USC Aiken
Institutional Effectiveness
TracDat End User Quick Help Guide
For Academic Programs, Departments & Schools, & Administrative Units

This reference guide is intended for TracDat users with permissions at the Assessment Unit level. Assessment units include any administrative office or department, academic department, school, general education, or degree program within the Institution that measures outcomes. This guide will present all of the major heading tabs and their basic functions as well as the functionality and typical usage of some of the more common tabs and subheadings that you will encounter within TracDat. Here you will also find some suggested tips to remember and use while in the multiple editing modes. For administrative departments and offices that are having difficulty developing an assessment plan, a step by step guide is provided in the Appendix.

Lloyd A. Dawe, Ph.D.
July, 2009

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ACADEMIC PROGRAMS

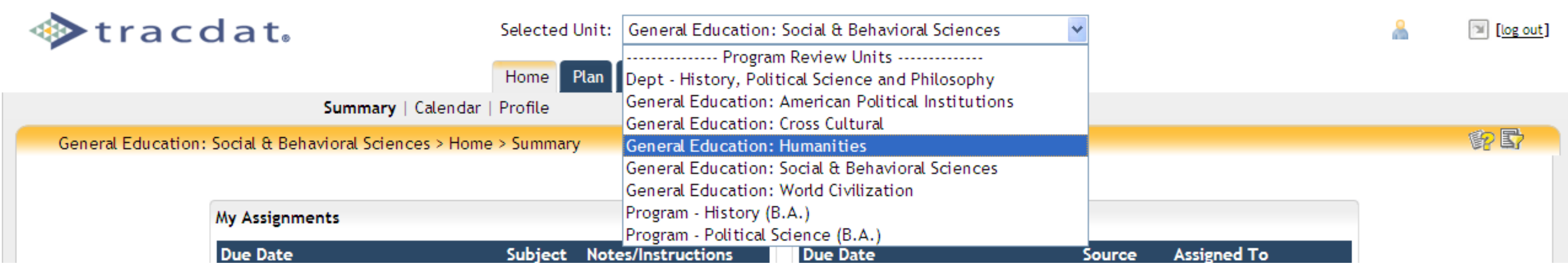
Accessing TracDat

To access TracDat go to the USC Aiken's Office of Institutional Effectiveness website (http://ie.usca.edu). In the left hand menu you will find a section entitled, "Assessment & Planning" within which will be a link to the TracDat server. You will need a username and password to enter the system. Please contact the Office of Institutional Effectiveness if you do not know or you need us to reset your username or password.

After entering your username and password, click on "Login".

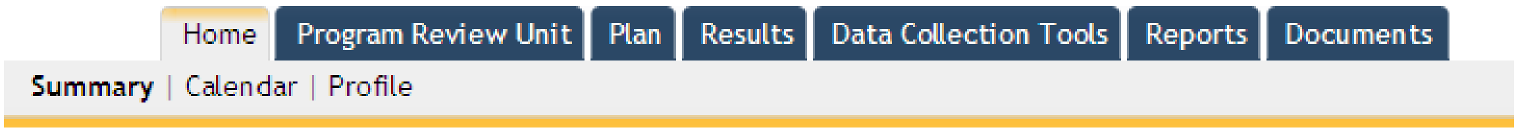
Selected Unit Drop-down Menu

At the top of the page you will find a drop down menu, entitled, "Selected Unit". All assessment units with which you are affiliated should be present among the drop-down options. Academic departments and schools will see a Dept or School option which will contain operational outcomes and their assessment, such as monitoring teaching loads, contact hours, degree and major tallies, research and creative activities of faculty, advisement activities, and professional or community service. Each degree program with which you are associated (e.g., B.A. in Political Science) will also be present. It is here that you will find the student learning outcomes and assessment activities associated with each degree program. Similarly, outcomes and assessment activities associated with each General Education area will be available for selection.



Immediately below the dropdown menu, you will see six or seven heading tabs, depending upon your level of access. Individuals such as Chairs, Deans, or Assessment Coordinators who have administrative access will see seven headings, while faculty with user permission will see six. Each tab represents a different functional area of the software. These current tabs include: Home, Program Review Unit (admin access only), Plan, Results, Data Collection Tools, Reports, and Documents.

Tab 1: Home



Home Features:

★ *Summary*
- View your personal Assignments
- View Overdue Unit Assignments
- Brief description of Assessment Unit Outcomes and Results

★ *Calendar*
- Monthly view of Unit Assignments
- Create/view Reminder Entries for assessment purposes

★ *Profile*
- Add/change your email address within TracDat
- Add your title, highest degree, contact information

To Add/Change Your Email Address in TracDat:

Select ***Home*** Tab > Select ***Profile*** Subheading > Add/change email address > Select ***Save Changes*** button

- Change your Password

To Change Your Password:

Select ***Home* Tab** > Select ***Profile*** Subheading > Select ***Change Password*** button > Enter Current and New Passwords > Select ***Save Changes*** button

Tab 2: Program Review Unit (Admin access only)

Program Review Unit Features:

★ *General*
- Overview/Description of Assessment Unit
- Unit's or program's Mission Statement.

★ *Personnel*
- View personnel (faculty and staff) who have access to the Assessment Unit
- Add/Remove personnel access to Assessment Unit (if you have a new faculty member, staff or student worker who you want to have access to TracDat, and you do not see them listed, please contact the Office of Institutional Effectiveness to have them added to the personnel list)

★ *Courses*
- View courses listed within the Assessment Unit
- Editing a listed course allows you to relate a document (e.g. syllabus) to that specific course (Please note that the course listing will match that of the current Bulletin. New courses and course deletions will not appear until the Fall term when a new Bulletin comes into effect)

Tab 3: Plan

Plan Features:

★ *Outcomes*

- Rearrange the order of Outcomes using the up or down arrows immediately in front of the Outcome Name
- View/Add/Edit Outcomes for Assessment Unit

To Add/Modify an Outcome:

[Select the desired Assessment Unit from the top drop down menu >]
Select ***Plan*** Tab > Select ***Outcomes*** Subheading > Select ***Add New Outcome*** or Select ***Edit or Copy*** next to a current Outcome > Make changes > Select ***Save Changes*** button after editing

DO NOT select *Delete* !!!

If at any time you no longer wish an existing outcome to be active, please select ***Edit*** and change the Outcome Status to be ***Inactive*** or ***Complete*** and add an end date rather than deleting it – this ensures the historical integrity of the database tracdat

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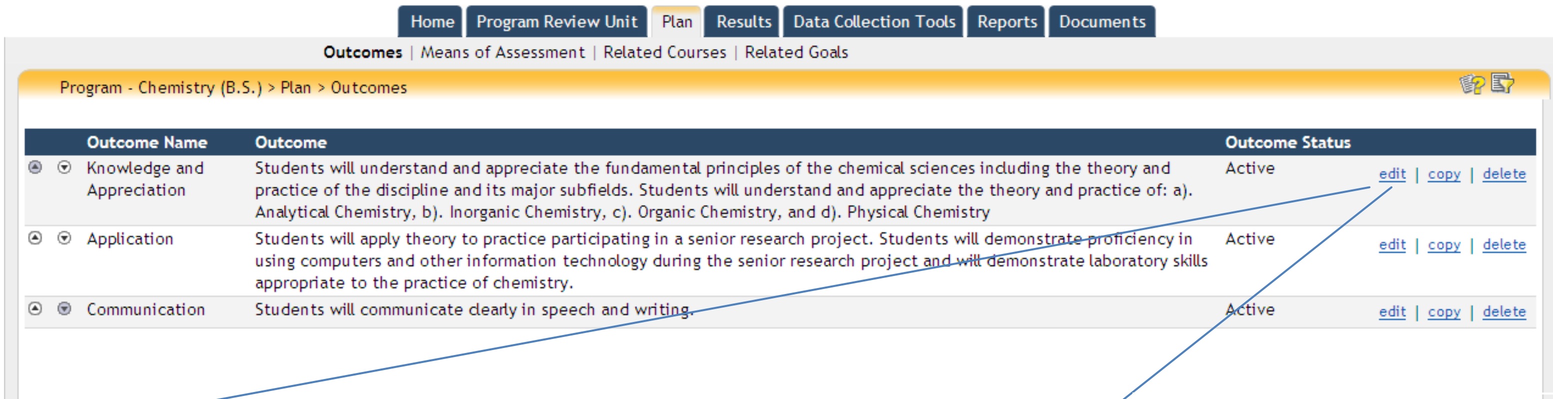

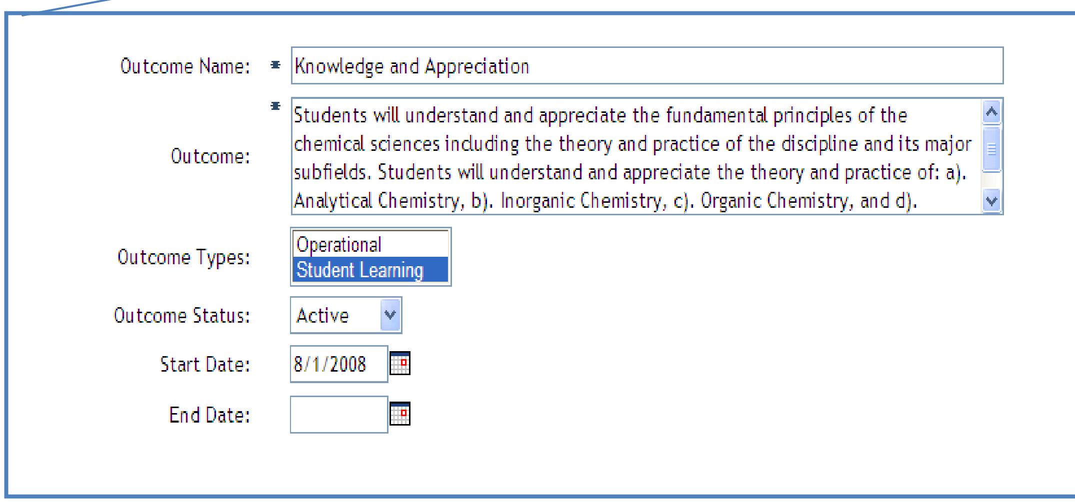

By clicking on ***edit*** or ***add new outcome*** a window will open to allow you to specify the outcome. Select the type of outcome as ***operational*** or ***student learning***.

Operational outcomes will typically be associated with department or school functions such as teaching loads, contact hours, degree and major tallies, research and service.

Student learning outcomes will typically be associated with academic programs and will indicate what the student gains by going through the program.

★ *Means of Assessment*

- Rearrange the order of Assessment Methods using the up or down arrows immediately in front of the Assessment Method name
- View/Add/Edit Assessment Methods related to each Outcome
- Identify the Assessment methods, Performance Target on the measurement in question, and schedules for the collection of data
- Relate documents such as rubrics, normative data charts, or copies of questionnaires to assessment methods
- Assign responsibility for the collecting of assessment data by a particular date to personnel (including self) within the unit with the option of emailing the task to the individual and adding this to one's Microsoft Outlook Calendar
- Identify the assessment method as ***Direct*** or ***Indirect***

To Add/Modify an Assessment Method:

[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Means of Assessment*** Subheading > Select ***Outcome Name*** from the drop-down menu > ***Add New Assessment Method*** or Select ***Edit or Copy*** next to a current Means of Assessment > Make changes > Select ***Save Changes*** button after editing

DO NOT select *Delete* !!!

If at any time you no longer wish an existing Means of Assessment to be active, please select ***Edit*** and remove the check in the ***Active*** box to make it ***Inactive***

Indirect Assessments are methods that measure ones perception of what has been learned, appreciated, or gained (e.g., a question asking students to rate on a scale from 1-4 how much they have learned from your program).

Direct Assessments are methods that actually measure ones knowledge, skill, or values (e.g., a standardized test that includes factual questions to assess what has been learned).

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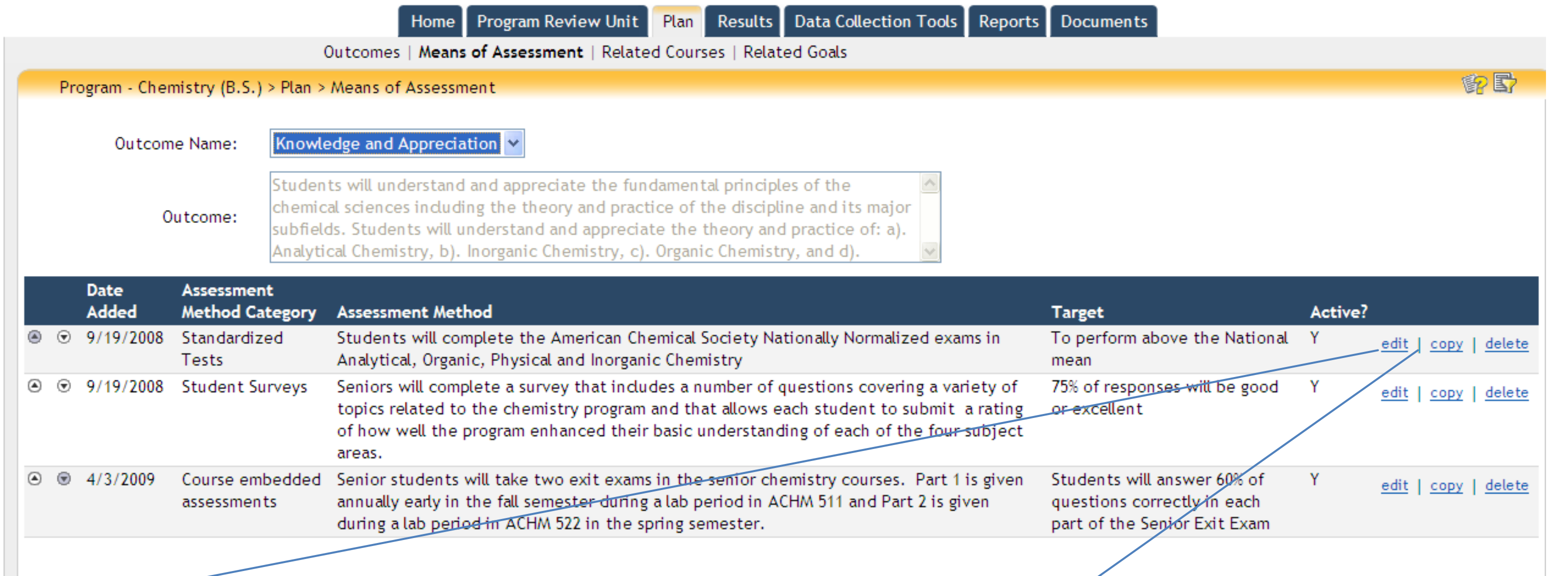


Home | Program Review Unit | Plan | Results | Data Collection Tools | Reports | Documents

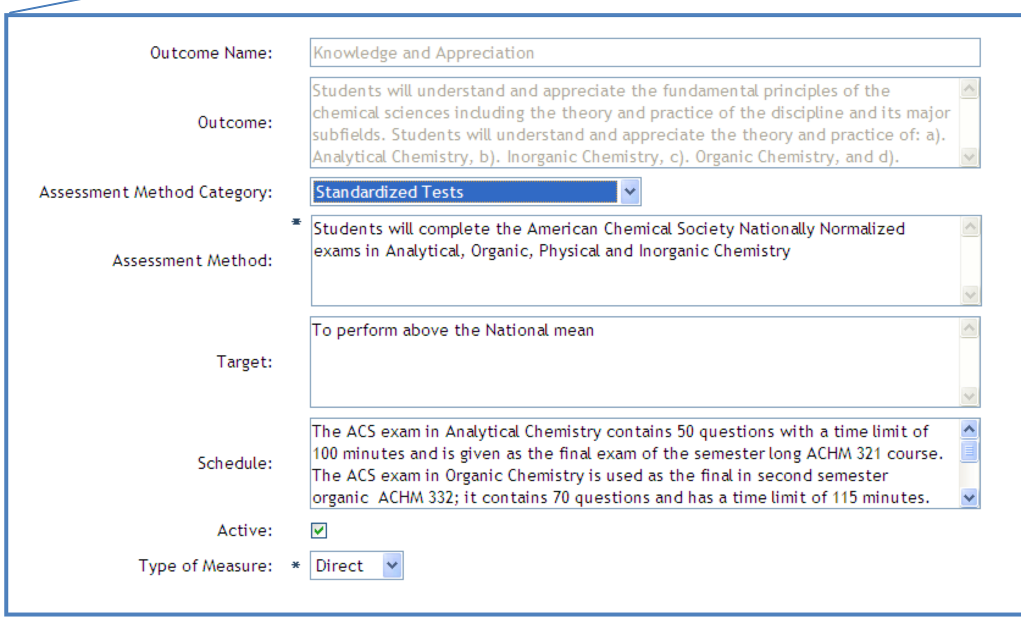
Outcomes | **Means of Assessment** | Related Courses | Related Goals

Program - Chemistry (B.S.) > Plan > Means of Assessment

Outcome Name: Knowledge and Appreciation

Outcome: Students will understand and appreciate the fundamental principles of the chemical sciences including the theory and practice of the discipline and its major subfields. Students will understand and appreciate the theory and practice of: a). Analytical Chemistry, b). Inorganic Chemistry, c). Organic Chemistry, and d).

Date Added	Assessment Method Category	Assessment Method	Target	Active?	
9/19/2008	Standardized Tests	Students will complete the American Chemical Society Nationally Normalized exams in Analytical, Organic, Physical and Inorganic Chemistry	To perform above the National mean	Y	edit | copy | delete
9/19/2008	Student Surveys	Seniors will complete a survey that includes a number of questions covering a variety of topics related to the chemistry program and that allows each student to submit a rating of how well the program enhanced their basic understanding of each of the four subject areas.	75% of responses will be good or excellent	Y	edit | copy | delete
4/3/2009	Course embedded assessments	Senior students will take two exit exams in the senior chemistry courses. Part 1 is given annually early in the fall semester during a lab period in ACHM 511 and Part 2 is given during a lab period in ACHM 522 in the spring semester.	Students will answer 60% of questions correctly in each part of the Senior Exit Exam	Y	edit | copy | delete



Outcome Name: Knowledge and Appreciation

Outcome: Students will understand and appreciate the fundamental principles of the chemical sciences including the theory and practice of the discipline and its major subfields. Students will understand and appreciate the theory and practice of: a). Analytical Chemistry, b). Inorganic Chemistry, c). Organic Chemistry, and d).

Assessment Method Category: Standardized Tests

Assessment Method: * Students will complete the American Chemical Society Nationally Normalized exams in Analytical, Organic, Physical and Inorganic Chemistry

Target: To perform above the National mean

Schedule: The ACS exam in Analytical Chemistry contains 50 questions with a time limit of 100 minutes and is given as the final exam of the semester long ACHM 321 course. The ACS exam in Organic Chemistry is used as the final in second semester organic ACHM 332; it contains 70 questions and has a time limit of 115 minutes.

Active: ☑

Type of Measure: * Direct

If you are adding a new assessment method or editing an existing one, you can select one of many different types of assessments from the drop down menu ***Assessment Method Category***.

Looking through the options of the drop down menu may assist you in identifying new ways to assess your outcomes.

You may choose to "relate documents" to a particular assessment method. For example, you may have a standardized rubric or other evaluative instrument that you wish to link to the assessment method, or you may have normative tables associated with a particular standardized test.

To Relate Documents to an Assessment Method:

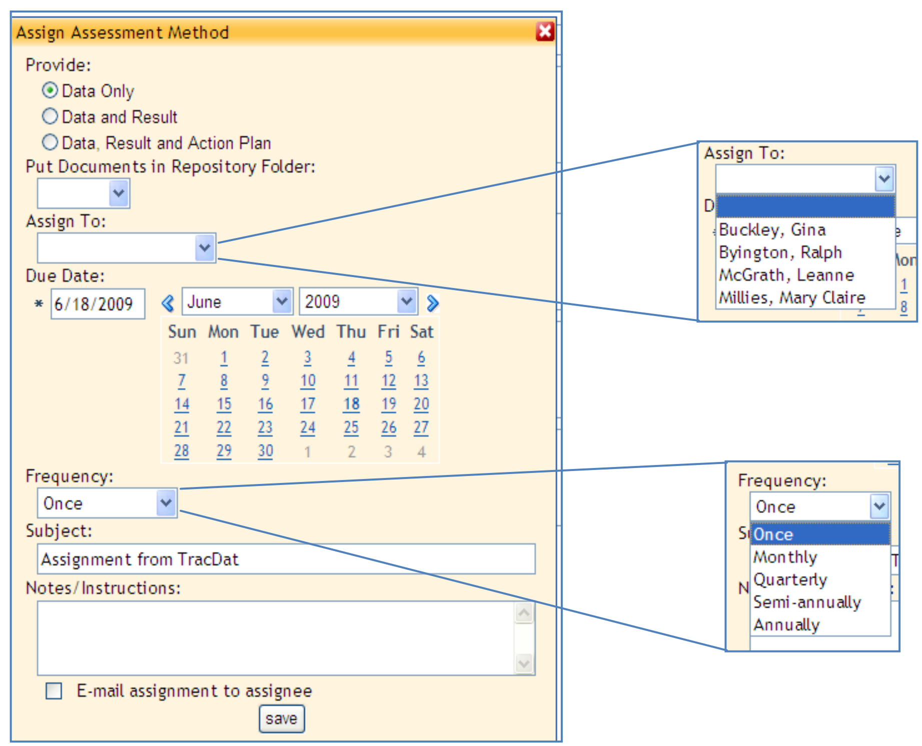
[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Means of Assessment*** Subheading > Select ***Outcome Name*** from the drop-down menu > Select ***Edit*** next to a current Means of Assessment > Select ***Relate documents*** button > click on the ***Relate document*** link >

- Choose ***New Document*** if you have not uploaded the document into TracDat yet.
- Choose ***Document from Repository*** if the document has been uploaded into a folder in the Document Repository already
- Choose ***Previously Related Document*** if the document is already related to another Result

Assign Responsibility to Personnel

You may choose to assign responsibility for a particular assessment method to either yourself or others in the department. Indicate what you want submitted and if you want it in a particular folder in TracDat > assign it to someone listed in the drop down menu > provide a due date and how frequent they need to report the information > write an e-mail message under notes/instructions > click on e-mail assignment > save.

This will send an e-mail with links to the assignee which can then be placed in a Microsoft Outlook Calendar or other scheduling software (Note: See also assigning responsibility under data collection tools).



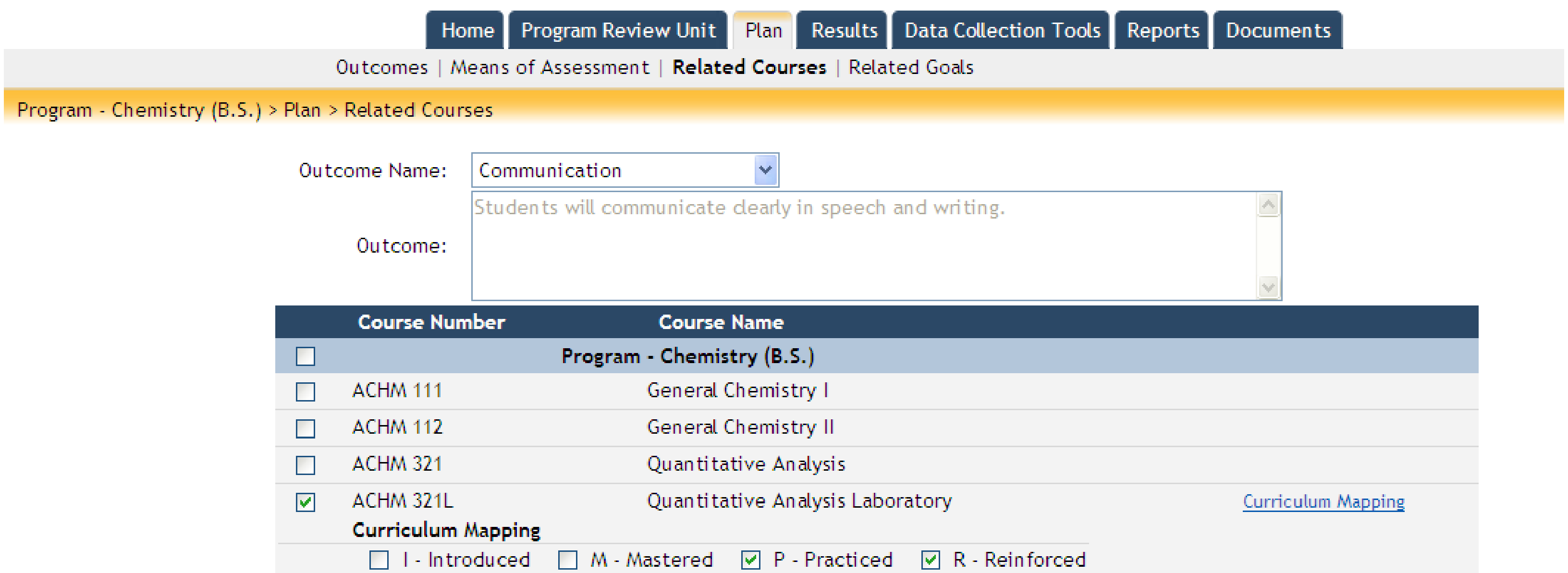
★ *Related Courses*

- Relate Courses to selected Outcomes
- Specify a Curriculum Map

To relate courses to an outcome and to create a Curriculum Map:

[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Related Courses*** Subheading > Select the desired ***Outcome Name*** from the drop down > ***Check the box next to each Course*** that relates to the Outcome (you can select/deselect all by toggling the topmost check box – next to the name of the Assessment Unit) > click on the Curriculum Map link that appears to the right of the course name > check the appropriate boxes to indicate if the outcome is ***Introduced***, ***Reinforced***, ***Practiced***, or ***Mastered*** in the course. Some programs may also wish to document in which classes program outcomes are assessed. These additional options can be made available to you by calling the Office of Institutional Effectiveness.

