

ASSESSMENT @ GCC

# TRACDAT

Version 4.8.8 User's Guide for  
Documenting Outcomes (SLOs/AUOs) at  
Guam Community College

Updated: January 2018



<http://tracdat.guamcc.edu/tracdat/>

"Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia."

## Welcome to TracDat @ GCC

The *Office of Assessment, Institutional Effectiveness & Research (AIER)* prepared this **TracDat User's Guide** to help users navigate through **TracDat** more efficiently and effectively. Once users become familiar with its varied features and functions, they can use **TracDat** for a wide range of administrative reporting, management and planning tasks. Additionally, **TracDat** serves as a repository for assessment data (i.e., survey results, student artifacts, focus group transcripts).

**TracDat** provides a structured framework for continuous monitoring of assessment results. It allows users to store and manage assessment data crucial to the systematic process of evidence-based assessment of student learning outcomes, both at the program and course-level. **TracDat** also permits instructional programs, student services and administrative units to store their assessment plan and report in one easily accessible database. The ability to link Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) to program goals, school goals, division-level goals, institution-level goals, and ACCJC/WASC standards is an important feature of **TracDat**. Additionally, **TracDat** allows users to conduct queries and to quickly produce reports that can guide planning and decision-making.

**TracDat training is essential.** We strongly encourage users to participate in our continuous **TracDat** training program offered every semester. Contact the AIER office ([aier@guamcc.edu](mailto:aier@guamcc.edu), 735-5520 or 735-5641) for individual or group training arrangements, if needed.

We trust that you—as a **TracDat** user—will contribute significantly to assessment at GCC. This is only possible through a good understanding of **TracDat's** functionality, and most important of all, through careful input of assessment data.

We live in an age of evidence. **TracDat** allows us to confront the challenge of assessment and transform it into a continuous improvement effort that translates results into decisions and eventually into action.

Thank you for your valuable contribution to our campus-wide assessment initiative.

Office of Assessment, Institutional Effectiveness & Research (AIER)  
<http://www.guamcc.edu/Runtime/aier.aspx>

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## Introduction

**GCC's Comprehensive Institutional Assessment Plan for Programs, Services, Administrative Units, and the Board of Trustees** document is the institutional mandate that drives all campus-wide assessment activities.

"Assessment is a means for focusing our collective attention, examining our assumptions, and creating a shared culture dedicated to continuously improving the quality of higher learning. Assessment requires making expectations and standards for quality explicit and public; systematically gathering evidence on how well performance matches those expectations and standards; analyzing and interpreting the evidence; and using the resulting information to document, explain, and improve performance." (Angelo, *AAHE Bulletin*, April 1995, p. 11).

TracDat is an assessment data management software package from Nuventive. It is designed to organize assessment data at the course, program, department, school, division and college levels. TracDat allows for institution-wide viewing of assessment plans and uniform reporting across departments. Each Unit is responsible for entering/maintaining their action plans (assessment plans) and results (assessment reports) in TracDat. The Committee on College Assessment (CCA) is an institution-level committee responsible for reviewing and rating assessment plans and reports.

CCA developed a flow chart (Appendix A) and Consolidated Feedback Sheets (CFS) as tools used to systematically review and deliberate on the merits of assessment plans and reports inputted into TracDat. The CFS often undergoes review and revision as the assessment data management software (TracDat) upgrades occur.

This manual provides step-by-step instruction on all functions and provides a wide assortment of information to ease the learning process. It shows how to log in, enter plans and data, run reports, etc.

## Uses of TracDat

TracDat can be used to manage and document (not limited to) the following institutional effectiveness activities:

- Manage assessment plans
- Manage action plans/tasks
- Show strengths and weaknesses
- Document student learning outcomes and results
- Link to the College mission, vision, and goals

## GLOSSARY

|  |  |
|--|--|
| * Asterisk to the left of each field/box                             | Refers to a required field. Whenever an asterisk (*) appear to the left of a field/box within a page, data <b>is required</b> . Users would not be able to proceed within the application if the required field is blank.  |
| ? Question mark to the right of each field/box                       | Provides guidance as to what type of data is required/   |
| Academic Units   | Refers to all instructional programs (associate degrees, certificate programs and secondary programs).   |
| Activities   | Refers to performing a function or mission. Measurable amount of work performed to convert inputs into outputs. For an academic department, this would be a Course.  |
| Activity Schedule  | When and how often each measure will be taken  |
| AUOs   | <p>Acronym for Administrative Unit Outcomes = The knowledge, skills, abilities or attitudes that students are expected to attain directly or indirectly as a result of support for instructional programs, quality of service, interaction with other departments/units and planning/budgeting processes.</p> <p>An administrative unit outcome (AUO) is a statement about what a client will experience, receive, or understand as a result of a given service.</p> |
| Admin Role   | An individual with the role of Admin for a Unit will have that Unit as an option in the Selected Unit navigation drop-down at the top of the screen. When this Unit is selected, the individual will have full access to all functionality and reports that are available to that Unit.  |
| Anticipated Use of Assessment Results                                | How the results of assessment efforts will be used to impact the program or unit.  |
| Assessments  | Formal evaluations of institutional plans, academic programs, or student learning.   |
| Assessment Method Type (Artifacts/Instrument/Rubrics re: Tools Used) | Allows users to categorize program/unit assessment means. Ex: exit exam, survey, focus group, certification exam, etc.   |
| Assessment Tools   | Known as Assessment Methods; used to document how attainment of the program/unit outcomes will be measured.  |
| Assessment Cycle   | Refers to the college's Two-Year Assessment Schedule on what is due from each assessment group.  |
| Assessment Group A   | Refers to all Associate Degree programs  |
| Assessment Group B   | Refers to all Certificate programs   |
| Assessment Group C   | Refers to all administrative and student service units   |
| Assessment Group D   | Refers to general education, developmental courses, secondary programs, and related technical requirements/electives   |
| Program/Unit Assessment Plan   | Used at the program/unit level to record student learning outcomes (SLOs) and administrative unit outcomes (AUOs) relate to the Goals at various organizational  |

|                                 |   |
|---------------------------------|---|
|                                 | <p>levels, document assessment tools and related department courses (for academic programs), activities (for non-academic programs) and/or /tasks to the outcomes.</p> <p>SLOs/AUOs are a key element in the assessment planning process as defined in TracDat Enterprise. It is against each SLO, AUO that you will be able to define the means of assessing the outcome and recording the results of that assessment.</p>   |
| Assessment Process              | Refers to schedule of assessment tasks and activities.  |
| Assessment Unit                 | 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 result/status of that plan. Units are broken into Reporting (BOT, AAD, School, etc.); Academic Departments (Groups A, B, D – SLOs); Administrative (Non-Academic Units) Departments (Group C – AUOs)  |
| Budget Related Proposed Outcome | Refers to proposed outcome identified in the Department’s Budget Request (on an annual basis)   |
| Criterion                       | Standard of achievement for a measure; expressed in percentage, number or other qualitative/quantitative yardstick  |
| Document Repository             | A place to store ALL documents that can be shared with other programs/units.  |
| Email Only                      | An individual with the role of Email Only for a Unit will NOT have that Unit as an option in the Selected Unit navigation drop-down at the top of the screen. This role provides access to that Unit solely through assignments sent by email through the application.  |
| External Unit                   | Organizations outside of the institution to which assessment data needs to be related (e.g., ACCJC/WASC), particularly standards.   |
| Goal                            | A component of the organization’s or division’s/program’s/unit’s mission statement, which broadly outlines clear expectations about student learning outcomes. Goals comprise of a general statement of themes or directions, either measurable or not measurable as stated. They represent a commitment to broad intentions and aspirations. A goal or objective is a desired result of the department and/or unit or a system envisions, plans and commits to achieve—a personal or organizational desired end-point in some sort of assumed development. |
| Group                           | A collection of individual students that can be used to organize portfolios or other assessment measures by course, major, project, etc.  |
| Group Data                      | Used to record statistical aggregates (Means, Medians, Standard Deviations, sample sizes) for groups  |
| Goal Type                       | Allows institutions to classify goals into categories (e.g., Institutional, Division, Program/Unit, Individual, Governing Board Levels, etc.).  |
| Means of Assessment             | Means/methods you will use to assess or evaluate the selected Outcome.  |
| Mission Statement               | A clear statement of an organizational unit’s intended accomplishments. The mission statement should guide the actions of the unit, spell out its overall goal, provide a sense of direction, and guide decision-making. It provides "the   |

|                        |  |
|------------------------|--|
|                        | framework or context within which the unit's strategies are formulated." It is sometimes used to set out a "picture" of the unit in the future. A mission statement provides details of what is done and answers the question: "What do we do?"  |
| Non-Academic Units     | Refers to administrative units and student services units  |
| Objective/Outcome      | An intended program outcome stated in measurable terms. An intended program result as stated in measurable terms. Sometimes used interchangeably with objective, goal, standard.   |
| Objective/Outcome Name | Brief name given to an objective/outcome.  |
| Observations           | The TracDat term for Summary of Results. It refers to a conclusion or hypothesis derived from the analysis of assessment data. Observations can be based on formal, informal, quantitative, or qualitative data samples.   |
| Program Review         | An in-depth assessment of an educational program, a student support service, or an administrative unit for the purpose of program or unit improvement.   |
| Qualitative Data       | The term qualitative data is used to describe certain types of information.  |
| Quantitative Data      | The term quantitative data is used to describe a type of information that can be counted or expressed numerically. This type of data is often collected in experiments, manipulated and statistically analyzed. Quantitative data can be represented visually in graphs, histograms, tables and charts.  |
| Owned Courses          | Refers to course(s) owned by specific department/program and can be shared with other departments/programs.  |
| Personnel              | Person who have any type of permission to the selected Program/Unit, and therefore will be available to receive assignments for the Program/Unit within TracDat. Those Personnel who are assigned Artifact/Instrument/Rubric/Method/Tool Description, and/or Use of Summary Results will be notified by email when the assignment is due, and they may also be able to provide a status of the assignment via a link contained within the email. |
| Related Documents      | Documents relating to a specific area of an assessment plan or report. Documents supporting a summary of results or short narratives.  |
| Reporting Unit         | Reporting units are categorized as Division, School, Institution, BOT, ACCJC/WASC, etc.  |
| Reports Only           | An individual with the role of Reports Only for a Unit will have that Unit as an option in the Selected Unit navigation drop-down at the top of the screen. The individual will only have access to the Home tab and the Reports tab for that Unit.  |
| SLOs                   | Acronym for Student Learning Outcomes, which can be written at the course, program, or institutional levels.<br><br>The knowledge, skills, abilities, or attitudes that students are expected to attain as the result of specific educational experiences.   |



|                      |   |
|----------------------|---|
|                      | Answers the questions, What do students know? What can they do? What do they think and value? What students will be able to do, know or think (as SLOs) can be answered either directly or indirectly, through the use of quantitative or qualitative data or both.   |
| Student Services     | Services provided by a College that are not explicitly " <u>academic</u> ". e.g. Bookstores, Counseling, Career Centers, Child Care, Dining Facilities, Financial Aid, Internship programs, Parking, Placement Centers, Security Assistance, etc  |
| Student Success      | Commonly used to refer to measurable student achievement outcomes, including degree and certificate completion, transfer to four-year institutions, completion of preparatory course sequences, etc.  |
| Summative Assessment | The final determination of student knowledge, skills, or abilities, or the final determination of the effectiveness of a plan or strategy.  |
| Task                 | A piece of work assigned or done as part of one's duties. A function to be performed; an objective.   |
| Task Description     | Full description of the Assessment Process or Schedule Task.  |
| Task Name            | Brief name given to a Task (e.g. survey administration, data collection, focus group facilitation, etc).  |
| User Role            | Has the ability to add, delete, modify, print, query and export any of the program/unit's data. Does not have the ability to create user or assign user permission. Does not have the ability to create custom fields. The individual will have full access to all tabs for the Unit with the exception of the Assessment Unit or Reporting Unit tab (the second main tab), restricting the individual from changing general Unit information, Goals, Personnel, Courses or Activities for that Unit. |
| Vision Statement     | Description of what a unit would look in the future (major distinctive characteristics). Vision is a long-term view, sometimes describing how the unit would like the world to be in which it operates. A unit's vision expresses a compelling image of the desired future for the unit. It provides an inspiration and challenge to all members to reach toward an ideal of what the entity can become. It should be brief enough to be memorable and complete enough to direct effort.              |

This reference guide is intended for TracDat users with permissions at the Assessment Unit level. The Assessment Unit level varies by group, but normally includes any academic or administrative departments within an Institution that measure student learning outcomes, administrative unit outcomes, student services units' outcomes, or strategic goals. This guide will present all of the major heading tabs and their basic functions as well as the functionality and typical usage of some of the more common tabs and sub-tabs that you will encounter within TracDat. Here you will also find some suggested tips to remember and use while in the multiple editing modes.

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At the Assessment Unit level there are a maximum of eight heading tabs, each representing a different functional area of the software. These main heading tabs include: Home, Group Assessment Unit (Group A, B, C, or D), Program/Unit-Level Assmt Plan, Course-Level Assmt Plan, Data Collection Status/Summary of Results (N=?), Data Tools, Reports, and Documents. The sub-tabs that appear under each main heading tab may vary by Assessment Unit.

The information in this reference guide is organized according to the stock main heading tabs and sub-tabs that originally come with TracDat. **Please be aware that your experience with TracDat may look slightly different than the screenshots below due to the software's dynamic labeling feature and your specific unit's configuration of different tabs and features. Also take note that some features are limited to the type of user role you are assigned.**

## User Permissions and Their Role

**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.”

**Reports Only** – Some individuals may have report-only capabilities and not be able to enter or change data in the TracDat system. This level of approval is anticipated for some clerical or support personnel in the College who may be asked to produce reports for faculty, administrators, or committees, such as the CCA.

**Administrator (Department Level)** – One individual will be provided with “administrator” level access to everything within their department. This individual will be charged with keeping Assessment Unit information up to date. At this time, Department Level Administrator has not been utilized.

**System Administrator** – The Office of Assessment, Institutional Effectiveness and Research is responsible for adding all users to the system. The AIER office 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.

**Email only** – users would be those who need to supply data to the TracDat system but will be invited to go to a link to enter the required information and not be regular users of the system.

### New Custom (User) Roles

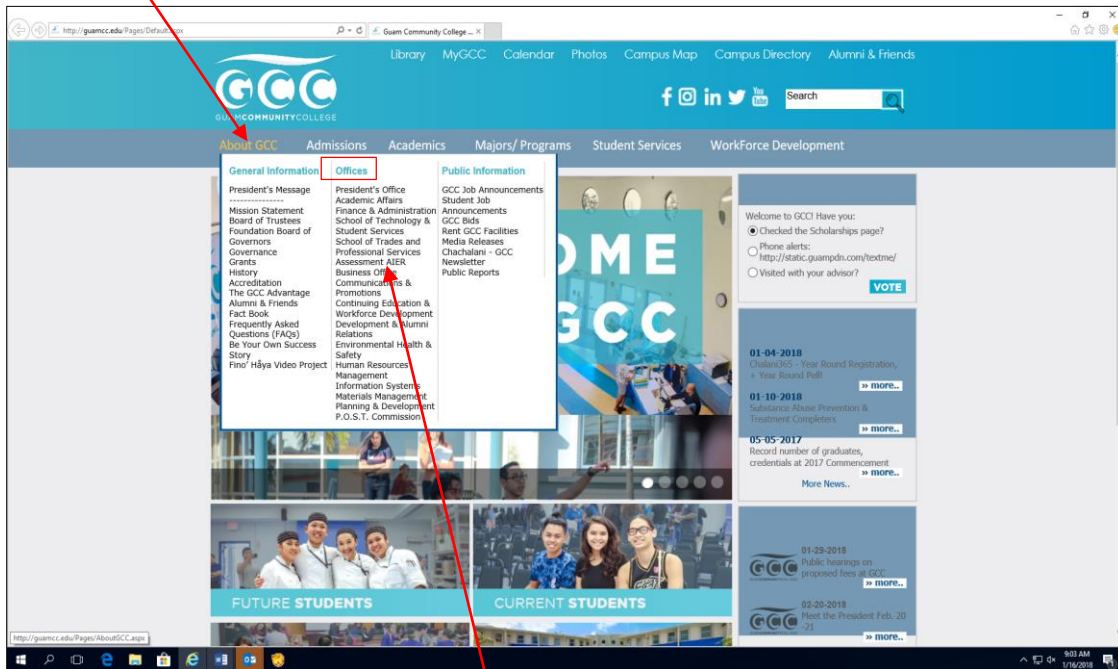
The Assessment Unit level Plan tab and sub-tabs may be marked as “Read Only” for a Custom Role, whereby the user will be able to see/view those features and areas of TracDat. Although Custom Role users may add, edit, or delete contents of the program/unit, saving the changes is not available. **CCA Review Team** and **ACCJC/WASC Visitors** as shown on the screen shot below are the newly created custom roles.

| Last Name            | First Name      | Title                               | Email                               | Role                 |
|----------------------|-----------------|-------------------------------------|-------------------------------------|----------------------|
| Aguilar              | Norman          | Assistant Professor                 | norman.aguilar@guamcc.edu           | CCA Review Team      |
| Ajoux                | Evangeline      | Administrative Assistant            | evangelina.ajoux@guamcc.edu         | Admin                |
| Arce                 | Imelda          | Instructor                          | imelda.arce@guamcc.edu              | CCA Review Team      |
| Artero               | Jennifer        | Instructor, LPH                     | jennifer.artero@guamcc.edu          | CCA Review Team      |
| Atougue              | Ana Mari        | Administrative Officer              | anamari.atougue@guamcc.edu          | CCA Review Team      |
| Babbin               | Sandy           | Associate Professor                 | sandy.babbin@guamcc.edu             | CCA Review Team      |
| Bilong               | Danilo          | Program Specialist                  | daniloph@bilong@guamcc.edu          | CCA Review Team      |
| Bollinger            | Simone          | Instructor for English              | simone.bollinger@guamcc.edu         | CCA Review Team      |
| Chan                 | Michael         |                                     | michael.chan@guamcc.edu             | CCA Review Team      |
| Cruz                 | Carli           | Assistant Professor                 | carli.cruz@guamcc.edu               | CCA Review Team      |
| De Oro               | Vera            | Assistant Professor                 | vera.deoro@guamcc.edu               | CCA Review Team      |
| Dela Cruz            | Tressa          | Instructor                          | tressa.delacruz@guamcc.edu          | CCA Review Team      |
| delos Santos         | Cecilia         | Assistant Professor                 | maritacecilia.delosantos@guamcc.edu | CCA Review Team      |
| DeFate               | Paul            | Naventive (TracDat) Consultant      | paul.defate@naventive.com           | Admin                |
| Diego                | Elizabeth       | Associate Dean                      | elizabeth.diego@guamcc.edu          | CCA Review Team      |
| Erguiza              | Aristedes       | Instructor                          | aristedes.erguiza@guamcc.edu        | User                 |
| Evaluation Team 2012 | GCC             | Comprehensive Evaluation Visit Team | gcc-evalteam2012@guamcc.edu         | Peer Evaluation Team |
| Flores               | Yvonne          | Assistant Professor                 | yvonne.flores@guamcc.edu            | CCA Review Team      |
| Ginson               | Christie        | Instructor for Mathematics          | christiemarie.ginson@guamcc.edu     | CCA Review Team      |
| Guerrero             | Vivian          |                                     | vivian.guerrero@guamcc.edu          | CCA Review Team      |
| Guerrero             | Norma           | Instructor, Marketing               | norma.guerrero@guamcc.edu           | CCA Review Team      |
| Hartz                | R. Gary         | Associate Dean                      | ronald.hartz@guamcc.edu             | CCA Review Team      |
| Hosel                | Ivan            | Night Administrator                 | ivan.hosel@guamcc.edu               | CCA Review Team      |
| Jocson               | John Michael U. |                                     | johnmichael_jocson@guamcc.edu       | CCA Review Team      |

