TracDat User Guide for Program Assessment

Fall 2017
Teaching, Learning and Assessment Center
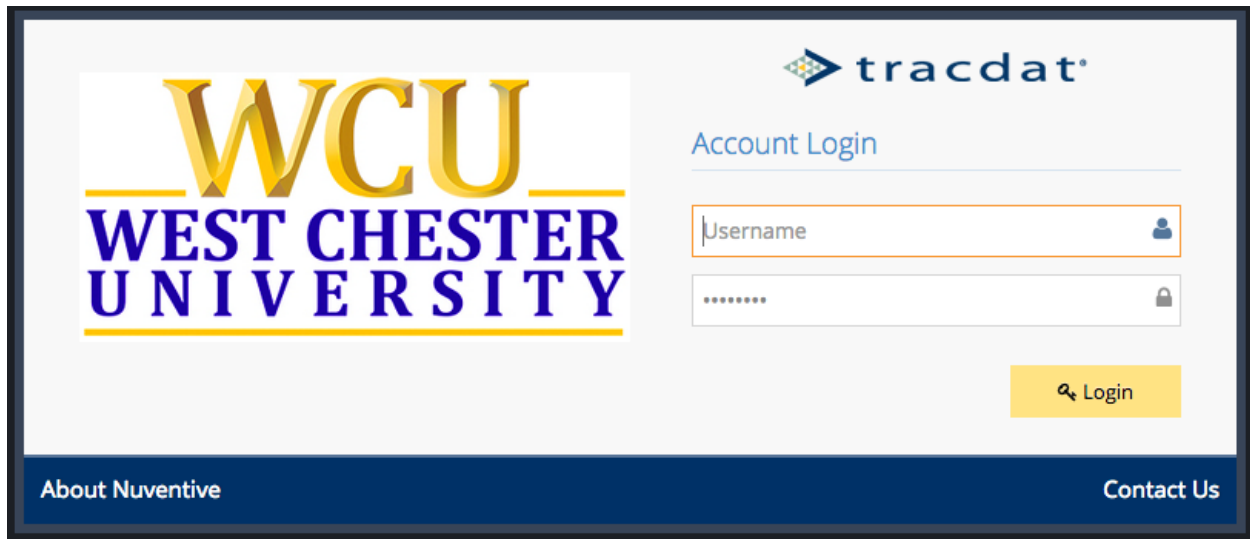
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GETTING STARTED

1. Enter the following URL into your Internet web browser (recommended browsers include Firefox and Google Chrome: Safari is not recommended):
   https://wcutracdat.passhe.edu/tracdat/

2. Log in using your username and password.
   - Username = 75 + WCU username without the @wcupa.edu
   - For example, if Tom Petty were WCU faculty, his username would be 75tpetty.
   - Password = current WCU password (this will automatically update as you update your WCU password)

3. From the main drop-down menu at the top of the screen, under *Assessment Units*, select your program or unit (e.g., CSM Learning Outcomes Computer Science BS or CAH Program Goals History BA).

   - If you do not see the required assessment unit in your drop-down menu, contact the TLAC Assessment Faculty Associate, Allison Turner (aturner@wcupa.edu).