Select ***Save Changes*** button



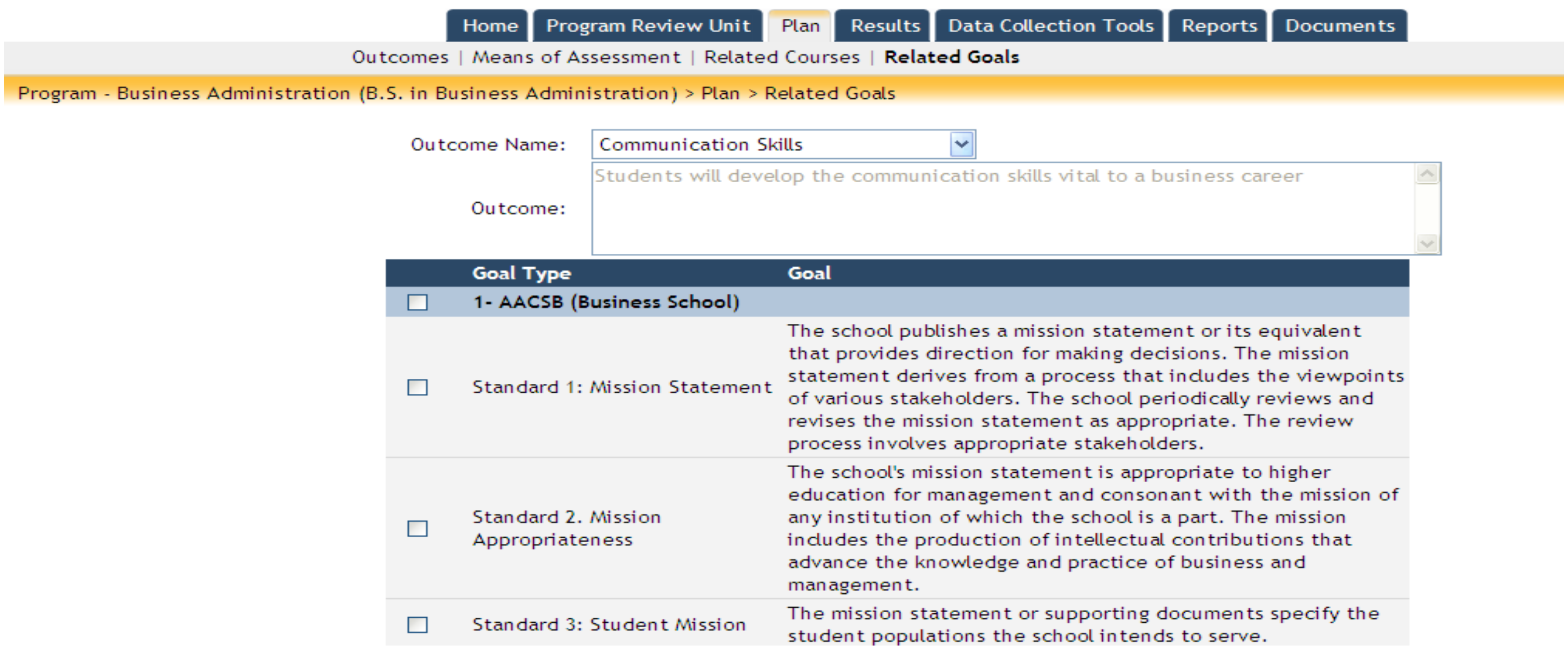
★ *Related Goals*

- Relate unit level outcomes to institutional goals, division level goals, or accrediting body standards

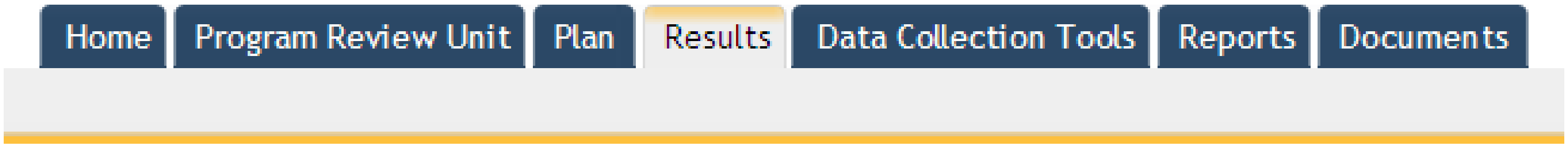
To Relate Goals to an Outcome:

[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Related Goals*** Subheading > Select the desired ***Outcome Name*** from the drop down > ***Check the box*** next to each goal or standard that relates to the Outcome (you can select/deselect all by toggling the topmost check box of each section – next to the name of the Reporting Unit/Institution)

Select ***Save Changes*** button



Tab 4: Results



Results Feature:

★ *By Outcome*

- Displays Results by Outcome
- View/Add/Edit these Results as well as any Actions and Related Documents (such as charts, or spreadsheets) linked to the Result

To add a new Result to an Outcome:

[Select the desired Unit from the top drop down menu >] Select ***Results Tab*** > Select ***Add New Result*** at bottom > Select the ***Outcome*** to which the Results ties > Select the ***Assessment Method*** to which the Result ties > Add ***Result data*** and ***required fields*** > Select ***Save Changes*** button after editing

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Home | Program Review Unit | Plan | Results | Data Collection Tools | Reports | Documents

By Outcome

Program - Business Administration (B.S. in Business Administration) > Results > By Outcome > Select Outcome

Outcome Name	Outcome	Outcome Status	
Communication Skills	Students will develop the communication skills vital to a business career	Active	select
Technological Skills	Students will develop basic technological skills to help prepare them for a business career	Active	select
Global Perspective	Students will	Active	select
Necessary Business Knowledge	Students will	Active	select
Ethical, Legal & Reasoning Abilities	Students will	Active	select

Select Assessment Method/Task

Select: Assessment Method

Assessment Method Category	Assessment Method	
Student Portfolios	Writtten communication skills will be evaluated via the percent of business students who pass the Junior Writing Portfolio in the semester it was submitted.	select
Course embedded assessments	Oral communication skills will be evaluated via the percent of business students who pass an oral presentation in ABUS 478: Strategic Mgt. The presentations are	select

Selecting an Outcome (above) will bring up the Select Assessment Method window and selecting an assessment method opens the result window (below)

Communication Skills : Students will develop the communication skills vital to a business career

Outcome: Assessment Method
Student Portfolios - Writtten communication skills will be evaluated via the percent of business students who pass the Junior Writing Portfolio in the semester it was submitted.
Target
Minimum of 80% of business students

Result: * 67% of Business students passed the Junior Writing Portfolio

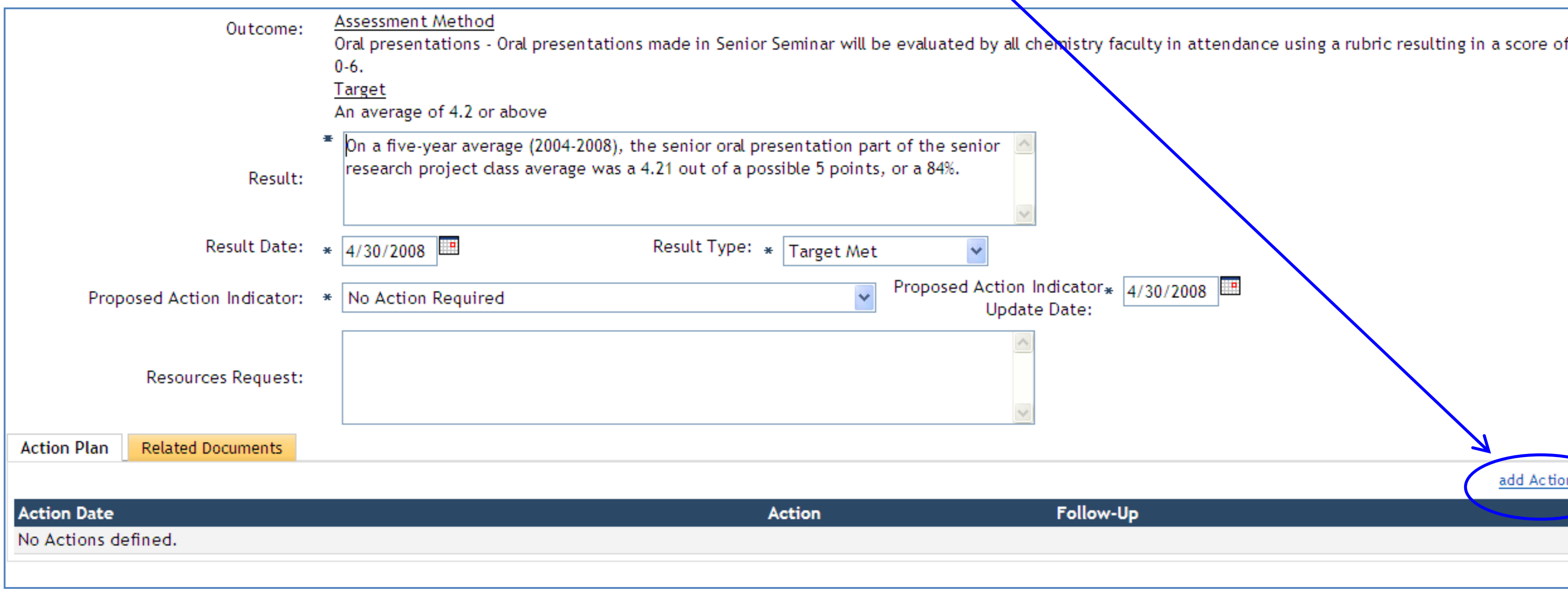
Result Date: * 6/19/2009 Result Type: * Target Not Being Met

Proposed Action Indicator: * Curricular Changes with no Additional Resources Requested Proposed Action Indicator Update Date: * 6/19/2009

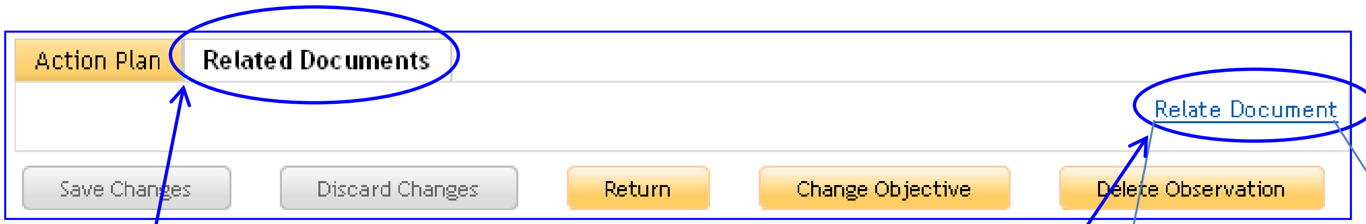
Resources Request:

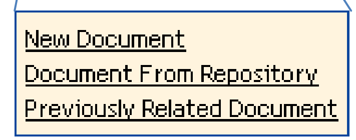
To Add an Action to a New Result:

After you have saved your new Result, select ***add Action*** > Select ***Save Changes*** button after editing



It is important to document actions associated with assessment activities. Actions need not be formal as in cases where one may wish to propose changes to the curriculum; instead, it is often the case where actions involve informal discussions of assessment results in a departmental meeting, or where a student learning outcome is emphasized more heavily within a course. It should also be noted that curricular changes do not always involve new courses. A plan could include practicing or reinforcing a student learning outcome in an existing course. Such proposals should be reflected by changes to the curriculum map.





To Relate a Document to a New Result:

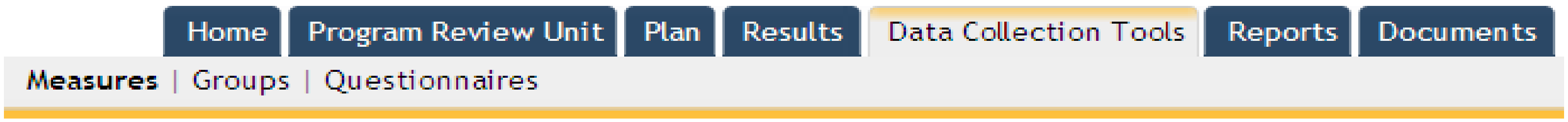
After you have saved your new Result, select the ***Related Documents*** tab > Select the ***Relate Document*** link at right > Select from ***New Document, Document from Repository, or Previously Related Document***

You may choose to “relate documents” to a particular Result. For example, you may have a chart, graph, Excel spreadsheet, Major Field Test Report or other type of file with multiple years of data that you wish to link to the result. Other related documents may be associated with your action plan, such as quotes for goods or services, or purchase request forms associated with a resource request. It is also possible to relate to a URL (i.e., a web site). This is particularly useful if you decide to make use of the data collection tools covered in the next section.

Relating a Document to a New Result:

- Choose ***New Document*** if you have not uploaded the document into TracDat yet
- Choose ***Document from Repository*** if the document has been uploaded into a folder in the Document Repository already
- Choose ***Previously Related Document*** if the document is already related to another Result

Tab 5: Data Collection Tools



This tab provides robust tools to assist you in collecting direct and indirect measures. Once collected, they can be exported to an Excel spreadsheet for analysis. Information collected through these tools ***does not*** automatically interface with your results reporting via the Results tab; however, one can link to the Data Collection tools as a related document in the Results area. For assistance in the development of measures and questionnaires, contact the Assessment Coordinator in the Office of Institutional Effectiveness.

Data Collection Tools Features:

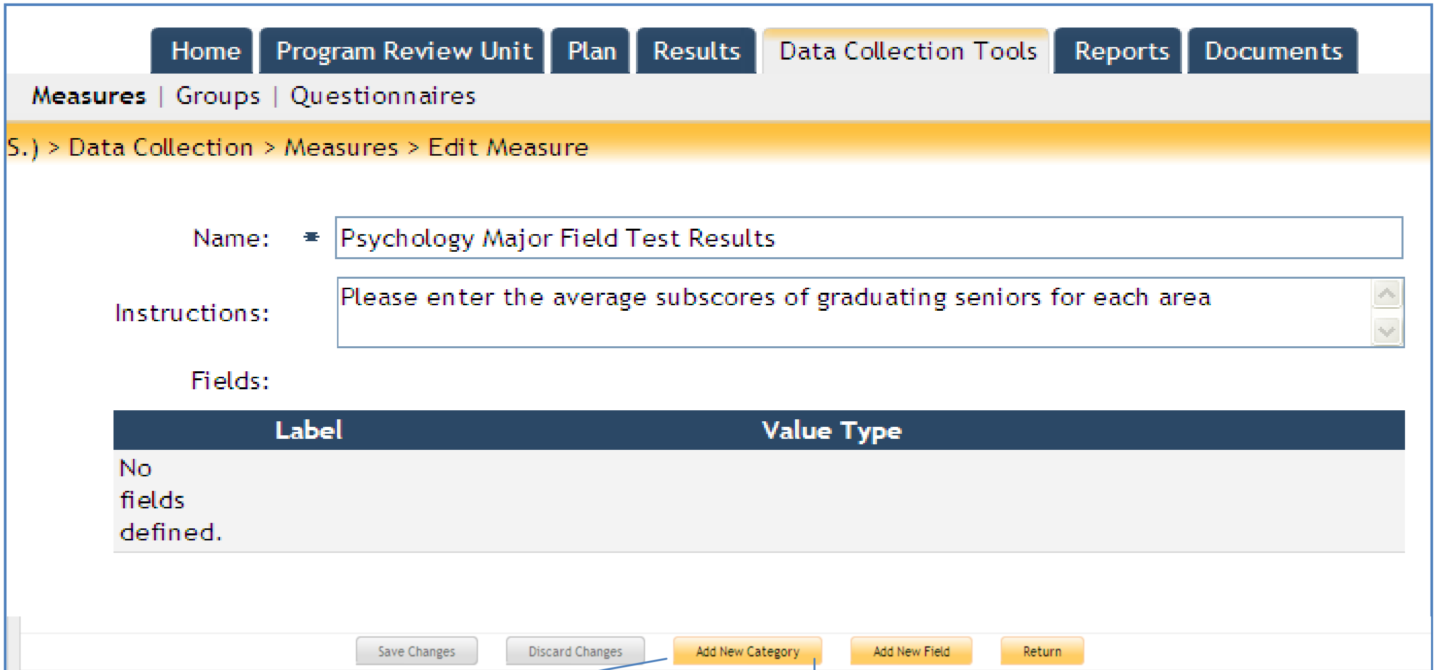
★ *Measures*
- Create basic data collection checklists or tables for your direct measures, and export the data for analysis

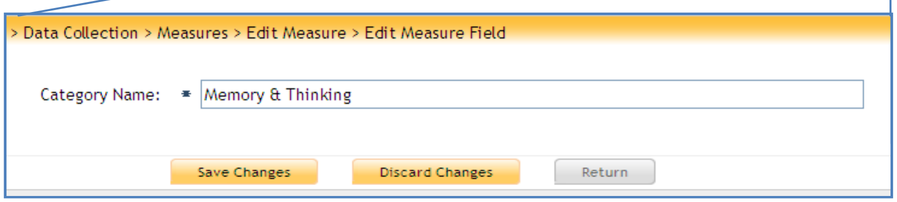
★ *Groups*
- Create groups (such as individuals or years) to send the data collection checklists
- Import lists of individuals
- Assign responsibility for the collecting measures to specific personnel

Measures and groups work together to create tables to organize direct measures, or can be useful in tracking daily or weekly operations. Using the analogy of a table, the measures area would create the columns of the table while the groups area would create the rows (or cases) of the table.

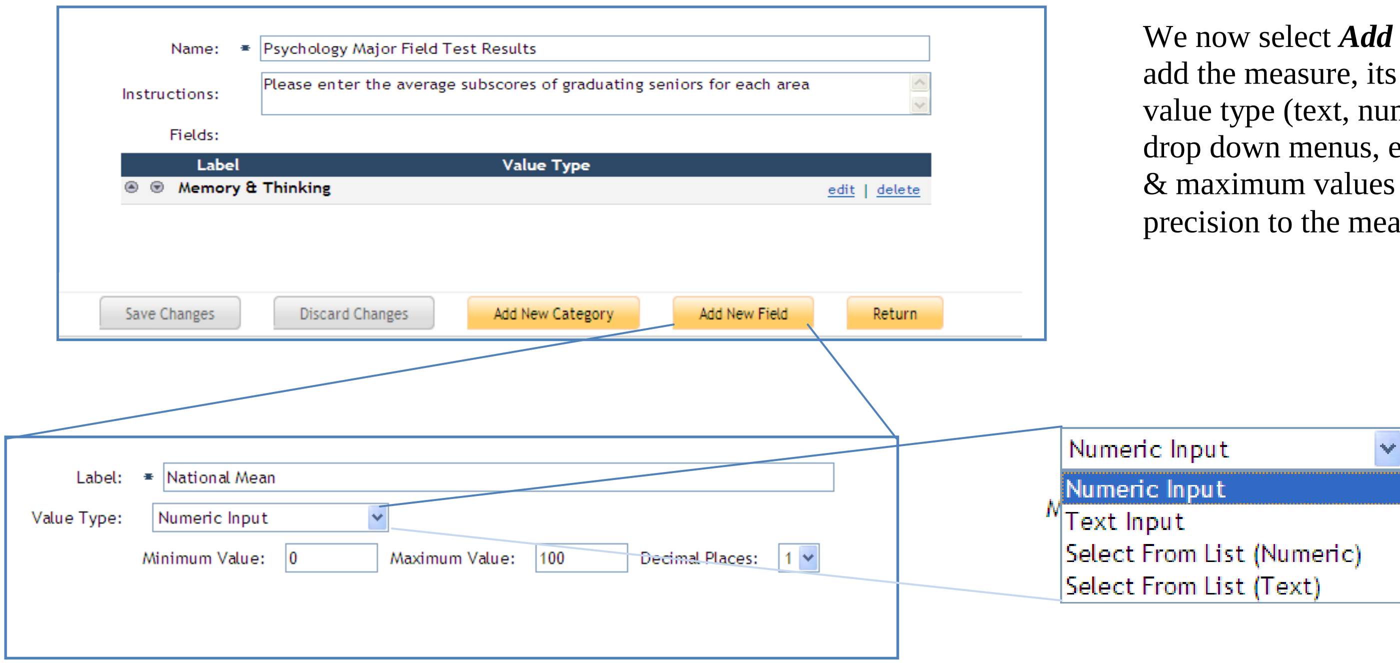
To add a new Measure:

Select Measures > Select ***Add New Measure*** > Enter the name of the Measure & instructions > Select ***Add New Category*** or ***Add New Field*** > Enter a name > Select which type of value the measure will be > enter item values if necessary > Select ***Save Changes*** button



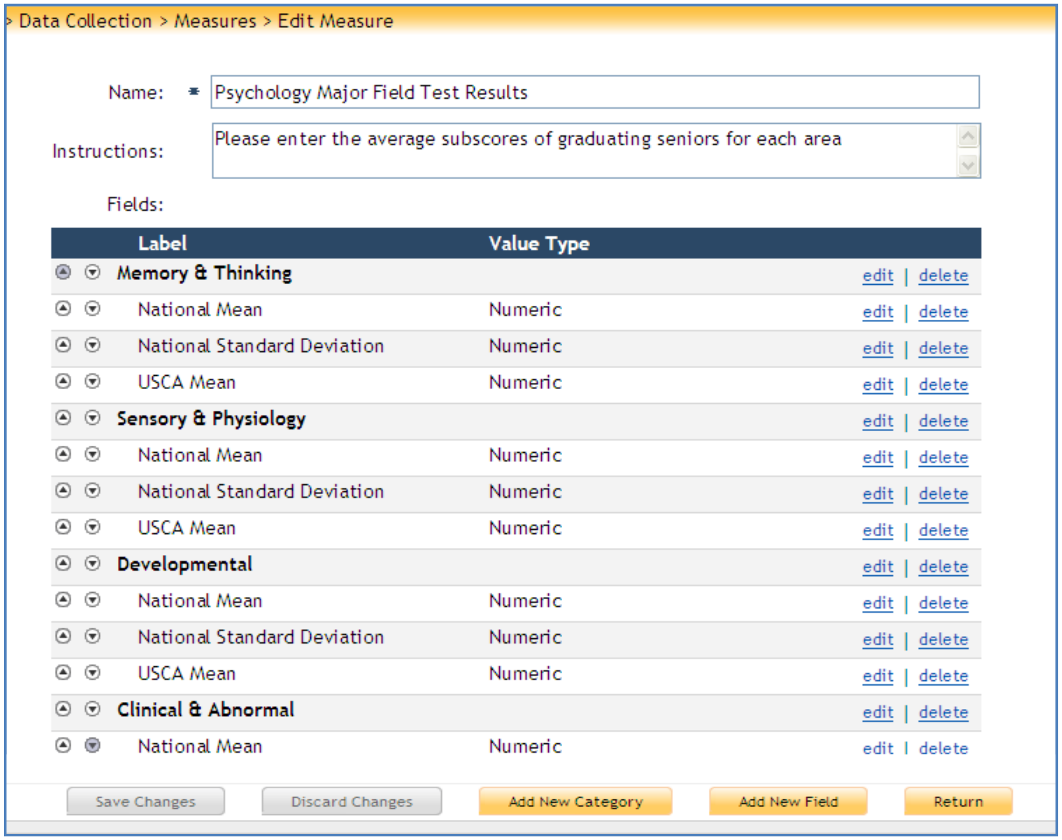


Categories allow you to group measures. In this example, we want to report national statistics as well as the mean of our seniors in several performance areas. We have elected to have each performance area serve as a category. After entering a name of the Category, select the ***"Save Changes"*** button. The result will be the next screen shot.



We now select ***Add New Field*** to add the measure, its label, its value type (text, numeric, radio or drop down menus, etc.), minimum & maximum values and degree of precision to the measure.

One would continue adding fields and categories to fully define the measure – in this example; we have three fields (National Mean, National Standard Deviation, and USCA Mean) for each of six categories (Memory & Thinking, Sensory & Physiology, Developmental, Clinical & Abnormal, Social, and Measurement & Methodology). Once completed, the screen would look like the following screen shot.



> Data Collection > Measures > Edit Measure

Name: * Psychology Major Field Test Results

Instructions: Please enter the average subscores of graduating seniors for each area

Fields:

Label	Value Type	
Memory & Thinking		edit | delete
National Mean	Numeric	edit | delete
National Standard Deviation	Numeric	edit | delete
USCA Mean	Numeric	edit | delete
Sensory & Physiology		edit | delete
National Mean	Numeric	edit | delete
National Standard Deviation	Numeric	edit | delete
USCA Mean	Numeric	edit | delete
Developmental		edit | delete
National Mean	Numeric	edit | delete
National Standard Deviation	Numeric	edit | delete
USCA Mean	Numeric	edit | delete
Clinical & Abnormal		edit | delete
National Mean	Numeric	edit | delete

Save Changes | Discard Changes | Add New Category | Add New Field | Return

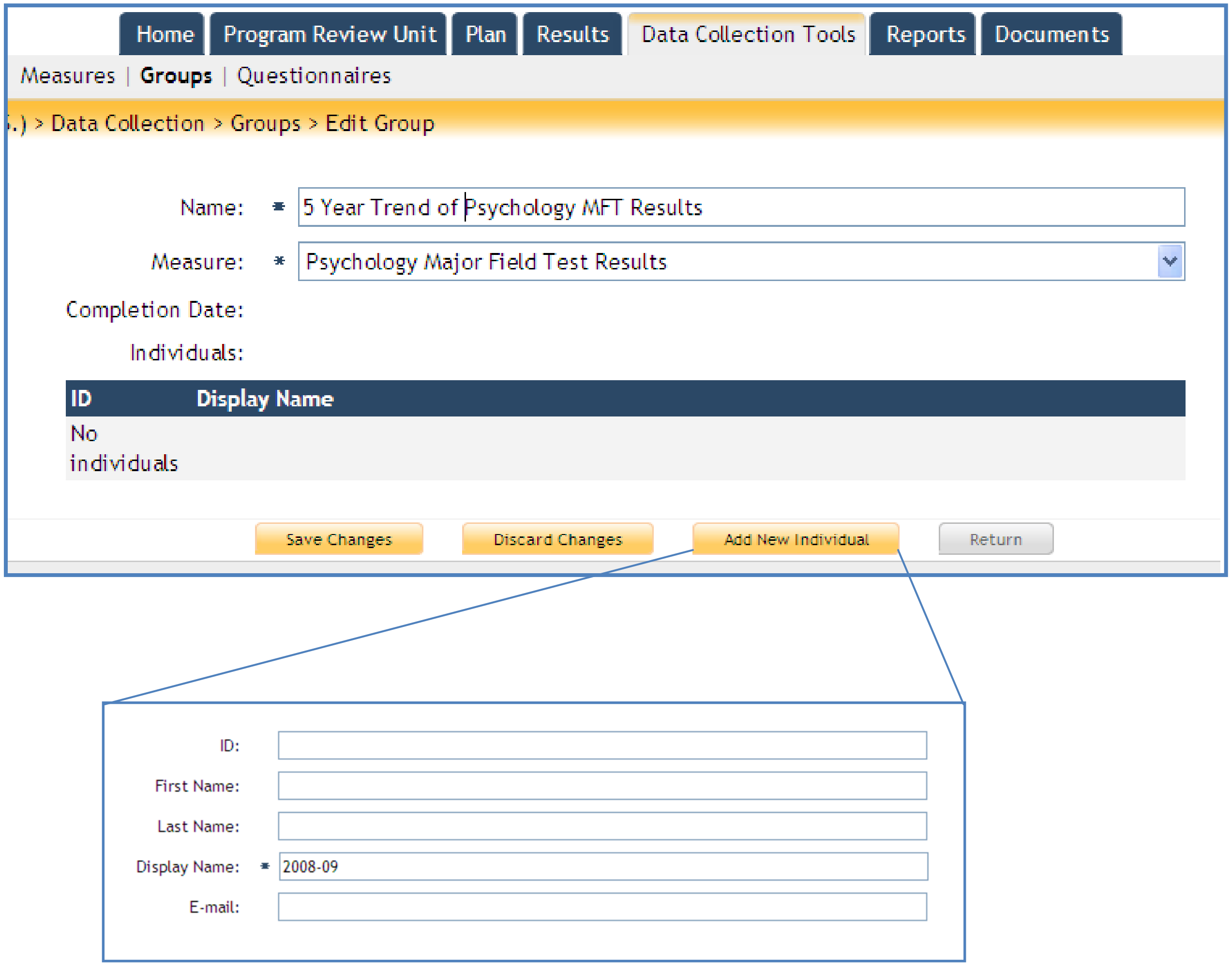
You can create as many measures as you like; however, there are three factors to consider when creating measures – do you want to see all values in a single table (in which case they should all be in one measure), do you want all values together on a single spreadsheet for further analyses (in which case they should all be in one measure because each measure that is created can be downloaded as a separate Excel spreadsheet), and who is to be assigned responsibility for collecting and reporting the data (if more than one person is assigned responsibility then measures should be broken out to represent that which is reported by individual personnel).

Categories and fields can be moved up or down using the arrows located in front of the Label column.

Once a measure has been created, the next step is to create groups "around" that measure. Groups could be individual students (e.g., if one wants a table of all students in a cohort), years, or semesters.

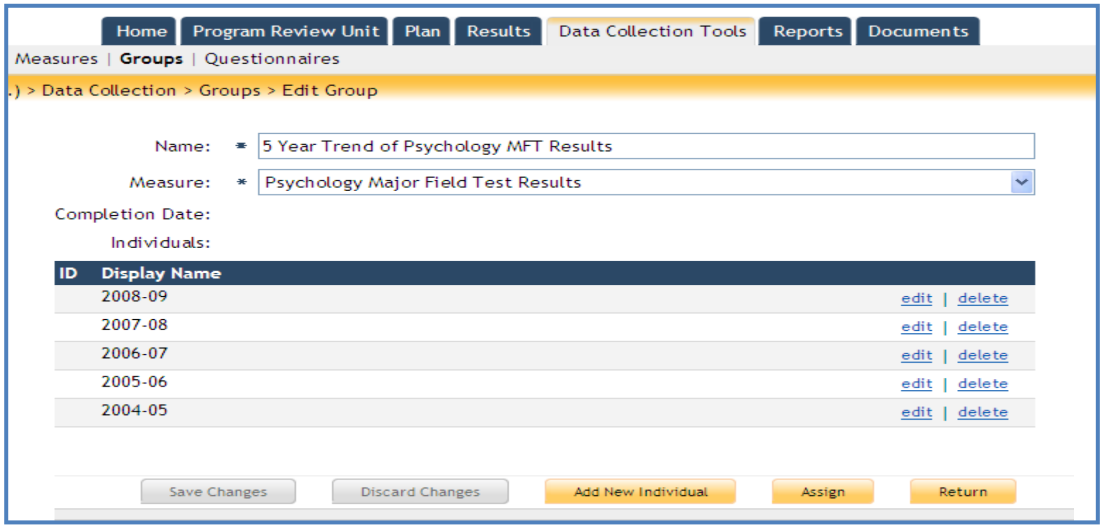
To add a new Group:

Select Groups > Select ***Add New Group*** > Enter the name of the Group > Select ***Measure*** from the drop down menu > A***dd New Individual*** > Select ***Save Changes*** button



After selecting a name and measure, select "***Add New Individual***". "Individuals" will show up as rows in your table. If you are collecting data on specific students or individuals, you can optionally add id, first name, last name, and e-mail. Alternatively, you can upload a roster of student names from an Excel spreadsheet and have the system create the rows of the table for you. The only required field (as marked by the asterisk) is the display name (or row title).

Continue to add individual rows, saving each one at a time. An example is represented in the next screen shot.



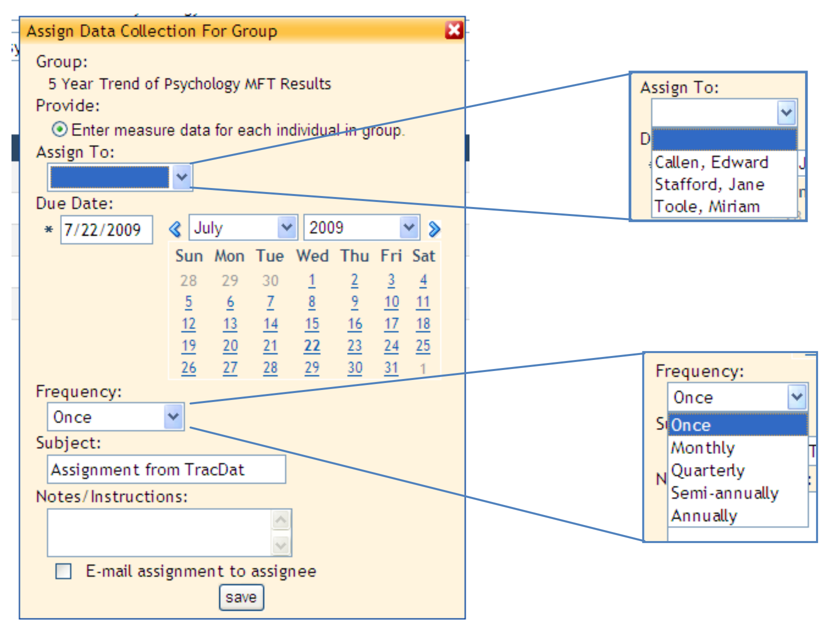
Once completed, you can select ***Return*** to go back to the groups level to add new groups.

You can also elect to ***assign*** responsibility for collecting the data and putting it into the table to either yourself or any other personnel within your program.

Assign Responsibility to Personnel

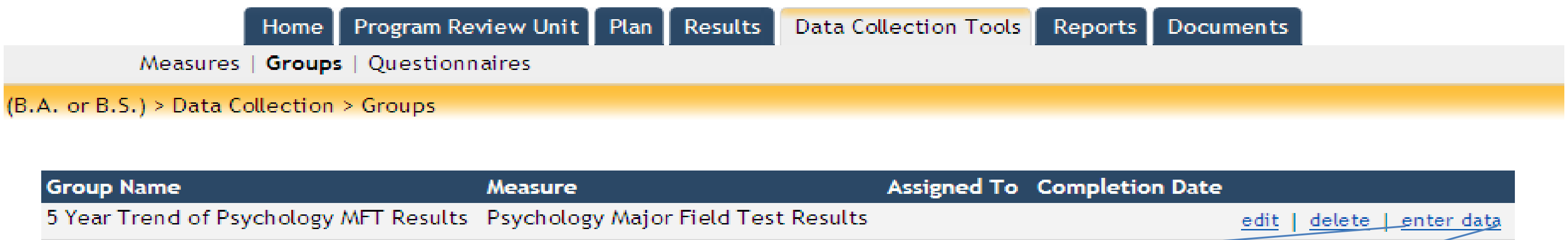
You may choose to assign responsibility for a particular table to either yourself or others in the program. Select ***Assign to*** > assign it to someone listed in the drop down menu > provide a due date and how frequent they need to report the information > write an e-mail message under notes/instructions > click on e-mail assignment to assignee > select ***save***.