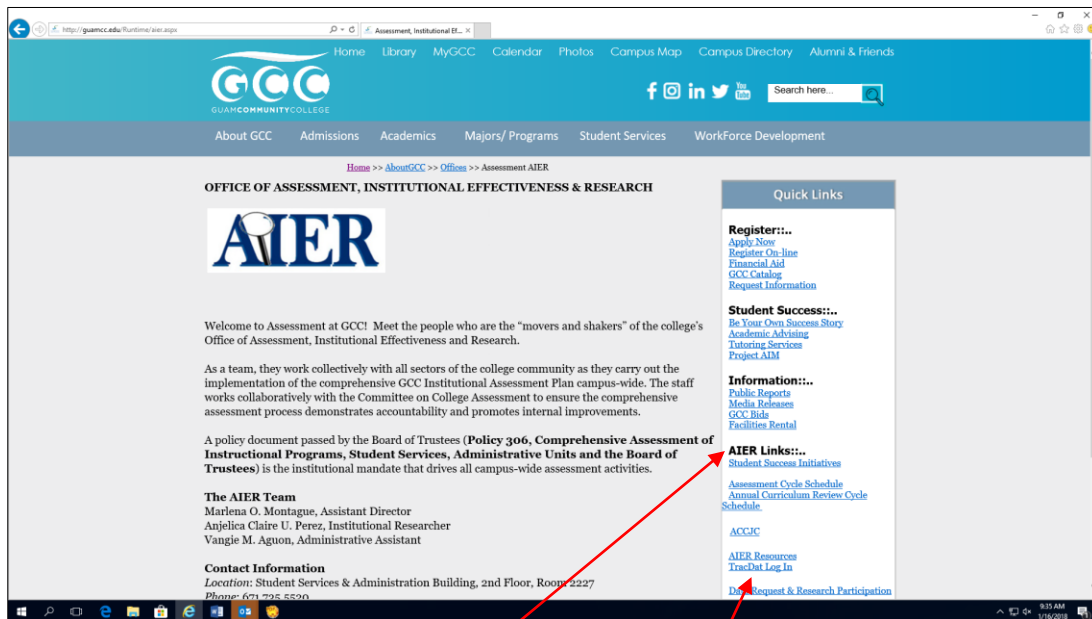
## TracDat Login

TracDat Login page can be found following these steps:

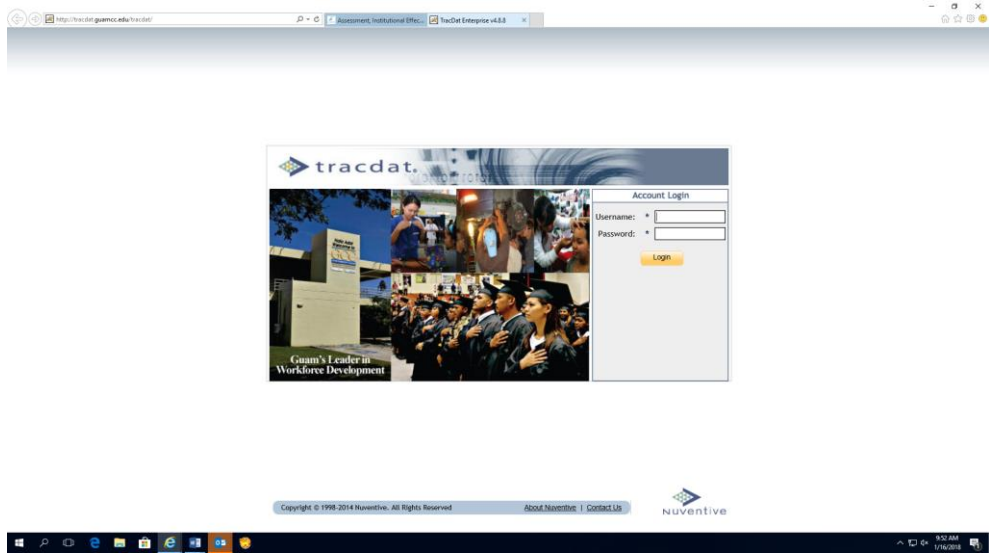
1. Go to **Guam Community College** website.
2. Click on **About GCC** as shown on the screen shot below



3. From the **Offices sub-menu**, click on **Assessment AIER**



4. To the right of the new window, under **AIER links**, click on **TracDat Log In** Login window like the one below will appear. In the appropriate fields, key in your user name and password (lower case). Acceptable password (minimum of 5 characters) in alpha, numeric or symbols and may include a combination of all. All users must be approved by the dean or his/her designee such as department chair/program manager, etc. to use the TracDat system. Contact AIER via email ([aier@guamcc.edu](mailto:aier@guamcc.edu)) for a user name, password, role type and the program/unit name(s) to access.



In general, faculty, department chairs/program managers will have access to the data in only their program areas. Department heads, department chairs, coordinators, etc. will have access to both produce reports and enter data for any programs within their areas.

# TracDat Logout

Users **must** click on the **logout link** in the upper right hand corner of the toolbar (as shown on the screen shot sample below) to insure the integrity of the data inputted is secured.

The screenshot shows the TracDat web application interface. At the top right, the user's name 'vangie.aguon' is displayed next to a '[log out]' link. A red arrow points from the text above to this link. The interface includes a navigation menu with options like 'Home', 'Group A: AA/AS Program', 'Program/Unit-Level Assmt Plan', 'Course-Level Assmt Plan', 'Data Collection Status/Summary of Results (N=?)', 'Data Tools', 'Reports', and 'Documents'. The main content area displays various summary reports and assignment tables.

| Due Date   | Subject                 | Notes/Instructions   | Go to Assignment |
|------------|-------------------------|--|------------------|
| 10/31/2017 | Assignment from TracDat | Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)<br>Artifact/Instrument/Rubric/Method/Tool Description: ACCJC Accreditation Basics<br>Course Criterion ( Written in % ): 100% of campus constituents<br>...more... |                  |

| Due Date   | Source   | Assigned To       |
|------------|--|-------------------|
| 10/31/2017 | Artifact/Instrument/Rubric/Method/Tool Description | Pangelinan, Pilar |

Program/Unit-Level Assmt Plan Summary

- Total Student Learning Outcomes (SLOs): 24
- Total Artifact/Instrument/Rubric/Method/Tool Description: 24
- Last Data Collection Status/Summary of Result (N=?): 12/12/2017
- Last Use of Summary Result: 10/17/2013
- Last Implementation Status: 2/27/2014
- Total Tasks: 26
- Student Learning Outcomes (SLOs) Without Artifact/Instrument/Rubric/Method/Tool Description: 5

Data Collection Status/Summary of Results (N=?)

- Total Data Collection Status/Summary of Results (N=?): 87
- Total Use of Summary Results: 81
- Data Collection Status/Summary of Results (N=?) Without Use of Summary Results: 16

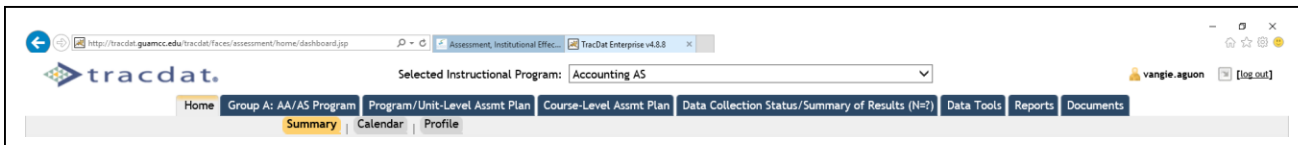
Goals Summary

- Total Goals: 17
- Goals Not Related to Any Student Learning Outcomes (SLOs): 2

Course-Level Assmt Plan Summary

\* - Another Group A: AA/AS Program currently owns this Course. Hold your cursor over the course to see the current owner.

## Tab 1: Home



### Home Features:

#### ★ Summary

- View your personal Assignments
- View Overdue Unit Assignments
- Brief description of Assessment Unit Goals, Outcomes, and Summary of Results

At the unit level, users will notice some changes to the summary page. You will see all courses that have been assigned to the unit including the course assessment summary information for each. This includes both owned and non-owned (only assigned) courses. If a course has an asterisk in front of it, it means that another unit owns the course. You can see which unit owns the course if you hold your cursor over the course name.

| Course Name/Course ID                                   | Total Course SLO Description | Total Artifact/Instrument/Rubric/Method/Tool Description | Course SLO Description Without Artifact/Instrument/Rubric/Method/Tool Description | Last Data Collection Status/Summary of Result (N=?) | Last Use of Summary Result | Last Implementation Status |
|---|------------------------------|--|---|---|----------------------------|----------------------------|
| Payroll Accounting/AC110                                | 13                           | 7  | 7   | 3/4/2013  | 7/1/2013                   | 2/12/2014                  |
| Federal Income Tax I/AC150                              | 14                           | 7  | 7   | 10/7/2013   | 10/7/2013                  | 2/12/2014                  |
| Introduction to Financial Management/AC210              | 17                           | 8  | 10  | 10/7/2013   | 10/7/2013                  | 10/7/2013                  |
| Accounting Principles I/AC211 (formerly AC101)          | 10                           | 5  | 5   | 3/4/2013  | 9/18/2013                  | 10/9/2013                  |
| Accounting Principles II/AC212 (formerly AC102 & AC103) | 10                           | 5  | 5   | 3/4/2013  | 9/18/2013                  | 2/27/2014                  |
| Hospitality Industry Accounting/AC225 (formerly HS244)  | 10                           | 7  | 4   | 3/4/2013  | 3/9/2013                   | 2/27/2014                  |
| Accounting on the Computer Using QuickBooks/AC233       | 9                            | 6  | 4   | 3/4/2013  | 9/18/2013                  | 2/27/2014                  |
| Certified Bookkeeper Review/AC240                       | 1                            | 1  | 0   |   |                            |                            |
| Federal Income Tax II/AC250                             | 10                           | 5  | 6   | 10/7/2013   | 10/7/2013                  | 2/27/2014                  |

#### ★ Calendar

- Monthly view of Unit Assignments
- Create/view Reminder Entries for assessment purposes

#### ★ Profile

- Add/change your Email Address

#### To Add/Change Your Email Address:

Select *Home* Tab > Select *Profile* Sub-tab > Add/Change Email Address > Select *Save Changes* button

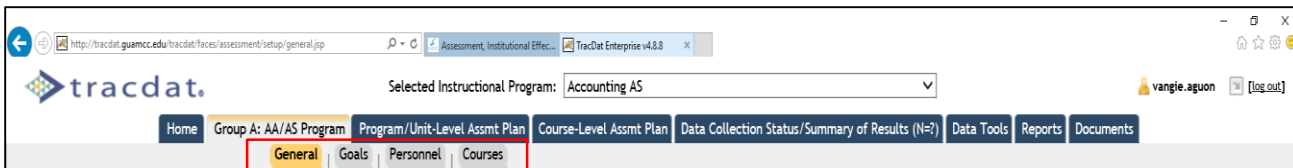
- Change your Password

**To Change Your Password:**

Select *Home* Tab > Select *Profile* Sub-tab > Select *Change Password* button > Enter Current and New Passwords > Select *Save Changes* button

**Tab 2: Assessment Unit (Academic/Instructional Programs)**

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. This form allows you to collect general information about the Assessment Unit.



**Academic Assessment Unit Features:**

★ *General*

- Overview/Description of Assessment Unit such as group category (Group A, B, C, or D)
- View/Add Assessment Unit’s Mission and the Assessment Unit’s Vision statements.

★ *Goals*

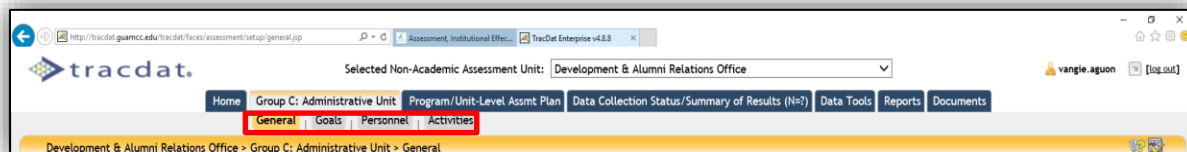
- View/Add Assessment Unit level goals
- Link Assessment Unit goals to selected Reporting Unit goals and Institution goals *Personnel with User’s Role*
- View personnel who have access to the Assessment Unit
- Add/Remove personnel access to Assessment Unit

★ *Courses*

- View courses listed within the Assessment Unit (Courses must be uploaded in TracDat by the System Administrator – contact [aier@guamcc.edu](mailto:aier@guamcc.edu) for assistance)
- Editing a listed course allows you to relate a document (e.g. syllabus, course or program curriculum guide) to that specific course



## Tab 2: Assessment Unit (Non-Academic Units)



### Non-Academic Assessment Unit Features:

#### ★ *General*

- Overview/Description of Assessment Unit
- View/Add Assessment Unit's Mission and the Assessment Unit's Vision statements

#### ★ *Goals*

- View/Add Assessment Unit level goals
- Link Assessment Unit goals to selected Reporting Unit goals and Institution goals

#### ★ *Personnel*

- View personnel who have access to the Assessment Unit with their viewing rights/role
- Add/Remove personnel access to Assessment Unit

#### ★ *Activities*

- View activities listed within the Assessment Unit
- Editing a listed activity allows you to relate an activity (e.g. workshop/conference, focus group) to that specific AUO

## Tab 3: Program/Unit Assessment Plan for Instructional and Non-Instructional Units

### Assessment Plan Features:

#### ★ *Program/Unit Assessment Plan*

- View/Add/Edit Outcomes for Assessment Unit

#### **To Add/Modify an Outcome:**

[Select the desired Assessment Unit from the top drop down menu >]

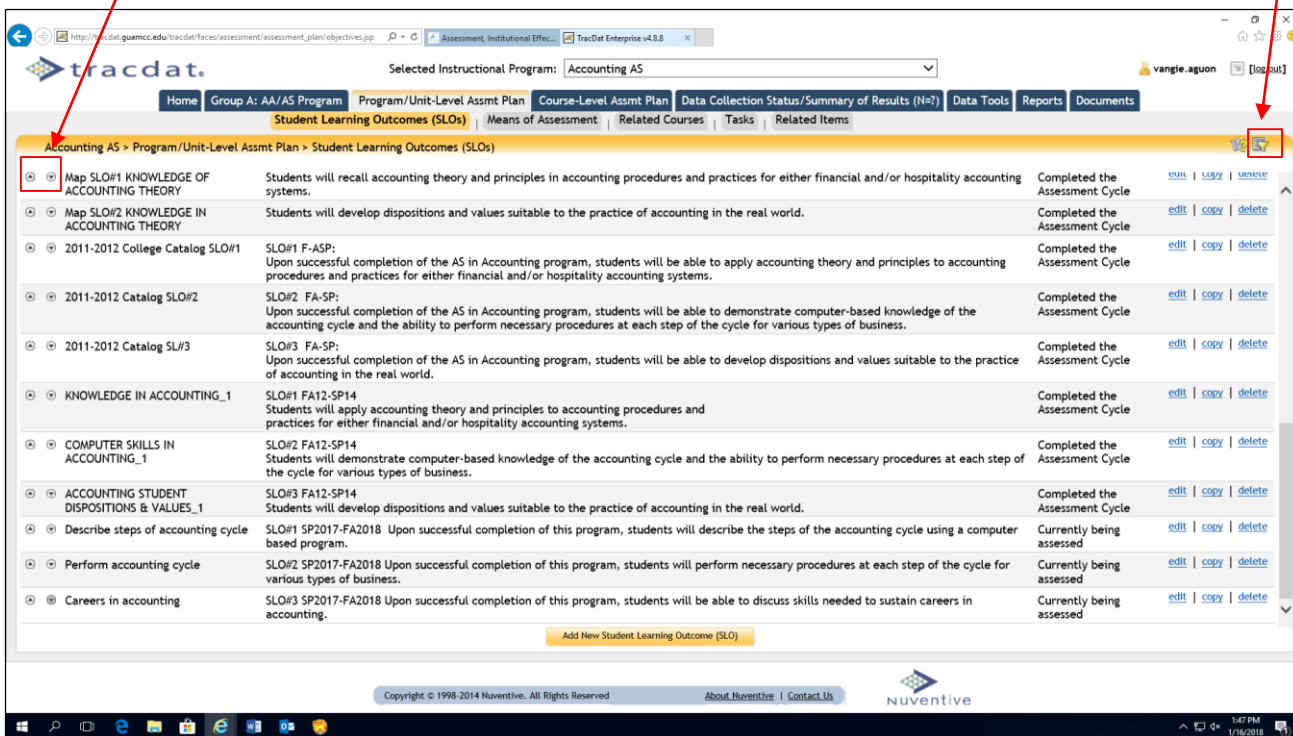
Select **Program/Unit Assessment Plan** Tab > Select **SLO, AUO (Outcome) Sub-tab** > Select **Add New Outcome** or Select **Edit, Copy, or Delete** next to a current Outcome > Make changes > Select **Save Changes** button after editing

It would be helpful to have the following documents available **before** inputting assessment plans:

1. Two-Year Assessment Cycle Schedule (found under the Documents form/tab; Document Repository sub-tab; drop-down menu/list; Show Folder For Guam Community College). Open and minimize the current year Budget Request document
2. The most current CCA-CFS Template (found under the Documents form/tab; Document Repository sub-tab; drop-down menu/list; Show Folder For Guam Community College). Open and minimize the current year Budget Request document
3. Budget Request (found under the Documents form/tab. Open and minimize the current year Budget Request document

**Note:** Assessment or evaluation of program-level **SLOs** must be the same as those published in the College catalog and/or most current and approved curriculum for the assessment cycle.

Refer to the screen shot below. Use this form to add new Outcomes (SLOs, AUOs) and/or view the existing Outcomes of your Assessment Unit. Outcomes are a key element in the assessment planning process. It is against each Outcome that you will be able to define the means of assessing the Outcome and recording the results of that assessment. Use the arrows to the left of each Outcome to change the display order of the Outcomes. Click on the **filter** icon to the right of the screen to filter SLOs/AUOs.



**When an instructional program-level assessment plan is due**, users are to complete all the fields/boxes for the following *sub-tabs*: **Student Learning Outcomes (SLOs)**, **Means of Assessment**, **Related Courses**, **Tasks** and **Related Goals**.

Selected Instructional Program: Marketing AS

Home | Group A: AA/AS Program | **Program/Unit-Level Assmt Plan** | Course-Level Assmt Plan | Data Collection Status/Summary of Results (N=?) | Data Tools | Reports | Documents

Student Learning Outcomes (SLOs) | Means of Assessment | Related Courses | Tasks | Related Items

| SLO ID                          | Description  | Assessment Cycle               | Actions              |
|---------------------------------|--|--------------------------------|----------------------|
| Successful Marketing Profession | Students will demonstrate effective communication skills and technology skills in the basic fields of marketing.   | Completed the Assessment Cycle | edit   copy   delete |
| SLO#3 FA2010-SP2012             | Students will display fundamental knowledge and attitudes to be successful in a marketing profession.  | Completed the Assessment Cycle | edit   copy   delete |
| 2012-2013 Catalog SLO#1         | SLO#1 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to obtain career-sustaining employment in a marketing profession.  | Completed the Assessment Cycle | edit   copy   delete |
| 2012-2013 Catalog SLO#2         | SLO#2 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to be successful in a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions.                    | Completed the Assessment Cycle | edit   copy   delete |
| 2012-2013 Catalog SLO#3         | SLO#3 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to broaden their academic background and improve their opportunities for advancement in the workplace through up-to-date technical instruction in marketing. | Completed the Assessment Cycle | edit   copy   delete |
| FA2014-SP2016 Catalog SLO#1     | SLO#1 FA2012-SP2013: Upon successful completion of the AS in Marketing program, students will be able to obtain career-sustaining employment in a marketing profession.  | Completed the Assessment Cycle | edit   copy   delete |
| FA2015-SP2017 SLO#2             | SLO#2 FA2015-SP2017: Upon successful completion of the AS in Marketing program, students will be able to be successful in a marketing career that is increasingly reliant upon the use of technology in the performance of marketing functions.                    | Completed the Assessment Cycle | edit   copy   delete |
| FA2015-SP2017 SLO#3             | SLO#3 FA2015-SP2017: Upon successful completion of the AS in Marketing program, students will be able to broaden their academic background and improve their opportunities for advancement in the workplace through up-to-date technical instruction in marketing. | Completed the Assessment Cycle | edit   copy   delete |
| SP2017-FALL2018 SLO#1           | Upon successful completion of the program, students will be able to assess which marketing communications will most effectively meet the needs of the marketplace.   | Currently being assessed       | edit   copy   delete |
| SP2017-FALL2018 SLO#2           | Upon successful completion of the program, students will be able to design a strategic marketing plan for a new or existing business.  | Currently being assessed       | edit   copy   delete |
| SP2017-FALL2018 SLO#3           | Upon successful completion of the program, students will be able to display technical skills required to obtain career-sustaining marketing positions  | Currently being assessed       | edit   copy   delete |

Add New Student Learning Outcome (SLO)

Selecting *edit* or *Add New SLO* will bring up a *screen* similar to the one below.

