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Assessment Process

Are Content Outcomes Defined?

Yes

For Each Outcome: Select Assessment Category

Define Assessment Method

Define Criteria

Assign

Schedule

Assess

Report

Describe Improvement Plan

No

Define 4-7 Content outcomes

Have Outcomes Reviewed by AASC
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.fdltcc.edu/academics/academic-affairs/outlines.html](http://www.fdltcc.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](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:

<table>
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<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<td>Choose</td>
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<td>Demonstrate</td>
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<td>Discover</td>
<td>Compare</td>
<td>Comply</td>
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<td>Write</td>
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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](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.

Click Change Password at the bottom of this page to change your password as needed. Make sure you save your changes.
The typical Tracdat screen is shown below.

This is the typical Home screen, showing your assessment assignments with due dates.
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.
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.
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 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.
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.
12 Assessment Method

Here describe your assessment method clearly and completely.

---

**Selected Unit:** Discipline - Math

**Course Outcomes**

**Means of Assessment**

**Related Core Competencies**

- **Course:** Traccrat Demo

- **Course Outcome Name:** 1-1

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

- **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 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:**

- **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.
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.
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.
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.
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.
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!

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

**Outcome:**

Assessment Method
Each student will be required to keep a neat and comprehensive notebook or binder. This will be sampled twice, once at the midpoint and then in the penultimate week of the semester. Students will earn up to 10 points for the outcome.

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
Click on **Related Documents** to bring up the next screen.
Navigate to your documents location and upload them to Tracdat, one by one.
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.