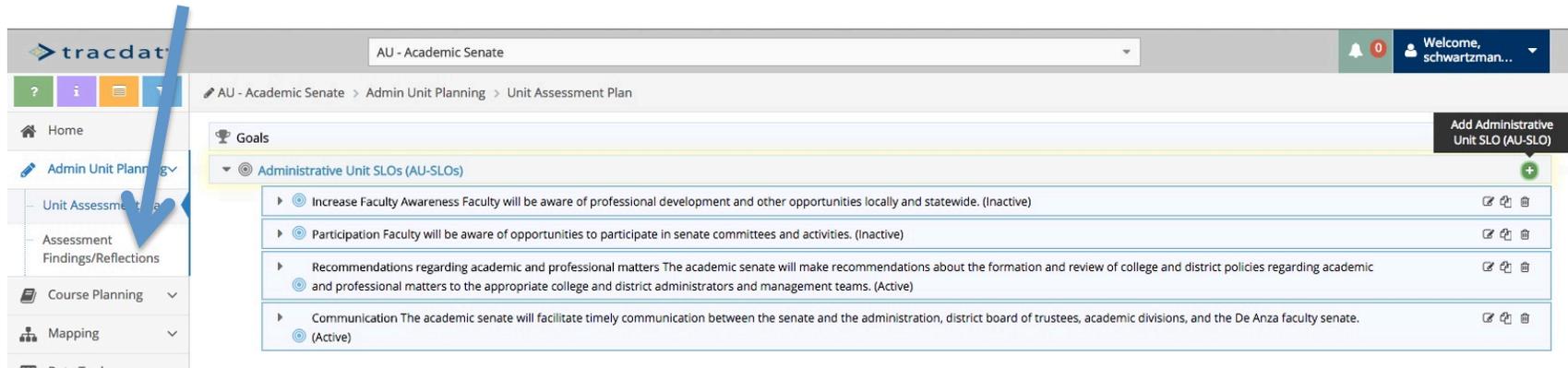
Step 1: Click the  button to edit SLOs or Assessment Methods



Step 2: This will take you to the same steps for Adding SLOs [Page 7](#) or Assessment Methods [Page 9](#)

ADDING AU ASSESSMENT FINDINGS/REFLECTIONS

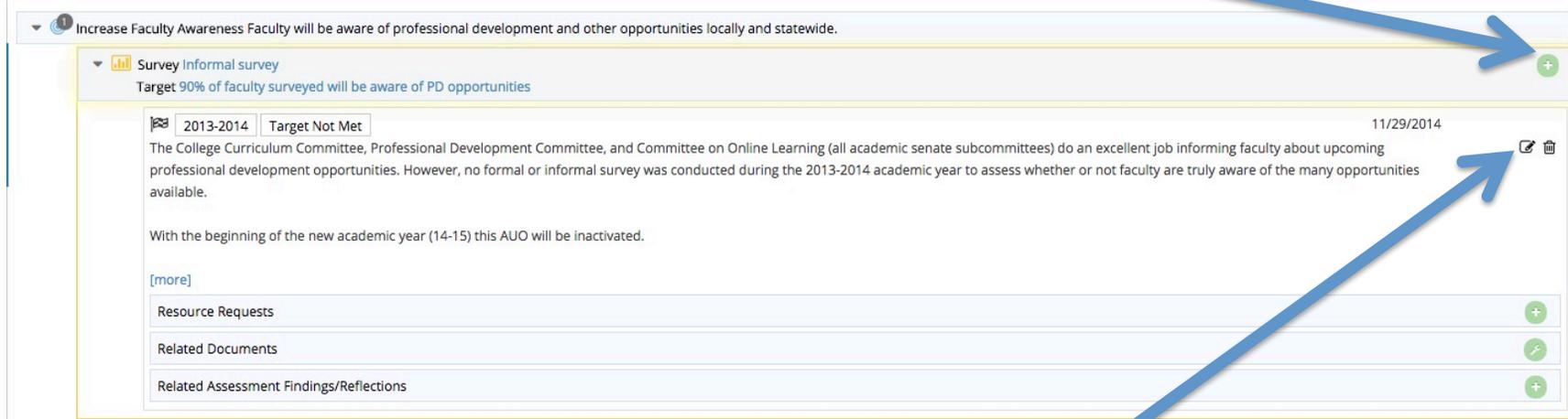
Step 1: Go to Admin Unit Planning Menu and Click Assessment Findings and Reflections



Step 2: Click the drop down arrow next to the SLO to which you would like to add a Finding/Reflection



Step 3: Click the  button next to the Assessment Method



The screenshot shows a web interface for an assessment finding. At the top, there is a header bar with a dropdown arrow and the text "Increase Faculty Awareness Faculty will be aware of professional development and other opportunities locally and statewide." Below this is a section titled "Survey Informal survey" with a sub-header "Target 90% of faculty surveyed will be aware of PD opportunities". The main content area includes a date selector for "2013-2014" and a status indicator "Target Not Met" on the left, and a date "11/29/2014" on the right. The text of the finding reads: "The College Curriculum Committee, Professional Development Committee, and Committee on Online Learning (all academic senate subcommittees) do an excellent job informing faculty about upcoming professional development opportunities. However, no formal or informal survey was conducted during the 2013-2014 academic year to assess whether or not faculty are truly aware of the many opportunities available. With the beginning of the new academic year (14-15) this AUO will be inactivated." Below the text is a "[more]" link. At the bottom, there are three expandable sections: "Resource Requests", "Related Documents", and "Related Assessment Findings/Reflections", each with a plus icon on the right. Two blue arrows are overlaid on the image: one points to the plus icon in the top right corner of the finding card, and the other points to the edit icon (a pencil) in the top right corner of the text area.