Selected Instructional Program: Marketing AS

Home | Group A: AA/AS Program | Program/Unit-Level Assmt Plan | Course-Level Assmt Plan | Data Collection Status/Summary of Results (N=?) | Data Tools | Reports | Documents

Student Learning Outcomes (SLOs) | Means of Assessment | Related Courses | Tasks | Related Items

Marketing AS > Program/Unit-Level Assmt Plan > Student Learning Outcomes (SLOs) > Add New Student Learning Outcome (SLO)

Student Learning Outcome (SLO) Name:

Student Learning Outcome (SLO):

Program Level SLO Domain Types:

SLO Status:

Start Date:

End Date:

Program Level SLO Industry National Certification:

Type of Industry National Certification:

Program SLO/AUO Plan reflects/incorporates:

Historical Assessment Perspective:

Save Changes | Discard Changes | Return

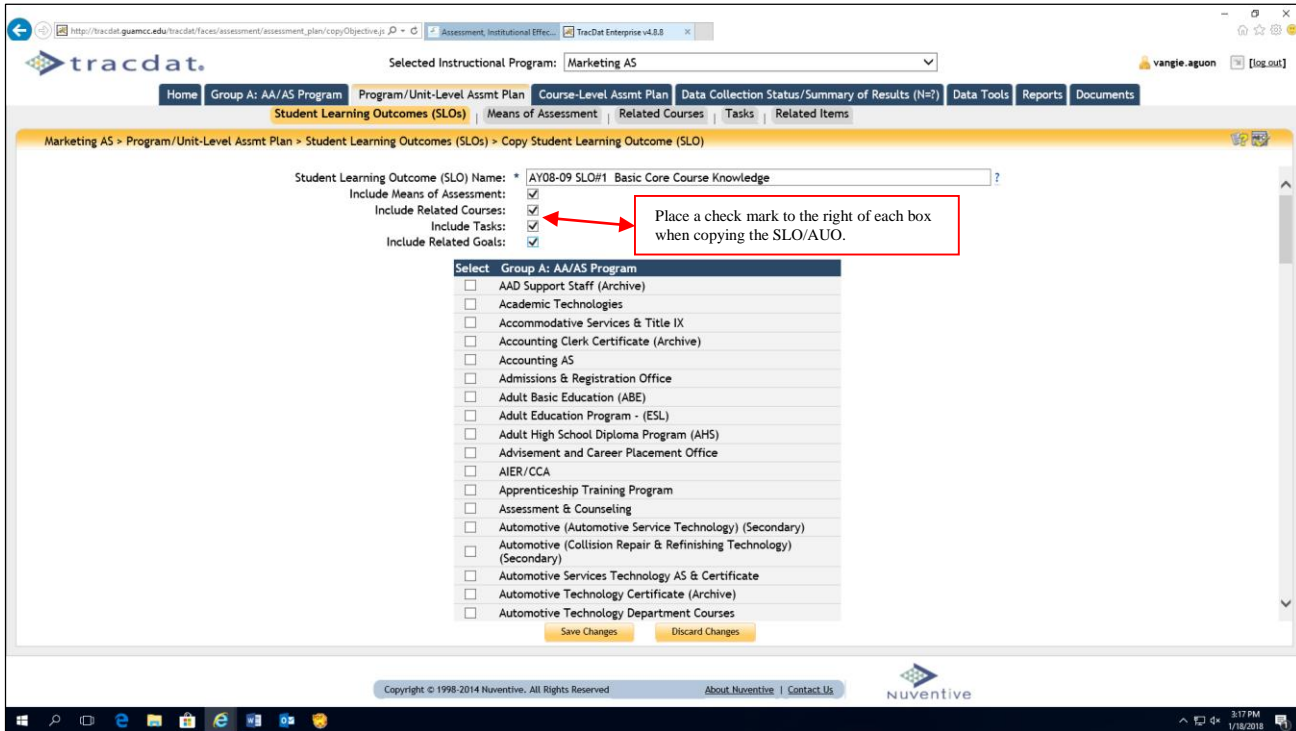
It is useful to have the Two-Year Assessment Cycle Schedule (found under the **Documents** form/tab; **Document Repository sub-tab**; drop-down menu/list; **Show Folder for Guam Community College**) and the most current CCA-CFS Template (found under the Documents form/tab; Document Repository sub-tab; drop-down menu/list; Show Folder for Guam Community College) immediately available for this process. (Refer to the screen shot below). Click on the **question (?) mark** (to the right of each field/box) for assistance on the type of **information required**.

The screenshot displays the TracDat web application interface. At the top, the navigation menu includes 'Home', 'Institution', 'Unit Definition', 'User Accounts', 'Configuration', 'Data Tools', 'Reports', and 'Documents'. The 'Documents' tab is selected. Below the navigation, the breadcrumb trail shows 'Guam Community College > Documents > Document Repository'. A 'Show Folders For' dropdown menu is set to 'Guam Community College'. On the left, a list of folders is visible, including '2-Year Assessment Cycle Schedule (12)'. The main content area contains a table of documents:

| Type                  | Document Name | Description   | Last Modified |   |
|-----------------------|---------------|---|---------------|---|
| Effective Spring 2008 |               | This document provides the assessment deadlines of when and what is due to AIE for each semester, effective Spring 2008.                                    | 10/4/2010     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2009   |               | Two-Year Assessment Cycle Schedule. This document provides the assessment deadlines of when and what is due to AIER for each semester, effective Fall 2009. | 10/4/2010     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2010   |               | Two-Year Assessment Cycle Schedule. This document provides the assessment deadlines of when and what is due to AIER for each semester, effective Fall 2010. | 10/4/2010     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2011   |               | Two-Year Assessment Cycle Schedule. This document provides the assessment deadlines of when and what is due to AIER for each semester, effective Fall 2011. | 7/11/2011     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2012   |               | Two-Year Assessment Cycle Schedule. This document provides the assessment deadlines of when and what is due to AIER for each semester, effective Fall 2012. | 9/28/2012     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Spring 2013 |               | This document provides the assessment deadlines of when and what is due to AIER each semester, effective Spring 2013.                                       | 2/12/2013     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2013   |               | This document provides the assessment deadlines of when and what is due to AIER each semester, effective Fall 2013.   | 9/12/2013     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2014   |               | This document provides the assessment deadlines of when and what is due to AIER each semester, effective Fall 2014.   | 1/16/2018     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2015   |               | This document provides the assessment deadlines of when and what is due to AIER each semester, effective Fall 2015.   | 1/16/2018     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Fall 2016   |               | This document provides the assessment deadlines of when and what is due to AIER each semester, effective Fall 2016.   | 1/16/2018     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |
| Effective Spring 2017 |               | This document provides the assessment deadlines of when and what is due to AIER each semester, effective Spring 2017.                                       | 1/16/2018     | <a href="#">view</a>   <a href="#">edit</a>   <a href="#">delete</a>   <a href="#">send</a> |

At the bottom of the table, there are buttons for 'Add New Folder' and 'Add New Document'. The footer of the application includes 'Copyright © 1998-2014 Nuventive. All Rights Reserved', 'About Nuventive | Contact Us', and the Nuventive logo. The system tray shows the time as 4:17 PM on 1/16/2018.

A new feature was added when copying an outcome for a new assessment cycle. When copying a program-level, course-level and/or unit outcome (SLO/AUO) there is no default unit that is checked to receive the copied outcome for the new outcome name. Place a check mark in the box to include Means of Assessment, Related Course, Tasks, and Related Goals. Select the unit by checking the appropriate box, then click save changes at the bottom of the window. Refer to the screen shot below, an error message will appear when a unit is not selected.

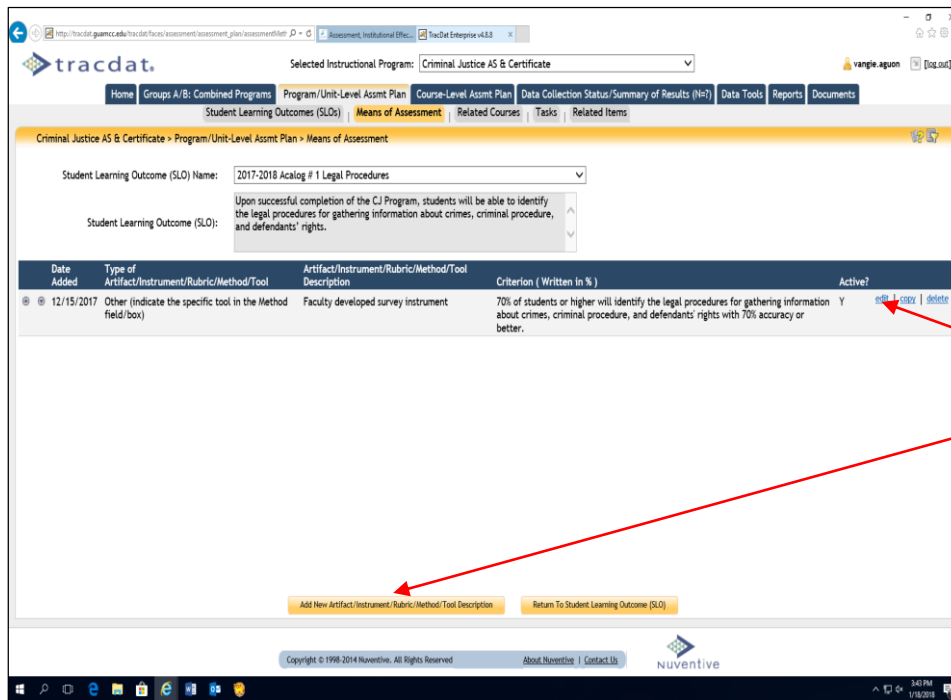


★ *Means of Assessment*

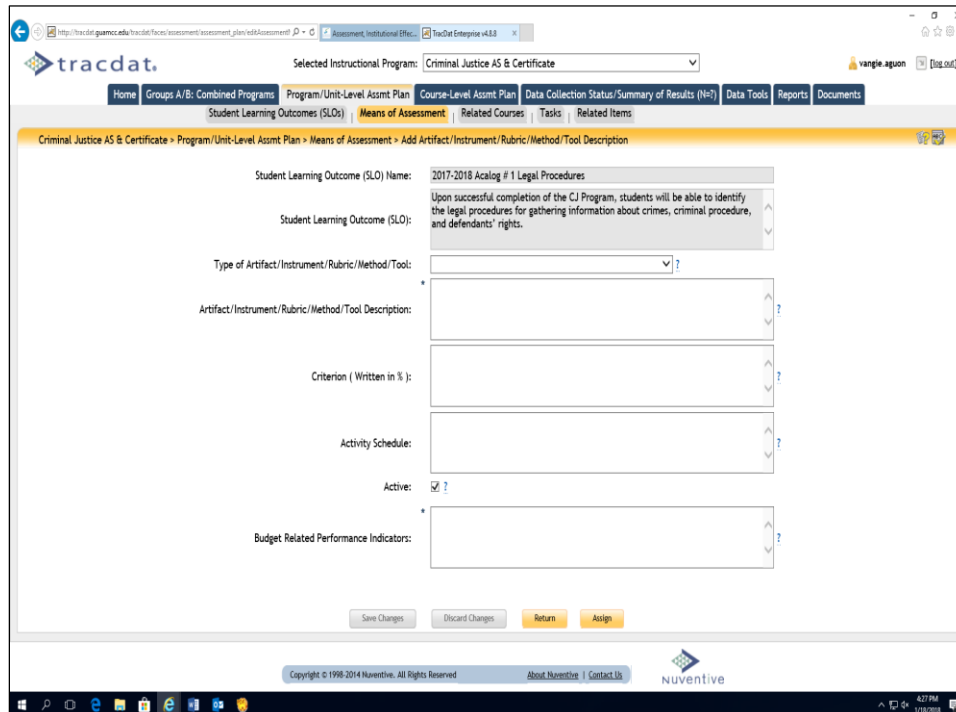
- View/Add/Edit Assessment Methods related to each Outcome of the Assessment Unit

**To Add/Modify an Assessment Method:**

[Select the desired Assessment Unit from the top drop down menu >] Select **Program/Unit Assessment Plan** Tab > Select **Means of Assessment** Subheading > Select **Add New Artifact/Instrument/Rubric/Method/Tool Description** or Select **Edit, Copy, or Delete** next to a current Outcome > Make changes > Select **Save Changes** button after editing



Selecting *edit* or *Add New* Assessment Method will bring up a screen similar to the one below.



The Means of Assessment sub-tab is the form used to define the means/resources/processes you will use to assess/evaluate/measure the selected outcome. Click on the question (?) mark (to the right of each field/box) for assistance on the type of **information required**. In this same form, data collection can be assigned. However, the person assigned to collect data **must** be listed in the Home and Profile form/sub-tab. Contact the AIER office (735-5520 or 735-5641) to set up a user name and password.

As **required** by ACCJC/WASC and CCA, evidence of the instrument that will be used to document how attainment of the program/unit outcomes will be measured must be uploaded under the Relate Document link. Refer to the screen shots below to accomplish this process.

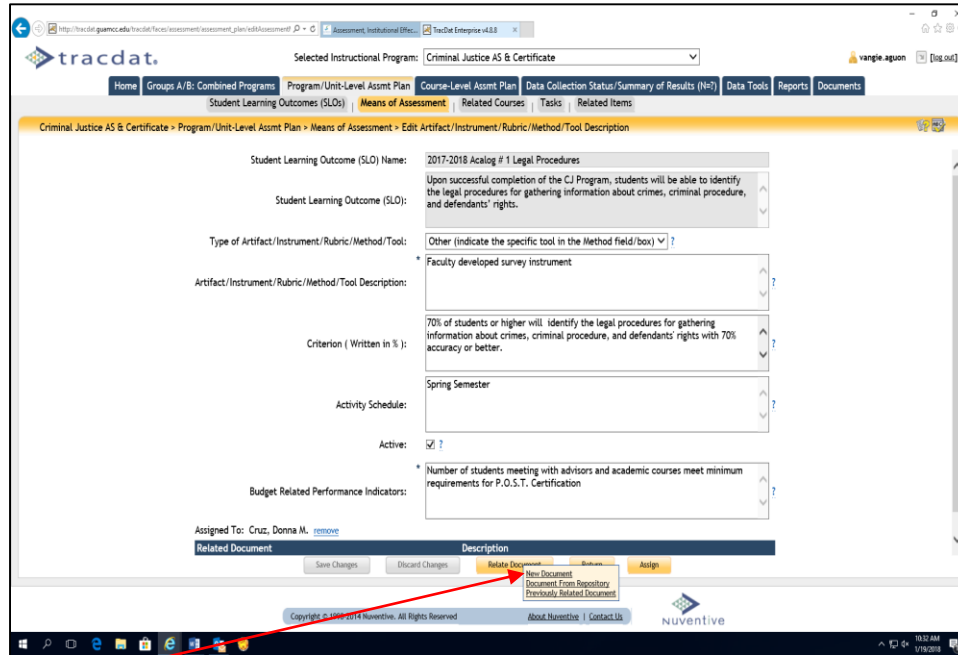
**Note:** The Means of Assessment must be completed to its entirety and saved before uploading evidence. After doing so, the **Relate Document** link at the bottom of the window will be activated as shown below.

The screenshot displays the TracDat web application interface. At the top, the breadcrumb navigation shows: Criminal Justice AS & Certificate > Program/Unit-Level Assmt Plan > Means of Assessment > Edit Artifact/Instrument/Rubric/Method/Tool Description. The 'Means of Assessment' tab is selected. The form contains the following fields:

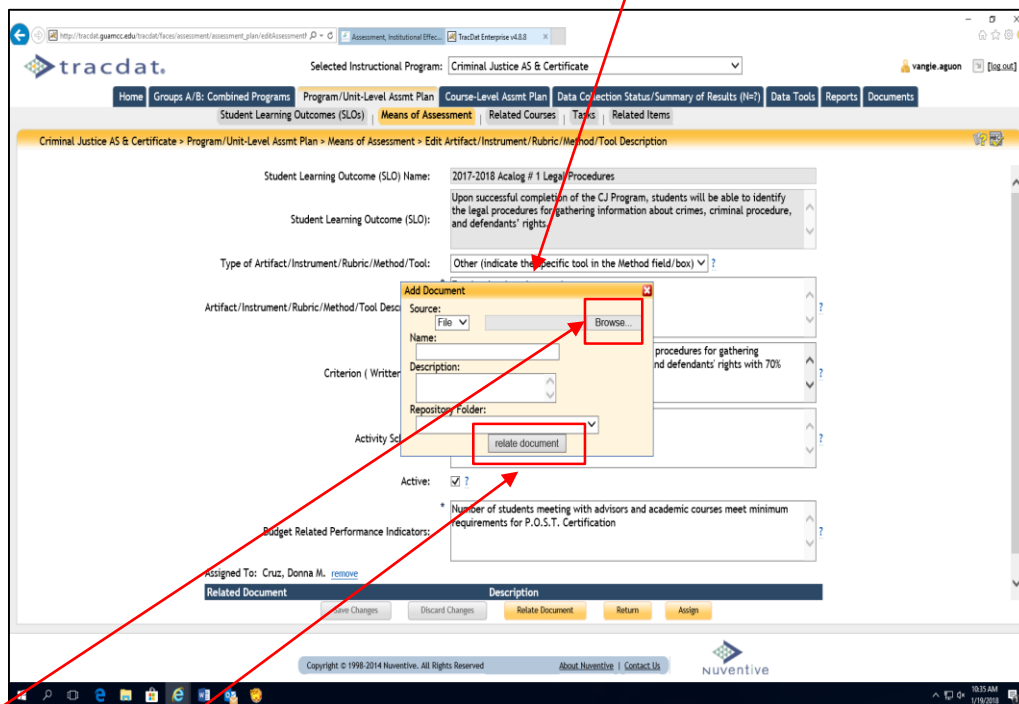
- Student Learning Outcome (SLO) Name: 2017-2018 Acalog # 1 Legal Procedures
- Student Learning Outcome (SLO): Upon successful completion of the CJ Program, students will be able to identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights.
- Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box) ?
- Artifact/Instrument/Rubric/Method/Tool Description: \* Faculty developed survey instrument
- Criterion (Written in %): 70% of students or higher will identify the legal procedures for gathering information about crimes, criminal procedure, and defendants' rights with 70% accuracy or better.
- Activity Schedule: Spring Semester
- Active:  ?
- Budget Related Performance Indicators: \* Number of students meeting with advisors and academic courses meet minimum requirements for P.O.S.T. Certification

At the bottom of the form, there is a 'Related Document' section with a 'D...' dropdown menu. Below this are five buttons: 'Save Changes', 'Discard Changes', 'Relate Document' (highlighted with a red box), 'Return', and 'Assign'. A red arrow originates from the 'Relate Document' link at the bottom and points to the 'Means of Assessment' tab at the top of the navigation menu.

Selecting **“Relate Document”** will bring up a screen similar to the one below. **Note:** The document **MUST** be in PDF format!



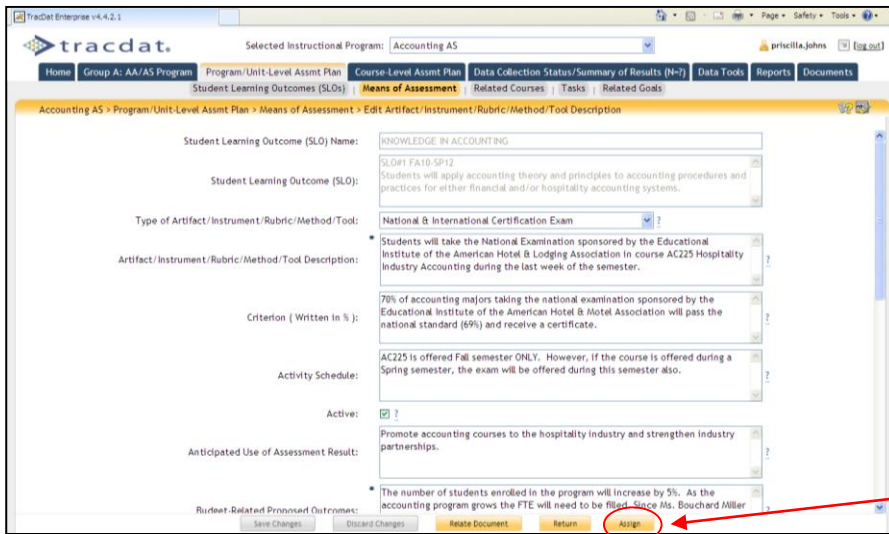
Selecting **“New Document”** will bring up a screen similar to the one below.



Select **Browse** (if the evidence is a URL, change “Source” from File to URL). Key a short name, the description, then click **“relate document”**.



TracDat users who have either User or Admin permissions to a unit have the ability to assign tasks and/or activities to other users within that unit. Click on the assign link at the bottom of the window (as shown on the screen shot below).



