
Assessment Handbook

2014

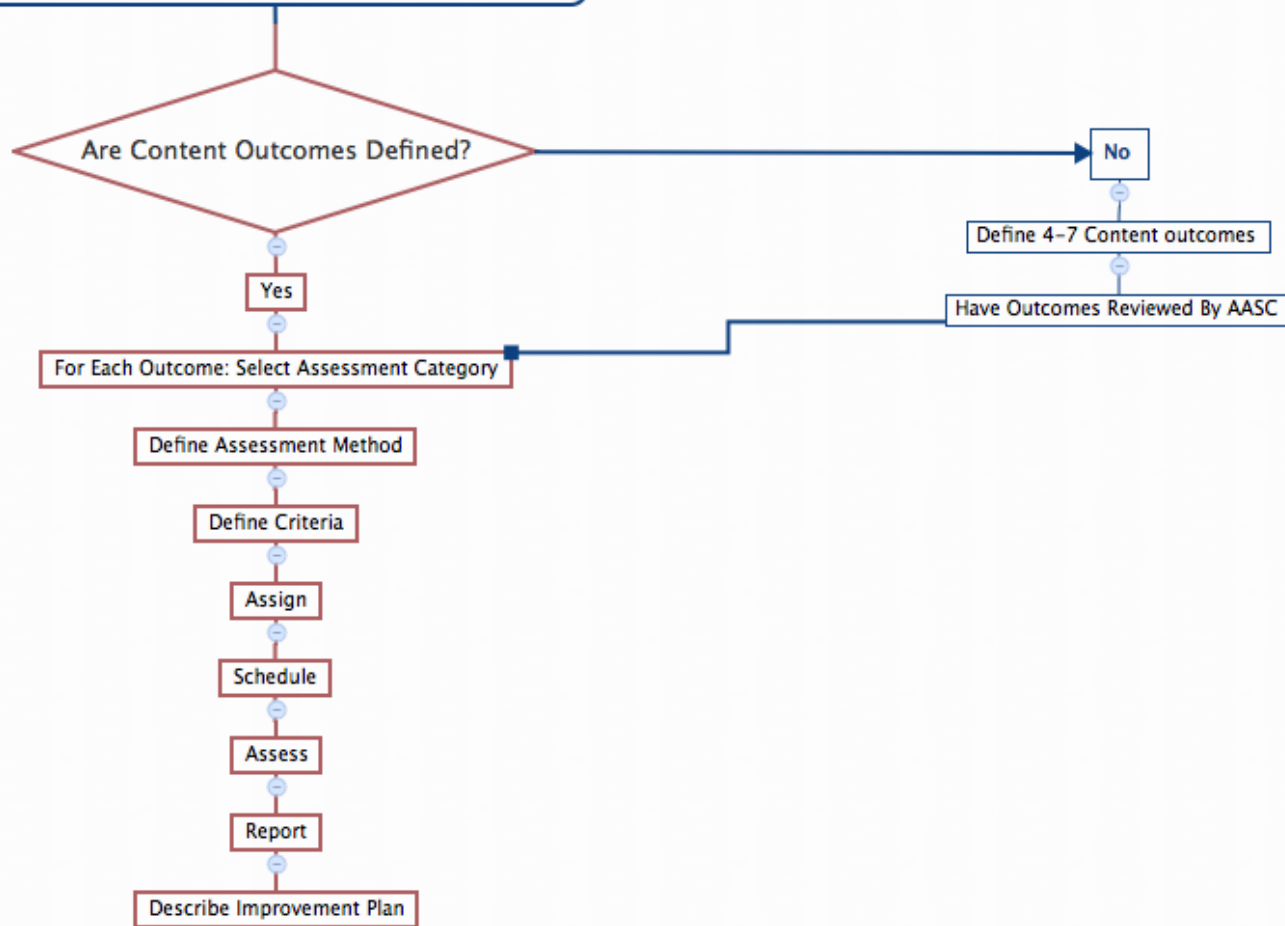


Contents

Contents	ii
1 Policy	2
2 Procedures	2
3 Writing Course Outcomes	4
4 Assessment in Tracdat	7
5 Managing Your Tracdat Profile	8
6 Tracdat At A Glance	9
7 Outcomes Page	10
8 Edit Outcomes	11
9 Assessment Plan Gateway	12
10 Assessment Plan Screen	13
11 Assessment Type	14
12 Assessment Method	15
13 Criterion	16
14 Assign	17
15 Assessment Assignment & Deadline	18
16 Reporting Assessment Results	19
17 Enter Requested Class Data And Assessment Results	20
18 Add Action	21
19 Add Supporting Material	22
20 Upload Documents	23
21 Mark Assessment As Completed	24



Assessment Process



1 Policy

Every faculty member, whether full time or part time, is expected to assess a minimum of one course each semester. Faculty will also participate in the assessment of institutional level outcomes such as the Competencies Across Curriculum.

