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LOG ON TO TRACDAT

I. LOGIN: https://tracdat.shastacollege.edu:8443/tracdat/

User name - Shasta College user name
Password - Shasta College email password

You can use any browser.
Usernames are often your first initial, followed by last name.

Each user will be assigned unique permissions to view and enter information into TracDat, based on their specific role in the overall Integrated Planning Cycle. Users see only the screens which they have permissions to view.

General TracDat Navigation

➢ This is a live database. You can return to any item or page at any time. You do not need to complete this process in one sitting. TracDat will have history linked to previous assessments, annual plans, etc.
➢ Use the “return tab” to go back to a previous screen.
➢ Items marked with an asterisk * are required.
➢ Most text boxes expand automatically to allow for longer narratives.
➢ To select more than one option, for instance dates and semesters, press CTRL and click on each item.
➢ You can cut-and-paste to insert text into the text box. Right click within the box to get cut/copy/paste options, etc. The program can time out on you, so if you are writing a long narrative, either save frequently, or write your narrative in WORD and cut-and-paste it into the fields. In order to save changes, there needs to be text written into each required box.
➢ Deletions are permanent. There is no “un-do” button.
GETTING STARTED – NAVIGATING TRACDAT

After log-in, the home screen appears. TracDat is organized by:

I. Unit
II. Tabs
III. Sub-tabs

* Note: TracDat will open on the last screen used (and not the home screen every time).

Under the “Home” tab, the summary sub-tab will show your dashboard of information.
The “**Calendar**” sub-tab allows for you to enter activity due dates.

The “**Profile**” sub-tab is where you can view your profile information. Any changes are processed through Shasta College help desk.
ANNUAL AREA PLANS

Steps in the ANNUAL AREA PLAN process

Step 1 – Data collection and analysis - Identify data needs and submit requests for data
Step 2 - Review Outcome results for previous year(s) including both standard achievement data (i.e., awards, completion rates, course success) and assessments (i.e., SLOs, SSLOs, SAOs)
Step 3 – Status of Previous initiatives – Finalize and evaluate previous Initiatives
Step 4 – Create Initiatives
Step 5 – Identify Resources Needed for each Initiative
Step 6 – Link to Institutional Goals and Strategic Objectives
  ▪ First Level Review - Submit to Dean/Director
  ▪ Second Level Review by VP level Council (Administrative Services, Student Services, Instructional)
  ▪ Final Review by College Council, then recommendation to the President/Superintendent

The Office of Research and Planning distributes a set of standard data elements which serves as the basis for ANNUAL AREA PLANS and Program Reviews in early fall of each year. However, faculty, staff, and administrators within an area may determine the need for additional data to complete the upcoming ANNUAL AREA PLAN. Requests for this data should be submitted to the Office of Research and Planning no later than May for the following fall term. In general, three years of data will be provided.

Most of the data is quantitative and requires analysis and interpretation. Qualitative data can also be used, but requires analysis and interpretation and should follow the general professional guidelines for use of qualitative data. Examples of both quantitative and qualitative data, along with potential sources of data, are provided below:

Example #1 – Financial Aid

<table>
<thead>
<tr>
<th>Financial Aid Type</th>
<th>Headcount</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Competitiveness Grant</td>
<td>33</td>
<td>36,420</td>
</tr>
<tr>
<td>Cal Grant A</td>
<td>748</td>
<td>902,612</td>
</tr>
<tr>
<td>Cal Grant C</td>
<td>68</td>
<td>31,608</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>3,951</td>
<td>12,823,157</td>
</tr>
<tr>
<td>SEOG (Supplemental Educational Opportunity Grant)</td>
<td>636</td>
<td>253,407</td>
</tr>
<tr>
<td>Other grant: non-institutional source</td>
<td>51</td>
<td>122,118</td>
</tr>
<tr>
<td>Bureau of Indian Affairs (BIA) Grant</td>
<td>11</td>
<td>32,758</td>
</tr>
</tbody>
</table>

Total Amount = $14,202,000
Example #2 – Art Department

Art Department Strengths - Additional Data

Student Retention and Success - Data provided by the Office of Research and Planning indicates that individuals who study art at Shasta College are more likely to succeed in their coursework (with a grade of A, B, C, CR or P) than students enrolled in similar classes, statewide.

Comparison of CCC Statewide retention and success rates by TOP code

<table>
<thead>
<tr>
<th>TOP CODE</th>
<th>Retention CA</th>
<th>Retention SC</th>
<th>Success CA</th>
<th>Success SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001.xx Fine Arts, General</td>
<td>83.9%</td>
<td>98.6%</td>
<td>65.7%</td>
<td>71.2%</td>
</tr>
<tr>
<td>2008-09</td>
<td>85.7%</td>
<td>91.4%</td>
<td>73.7%</td>
<td>81.3%</td>
</tr>
<tr>
<td>2009-10</td>
<td>86.0%</td>
<td>90.1%</td>
<td>74.8%</td>
<td>79.7%</td>
</tr>
<tr>
<td>2010-11</td>
<td>86.6%</td>
<td>95.5%</td>
<td>75.2%</td>
<td>82.2%</td>
</tr>
<tr>
<td>1002.xx Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>83.8%</td>
<td>91.9%</td>
<td>67.7%</td>
<td>77.9%</td>
</tr>
<tr>
<td>2009-10</td>
<td>84.9%</td>
<td>95.7%</td>
<td>68.8%</td>
<td>69.9%</td>
</tr>
<tr>
<td>2010-11</td>
<td>85.0%</td>
<td>92.4%</td>
<td>70.0%</td>
<td>73.4%</td>
</tr>
<tr>
<td>1011.xx Photography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>83.8%</td>
<td>91.9%</td>
<td>67.7%</td>
<td>77.9%</td>
</tr>
<tr>
<td>2009-10</td>
<td>84.9%</td>
<td>95.7%</td>
<td>68.8%</td>
<td>69.9%</td>
</tr>
<tr>
<td>2010-11</td>
<td>85.0%</td>
<td>92.4%</td>
<td>70.0%</td>
<td>73.4%</td>
</tr>
<tr>
<td>1030.xx Graphic Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>84.5%</td>
<td>95.5%</td>
<td>69.1%</td>
<td>71.8%</td>
</tr>
<tr>
<td>2009-10</td>
<td>84.2%</td>
<td>95.5%</td>
<td>69.9%</td>
<td>78.9%</td>
</tr>
<tr>
<td>2010-11</td>
<td>86.1%</td>
<td>96.3%</td>
<td>71.6%</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