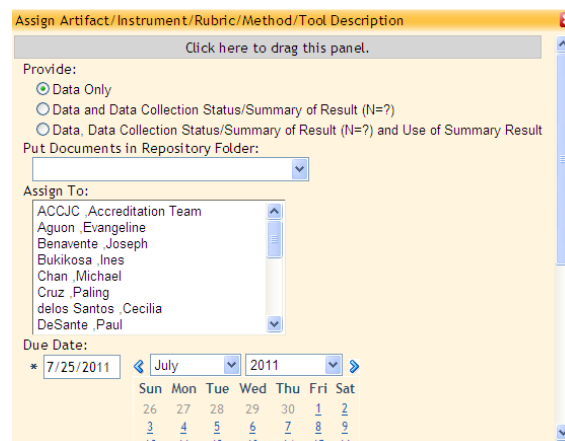
Assignment link

As shown below, the unit user and/or administrator has the ability to assign personnel to provide:

1. Data Only
2. Data and Data Collection Status/Summary of Results (N=?)
3. Data, Data Collection Status/Summary of Results (N=?) and Use of Summary of Result

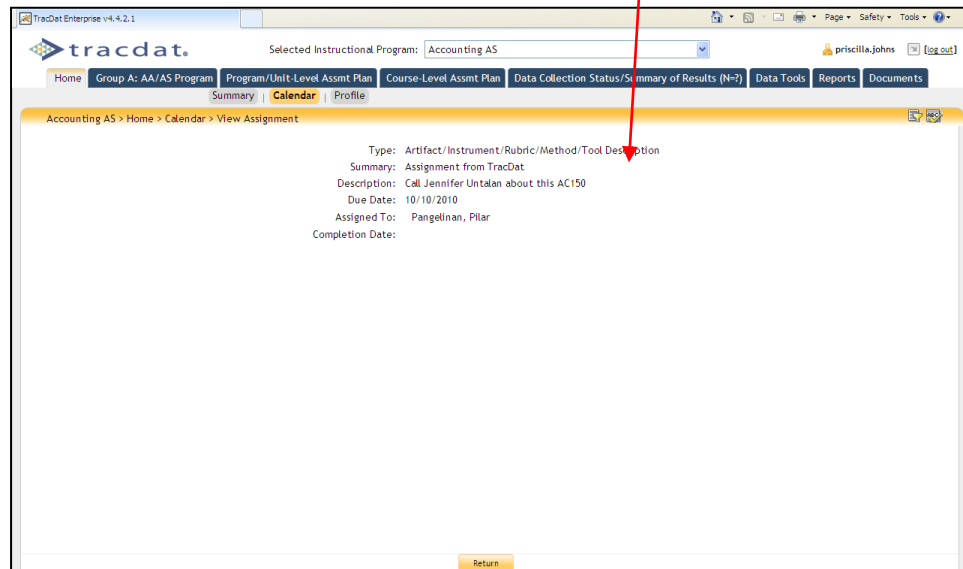
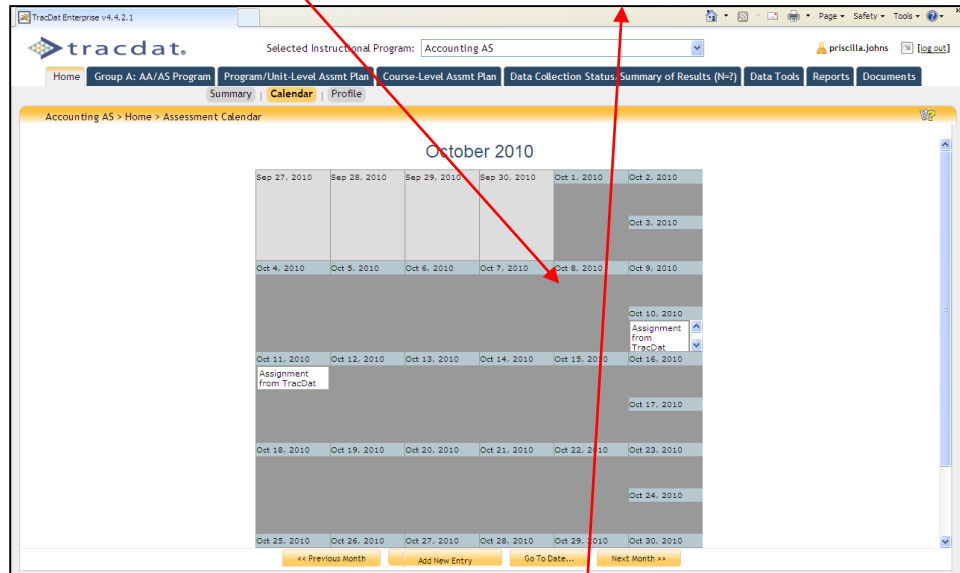
For either the **course-level or program/unit level** plans.

- Assignments can now be sent to multiple recipients. (Hold the CTRL key and click on the personnel to be assigned). One or more recipients will receive the assignment in TracDat and (if applicable) the email accompanying it. Their responses will be separate, however, and will result in two different entries into the database.



Use the scroll bar to the right of the window to complete the required data and view the entire window.

- The assignment pop-ups can now be moved. Note the gray bar near the top of the window (refer to the previous page for the screen shot sample) that says: “Click here to drag this panel”. Follow the directions to move the window.
- When sending an assignment email, the user who assigns it will be copied on the email to ensure both its delivery and to have a reference for the assignment outside of TracDat. **Note, the assignment will also appear on the Home and Calendar sub tab as shown on the screen shots below. Click on the assignment within the calendar for details.**



★ *Related Courses*

- Relate Courses to selected Program Level Outcomes

**To Relate Courses to a Program Level SLO (Outcome):**

[Select the desired Assessment Unit from the top drop down menu >] Select **Program/Unit Assessment Plan** Tab > Select **Related Courses** Subheading > Select the desired **SLO Name** from the drop down > **Check the box next to each Course** that relates to the Program Level SLO (you can select/deselect all by toggling the topmost check box – below the Course ID) > Select **Save Changes** button

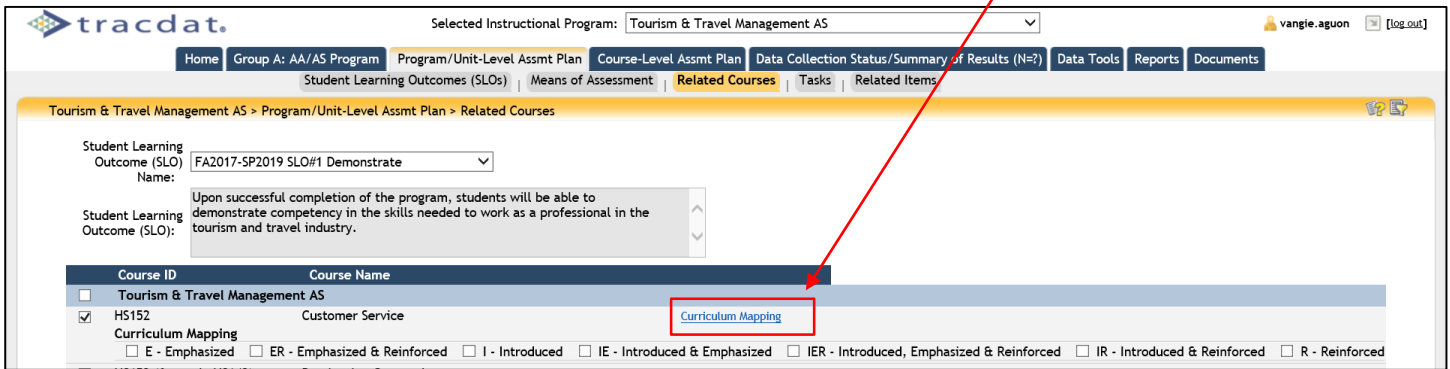
Refer to the screen shot below. Use this form to relate which Courses you wish to associate to the program Outcome. Typically those ongoing Courses which are used to achieve the Outcome are related to the Program-Level Outcome. If you do not see a Course that you would like to select, contact the AIER ([aier@guamcc.edu](mailto:aier@guamcc.edu), 735-5520 or 735-5641) office for help.

The screenshot shows the Tracdat web application interface. At the top, the selected instructional program is 'Accounting AS'. The navigation menu includes 'Home', 'Group A: AA/AS Program', 'Program/Unit-Level Assmt Plan', 'Course-Level Assmt Plan', 'Data Collection Status/Summary of Results (N=?)', 'Data Tools', 'Reports', and 'Documents'. The current page is 'Accounting AS > Program/Unit-Level Assmt Plan > Related Courses'. The 'Student Learning Outcome (SLO)' is set to 'KNOWLEDGE IN ACCOUNTING'. Below this, a table lists various courses with checkboxes for selection. The table has columns for 'Course ID', 'Course Name', and 'Curriculum Mapping'. The courses listed are:

| Course ID                           | Course Name   | Curriculum Mapping                 |
|-------------------------------------|---|------------------------------------|
| <input type="checkbox"/>            | Accounting AS   |                                    |
| <input checked="" type="checkbox"/> | AC100 (formerly AC115) Fundamentals of Bookkeeping and Accounting | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC101 (now AC211) Accounting Principles I                         | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC102 (now AC212) Accounting Principles II                        | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC103 (now AC212) Accounting Principles III                       | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC110 Payroll Accounting  | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC150 Federal Income Tax I  | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC210 Introduction to Financial Management                        | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC211 (formerly AC101) Accounting Principles I                    | <a href="#">Curriculum Mapping</a> |
| <input type="checkbox"/>            | AC212 (formerly AC102 & AC103) Accounting Principles II           |                                    |
| <input checked="" type="checkbox"/> | AC225 (formerly HS244) Hospitality Industry Accounting            | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC232 Accounting on the Computer Using Peachtree                  | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC233 Accounting on the Computer Using QuickBooks                 | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC240 Certified Bookkeeper Review                                 | <a href="#">Curriculum Mapping</a> |
| <input checked="" type="checkbox"/> | AC250 Federal Income Tax II                                       | <a href="#">Curriculum Mapping</a> |

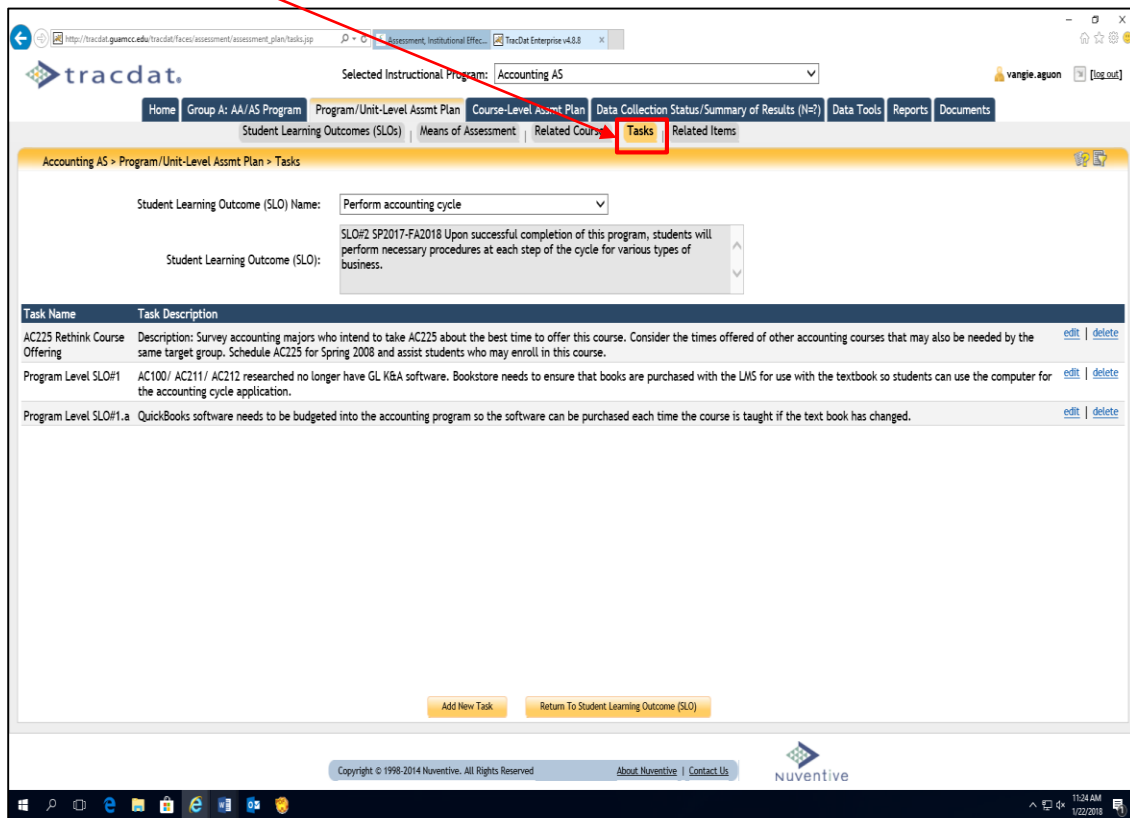
At the bottom of the page, there are buttons for 'Save Changes', 'Discard Changes', and 'Return To Student Learning Outcome (SLO)'.

**Note:** Curriculum Mapping is also available electronically in TracDat. Click on [Curriculum Mapping](#) link and place a check mark by clicking in the boxes for any applicable emphasis mapping course-level SLOs to program-level SLOs. Refer to the screen shot below to view the window/page for this process.



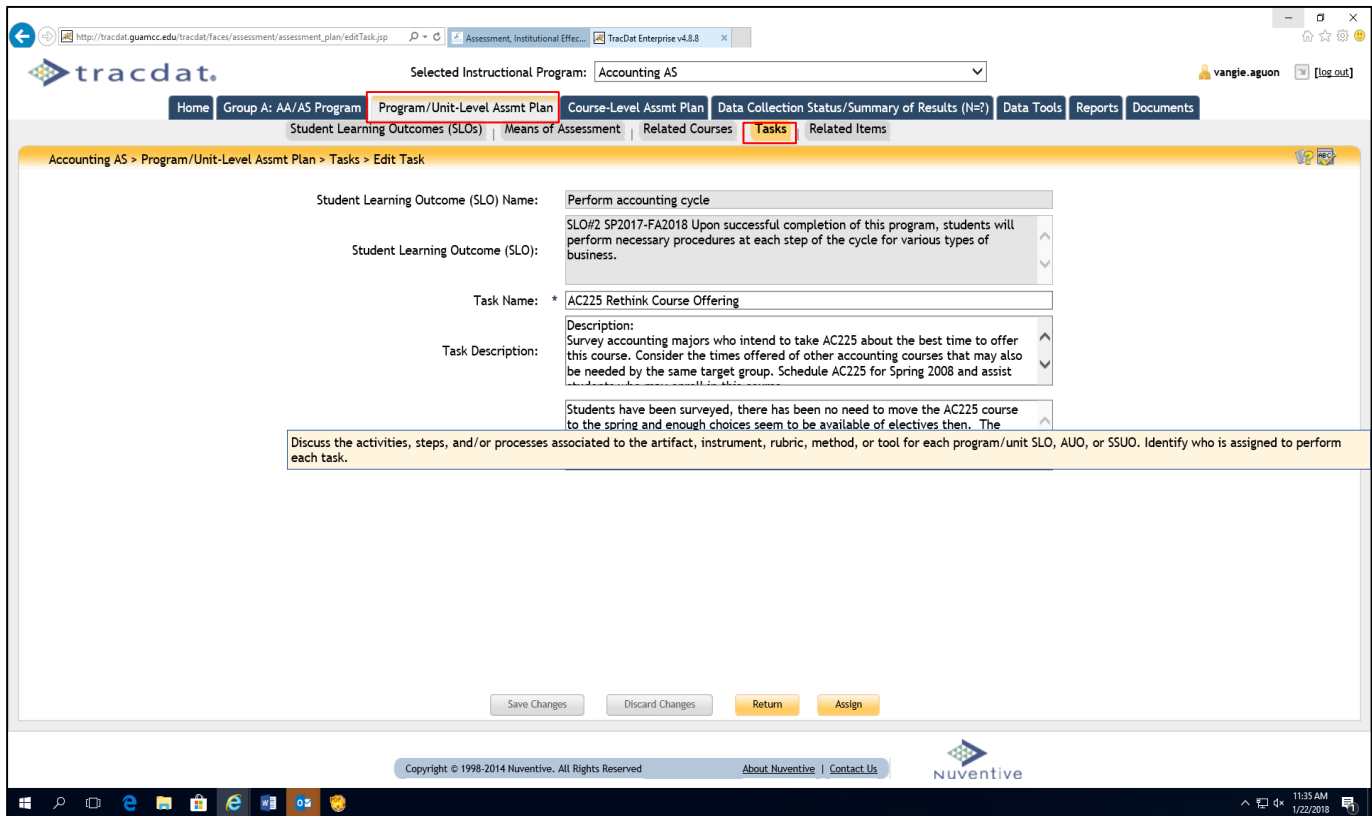
★ *Tasks*

- View/Add/Edit **Tasks** for Assessment Unit



Use this form (screen shot above) to identify those **Tasks** that must be accomplished in order to achieve the Outcome. When you enter a Task, you can then assign that Task to a person. That person will receive an email notifying them they have been assigned the Task.

Below is a good example of a program-level task.



★ *Related Items*

- Relate Reporting Unit (BOT, President, Division, School, Program) goals, Institution goals and ACCJC/WASC goals (Standards) to selected program Outcomes

**To Relate Goals to an Outcome:**

[Select the desired Assessment Unit from the top drop down menu >]  
 Select **Program/Unit Assessment Plan** Tab > Select **Related Items** Sub-tab > Select the desired **Outcome Name** from the drop down > **Check the box next to each Goal** that relates to the Outcome (you may choose only **one** goal from each category) > Select **Save Changes** button

Refer to the screen shot below. Use this form to relate a program Outcome to those Goals which it supports. The Goals of all appropriate Units are shown. To select a Goal, click the box to the left of the Goal. Relate program outcome to **one** ISMP and **one** ILO. Relate program Outcome to only **one** program review goal (**PRG**) & **division** goal from AAD, BOT, School, and program unit Goal. Relate to only **one** ACCJC/WASC goal (Standard). This process ties the program Outcomes relationships to all other level goals.

Selected Instructional Program: Accounting AS

Student Learning Outcome (SLO) Name: Perform accounting cycle

Student Learning Outcome (SLO): SLO#2 SP2017-FA2018 Upon successful completion of this program, students will perform necessary procedures at each step of the cycle for various types of business.

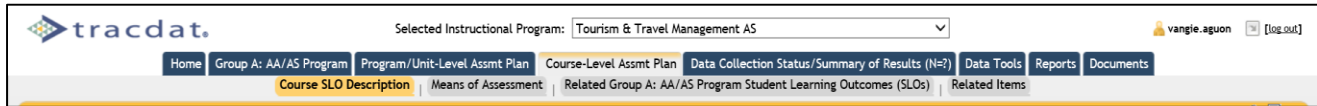
| Guam Community College   |  |
|--|--|
| Goal Type  | Goal   |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#1 (Institutional Learning Outcome)<br>Students will demonstrate use of acquired skills in effective communication, and quantitative analysis with proper application of technology.                      |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#2 (Institutional Learning Outcome)<br>Students will demonstrate ability to access, assimilate and use information ethically and legally.   |
| <input checked="" type="checkbox"/> Institutional Learning Outcome (ILO) | ILO#3 (Institutional Learning Outcome)<br>Students will demonstrate mastery of critical thinking and problem-solving techniques.   |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#4 (Institutional Learning Outcome)<br>Students will demonstrate collaborative skills that develop professionalism, integrity, respect, and fairness.   |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#5 (Institutional Learning Outcome)<br>Students will demonstrate civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally. |
| <input type="checkbox"/> Institutional Strategic Master Plan (ISMP)      | ISMP 2014-2020: Goal #1 Retention and Completion<br>Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters                             |

Save Changes | Discard Changes | Return To Student Learning Outcome (SLO)

**Congratulations! You have just completed the required forms and field/boxes for the program/unit-level Assessment Plan.** Transmit via email a completed TracDat Data Input memo template to [cca.aier@guamcc.edu](mailto:cca.aier@guamcc.edu) The template can be found in AIER Website under Assessment Resources.

## Tab 4: Course (Level) Assessment Plan

### Course (Level) Assessment Plan Features:



#### ★ SLOs

- View/Add/Edit SLO for specific Courses

#### To Add/Modify a Course-level SLO Outcome:

[Select the desired Assessment Unit from the top drop down menu >] Select **Course Assessment Plan** Tab > Select **SLOs** Subheading > Select the desired **Course** from the drop-down menu > Select **Add New SLO** or Select **Edit, Copy, or Delete** next to a current Outcome > Make changes > Select **Save Changes** button after editing


It would be helpful to have the following documents available **before** inputting assessment plans:

1. Two-Year Assessment Cycle Schedule (found under the Documents form/tab; Document Repository sub-tab; drop-down menu/list; Show Folder For Guam Community College). Open and minimize the current year Budget Request document
2. The most current CCA-CFS Template (found under the Documents form/tab; Document Repository sub-tab; drop-down menu/list; Show Folder For Guam Community College). Open and minimize the current year Budget Request document
3. Budget Request (found under the Documents form/tab. Open and minimize the current year Budget Request document

**Note:** Assessment or evaluation of course-level SLOs **must** be the **same** as the course syllabus given to students, those published in the current College catalog, and most current approved curriculum document for the semester assessment cycle.

**When a course-level assessment plan is due,** users are to complete all the fields/boxes for the following sub-tabs: Course SLO, Means of Assessment, Related Group (A, B or D) Program Student Learning Outcomes (SLOs), and Related Goals.