ENTERING NEW RESULTS

1. Once you have opened the appropriate *Assessment Unit*, select *Unit Plan* from the menu bar on the left side of the screen.
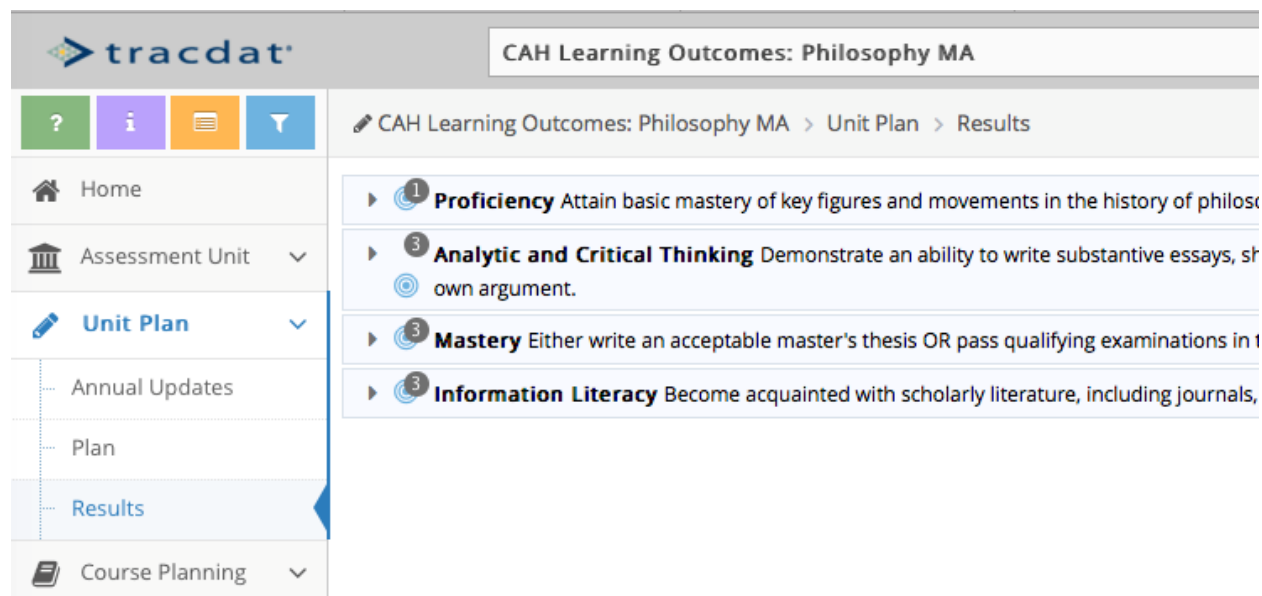
2. From the *Unit Plan* drop-down menu, select *Results*.

- Program *Learning Outcomes* (as identified by department/program assessment committees and individual assessment coordinators) are provided to the right of the menu bar. Each can be expanded by selecting the triangle immediately to the left.

3. You will need to expand the *Learning Outcome* to enter new *Results*. Once expanded, you will see each *Assessment Method* (e.g., Embedded Course Assessment, Survey Instrument, etc.) associated with the selected *Learning Outcome*.

4. To enter new *Results*, expand the individual *Assessment Method* and select **Add Result** (green +) to the far right.

5. Once **Add Result** is selected, the following data fields will appear: *Result Date, Result, Reporting Period, Result Type,* and *Notes.* All fields except Notes are required to save the newly entered data.

- *Result Date*: The *Result Date* is auto-filled and will reflect the actual date the *Result* is entered, unless manually changed.

- *Result*: See the University Assessment Advisory Committee (UAAC) Assurance of Student Learning Rubric (Appendix A) for guidance on what information should be included as an appropriate *Result*.

- *Reporting Period*: This data field includes a drop-down menu. The *Reporting Period* reflects the time of data collection rather than the time the data is reported. For example, when reporting for the November 1, 2017 deadline, you would select 2016-2017 as the reporting period because the data were collected in Fall 2016 and Spring 2017.

- *Result Type*: This data field includes a drop-down menu with three options: *Criterion Met, Criterion Not Met*, and I*nconclusive*. Select the appropriate option based on your stated criterion.
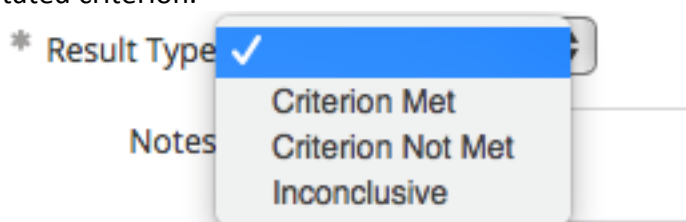
- *Notes*: *Notes* are an optional field and can serve as a great place to provide clarifying information. Be careful not to enter *Results* or *Action Plans* in this field. See the UAAC Assurance of Student Learning Rubric (Appendix A) for guidance.

6. **SAVE** your newly entered *Results*!

- In some instances TracDat will prompt you to save any new data before leaving the page; however, it is always better to be safe than sorry!

Results for Learning Outcomes Not Measured in a Given Assessment Cycle

Not all *Learning Outcomes* are measured in every assessment cycle/reporting period. This is expected and is considered an assessment best practice. In an effort to be responsive to WCU's external accreditors, the UAAC asks that a *new, Inconclusive Result* be added with a note of explanation.

ENTERING NEW ACTION PLANS

1. Follow Steps 1 – 6 in the ENTERING NEW RESULTS section of this user guide.

2. Once the required data fields are completed and saved, select **Add Actions** (green +), found below the *Results* data fields to the right.