In the above table, CA represents all of the students enrolled at a California Community College within the specific TOP code. SC represents Shasta College students enrolled in the same TOP code.

Example #3 – Transportation

Academic and Athletic trips from March 2011 to February 2012 (Trips with fewer than 26 passengers)

<table>
<thead>
<tr>
<th>Transportation Service</th>
<th>Miles Traveled</th>
<th>Passengers Each Trip</th>
<th>Capacity of Bus Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country- Fall 2011 Season</td>
<td>1,699</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>Women's Soccer- Fall 2011 Season</td>
<td>2,866</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33,852</td>
<td>Ave 22.3</td>
<td></td>
</tr>
</tbody>
</table>
Example #4 – Ag/Horticulture (Qualitative Data)

Four students from Shasta College attend the national PLANET Student Career Days, an annual three-day competition and networking event for students enrolled in horticulture programs at two- and four-year colleges and universities. The team did very well with one student placing 3rd overall out of 769 students.

Insert Documents or Links:
To post or save documents or links to documents directly into TracDat, select the Documents tab on the Menu bar under the Area Plan. Documents can be in any format - .pdf, Word, Excel.

Documents can be stored in a General Folder or you can add and name New Folders.

Add documents by selecting the “Add New Document” tab.

A pop-up box will appear:

Select “*File” from the drop-down menu – Select “Browse” to upload a file.
“*URL*” from the drop-down menu - Type in the URL link in the box provided.

**Name:** Enter a brief name for the document.
**Description:** Enter a longer description of the document.

Click on “Save”

---

As a component of the ANNUAL AREA PLAN, faculty and staff should review and evaluate the related learning outcomes for their area. These include:
- Course-level Student Learning Outcomes (SLOs)
- Student Services Learning Outcomes (SSLOs)
- Service Area Outcomes (SAOs)
- Institutional Student Learning Outcomes (ISLOs)

The evaluation of these outcomes can support the strengths and accomplishments achieved by the area, identify needed improvements or challenges, and inform the Initiatives that are established in the ANNUAL AREA PLAN. (PLOs will be evaluated as a part of the Program Review process only).

Instructions for creating and evaluating Learning Outcomes are provided in the [Shasta College Learning Outcomes Handbook](#).

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The ANNUAL AREA PLAN documents the status of Initiatives from previous years. Faculty and staff creating an ANNUAL AREA PLAN should review the status of prior Initiatives before establishing new Initiatives. The 2012-2013 academic year is the first cycle for the ANNUAL AREA PLAN process, and there will not be previous Initiatives to update; however, many areas have identified tasks and initiatives through the previous program review and annual update process. These can be entered in the same manner as New Initiatives (Step 5) so that area staff can refer back to them.
To update an initiative:

Choose the “**Area Plan**” in the Selected Unit drop down.

Select “**Updates**” tab under related Area Plans.

The list of Initiatives for this Annual Area Plan will automatically appear.

Users can enter an update on their initiatives any time during the year to track progress or record actions that will support annual reporting.

Click on “**Add Update**” at the bottom of the screen.

Locate the initiative to update.

Click on the blue “**select**” link on the far right side of the screen.
A box will appear
Click on “Continue”

Update: Describe whether and how the activities impacted student learning in the Update box.

Progress: Defined as either “Completed,” “In Progress,” or “Not Started.”

Reporting Period: Area Annual Plan year that relates to the Initiative.

Save Changes
Step 4 – Create Initiatives

Entering an Initiative

At the top of the screen go to “Selected Unit.” Use the dropdown menu to select your “Area Plan.”

Select “Area” tab.

Area Name: automatically populates

Prepared By: Enter the name and position title of the person(s) completing the Annual Area Plan.

What are the strengths of your area? Provide a concise summary of the strengths and accomplishments of this area based upon the data provided by the Research Office. In the narrative, please include a summary of standard achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.), findings from assessments (SLOs, SAOs, surveys, etc.), and any other relevant quantitative and qualitative data to support statements on quality and student success.

Examples of Strengths or Accomplishments - (edited for public):
There has been a 10% increase with students completing their academic goal in a timely manner by giving them online access to their educational plan. This kept them on track and decreased unneeded courses.

Math - Based on the data provided, the Shasta College Math Department is quite successful in teaching Basic Skills Mathematics - 10% higher than the statewide average. Our degree applicable and transferable math classes are on par with the statewide averages.

The data should be reviewed with consideration of the following elements of Institutional Effectiveness:

**Academic Quality** refers to the currency, relevancy, and rigor of instruction. This includes instructional equipment and supplies, delivery methods (online, ITV, face to face), or changes to curriculum.