Refer to the screen shot below. Use this form to add new course-level Outcomes and/or view the existing course-level Outcomes of your Assessment Unit. Outcomes are a key element in the assessment planning process. It is against each Outcome that you will be able to define the means of assessing the Outcome and recording the results of that assessment.

Use the arrows to the left of each Outcome to change the display order of the Outcomes. Click on the filter icon  to the right of the screen to filter course SLOs.

Selected Instructional Program: Criminal Justice AS & Certificate

Course: CJ107 - Introduction to Corrections

| Course SLO Description Name                      | Course SLO Description  | Course Outcome Status          | Created By                        |
|--|---|--------------------------------|-----------------------------------|
| 2012-2013 Acalog #3 Various Correctional Systems | SLO#3 AY 2012-2014<br>Upon successful completion of this course, students will be able to identify the various correctional systems.  | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| 2012-2013 Acalog SLO#1                           | SLO#1 FA-SP:<br>Upon successful completion of this course, students will be able to explain and analyze the correctional process, the correctional system, and the role of corrections in contemporary society. | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| 2012-2013 Acalog SLO#2                           | SLO#2 FA-SP:<br>Upon successful completion of this course, students will be able to evaluate the history and evolution of the correctional process.   | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| 2012-2013 Acalog SLO#4                           | SLO#4 FA-SP:<br>Upon successful completion of this course, students will be able to examine the administration and trends in corrections.   | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| 2011-2012 Catalog SLO#2                          | SLO#2 FA-SP:<br>Upon successful completion of this course, students will be able to evaluate the history and evolution of the correctional process.   | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| Correctional Process                             | SLO#1<br>Upon successful completing of this course, students will be able to explain and analyze the correctional process, the correctional system, and the role of corrections in contemporary society.        | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| Correctional History                             | SLO#2<br>Upon successful completing of this course, students will be able to evaluate the history and evolution of the correctional process.  | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| Various Correctional Systems                     | SLO#3<br>Upon successful completing of this course, students will be able to identify the various correctional systems.   | Completed the Assessment Cycle | Criminal Justice AS & Certificate |
| SLO#4  | AY: SLO#4   | Completed the                  | Criminal Justice AS &             |

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Selecting *edit* or *Add New Course SLO Description* will bring up a screen similar to the one below.

Selected Instructional Program: Criminal Justice AS & Certificate

Course: Introduction to Corrections

Course SLO Description Name: \*

Course SLO Description: \*

SLO Domain Type: SLO-Affective outcomes, SLO-Behavioral outcomes, SLO-Cognitive outcomes

Course Outcome Status: \*

Start Date: \*

End Date: \*

Capstone Course/CTE Related Course: \*

Type of Industry National Certification: \*

Course-level SLO Plan reflects/incorporates: \*

Historical Assessment Perspective: \*

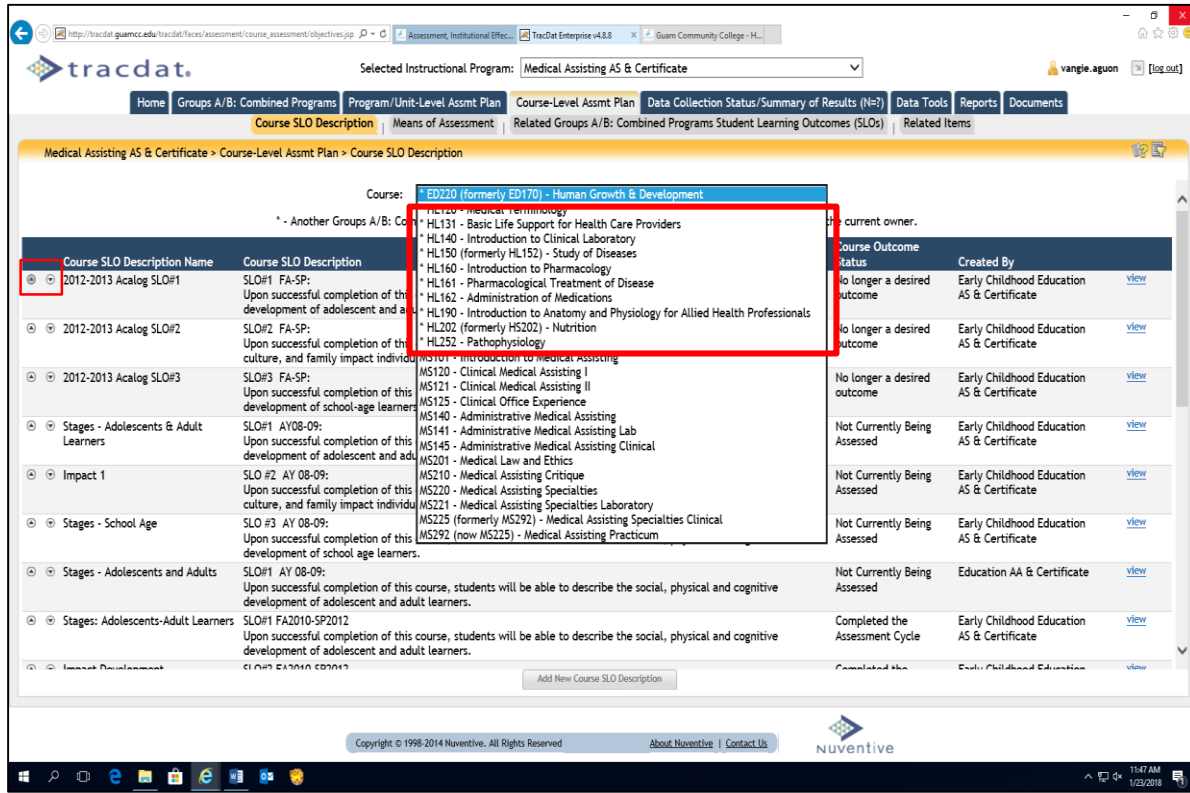
Save Changes | Discard Changes | Return

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Refer to the screen shots above. Click on the **question (?) mark** (to the right of each field/box) for assistance on the type of **information required**.



Use the form to view all Courses and their SLO that have been assigned as in this example Group A: AA/AS Program. The Course SLO sub-tab page will show all assigned courses to the unit. The ones that are not owned by the selected unit will have an asterisk (\*) in front of their Course ID (as shown on the sample screen shot below).



If you choose one of the owned courses from the drop-down menu, you will be able to fully modify [edit | copy | delete] the existing Means of Assessment. You will also be able to add a new Assessment Method using the button at the bottom of the page. For Courses that are not owned by the Group A: AA/AS Program (in this example), you can only view them here. This form will also display the Group A: AA/AS Program where the Course SLO was first created. First choose the correct Course from the drop-down, then either add a new Course SLO using the button at the bottom of the screen or edit, copy, and delete one using the links next to an existing Course SLO. SLOs that have completed an assessment cycle **MUST NOT** be deleted. SLOs to be assessed for another cycle, copy such and input data for the new cycle.

After defining a Course SLO, you can then define how the Course SLO is assessed under the Means of Assessment sub-tab. Use the arrows to the left of each Course SLO to change the display order of the Course SLO as shown on the screen shot above.

★ (Course-level) Means of Assessment

- View/Add/Edit Assessment Methods related to each Course of the Assessment Unit

**To Add/Modify a Course-level Assessment Method:**

[Select the desired Assessment Unit from the top drop down menu >] Select **Course-Level Assmt Plan** Tab > Select **Means of Assessment** Sub-tab > Select the desired **Course** from the drop-down menu > Select the desired **Course SLO Outcome** from the drop-down menu > Select **Add New SLO** or Select **Edit, Copy, or Delete** next to a current Outcome > Make changes > Select **Save Changes** button after editing

Selected Instructional Program: Accounting AS

Accounting AS > Course-Level Assmt Plan > Means of Assessment

Course: AC110 - Payroll Accounting

Course SLO Description Name: Payroll calculations

Created By: Accounting AS

Course SLO Description: SLO#2 SP2017-FA2018 Payroll Calculation, Upon successful completion of this course, students will be able to calculate wages, explore earnings record, and prepare a payroll register.

| Date Added | Type of Artifact/Instrument/Rubric/Method/Tool | Artifact/Instrument/Rubric/Method/Tool Description   | Criterion (Written in %)   | Active?  |
|------------|--|--|--|--|
| 4/28/2017  | Course Projects                                | Textbook has a manual and computerized project that students must complete to show their proficiency in this student learning outcome. | 70% of students in the class will be able to complete the project with minimal errors. | Y <a href="#">edit</a>   <a href="#">copy</a>   <a href="#">delete</a> |

[Add New Artifact/Instrument/Rubric/Method/Tool Description](#) [Return To Course SLO Description](#)

Selecting *edit* or *Add New Assessment Method* will bring up a screen similar to the one below.

Accounting AS > Course-Level Assmt Plan > Means of Assessment > Add Artifact/Instrument/Rubric/Method/Tool Description

Course: Payroll Accounting

Course SLO Description Name: Payroll calculations

Course SLO Description: SLO#2 SP2017-FA2018 Payroll Calculation, Upon successful completion of this course, students will be able to calculate wages, explore earnings record, and prepare a payroll register.

Type of Artifact/Instrument/Rubric/Method/Tool: [dropdown]

Artifact/Instrument/Rubric/Method/Tool Description: [text area]

Criterion (Written in %): [text area]

Activity Schedule: [text area]

Active:

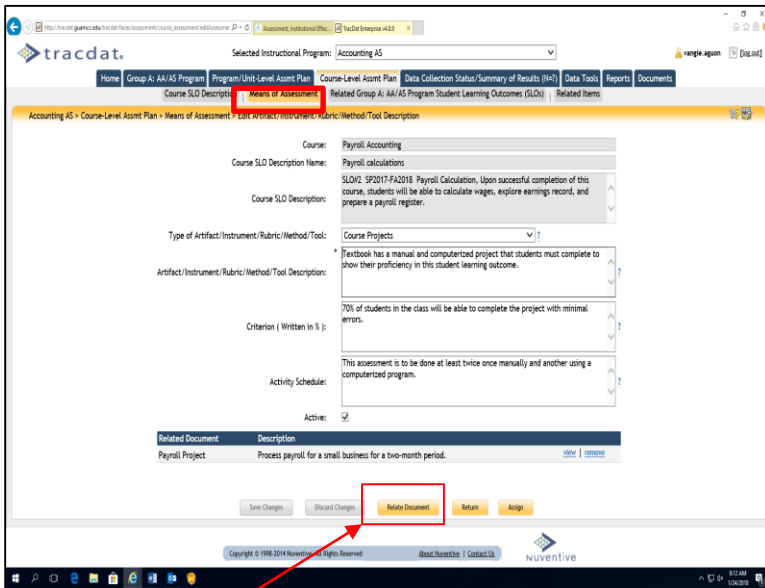
[Save Changes](#) [Discard Changes](#) [Return](#) [Assign](#)

Like the Program/Unit-Level “Means of Assessment” sub-tab, fill in all the field/boxes with the required data.

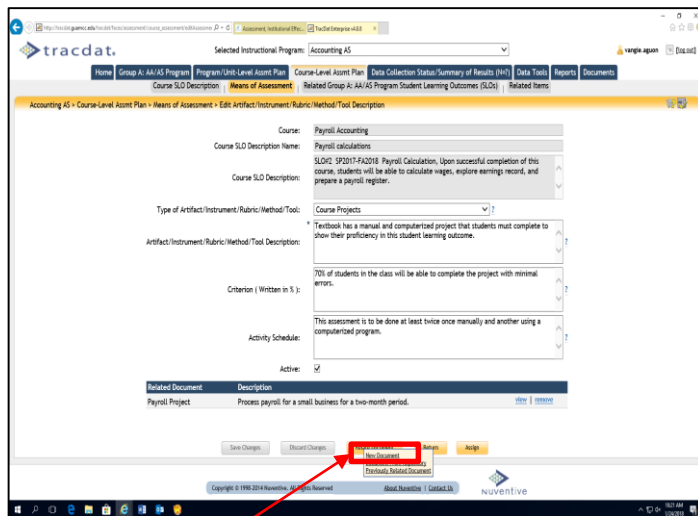
It is **essential** to upload an example of evidence supporting the conclusion or hypothesis derived from the analysis of assessment data. Samples can be based on formal, informal, quantitative, or qualitative data. Upload of such samples **must** be in PDF format.

### To Upload Evidence (PDF format) to a Course-level SLO:

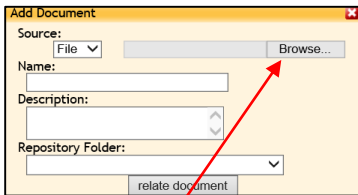
[Select the desired Assessment Unit from the top drop down menu >] Select **Course-Level Assmt Plan** Tab > Select **Means of Assessment** Sub-tab > Select the desired **Course** from the drop-down menu > Select the desired **Course SLO Name** from the drop-down menu >. Refer to the screen shots below.



Selecting **Relate Document** will bring up a screen similar to the one below.



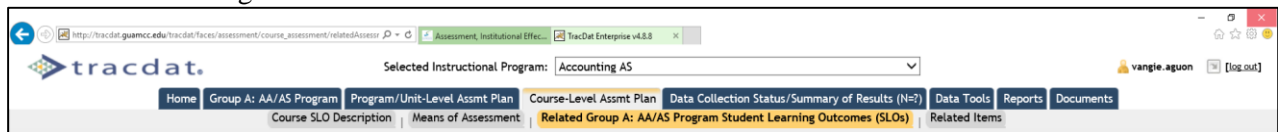
Selecting **New Document** will bring up a screen similar to the one below.



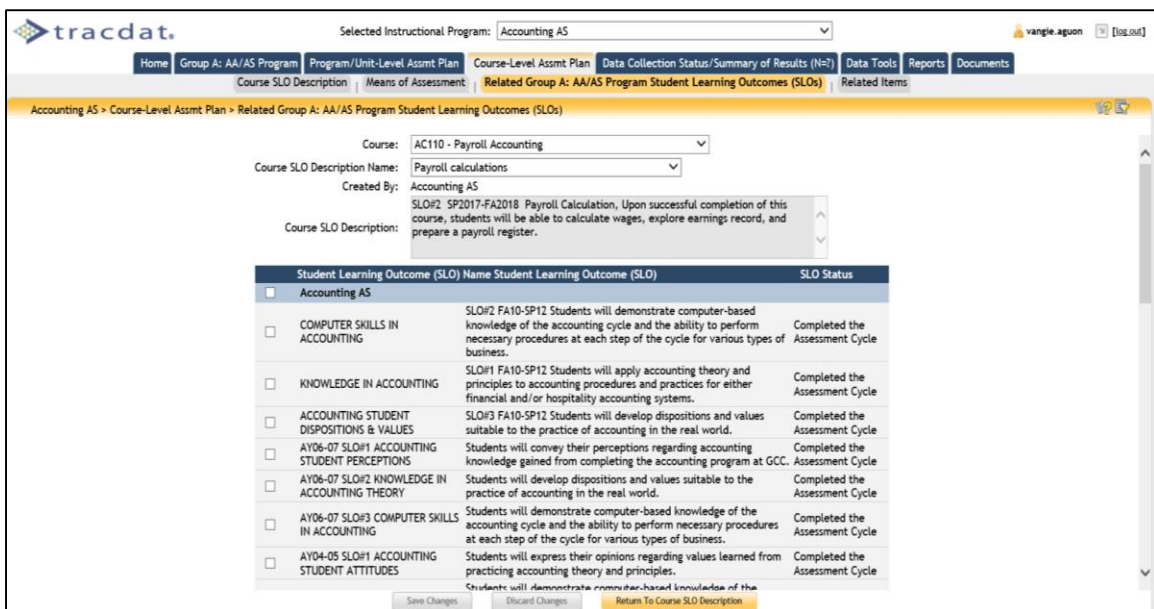
Select **Browse** (if the evidence is a URL, change “Source” from File to URL. Key a short name, the description, then click “relate document””.

★ *Related Group A: AA/AS Program Student Learning Outcomes (SLOs)- as in the example below*

- Relate Program-Level Outcomes to selected Course Outcomes



**To Relate Groups A: AA/AS Program Student Learning Outcomes (SLOs) to a Course-level SLO:**  
 [Select the desired Assessment Unit from the top drop down menu >] Select **Course-Level Assmt Plan** Tab > Select **Related Group A: AA/AS Program SLO** Sub-tab > Select the desired **Course** from the drop-down menu > Select the desired **Course SLO Name** from the drop-down menu > **Check the box next to each Program Level Assessment Unit SLO Outcome** that relates to the Course Outcome (you can select/deselect all by toggling the topmost check box of each section – next to the name of the respective Unit) > Select **Save Changes** button



★ *Related Goals*

- Like the program-level SLO, relate Assessment Unit goals, Reporting Unit goals, and Institution goals to selected Course Outcomes

**To Relate Goals to a Course Outcome:**  
 [Select the desired Assessment Unit from the top drop down menu >] Select **Course Assessment Plan** Tab > Select **Related Items** Sub-tab > Select the desired **Course** from the drop-down menu > Select the desired **Course Outcome Name** from the drop-down menu > **Check the box next to each Unit Goal** that relates to the Course Outcome (you may choose only **one** goal from each category) > Select **Save Changes** button

Refer to the screen shot below. Use this form to relate a course-level Outcome to those Goals which it supports. The Goals of all appropriate Units are shown. To select a Goal, **click the box to the left of the Goal**. Relate program outcome to **one** ISMP and **one** ILO. Relate program Outcome to only **one** PRG & division goal from AAD, BOT, School, and program unit Goal. Relate to only **one** ACCJC/WASC goal (Standard). This process ties the course Outcomes relationships to all other level goals.

The screenshot shows the TracDat web application interface. The selected instructional program is 'Accounting AS'. The page is titled 'Accounting AS > Course-Level Assmt Plan > Related Items'. The course is 'AC116 - Payroll Accounting' with the SLO description 'Payroll calculations'. The course SLO description is: 'SLO#2 SP2017-FA2018 Payroll Calculation, Upon successful completion of this course, students will be able to calculate wages, explore earnings record, and prepare a payroll register.'

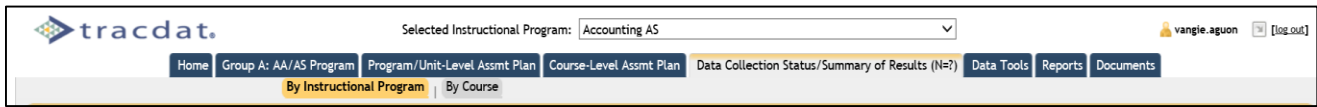
| Goal Type  | Goal   |
|--|--|
| <input checked="" type="checkbox"/> Institutional Learning Outcome (ILO) | ILO#1 (Institutional Learning Outcome)<br>Students will demonstrate use of acquired skills in effective communication, and quantitative analysis with proper application of technology.                      |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#2 (Institutional Learning Outcome)<br>Students will demonstrate ability to access, assimilate and use information ethically and legally.   |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#3 (Institutional Learning Outcome)<br>Students will demonstrate mastery of critical thinking and problem-solving techniques.   |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#4 (Institutional Learning Outcome)<br>Students will demonstrate collaborative skills that develop professionalism, integrity, respect, and fairness.   |
| <input type="checkbox"/> Institutional Learning Outcome (ILO)            | ILO#5 (Institutional Learning Outcome)<br>Students will demonstrate civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally. |
| <input type="checkbox"/> Institutional Strategic Master                  | ISMP 2014-2020: Goal #1 Retention and Completion<br>Strengthen and improve curriculum and educational delivery to  |

Buttons at the bottom: Save Changes, Discard Changes, Return To Course SLO Description.

**Congratulations! You have just completed the required forms and field/boxes for the Course-level Assessment Plan.** Transmit via email a completed TracDat Data Input memo template to [cca.aier@guamcc.edu](mailto:cca.aier@guamcc.edu)

The following are guides to help users navigate and input Data Collection Status, Assessment Report and Implementation Status for academic and non-academic units.

