How to Make TracDat Work for You!

PCOE Data Day

September 28, 2012

Overview

- What is TracDat?

- Why do we need TracDat?
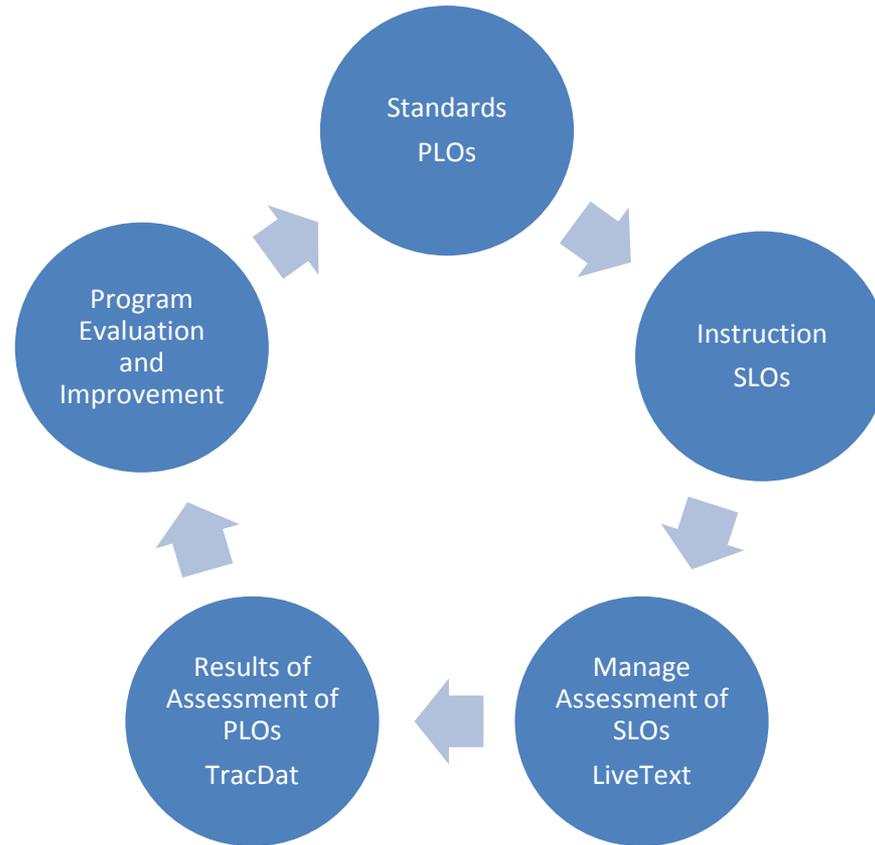
- How can we make TracDat useful for us?

What is TracDat?

- TracDat is a online management system for results of assessments for the university.

- TracDat manages PLOs and SLOs.

- TracDat manages the results of aggregated data for continous program improvement.

- TracDat does NOT manage raw data.

Why do we need TracDat?

- Gives us a way to manage goals and results longitudinally.
- Provides consistency throughout university programs.
- Aids in the assessment process.

Assessment Process

Standards
PLOs

Instruction
SLOs

Manage
Assessment of
SLOs

LiveText

Results of
Assessment of
PLOs

TracDat

Program
Evaluation
and
Improvement

Where to Start?

- Identify PLOs.
- Identify course related to PLOs.
- Create/identify assessments that measure your PLO.
- Collect data in LiveText.
- Analyze data in program meetings.
- Summarize discussions and data in TracDat; include action steps.
- Begin cycle again by evaluating PLOs, courses and assessments, and make changes.

Program Assessment Plan Rubric

Develop and adapt instruction and assessment for based on the needs of diverse students.	State Exam TExES PPR Domain 1	443	Teacher Work Sample	450
Effectively manage a diverse learner centered classroom	State Exam TExES PPR Domain 2	443	Classroom Management Plan	450
Implements and modifies instruction based for all students incorporating technology as appropriate.	State Exam TExES PPR Domian 3	443	Technology Paper	450
Understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.	State Exam TExES PPR Domain 4	443	Philosophy Paper	443
Use strategies and methods for reading and literacy in various content areas	Instructional Portfolio	372	Teacher Work Sample	450

How can we make TracDat useful for us?

- PLOs
  - Alignment to professional standards or accrediting standards
  - Meaningful to program
  - Appropriate number to your program
- Assessment Methods
  - Useful and important to student success and aligned to PLOs
  - Robust and appropriate
  - Can be improved

How can we make TracDat useful for us?

- Criterion
  - Levels of acceptability: How many students can we leave behind?
  - Can change without any problems
  - Met or not met is not the crucial issue
- Results
  - Aggregated statement for results with frequency tables for support
  - What does it mean?
- Action Plans
  - Need for a plan for those not meeting our standards
  - What else can we do to improve?