**Examples:**

| The Early Childhood Education Center had an unannounced site visit from the Department of Social Services, Community Care licensing division. Because of the great work and diligence of all the ECE faculty and staff, we had a perfect score! As Kathleen Tibbals wrote to me, “This is a rare accomplishment as licensing, title 22 requirements includes 230 pages of regulations.”
| The Shasta College Community Teaching Garden completed a 3-year process to be designated CCOF Certified Organic by the USDA. |

**Student Success** in instructional areas refers to student achievement as measured by course success (passing grade), persistence (term to term), completion (earning certificates or degrees), and transfer to a four-year institution or employment. **Student Success** in non-instructional areas refers to student achievement as measured by skills development, effective use of services, awards/recognition, information competency, personal growth, and increased self-efficacy.

**Examples:**

| An essay from a student in an English course will be appearing in the 11th edition of Short Takes: Model Essays for Composition by Elizabeth Penfield, (Pearson Publisher). |
| There has been a 10% increase with students completing their academic goal in a timely manner by giving them online access to their educational plan. This kept them on track and decreased unneeded courses. |

**Examples:**

| Financial Aid – Discontinuance of paper copies of BOG fee waiver forms and FAFSA forms resulted in decreased print costs as well as decreased staff time for data input. |
| Purchase of locking cabinets to decrease theft or damage to science lab materials. |
**Internal Relations** are collaborative arrangements within the college, between faculty and departments.

**Examples:**

| Shasta College food services department has partnered with the Shasta College Organic Teaching Garden, offering fresh “homegrown” items, straight from our garden to the cafeteria, in an effort to increase the quality and nutritional value of fresh foods offered to the students and staff. |

**External Relations** are partnerships with regional businesses, and/or community and civic leaders, including advisory boards, social service agencies, and Economic Workforce Development.

**Example:**

| Through a new service learning project that will continue indefinitely with the Shasta Land Trust, students will be working in the herbarium, identifying plants, preserving and preparing plant specimens, and building up the herbarium collection. The herbarium will be used in the botany course (BOT1) and will be used by the community. |

**What improvements are needed:** Provide a concise summary of the improvements needed based upon the data provided by the Research Office. In the narrative, please include a summary of standard achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.) findings from assessments (SLOs, SAOs, surveys, etc.), and any other relevant data to support statements on improvements needed.

**Examples of improvements needed** - (edited for public)

| Financial Aid – Financial Aid personnel serve an average of 115 students per day. Reception area is non-user friendly. Students complain regarding privacy and long lines. Frustrated and angry students can be a threat to staff and other students while they are dealing with pressure from delayed processing. |

| Dental Hygiene - The Shasta College Dental Hygiene program struggles with diversity in the areas of gender and ethnicity. Ninety-nine percent of Shasta College Dental Hygiene students are female and 99% are white, which is congruent with the dental hygiene profession which historically persists as a female dominated profession. The SCDH program is sensitive to diversity in race and gender and strives to represent and promote a more balanced student demographic by retaining a 40% male faculty population and by the purposeful omission of language which might denote gender or ethnic bias in all advertisements and/or course material. |
Describe any external opportunities or challenges: Provide a concise summary of any external opportunities or challenges, based upon the data provided by the Research Office. In the narrative, please include any relevant data to support statements on external opportunities and challenges.

Examples of opportunities or challenges - (edited for public):
Click on the “Area Plan” tab on the top menu bar.

Click on the “Initiatives” sub tab.

Click on “Add New Initiative” at the bottom of the screen.

A new screen will appear:
**Initiative Name**: Provide a short descriptive name for the Initiative. This is how it will be listed for reference in other screens.

**Initiative**: Describe the initiative in one to two sentences. The Initiative should be specific, measurable, and achievable within one year. Processes that have sequential steps of implementation should only include one step or element for each Initiative.

*Note: Initiatives in the ANNUAL AREA PLANS should not include requests for full-time faculty positions. These requests are submitted in a separate process that is described in Administrative Procedure 7210: Faculty Hiring Priorities Procedure for Full-time Tenure-track Positions.*

**Implementation Timeline**: Identify the academic year that the Initiative will be implemented. If an Initiative is a larger project that spans several years, break it down into annual steps and only enter the step for the current year. Note the timeline for implementation is the academic year following the current year in which the ANNUAL AREA PLAN is being written.

**Examples of Initiatives**:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code-Scanner - Purchase a code scanner to diagnose engine, transmission, and brake component malfunctions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinets - Locking cabinets for Anatomy laboratory bones and models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Status:** During the initial proposal phase, select Proposed as the status.
The status will be updated as the ANNUAL AREA PLAN moves through the approval process.

**Start Date:** Click the calendar or insert a **start date** (M/D/YYYY) the Initiative is to be implemented.

**Completion Date:** Once the Initiative is completed, return to the document and insert a date (M/D/YYYY).

**Rationale (with supporting data)** – Provide a rationale for the Initiative in brief, narrative form. Rationales should link to the area strengths, needs, and challenges as identified previously, and might encompass the following:

(a) how the Initiative will improve results on SLOs, SSLOs, SAOs, or ISLOs. Note: Please refer to SLO screens to see/review data.

(b) how the Initiative will address academic quality or student success.

(c) how the Initiative will promote resource efficiency or improve internal/external relations.
(d) how the Initiative will address an external opportunity or challenge.

**Person(s) Responsible (Name and Position):** Identify the faculty and staff who will implement the Initiative, using position titles, not just personal names. There may be a different faculty or staff member assigned to different Initiatives.

**Priority:** Choose the priority level (High / Medium / Low) of this Initiative for your area.

**Safety Issue** – Choose Yes or No.

If you chose “Yes” – **Safety Explanation:** describe any safety or security issues that are impacted by this Initiative.

**External Mandate** – Choose Yes or No.

If you chose “Yes,” describe the external mandates such as regulations or compliance issues that this initiative addresses.