Step 4: Follow the steps from Page 15

EDITING ASSESSMENT FINDINGS/REFLECTIONS

Step 1: Click the  button next to the Assessment Finding or Reflection you wish to edit

SERVICE AREA

ADDING NEW SA SLOs

Step 1: Select the Service Area you would like to work with from the drop down menu

- For this example I have selected the “Career Center”

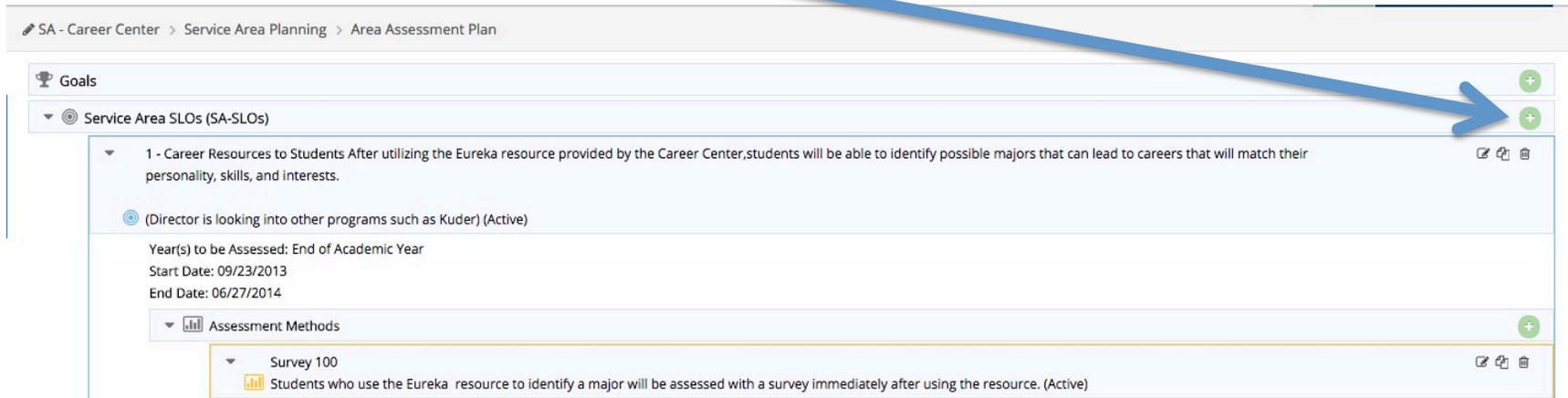
The screenshot shows the Tracdat web application interface. At the top, there is a navigation bar with the Tracdat logo, a dropdown menu set to 'SA - Career Center', and a user profile for 'Welcome, schwartzman...'. Below the navigation bar is a sidebar with a home icon and several menu items: 'Home', 'Service Area Planning', 'Course Planning', 'Mapping', 'Reports', and 'Documents'. A blue arrow points to the 'Service Area Planning' menu item. The main content area displays a 'Service Area Planning Summary' table with the following data:

	Service Area SLOs (SA-SLOs)	Assessment Methods	Assessment Findings/Reflections	Actions	Follow-Up
✓	1 - Career Resources to Students	1	3	1	0
✓	2 - Researching Careers	1	2	1	0
	3 - Career Guidance	1	1	1	0
✓	Employment Services	1	0	0	0

Step 2: Click the “Service Area Planning” Menu and click “Area Assessment Plan”

This image shows a close-up of the 'Service Area Planning' menu. The menu is titled 'Service Area Planning' and contains three options: 'Area Assessment Plan', 'Assessment Findings/Reflections', and 'Assessment Findings/Reflections'. A blue arrow points to the 'Area Assessment Plan' option.

Step 3: Select the  button next to Service Area SLOs to add a new SLO



SA - Career Center > Service Area Planning > Area Assessment Plan

Goals 

Service Area SLOs (SA-SLOs) 

1 - Career Resources to Students After utilizing the Eureka resource provided by the Career Center, students will be able to identify possible majors that can lead to careers that will match their personality, skills, and interests.   

(Director is looking into other programs such as Kuder) (Active)

Year(s) to be Assessed: End of Academic Year
Start Date: 09/23/2013
End Date: 06/27/2014

Assessment Methods 

Survey 100   

 Students who use the Eureka resource to identify a major will be assessed with a survey immediately after using the resource. (Active)

Step 4: Follow the same steps from Page 6 of this manual

ADDING NEW SA ASSESSMENT METHODS

Step 1: Follow the first steps of adding SA SLOs to get to the “Area Assessment Plan”

The screenshot displays the Tracdat web application interface. The top navigation bar shows the Tracdat logo and a user profile for 'Welcome, schwartzman...'. The breadcrumb trail indicates the current location: 'SA - Career Center > Service Area Planning > Area Assessment Plan'. The left sidebar contains navigation options: Home, Service Area Planning, Area Assessment Plan, Assessment Findings/Reflections, Course Planning, Mapping, Reports, and Documents. The main content area shows a goal for 'Service Area SLOs (SA-SLOs)' with details for '1 - Career Resources to Students'. Below this, there is a section for 'Assessment Methods' with a dropdown arrow and a green plus button. A blue arrow points to the 'Assessment Methods' dropdown, and another blue arrow points to the green plus button.