3. Once **Add Actions** is selected, you will see a new screen that reflects the recently entered *Reporting Period, Result Type*, and *Result*, as well as two additional data fields: *Action Date* and *Actions*.

- *Action Date*: The action date is auto-filled and will reflect the actual date the *Action* is entered, unless manually changed.

- *Actions*: See the UAAC Assurance of Student Learning Rubric (Appendix A) for guidance on what information should be included as appropriate *Actions*.

- If an identified action is "discussion at the department/program level" a finalized, targeted action needs to be included immediately post-meeting using the *Follow-Up* function.

RELATING DOCUMENTS or URLs TO RESULTS

1. To relate documents or a URL, start by entering a new *Result*. Once you have saved changes, select **Relate Documents** (green wrench symbol) below *Actions*.

   - Please see Appendix A: UAAC Assurance of Student Learning Initiative Rubric for guidance regarding the appropriate use of related documents.

2. Select **Relate Documents,** which will open your *Document Repository* below the *Result*.

   - If the document or URL is already saved in your *Document Repository*, drag and drop the document or URL into *Related Documents* for that *Result*.

- If you need to add the document or URL to the *Document Repository*, select **Upload New Documents** (green + in top right corner of Document Repository).
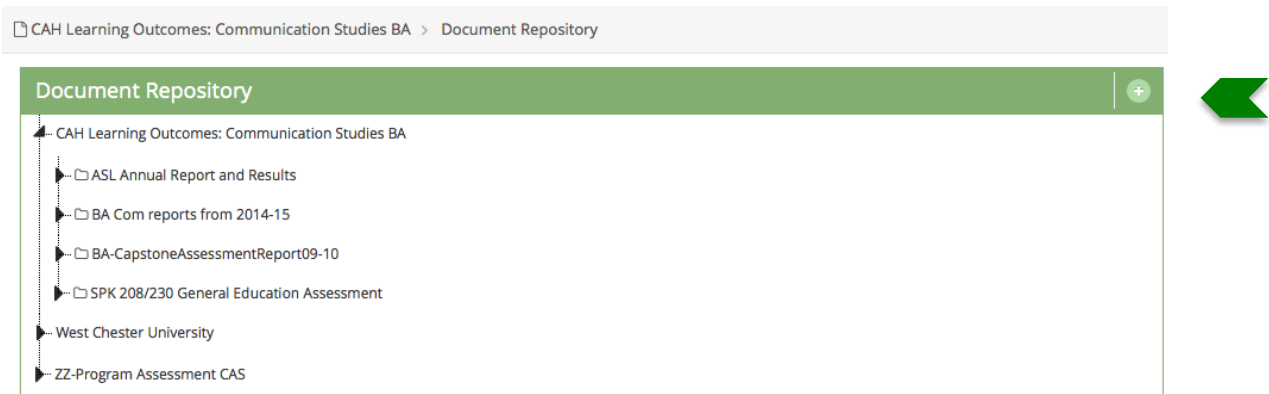
- Once **Upload New Document** is selected, a drop-down menu with folder options for document placement appears as well fields to search your computer for documents and relevant URLs.

- Select the appropriate folder, find the document or paste the URL, and **SAVE AND RELAT**E.

3. After the document or URL is saved and related, return to the *Result/Document Repository* screen and select **Complete**.