Evaluation Process

- For each academic year, the TracDat report is due Oct. 15.

- This year on Oct. 15, each program should have their 2011-2012 report completed.

- Results should be reported by academic year. You do not have to report each semester.

- The College Assessment Oversight Committee will then review each report by Feb. 1.

Evaluation Process

- Chairs/directors will receive the report from the committee for program discussion.

- Revisions and changes will be completed by March 1.

Evaluation Rubric

- Work in progress as are all our assessment plans

- What is appropriate for us and important for continuous improvement

- Move toward addressing all standards

Evaluation Rubric--Objectives

Objectives are concise, clearly worded, detailed, and limited in scope.

Objectives are written at an appropriate level (most outcomes require the demonstration of higher level skills, e.g. analysis, synthesis, evaluation, rather than focusing only on knowledge).

Objectives are stated in terms of measurable knowledge, skills, or behaviors.

Objectives are important and worthwhile.

Objectives are not stated in terms of strategies or tasks.

Objectives focus on student learning.

Objectives are singular. Differing objectives are not "bundled together." (e.g. "Students will demonstrate the ability to speak effectively and think critically.")

Objective supports the department/program mission.

Objective types are appropriately identified for each objective in TracDat.

Objectives are linked to and aligned with the college/division and university goals and mission in TracDat.

Evaluation Rubric--Assessments

Provides specifics about how results were obtained (i.e., who is assessed, what is the sampling method, description of measure, who administers, what is assessed, when administered, where assessed).

Methods support inferences about student mastery on specific objectives (i.e. one is able to assess strengths and weaknesses related to a specific objective).

Methods are clearly aligned and matched with objectives.

Methods do not use course grades.

Methods provide meaningful assessment of objectives.

Uses a direct assessment method, and another direct or indirect assessment method.

Methods allow for collection of reliable and valid student learning data (e.g., appropriate sampling, use of rubrics rather than scales, evaluation of individual student work rather than groups of students).

Multiple methods are not bundled together in one assessment method entry in TracDat (i.e., each method is entered as a separate method in TracDat).

Methods provide actionable results.

Methods provide adequate data for analysis.

Methods provide a strong focus on direct evidence of student learning.

Evaluation Rubric--Criteria

Criteria are clearly aligned with objective and assessment method.

Clear and reasonable targets are specified for each assessment method.

Specifies the desired level of achievement using indicators other than grades.

Evaluation Rubric--Results

Provides sample size.

Provides values, percentages, and comparative, longitudinal data.

Data is presented in an aggregated format (i.e., frequency table) and not as a report of individual student results.

Results are aligned with objectives, measures, and criteria.

Discussion of results is clear, concise, and substantive.

Discussion focuses on the results and not complaining or making excuses.

Reported and analyzed results indicate areas where students excel, meet criteria, or fall short.

Results are benchmarked against other institutions.

Result types (i.e., Criterion Met, Criterion Not Met, Inconclusive) are clearly identified.

A summary result statement is provided for each objective based on the results of the two or more assessment methods.

Results support action plans presented to improve the program.

Evaluation Rubric--Actions

Action plans are presented when criteria are not met, there are inconclusive results, or when criteria are met but data indicates changes are needed in program or assessment plans.

Demonstrates that results have been shared, discussed, and acted upon by relevant groups.

Actions are clearly based on assessment results, and assessment results are cited in the action.

Actions are related to the objective.

Action plans do not use words like "continue" or "maintain."

Action plans are substantive, not trivial.

Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented).

Evaluation Rubric—Follow Up

Provides evidence of improvement or additional actions if required.

Provides evidence that follow-up information has been shared, discussed, and acted upon by relevant groups, as appropriate.

Follow-up is clearly based on assessment results.

Follow-up information is specific and clear, and includes information on when and how additional actions, if needed, will be implemented.

Evaluation Rubric—Attached Documents

A frequency table with assessment results is attached.
For each assessment for each objective, a record of assessments included in the sample is provided.

A copy of exact assessment instrument is attached.
For each assessment for each objective, an electronic version (either a scanned document or the Word, Excel, etc. document) of the assessment instrument and/or directions provided to students is attached.

Copy of scoring guides, evaluation criteria, rubrics, or correct answers
For each assessment for each objective, scoring keys, rubrics, etc. are attached.

Exceptional, average, and poor copies of student work samples are attached or a statement of where they can be viewed is included.

Minutes of meetings are attached to action plans and follow-up.

Evaluation Rubric--General

The report clearly demonstrates "closing the loop."

Consistent language used throughout the report for program, office, or assessment.

Information presented in the report is consistent with information provided in the catalog and/or on the department/program website.

Over time the program is demonstrating improvement.