Step 2: Click the drop down arrow next to “Assessment Methods”

Step 3: Click the  button to add a new Assessment Method

Step 4: Follow the same steps from adding Assessment Methods for Course Level SLOs on [Page 9](#)

EDITING SA SLOs or ASSESSMENT METHODS

Step 1: Click the  button to edit SLOs or Assessment Methods

tracdat

SA - Career Center

Welcome, schwartzman...

SA - Career Center > Service Area Planning > Assessment Plan

Home

Service Area Planning

Area Assessment Plan

Assessment Findings/Reflections

Course Planning

Mapping

Reports

Documents

Goals

Service Area SLOs (SA-SLOs)

1 - Career Resources to Students After utilizing the Eureka resource provided by the Career Center, students will be able to identify possible majors that can lead to careers that will match their personality, skills, and interests.

(Director is looking into other programs such as Kuder) (Active)

Year(s) to be Assessed: End of Academic Year

Start Date: 09/23/2013

End Date: 06/27/2014

Assessment Methods

Survey 100

Students who use the Eureka resource to identify a major will be assessed with a survey immediately after using the resource. (Active)

Target: 60% of students who fill out your survey will express that Eureka helped them identify possible majors that can lead to careers.

Notes:

Date Added: 12/13/2011

Active: Yes

Step 2: This will take you to the same steps for Adding SLOs [Page 7](#) or Assessment Methods [Page 9](#)

SA - Career Center > Service Area Planning > Assessment Findings/Reflections

(Director is looking into other programs such as Kuder)

Survey 100
 Students who use the Eureka resource to identify a major will be assessed with a survey immediately after using the resource.

2012-2013 Target Not Met 06/25/2013

I designed a Survey Monkey survey to ask students who used Eureka in the Career Center and in their CRLP 70 classes to explain how they used Eureka and to evaluate it's effectiveness.

I wanted to survey 100 students but only 41 responded. Most of those students came from my own CRLP 70 and the rest came from Andy Lee's class. There were two other CRLP 70 classes but I did not get responses from them. Only a handful of individuals who used the Career Center took the survey. I'm not satisfied with this number because in one quarter we have 120+ students use Eureka in the CRLP 70 classes, in counseling sessions, and in the Career Center.

I was not expecting any individuals from counseling sessions to take the survey because our 30-min counseling appointments are almost never enough time to do the counseling students want, so to add an additional task of even talking about the survey, explaining it, showing the link, etc. would take more time than the counselor had.

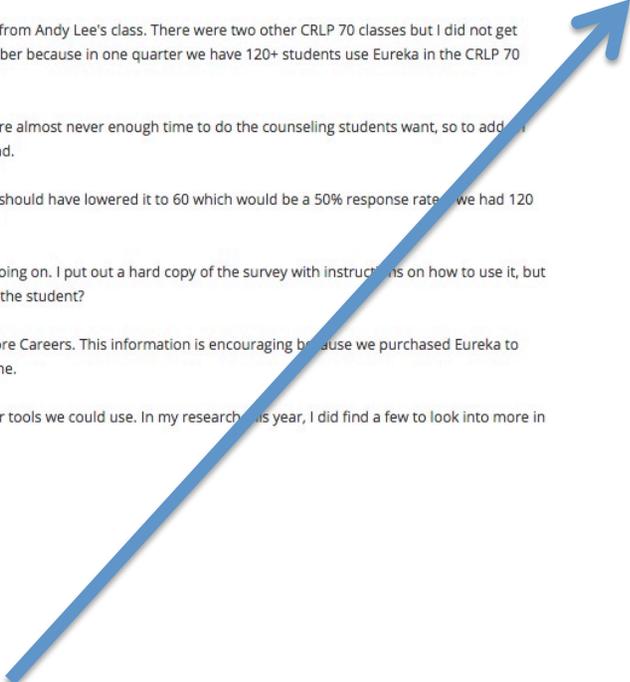
I did expect more students to reply, especially those in the CRLP 70 classes, but in retrospect, my target number was too high. I should have lowered it to 60 which would be a 50% response rate. We had 120 students in the CRLP 70 classes. This seems reasonable. Surveying classes is probably a more suitable way to engage students.

I think another reason we had low user responses was because we don't have anyone in the Career Center monitoring what's going on. I put out a hard copy of the survey with instructions on how to use it, but which college student is going to take the time to figure out what the survey is about without any incentive or someone guiding the student?

Overall, those 41 students who did take the survey, found Eureka easy to use and they used it to find schools, majors, and explore Careers. This information is encouraging because we purchased Eureka to meet these needs and it seems the tool is doing it effectively. The number finding Eureka easy to use was not high enough for me.

That being said, we don't have a big enough pool to really make this determination. I, personally, want to start looking into other tools we could use. In my research this year, I did find a few to look into more in depth.

Below are the responses from the Survey Monkey.