Accessing and Managing the Document Repository
The *Document Repository* can also be accessed directly by selecting and expanding the *Documents* tab in the menu bar on the left of the screen.
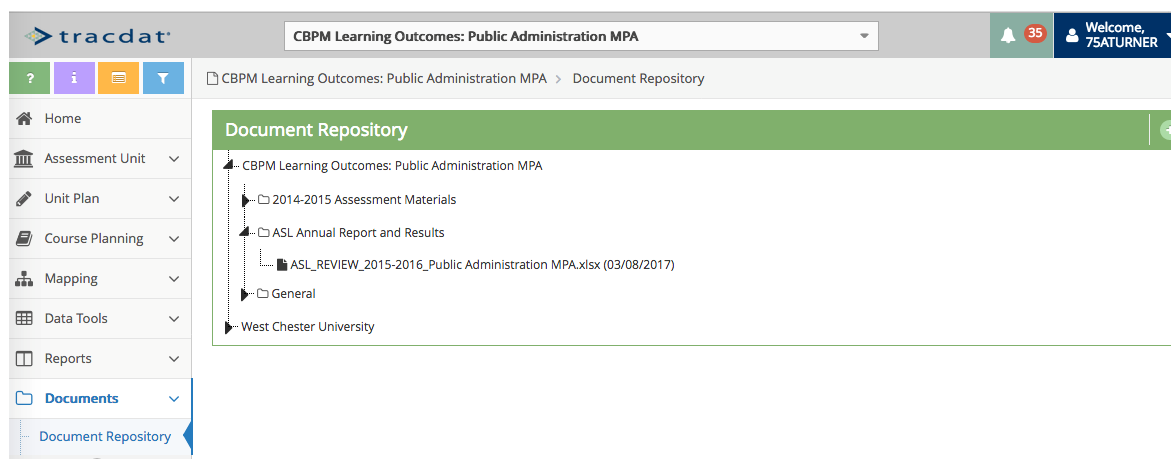
Once the Document Repository is open, follow the same **Upload New Document** process outlined above to add new folders, documents, or URLs. Please see Appendix A: UAAC Assurance of Student Learning Initiative Rubric for guidance regarding the appropriate use of related documents.

REVIEWING/EDITING RESULTS

1. After entering and saving your *Result*, select **Return** to see your *Results* organized by *Learning Outcome*. Alternatively, select *Results* from the menu bar to the left and go directly to *Results*, organized by *Learning Outcomes*.
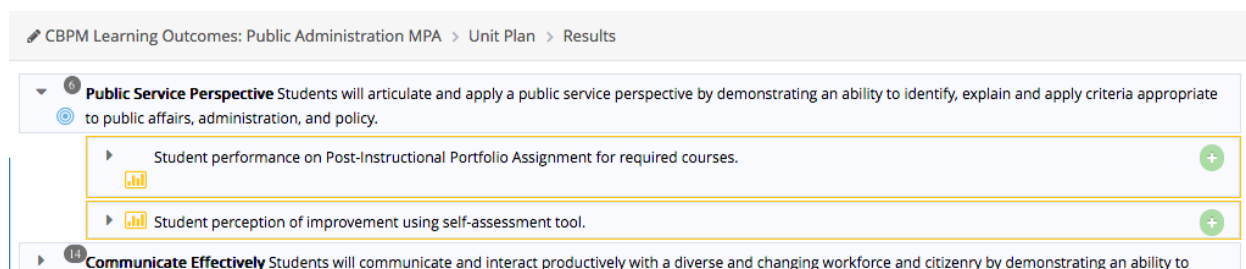
- Expanding the individual *Assessment Methods* will reveal all *Results* and accompanying information for that *Assessment Method* in reverse chronological order (i.e., starting with most recent).
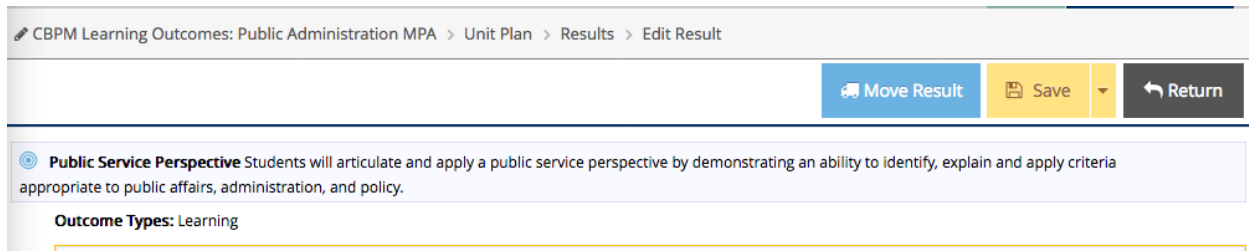
2. Select **Edit Result** to edit the text or any other information.
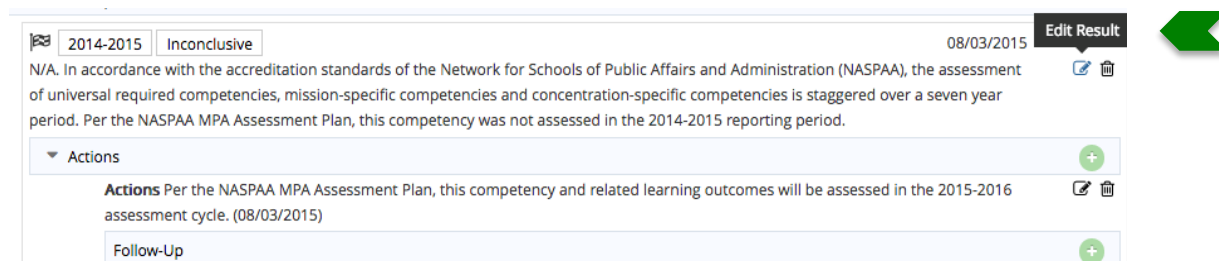
- *Follow-Up* actions can also be added using these steps. Please see Appendix A: UAAC Assurance of Student Learning Initiative Rubric for guidance regarding the appropriate use of the *Follow-Up* function.