### Tab 5: Data Collection Status/Summary of Results (N=?)



#### Summary of Results Features:

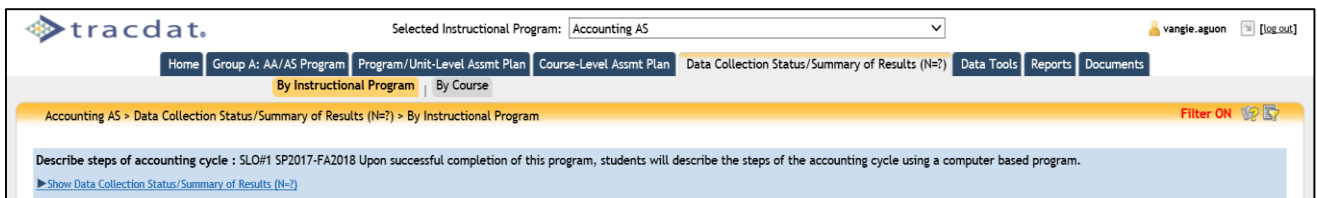
##### ★ *By Instructional Program and By Non-Academic Unit*

- Displays Data Collection Status/Summary of Results by Assessment Unit Outcome
- View/Add/Edit these Data Collection Status/Summary of Results as well as any Actions and Related Documents linked to the Observation

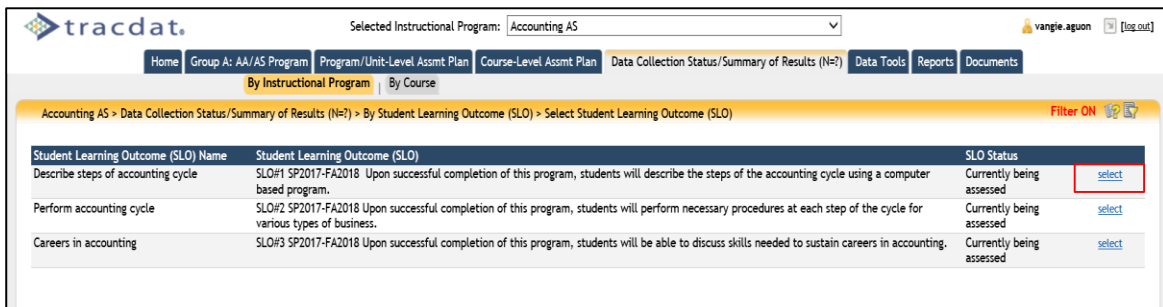
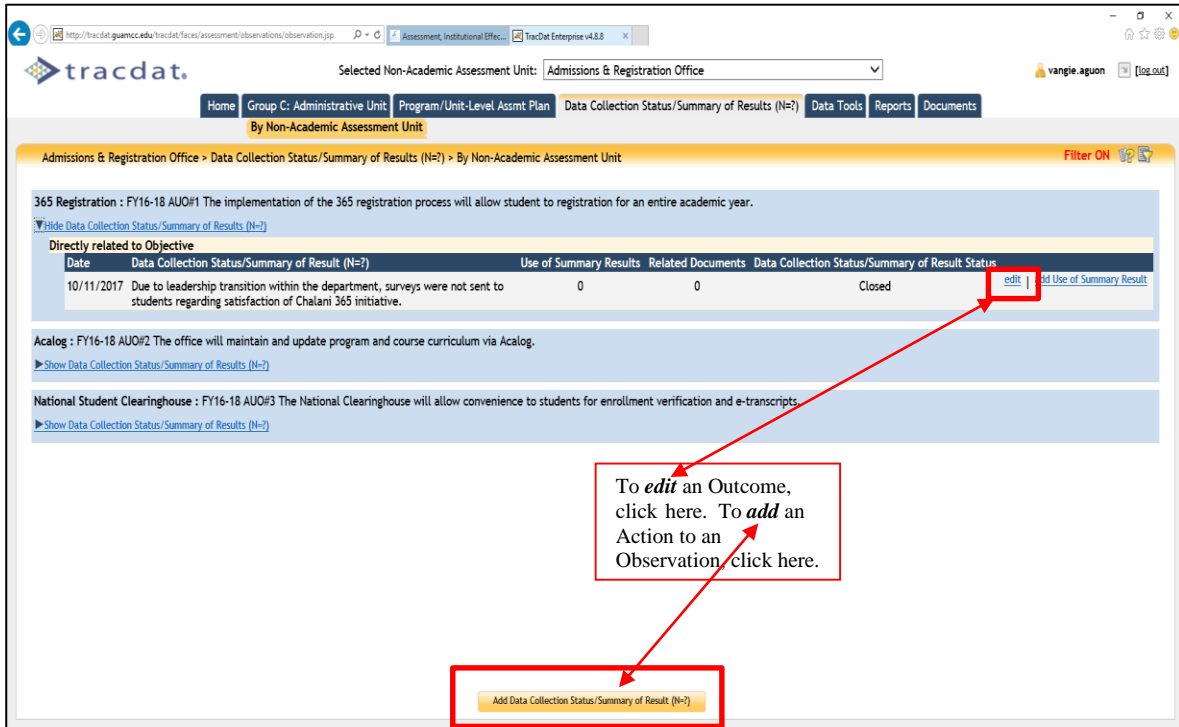
#### **To Add a new Summary of Results to an Assessment Unit Outcome:**

[Select the desired Assessment Unit from the top drop down menu >] Select **Data Collection Status/Summary of Results** Tab > Select **By Instructional Program** Sub-tab > Select **Add Data Collection Status/Summary of Results (N=?)** at bottom > Select the **Outcome** to which the Observation ties > Select **Artifact/Instrument/Rubric/Method/Tool Description** to which the Observation ties > Add **Data Collection Status/Summary of Results data** and **required fields** > Select **Save Changes** button after editing

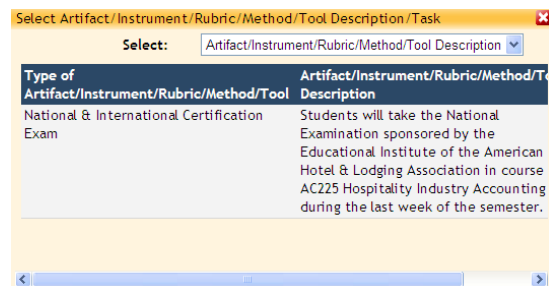
Refer to the screen shots below to add new Data Collection Status/Summary of Results (N=?) and/or view and edit the existing Data Collection Status/Summary of Results (N=?). Click on the '[Show Data Collection Status/Summary of Results \(N=?\)](#)' link to display any existing Data Collection Status/Summary of Results (N=?). You can also use the **Filter** button next to the help icon to reduce any unwanted Data Collection Status/Summary of Results (N=?). Use of Summary Results can be added to each Data Collection Status/Summary of Result (N=?). This process allows the user to input data for the same SLO that may have multiple assessment methods to evaluate the SLO. Click on the question (?) mark to the right of each field/box for assistance on the type of information required.



The process and screen shots for **non-academic** units are very similar. The difference is the sub-tab headings.



Selecting an outcome (above) will bring up the Select Artifact/Instrument/Rubric/Method/Tool window. Note, to view the entire assessment method window, slide the scroll bar at the bottom of the window to the right in order to see select. Screen shot below is a sample of the Data Collection Status/Summary of Results (N=?) window.



Click on the question (?) mark to the right of each field/box for assistance on the type of information required.

The screenshot shows the TracDat web application interface. The top navigation bar includes the TracDat logo, a dropdown menu for the selected instructional program (Accounting AS), and user information (vanguie.aguon). The main content area displays a form for editing data collection status/summary of results. The form includes several fields with question mark icons for assistance:

- Student Learning Outcome (SLO): Describe steps of accounting cycle : SLO#1 SP2017-FA2018 Upon successful completion of this program, students will describe the steps of the accounting cycle using a computer based program.
- Data Collection Status/Summary of Result (N=?): [Text input field] [?] (highlighted with a red box and arrow)
- Data Collection Status/Summary of Result (N=?): 1/24/2018 [?] Summary of Result Type: \* [Dropdown menu] [?]
- Data Collection Status/Summary of Result Status: [Dropdown menu] [?]
- Growth Budget Implications/Effect: \* [Dropdown menu] [?]
- Growth Budget Justification: [Text input field] [?]
- DO NOT USE THIS FIELD-BRPI: [Text input field] [?]
- Budget Related Proposed Outcomes: [Text input field] [?]

At the bottom of the form, there are buttons for Save Changes, Discard Changes, Return, Change Association, and Delete Data Collection Status/Summary of Result (N=?). The footer contains copyright information (© 1998-2014 Nuventive) and the Nuventive logo.

**IMPORTANT INFORMATION ABOUT DELETING DATA COLLECTION STATUS/SUMMARY OF RESULTS – see screen shots below.**



If you want to delete an entire Data Collection Status/Summary of Result (N=?), then you would click the **DELETE DATA COLLECTION STATUS/SUMMARY OF RESULT (N=?)** button in **RED**. To delete a only Use of Summary Result, first click the **EDIT** link highlighted in **BLUE**.

By Instructional Program | By Course

Marketing Education Secondary > Data Collection Status/Summary of Results (N=?) > Edit Data Collection Status/Summary of Result (N=?)

Budget Related Performance Indicators: \* None

Use of Summary Result | Related Documents

| Action Date | Use of Summary Result   | Implementation Status |  |
|-------------|---|-----------------------|--|
| 12/11/2011  | 10/06/2011 - JFKHS instructor plans to spend more time in defining the terminologies and reviewing before administering the chapter test. 10/02/2011 - SSHS instructor plans to explain the terminologies during chapter lectures and review before administering the testing. 10/02/2011 - OHS instructor plans to continue to reinforce chapter lectures with quizzes and unit activities. 06/12/2011 - The instructor from GWHS plans to explain and review the vocabulary terms in detail before administering the test to meet the set criteria. 04/06/2011 - A total of six(6) students who completed the test did comply with the criterion. SHS faculty is planning to continue to review and provide related activities to strengthen their test scores in the future. 12/08/2010 - The Use of Summary Result/Implementation Status will be provided and inputted to TracDat once the data of the other high schools are collected at the end of Fall 2010. 06/14/2010 - Based on the Summary of Result, although Southern High School students met the criterion, the instructor designs to increase the performance standard to 90% next school year. In order to meet the objective, Southern High School instructor plans to provide the students with a study guide and test review. This is particularly helpful for those students who might have learning disabilities and with multiple absences. | 0                     | <a href="#">edit</a>   <a href="#">add Implementation Status</a> |
| 10/6/2011   | JFKHS instructor plans to spend more time in defining the terminologies and reviewing before administering the chapter test.  | 0                     | <a href="#">edit</a>   <a href="#">add Implementation Status</a> |
| 10/2/2011   | SSHS instructor plans to explain the terminologies during chapter lectures and review before administering the testing.   | 0                     | <a href="#">edit</a>   <a href="#">add Implementation Status</a> |
| 10/2/2011   | OHS instructor plans to continue to reinforce chapter lectures with quizzes and unit activities.  | 0                     | <a href="#">edit</a>   <a href="#">add Implementation Status</a> |
| 6/12/2011   | The instructor from GWHS plans to explain and review the vocabulary terms in detail before administering the test to meet the set criteria.   | 0                     | <a href="#">edit</a>   <a href="#">add Implementation Status</a> |

Save Changes | Discard Changes | Return | Change Association | **Delete Data Collection Status/Summary of Result (N=?)**

To then delete the Use of Summary Result, click the **USE OF SUMMARY OF RESULT** button in **GREEN**.

By Instructional Program | By Course

Marketing Education Secondary > Data Collection Status/Summary of Results (N=?) > Edit Use of Summary Result

Student Learning Outcome (SLO): Recall terms associated to functions of marketing : SLO#1 SP 2010-FA 2011 Upon successful completion of this course, students will be able to recall terms associated with the functions of marketing: marketing information management, pricing, and

Data Collection Status/Summary of Result (N=?): The Summary of Result at Southern High School(SHS) showed that the N=19 and 89% of the students scored 80% of higher in the faculty developed test. Because SHS offers this course twice during the academic year, SHS was able to collect data.

Use of Summary Result: \* JFKHS instructor plans to spend more time in defining the terminologies and reviewing before administering the chapter test.

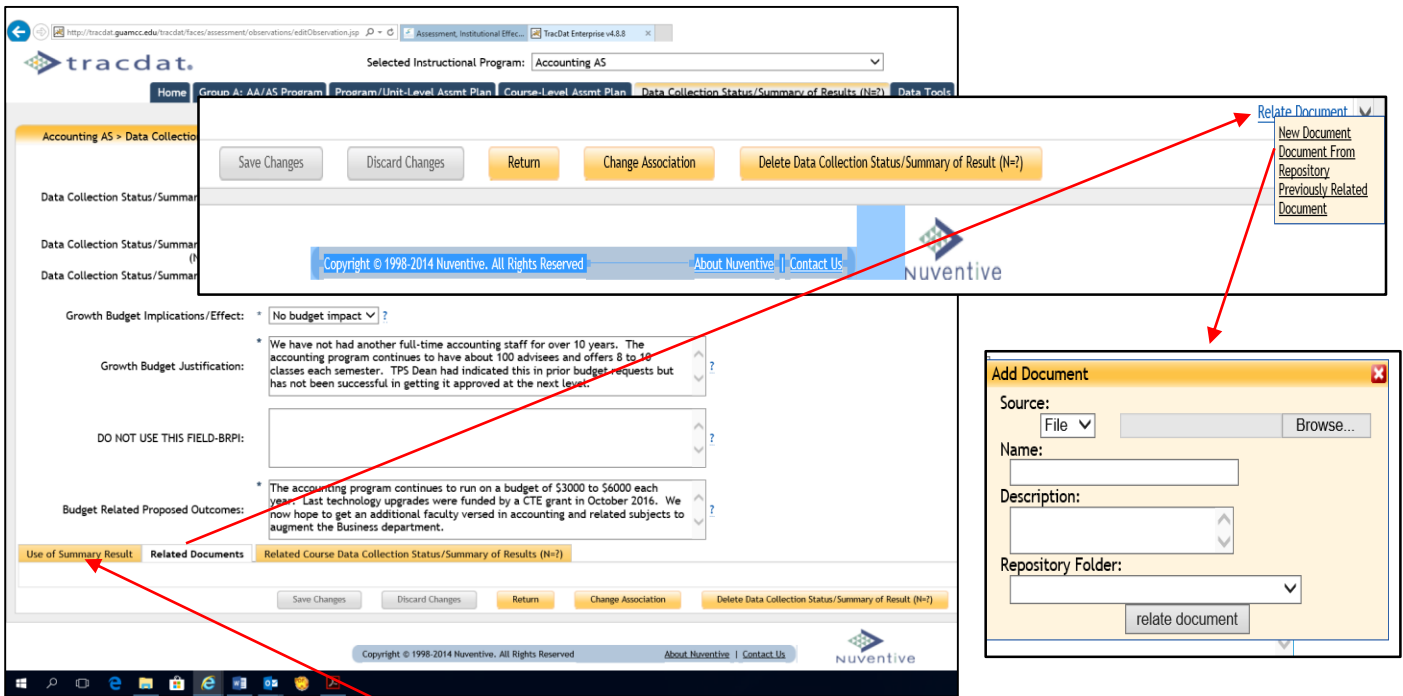
Action Date: \* 10/6/2011

Implementation Status Date | Implementation Status

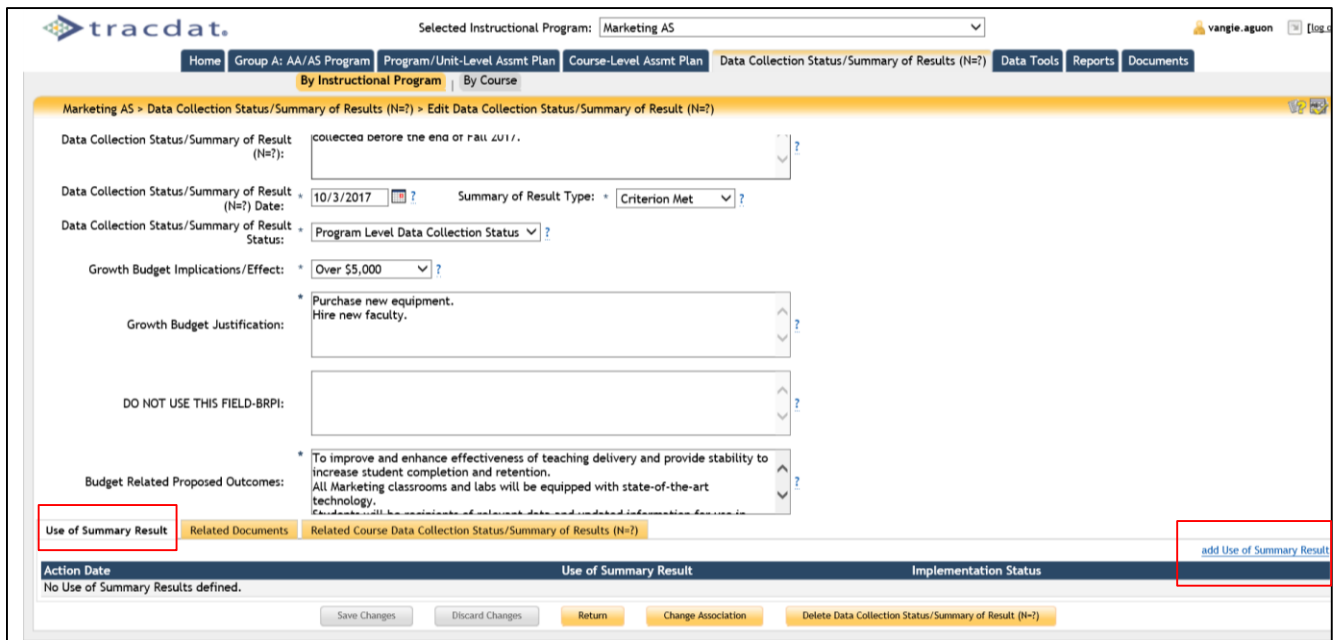
No Implementation Status defined.

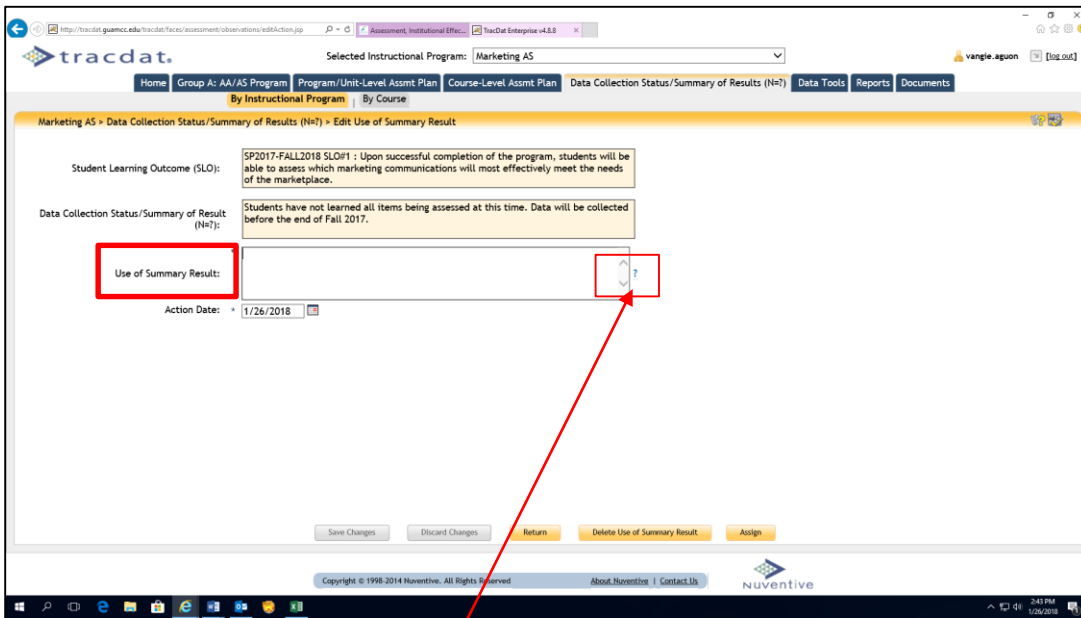
Save Changes | Discard Changes | Assign | Return | **Delete Use of Summary Result**

It is **essential** to upload an example of evidence supporting the conclusion or hypothesis derived from the analysis of assessment data. Samples can be based on formal, informal, quantitative, or qualitative data. Upload of such samples **must** be in PDF format. Refer to the screen shots below on how to upload evidence.



When an assessment report is due, data for “Use of Summary Result” must also be completed and saved. To the left of the sample screen shot above, click on “*Use of Summary Result*” link for a new window. After clicking the link, another link appears to the right as shown below. After clicking on such to access the Use of Summary Result form, a second window (screen shot) will appear, also shown below.





Once again, click on the question (?) mark to the right of the field/box for guidance on the key information needed. Click save changes.