Step 4: Follow the steps from Page 15

EDITING ASSESSMENT FINDINGS/REFLECTIONS

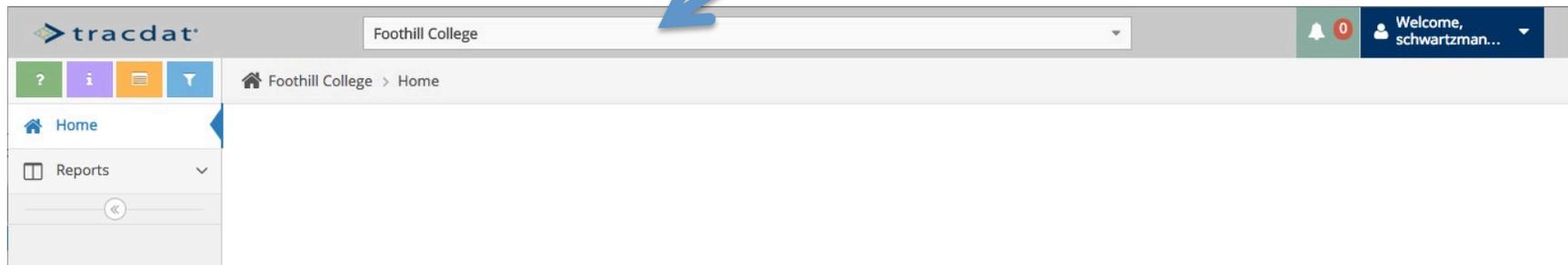
Step 1: Click the  next to the Assessment Finding/Reflection you would like to edit

Program Level

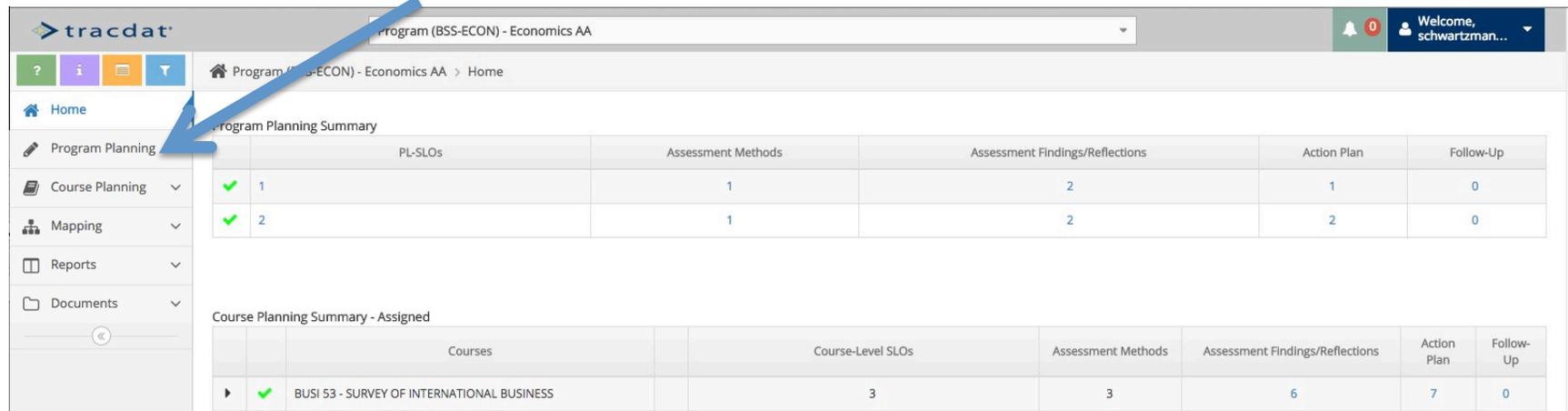
ADDING NEW PROGRAM LEVEL SLOs

Step 1: Select your Program from the drop down menu

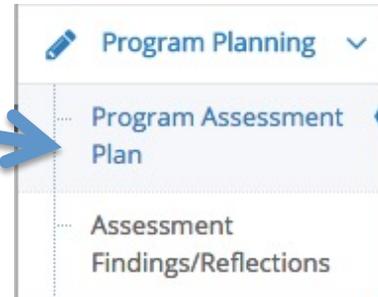
- For this example I will use "Program (BSS-Econ) – Economics AA"



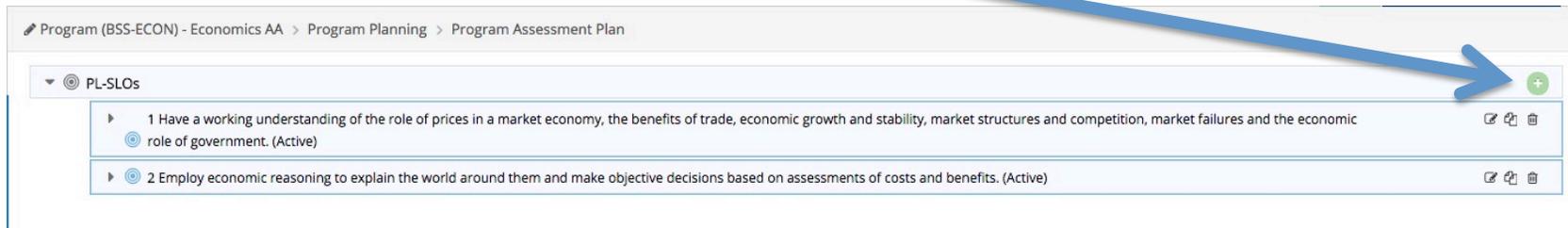
Step 2: Click the Program Planning Menu



Step 3: Select “Program Assessment Plan”



Step 4: Click the  button next to “PL-SLOs” to add a new SLO



Step 5: Follow the same steps from Page 6 of this manual

ADDING NEW PROGRAM-LEVEL ASSESSMENT METHODS

Step 1: Follow the first steps of adding Program-Level SLOs to get to the “Program Assessment Plan”

The screenshot displays the Tracdat web application interface. The top navigation bar shows the program name 'Program (BSS-ECON) - Economics AA' and the user 'Welcome, schwartzman...'. The left sidebar contains a navigation menu with options: Home, Program Planning, Program Assessment Plan, Assessment Findings/Reflections, Course Planning, Mapping, Reports, and Documents. The main content area is titled 'Program (BSS-ECON) - Economics AA > Program Planning > Program Assessment Plan'. It shows a list of PL-SLOs. The first SLO is '1 Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth and stability, market structures and competition, market failures and the economic role of government. (Active)'. Below this SLO, there is a section for 'Assessment Methods' with a dropdown arrow and a plus button. A list of assessment methods is shown, including 'Exam - Standardized' with details about a 14-point quiz. A blue arrow points to the 'Assessment Methods' dropdown, and another blue arrow points to the plus button in the top right corner of the assessment methods list.