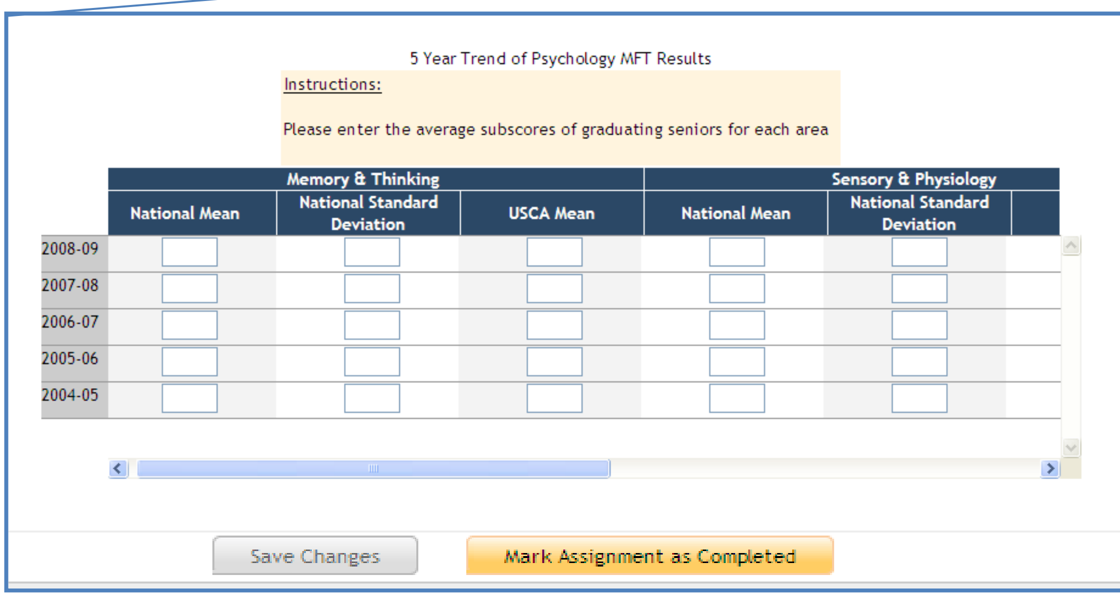
This will send an e-mail with links to the assignee which can then be placed in a Microsoft Outlook Calendar or other scheduling software.



To enter data into the Group (Table):

Select ***Groups*** > Select ***enter data*** for the Group Name ***or*** click on the e-mail link if the task was assigned > enter the data into the table > select ***Save Changes*** button

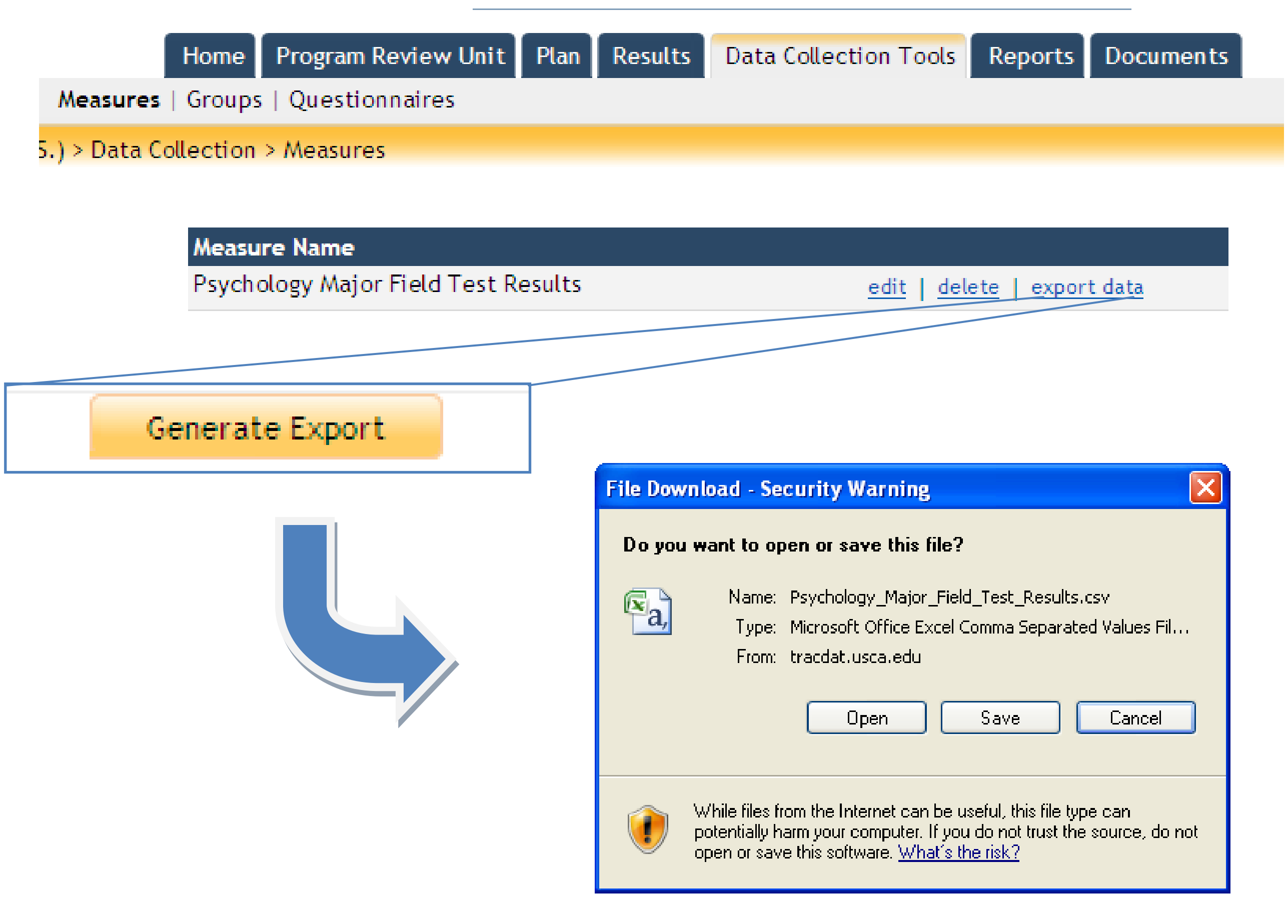




If the table was accessed through the assigned e-mail link, an option will appear on the bottom of the page to ***Mark Assignment as Completed***. This option is not available if the task was not assigned. Marking it as completed will make an appropriate notation on the Home tab.

To download data into an Excel spreadsheet for further analysis:

Select ***Measures*** > Select ***export data*** for the Measure Name > select ***Generate Export*** > ***Save*** the resulting Excel spreadsheet for future analysis.



Data should be collected on a frequent basis determined by the measure in question. Some measures are best collected on a weekly basis, while others may be more easily collected on a quarterly, semester, or annual basis. On a less frequent basis (at least once a year), the data that has been collected for each measure should be aggregated in the form of an average or other appropriate statistic and reported under the Results tab. While it is possible to enter weekly or monthly reports under the results tab, this will create a rather lengthy program review report.

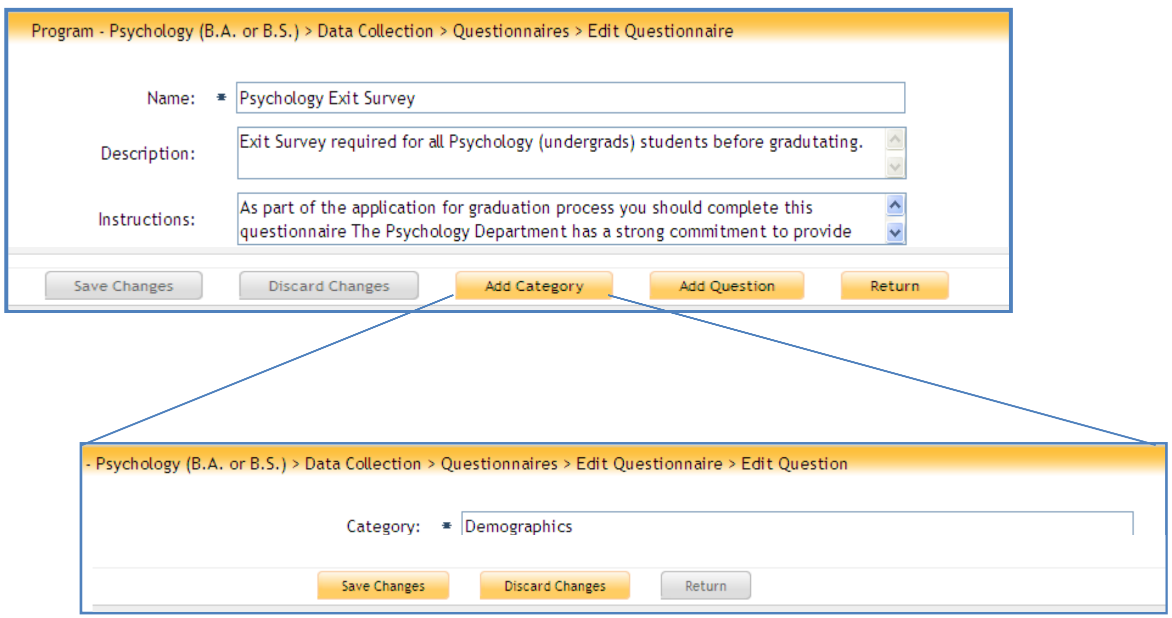
★ *Questionnaires*

- Create basic questionnaires, access them for surveys, and export the data for analysis

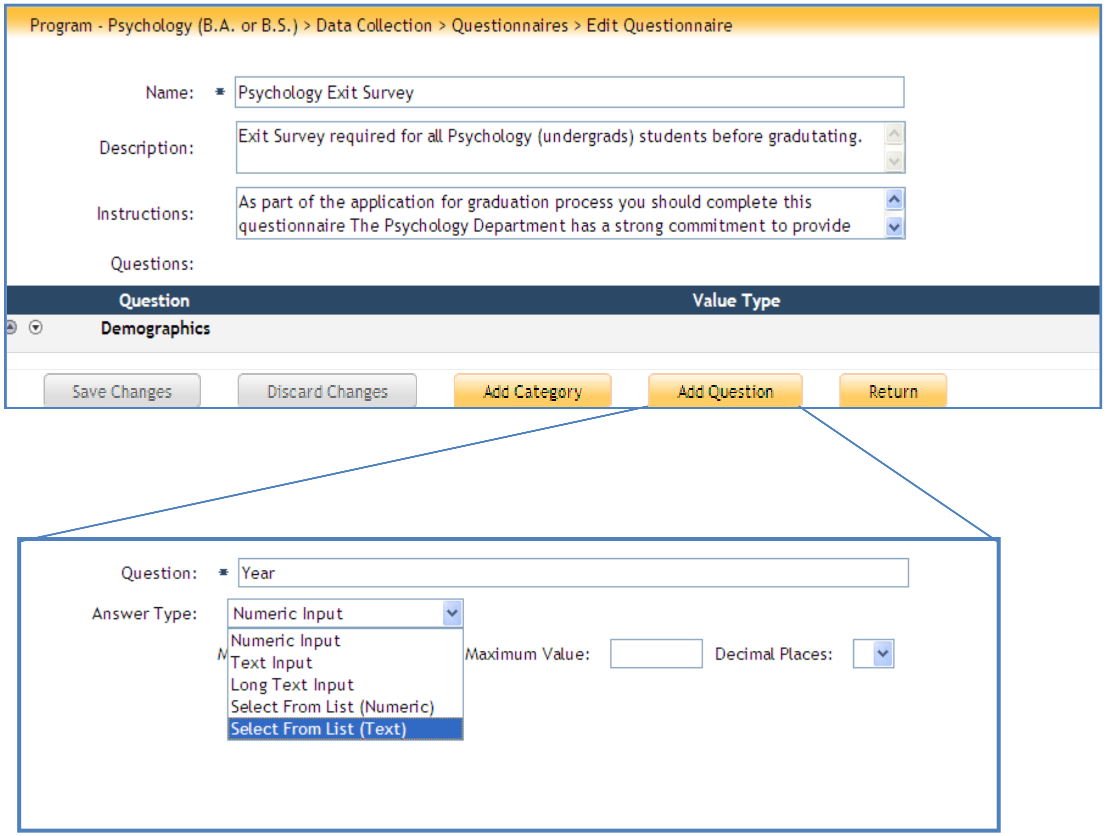
For assistance in the development of questionnaires, contact the Assessment Coordinator in the Office of Institutional Effectiveness.

To create a questionnaire:

Select ***Data Collection Tools*** > ***Questionnaires*** > Select ***Add Questionnaire*** > Add a name, description and instructions that will appear to respondents

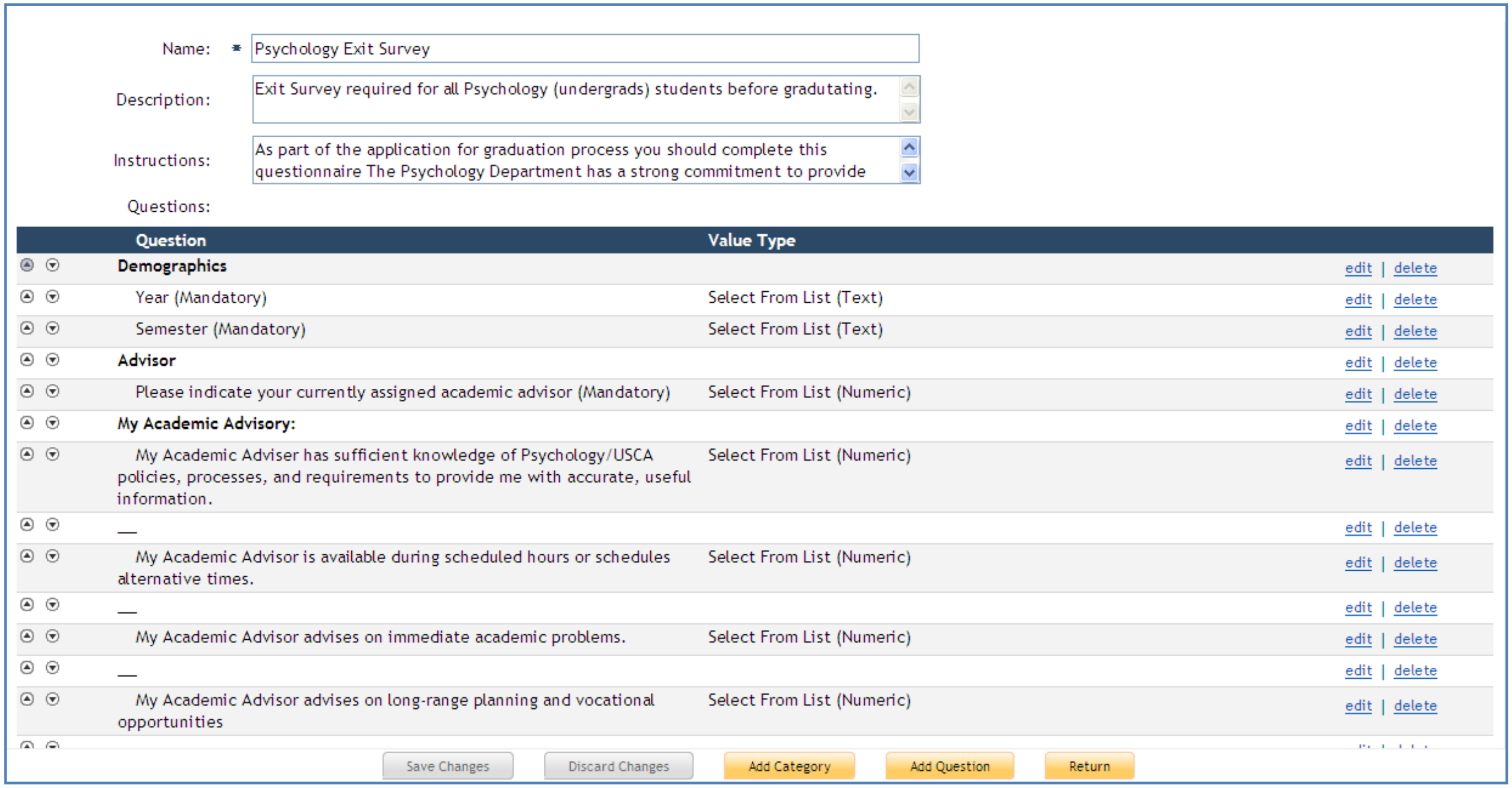


Categories allow you to group questions. In this example, we have several demographic questions before seniors are asked specific details about their experience within the major. After entering a name of the Category, select ***"Save Changes"***. The result will be the next screen shot.



We now select ***Add Question*** and specify the answer format as numeric (e.g., a rating scale), text input, long text input or selection from a list of options. When the question type being selected is “Select from List” , the questions unfortunately tend to run close together when the questionnaire is published. Our work around for this issue is to inset a category between each question consisting of a couple of underscores or dashes

If the question type is “Select from List”, identify whether you want a drop down menu or radio buttons, and add your items. One would continue adding questions and categories to fully define the questionnaire.



Name: * Psychology Exit Survey

Description: Exit Survey required for all Psychology (undergrads) students before gradutating.

Instructions: As part of the application for graduation process you should complete this questionnaire The Psychology Department has a strong commitment to provide

Questions:

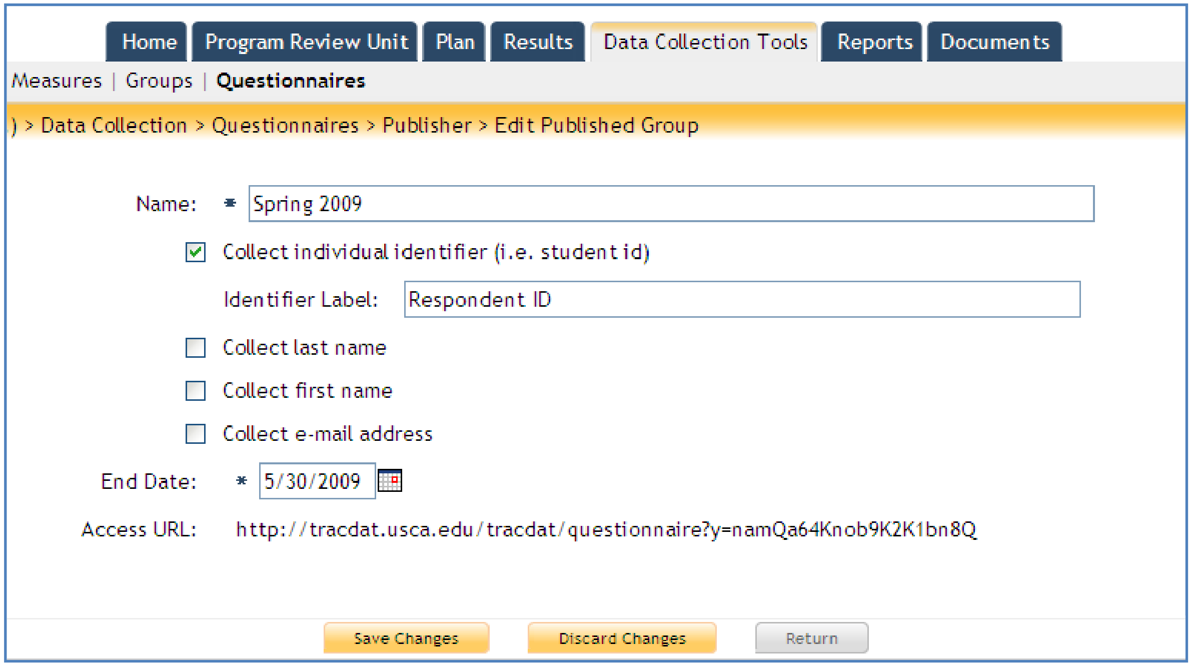
Question	Value Type	
Demographics		edit | delete
Year (Mandatory)	Select From List (Text)	edit | delete
Semester (Mandatory)	Select From List (Text)	edit | delete
Advisor		edit | delete
Please indicate your currently assigned academic advisor (Mandatory)	Select From List (Numeric)	edit | delete
My Academic Advisory:		edit | delete
My Academic Adviser has sufficient knowledge of Psychology/USCA policies, processes, and requirements to provide me with accurate, useful information.	Select From List (Numeric)	edit | delete
—		edit | delete
My Academic Advisor is available during scheduled hours or schedules alternative times.	Select From List (Numeric)	edit | delete
—		edit | delete
My Academic Advisor advises on immediate academic problems.	Select From List (Numeric)	edit | delete
—		edit | delete
My Academic Advisor advises on long-range planning and vocational opportunities	Select From List (Numeric)	edit | delete

Save Changes | Discard Changes | Add Category | Add Question | Return

Once a questionnaire has been created, the next step is to publish or "activate" the survey. A single questionnaire can be activated multiple times either sequentially or simultaneously.

To start a survey:

Select ***Data Collection Tools*** > Select ***Questionnaires*** > Select ***Add Published Group*** > Enter the name of the survey > Assign a Name > Select options regarding the collection of respondent identifiers > Assign an End Date > Select ***Save Changes*** button



If you wish to conduct an anonymous survey, do not check any of the optional boxes below Name. In some cases, as in the example of an exit survey from an academic program, students are required to complete the survey; thus, some means of tracking those who have responded is necessary. Assigning individual respondent ids is useful to track those who have completed the survey.

After clicking Save Changes, an Access URL will appear. This is the URL address you will give to your participants to access the survey.

To access the survey:

Either enter the URL directly into a web browser, or Select ***Data Collection Tools*** > Select ***Questionnaires*** > Select ***Publisher*** > click on ***access*** next to the published survey you wish to enter

USC Aiken - Institutional Effectiveness

Home | Program Review Unit | Plan | Results | Data Collection Tools | Reports | Documents

Measures | Groups | **Questionnaires**

5.) > Data Collection > Questionnaires > Publisher

Name: * Psychology Exit Survey

Description: Exit Survey required for all Psychology (undergrads) students before gradutating.

Published Groups:

Name	End Date	
Spring 2009	5/30/2009	edit | delete | access

TracDat Enterprise v4.0

tracdat.

Questionnaire

○ Wenzel
○ Other

My Academic Advisory:

My Academic Adviser has sufficient knowledge of Psychology/USCA policies, processes, and requirements to provide me with accurate, useful information.

○ Strongly Agree
○ Agree
○ Neutral

My Academic Advisor is available during scheduled hours or schedules alternative times.

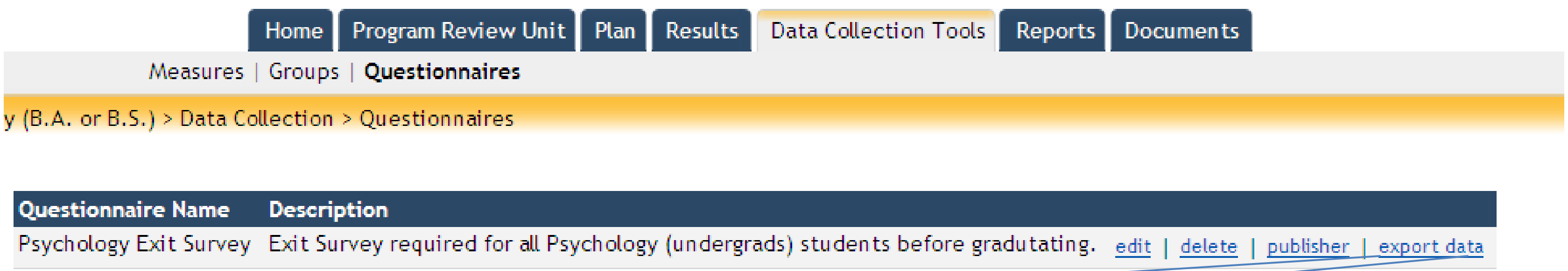
○ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

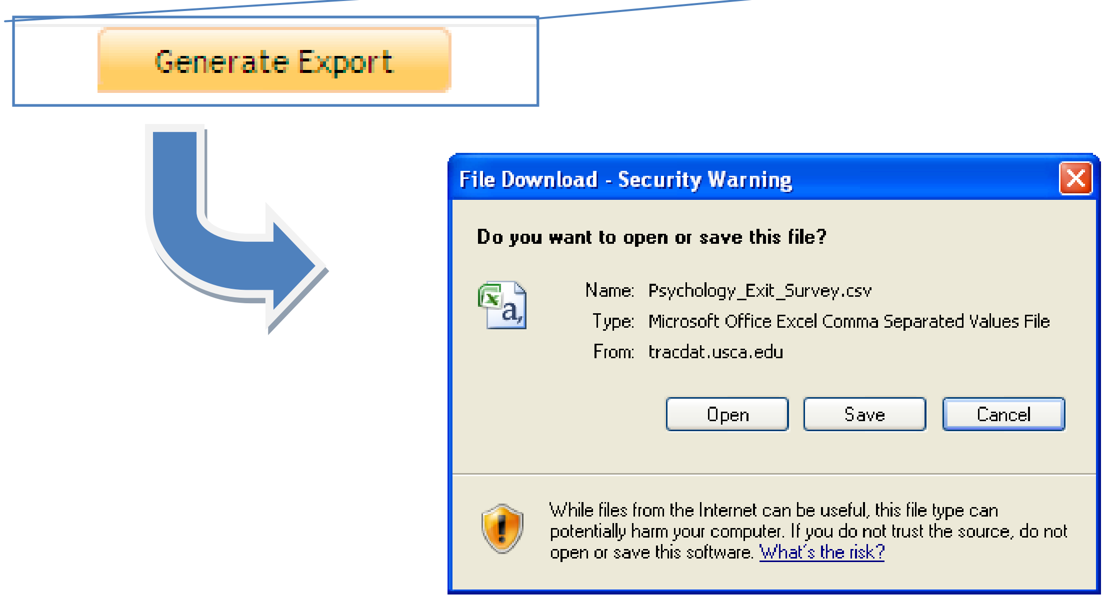
My Academic Advisor advises on immediate academic problems.

○ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

To download data into an Excel spreadsheet for further analysis:

Select ***Data Collection Tool s***> Select ***Questionnaires*** > Select ***export data*** for the Questionnaire > select ***Generate Export*** > ***Save*** the resulting Excel spreadsheet for future analysis





Data should be collected on a frequent basis and archived. Deleting published groups removes the data from the system. Similarly, maintaining a published group will add the data to the questionnaire and will be present in the exported file.

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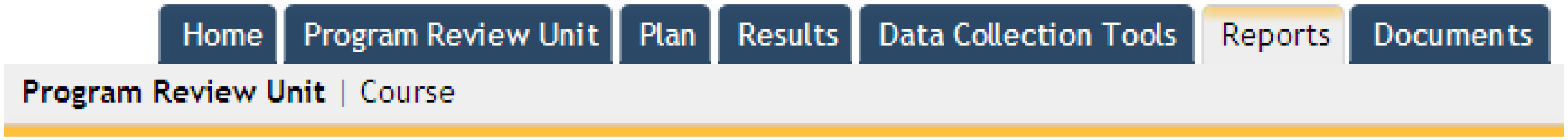
Tab 6: Reports



Reports Features:

★ *Program Review Unit or Course Reports List*

- Reports can be executed in either HTML (for viewing) or PDF (for printing)
- Report data is related to the Assessment Unit that is selected from the top drop-down menu

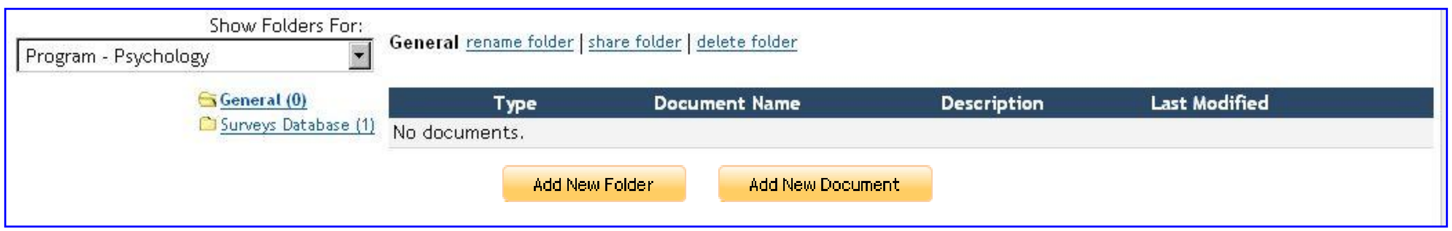
Report	Description	
Assessment Plan	This report shows the unit's assessment plan. It does not show the results of each assessment.	run
Program Review	This report shows the office's, program's, department's, or school's outcomes, assessment plan, results, and any action plans in a four column report. This report is useful for showing the results for a specific unit.	run
Curriculum Map	This report shows how each course is related to a program's outcomes using curriculum mapping.	run
Documents List	This report list all documents (files) stored in each folder for each unit.	run

Tab 7: Documents

Documents Features:

★ *Document Repository*

- View/Add/Edit/Share folders within the Assessment Unit
- Upload files to be related to Assessment Plans and Observations
- Ability to share documents across Assessment Units, Reporting Units, and the Institution
- General depository for any assessment documents



★ *Related Documents*

- View where current documents are related to Courses, Means of Assessment, and Results

ACADEMIC DEPARTMENTS & SCHOOLS

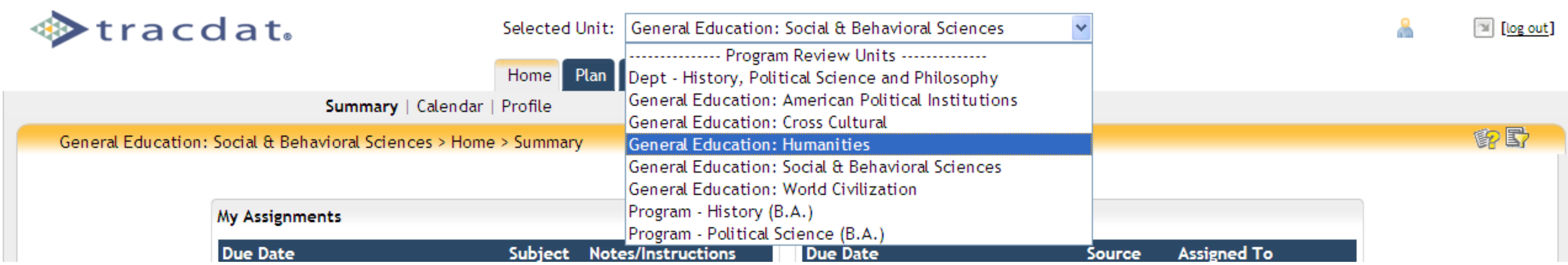
Accessing TracDat

To access TracDat go to the USC Aiken's Office of Institutional Effectiveness website (http://ie.usca.edu). In the left hand menu you will find a section entitled, "Assessment & Planning" within which will be a link to the TracDat server. You will need a username and password to enter the system. Please contact the Office of Institutional Effectiveness if you do not know or you need us to reset your username or password.