## Congratulations! An Assessment Report for the program/unit level is complete. *By Course*

- Displays Observations by Courses and Course Outcomes
- View/Add/Edit these Data Collection Status/Summary of Results (Observations) as well as any Actions and Related Documents linked to the Observation

### To Add a new Observation to a Course Outcome:

[Select the desired Assessment Unit from the top drop down menu >] Select **Data Collection Status/Summary of Results (N?)** Tab > Select **By Course** Sub-tab > Select the desired **Course** from the drop-down menu > Select **Add Data Collection Status/Summary of Results (N=?)** > Select the **Course SLO Name** to which the Observation ties> Select the **Artifact/Rubric/Method/Tool Description** to which the Observation ties > Add **Observation data** and **required fields** > Select **Save Changes** button after editing

### To Add a Related Document to a New Observation:

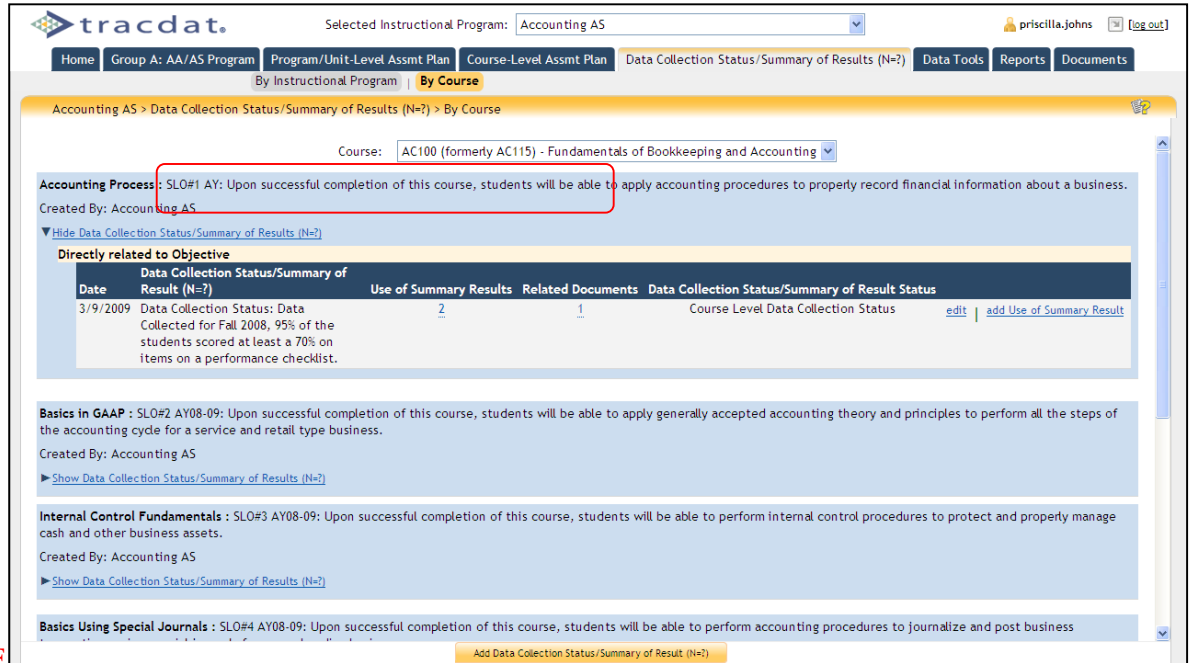
After you have saved your new Observation, select **add Action** > Select **Save Changes** button after editing

It is essential to upload an example of evidence supporting the conclusion or hypothesis derived from the analysis of assessment data. Samples can be based on formal, informal, quantitative, or qualitative data. Upload of such samples **must** be in PDF format.

When a Course-level Assessment Report or Data Collection Status is due, the process is similar to the program/unit level. The only difference is selecting By Course sub-tab instead of By Instructional Program.

The Course Data Collection Status/Summary of Results (N=?) results page will show all assigned courses to the unit. The ones that are not owned by the selected unit will have an asterisk in front of their Course ID. If you choose one of the

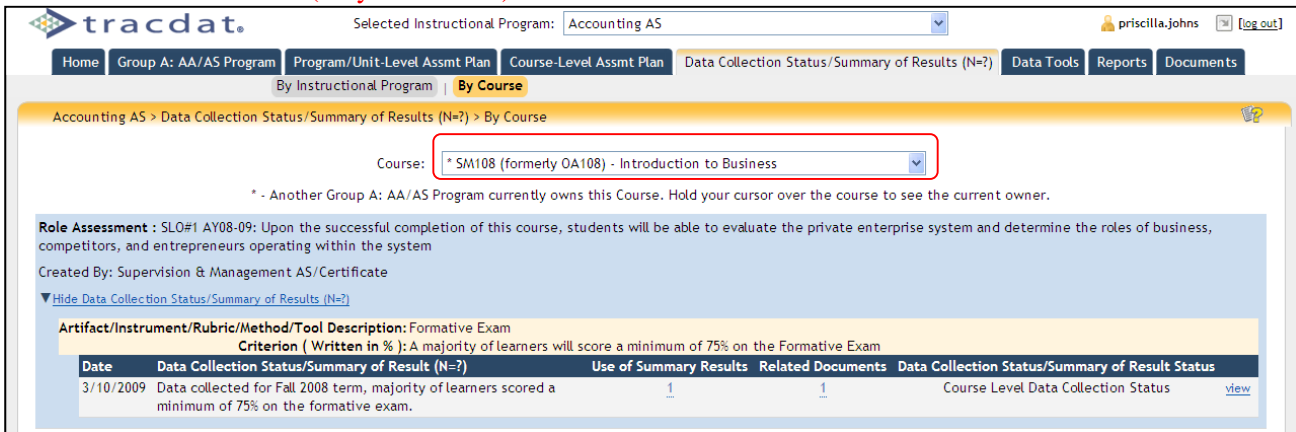
owned courses from the drop-down menu, you will be able to fully modify [edit] existing data. You will also be able to add a new Result using the button at the bottom of the page.



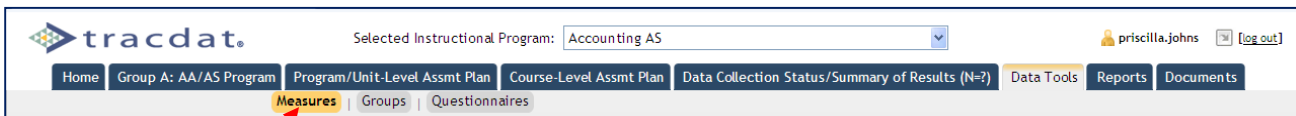
### OWNED COURSE

If you choose one of the assigned (but not owned) courses from the drop-down menu, you will only be able to view the existing Results. The Add Data Collection Status/Summary of Result (N=?) is de-activated for all courses not owned by the selected unit. To modify or add new results for courses not owned, you will need to go to the owning unit to make any necessary changes.

### COURSE NOT OWNED (only ASSIGED)



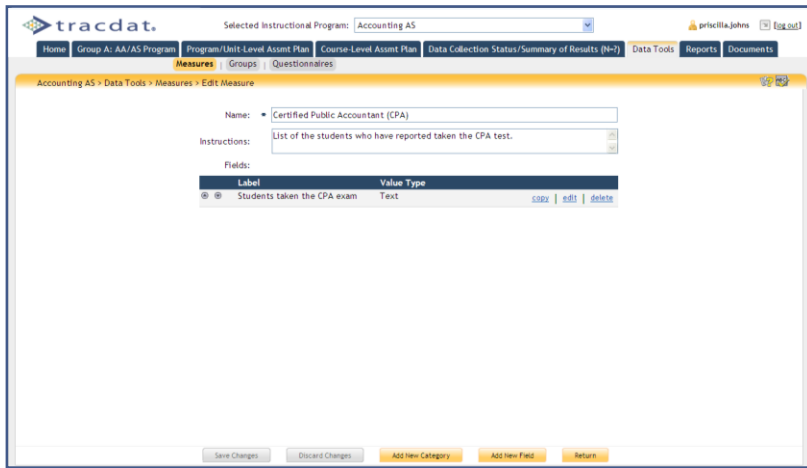
## Tab 6: Data Tools



**Data Tools Features:** Although Data Tools Features have not been introduced during the TracDat workshop/training, users have the option to use this tool by following the steps below.

### ★ Measures

- Create basic data collection checklists for standardized and user-friendly purposes



**Note:** A Measure can be used to identify and collect data that supports one or more objectives. Create a measure to outline the data to be collected. Groups can then be created that use the measure. Below is a screen shot sample of data collection checklist from the Accounting AS program.

## How To

1. Provide a name for the measure.
2. Optionally provide instructions for the measure. These instructions will display during data collection. Any instruction that will assist the user entering the data in providing the correct information should be provided here.
3. Click the "Save Changes" button to save the measure.

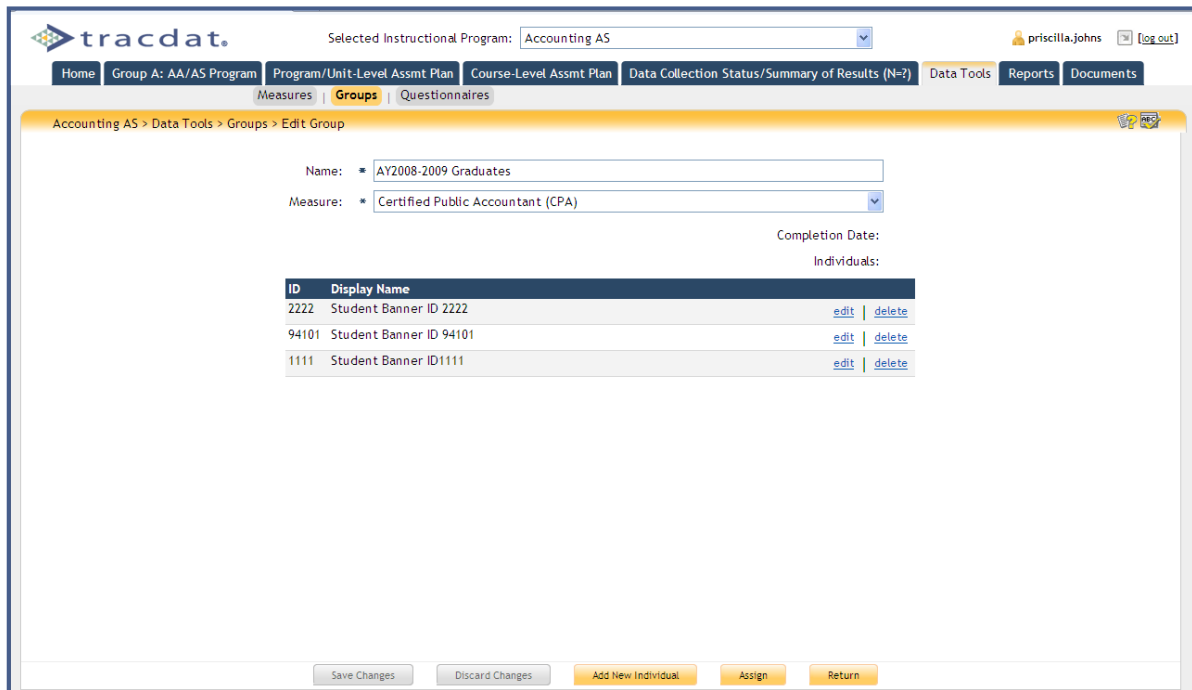
To add new fields to the measure, click the "Add New Field" button. To edit an existing field, click the "edit" link for that field.

Sample Report: Certified Public Accountant (CPA)-list of students reported taking and passing the CPA test

| 1 | group                 | Entered By      | individualId | displayName             | lastName | firstName | Students taken the CPA exam |
|---|-----------------------|-----------------|--------------|-------------------------|----------|-----------|-----------------------------|
| 2 | AY2008-2009 Graduates | null,null       | 2222         | Student Banner ID 2222  | null     | null      | null                        |
| 3 | AY2008-2009 Graduates | Johns,Priscilla | 94101        | Student Banner ID 94101 | Johns    | Priscilla | Passed; May 4, 2009         |
| 4 | AY2008-2009 Graduates | Johns,Priscilla | 1111         | Student Banner ID1111   | Johns    | Priscilla | Passed; May 7, 2009         |

## ★ Groups

- Create groups to send the data collection checklists



**Note:** A Group is a set of

individuals for which data can be collected against a specified measure. The measure must be created before a group can exist that includes that measure. Each group can be assigned to another user for data collection.

### How To

1. Provide a name for the group.
2. Select the measure to be used for data collection for the group.
3. Click the "Save Changes" button to save the group.

To add new individuals to the measure, click the "Add New Individual" button.

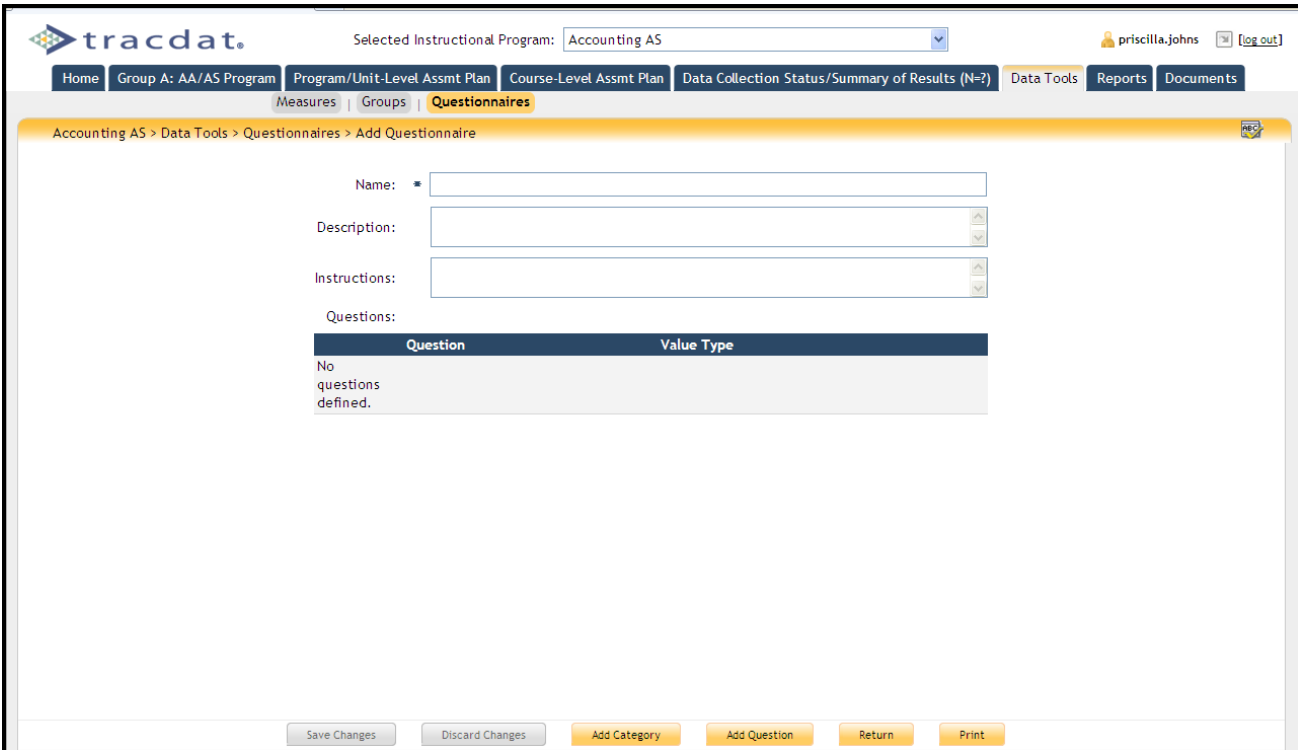
To edit an existing individual, click the "edit" link for that individual.

To assign the group to another user for data collection, click the "Assign" button. The popup to assign data collection will appear, with fields to select the assigned user, the due date, the frequency, and the instructions to be sent to that user.

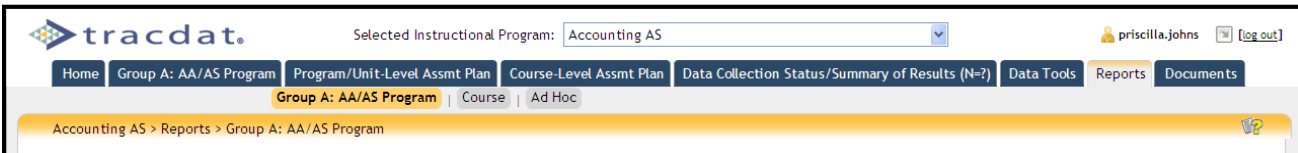
To view the data that has been entered by an assignee, click the 'view' link next to his/her name.

### ★ Questionnaires

- Create basic questionnaires for standardized and user-friendly purposes (Allows users to create surveys and publish on-line)



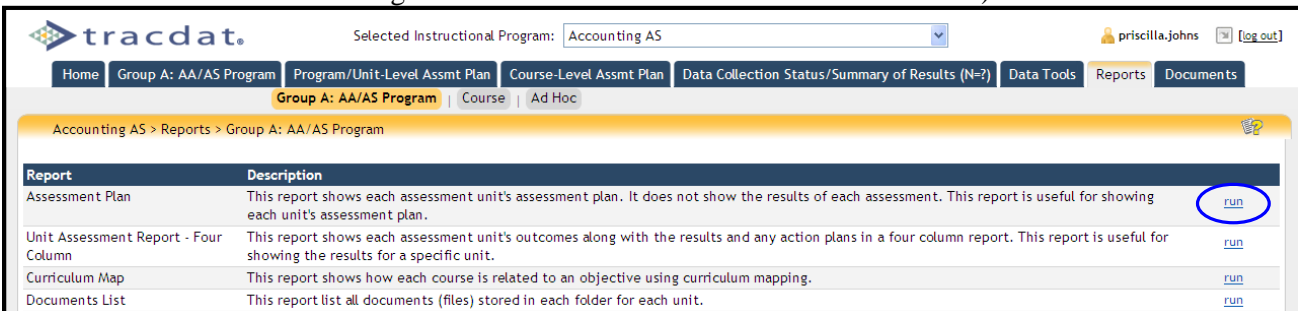
## Tab 7: Reports



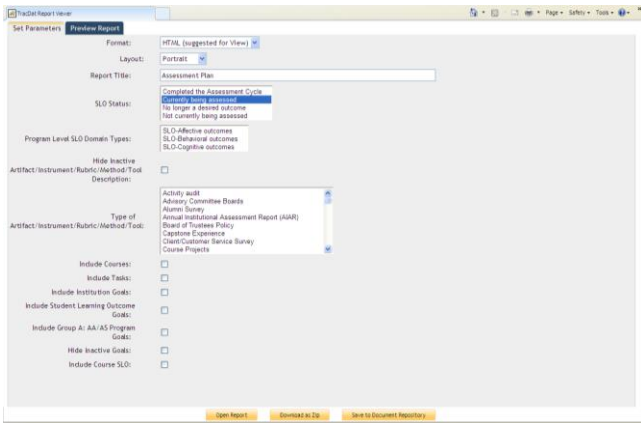
### Reports Features:

#### ★ Reports List

- Reports at the program/unit level and course level can be executed in either HTML, PDF or Microsoft Word
  - For best results, use HTML for viewing and PDF for Printing reports
- Report data is related to the Assessment Unit that is selected from the top drop-down menu (Selected Instructional Program or Selected Non-Academic Assessment Unit)

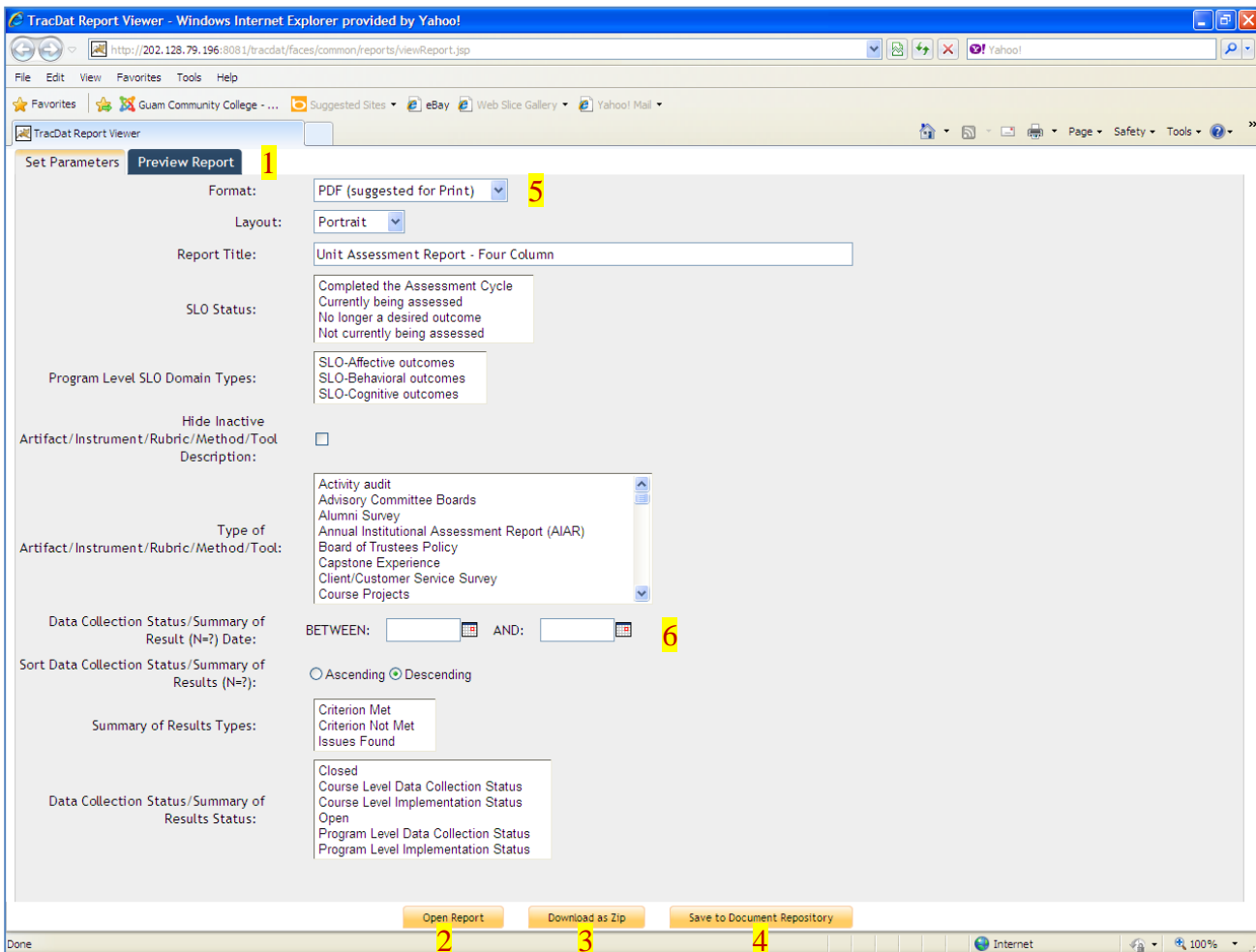


From the Selected Instructional Program or Selected Non-Instructional Program drop-down list select the program/unit. As in this example sub-tab, click Group A: AA/AS Program, to view from the list of program-level reports available. For instructional programs, to run a course-level report, click on the Course sub-tab. To the right of the report type you wish to view or print, click "run" to set criteria and create the report. Set the parameters on what you want shown on the report by clicking in the boxes/fields of your choice(s).