2 Procedures

Getting Started: The assessment process for a faculty member begins with the selection of a course to assess. There is no prescription on what type of course needs to be assessed.

Review Course Outcomes: At Fond Du Lac Tribal & Community College, every course is officially defined through an institutionally approved **course outline**. Each course outline contains a description of the course as well as its outcomes. Courses are assessed through their outcomes.

Course outlines are public documents and can be accessed at <http://www.fdlctcc.edu/academics/academic-affairs/outlines.html>.

An **outcome** is a specific term describing what students will be able to do from taking the course. *Course outcomes, being an integral part of the course outline, cannot be modified without institutional approval.*

A **course goal**, on the other hand, is what the faculty member intends to teach and reflects the content of the course.

Assessment Method: Faculty members are encouraged to use a variety of assessment methods in their classes. Assessment methods may include tests, quizzes, projects, presentations, short or long essays, field work, or demonstration.

Tracdat: Assessment activities are tracked through an assessment management system called **Tracdat**. Each faculty member will need to become familiar with this assessment management system in order to enter and retrieve their assessment data.

Schedule: Once an assessment method has been selected, faculty members must consider their assessment timeline, keeping the following in mind:

Assessment Plan for Class: Faculty members should plan their course outcome assessment early in the semester. This allows faculty members to map out their assessment strategies, carry out their assessment plan and to provide themselves the time necessary to determine whether the outcomes have been met.

Assessment Plan in Tracdat: Assessment plans for all outcomes **need to be in Tracdat** by the end of the third week of each semester.

Tracdat Report: Once an assessment has been completed, the assessment findings need to be entered in Tracdat and the assessment exercise marked as completed. Assessment reports are due 72 hours after grades are posted.

Assessment Reports: In Tracdat, assessment reports consist of 4 parts:

1. Criterion met or not met: This is simply a (drop-down) selection menu.
2. Findings: This is where faculty members provide a detailed explanation of their assessment results and reflect on what these mean for their classes in the future. Details of additional formative assessment activities to supplement the formal summative assessment can also be added here.
3. Documentation: Once the above two items have been entered and saved, users will have the option of uploading artifacts (rubrics, sample tests, scoresheets, photographs, Powerpoints etc.) to document their assessment activities.
4. Assessment Actions: The purpose of assessing course outcomes is not simply to collect data but to use the data to inform future class or program improvements. Once an assessment report is entered, users will have the option of entering actions that flow from the concluded assessment.

Good assessment and feedback practices should:

- Help clarify what good performance is (goals, criteria, standards: *To what extent do students in your course have opportunities to engage actively with goals, criteria and standards, before, during and after an assessment task?*)
- Encourage “time and effort” on challenging learning tasks: *To what extent do your assessment tasks encourage regular study in and out of class and deep rather than surface learning?*
- Deliver high quality feedback information that helps learners self-correct: *What kind of teacher feedback do you provide: In what ways does it help students self-assess and self-correct?*
- Encourage positive motivational beliefs and self-esteem: *To what extent do your assessments and feedback processes activate your students’ motivation to learn and be successful?*
- Encourage interaction and dialogue around learning (peer and teacher/student): *What opportunities are there for feedback dialogue (peer and/or tutor-student) around assessment tasks in your course?*
- Facilitate the development of self-assessment and reflection in learning: *To what extent are there formal opportunities for reflection, self-assessment or peer assessment in your course?*
- Give learners choice in assessment-content and processes: *To what extent do students have choice in the topics, methods, criteria, weighting and/or timing of learning and assessment tasks in your course?*
- Involve students in decision-making about assessment policy and practice: *To what extent are your students in your course kept informed or engaged in consultations regarding assessment decisions?*
- Support the development of learning communities: *To what extent do your assessments and feedback processes help support the development of learning communities?*
- Help teachers adapt teaching to student needs: *To what extent do your assessment and feedback processes help inform and shape your teaching?*