After entering your username and password, click on "Login".

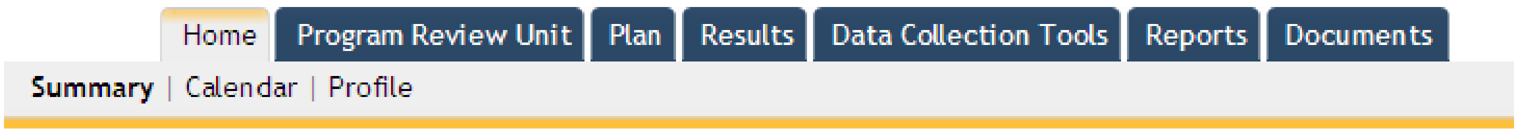
Selected Unit Drop-down Menu

At the top of the page you will find a drop down menu, entitled, "Selected Unit". All assessment units with which you are affiliated should be present among the drop-down options. Academic departments and schools will see a Dept or School option which will contain operational outcomes and their assessment, such as monitoring teaching loads, contact hours, degree and major tallies, research and creative activities of faculty, advisement activities, and professional or community service. Each degree program with which you are associated (e.g., B.A. in Political Science) will also be present. It is here that you will find the student learning outcomes and assessment activities associated with each degree program. Similarly, outcomes and assessment activities associated with each General Education area will also be available for selection.



After selecting Dept or School from the drop down menu, you will see six or seven heading tabs, depending upon your level of access. Individuals such as Chairs, Deans, or Assessment Coordinators who have administrative access will see seven headings, while faculty with user permission will see six. Each tab represents a different functional area of the software. These current tabs include: Home, Program Review Unit (admin access only), Plan, Results, Data Collection Tools, Reports, and Documents.

Tab 1: Home



Home Features:

★ *Summary*
- View your personal Assignments
- View Overdue Unit Assignments
- Brief description of Assessment Unit Outcomes and Results

★ *Calendar*
- Monthly view of Unit Assignments
- Create/view Reminder Entries for assessment purposes

★ *Profile*
- Add/change your email address
- Add your title, highest degree, contact information

To Add/Change Your Email Address:

Select ***Home*** Tab > Select ***Profile*** Subheading > Add/change email address > Select ***Save Changes*** button

- Change your Password

To Change Your Password:

Select ***Home*** **Tab** > Select ***Profile*** Subheading > Select ***Change Password*** button > Enter Current and New Passwords > Select ***Save Changes*** button

Tab 2: Program Review Unit (Admin access only)

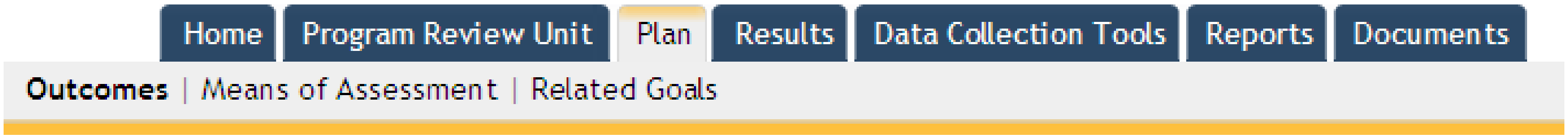
Program Review Unit Features:

★ *General*
- Overview/Description of the School or Department
- Department's or School's Mission Statement.

★ *Goals (Optional)*
- As a default, departments and schools have been configured without goals; instead, they have outcomes, which are specified under the ***Plan*** tab. In some cases, some departments and schools have clustered several outcomes into overarching goals. If this is the case for your unit, then call the Office of Institutional Effectiveness and the goal option will be activated for you.

★ *Personnel*
- View personnel (faculty and staff) who have access to the Assessment Unit
- Add/Remove personnel access to Assessment Unit (if you have a new faculty member, staff or student worker who you want to have access to TracDat, and you do not see them listed, please contact the Office of Institutional Effectiveness to have them added to the personnel list)

Tab 3: Plan



Plan Features:

★ *Outcomes*

- Rearrange the order of Outcomes using the up or down arrows immediately in front of the Outcome Name
- View/Add/Edit Outcomes for the School or Department

To Add/Modify an Outcome:

[Select the desired Department or School from the top drop down menu >] Select ***Plan*** Tab > Select ***Outcomes*** Subheading > Select ***Add New Outcome*** or Select ***Edit or Copy*** next to a current Outcome > Make changes > Select ***Save Changes*** button after editing

DO NOT select *Delete* !!!

If at any time you no longer wish an existing outcome to be active, please select ***Edit*** and change the Outcome Status to be ***Inactive*** or ***Complete*** and add an end date rather than deleting it – this ensures the historical integrity of the database

To facilitate decisions regarding personnel and resource allocations to departments and schools, seven standard outcomes of Faculty Load, Program Productivity, Class Size, Scholarly Research & Creative Endeavors, Professional Service, Community Service, and Academic Advisement have been established. However, departments and schools may establish additional operation outcomes. The standard outcomes and their means of assessment correspond to the charts previously included at the beginning of the program review reports.

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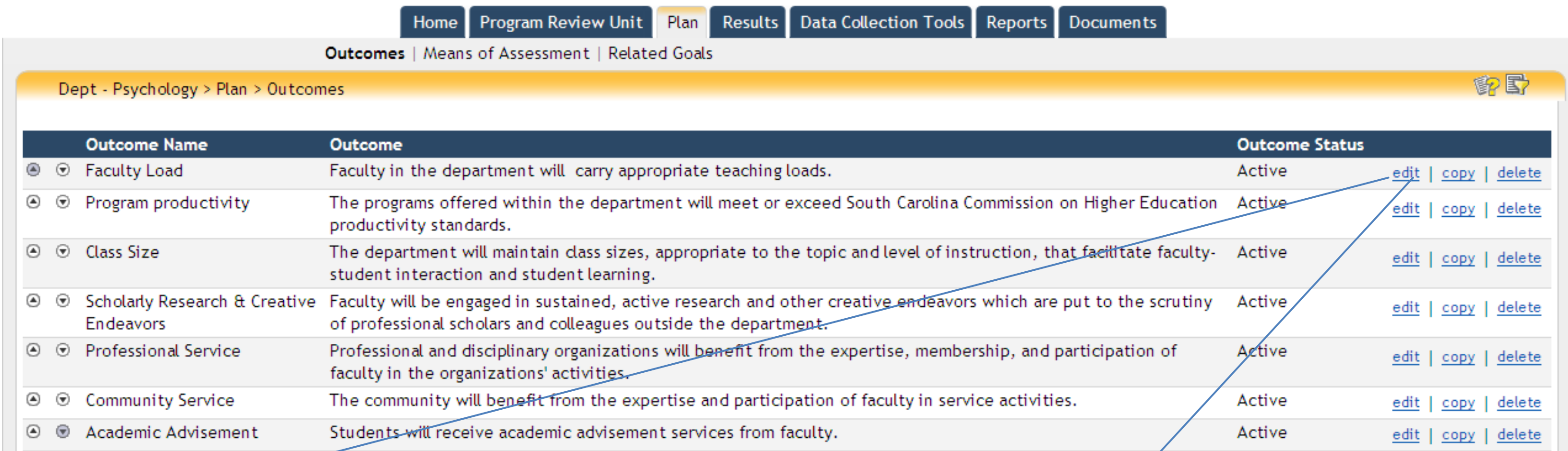
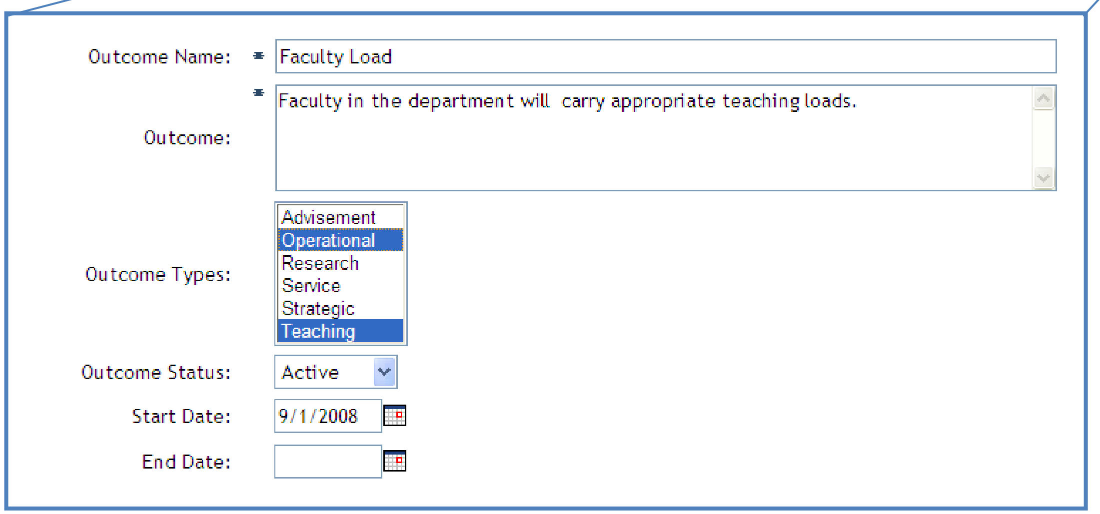

Home | Program Review Unit | Plan | Results | Data Collection Tools | Reports | Documents

Outcomes | Means of Assessment | Related Goals

Dept - Psychology > Plan > Outcomes

Outcome Name	Outcome	Outcome Status	
Faculty Load	Faculty in the department will carry appropriate teaching loads.	Active	edit | copy | delete
Program productivity	The programs offered within the department will meet or exceed South Carolina Commission on Higher Education productivity standards.	Active	edit | copy | delete
Class Size	The department will maintain class sizes, appropriate to the topic and level of instruction, that faciltate faculty-student interaction and student learning.	Active	edit | copy | delete
Scholarly Research & Creative Endeavors	Faculty will be engaged in sustained, active research and other creative endeavors which are put to the scrutiny of professional scholars and colleagues outside the department.	Active	edit | copy | delete
Professional Service	Professional and disciplinary organizations will benefit from the expertise, membership, and participation of faculty in the organizations' activities.	Active	edit | copy | delete
Community Service	The community will benefit from the expertise and participation of faculty in service activities.	Active	edit | copy | delete
Academic Advisement	Students will receive academic advisement services from faculty.	Active	edit | copy | delete



By clicking on ***edit*** or ***add new outcome*** a window will open to allow you to specify the outcome. Select the type of outcome as ***Advisement, Operational, Research, Service, Strategic,*** or ***Teaching.*** A given outcome can be more than one type. For example, a stated outcome may be tied to the Strategic Plan, making it ***Strategic***, while at the same time it may be ***Operational*** and ***Teaching*** related**.** To select more than one type, hold down the Ctrl key while clicking on each type.

★ *Means of Assessment*

- Rearrange the order of Assessment Methods using the up or down arrows immediately in front of the Assessment Method name
- View/Add/Edit Assessment Methods related to each Outcome
- Identify the Assessment methods, the type of measure (direct or indirect), and schedules for the collection of data
- Relate documents such as rubrics or normative data charts to assessment methods
- Assign responsibility for the collecting of assessment data by a particular date to personnel (including self) within the unit with the option of emailing the task to the individual and adding this to one's Microsoft Outlook Calendar

To Add/Modify an Assessment Method:

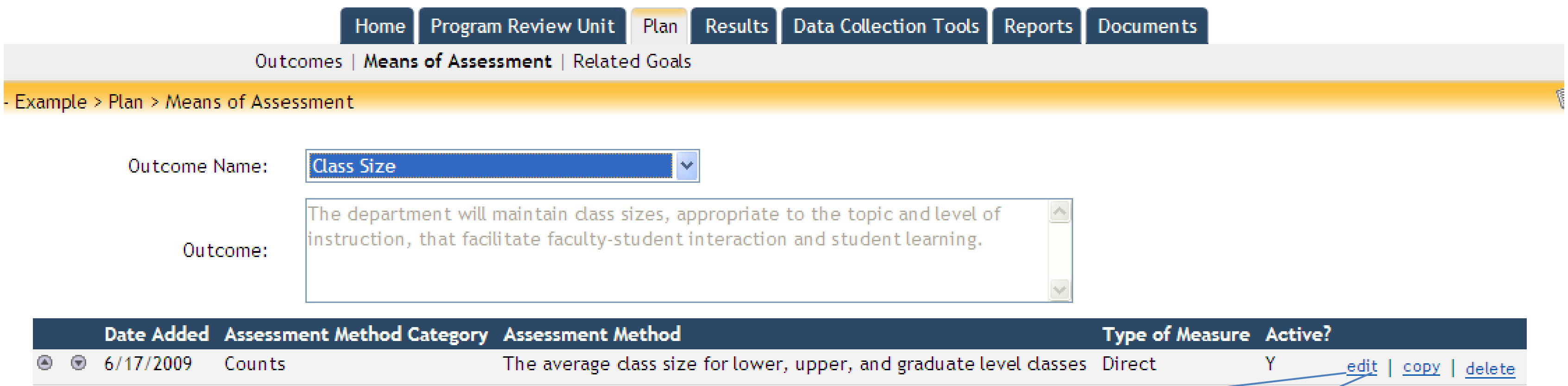
[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Means of Assessment*** Subheading > Select ***Outcome Name*** from the drop-down menu > ***Add New Assessment Method*** or Select ***Edit or Copy*** next to a current Means of Assessment > Make changes > Select ***Save Changes*** button after editing

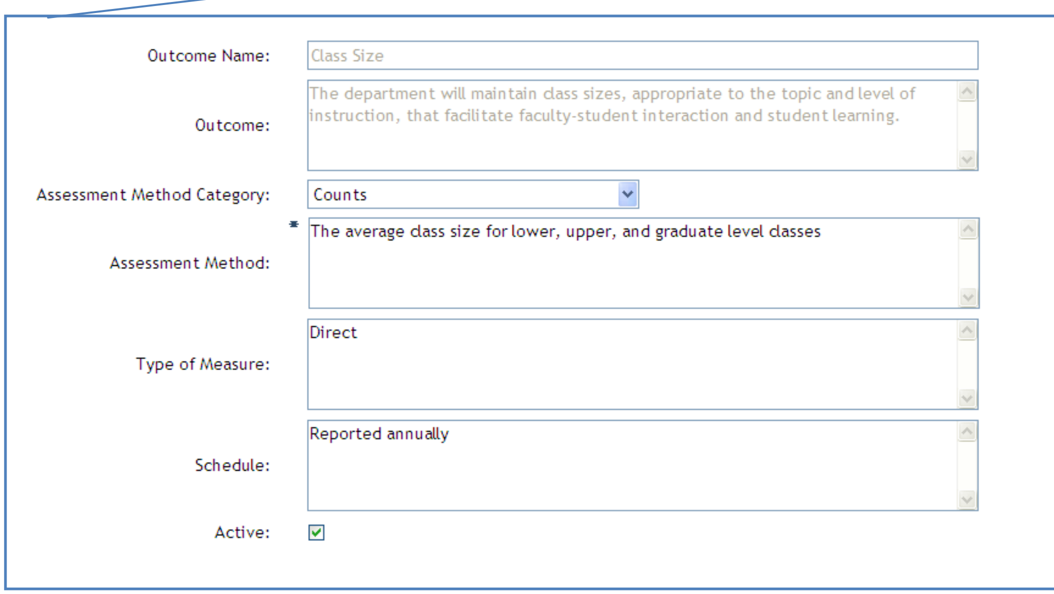
DO NOT select *Delete* !!!

If at any time you no longer wish an existing Means of Assessment to be active, please select ***Edit*** and remove the check in the ***Active*** box to make it ***Inactive***

Indirect Assessments are methods that measure ones perception of what has been learned, appreciated, or gained (e.g., a question asking students to rate on a scale from 1-4 how much they have learned from your program).

Direct Assessments are methods that actually measure ones knowledge, skill, or values (e.g., a standardized test that includes factual questions to assess what has been gained).





If you are adding a new assessment method or editing an existing one, you can select one of many different types of assessments from the drop down menu ***Assessment Method Category***.

Looking through the options of the drop down menu may assist you in identifying new ways to assess your outcomes.

You may choose to "relate documents" to a particular assessment method. For example, you may have a standardized rubric or other evaluative instrument that you wish to link to the assessment method, or you may have normative tables associated with a particular standardized test.

To Relate Documents to an Assessment Method:

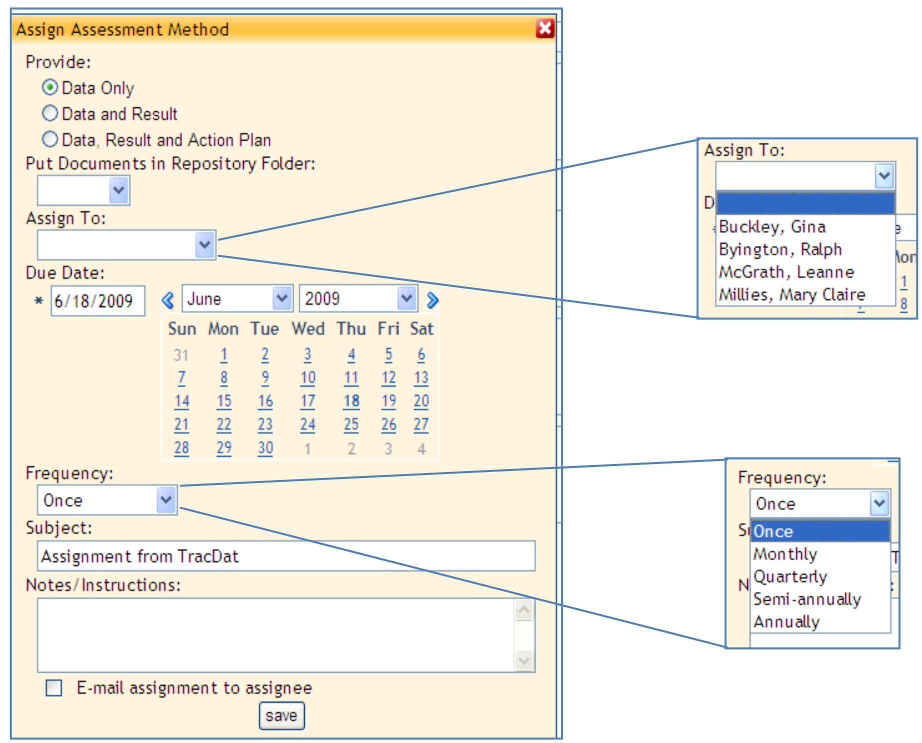
[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Means of Assessment*** Subheading > Select ***Outcome Name*** from the drop-down menu > Select ***Edit*** next to a current Means of Assessment > Select ***Relate documents*** button > click on the ***Relate document*** link >

- Choose ***New Document*** if you have not uploaded the document into TracDat yet
- Choose ***Document from Repository*** if the document has been uploaded into a folder in the Document Repository already
- Choose ***Previously Related Document*** if the document is already related to another Result

Assign Responsibility to Personnel

You may choose to assign responsibility for a particular assessment method to either yourself or others in department. Indicate what you want submitted and if you want it in a particular folder in TracDat > assign it to someone listed in the drop down menu > provide a due date and how frequent they need to report the information > write an e-mail message under notes/instructions > click on e-mail assignment > save.

This will send an e-mail with links to the assignee which can then be placed in a Microsoft Outlook Calendar or other scheduling software.



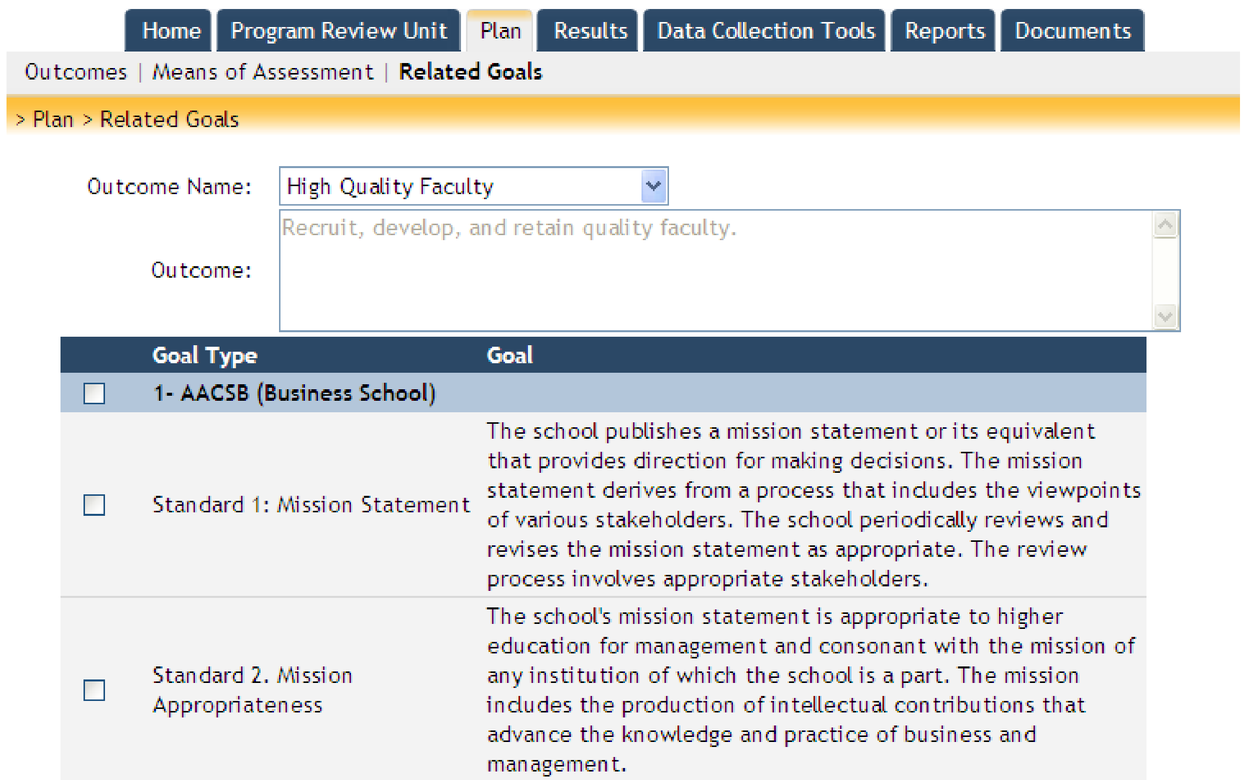
★ *Related Goals*

- Relate unit level outcomes to accrediting body standards, institutional goals, division level goals, or unit level goals

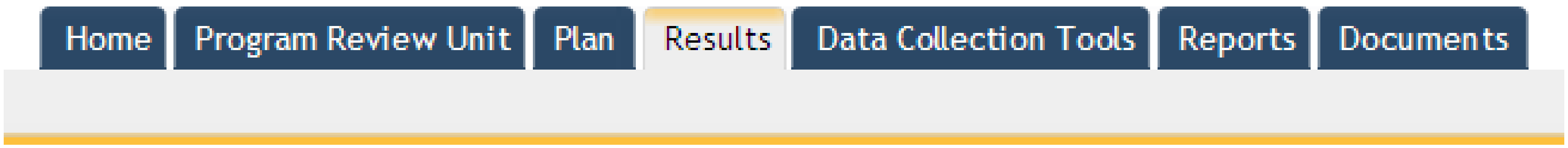
To Relate Goals to an Outcome:

[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Related Goals*** Subheading > Select the desired ***Outcome Name*** from the drop down > ***Check the box*** next to each goal or standard that relates to the Outcome (you can select/deselect all by toggling the topmost check box of each section – next to the name of the Reporting Unit/Institution)

Select ***Save Changes*** button



Tab 4: Results



Results Feature:

★ *By Outcome*

- Displays Results by Outcome
- View/Add/Edit these Results as well as any Actions and Related Documents (such as charts, or spreadsheets) linked to the Result

To add a new Result to an Outcome:

[Select the desired Unit from the top drop down menu >] Select Results Tab > Select ***Add New Result*** at bottom > Select the ***Outcome*** to which the Results ties > Select the ***Assessment Method*** to which the Result ties > Add ***Result data*** and ***required fields*** > Select ***Save Changes*** button after editing

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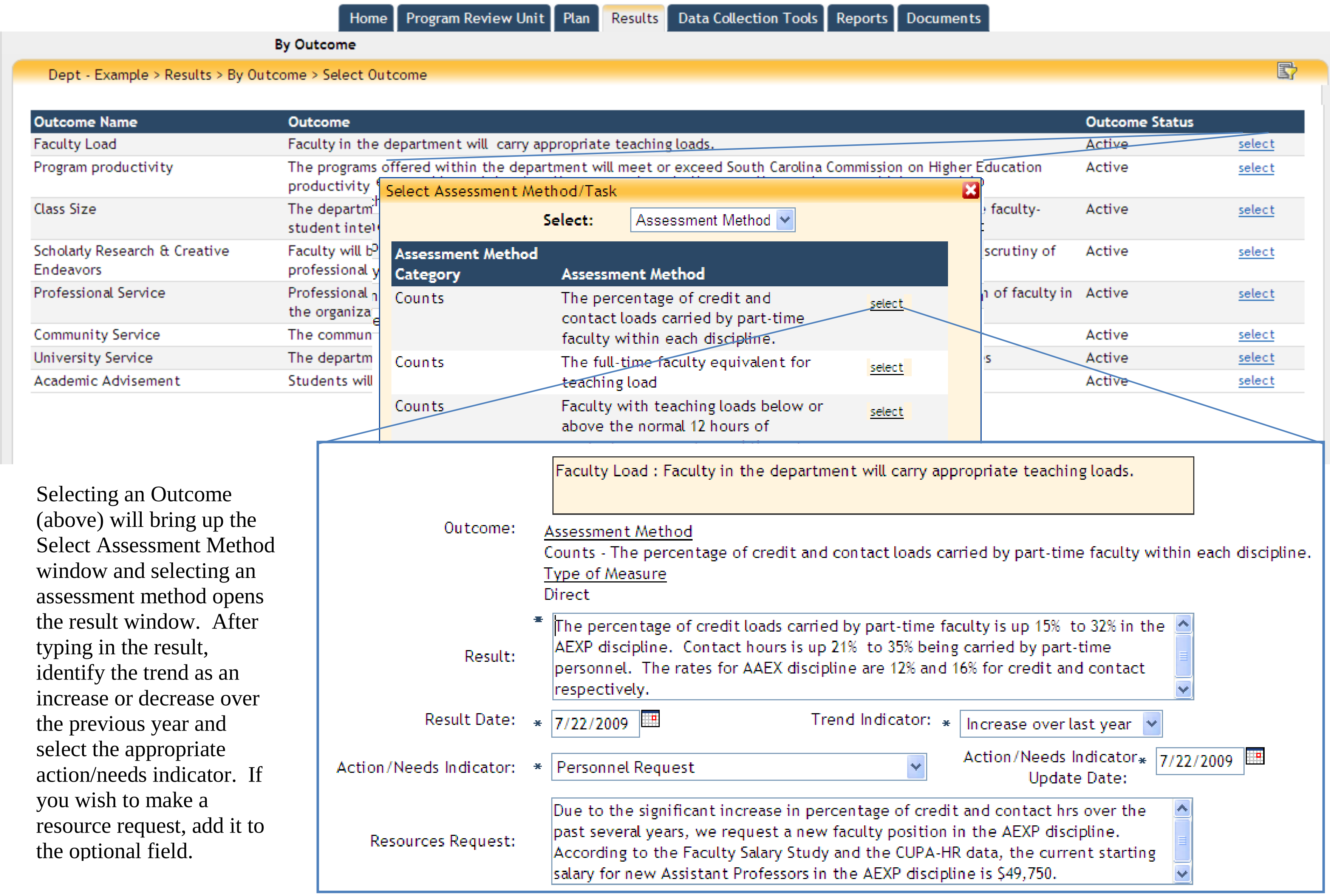
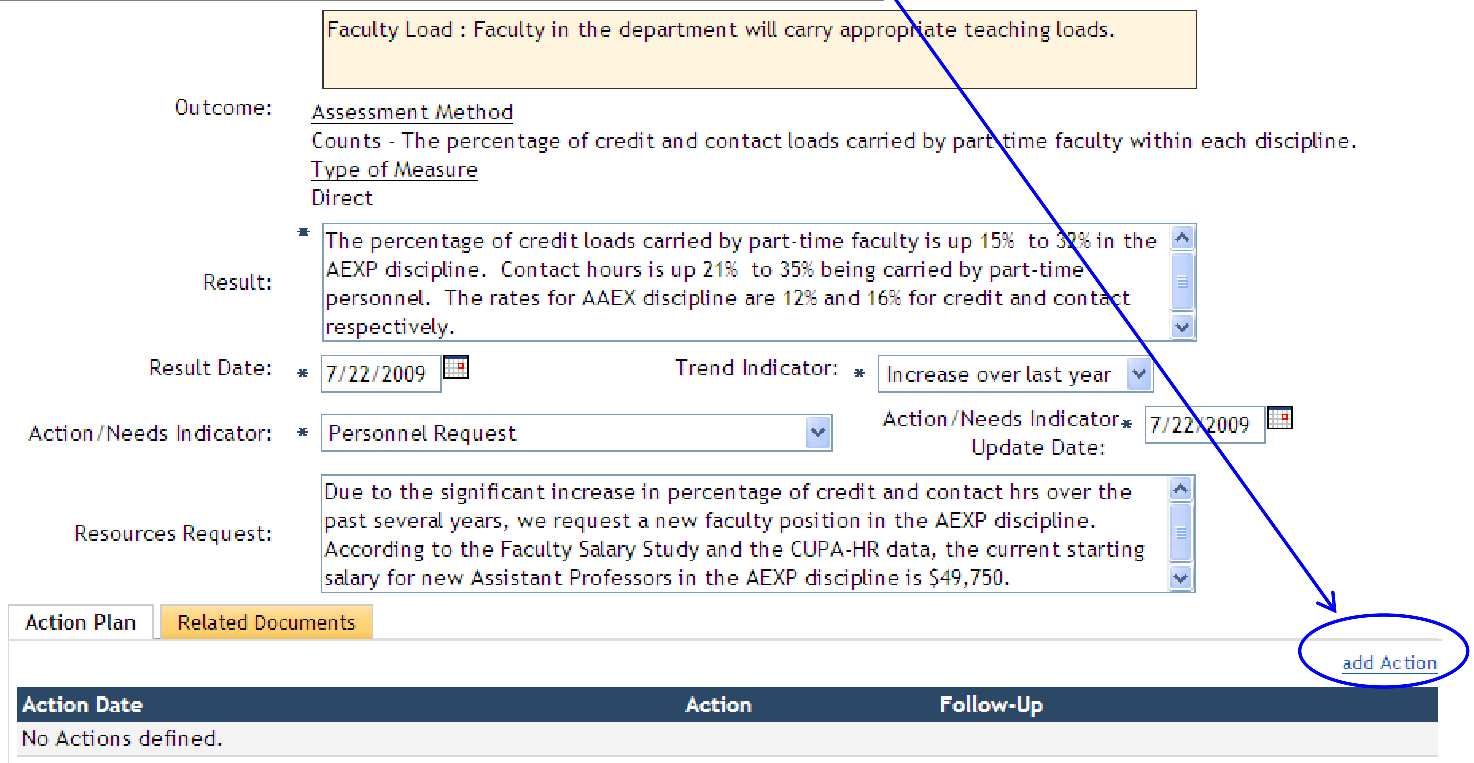


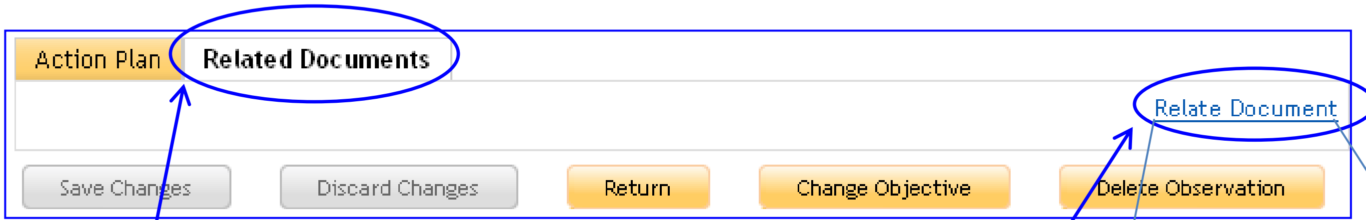
Selecting an Outcome (above) will bring up the Select Assessment Method window and selecting an assessment method opens the result window. After typing in the result, identify the trend as an increase or decrease over the previous year and select the appropriate action/needs indicator. If you wish to make a resource request, add it to the optional field.