Step 2: Click the drop down arrow next to “Assessment Methods”

Step 3: Click the  button to add a new Assessment Method

Step 4: Follow the same steps from adding Assessment Methods for Course Level SLOs on [Page 9](#)

EDITING PROGRAM-LEVEL SLOs or ASSESSMENT METHODS

Step 1: Click the  button to edit SLOs or Assessment Methods

Program (BSS-ECON) - Economics AA

Program (BSS-ECON) - Economics AA > Program Planning > Program Assessment Plan

PL-SLOs

1 Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth, stability, market structures and competition, market failures and the economic role of government. (Active)

Year PL-SLO implemented:
Start Date:
End Date:

Assessment Methods

Exam - Standardized We have a 14 point quiz consisting of 10 multiple choice questions (1 pt each) and 2 2-point questions - one a supply and demand shift and one a marginal benefit-marginal cost assessment.

We are giving the exam to one intro class at the beginning of the quarter ONLY to students that have not had any college economics yet. We are then giving the same exam to students in Econ 25 toward the end of the quarter who have also completed both Econ 1A and Econ 1B at Foothill. Obviously the 2nd pool of students will be much smaller. (Active)

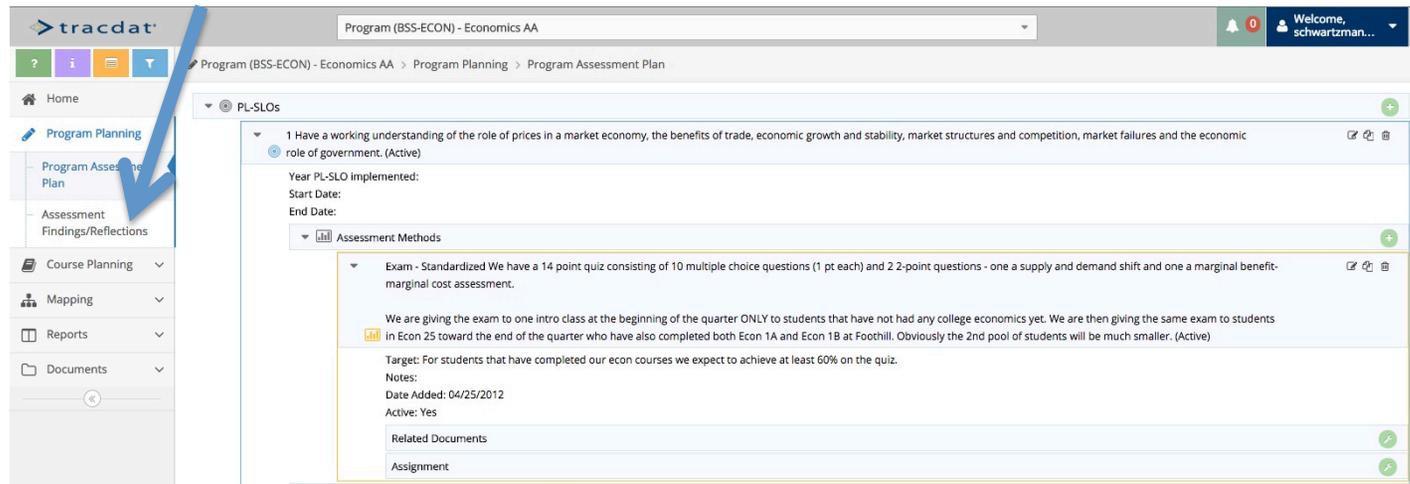
Target: For students that have completed our econ courses we expect to achieve at least 60% on the quiz.
Notes:
Date Added: 04/25/2012
Active: Yes

Related Documents
Assignment

Step 2: This will take you to the same steps for Adding SLOs [Page 7](#) or Assessment Methods [Page 9](#)

ADDING PROGRAM-LEVEL ASSESSMENT FINDINGS/REFLECTIONS

Step 1: Go to Program Planning Menu and Click Assessment Findings and Reflections