Source: Assessment design for learner responsibility 29-31 May 07 <http://www.reap.ac.uk>

3 Writing Course Outcomes

As stated earlier, an outcome is a statement of what students **will be able to do** after taking the course. To facilitate the development of course outcomes, Fond Du Lac Tribal and Community College strongly encourages that course outcomes be written in the following format:

Students will [add action verb here][add description here]

The action verbs recommended by the college are:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Arrange	Classify	Apply	Analyze	Arrange	Appraise
Define	Convert	Change	Appraise	Assemble	Argue
Describe	Defend	Choose	Breakdown	Categorize	Assess
Duplicate	Describe	Compute	Calculate	Collect	Attach
Identify	Discuss	Demonstrate	Categorize	Combine	Choose
Label	Distinguish	Discover	Compare	Comply	Compare
List	Estimate	Dramatize	Contrast	Compose	Conclude
Match	Explain	Employ	Criticize	Construct	Contrast
Memorize	Express	Illustrate	Diagram	Create	Defend
Name	Extend	Interpret	Differentiate	Design	Describe
Order	Generalized	Manipulate	Discriminate	Develop	Discriminate
Outline	Give example(s)	Modify	Distinguish	Devise	Estimate
Recall	Identify	Operate	Examine	Explain	Evaluate
Recognize	Indicate	Practice	Experiment	Formulate	Explain
Relate	Infer	Predict	Identify	Generate	Interpret
Repeat	Locate	Prepare	Illustrate	Plan	Judge
Reproduce	Paraphrase	Produce	Infer	Prepare	Justify
Select	Predict	Relate	Model	Rearrange	Predict
State	Recognize	Schedule	Outline	Reconstruct	Rate
	Review	Show	Point out	Relate	Relate
	Rewrite	Sketch	Question	Reorganize	Select
	Select	Solve	Relate	Revise	Summarize
	Summarize	Use	Select	Rewrite	Support
	Translate	Write	Separate	Set up	Value
			Subdivide	Summarize	
			Test	Synthesize	
				Tell	
				Write	

Source: <http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

Some Important Points To Keep In Mind

Note 1: Writing Course Learning Outcomes (CLO) for any class has to be thoughtful, precise, and meaningful. Course outlines are official documents and they represent to the outside world what students will be able to do from taking a course. If the CLO's are too narrow, they will convey the impression that the course is not very substantial. If they are too broad, then they will convey the impression that the CLO's are not precise enough. Finding the right balance is sometimes very difficult and usually requires consultation with others to get them just right.

Note 2: To the extent possible, write Course Learning Outcomes in simple sentences rather than compound sentences. Minimize the use of words like AND and OR. The objective should always be to assess ONE construct at a time. However, several components may be necessary for assessing one construct. For example, consider the following example from an introductory course in Statistics:

Students will demonstrate their ability to summarize data using graphs

To assess this construct, students will be required to show that they can:

- distinguish between discrete and continuous variables
- arrange data in bins accordingly
- select appropriate graphs (bar, histogram, pie etc.)
- label the correct parts of the graphs

Note 3: As the outcome in Note 2 illustrates, students who take a statistics course are usually tested on these topics. Faculty are therefore not being asked to add a secondary level of assessment or evaluation to their work. By proactively framing the outcomes, it is possible to collect one set of data which will serve both assessment and evaluation purposes.

Note 4: Entering the course outcomes in Tracdat allows the institution to track not only which outcomes are being assessed but also when and how consistently.

Note 5: Entering the results of assessment data in Tracdat allows the college to report on all assessment work and to provide a measure of how well assessment is integrated into the college activities.

Note 6: Entering an action plan in Tracdat allows the college to report on how assessment is being used to improve what is being taught and how.