- **SAVE CHANGES AT THE END OF EACH INITIATIVE**
- **Click on the Area Plan tab to Add a New Initiative**
Resource requests are completed only for Initiatives that are resource dependent. Resources are linked to each individual Initiative.

**Initiative Name:** Select the appropriate Initiative in the drop down menu and the description will automatically populate in the second box.

To add a Resource, click on “Add New Resources Needed” at the bottom of the page. A new screen will appear:
Resource Request: Provide a brief title of the resource request. There may be more than one resource request for a single Initiative. Complete the Resources Needed section for each individual resource request. Example: Student Survey - Student Engagement.

Resource Description: Provide a description of the resource. It should fall into one of the four categories listed under Type of Request.

Type of Request:

**Human Resources (staffing)** – Examples include any additional permanent staff, full or part-time.

Replacement of personnel into an existing, but **vacant**, authorized position does not occur through the Annual Area Plan process, and as noted above, this resource request excludes full-time faculty hiring requests. However, a proposal for a **new** position would be included in the Annual Area Plan process. This resource request also excludes the personnel costs associated with minor projects such as installing computer software, furniture delivery, etc., that are standard duties of existing positions at the college.

**Equipment or Facilities** – Examples include room use, furnishings, renovation, lab equipment, posters, banners, or other promotional materials, and digital signage screen over a certain amount.

**Professional Development** – Examples include costs of training staff and/or faculty, conference or workshop attendance, and outside speakers brought to campus.

**Information Technology** – This could include software, computer equipment, instructional technology for online services, or technical training (professional development).

Cost Estimate: Provide a realistic estimate of costs for the resource described using whole dollar amounts with numbers only (no $). Be sure to consider hidden expenses such as infrastructure (access to network wiring system).
**Budget Source:** Select the correct budget source.

Existing Resources include any work or projects that are considered to be part of the regular duties of existing positions (such as preparing and approving curriculum) or anything that currently exists at the college for use by staff (such as instructional space). In some cases, Existing Resources may require a re-prioritization of duties or use of material resources, but would not require additional hiring or purchasing.

Each Initiative must be linked to an Institutional Goal or Strategic Objective. These items will be listed under the sub-tab “Related Items.”

Note – ISLO’s link to course SLOs, PLOs, etc.

Check-mark the boxes next to the Strategic Objective or Institutional Goal that corresponds to this Initiative. You may check-mark more than one item, but we recommend choosing only one.

Select “Save Changes” – you will see a confirmation in green at the top of the screen. Choose “Return to Initiative” to continue.
PROGRAM REVIEW

Steps in the PROGRAM REVIEW process

Step 1 – Data collection and analysis - Identify data needs and submit requests for data
Step 2 - Complete PLO process – Gather results of each PLO for the program and input into TracDat
Step 3 – Review and Evaluate PLOs as a group
Step 4 – Write program review and make requests (initiatives) for resources

Note: A “program” is a sequence of courses that leads to a defined objective (i.e. Basic Skills), or a certificate or associate degree. Programs will complete the Annual Area Plan, but will be also required to submit a Program Review (separate document) once every two years.

The Office of Research and Planning distributes a set of standard data elements which serves as the basis for Annual Area Plans and PROGRAM REVIEWS in early fall of each year. In general, three years of data will be provided.

Most of the data is quantitative and requires analysis and interpretation. Qualitative data can also be used, but requires analysis and interpretation and should follow the general professional guidelines for use of qualitative data. This data is saved in Tracdat to substantiate the information provided in the PROGRAM REVIEW. Faculty and staff can attach documents as evidence.

Insert Documents or Links - Select the Documents tab on the Menu bar under “Selected Unit” PROGRAM REVIEW. Documents can be in any format - .PDF, Word, Excel. You may need to modify the name to reflect the specific content of the file so that it is easily accessed by others.

Documents can be stored in a General Folder or you can add and name New Folders.

A pop-up box will appear for you to name the new folder. Add documents by clicking on “Add New Document” at the bottom of the screen.
A pop-up box will appear.

Choose “File” from the drop-down menu - search for the file using the “Browse” box. Provide a brief name for the document. Add a longer description of the document (optional).

Choose “URL” from the drop down menu - type in the URL link in the box provided.

As a component of the PROGRAM REVIEW, faculty should review and evaluate the active learning outcomes for their program.
Enter/Update Program Learning Outcomes

Select your Program from the “Selected Unit” drop-down menu.

Select “Program Learning Outcomes” tab. The current PLOs identified for this program will be listed.

Select “PLOs” sub-tab.

If there are no PLOs entered or if you want to add a new PLO – Click on “Add New PLO.”

Note: Only certain faculty has permission to add/update PLOs.

PLO Name: Provide a brief name for the PLO. This is how it will be listed for reference in other screens. Please do not use numbers or letters (i.e. PLO 1, PLO A, etc).
**PLO**: Program Learning Outcomes start with the phrase, “Upon successful completion of this degree (or certificate) a student should be able to ...”

A PLO for a degree or certificate must meet four criteria:

1. A PLO states what a student will be able to do upon successful completion of the degree or certificate.
2. A PLO is expressed using active verbs that derive from Bloom’s Taxonomy.
3. A PLO is stated in terms that make it measurable.
4. Each PLO for the degree or certificate is aligned or linked with one of the Institutional Student Learning Outcomes (ISLOs).

**PLO Assessment Cycle**: Identify the **academic year** the PLO will be assessed. We suggest faculty select all active academic years, especially if you have data/results for each year.

**PLO Status**: Click on the drop down menu to identify whether the PLO is **Active** or **Inactive**.

If **Active**, identify a **start date**.

If **Inactive**, identify the **date** it was deactivated.