3. **Save** your edited information and **Return** to the *Results* page.

RUNNING REPORTS

1. To run reports, select and expand *Reports* from the menu bar on the left. Select *Standard Reports*.

- The *Assessment Unit Four Column Report* is the most common report, and is the report used by the UAAC when evaluating department/program assessment plans. The contents of the *Four Column Report* are described above. The image below illustrates a *Four Column Report*.
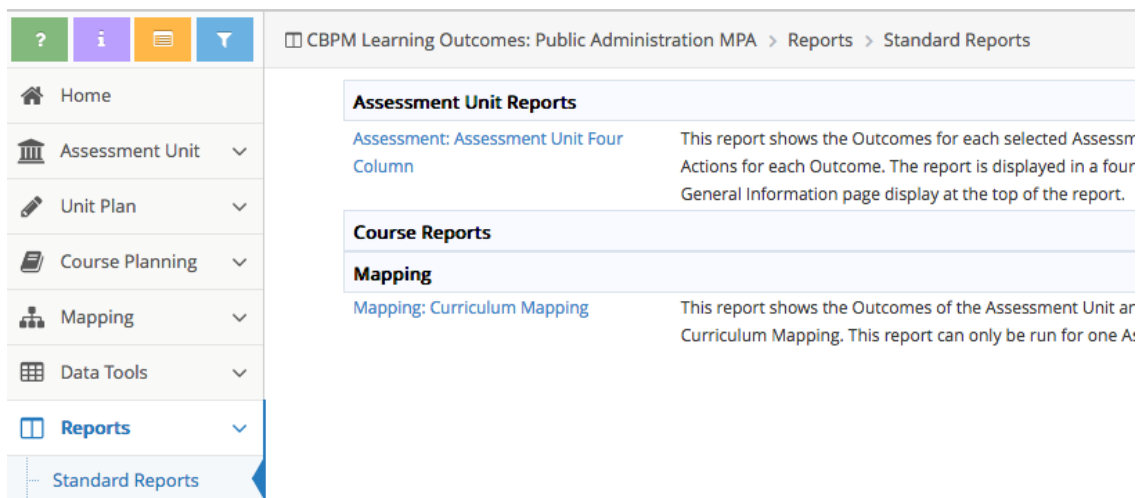
Outcomes	Assessment Methods	Results	Actions
will articulate and apply a public service perspective by demonstrating an ability to identify, explain and apply criteria appropriate to public affairs, administration, and policy. **Outcome Status:** Active: Assessing **Outcome Type:** Learning	Instructional Portfolio Assignment for required courses. **Criterion:** More than 75% of students will receive an overall satisfactory score (3 or 4 on a four-point scale) on the rubric designed for this outcome **Schedule:** Explained in narrative	**Result Type:** Inconclusive N/A. In accordance with the accreditation standards of the Network for Schools of Public Affairs and Administration (NASPAA), the assessment of universal required competencies, mission-specific competencies and concentration-specific competencies is staggered over a seven year period. Per the NASPAA MPA Assessment Plan, this competency was not assessed in the 2014-2015 reporting period. (08/03/2015) **Related Documents:** MPA Assessment Plan Overview.docx	Assessment Plan, this competency and related learning outcomes will be assessed in the 2015-2016 assessment cycle. (08/03/2015)

- **The UAAC recommends running this report prior to their annual review to ensure that all assessment data is clearly and accurately presented.**

2. Once *Assessment Unit Four Column Report* is selected, you have a number of options regarding layout, filters and other preferences. The UAAC selects only the *Reporting Period* under review for its evaluation; however, different variations of this report can be beneficial for internal department/program purposes.