Competencies Across Curriculum

Note: The Competencies Across Curriculum are written in compound sentences. For clarity, the keywords associated with each competency are shown below:

FDLTCC-10: Information Literacy The student will be able to demonstrate the ability to use print and non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information. **Keywords:**

- Discovery
- Acquisition
- Evaluation
- Manipulation of Information Through Technology
- Presentation of Information Through Technology

FDLTCC-20: Ability to Communicate The student will be able to demonstrate the ability to listen, read, comprehend, and deliver information in a variety of formats. **Keywords:**

- Listen
- Read
- Comprehend
- Deliver

FDLTCC-30: Problem Solving The student will be able to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems. **Keywords:**

- Conceptualize
- Apply
- Analyze
- Synthesize
- Evaluate
- Formulate
- Solve

FDLTCC-40: Culture The student will be able to demonstrate knowledge of Anishinaabe traditions and culture, knowledge of his/her own traditions and culture, knowledge of other's traditions and cultures, and respect for global diversity. **Keywords:**

- Knowledge of Anishinaabe Culture
- Knowledge of Own Traditions
- Knowledge of Other Cultures
- Respect for Global Diversity

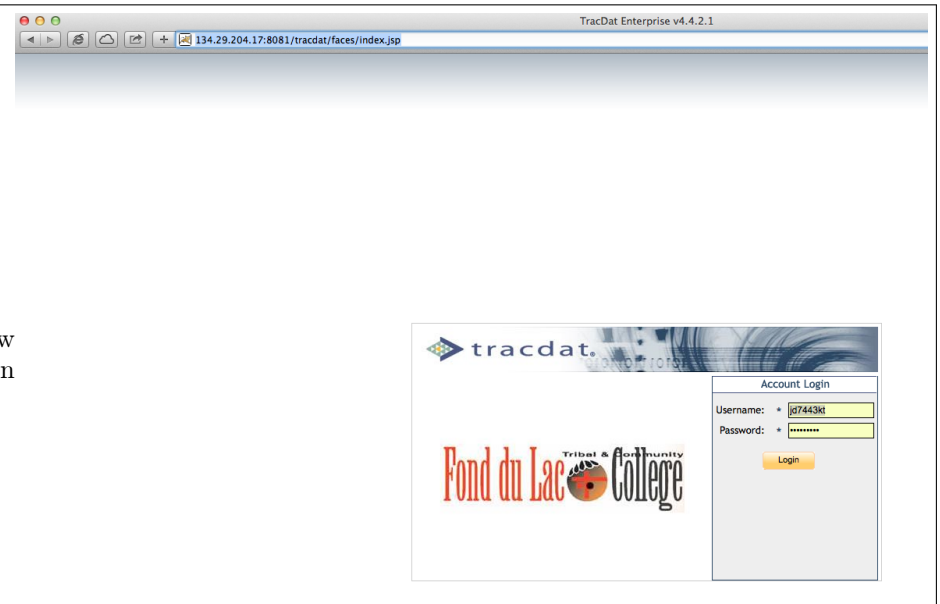
4 Assessment in Tracdat

Logging In

Tracdat can be accessed directly at

<http://134.29.204.17:8081/tracdat/faces/index.jsp>

Your username is your StarID. Your initial password is 1234. Please follow instructions on the next page to change your password immediately upon logging in.



5 Managing Your Tracdat Profile

You can manage your account by clicking on Profile when you log into Tracdat.

Selected Unit:

Home Program Course Assessment Plan Findings Reports Documents

Summary Calendar Profile

First Name: *

Last Name: *

Email: *

Title:

Degree:

Phone:

Description:

Click Change Password at the bottom of this page to change your password as needed. Make sure sure you save your changes.

6 Tracdat At A Glance

The typical Tracdat screen is shown below.

Selected Unit: Discipline - Math **Assessment Unit** jd7443kt [log out]

Home Program Course Assessment Plan Findings Data Tools Reports Documents Top level selection

Summary | Calendar | Profile Contextual bottom level selection

Discipline - Math > Home > Summary

My Assignments

Due Date	Subject	Notes/Instructions	
8/6/2014	Fall 2014 1-1	Assessment Type: Portfolio Review Assessment Method: Each student will be required to keep a neat and comprehensive notebook or binder. The notebook or binder will be checked three times during the semester: Once during the first week, once in the m ...more...	Go to Assignment

Overdue Unit Assignments

Resend all [Select date range](#)

Due Date	Source	Assigned To
No overdue assignments.		