## Improvements to Report Functionality

One of the most observable changes is that the overall reporting interface has been enhanced. Please see the numbered sections on the screenshot and that describe the newest features of TracDat reporting.





To view or print course-level reports, you must select the **Course** sub-tab. Highlight the courses you want printed as in the example screen shot below.

Selected Instructional Program: Accounting AS

priscilla.johns [log out]

Home Group A: AA/AS Program Program/Unit-Level Assmt Plan **Course-Level Assmt Plan** Data Collection Status/Summary of Results (N=?) Data Tools Reports Documents

Accounting AS > Reports > Course

| Report                                      | Description  |     |
|---|--|-----|
| Unit Course Assessment Report - Four Column | This report shows each assessment unit's course 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 |
| <b>Course Assessment Plan</b>               | This report shows each course's assessment plan. This report is useful for showing how a particular course is being assessed.  | run |
| <b>Course List by Unit</b>                  | This report shows the courses per unit.  | run |

For this example, the Unit Course Assessment Report Four Column is the type of report to print or preview. To the right, click run as shown on the screen shot above. A new window will pop up as shown on the screen shot below. In the Preview Report sub-tab a set of parameters is provided for your choice. Highlight by holding down the Ctrl key and click each of specific course numbers you want printed/shown. To the right of the Course Outcome Statuses, click on "Currently being assessed" to run only those courses that are currently being assessed.

TracDat Report Viewer

Set Parameters **Preview Report**

Format: PDF (suggested for Print)

Layout: Portrait

Report Title: Unit Course Assessment Report - Four Column

Select Courses:

- AC100 (formerly AC115) - Fundamentals of Bookkeeping and Accounting
- AC101 (now AC211) - Accounting Principles I
- AC102 (now AC212) - Accounting Principles II
- AC103 (now AC212) - Accounting Principles III
- AC110 - Payroll Accounting**
- AC150 - Federal Income Tax I
- AC210 - Introduction to Financial Management
- AC211 (formerly AC101) - Accounting Principles I

\* - Another Group A: AA/AS Program currently owns this Course. Hold your cursor over the course to see the current owner.

Course Outcome Statuses:

- Completed the Assessment Cycle
- Currently being assessed**
- No longer a desired outcome
- Not currently being assessed

Assessment Cycle Domain Type:

- SLO-Affective outcomes
- SLO-Behavioral outcomes
- SLO-Cognitive outcomes

Hide Inactive Artifact/Instrument/Rubric/Method/Tool Description:

Type of Artifact/Instrument/Rubric/Method/Tool:

- Activity audit
- Advisory Committee Boards
- Alumni Survey
- Annual Institutional Assessment Report (AIAR)
- Board of Trustees Policy
- Capstone Experience
- Client/Customer Service Survey
- Course Projects

Data Collection Status/Summary of Result (N=?) Date: BETWEEN: [ ] AND: [ ]

Sort Data Collection Status/Summary of Results (N=?):  Ascending  Descending

Summary of Results Types:

- Criterion Met
- Criterion Not Met

Open Report Download as Zip Save to Document Repository

An example of the Unit Course Assessment Report - Four Column report with only those courses highlighted as “Currently being assessed” will appear on the final report.

**Unit Course Assessment Report - Four Column**  
**Guam Community College**  
**Accounting AS**

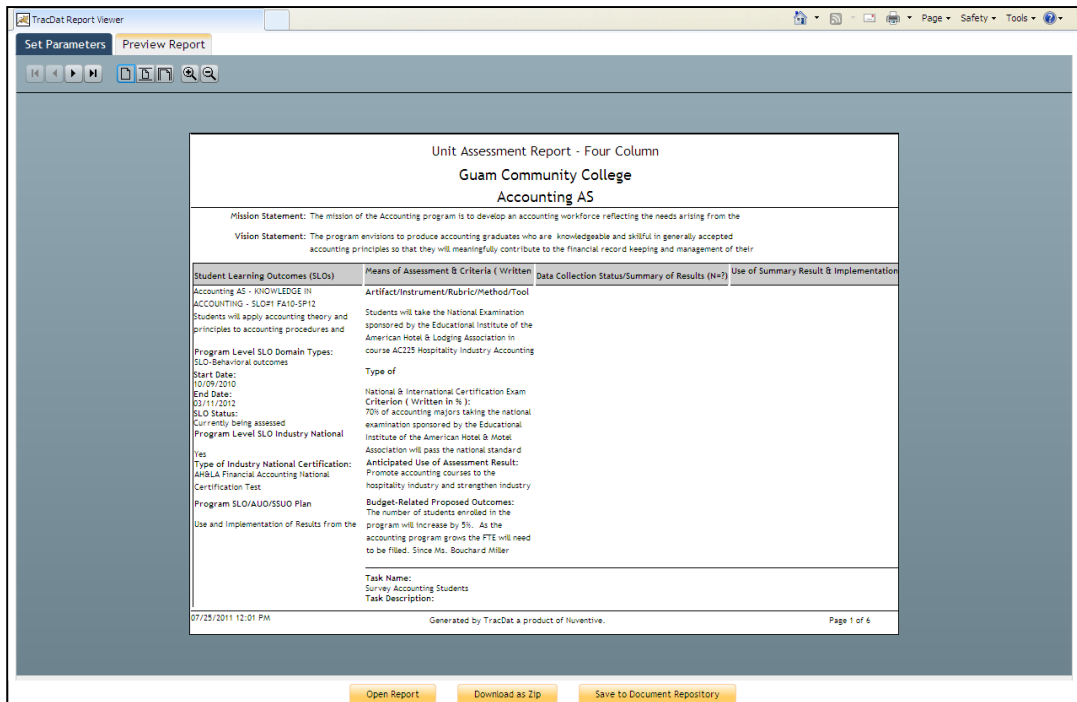
**Mission Statement:** The mission of the Accounting program is to develop an accounting workforce reflecting the needs arising from the continual changing economic business environment in the Guam community and the region.

**Vision Statement:** The program envisions to produce accounting graduates who are knowledgeable and skillful in generally accepted accounting principles so that they will meaningfully contribute to the financial record keeping and management of their respective organizations.

| Course SLO Description   | Means of Assessment & Criteria ( Written in % ) / Tasks   | Data Collection Status/Summary of Results | Use of Summary Result & Implementation Status |
|--|---|---|---|
| Accounting AS - AC110 - Payroll Accounting - Capstone Experience for Payroll Processing (Copy) - SLO# 4 FA10-SP12<br>Upon successful completion of this course, students will be able to process a four-month payroll period for a business using two methods: manual and computerized. (Created By Accounting AS)<br><b>Start Date:</b> 10/11/2010<br><b>End Date:</b> 03/11/2012<br><b>Course Outcome Status:</b> Currently being assessed<br><b>Capstone Course/CTE Related Course:</b> N/A             | <b>Artifact/Instrument/Rubric/Method/Tool Description:</b><br>Students will process a 3-month payroll period for a business using two methods: manual and computerized.<br><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b><br>Capstone Experience<br><b>Criterion ( Written in % ):</b><br>Students will score 70% or better on the three-month payroll project. |   |   |
| Accounting AS - AC110 - Payroll Accounting - Application of Payroll Laws (Copy) - SLO# 2 FA10-SP12<br>Upon successful completion of this course, students will be able to calculate wages, employees earning records, and a payroll register applying all payroll laws that are applicable and current. (Created By Accounting AS)<br><b>Start Date:</b> 10/11/2010<br><b>End Date:</b> 03/11/2012<br><b>Course Outcome Status:</b> Currently being assessed<br><b>Capstone Course/CTE Related Course:</b> | <b>Artifact/Instrument/Rubric/Method/Tool Description:</b><br>Quizzes after each chapter will be given to students.<br><b>Type of Artifact/Instrument/Rubric/Method/Tool:</b><br>Textbook/Author Designed Tests<br><b>Criterion ( Written in % ):</b><br>Students taking the quiz will be able to score 60% or better.  |   |   |

08/23/2011 12:50 PM Generated by TracDat a product of Nuventive. Page 1 of 5

1. Reports can be previewed while toggling between different parameters before final report generation. The preview will display only one page of the report at a time, giving the user a chance to quickly review both the format and some content before deciding whether or not to choose a further action for this report (Group A, below). For more information on these actions, please see bullets 2-4 below. While in the Preview Report mode, users can also page through the report using the Paging Tools (B), and also resize the view on the screen using the View Tools (C).



2. The Open Report button will open your report in the format chosen on the Parameters page. This replaces the old Execute Report button of previous versions.
3. Reports can now be downloaded as Zip files. All required resources (report images, related documents, and linked reports) are also included in the Zip. The Zip can then be extracted and the complete report can be viewed from a PC, CD, or published to a website.
4. Reports can also be saved directly to the Document Repository and viewed just like any other document. When saved to the Document Repository, reports are saved as a Zip file to ensure all related data is included and saved. When viewed, the report will display in the format chosen on the Parameters page. If desired, this saved report can be downloaded as a Zip file to your computer later from the Document Repository. Note: AIER created two folders under the Document Repository sub-tab for specific report types filing/saving 1) TracDat-Assessment Plans 2) TracDat-Assessment Report

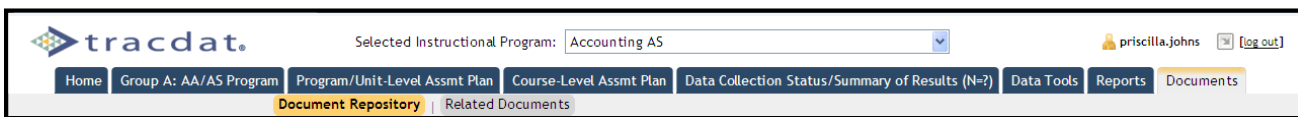


5. The Microsoft Word (.rtf) report format has been added, giving users the flexibility of viewing TracDat reports using most word processing software. This allows for greater customization of headings, display of data, and overall formatting options.
6. When choosing filter parameters for any report that displays Data Collection Status/Summary of Results, users have the ability to order such by Ascending or Descending date.
7. The Outcome Status and Outcome Type fields have been added to the Report Parameters page for the Outcome Relationships Report.
8. Many reports now have been given the option to be viewed in either Portrait or Landscape layout.

### Ad Hoc Reporting Tool Enhancements

While the Ad Hoc Reporting Tool is not new to TracDat, many of its features are new or updated, and have improved the scope and power of this tool exponentially. Contact AIER for the specific type of Ad Hoc Report needed as this would require users to know where within TracDat Data Base data is store.

### Tab 8: Documents



#### Documents Features:

Use this page to upload documents into the Document library within TracDat. You can create new folders, manage existing folders, upload new documents, and manage existing documents. From this page you can also see folders that have been shared to the Selected Program/Unit.

#### ★ *Document Repository*

- View/Add/Edit/Share folders within the Assessment Unit
- View shared folders from other units by selecting the unit from the drop-down list below Show Folders For
- Upload files to be related to Assessment Plans and Observations
- Ability to share documents across Assessment Units, Reporting Units, and the Institution
- General depository for any assessment documents

Selected Instructional Program: Accounting AS

Home Group A: AA/AS Program Program/Unit-Level Assmt Plan Course-Level Assmt Plan Data Collection Status/Summary of Results (N=?) Data Tools Reports Documents

Document Repository | Related Documents

Accounting AS > Documents > Document Repository

Show Folders For: Accounting AS

- Advisory Committee Minutes (6)
- Budget Request (2)
- CCA Review Team (1)
- CFSs by Academic Year for the Course (6)
- CFSs by Academic Year for the Program (8)
- Curriculum for Review & Approval (0)
- Evidence (0)
- General (13)
- Program Curricula Files (6)
- SLO (2)
- Task/Assignments (0)
- TracDat-Assessment Plans (2)
- TracDat-Assessment Reports (2)

| Type          | Document Name | Description | Last Modified |
|---------------|---------------|-------------|---------------|
| No documents. |               |             |               |

Add New Folder Add New Document

★ *Related Documents*

- View where current documents are related to Course, Means of Assessment, and Data Collection Status/Summary of Results (N=?)

Selected Instructional Program: Accounting AS

Home Group A: AA/AS Program Program/Unit-Level Assmt Plan Course-Level Assmt Plan Data Collection Status/Summary of Results (N=?) Data Tools Reports Documents

Document Repository | Related Documents

Accounting AS > Documents > Related Documents

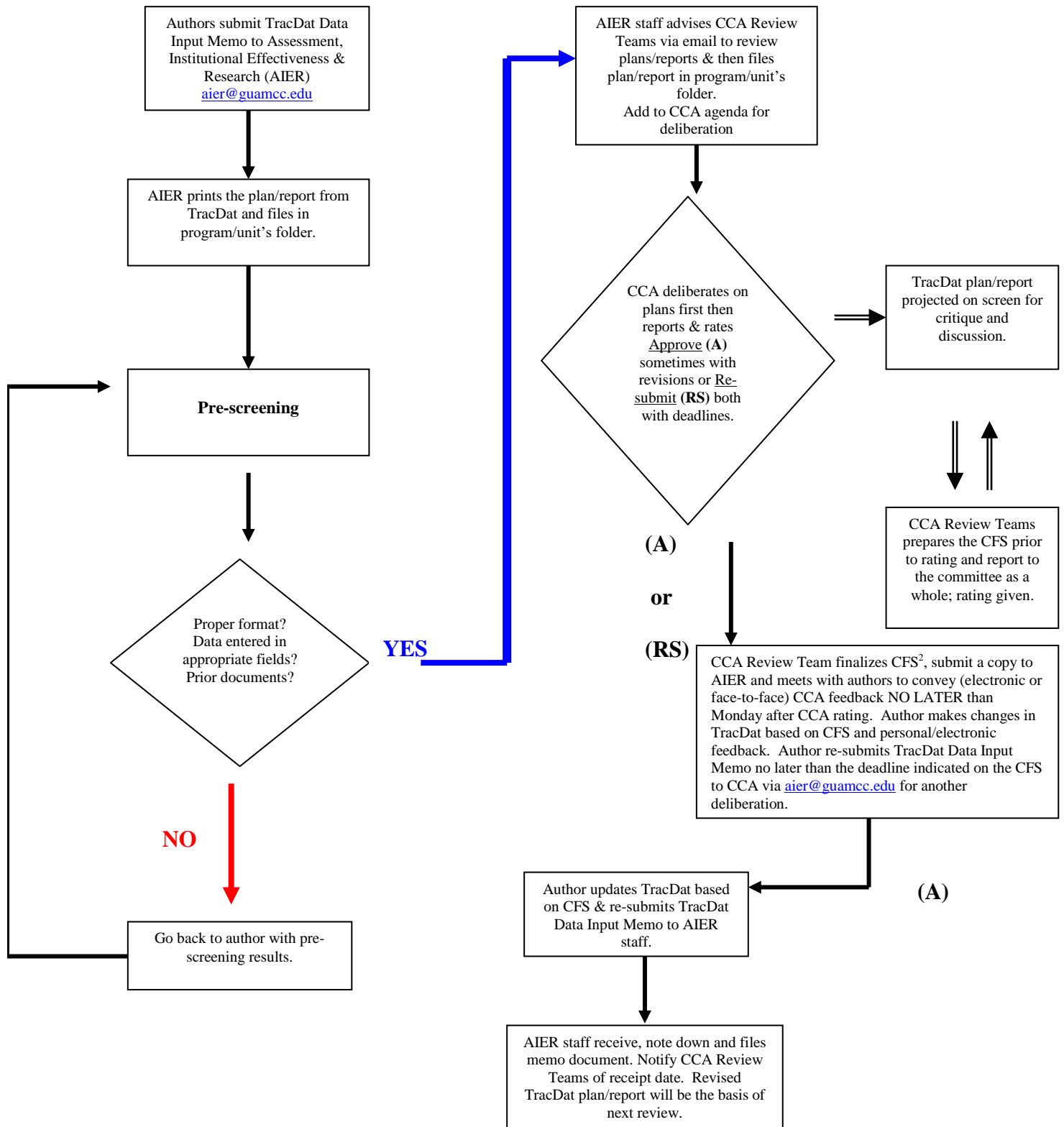
Location: All

| Type | Document Name                                   | Description  | Location | Related To          | Date Related |
|------|---|--|----------|---------------------|--------------|
|      | AC100 Syllabi                                   | Fall 2010  | Course   | Means of Assessment | 3/12/2011    |
|      | AC101 Syllabi                                   | Fall 2010  | Course   | Means of Assessment | 3/12/2011    |
|      | AC102 Syllabi                                   | Fall 2010  | Course   | Means of Assessment | 3/12/2011    |
|      | AC103 Syllabi                                   | Spring 2011  | Course   | Means of Assessment | 3/12/2011    |
|      | AC110 Syllabi                                   | Spring 2011  | Course   | Means of Assessment | 3/12/2011    |
|      | AC210 Syllabi                                   | Spring 2011  | Course   | Means of Assessment | 3/12/2011    |
|      | AC211 Comp1 Sample of A                         |  | Course   | Means of Assessment | 3/7/2011     |
|      | AC211 Syllabi                                   | Spring 2011  | Course   | Means of Assessment | 3/12/2011    |
|      | AC225 Fall 2010 Results                         |  | Course   | Means of Assessment | 3/7/2011     |
|      | AC225 Syllabi                                   | Fall 2010  | Course   | Means of Assessment | 3/12/2011    |
|      | Accounting Cycle Comprehensive Problem          | All Steps of the Accounting Cycle for a Service Business                           | Course   | Means of Assessment | 10/1/2008    |
|      | Acctg Student Exit Survey                       | Students will rate their knowledge of accounting skills and concepts               | Course   | Means of Assessment | 11/8/2010    |
|      | Company Setup Project                           | End-of-course company setup project with maintenance steps using QuickBooks.       | Course   | Means of Assessment | 10/10/2008   |
|      | Comprehensive Problem 2                         | A merchandise inventory accounting cycle problem.                                  | Course   | Means of Assessment | 10/9/2008    |
|      | Comprehensive Problem/w Special Journals        | One-month accounting cycle problem using special journals (15-20 hours)            | Course   | Means of Assessment | 9/30/2008    |
|      | Fall 2002 National Exam                         | Fall 2002 National Exam  | Course   | Means of Assessment | 12/22/2008   |
|      | Fall 2005 National Exam.pdf                     | Fall 2005 National Exam  | Course   | Means of Assessment | 12/22/2008   |
|      | Internal Control Essay Question                 | Describe the five components of internal control widely used in the United States. | Course   | Means of Assessment | 10/1/2008    |
|      | Payroll Project                                 | Process payroll for a small business for a two-month period.                       | Course   | Means of Assessment | 10/3/2008    |
|      | Results of Computerized AC110 Project Fall 2009 |  | Course   | Means of Assessment | 3/7/2011     |

The Office of Assessment, Institutional Effectiveness & Research (AIER) office will appreciate your suggestions for improvements to this manual/guide.

# CRITIQUING PLANS/REPORTS by the CCA<sup>1</sup>: ASSESSMENT REVIEW FLOW PROCESS

Revised October 2010



<sup>1</sup> Committee on College Assessment  
<sup>2</sup> Consolidated Feedback Sheet