**SAVE CHANGES**, then select **Return**.
Step 3 – Review and Evaluate PLOs

The PROGRAM REVIEW is a review and evaluation of a program based on an overview of the PLOs as a whole. The evaluation is composed of several reflective questions about all of the PLOs taken as a whole.

PLOs for an entire program are available through customized reporting and include assessment measures and outcomes. Below is an example from the Dental Hygiene Beta Program Review.

List the Program Level Outcomes (PLOs) for this program:

1. 95% of those students who are eligible to sit for the National Board Dental Hygiene Examination (NBDHE) will pass their examination on the first attempt.

2. Upon completion and passing the NBDHE 90% of those students who are eligible to sit for the State Board Exam will pass their examination on their first attempt.

Select your Program from the “Selected Unit” drop-down menu.

Select “Results” tab. The current PLOs identified for this program will be listed.

Click on “Add Analysis of Assessment Results.”
All of the PLOs associated with this program will appear.

To add results for one of the PLOs, choose select.

The Means of Assessment screen will pop up.

Click “Select” and the next screen appears.
Course PLO results data will be entered into the screen below.

Add a brief narrative of your "Analysis of Assessment Results" for this PLO. This narrative should answer the general question "Looking back, what can you say, based on the assessment results, about this outcome?"

Be sure to include the numerical data with the total number of students assessed and total number of students passing the SLO(s) to create a percent for each term’s PLO.

**Analysis of Assessment Results Date:** Change date (mm/dd/yyyy) to the date you conducted this assessment.

**Criterion Met:** Select Yes or No from the drop-down menu to indicate if the Criterion was met as written in the first statement in this box. Note the criteria for success should be in the Means of Assessment.

**Reporting Period:** Click on the drop down to select the reporting period.

**Save Changes**
To record the **Application of Results**, click the link at the bottom right of the **Results** page to access this screen.

A new page will appear:

**Application of Results**: Describe any changes that you/faculty will implement as the plans for improvement. The information in this box will answer the question “Looking forward, what will you do differently to improve program learning outcomes?”

**Response Type**: Choose either “Individual Instructor’s response” or “Group discussion.”

**Save Changes**
This is the primary screen for the Program Review process for ALL programs.

**Program Review Name:** Choose the specific program using the drop-down menu under Selected Unit. The Program Review Name will automatically populate.

**Prepared By:** Add the name and positions of all faculty and staff involved.

**Overall PLO achievement:** When reviewing the PLOs as a whole for this program, are students meeting the Program Learning Outcomes to your satisfaction (using a threshold of criteria for success)? Why or why not? To answer this question use the assessment data provided to you from the Office of Research and Planning, and PLO results collected during the last 2 to 5 years.

The Learning Outcomes Handbook (page 38) contains several questions about individual PLOs that could be useful in analyzing overall PLO achievement for the PROGRAM REVIEW PROCESS. Here are some examples:

- Was overall student performance acceptable?
What proportion of the students who earn the degree or certificate do not have the expected skills?
How does this data compare to previous years?
Are there any patterns in success rates between PLOs?
Do some PLOs have higher success rates than others? Why?
In retrospect, does the assessment (outcome) or method still make sense, or should it somehow be modified to get more useful information the next time around?

Example Narratives for PLO Achievement:

<table>
<thead>
<tr>
<th>Example Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students meet our expectation for this PLO with a 1st time state board pass rate of 90%. Seven students sat for and passed the Western Regional Examination on their first attempt. Additionally, four students sat for the California State Board Exam of which 3 passed on their first attempt.</td>
</tr>
</tbody>
</table>

Changes based on PLO Achievement: What changes will you make to help students meet the PLOs for this program?
Identify areas for improvement and weakness, and potential ways to support and improve student achievement in the program. This may include changes in pedagogy or curriculum, updates in materials, technology, or equipment, or additional staffing to support the program.

Example of TracDat entry:

In an attempt to maintain these successful levels of Program Learning Outcomes, efforts are ongoing to identify student weakness early in the process of dental hygiene education. This is intended to allow for remediation and successful skill attainment. Monthly clinical faculty calibration meetings are conducted. Grading rubrics have been developed to assist the clinical faculty in providing fair and consistent feedback to the students on their clinical skills.
Future additional data: What additional data could support you in the future? This is a very broad question, and is intended to identify sources and formats of information that would assist faculty in reviewing the institutional effectiveness of their program more fully. Much of this data is provided as a part of the Annual Area Plan, but might be customizable for specific requests.

Resources: Enter resources which are needed to support students in meeting the PLOs. How will these resources support a student’s ability to meet the PLO?

This is a key linkage to the Annual Area Plan process and can inform initiatives.

Example Resource need:
Career Technical and Vocational Programs Only: Three additional boxes will appear: Labor Market Demand, Duplication of Training, and Program Effectiveness.

**Labor Market Demand:** Based upon a review of the data provided, does this program/certificate meet a documented labor market demand? Be sure to attach the evidence in the Documents section.

**Duplication of Training:** Based upon a review of the data provided, does the program represent unnecessary duplication of a similar training program?

**Program Effectiveness:** How does the program demonstrate effectiveness, as measured by the employment and program completion rates of its graduates?

SAVE CHANGES

1) Data provided by the research office or the area dean will show the number of jobs available through the next 5-10 years. Deans and the research office primarily use EMSI and CA EDD as data sources.