ADDITIONAL SUPPORT

If you have any questions or concerns about your Tracdat access or the availability of particular features, contact Allison Turner, aturner@wcupa.edu.

For technical problems, you can contact Nuventive Support at support@nuventive.com. Selecting the Contact Us link on the Account Login page can access this address.

Appendix A
University Assessment Advisory Committee Assurance of Student Learning Initiative Rubric

STUDENT CENTERED LEARNING OUTCOMES				
1	**2**	**3**	**4**	**Score**
No outcomes stated.	Some (less than ½) outcomes present, but with imprecise verbs (e.g. know, understand). Vague description of content/skill/or attitudinal domain, and non-specificity of who should be assessed (e.g. students).	Most (more than ½) outcomes generally contain precise verbs, rich description of the content/skill/ or attitudinal domain, and specificity of whom should be assessed (e.g. graduating seniors in the Biology B.S. program).	All outcomes with clarity and specificity including precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed	

CURRICULUM MAP				
1	**2**	**3**	**4**	**Score**
No courses listed.	Some (less than ½) courses listed are not linked to outcomes.	Most (more than ½) courses have outcomes linked to them.	All courses have outcomes linked to them.	

ASSESSMENT MEASURES				
A. Types of Measures				
1	**2**	**3**	**4**	**Score**
No measures indicated for outcomes.	Outcomes assessed primarily via indirect (e.g. survey) measures and measures are not attached.	Most outcomes assessed primarily via direct measures although some have indirect only.	All outcomes assessed using at least 2 measures of at least 1 is a direct measure (e.g. test, essay). Program attaches the respective measures (i.e. rubric, exam, or exam questions, survey) for measures under review for this cycle.	
B. Rationale for Measure				
1	**2**	**3**	**4**	**Score**
No information is provided about data collection process or data not collected.	Some (less than ½) information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g. 35 seniors took the test).	Most (more than ½) information is provided to understand the data collection process, such as description of sample, testing protocol, testing conditions, and student motivation. However several flaws such as unrepresentative sampling, inappropriate testing conditions, one rater for ratings, or mismatch with specification of desired results.	All data collection processes are clearly explained and are appropriate to the specification of desired results (including but not limited to: representative sample, adequate motivation, two or more trained raters for performance, pre/post design to measure gain, cutoff defended for performance vs criterion.	
C. Criteria for Success				
1	**2**	**3**	**4**	**Score**
No criteria specification and justification provided desired results for outcomes.	Some (less than ½) statement of desired result but no specificity.	Most (more than ½) desired result specified and justified. Gathering baseline data is also acceptable for this rating.	All desired result specified and justified (e.g. Regional accrediting body, disciplinary accrediting body, or previous student work).	

Appendix A
University Assessment Advisory Committee Assurance of Student Learning Initiative Rubric

RESULTS				
1	**2**	**3**	**4**	**Score**
No results presented.	Current year's results provided do not include all of the outcomes and measures as indicated in the rotation schedule AND results are superficial (indicates achievement of criterion only) or absent (Data is not explained or presented/attachments are not clear).	Current year's results provided for outcomes as indicated in the rotation schedule for both measures but are not clearly explained.	Current year's results provided for outcomes as indicated in the rotation schedule for both measures. Results clearly explained (i.e data is presented and/or attachments are offered and clear).	

ACTION PLANS				
1	**2**	**3**	**4**	**Score**
No mention of how program used prior results to evaluate OR improve student learning.	Action Plan is not present for all outcomes as indicated in the rotation schedule AND actions lack specificity as it relates to documenting strengths of curriculum OR targeted actions to improve the curriculum. (i.e. program action focuses only on discussion).	Action Plan is present for each outcome as indicated in rotation schedule. However actions lack specificity as it relates to documenting strengths of curriculum OR targeted actions to improve the curriculum.	Action is present for each outcome as indicated in rotation schedule. Plan addresses either: ✓ The identification of strengths within curriculum or ancillary services (i.e. tutoring/mentoring at university/department level) contribute to outcome achievement **OR** ✓ Targeted action that will be undertaken as a result of the weaknesses identified. Inclusive of a timeline of when (i.e. dates) and where (what courses) in the curriculum the actions will impact. If an identified action is "discussion at department/program level" a finalized targeted action needs to be included immediately post-meeting using the follow up function.	