Program Assessment Summary

Total Competency Goals: 0
Total Assessment Methods: 0
Last Finding:
Last Action:
Last Follow-Up:
Total Tasks: 0
Competency Goals Without Assessment Methods: 0

Goals Summary

Total Goals:
Goals Not Related to Any Competency Goals: 0

Findings Summary

Total Findings: 1
Total Actions: 0
Findings Without Actions: 1

Course Assessment Plan Summary

* - Another Program currently owns this Course. Hold your cursor over the course to see the current owner.

Course Name/Course ID	Total Course Outcomes	Total Assessment Methods	Course Outcomes Without Assessment Methods	Last Finding	Last Action	Last Follow-Up
Tracdat Demo/1	7	1	6			
Math Concepts/MATH 10	9	9	4			
College Algebra/MATH 1010	10	5	7			
Trigonometry/MATH 1015	10	5	7			
Calculus: Short Course/MATH 1020	4	0	4			
Introduction to Contemporary Mathematics/MATH 1025	10	5	7			
Introduction to Statistics/MATH 1030	18	5	15			
Finite Mathematics/MATH 1040	4	0	4			

This is the typical Home screen, showing your assessment assignments with due dates

7 Outcomes Page

If you click on Course Assessment Plan in the Top Level selection, the Lower Level selection changes. Click on Course Outcomes on this line. All the outcomes associated with this course, including the CAC, are displayed.

Selected Unit:

jd7443kt [log out]

Home Program **Course Assessment Plan** Findings Data Tools Reports Documents

Course Outcomes Means of Assessment Related Core Competencies

Discipline - Math > Course Assessment Plan > Course Outcomes

Course:

Course Outcome Name	Course Outcome	Learning Goal Status	Created By
⊕ ⊖ FDLTCC-10: Information literacy	The student will be able to demonstrate the ability to use print and non-print tools effectively for the discovery, acquisition, and evaluation of information.	Active	Discipline - Biology edit copy delete
⊕ ⊖ FDLTCC-20: Ability to communicate	The student will be able to demonstrate the ability to listen, read, comprehend, and deliver information in a variety of formats.	Active	Discipline - Biology edit copy delete
⊕ ⊖ FDLTCC-30: Problem solving	The student will be able to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.	Active	Discipline - Biology edit copy delete
⊕ ⊖ FDLTCC-40: Culture	The student will be able to demonstrate knowledge of Anishinaabe traditions and culture, knowledge of his/her own traditions and culture, knowledge of other's traditions and cultures, and respect for global diversity.	Active	Discipline - Biology edit copy delete
⊕ ⊖ 1-1	Students will demonstrate the ability to take notes effectively.	Active	Discipline - Accounting edit copy delete
⊕ ⊖ 1-2	Students will demonstrate the ability to write mathematics in a logical sequence.	Active	Discipline - Math edit copy delete
⊕ ⊖ 1-3	Students will demonstrate the ability to submit assignments according to written criteria provided to all math students.	Active	Discipline - Math edit copy delete

8 Edit Outcomes

The first task in Tracdat is to make the outcome you are assessing ACTIVE for the semester you are conducting the assessment. To do so, click on **edit** on the right of the outcome you are planning to assess. From the Assessment Term menu, select the semester for which you are entering your assessment plan. Then, select **Active** from the Learning Goals Status box. Save changes and click on Return. This will take you back to the Course Outcomes screen.

The screenshot shows the Tracdat interface for editing a course outcome. At the top, the 'Selected Unit' is 'Discipline - Math'. The navigation menu includes 'Home', 'Program', 'Course Assessment Plan', 'Findings', 'Data Tools', 'Reports', and 'Documents'. The current page is 'Course Outcomes', with sub-tabs for 'Means of Assessment' and 'Related Core Competencies'. The breadcrumb trail is 'Discipline - Math > Course Assessment Plan > Course Outcomes > Edit Course Outcome'. The form fields are: 'Course' (Tracdat Demo), 'Course Outcome Name' (1-1), 'Course Outcome' (Students will demonstrate the ability to take notes effectively.), 'Assessment Terms' (a dropdown menu showing 2012-2 Fall, 2012-2013 (Summer 2013), 2013-1 Spring, 2014-1 Spring, 2014-2 Fall, 2014-3 (Fall 2013), 2014-5 (Spring 2014), and 2015-3 (Fall 2014)), 'Learning Goal Status' (Active), 'Start Date' (empty), and 'Inactive Date' (empty). At the bottom, there are buttons for 'Save Changes', 'Discard Changes', and 'Return'.