**Example 1:** Jobs in law enforcement, corrections, court administration, and security are expected to grow by 10 percent until 2018, according to the recent U.S. Bureau of Labor Statistics. Opportunities for private detectives and investigators are expected to increase 22 percent over the next 10 years - much faster than the average for all occupations. Labor projections for the next seven years (2014 to 2021) for patrol officers show 10 new openings in Northern CA each year with another 10 sheriffs and 10 correctional officers (EMSI). These data show there are enough job openings for the 14 to 28 Shasta College graduates to find positions after completion in the north state.
According to 2010-11 employment data covering Accounting Technology/Technician and Bookkeeping occupations for the 11-county Nor Cal region, job growth has declined by 1.8%, during this period, from 4,896 total jobs in 2010 to 4,806 in 2011. Regional job openings for these occupations during 2010 totaled 79. Regional program completions for 2010 (including degrees and certificates) totaled 53 of which 11 were Shasta College students. Certificate only completions for 2010 totaled 26 for the region of which 5 were Shasta College students. While regional job growth in these occupations has declined slightly, job openings continue to exceed regional program completers.

2) Data provided by the research office or the area dean will show the location of similar programs through our region and the number of recent completers (graduates).

Example 1: There is some duplication of AOJ programs across the north state. Butte College has the largest program and is 80 miles south of Shasta College. Three additional community colleges provide AOJ training: Lassen, Siskiyous, and College of the Redwoods. On average Lassen and Redwoods produce more grads than Shasta. No other public or private institutions provide this training within our district boundaries.

Example 2: Shasta College offers the only Dental Hygienist program at the two-year associate degree level in all of northern California. Only CSU Chico offers a similar program; however it is a four-year degree.

3) Data provided by the research office or the area dean will show the number of Shasta College graduates and placement (employment) rates for the most recent 5-6 years.

Example 1: Gainful employment data show that 100% of students complete this program “on time” or within 18 weeks. Survey results for students in firefighting and related programs show an average wage gain increase of 24% or over $16.50 an hour in 2013. After graduation 64% were working in their field and 70% are working full time.

Example 2: Gainful employment data show that only 5% of students complete the Vocational Nursing program in 54 weeks. However students that complete show an 83% wage increase to $23 per hour. Survey results show that 75% are working in their field and 52% work full time.
SLO RESULTS

Steps in the SLO process
Step 1 – Review SLO Statement and Means of Assessment
Step 2 – Complete Individual Course Assessment and document results
Step 3 – Application of Results
Step 4 – Reporting and Printing

Instructions for creating and evaluating Learning Outcomes are provided in the Learning Outcomes Handbook available on the SLO webpage (also at, Shasta College website, about SC, Planning Documents). The following instructions relate primarily to navigating TracDat screens and inputting the information into TracDat. All course SLO statements and means of assessment have previously been entered (as of Dec, 2012).

At Shasta College, the SLO Committee and Academic Senate have agreed that SLO results are most useful when reported at the END of a semester for ONLY those students who have successfully completed the course. Therefore, SLO results should be reported after final grades have been submitted.

Select the Courses unit which corresponds with your subject area (Courses (DIV) – Subject name) from the drop-down box.

Selected Unit: Courses (B&W) - Business Administration

---

Program Learning Outcomes Summary
- Total PLOs: 0
- Total Means of Assessment and scoring criteria: 0
- Last Assessment: Not applicable
- Last Analysis of Results: Not applicable
- Last Application of Results: Not applicable
- Last Follow-Up: Not applicable
- Total Resources Needed: 0
- PLOs Without Means of Assessment and scoring criteria: 0

Results Summary
- Total Results: 70
- Total Application of Results: 56
- Results Without Application of Results: 16

Course Assessment Plan Summary
- Another Program Review currently owns this Course. Hold your cursor over the course to see the current owner.
1A – Review current list of SLO statements and confirm active.
Select “Course Assessment Plan” tab.
Select the course that corresponds with your SLO.

Review the SLO statement for your course and confirm the status is active.

1B – Review the Means of Assessment for each SLO to be sure they are current and correct.
After completing step 1 above, course SLO results data will be entered.

Select the “Results” tab.

Select “By Course” sub-tab. All of the courses in this subject area are listed in the drop down menu. Select the course that corresponds to your SLO results.

Select “Add Analysis of Assessment Results.”
All of the SLOs associated with this course will appear.

To add results for one of the SLOs, choose select.
The Means of Assessment screen will pop up.

Click “Select” and the next screen appears.

Note: If the assessment method you used is different than the method shown, contact the faculty coordinator (or lead) in your area.

“Means of Assessment” and “Criterion for Success” serve as “instructions” for faculty conducting assessment.
The Learning Outcomes Handbook has extensive guidelines for analyzing the assessment results (page 46). Consult the handbook for examples and explanations of the questions being answered here. All fields marked with an asterisk (*) are mandatory.

Add a brief narrative of your “Analysis of Assessment Results” for this SLO. This narrative should answer the general question “Looking back, what can you say, based on the assessment results, about student learning of this outcome?” Here are some questions from the Learning Outcomes Handbook (page 47) that might give you some ideas for filling in this text box:

- Was overall student performance acceptable?
- Are there concepts with which many students have difficulty?
- How much variation was there in student performance?
- If the assessment yields several pieces of data (e.g., results for a list of survey questions, scores on various elements of a rubric) look at which areas were stronger or weaker. What sort of patterns emerge?
- How does this data compare to previous semesters?
- Do students with a passing/failing course grade follow the same pattern of passing/failing the assessment?
- Do students who do poorly on one part of the assessment tend to do poorly on another certain part?
- In retrospect, does the assessment method still make sense, or should it somehow be modified to get more useful information the next time around?

SLO examples on next page:
The overall student performance was acceptable. The assessment method was successful as each student had to relate the different aspects of the criminal justice system. The students were prompted to distinguish between various services on the Chapter 1-5 exam this semester. 83% of those who took the exam were able to distinguish the services and products offered in the industry.