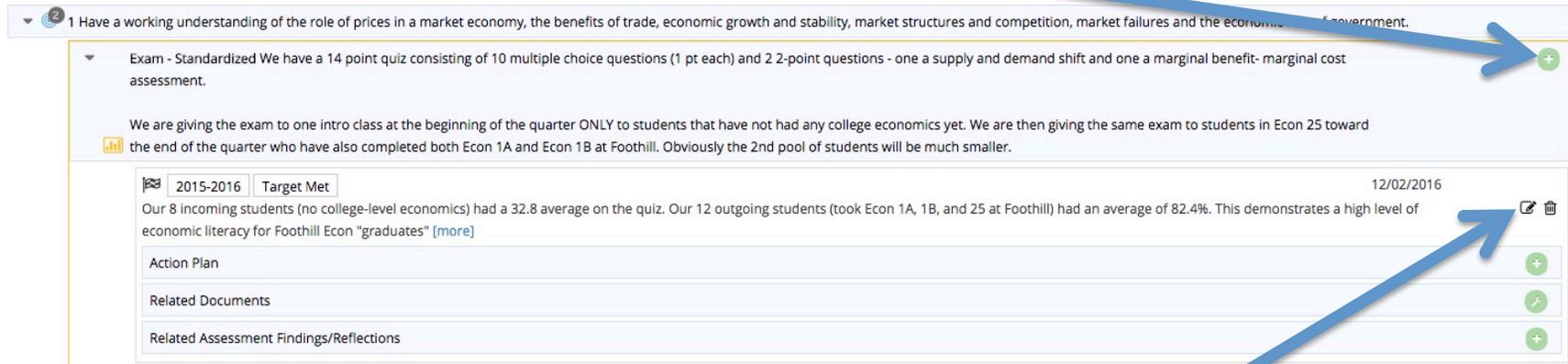
The screenshot shows the Tracdat web application interface. The top navigation bar includes the Tracdat logo, a dropdown menu for 'Program (BSS-ECON) - Economics AA', and a user profile for 'Welcome, schwartzman...'. The left sidebar contains a menu with items: Home, Program Planning, Program Assessment Plan, Assessment Findings/Reflections, Course Planning, Mapping, Reports, and Documents. A blue arrow points to the 'Assessment Findings/Reflections' menu item. The main content area displays the 'Program Assessment Plan' for 'Program (BSS-ECON) - Economics AA'. It shows a list of PL-SLOs (Program-Level Student Learning Objectives) with details for the first SLO: '1 Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth and stability, market structures and competition, market failures and the economic role of government. (Active)'. Below the SLO, there are fields for 'Year PL-SLO implemented:', 'Start Date:', and 'End Date:'. An 'Assessment Methods' section is expanded, showing an 'Exam - Standardized' method with a description: 'We have a 14 point quiz consisting of 10 multiple choice questions (1 pt each) and 2 2-point questions - one a supply and demand shift and one a marginal benefit-marginal cost assessment. We are giving the exam to one intro class at the beginning of the quarter ONLY to students that have not had any college economics yet. We are then giving the same exam to students in Econ 25 toward the end of the quarter who have also completed both Econ 1A and Econ 1B at Foothill. Obviously the 2nd pool of students will be much smaller. (Active)'. The target is 'For students that have completed our econ courses we expect to achieve at least 60% on the quiz.' The exam was added on '04/25/2012' and is active. There are also sections for 'Related Documents' and 'Assignment'.

Step 2: Click the drop down arrow next to the SLO to which you would like to add a Finding/Reflection



The screenshot shows the Tracdat web application interface. The top navigation bar includes the Tracdat logo, a dropdown menu for 'Program (BSS-ECON) - Economics AA', and a user profile for 'Welcome, schwartzman...'. The left sidebar contains a menu with items: Home, Program Planning, Program Assessment Plan, Assessment Findings/Reflections, Course Planning, Mapping, Reports, and Documents. A blue arrow points to the 'Assessment Findings/Reflections' menu item. The main content area displays the 'Program Assessment Plan' for 'Program (BSS-ECON) - Economics AA'. It shows a list of PL-SLOs (Program-Level Student Learning Objectives) with details for the first SLO: '1 Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth and stability, market structures and competition, market failures and the economic role of government. (Active)'. Below the SLO, there are fields for 'Year PL-SLO implemented:', 'Start Date:', and 'End Date:'. An 'Assessment Methods' section is expanded, showing an 'Exam - Standardized' method with a description: 'We have a 14 point quiz consisting of 10 multiple choice questions (1 pt each) and 2 2-point questions - one a supply and demand shift and one a marginal benefit-marginal cost assessment. We are giving the exam to one intro class at the beginning of the quarter ONLY to students that have not had any college economics yet. We are then giving the same exam to students in Econ 25 toward the end of the quarter who have also completed both Econ 1A and Econ 1B at Foothill. Obviously the 2nd pool of students will be much smaller. (Active)'. The target is 'For students that have completed our econ courses we expect to achieve at least 60% on the quiz.' The exam was added on '04/25/2012' and is active. There are also sections for 'Related Documents' and 'Assignment'.

Step 3: Click the  button next to the Assessment Method to which you are adding the Finding/Reflection



1 Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth and stability, market structures and competition, market failures and the economic role of government.

Exam - Standardized We have a 14 point quiz consisting of 10 multiple choice questions (1 pt each) and 2 2-point questions - one a supply and demand shift and one a marginal benefit- marginal cost assessment.

We are giving the exam to one intro class at the beginning of the quarter ONLY to students that have not had any college economics yet. We are then giving the same exam to students in Econ 25 toward the end of the quarter who have also completed both Econ 1A and Econ 1B at Foothill. Obviously the 2nd pool of students will be much smaller.