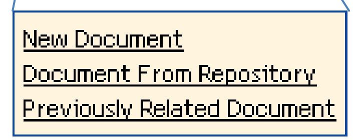
To add an Action to a New Result:

After you have saved your new Result, select ***add Action*** > Select ***Save Changes*** button after editing



Action plans are appropriate regardless of the presence or absence of a resource request. For example, a change in the frequency of course offerings could reduce the percentage of credit loads carried by part-time faculty. Plans to address the finding should be indicated in the Action Plan. The inclusion of a plan and timeline to advertise and hire could also be included in this area. Follow-ups can be added to the action plan throughout the year.





To Relate a Document to a New Result:

After you have saved your new Result, select the ***Related Documents*** tab > Select the ***Relate Document*** link at right > Select from ***New Document, Document from Repository, or Previously Related Document***

You may choose to "relate documents" to a particular Result. For example, you may have a chart, graph, Excel spreadsheet, or other type of file with multiple years of data that you wish to link to the result. You can also link to an URL (website) such as a table in the Data Collection Tools tab. Other related documents may be associated with your action plan, such as quotes for goods or services, or purchase request forms associated with a resource request.

Relating a Document to a New Result:

- Choose ***New Document*** if you have not uploaded the document into TracDat yet
- Choose ***Document from Repository*** if the document has been uploaded into a folder in the Document Repository already
- Choose ***Previously Related Document*** if the document is already related to another Result

Tab 5: Data Collection Tools

This tab provides robust tools to assist you in collecting direct and indirect measures. Once collected, they can be exported to an Excel spreadsheet for analysis. Information collected through these tools ***does not*** automatically interface with your results reporting via the Results tab; however, one can link to the Data Collection tools as a related document in the Results area. For assistance in the development of measures and questionnaires, contact the Assessment Coordinator in the Office of Institutional Effectiveness.

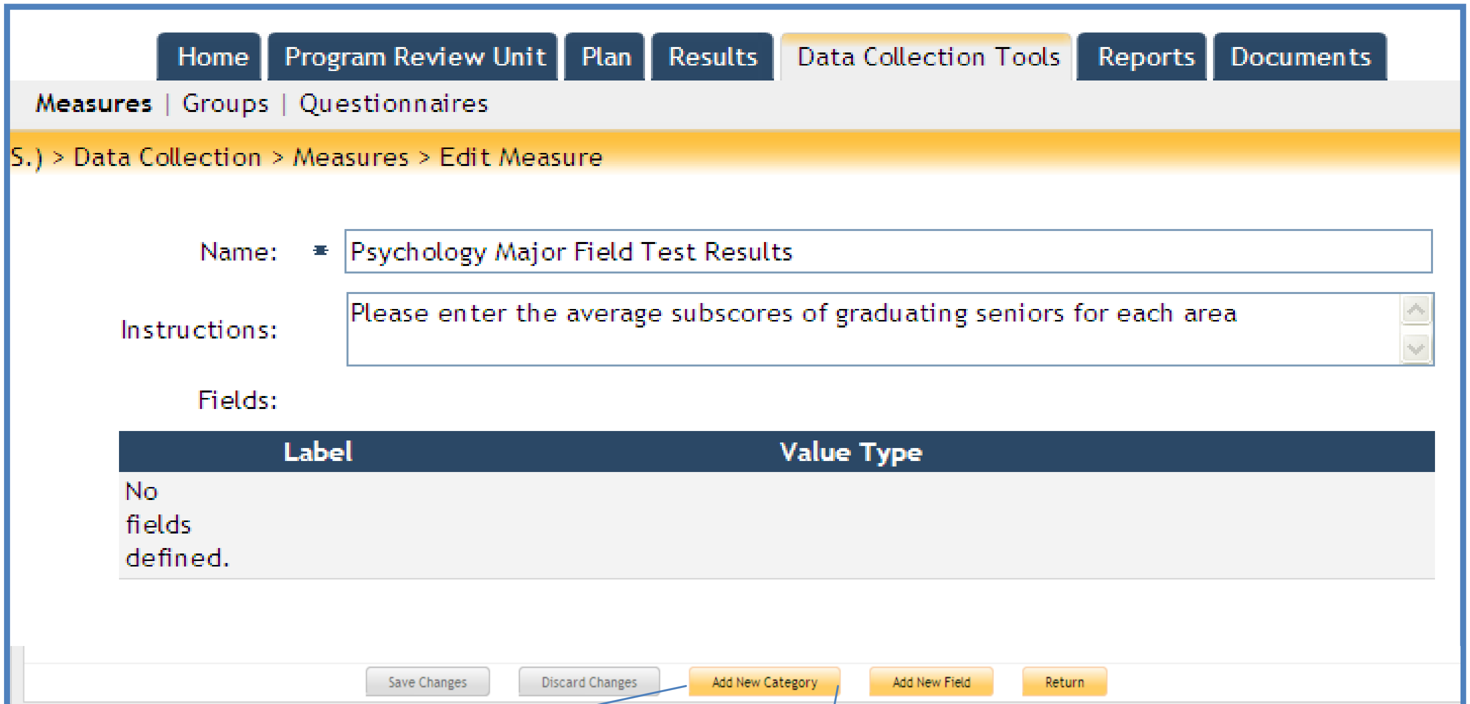
Data Collection Tools Features:

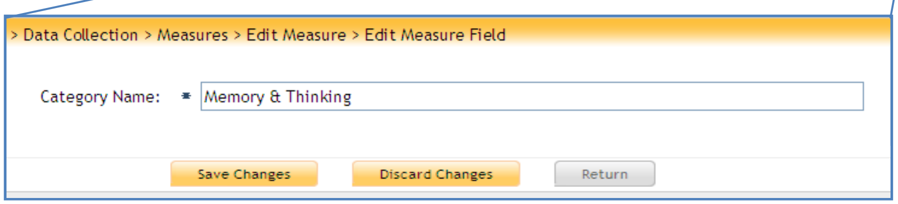
- ★ *Measures*
  - Create basic data collection checklists or tables for your direct measures, and export the data for analysis
- ★ *Groups*
  - Create groups (such as individuals or years) to send the data collection checklists
  - Import lists of individuals
  - Assign responsibility for the collecting measures to specific personnel

Measures and groups work together to create tables to organize direct measures, or can be useful in tracking daily or weekly operations. Using the analogy of a table, the measures area would create the columns of the table while the groups area would create the rows (or cases) of the table.

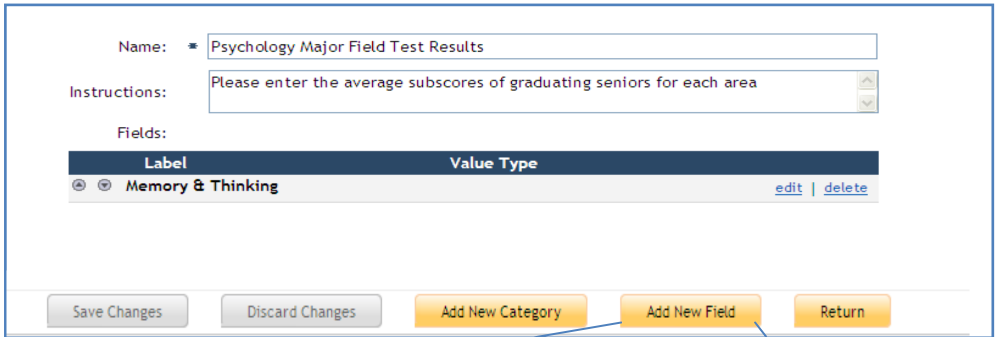
To add a new Measure:

Select Measures > Select ***add new Measure*** > Enter the name of the measure & instructions > Select ***Add New Category*** or ***Add New Field*** > Enter a name > Select which type of value the measure will be > enter item values if necessary > Select ***Save Changes*** button

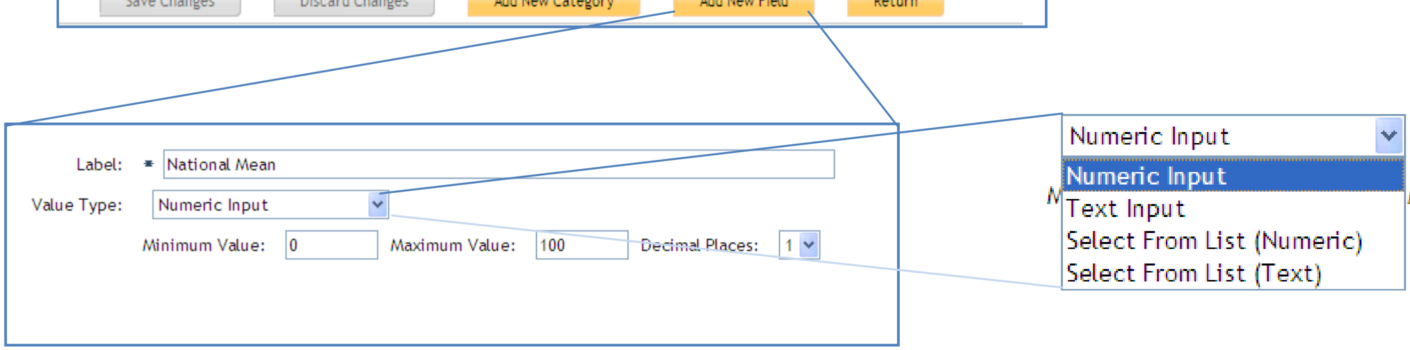




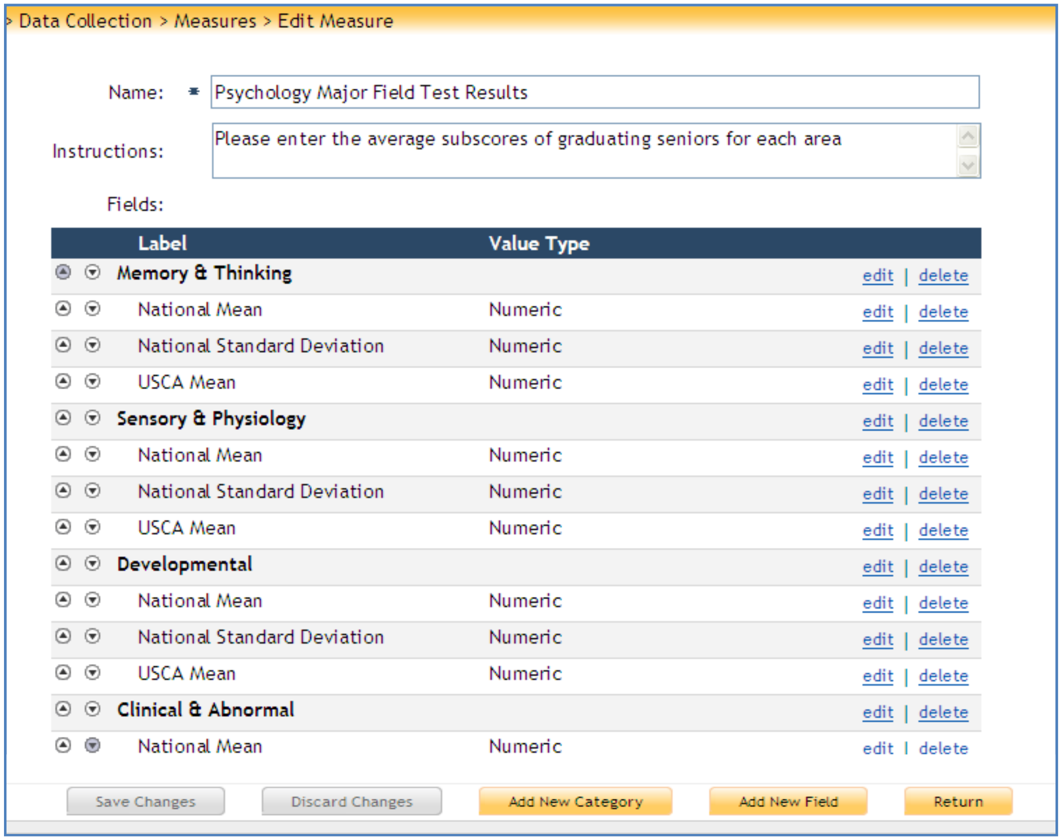
Categories allow you to group measures. In this example, we want to report National statistics as well as the mean of our seniors in several performance areas. We have elected to have each performance area serve as a category. After entering a name of the Category, select the ***"Save Changes"*** button. The result will be the next screen shot.



We now select ***Add New Field*** to add the measure, its label, its value type (text, numeric, radio or drop down menus, etc.), minimum & maximum values and degree of precision to the measure.



One would continue adding fields and categories to fully define the measure – in this example, we have three fields (National Mean, National Standard Deviation, and USCA Mean) for each of six categories (Memory & Thinking, Sensory & Physiology, Developmental, Clinical & Abnormal, Social, and Measurement & Methodology). Once completed, the screen would look like the following screen shot.



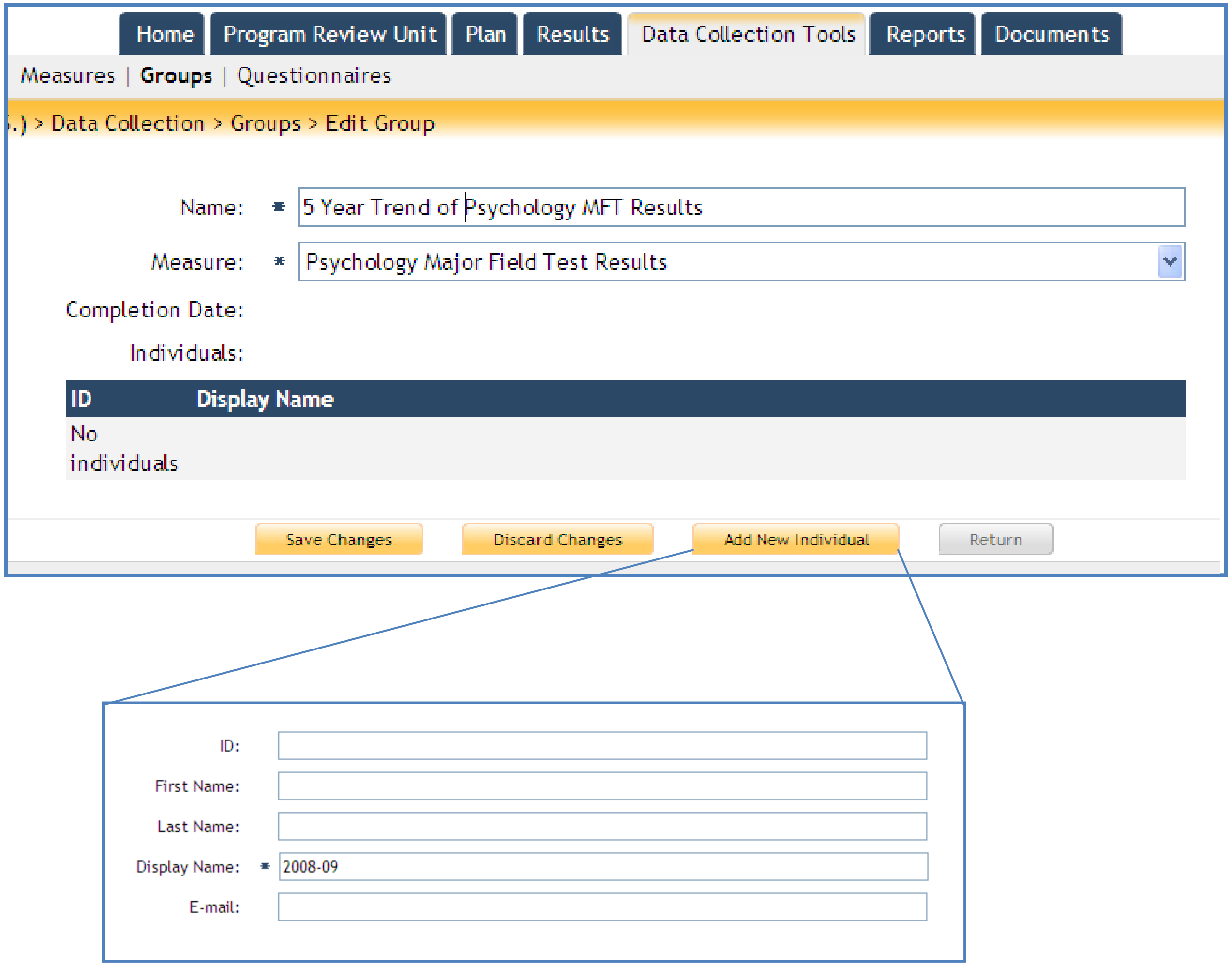
You can create as many measures as you like; however, there are three factors to consider when creating measures – do you want to see all values in a single table (in which case they should all be in one measure), do you want all values together on a single spreadsheet for further analyses (in which case they should all be in one measure because each measure that is created can be downloaded as a separate Excel spreadsheet), and who is to be assigned responsibility for collecting and reporting the data (if more than one person is assigned responsibility then measures should be broken out to represent that which is reported by individual personnel).

Categories and fields can be moved up or down using the arrows located in front of the Label column.

Once a measure has been created, the next step is to create groups "around" that measure. Groups could be individual students (e.g., if one wants a table of all students in a cohort), years, or semesters.

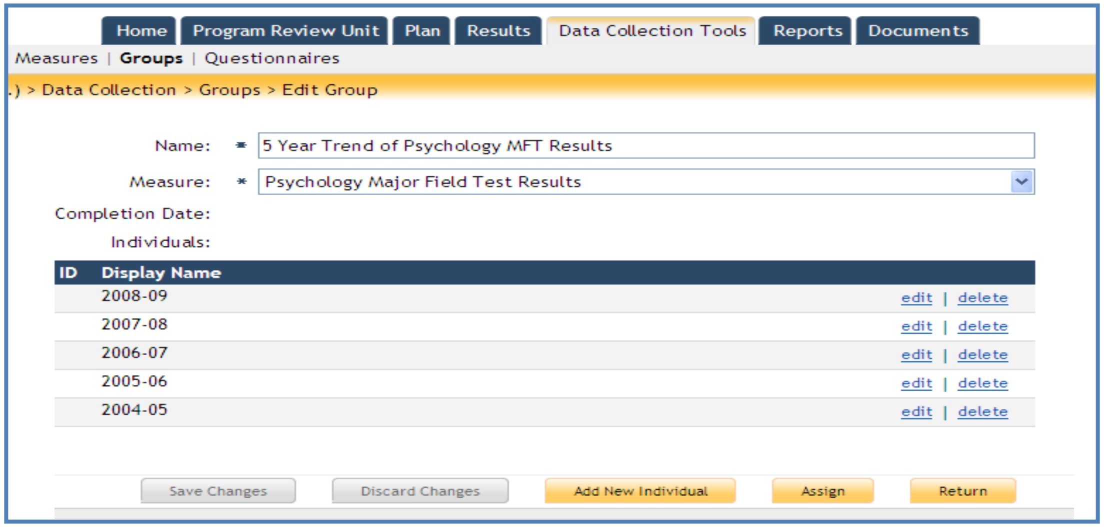
To add a new Group:

Select ***Groups*** > Select ***Add New Group*** > Enter the name of the Group > Select ***Measure*** from the drop down menu > ***Add New Individual*** > Select ***Save Changes*** button



After selecting a name and measure, select "***Add New Individual***". "Individuals" will show up as rows in your table. If you are collecting data on specific students or individuals, you can optionally add id, first name, last name, and e-mail. Alternatively, you can upload a roster of student names from an Excel spreadsheet and have the system create the rows of the table for you. The only required field (as marked by the asterisk) is the display name (or row title).

Continue to add individual rows, saving each one at a time. An example is represented in the next screen shot.



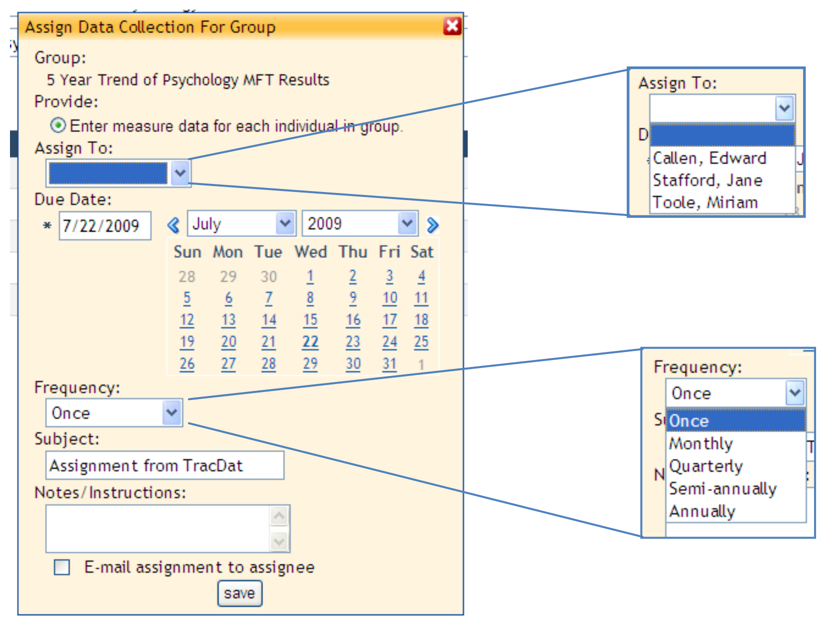
Once completed, you can select ***Return*** to go back to the groups level to add new groups.

You can also elect to ***assign*** responsibility for collecting the data and putting it into the table to either yourself or any other personnel within your program.

Assign Responsibility to Personnel

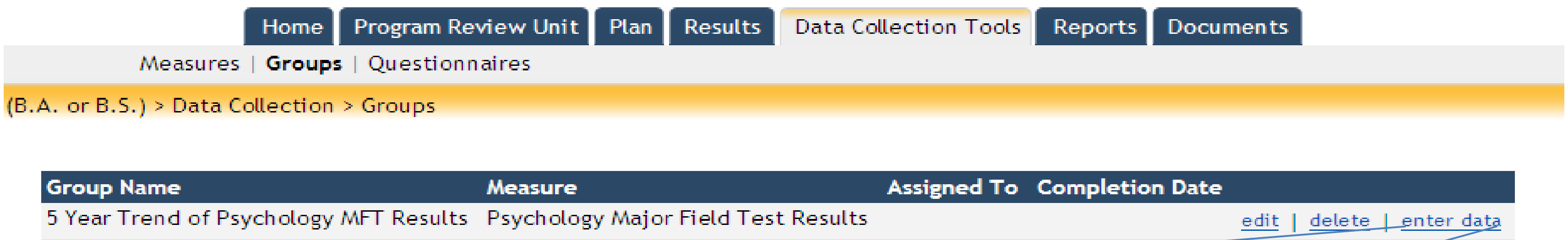
You may chose to assign responsibility for a particular table to either yourself or others in the program. Select Assign > assign it to someone listed in the drop down menu > provide a due date and how frequent they need to report the information > write an e-mail message under notes/instructions > click on e-mail assignment > save.

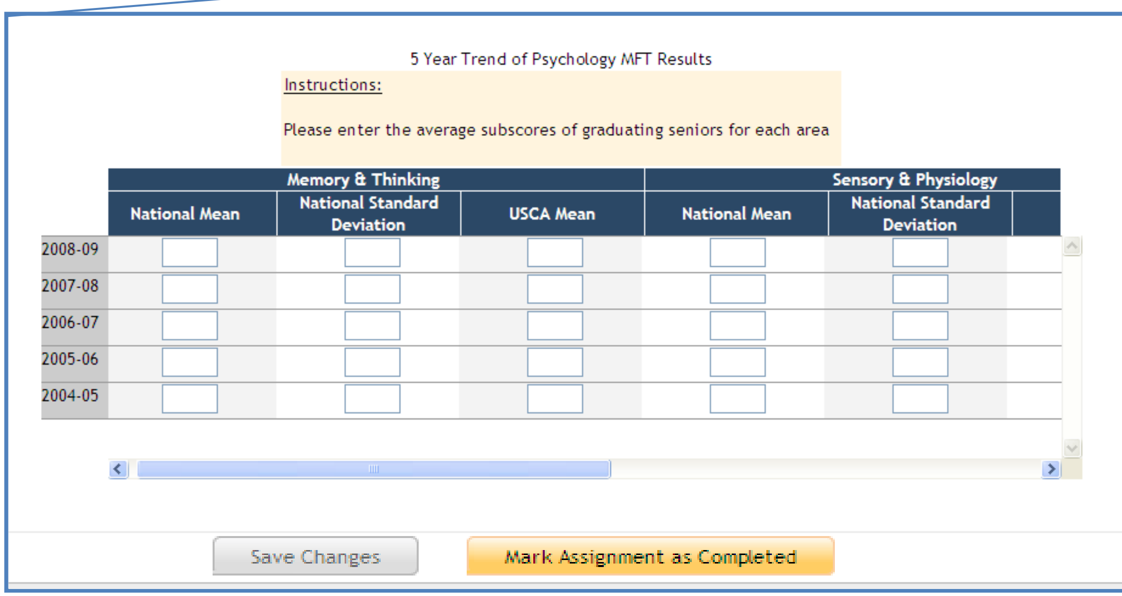
This will send an e-mail with links to the assignee which can then be placed in a Microsoft Outlook Calendar or other scheduling software.