9 Assessment Plan Gateway

From the Top Level, select **Course Assessment plan** and from the Lower Level, select **Means of Assessment**. Then click on **Add Assessment Method**.

The screenshot shows the Tracdat web application interface. At the top left is the Tracdat logo. The 'Selected Unit' dropdown is set to 'Discipline - Math'. The navigation menu includes 'Home', 'Program', 'Course Assessment Plan', 'Findings', 'Data Tools', 'Reports', and 'Documents'. The current page is 'Means of Assessment' under 'Discipline - Math > Course Assessment Plan > Means of Assessment'. The 'Course' dropdown is '1 - Tracdat Demo' and the 'Course Outcome Name' dropdown is '1-1'. The 'Created By' field shows 'Discipline - Accounting'. The 'Course Outcome' text area contains 'Students will demonstrate the ability to take notes effectively.' Below this is a table with columns: 'Date Added', 'Assessment Type', 'Assessment Method', 'Criterion', and 'Active?'. The table currently contains the text 'No Assessment Methods defined.' At the bottom of the page are two buttons: 'Add New Assessment Method' and 'Return To Course Outcome'.

Selected Unit:

Home Program **Course Assessment Plan** Findings Data Tools Reports Documents

Course Outcomes **Means of Assessment** Related Core Competencies

Discipline - Math > Course Assessment Plan > Means of Assessment

Course:

Course Outcome Name:

Created By: Discipline - Accounting

Course Outcome:

Date Added	Assessment Type	Assessment Method	Criterion	Active?
No Assessment Methods defined.				

10 Assessment Plan Screen

The Assessment Plan screen is shown below. Make sure you have selected the right course and the right outcome before entering the details of your plan. If not, click on [Return](#) and make the appropriate changes.

The screenshot displays the Tracdat web application interface. At the top left is the Tracdat logo. A dropdown menu shows 'Selected Unit: Discipline - Math'. A navigation bar includes buttons for Home, Program, Course Assessment Plan (highlighted), Findings, Data Tools, Reports, and Documents. Below this is a breadcrumb trail: Discipline - Math > Course Assessment Plan > Means of Assessment > Add Assessment Method. The main form contains the following fields:

- Course: Tracdat Demo
- Course Outcome Name: 1-1
- Course Outcome: Students will demonstrate the ability to take notes effectively.
- Assessment Type: (dropdown menu)
- Assessment Method: *
- Criterion:
- Schedule:
- Active:
- Threshold (What successful completion is): ?

At the bottom of the form are four buttons: Save Changes, Discard Changes, Assign, and Return.

11 Assessment Type

Tracdat comes with several built-in types of assessment. Click on the drop-down and select the type of assessment you will be using for this outcome. If what you intend to use is not in the list, please contact your Tracdat Administrator.

Selected Unit: Discipline - Math

Home Program Course Assessment Plan Findings Data Tools Reports Documents

Course Outcomes Means of Assessment Related Core Competencies

an > Means of Assessment > Add Assessment Method

Course: Tracdat Demo

Course Outcome Name: 1-1

Course Outcome: Students will demonstrate the ability to take notes effectively.

Assessment Type: *

- ✓ Capstone
- Checklist
- Classroom Rubric
- Content-Specific Assignment
- Course Pass Rates
- Discussion
- Exam/Quiz - In Class
- Exam/Quiz - Practice for Licensure
- Field Placement/Internship
- Group Project
- Lab Project
- Paper
- Portfolio Review
- Practicum
- Presentation/Performance
- Project
- Survey
- Written Assignment

Assessment Method:

Criterion:

Schedule:

Active:

Threshold (What successful completion is):

Save Changes Discard Changes Assign Return

12 Assessment Method

Here describe your assessment method clearly and completely.

Selected Unit:

[Home](#) [Program](#) [Course Assessment Plan](#) [Findings](#) [Data Tools](#) [Reports](#) [Documents](#)

[Course Outcomes](#) | [Means of Assessment](#) | [Related Core Competencies](#)

[in > Means of Assessment > Add Assessment Method](#)

Course:

Course Outcome Name:

Course Outcome:

Assessment Type:

Assessment Method:

Criterion:

Schedule:

Active:

Threshold (What successful completion is): ?