2015-2016 Target Met 12/02/2016

Our 8 incoming students (no college-level economics) had a 32.8 average on the quiz. Our 12 outgoing students (took Econ 1A, 1B, and 25 at Foothill) had an average of 82.4%. This demonstrates a high level of economic literacy for Foothill Econ "graduates" [\[more\]](#)

Action Plan

Related Documents

Related Assessment Findings/Reflections

Step 4: Follow the steps from [Page 15](#)

EDITING ASSESSMENT FINDINGS/REFLECTIONS

Step 1: Click the  next to the Assessment Finding/Reflection you would like to edit

Four Column Reports

Step 1: Click the drop-down menu

- For Course-Level Reports, select your Department
- For Administrative Unit Reports, select your Administrative Unit
- For Service Area Reports, select your Service Area
- For Program-Level Reports, select your Program



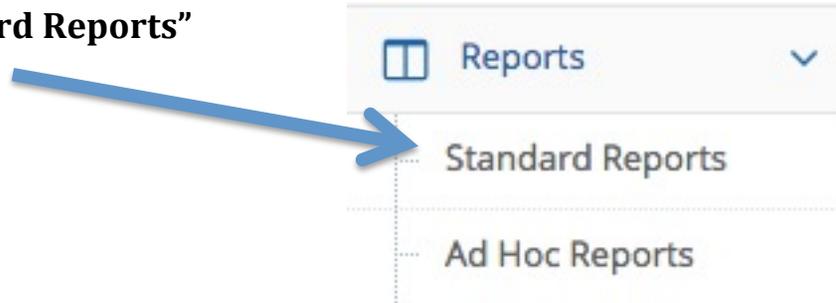
The screenshot shows the Tracdat interface with the 'Foothill College' dropdown menu selected in the top navigation bar. The left sidebar shows 'Home' and 'Reports' options.

Step 2: Select the “Reports” button

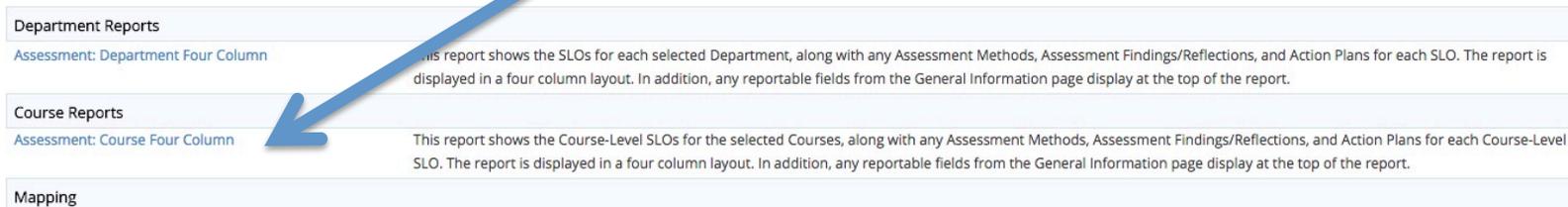
The screenshot shows the Tracdat interface with the 'Reports' button selected in the left sidebar. The main content area displays a 'Course Planning Summary - Owned' table with columns for Courses, Course-Level SLOs, Assessment Methods, and Assessment Findings/Reflections.

		Courses	Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections
▶	✓	PHYS 100 - PHYSICS STUDENT ASSISTANCE	2	0	0
▶	✓	PHYS 100X - PHYSICS STUDENT ASSISTANCE	2	0	0
▶	✓	PHYS 100Y - PHYSICS STUDENT ASSISTANCE	2	0	0

Step 3: Select “Standard Reports”



Step 4: Select “Assessment: Course Four Column”



Step 5: You can change your report title by clicking the “*Report Title” box and typing in what you would like your report to be titled

Department - Physics (PHYS) > Reports > Standard Reports > Assessment: Course Four Column

Open Report Return

Layout

* Format PDF

* Report Title Assessment: Course Four Column

Report Subtitle

Report Logo

Filter

Courses Selected All(20)

Course-Level SLO Status

Assessment Cycles

Assessment Method Types

Sort Assessment Findings/Reflections Ascending Descending

Assessment Finding/Reflection Date Between and

Year This Assessment Occurred

Result

Options

Include SLOs With No Assessment Findings/Reflections

Include Assessment Methods with no Assessment Findings/Reflections

Include Inactive Assessment Methods

Include Fields With No Data

Step 6: Default settings will have all courses in a particular department selected for the report. If you would like all courses selected for your report, skip to Step 10

Department - Physics (PHYS) > Reports > Standard Reports > Assessment: Course Four Column

Open Report Return

Layout

* Format PDF

* Report Title Assessment: Course Four Column

Report Subtitle

Report Location

Filter

Courses Selected [All\(20\)](#)