To enter data into the Group (Table):

Select ***Groups*** > Select ***enter data*** for the Group Name ***or*** click on the e-mail link if the task was assigned > enter the data into the table > select ***Save Changes*** button

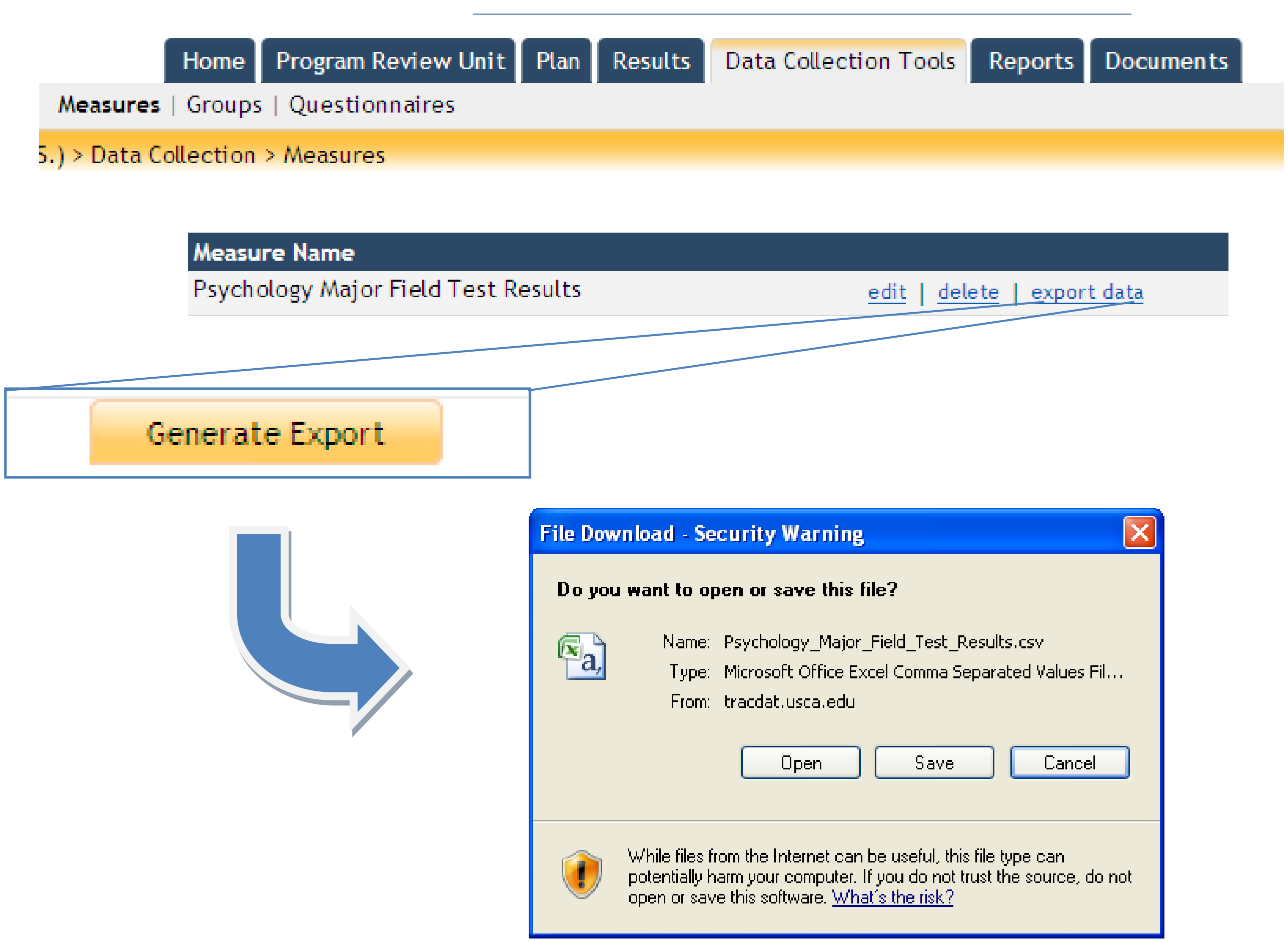




If the table was accessed through the assigned e-mail link, an option will appear on the bottom of the page to ***Mark Assignment as Completed***. This option is not available if the task was not assigned. Marking it as completed will make an appropriate notation on the Home tab.

To download data into an Excel spreadsheet for further analysis:

Select Measures > Select ***export data*** for the Measure Name > select ***Generate Export*** > ***Save*** the resulting Excel spreadsheet for future analysis



Data should be collected on a frequent basis determined by the measure in question. Some measures are best collected on a weekly basis, while others may be more easily collected on a quarterly, semester, or annual basis. On a less frequent basis (at least once a year), the data that has been collected for each measure should be aggregated in the form of an average or other appropriate statistic and reported under the Results tab. While it is possible to enter weekly or monthly reports under the results tab, this will create a rather lengthy program review report.

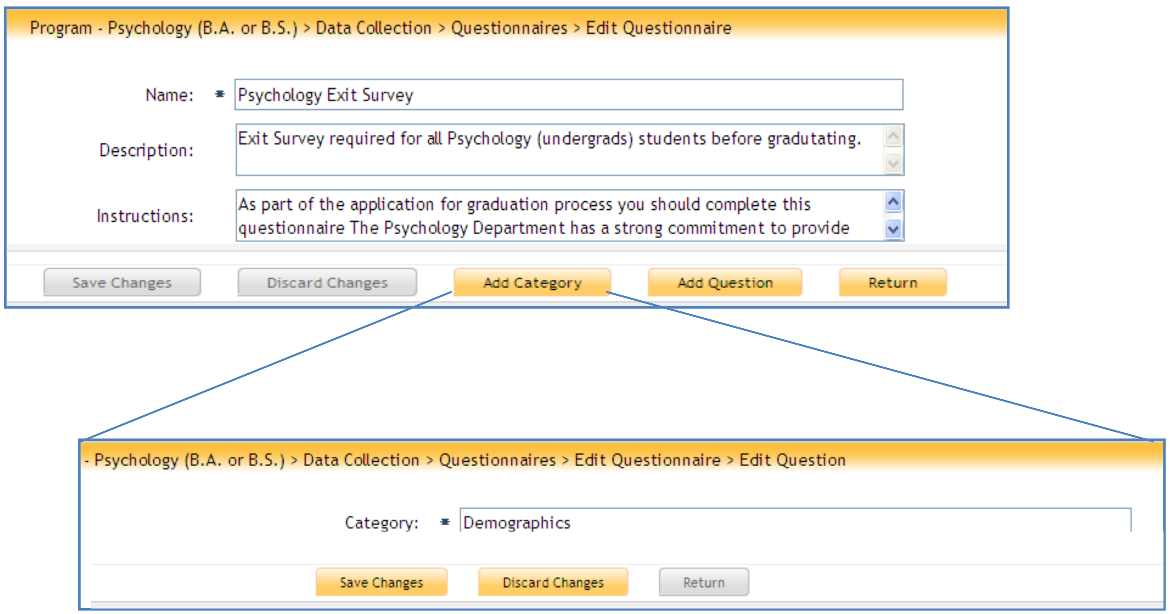
★ *Questionnaires*

- Create basic questionnaires, access them for surveys, and export the data for analysis

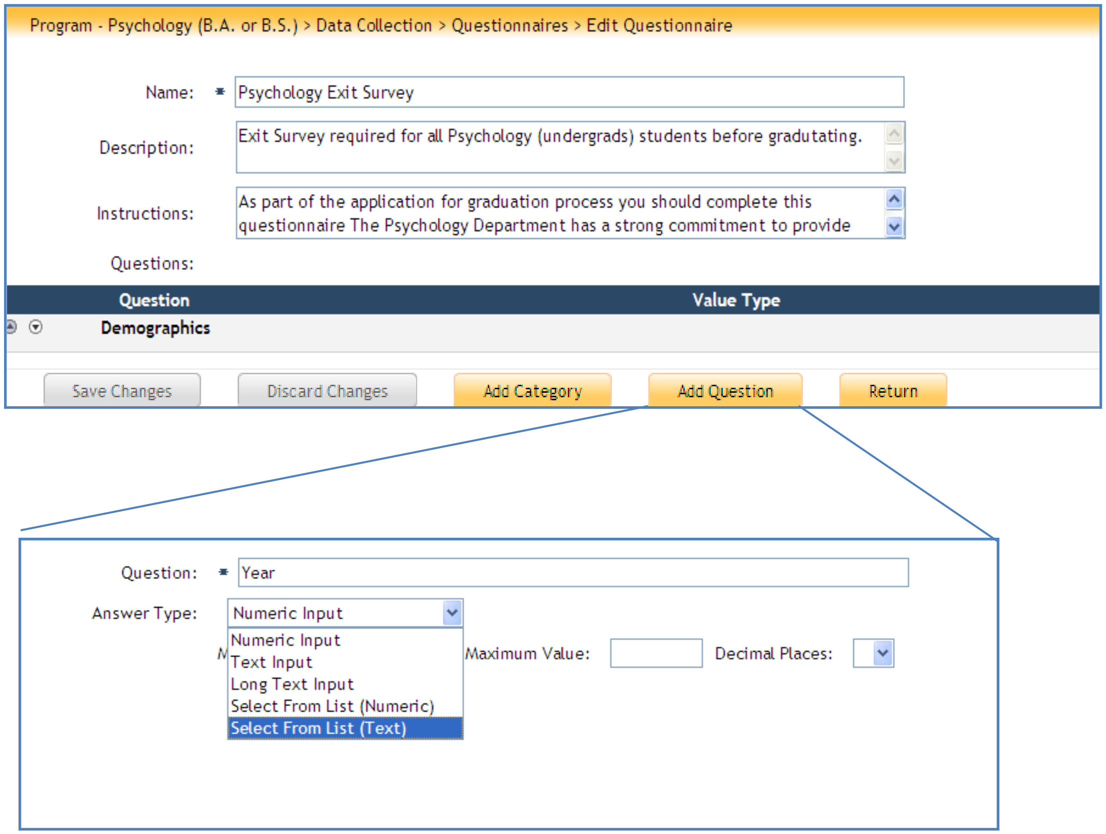
For assistance in the development of questionnaires, contact the Assessment Coordinator in the Office of Institutional Effectiveness.

To create a questionnaire:

Select ***Data Collection Tools*** > ***Questionnaires*** > Select ***Add Questionnaire*** > Add a name, description and instructions that will appear to respondents

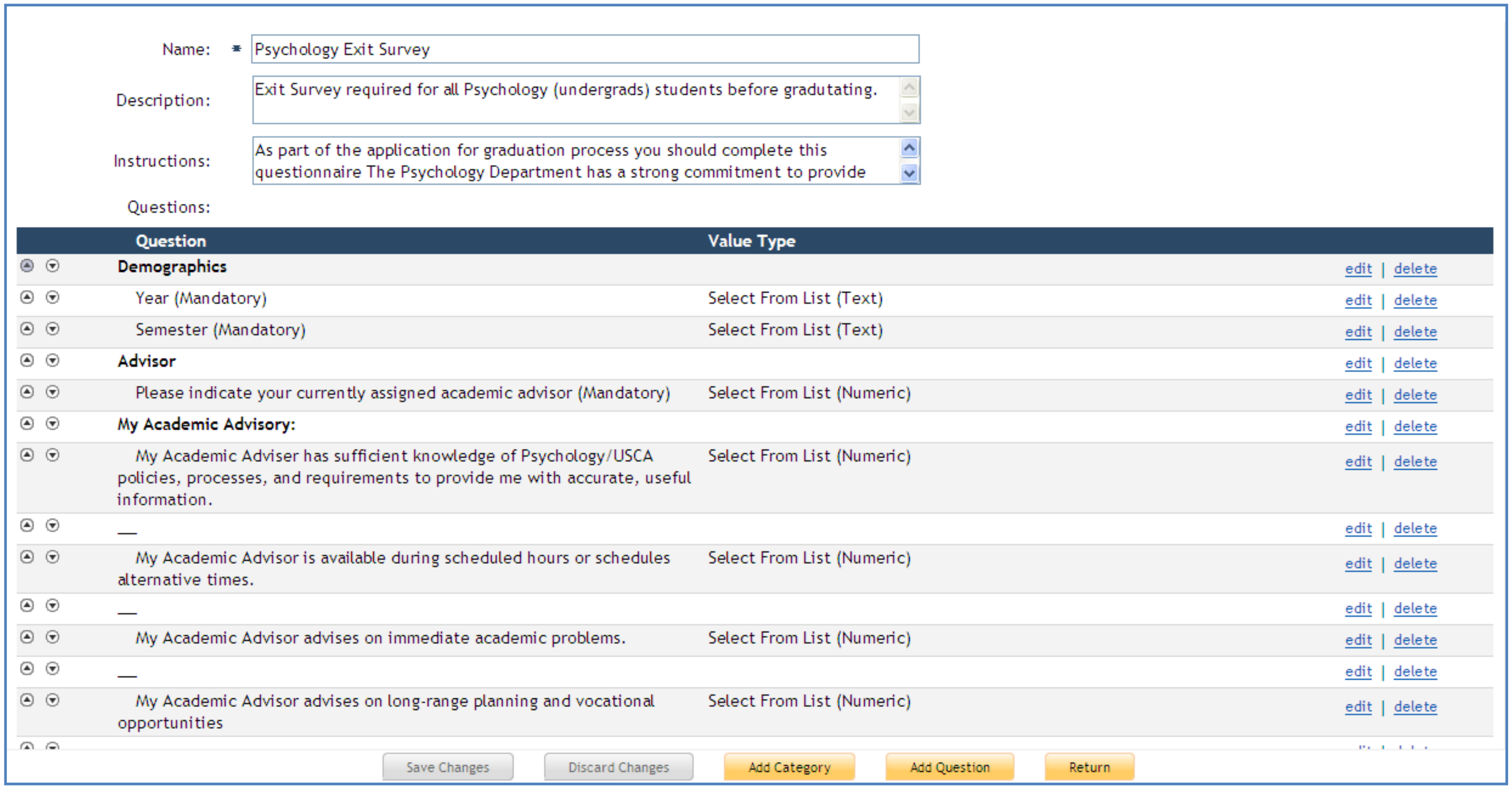


Categories allow you to group questions. In this example, we have several demographic questions before seniors are asked specific details about their experience within the major. After entering a name of the Category, select ***"Save Changes"***. The result will be the next screen shot.



We now select ***Add Question*** and specify the answer format as numeric (e.g., a rating scale), text input, long text input or selection from a list of options. When the question type being selected is "Select from List", the questions unfortunately tend to run close together when the questionnaire is published. Our work around for this issue is to inset a category between each question consisting of a couple of underscores or dashes.

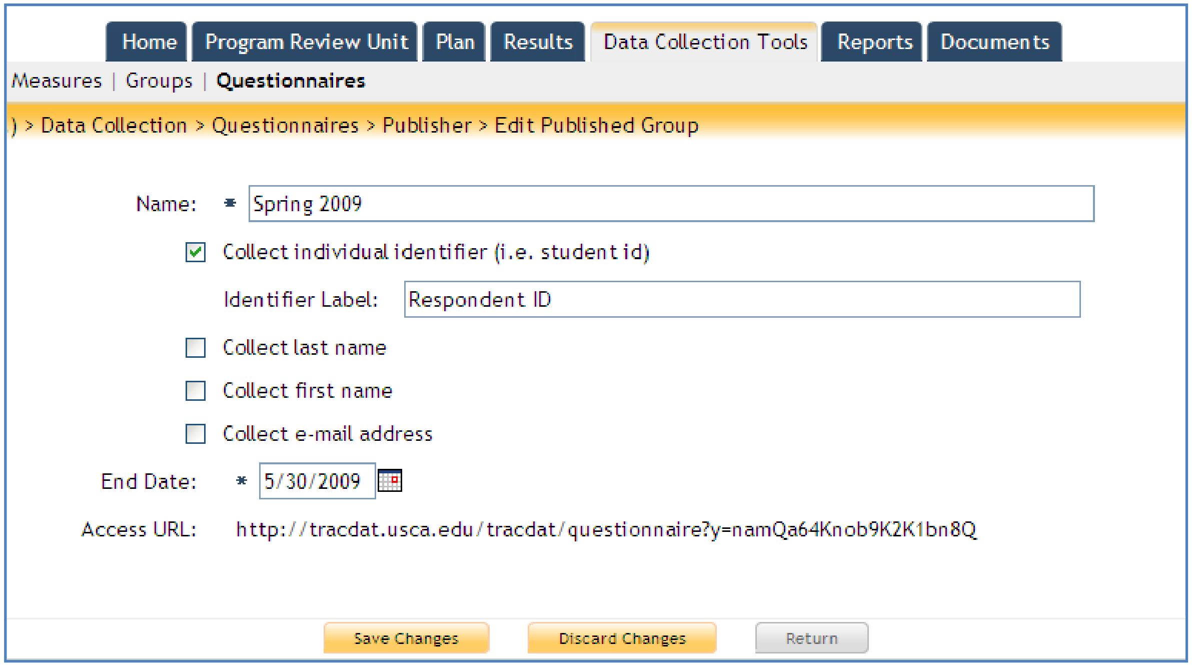
If the question type is "Select from List", identify whether you want a drop down menu or radio buttons, and add your items. One would continue adding questions and categories to fully define the questionnaire.



Once a questionnaire has been created, the next step is to publish or "activate" the survey. A single questionnaire can be activated multiple times either sequentially or simultaneously.

To start a survey:

Select ***Data Collection Tools*** > Select ***Questionnaires*** > Select ***Add Published Group*** > Enter the name of the survey > Assign a Name > Select options regarding the collection of respondent identifiers > Assign an End Date > Select ***Save Changes*** button



If you wish to conduct an anonymous survey, do not check any of the optional boxes below Name. In some cases, as in the example of an exit survey from an academic program, students are required to complete the survey; thus, some means of tracking those who have responded is necessary. Assigning individual respondent ids is useful to track those who have completed the survey.

After clicking Save Changes, an Access URL will appear. This is the URL address you will give to your participants to access the survey.

To access the survey:

Either enter the URL directly into a web browser, or Select ***Data Collection Tools*** > Select ***Questionnaires*** > Select ***Publisher*** > click on ***access*** next to the published survey you wish to enter

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USC Aiken - Institutional Effectiveness

Home | Program Review Unit | Plan | Results | Data Collection Tools | Reports | Documents

Measures | Groups | **Questionnaires**

5.) > Data Collection > Questionnaires > Publisher

Name: * Psychology Exit Survey

Description: Exit Survey required for all Psychology (undergrads) students before gradutating.

Published Groups:

Name	End Date	
Spring 2009	5/30/2009	edit | delete | access

TracDat Enterprise v4.0

tracdat.

Questionnaire

○ Wenzel
○ Other

My Academic Advisory:

My Academic Adviser has sufficient knowledge of Psychology/USCA policies, processes, and requirements to provide me with accurate, useful information.

○ Strongly Agree
○ Agree
○ Neutral

—

My Academic Advisor is available during scheduled hours or schedules alternative times.

○ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

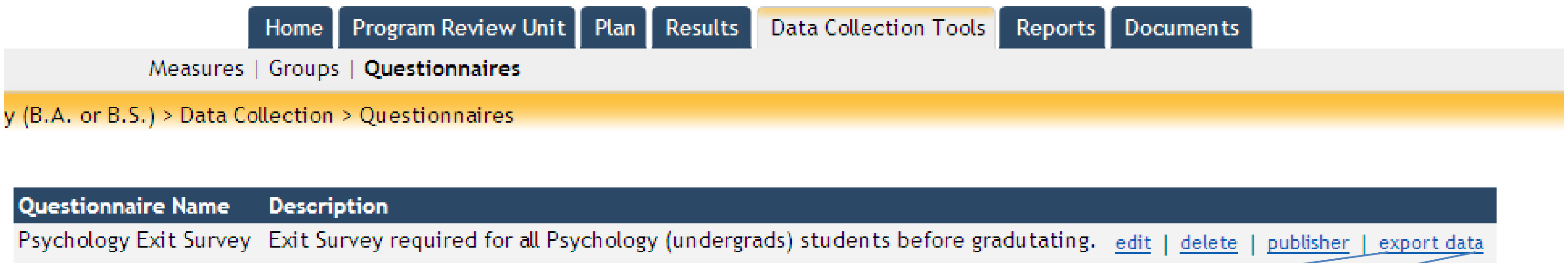
—

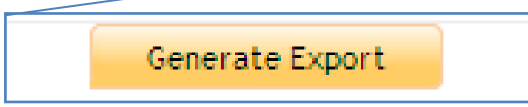
My Academic Advisor advises on immediate academic problems.

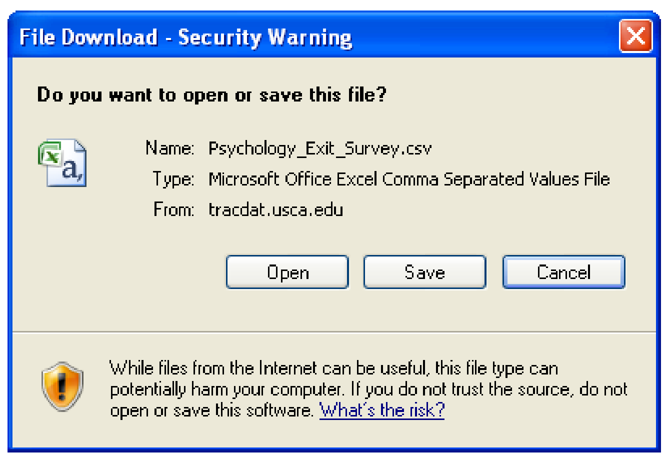
○ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

To download data into an Excel spreadsheet for further analysis:

Select ***Data Collection Tools***> Select ***Questionnaires*** > Select ***export data*** for the Questionnaire > select ***Generate Export*** > ***Save*** the resulting Excel spreadsheet for future analysis

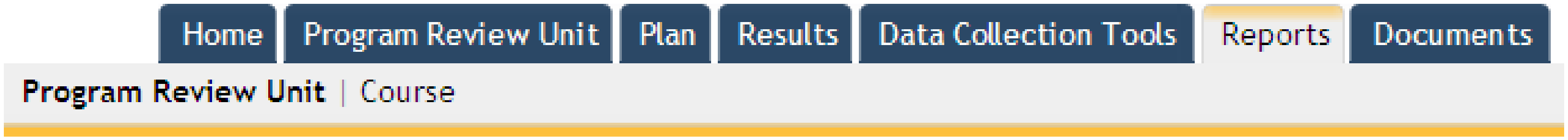






Data should be collected on a frequent basis and archived. Deleting published groups removes the data from the system. Similarly, maintaining a published group will add the data to the questionnaire and will be present in the exported file.

Tab 6: Reports



Reports Features:

★ *Program Review Unit or Course Reports List*

- Reports can be executed in either HTML or PDF
  - For best results, use HTML for viewing and PDF for printing reports
- Report data is related to the Assessment Unit that is selected from the top drop-down menu

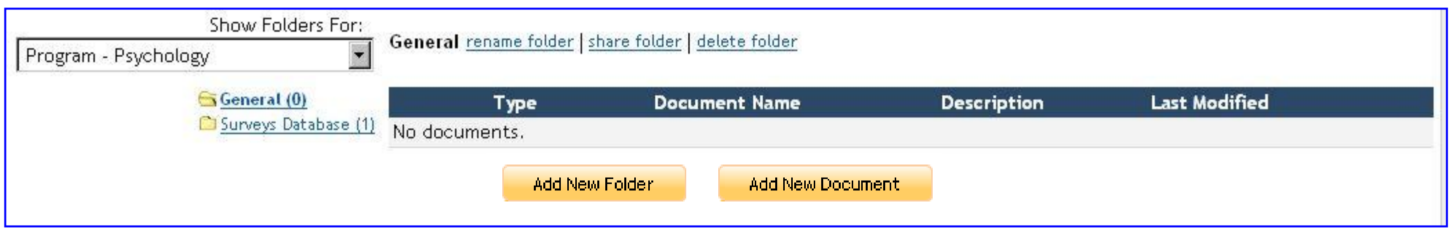
Report	Description	
Assessment Plan	This report shows the unit's assessment plan. It does not show the results of each assessment.	run
Program Review	This report shows the office's, program's, department's, or school's outcomes, assessment plan, results, and any action plans in a four column report. This report is useful for showing the results for a specific unit.	run
Documents List	This report list all documents (files) stored in each folder for each unit.	run

Tab 7: Documents

Documents Features:

★ *Document Repository*

- View/Add/Edit/Share folders within the Assessment Unit
- Upload files to be related to Assessment Plans and Observations
- Ability to share documents across Assessment Units, Reporting Units, and the Institution
- General depository for any assessment documents



★ *Related Documents*

- View where current documents are related to Means of Assessment and Results

ADMINISTRATIVE OFFICES

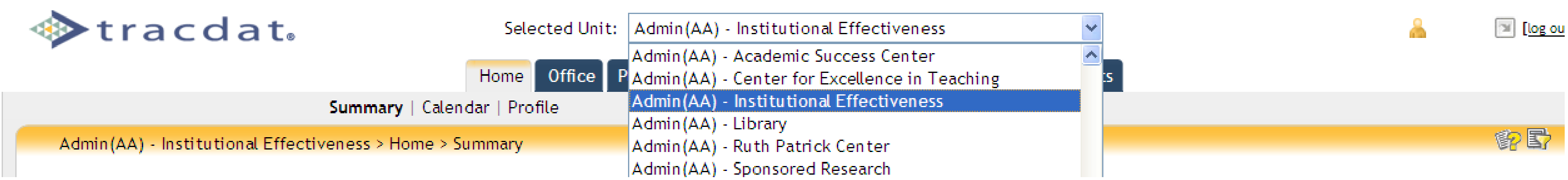
Accessing TracDat

To access TracDat go to the USC Aiken's Office of Institutional Effectiveness website (http://ie.usca.edu). In the left hand menu you will find a section entitled, "Assessment & Planning" within which will be a link to the TracDat server. You will need a username and password to enter the system. Please contact the Office of Institutional Effectiveness if you do not know or you need us to reset your username or password.

After entering your username and password, click on "Login".

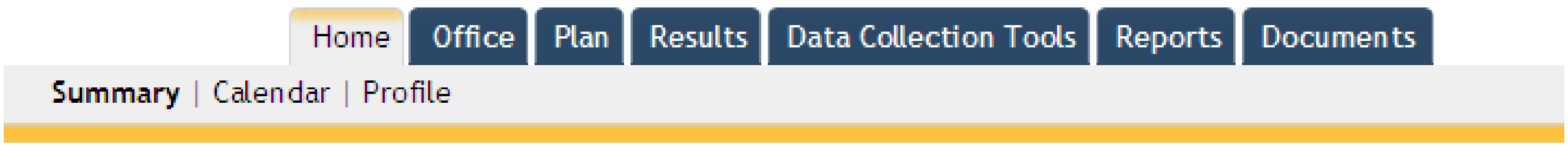
Selected Unit Drop-down Menu

At the top of the page you will find a drop down menu, entitled, "Selected Unit". All assessment units with which you are affiliated should be present among the drop-down options.



After selecting Department or Office from the drop down menu, you will see six or seven heading tabs, depending upon your level of access. Individuals such as Directors who have administrative access will see seven headings, while staff with user permission will see six. Each tab represents a different functional area of the software. These current tabs include: Home, Office (admin access only), Plan, Results, Data Collection Tools, Reports, and Documents.

Tab 1: Home



Home Features:

★ *Summary*
- View your personal Assignments
- View Overdue Unit Assignments
- Brief description of Assessment Unit Outcomes and Results

★ *Calendar*
- Monthly view of Unit Assignments
- Create/view Reminder Entries for assessment purposes

★ *Profile*
- Add/change your email address
- Add your title, highest degree, contact information

To Add/Change Your Email Address:

Select ***Home*** Tab > Select ***Profile*** Subheading > Add/change email address > Select ***Save Changes*** button

- Change your Password

> **To Change Your Password:**
>
> Select ***Home*** **Tab** > Select ***Profile*** Subheading > Select ***Change Password*** button > Enter Current and New Passwords > Select ***Save Changes*** button

Tab 2: Office (Admin access only)

Office Features:

★ *General*

- Overview/Description of the Department or Office
- Departments or Office Mission Statement.

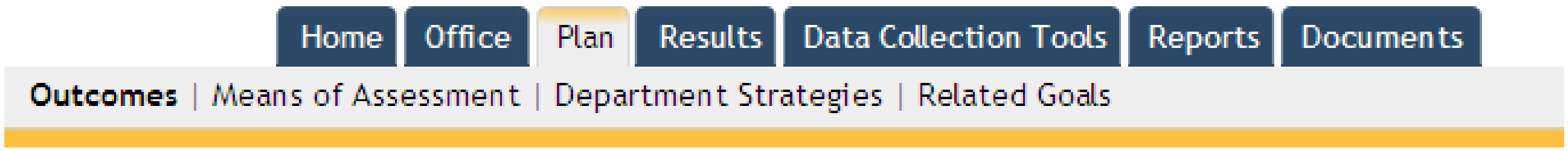
★ *Goals*

- In most cases, departments and office have clustered several outcomes into overarching goals. Goals are included here, while outcomes are placed under the Plan tab.
- Relate Department or Office Goals to higher level institutional or division level goals

★ *Personnel*

- View personnel (faculty and staff) who have access to the Assessment Unit
- Add/Remove personnel access to Assessment Unit (if you have a new staff member or student worker who you want to have access to TracDat, and you do not see them listed, please contact the Office of Institutional Effectiveness to have them added to the personnel list)

Tab 3: Plan



Plan Features:

★ *Outcomes*

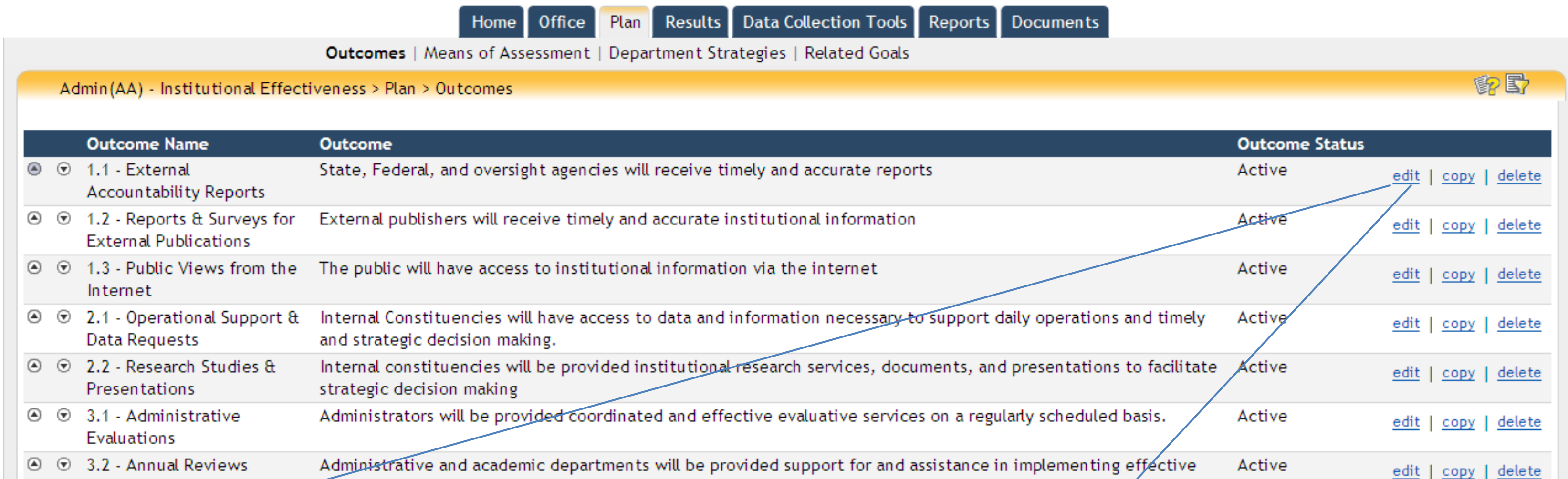
- Rearrange the order of Outcomes using the up or down arrows immediately in front of the Outcome Name
- View/Add/Edit Outcomes for the Department or Office

To Add/Modify an Outcome:

[Select the desired Department or School from the top drop down menu >] Select ***Plan*** Tab > Select ***Outcomes*** Subheading > Select ***Add New Outcome*** <u>or</u> Select ***Edit or Copy*** next to a current Outcome > Make changes > Select ***Save Changes*** button after editing

DO NOT select *Delete* !!!