Students were overall successful, although some students had difficulty differentiating between concepts and gave more opinion than data to support their responses. A more detailed explanation and perhaps more practice throughout the semester would be valuable in improving student ability to apply the concepts accurately.

There was a decent pass-rate (76%), because this assessment is a critical concept for beginning Business students to learn and apply. This assessment is still an acceptable method of measuring student success.

Student performance was unacceptable. I feel my assessment was written with questions that lead to confusion. All students were within 9% points from the high score to the low score. When the students were questioned about real case patients, they performed very well. I feel the assessment method is still valid but my questions need to be revised.

Selected a question related to significant digits. Wanted to make sure that students knew how to do this by the end of the semester. 71.4% of the students scored at least 5 out of 6 possible points. I would consider this a success.

Note: the Analysis of Assessment results differs from the Application/Use of Results.
**Analysis of Assessment Results Date**: Change date (mm/dd/yyyy) to the date you conducted this assessment during the semester.

**Analysis of Assessment Results Date**: 6/20/2013

**Criterion Met**: Select Yes or No from the drop-down menu to indicate if the Criterion was met as written in the first statement in this box. Note the criteria for success should be in the Means of Assessment.

**Reporting Period**: Click on the drop-down to select the reporting period.

**Assessment Submitted by**: Insert the name(s) of the faculty member(s) inputting the assessment information and participating in the assessment.

**Level of Assessment reported**: Click on the drop-down menu to choose “Course Level SLO.”

**Semester assessed**: Identify the Semester Assessed using the drop-down menu.

**Section(s) assessed this term**: List all of the sections (by section number) that are included in this assessment report; separate them by a comma. Examples: F1234, F1235 or S2359, U1811.
D – Number who were assessed AND passed the course: Enter the number of students who were assessed AND passed the course.

N – Passed BOTH learning assessment AND course: Enter the number of students who passed BOTH the learning assessment AND course.

Percent Passing Learning Outcome: Calculate the percentage who met the learning outcome by dividing the second number (N) by the first number (D). Insert that number (without %) in the last box. Use 1 decimal point.

Save Changes

Optional (at present)

Sometimes called “use of results,” this step is to be completed based on discussions with faculty and staff providing the service or instruction being measured with the SLO.

The last step will be to record the Application of Results. Click the link at the bottom right of the Results page to access this screen. A new page will appear.
**Application of Results:** Describe any changes that you/faculty will implement as the plans for improvement. The information in this box will answer the question “Looking forward, what will you do differently to improve student learning of this outcome?”

Here are some questions that might give you ideas for filling in the “Application of Results” text box:

- Will you try different teaching strategies?
  - Do you think the SLO and/or the assessment needs to be revised?
  - What issues have you identified that are interfering with student success on the SLO that are not necessarily related to presentation of the material or course content. For example, you may decide to review the prerequisite for the course, or cut scores for placement tests. You may also decide to refer students to workshops to help with time management or study skills.
  - Have you identified any resources that are needed to improve student learning; for example equipment, materials, embedded tutoring?
  - Have you discovered that the rubric used for rating success on the outcome needs improvement?

**Date Submitted:** Date this information was submitted (mm/dd/yyyy).

**ResponseType:** Choose either “Individual Instructor’s response” or “Group discussion.”

**Save Changes**

If you have no other SLO assessment data to enter, you can exit out of TracDat. Select log out at the top right of any page.

If you wish to continue, select a new course or program.
To review or print a report with the information you entered, select the “Reports” tab.

Select the “Course” sub-tab.

Find the report to run.

Click on ‘Run’ for the SLO Assessment report.

Select the course: from the drop-down menu. Hold Ctrl and click to highlight more than one choice.

Choosing items in other fields is optional and will limit your results.
Select “Open Report” to view or print the report.

Select “Save to Document Repository” to save file in TracDat.

Selecting “Open Report” - the following report will open in a new screen:

<table>
<thead>
<tr>
<th>SLO Assessment Cycle</th>
<th>Means of Assessment and scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012 (Fall 2011)</td>
<td>STUDENTS WERE GIVEN 20 ENGLISH</td>
</tr>
<tr>
<td></td>
<td>DANCE TERMS IN QUIZ AND REQUIRED TO WRITE THE FRENCH</td>
</tr>
<tr>
<td></td>
<td>TRANSLATION (DANCE VOCABULARY)</td>
</tr>
<tr>
<td>2011-2012 (Spring 2012)</td>
<td>99% passed with a &quot;C&quot; grade or better, 11% didn't pass with a &quot;C&quot; grade or lower.</td>
</tr>
<tr>
<td>2012-2013 (Fall 2012)</td>
<td>Reporting Period:</td>
</tr>
<tr>
<td>2012-2013 (Spring 2013)</td>
<td>2012-2015</td>
</tr>
<tr>
<td>2013-2014 (Fall 2013)</td>
<td>Assessment Submitted by:</td>
</tr>
<tr>
<td>SLO Status: Active</td>
<td>Level of assessment reported:</td>
</tr>
<tr>
<td>Courses (ACSS): Dance Video - Dance Video Combinations: Interpret dance terminology, interpret basic dance terminology related to Jazz, Ballet, and Modern dance.</td>
<td></td>
</tr>
<tr>
<td>SLO Assessment Cycle</td>
<td>Course Limit SLO</td>
</tr>
<tr>
<td>2011-2012 (Fall 2011)</td>
<td>Semester assessment: 2012-2013 (Spring 2013)</td>
</tr>
<tr>
<td>2012-2013 (Fall 2012)</td>
<td>Section(s) assessed this term: 90</td>
</tr>
<tr>
<td>2012-2013 (Spring 2013)</td>
<td>D - Number who were assessed AND passed the course: 26</td>
</tr>
<tr>
<td>2013-2014 (Fall 2013)</td>
<td>N - Passed BOTH learning assessment AND course: 23</td>
</tr>
</tbody>
</table>

Selecting “Save to Document Repository” as a report, a small text box will open.