Course-Level SLO Status

Assessment Cycles

Assessment Method Types

Sort Assessment Findings/Reflections Ascending Descending

Assessment Finding/Reflection Date Between and

Year This Assessment Occurred

Result

Options

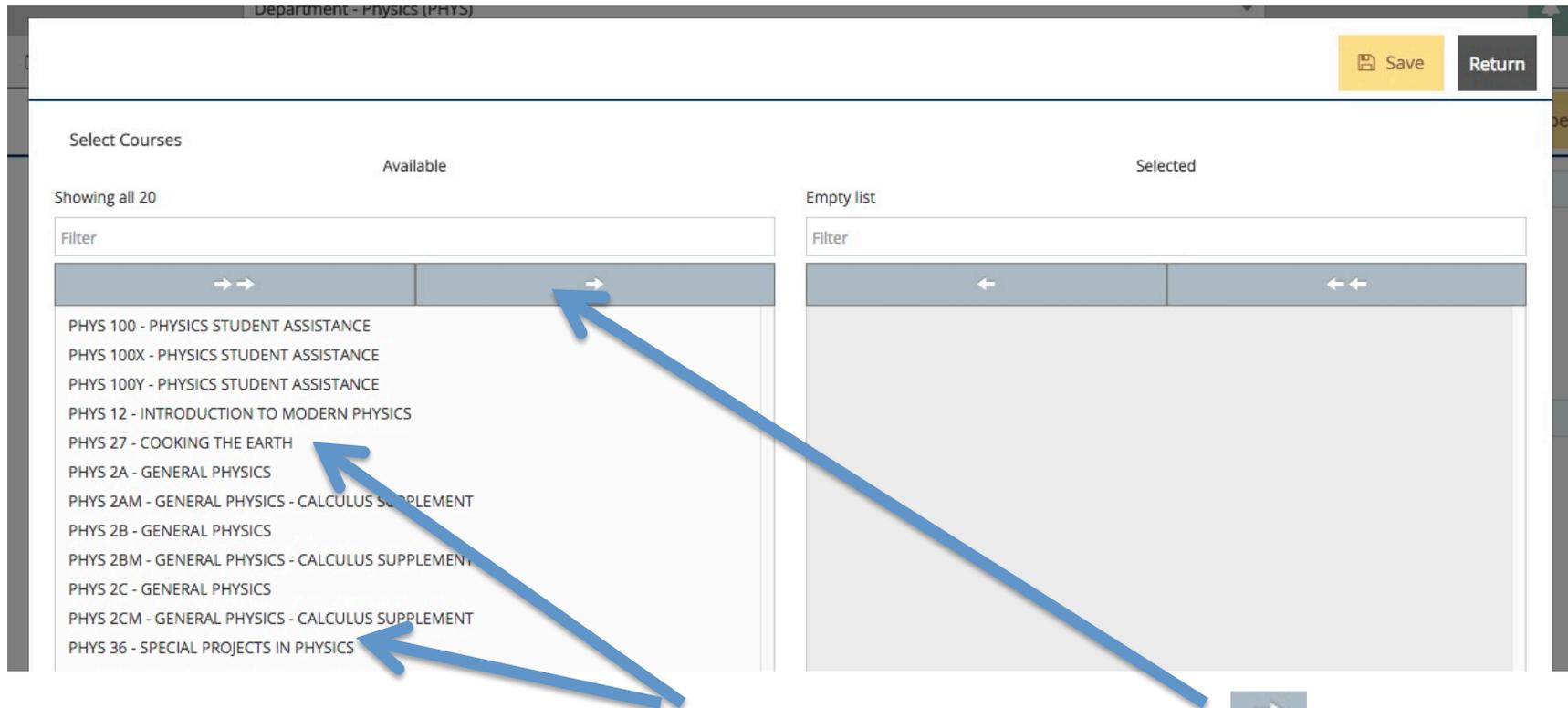
Include SLOs With No Assessment Findings/Reflections

Include Assessment Methods with no Assessment Findings/Reflections

Include Inactive Assessment Methods

Include Fields With No Data

Step 7: To select specific courses for your report, click the blue “All” link next to “Courses Selected,” and this screen will appear



Step 8: To select specific courses, click one course at a time and then click the  button to send the courses from the “Available” column over to the “Selected” column

- For this example we’ll select “PHYS 27-Cooking the Earth” and “PHYS 36 Special Projects in Physics”



Step 9: You can also click each course and send it back to the “Available” column by clicking the button. The double arrow buttons will send all courses over to being selected, or all courses back to the “Available” column. Click “Save” once you have selected the courses you want.

The screenshot shows a course selection interface with two columns: "Available" and "Selected".

- Available Column:** Shows 18 courses. The first five are: PHYS 100 - PHYSICS STUDENT ASSISTANCE, PHYS 100X - PHYSICS STUDENT ASSISTANCE, PHYS 100Y - PHYSICS STUDENT ASSISTANCE, PHYS 12 - INTRODUCTION TO MODERN PHYSICS, and PHYS 2A - GENERAL PHYSICS. A double arrow button (→→) is located at the top of this column.
- Selected Column:** Shows 2 courses: PHYS 27 - COOKING THE EARTH and PHYS 36 - SPECIAL PROJECTS IN PHYSICS. A double arrow button (←←) is located at the top of this column.
- Buttons:** A yellow "Save" button and a black "Return" button are located at the top right of the interface.

Blue arrows in the image point from the text above to the double arrow buttons in both columns and to the "Save" button.

Step 10: To open your report, click the yellow “Open Report” button. Depending on your Internet connection the report can take up to a minute to open.

- Each page of the report should look like this (pictured below)

PHYS 12:INTRODUCTION TO MODERN PHYSICS			
<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>Reflecting on Physics 12 - 1. Students will understand their objectives for taking this course 2. Students will, when the course is over, reflect on how well the course met their objectives Course-Level SLO Status: Active Start Date: 12/01/2010 End Date: 06/30/2011</p>	<p>Survey - Students received a survey on the first day of the class and then received another survey (based on the first) on the last day of the class. Students were asked to reflect on their objectives and how well the course met them. Target for Success: The majority of students in the class report that the class met the objectives which they had set.</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met I redid the survey before and after class one year later and the students responses at the end of the course were even more closely matched with the expectations they had suggested at the beginning of the course. Students report high levels of satisfaction in being able to understand Einstein's work and being able to discuss it with others. (11/13/2013) GE/IL-SLO Reflection: This course draws 60 to 80 students each time it is offered, and draws many students who are older and see an understanding of modern physics as a personal and intellectual goal.</p> <hr/> <p>Year This Assessment Occurred: 2010-2011 Result: Target Met During the pre-survey, the following were the top objectives in taking the course: 1. really understanding something about the theories of relativity - 54 2. knowing more about Einstein's life and outlook - 52</p>	

Step 11: To save the report to your computer, right click anywhere on the report and select “Save As...”