If at any time you no longer wish an existing outcome to be active, please select ***Edit*** and change the Outcome Status to be ***Inactive*** or ***Complete*** and add an end date rather than deleting it – this ensures the historical integrity of the database



Home | Office | Plan | Results | Data Collection Tools | Reports | Documents

Outcomes | Means of Assessment | Department Strategies | Related Goals

Admin(AA) - Institutional Effectiveness > Plan > Outcomes

Outcome Name	Outcome	Outcome Status	
1.1 - External Accountability Reports	State, Federal, and oversight agencies will receive timely and accurate reports	Active	edit | copy | delete
1.2 - Reports & Surveys for External Publications	External publishers will receive timely and accurate institutional information	Active	edit | copy | delete
1.3 - Public Views from the Internet	The public will have access to institutional information via the internet	Active	edit | copy | delete
2.1 - Operational Support & Data Requests	Internal Constituencies will have access to data and information necessary to support daily operations and timely and strategic decision making.	Active	edit | copy | delete
2.2 - Research Studies & Presentations	Internal constituencies will be provided institutional research services, documents, and presentations to facilitate strategic decision making	Active	edit | copy | delete
3.1 - Administrative Evaluations	Administrators will be provided coordinated and effective evaluative services on a regularly scheduled basis.	Active	edit | copy | delete
3.2 - Annual Reviews	Administrative and academic departments will be provided support for and assistance in implementing effective	Active	edit | copy | delete

By clicking on ***edit*** or ***add new outcome*** a window will open to allow you to specify the outcome. Select the type of outcome as ***Operational, Strategic,*** or ***Student Learning.*** A given outcome can be more than one type. For example, a stated outcome may be tied to the Strategic Plan, making it ***Strategic***, while at the same time it may be ***Operational.*** To select more than one type, hold down the Ctrl key while clicking on each type.

★ *Means of Assessment*

- Rearrange the order of Assessment Methods using the up or down arrows immediately in front of the Assessment Method name
- View/Add/Edit Assessment Methods related to each Outcome
- Identify the Assessment methods, the target, and schedules for the collection of data
- Relate documents such as rubrics or normative data charts to assessment methods
- Assign responsibility for the collecting of assessment data by a particular date to personnel (including self) within the unit with the option of emailing the task to the individual and adding this to one's Microsoft Outlook Calendar
- Identify the type of measure (direct or indirect)

To Add/Modify an Assessment Method:

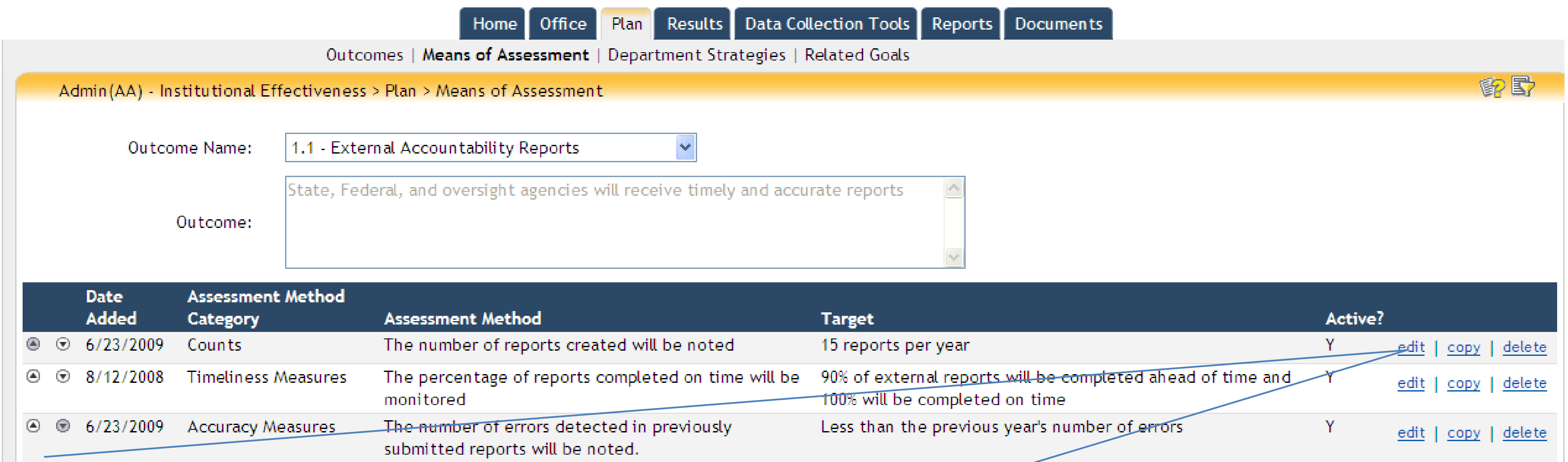
[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Means of Assessment*** Subheading > Select ***Outcome Name*** from the drop-down menu > ***Add New Assessment Method*** or Select ***Edit or Copy*** next to a current Means of Assessment > Make changes > Select ***Save Changes*** button after editing

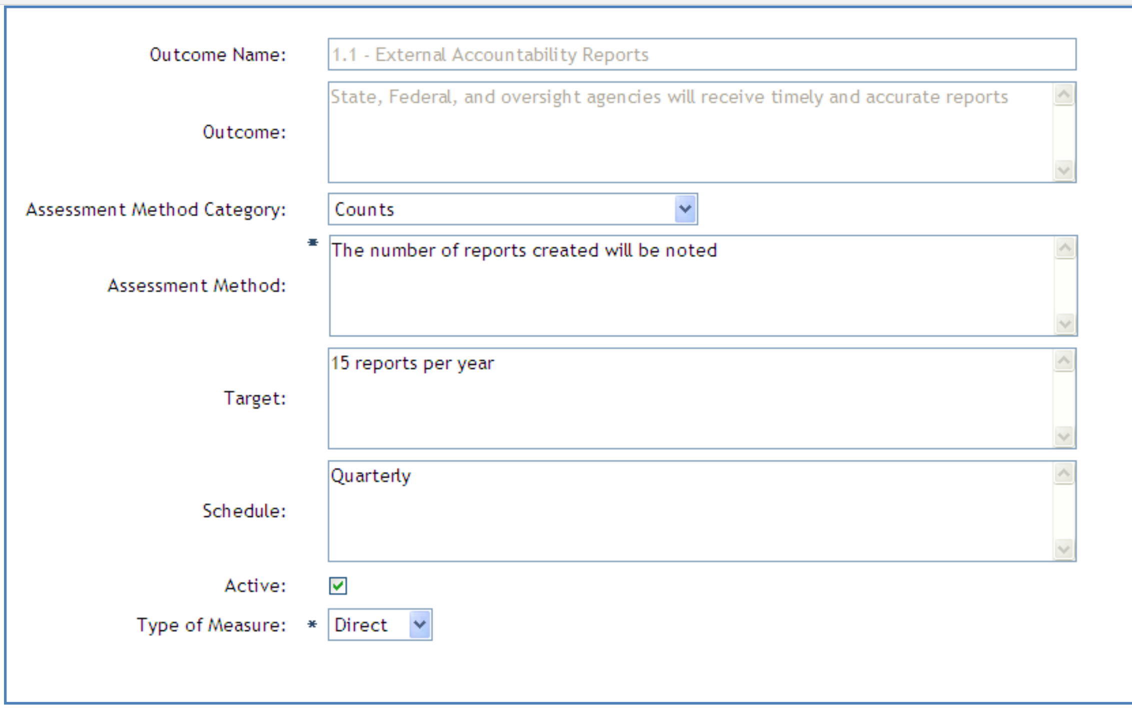
DO NOT select *Delete* !!!

If at any time you no longer wish an existing Means of Assessment to be active, please select ***Edit*** and remove the check in the ***Active*** box to make it ***Inactive***

Indirect Assessments are methods that measure ones perception of what has been learned, appreciated, or gained (e.g., a question asking students to rate on a scale from 1-4 how much they have learned from your program).

Direct Assessments are methods that actually measure ones knowledge, skill, or values (e.g., a standardized test that includes factual questions to assess what has been gained).





If you are adding a new assessment method or editing an existing one, you can select one of many different types of assessments from the drop down menu ***Assessment Method Category***.

Looking through the options of the drop down menu may assist you in identifying new ways to assess your outcomes.

You may choose to "relate documents" to a particular assessment method. For example, you may have a standardized rubric or other evaluative instrument that you wish to link to the assessment method, or you may have a copy of a questionnaire. You can also link to websites.

To Relate Documents to an Assessment Method:

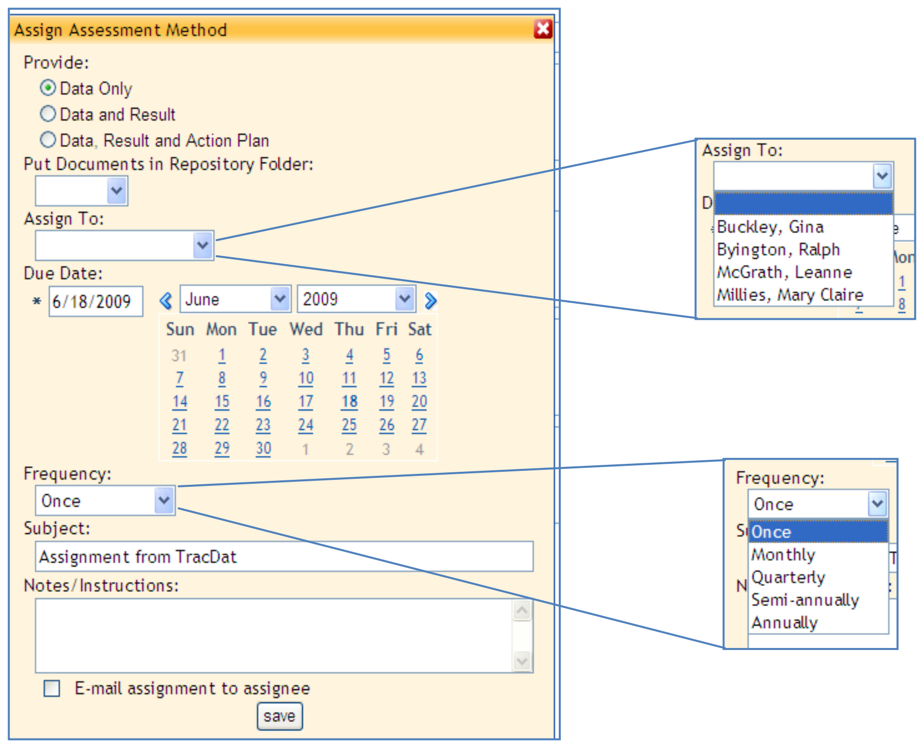
[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Means of Assessment*** Subheading > Select ***Outcome Name*** from the drop-down menu > Select ***Edit*** next to a current Means of Assessment > Select ***Relate documents*** button > click on the ***Relate document*** link >

- Choose ***New Document*** if you have not uploaded the document into TracDat yet
- Choose ***Document from Repository*** if the document has been uploaded into a folder in the Document Repository already
- Choose ***Previously Related Document*** if the document is already related to another Result

Assign Responsibility to Personnel

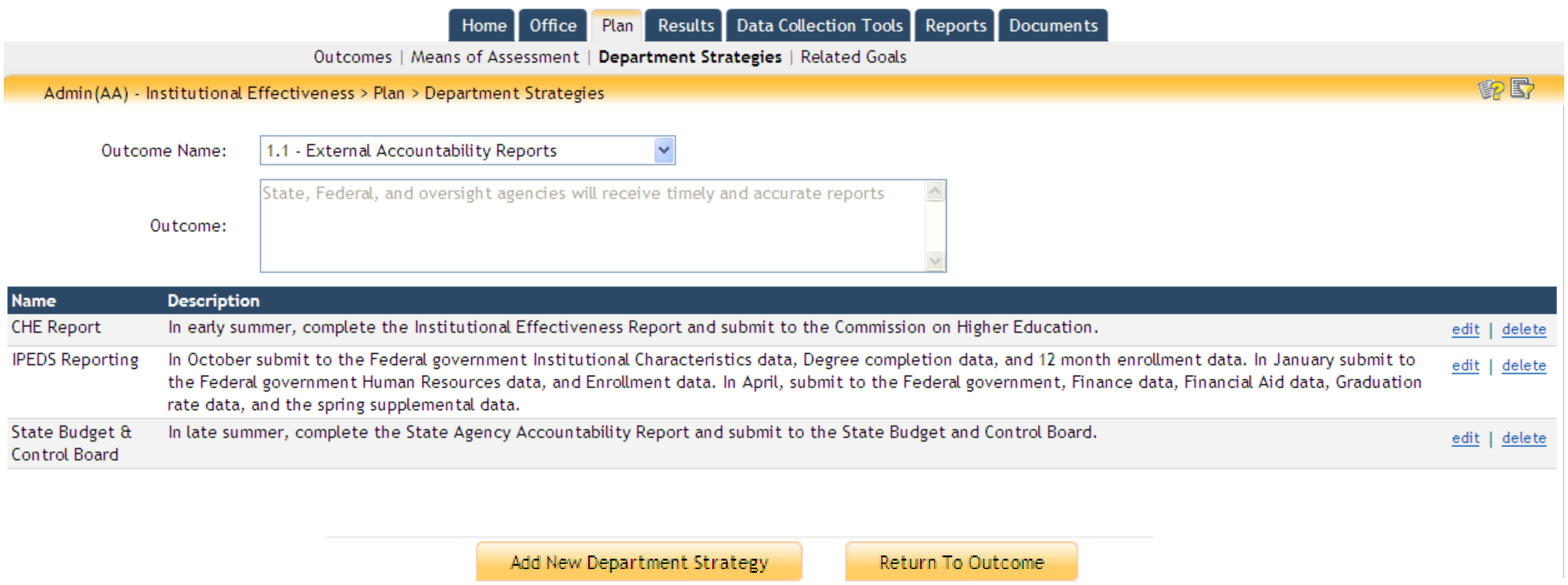
You may chose to assign responsibility for a particular assessment method to either yourself or others in department. Indicate what you want submitted and if you want it in a particular folder in TracDat > assign it to someone listed in the drop down menu > provide a due date and how frequent they need to report the information > write an e-mail message under notes/instructions > click on e-mail assignment > save.

This will send an e-mail with links to the assignee which can then be placed in a Microsoft Outlook Calendar or other scheduling software.



★ *Department Strategies*

- Identify the functions, duties and strategies being used by the department or office to achieve each outcome



To edit or add new Strategies:

Select ***Plan*** Tab > Select ***Department Strategies*** Subheading > Select the desired ***Outcome Name*** from the drop down > Select ***Add New Department Strategy, Edit*** or ***Delete*** > Enter a strategy and describe it

Select ***Save Changes*** button

You may also optionally assign responsibility for the office function to specific personnel using the assign button

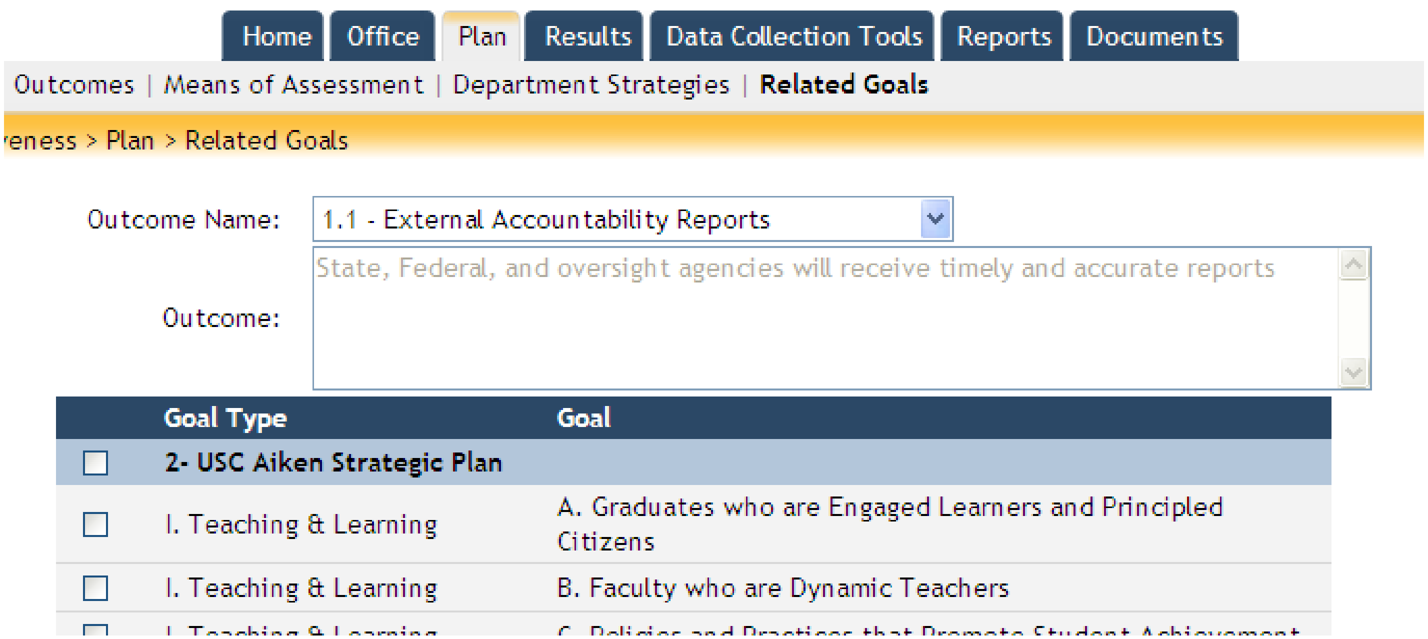
★ *Related Goals*

- Relate unit level outcomes to institutional goals, division level goals, or unit level goals

To Relate Goals to an Outcome:

[Select the desired Assessment Unit from the top drop down menu >] Select ***Plan*** Tab > Select ***Related Goals*** Subheading > Select the desired ***Outcome Name*** from the drop down > ***Check the box*** next to each goal that relates to the Outcome (you can select/deselect all by toggling the topmost check box of each section – next to the name of the Reporting Unit/Institution)

Select ***Save Changes*** button



Tab 4: Results

Results Feature:

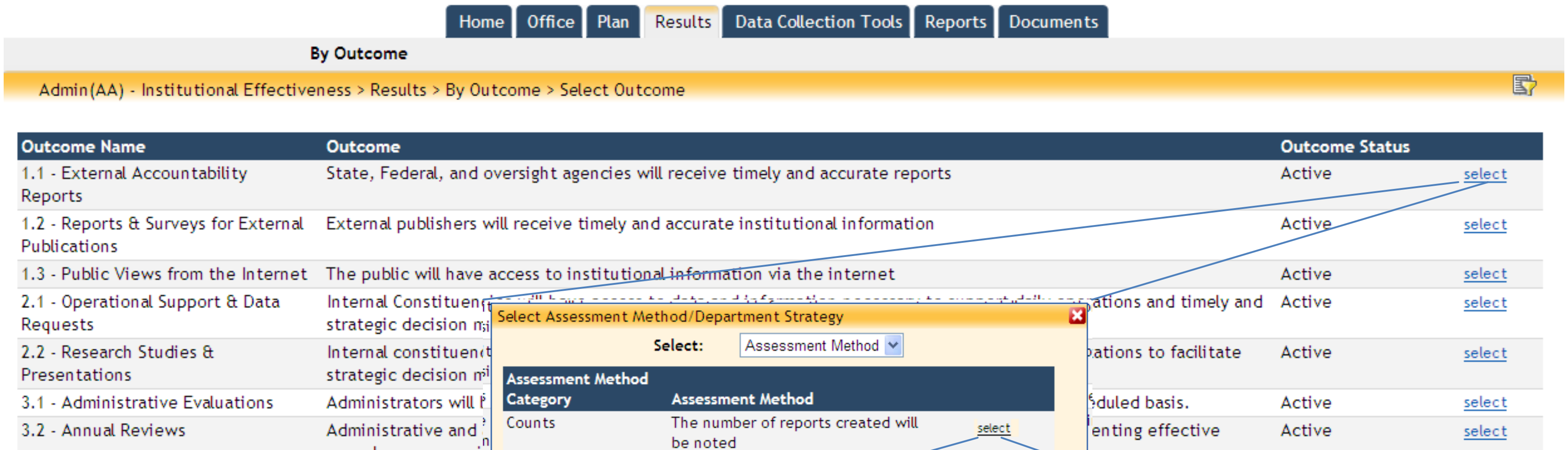
★ *By Outcome*

- Displays Results by Outcome
- View/Add/Edit these Results as well as any Actions and Related Documents (such as charts, or spreadsheets) linked to the Result

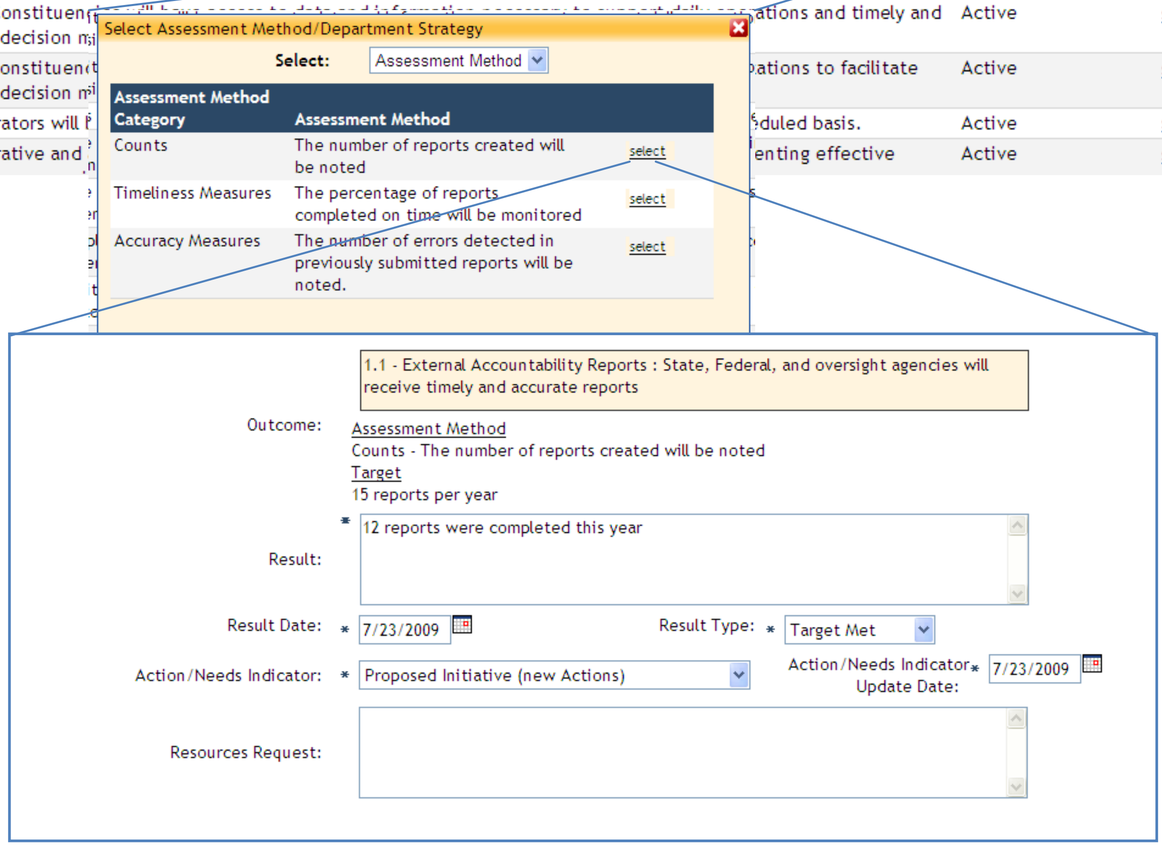
To add a new Result to an Outcome:

[Select the desired Unit from the top drop down menu >] Select Results Tab > Select ***Add New Result*** at bottom > Select the ***Outcome*** to which the Results ties > Select the ***Assessment Method*** to which the Result ties > Add ***Result data*** and ***required fields*** > Select ***Save Changes*** button after editing

USC Aiken - Institutional Effectiveness

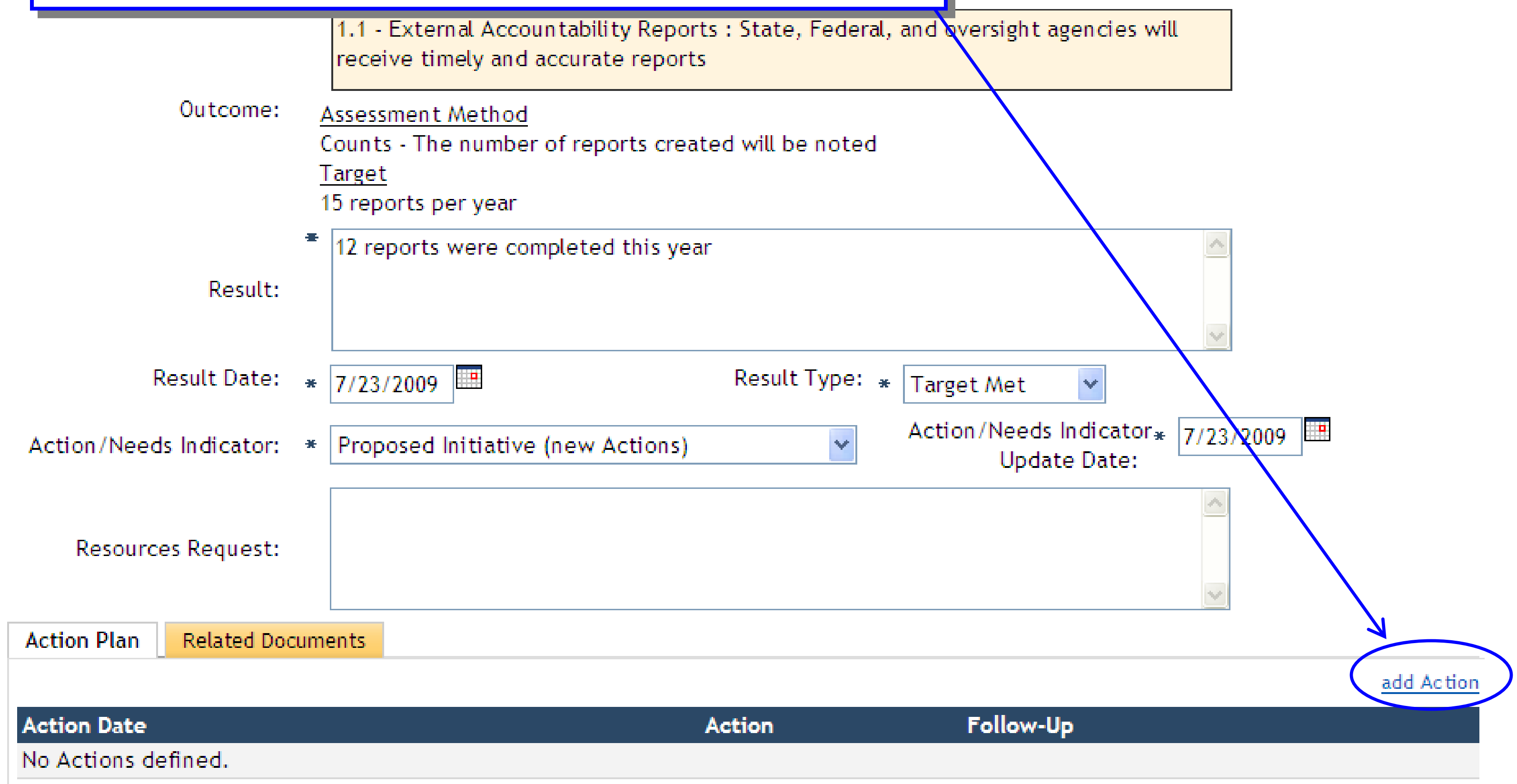


Selecting an Outcome (above) will bring up the Select Assessment Method window and selecting an assessment method opens the result window. After typing in the result, identify the trend as an increase or decrease over the previous year and select the appropriate action/needs indicator. If you wish to make a resource request, add it to the optional field.

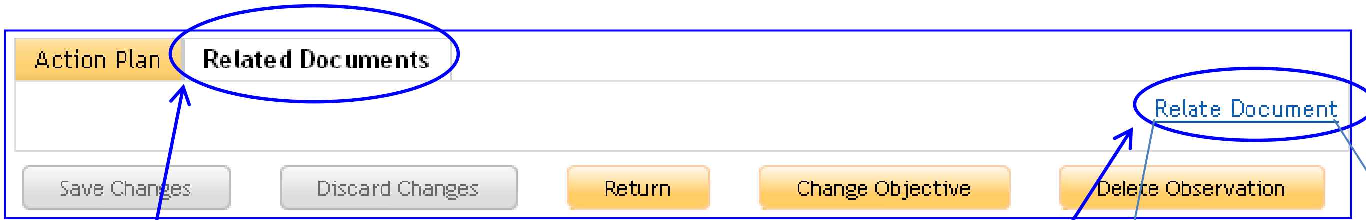


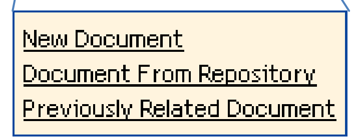
To Add an Action to a New Result:

After you have saved your new Result, select ***add Action*** > Select ***Save Changes*** button after editing



Action plans are appropriate regardless of the presence or absence of a resource request. For example, a change in the scheduling of office functions, discussion of the findings during a staff meeting, adoption of a new approach are all appropriate actions that could and should be noted. Plans to address the finding should be indicated in the Action Plan. The inclusion of a plan and timeline to advertise and hire could also be included in this area. Follow-ups can be added to the action plan throughout the year.