东西 to Document Repository

Folder:
General

*Name:
Column4CourseAssessmentRep

Description:

Folder” and “Name” will automatically populate.
You may rename the “Name” field.
Entering a Description is recommended if you don’t modify the name to identify the report discreetly.
To verify that your report saved, choose the **Documents** tab.

A list of all the saved documents will appear.

At the bottom you can **Add New Folders** to store the documents in specific folders or you can **Add New Documents**.

**Add New Folder:** Enter a folder name.

**Add New Documents:** Choose “File” or “URL.” Select “Browse.” Enter a “Description.”
To review or print a report with the information you entered, select the "Reports" tab.

Select the "Course" sub-tab.

Select “SLO Assessment report – 4 Column.

Click on 'Run' for the SLO Assessment report.

Select the course: from the drop-down menu. Hold Ctrl and click to highlight more than one choice.
Select “Open Report” to view or print the report.

The four step model will show in the below report.

“Application of Results” entry shows in the fourth column.

---

**SLO Assessment Report - 4 Column**

**Shasta College**

**Courses (ACSS) - Anthropology**

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Means of Assessment &amp; Criteria for Success across all sections</th>
<th>Results</th>
<th>Application of Results &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses (ACSS) - Anthropology - ANTH 1 - Physical Anthropology - Natural Selection - Define natural selection and describe how it operates in evolution. (On behalf of SLO)</td>
<td><em>Open Report</em></td>
<td>ANTH 1 - 08/16/2013 - The majority of students were able to define natural selection and describe how it affects individuals in a population. Only six students had difficulty making the connection to the population level effects. I think this remains a valuable assessment tool.</td>
<td>Yes</td>
</tr>
<tr>
<td>Assessment Submitted by:</td>
<td>Reporting Period:</td>
<td>2012-2013</td>
<td></td>
</tr>
<tr>
<td>Level of assessment reported:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Level SLO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>2012-2013 (Spring 2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section(s) assessed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 1 - 08/16/2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D - Number who were assessed AND passed the course:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = Passed BOTH learning assessment AND course:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Passing Learning Outcomes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SLO Status**

Active

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Select “File” on the top menu bar.

Select “Print” to print report.

Follow instructions on page 42 to “Save to Document Repository” or “Add a New Document”
TRACDAT HELP

Help can be accessed by clicking on the yellow question mark, which is located to the far top right of each page.

There are also some fields with a blue ? at the side of the box for additional assistance or description of field contents.

For username/password inquires contact Shasta College Help Desk at heldesk@shastacollege.edu.

For questions or inquiries regarding TracDat contact Tracy Jennings, in Research and Planning, at (530) 242-7670 or tjennings@shastacollege.edu.

TRACDAT FREQUENTLY ASKED QUESTIONS

Below are some of the most frequently asked questions about the use of TracDat.

1. **Where do I log into TracDat?** TracDat can be accessed at: https://tracdat.shastacollege.edu:8443/tracdat/

2. **How do I get an account for TracDat?** Accounts for TracDat will be created for all regular employees. If you feel you need an account for TracDat, please contact Tracy Jennings at tjennings@shastacollege.edu.

3. **What is my username/password for TracDat?** The username is your Shasta College username. The password is your Shasta College email password.
4. **How do I change my password within TracDat?** Users must change their email password. For assistance contact help desk at helpdesk@shastacollege.edu.

5. **I am an adjunct faculty who does not have a Shasta College email account. How can I enter data for my class?** Please check with your facility coordinator or dean if you do not have a Shasta College account. (see also #2).

6. **How can I get access to all of the units I am responsible for?** Accounts within TracDat need to be assigned permissions to each unit a user is responsible for. If you have a TracDat account but cannot view all of the departments/programs you need to access, please contact tjennings@shastacollege.edu.

7. **How can I save the data now and resume the process later?** Click the ‘Save Changes' button. Note: Fields with an asterisk are mandatory and must have some sort of data entered prior to saving.

8. **Where can I access the instructions for entering data?** Instructions are found at this link: [http://www.shastacollege.edu/President/Accreditation/Pages/16894.aspx](http://www.shastacollege.edu/President/Accreditation/Pages/16894.aspx). Complete definitions, processes, and examples can be found at: [http://www.shastacollege.edu/President/Accreditation/Accreditation%20PDFs%20and%20Docs/Shasta%20College%20Learning%20Outcomes%20Handbook%2020122112.pdf](http://www.shastacollege.edu/President/Accreditation/Accreditation%20PDFs%20and%20Docs/Shasta%20College%20Learning%20Outcomes%20Handbook%2020122112.pdf).

9. **Why have my objectives, assessments, results, or documents disappeared?** In many cases, multiple users have access to assessment units and are responsible for specific SLOs. Users should be CAREFUL! —that they are editing their own items before making any changes. It is incredibly easy to mistakenly delete a colleague’s hard work. There is no “un-do” button.

10. **Is my data confidential?** Most information is used to analyze and improve Shasta College, available college wide for internal users. SLO results are limited to only faculty in the same discipline.

12. **How do I know my information was submitted? I do not see a submit button.** Clicking on “Save Changes” automatically submits your data.

13. **When are SLOs due?** SLOs are due at the time semester grades are submitted.

14. **Who should I contact if I have more questions?** Email [tjennings@shastacollege.edu](mailto:tjennings@shastacollege.edu). Please include your name and course program. You can also contact Faculty Coordinators, SLO Coordinators, your Dean, or the VP of Academic Affairs.