13 Criterion

The criterion is written in the form of a percentage of students who will achieve an acceptable level of accomplishment. See the example below. Save changes.

Selected Unit:

[Home](#) [Program](#) [Course Assessment Plan](#) [Findings](#) [Data Tools](#) [Reports](#) [Documents](#)

[Course Outcomes](#) | [Means of Assessment](#) | [Related Core Competencies](#)

in > Means of Assessment > Add Assessment Method

Course:

Course Outcome Name:

Course Outcome:

Assessment Type:

Assessment Method:

Criterion:

Schedule:

Active:

Threshold (What successful completion is): ?

14 Assign

So far, Tracdat knows that there is an assessment plan in place for the outcome. It does not know who will actually carry out the assessment and when. The next step, therefore, is to click on **Assign** at the bottom of the screen. A pop-up screen appears.

Selected Unit:

Home | Program | **Course Assessment Plan** | Findings | Data Tools | Reports | Documents

Course Outcomes | **Means of Assessment** | Related Core Competencies

Means of Assessment > Add Assessment Method

Course:

Course Outcome Name:

Course Outcome:

Assessment Method:

Assessment Method Name:

Critical Path:

Schedule:

Assignment:

Threshold (What successful completion means):

Assign Assessment Method

Provide:

Data Only

Data and Finding

Data, Finding and Action Based on Finding(s)

Put Documents in Repository Folder:

Assign To:

Due Date: *

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Frequency:

Subject:

Notes/Instructions:

E-mail assignment to assignee

CC E-mail

15 Assessment Assignment & Deadline

- The first step on the pop-up screen is to click on **Data, Finding and Action Based on Finding**
- The second step is to click on **Assign To** and click on your name.
- The final step is to select the date when the assessment is completed

Assign Assessment Method

Provide:

Data Only

Data and Finding

Data, Finding and Action Based on Finding(s)

Put Documents in Repository Folder:

Assign To:

Anderson, Jana ✓

Wappes, Connie

Wendorff, Frances

Wetherbee, Ted

August 2014

	Mon	Tue	Wed	Thu	Fri	Sat
	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Frequency:

Once

Subject:

Assignment from TracDat

Notes/Instructions:

Assessment Method: null

E-mail assignment to assignee

CC E-mail

save

16 Reporting Assessment Results

Once the assessment is complete, log into Tracdat and click on the [Home](#) tab on the Top Level selection. Your assessment assignment will be displayed. Click on the [Go To Assignment](#) link for the appropriate assignment.


The screenshot displays the Tracdat web application interface. At the top left is the Tracdat logo. To its right, a dropdown menu shows "Selected Unit: Discipline - Math". A navigation bar contains tabs for "Home", "Program", "Course Assessment Plan", "Findings", "Data Tools", "Reports", and "Documents". Below this, a secondary navigation bar has "Summary", "Calendar", and "Profile" tabs, with "Summary" selected. A breadcrumb trail reads "Discipline - Math > Home > Summary".

The main content area is divided into several sections:

- My Assignments:** A table with columns "Due Date", "Subject", and "Notes/Instructions". It lists one assignment due on 8/6/2014 for "Fall 2014 1-1". The notes describe a portfolio review assessment method. A "Go to Assignment" link is provided.
- Overdue Unit Assignments:** A section with "Resend all" and "Select date range" buttons. Below is a table with columns "Due Date", "Source", and "Assigned To", which is currently empty.
- Program Assessment Summary:** A summary of assessment metrics:
 - Total Competency Goals: 0
 - Total Assessment Methods: 0
 - Last Finding:
 - Last Action:
 - Last Follow-Up:
 - Total Tasks: 0
 - Competency Goals Without Assessment Methods: 0
- Goals Summary:**
 - Total Goals:
 - Goals Not Related to Any Competency Goals: 0
- Findings Summary:**
 - Total Findings: 1
 - Total Actions: 0
 - Findings Without Actions: 1

17 Enter Requested Class Data And Assessment Results

Provide some meaningful information in the Finding box so you will be able to follow class progress in meeting this outcome.


v?

Finding (Full)

1-1 : Students will demonstrate the ability to take notes effectively.

