

2011- 2012

To: Lead Faculty for TracDat

From: Karen Wong, SLOAC Coordinator

Thank you for participating in the training for TracDat, a powerful tool to help you to coordinate your department's assessment efforts. In the course of the Spring 2010 training, participants asked for clarification of what coordination entails. Please note that while this beginning stage will require time, afterward it will require less time since you primarily will need to maintain the currency of the information. The following steps are involved:

- **Determine the assessment schedule in collaboration with the appropriate faculty and/or staff, ideally over six years to complement the program review cycle.** Then enter the dates into TracDat (under "Means of Assessment"). The next step may involve sending reminder e-mails to faculty responsible for an upcoming course assessment.

The point of assessment is to improve student learning and development, so focus your energies on core courses in your program whose assessment is likely to have the most widespread impact (ie., heavily enrolled courses, courses in a prerequisite sequence, GE courses, etc.), or courses that you're interested in troubleshooting. You are especially encouraged to assess the courses that are most heavily enrolled; the spreadsheet can be accessed from the SLOAC Implementation Schedule website. Satisfy your intellectual curiosity and your desire to better promote learning and student success.

Why do we recommend a six-year cycle? Presently our Program Review is on a six-year cycle, so it makes sense to align the two processes. You have many options: assess a core course per year, or assess one SLO from multiple courses per year, or substitute a course level assessment with a program

level assessment. In short, identify which core courses should be assessed, and divide by six to determine how much will be assessed from year to year.

If possible, should you make any revisions to curriculum, instructional delivery, and the like, you should assess that course again so as to determine if the revisions had any palpable impact.

- **Check the list of courses listed under your program to ensure that all active courses are listed**, except courses that are discontinued or banked, special topics, independent study, and experimental, ASAP. E-mail Karen Wong if anything needs to be deleted or is missing. Be sure to include the course number and course name (i.e., ANTH 110, Cultural Anthropology).
- **Give “names” to all course level SLOs**, replacing the current letters (ie., “a”) that are placeholders, by the end of Fall 2011.
- **Enter PSLOs** under the SKY PROG-- _____ option from the pulldown menu by the end of Fall 2011.
- **Map course level SLOs to PSLOs** by the end of Fall 2011.
- **Map course level SLOs to ISLOs** by the end of Fall 2011.
- **Upload assessments, instruments, results, action plans, etc., ongoing.**

Enter SLOs, an assessment plan, and if applicable, upload related current documents for each course within the department(s). This step may involve contacting faculty responsible for that course’s assessment to send the information via e-mail, so as to easily

copy, paste, and upload, or transferring existing materials from another database.

After the assessment has been completed, use the “assign” button to remind faculty responsible for assessing to enter the data, results, and/or action plans. Best is to send the “assignment” to yourself, and then forward the request to the faculty who are assessing. Another option is to attend a meeting when the discussion is taking place so as to immediately enter the subsequent decisions into TracDat.

When data is being collected from multiple sections of the same course, ask one of the faculty/ staff who is assessing to collate the results.

- **Run reports as needed by faculty or staff.**

Last of all, remember that your role is as supporter and facilitator, not “enforcer.” So consult with your Division Dean if your reminders and requests are met with silence or resistance.