Course Outcome: Assessment Method
 Each student will be required to keep a neat and comprehensive notebook or binder. The notebook or binder will be checked three times during the semester: Once during the first week, once in the middle and then in the penultimate week of the semester. Students will earn up to 10 points for first inspection, up to 20 points for second inspection, and up to 40 points for third inspection.

Criterion
 At least 70% of students will score 50 or above on notebook inspection.

Finding: * Thirty students were enrolled in the class by the end of the first week. Of these, only twenty were attending classes regularly. Eighteen of the twenty four scored 50 or higher. The criterion was therefore met.

Finding Date: * 8/5/2014 Evaluation: * Target Met

Reporting Year: * 2014-2015

No. of Students Assessed :

No. of Students Fully Meeting Criterion:

No. of Students Partially Meeting Criterion:

No. of Students in Class (Program):

Action Plan

Related Documents

Action Date

No Actions defined.

[add Actions](#)

18 Add Action


Once assessment results are entered and saved, the screen will update to show the following link [Add action](#). You can click on this link and add any action you think is appropriate based on how the class performed on the outcome. **Actions may be warranted even if the criterion or target was met!**

Outcome: 1-1 : Students will demonstrate the ability to take notes effectively.

Assessment Method
Each student will be required to keep a neat and comprehensive notebook or binder. TI
middle and then in the penultimate week of the semester. Students will earn up to 10 p
Criterion
At least 70% of students will score 50 or above on notebook inspection.

Finding: Thirty students were enrolled in the class by the end of the first week. Of these, only
twenty were attending classes regularly. Eighteen of the twenty four scored 50 or
higher. The criterion was therefore met.

Action: * Even though the criterion was met, it is clear that students coming into math
classes are not well versed in note taking. Much effort was spent on training
students between the first week and the last week. I will initiate conversations
with Student Services to explore how students can be provided some extra help at
the beginning of the semester.

Action Date: * 8/5/2014 

19 Add Supporting Material

Click on Related Documents to bring up the next screen.

tracdat.

Finding (Full)

1-1 : Students will demonstrate the ability to take notes effectively.

Course Outcome: Assessment Method
Each student will be required to keep a neat and comprehensive notebook or binder. The notebook or binder will be checked three times during the semester: Once during the first week, once in the middle and then in the penultimate week of the semester. Students will earn up to 10 points for first inspection, up to 20 points for second inspection, and up to 40 points for third inspection.

Criterion
At least 70% of students will score 50 or above on notebook inspection.

Finding: * Thirty students were enrolled in the class by the end of the first week. Of these, only twenty were attending classes regularly. Eighteen of the twenty four scored 50 or higher. The criterion was therefore met.

Finding Date: * 8/5/2014 Evaluation: * Target Met

Reporting Year: * 2014-2015

No. of Students Assessed : 24

No. of Students Fully Meeting Criterion: 18

No. of Students Partially Meeting Criterion: 6

No. of Students in Class (Program): 30

Action Plan Related Documents

[Relate Document](#)

20 Upload Documents

Navigate to your documents location and upload them to Tracdat, one by one.

Add Document

Source:

no file selected

Name:

Description:

Repository Folder:

21 Mark Assessment As Completed

Once the Action has been entered and documents have been uploaded, click on the **Mark Assignment as Completed** button at the bottom of the screen. This will complete the assessment for the selected outcome.

tracdat.

Finding (Full)

1-1 : Students will demonstrate the ability to take notes effectively.

Course Outcome: Assessment Method
Each student will be required to keep a neat and comprehensive notebook or binder. The notebook or binder will be checked three times during the semester: Once during the first week, once in the middle and then in the penultimate week of the semester. Students will earn up to 10 points for first inspection, up to 20 points for second inspection, and up to 40 points for third inspection.

Criterion
At least 70% of students will score 50 or above on notebook inspection.

Finding: * Thirty students were enrolled in the class by the end of the first week. Of these, only twenty were attending classes regularly. Eighteen of the twenty four scored 50 or higher. The criterion was therefore met.

Finding Date: * 8/5/2014 Evaluation: * Target Met

Reporting Year: * 2014-2015

No. of Students Assessed : 24

No. of Students Fully Meeting Criterion: 18

No. of Students Partially Meeting Criterion: 6

No. of Students in Class (Program): 30

Action Plan | Related Documents

Action Date	Action	Follow-Up
No Actions defined.		

add Actions

Save Changes | Mark Assignment as Completed