To Relate a Document to a New Result:

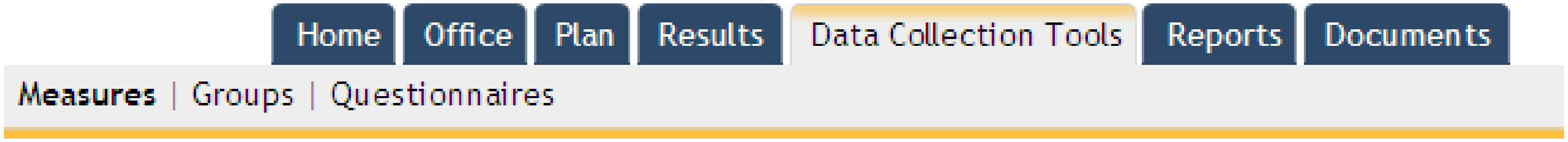
After you have saved your new Result, select the ***Related Documents*** tab > Select the ***Relate Document*** link at right > Select from ***New Document, Document from Repository, or Previously Related Document***

You may chose to “relate documents” to a particular Result. For example, you may have a chart, graph, Excel spreadsheet, or other type of file with multiple years of data that you wish to link to the result. You can also link to an URL (website) such as a table in the Data Collection Tools tab. Other related documents may be associated with your action plan, such as quotes for goods or services, or purchase request forms associated with a resource request.

Relating a Document to a New Result:

- Choose ***New Document*** if you have not uploaded the document into TracDat yet
- Choose ***Document from Repository*** if the document has been uploaded into a folder in the Document Repository already
- Choose ***Previously Related Document*** if the document is already related to another Result

Tab 5: Data Collection Tools



This tab provides robust tools to assist you in collecting direct and indirect measures. Once collected, they can be exported to an Excel spreadsheet for analysis. Information collected through these tools ***does not*** automatically interface with your results reporting via the Results tab; however, one can link to the Data Collection tools as a related document in the Results area. For assistance in the development of measures and questionnaires, contact the Assessment Coordinator in the Office of Institutional Effectiveness.

Data Collection Tools Features:

★ *Measures*

- Create basic data collection checklists or tables for your direct measures, and export the data for analysis

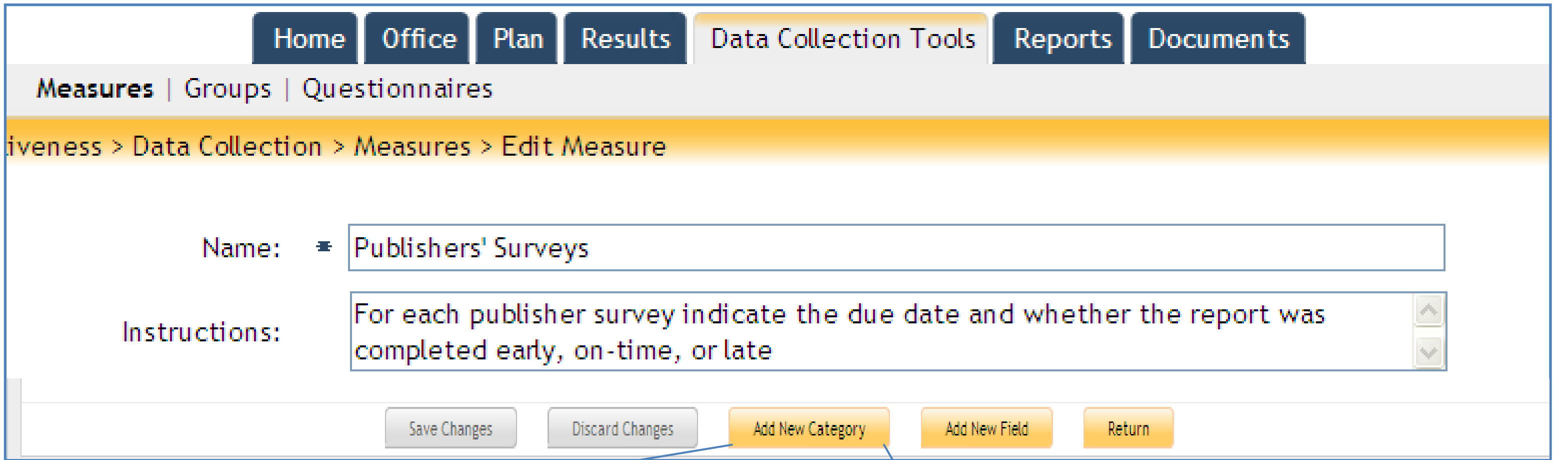
★ *Groups*

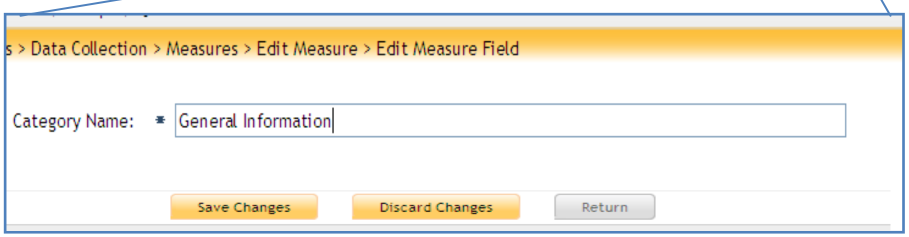
- Create groups (such as individuals or years) to send the data collection checklists
- Import lists of individuals
- Assign responsibility for the collecting measures to specific personnel

Measures and groups work together to create tables to organize direct measures, or can be useful in tracking daily or weekly operations. Using the analogy of a table, the measures area would create the columns of the table while the groups area would create the rows (or cases) of the table.

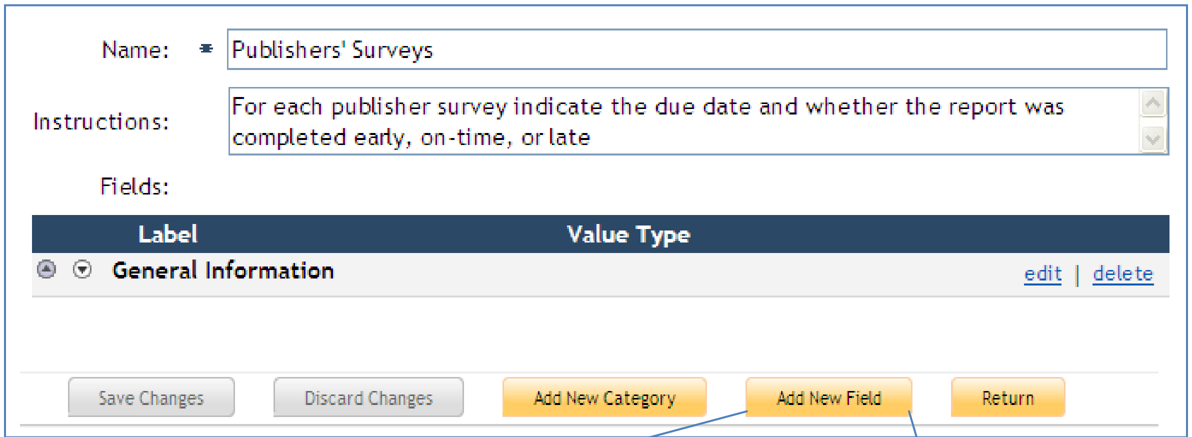
To add a new Measure:

Select ***Measures*** > Select ***Add New Measure*** > Enter the name of the measure & instructions > Select ***Add New Category*** or ***Add New Field*** > Enter a name > Select which type of value the measure will be > enter item values if necessary > Select ***Save Changes*** button

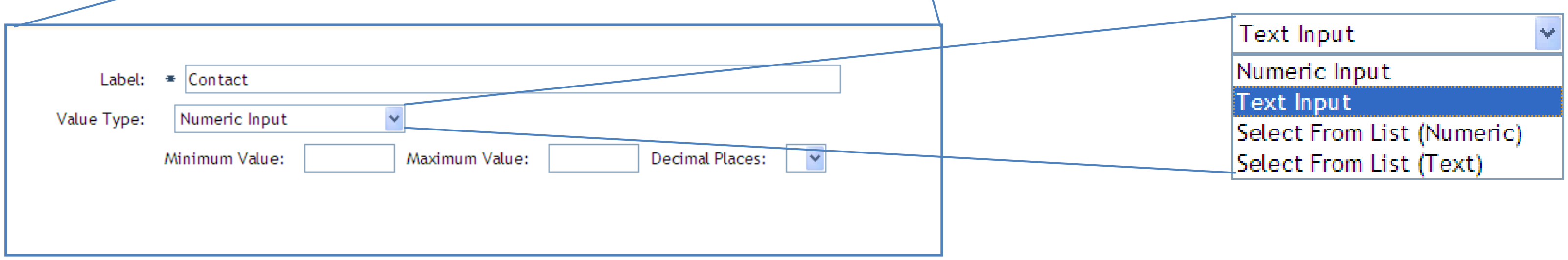




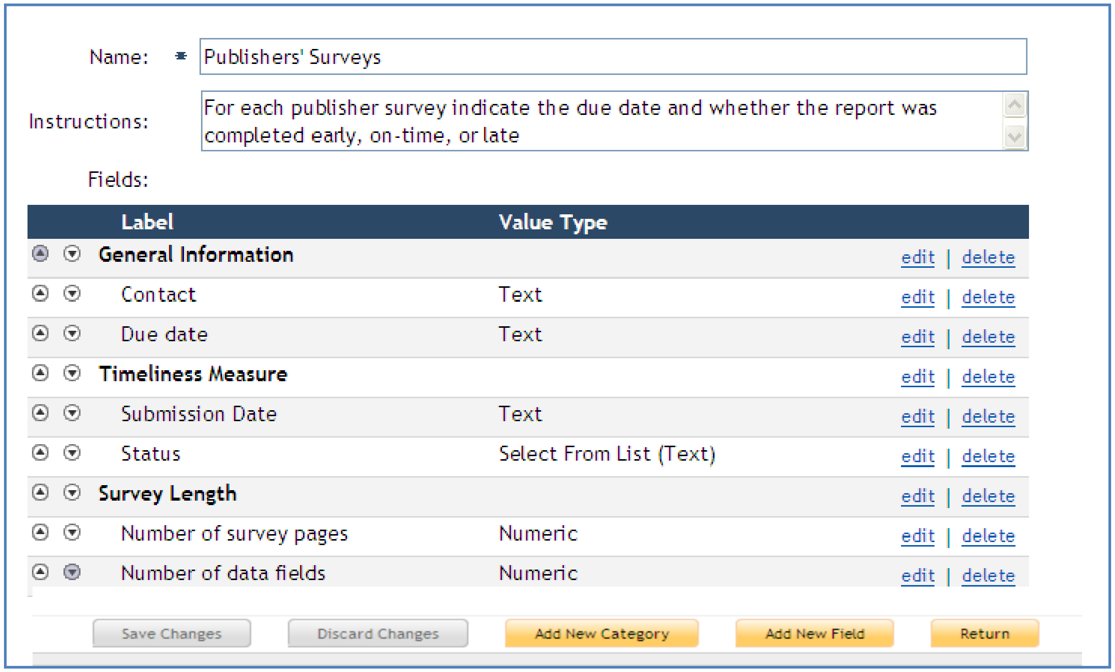
Categories allow you to group measures. In this example, we want to report National statistics as well as the mean of our seniors in several performance areas. We have elected to have each performance area serve as a category. After entering a name of the Category, select the ***"Save Changes"*** button. The result will be the next screen shot.



We now select ***Add New Field*** to add the measure, its label, its value type (text, numeric, radio or drop down menus, etc.), minimum & maximum values and degree of precision to the measure.



One would continue adding fields and categories to fully define the measure – in this example; we have three fields (National Mean, National Standard Deviation, and USCA Mean) for each of six categories (Memory & Thinking, Sensory & Physiology, Developmental, Clinical & Abnormal, Social, and Measurement & Methodology). Once completed, the screen would look like the following screen shot.



Name: * Publishers' Surveys

Instructions: For each publisher survey indicate the due date and whether the report was completed early, on-time, or late

Fields:

Label	Value Type	
General Information		edit | delete
Contact	Text	edit | delete
Due date	Text	edit | delete
Timeliness Measure		edit | delete
Submission Date	Text	edit | delete
Status	Select From List (Text)	edit | delete
Survey Length		edit | delete
Number of survey pages	Numeric	edit | delete
Number of data fields	Numeric	edit | delete

Save Changes | Discard Changes | Add New Category | Add New Field | Return

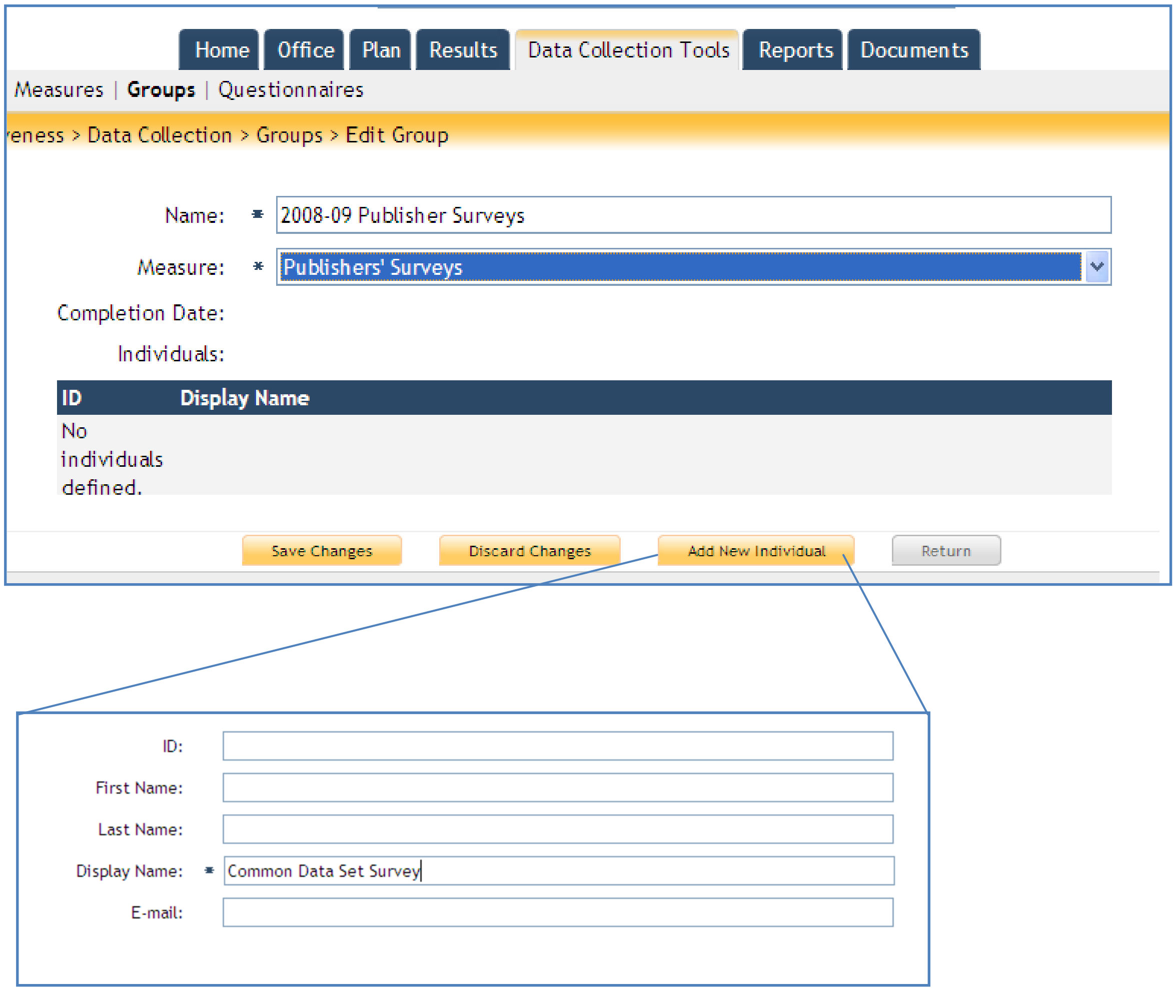
You can create as many measures as you like; however, there are three factors to consider when creating measures – do you want to see all values in a single table (in which case they should all be in one measure), do you want all values together on a single spreadsheet for further analyses (in which case they should all be in one measure because each measure that is created can be downloaded as a separate Excel spreadsheet), and who is to be assigned responsibility for collecting and reporting the data (if more than one person is assigned responsibility then measures should be broken out to represent that which is reported by individual personnel).

Categories and fields can be moved up or down using the arrows located in front of the Label column.

Once a measure has been created, the next step is to create groups “around” that measure. Groups could be individual students (e.g., if one wants a table of all students in a cohort), years, or semesters.

To add a new Group:

Select ***Groups*** > Select ***Add New Group*** > Enter the name of the Group > Select ***Measure*** from the drop down menu > ***Add New Individual*** > Select ***Save Changes*** button



After selecting a name and measure, select "***Add New Individual***". "Individuals" will show up as rows in your table. If you are collecting data on specific students or individuals, you can optionally add id, first name, last name, and e-mail. Alternatively, you can upload a roster of student names from an Excel spreadsheet and have the system create the rows of the table for you. The only required field (as marked by the asterisk) is the display name (or row title).

Continue to add individual rows, saving each one at a time. An example is represented in the next screen shot.

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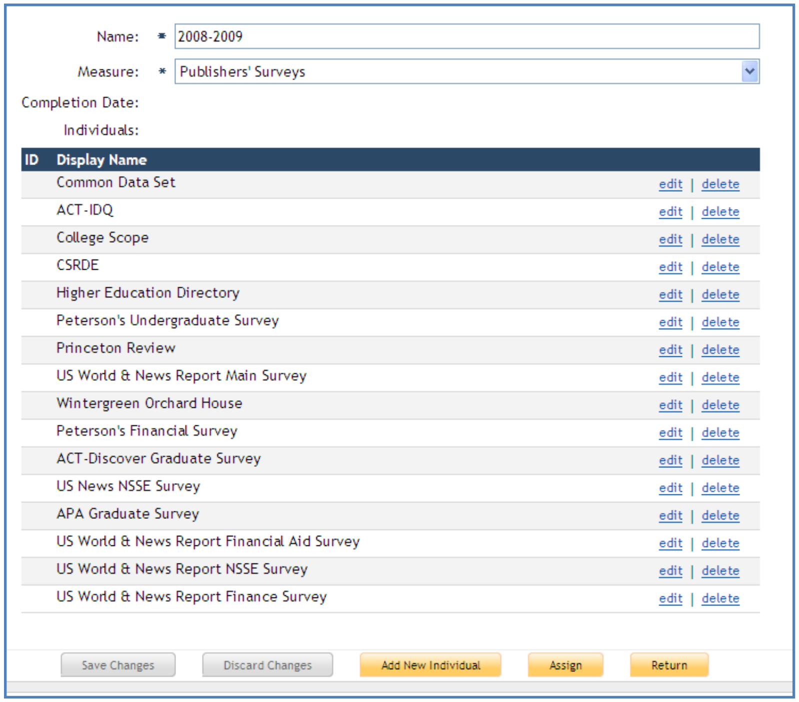


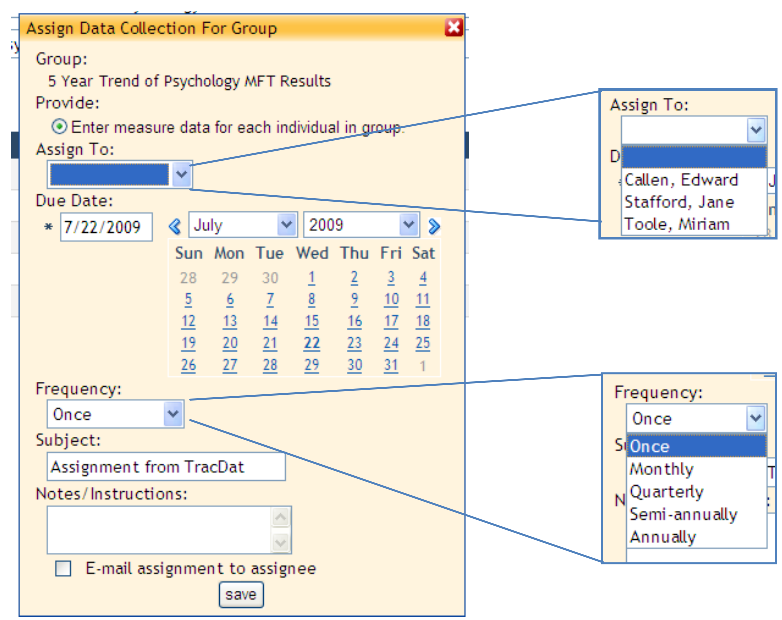
Once completed, you can select ***Return*** to go back to the groups level to add new groups.

You can also elect to ***assign*** responsibility for collecting the data and putting it into the table to either yourself or any other personnel within your program.

Assign Responsibility to Personnel

You may chose to assign responsibility for a particular table to either yourself or others in the program. Select Assign > assign it to someone listed in the drop down menu > provide a due date and how frequent they need to report the information > write an e-mail message under notes/instructions > click on e-mail assignment > save.

This will send an e-mail with links to the assignee which can then be placed in a Microsoft Outlook Calendar or other scheduling software.



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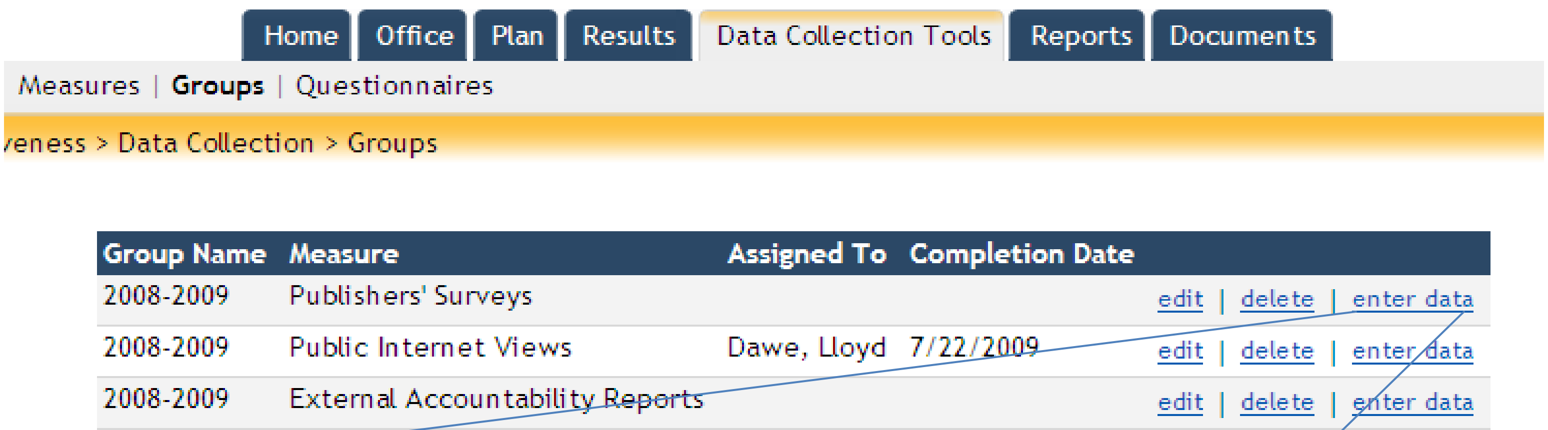
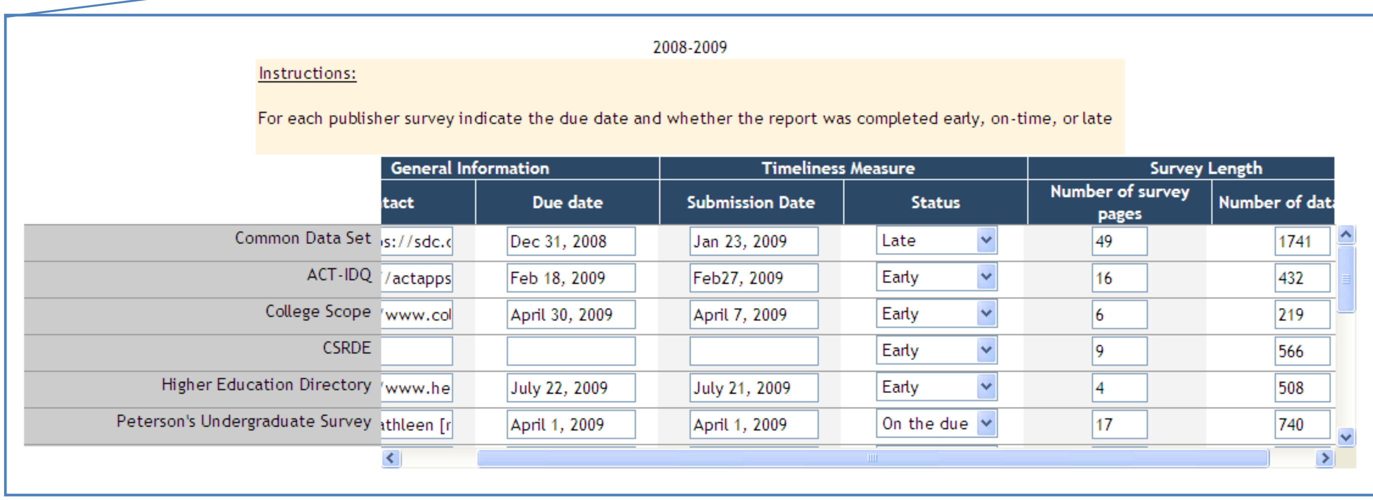
To enter data into the Group (Table):

Select ***Groups*** > Select ***enter data*** for the Group Name ***or*** click on the e-mail link if the task was assigned > enter the data into the table > select ***Save Changes***

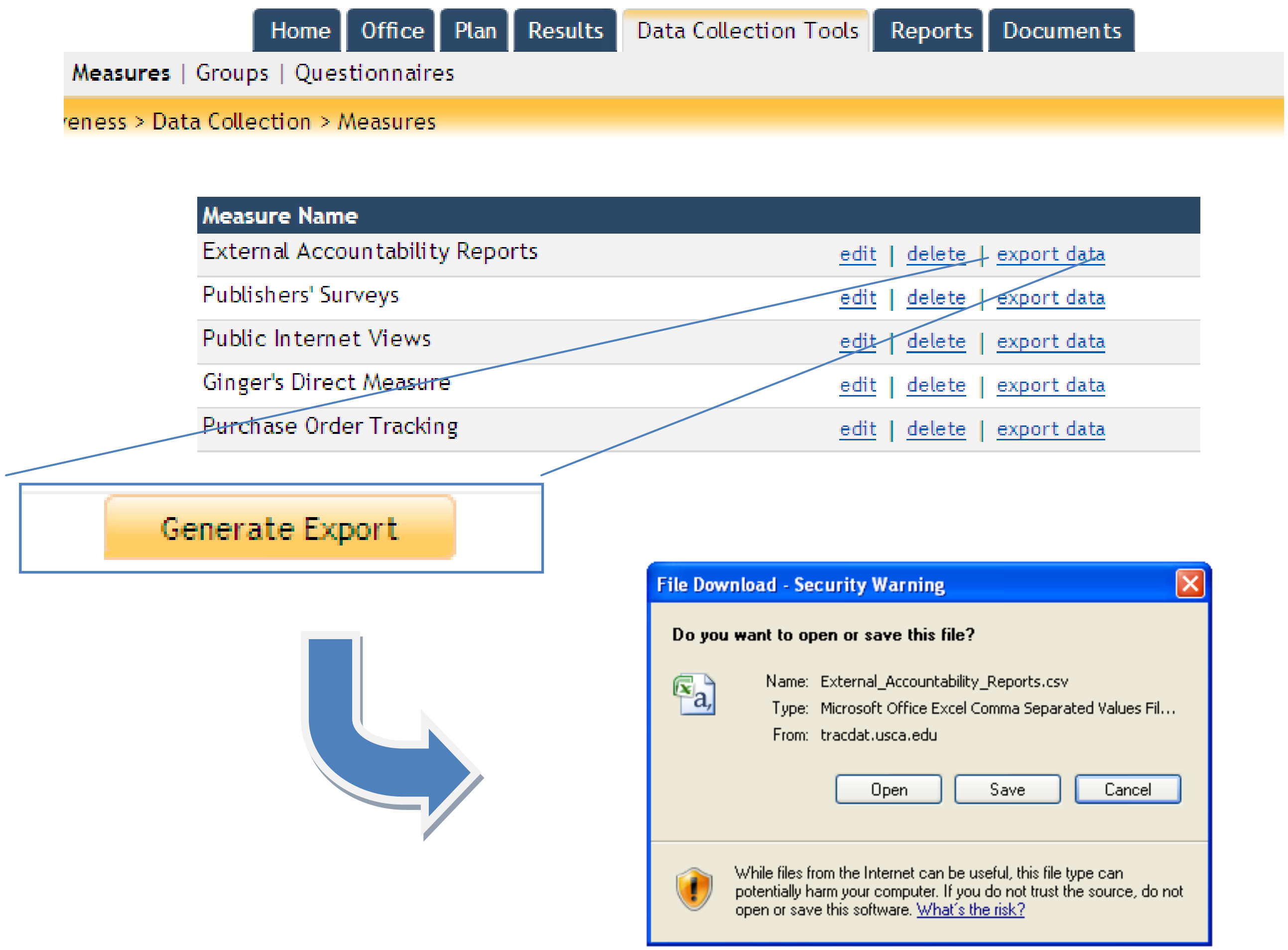




If the table was accessed through the assigned e-mail link, an option will appear on the bottom of the page to ***Mark Assignment as Completed***. This option is not available if the task was not assigned. Marking it as completed will make an appropriate notation on the Home tab.

To download data into an Excel spreadsheet for further analysis:

Select Measures > Select ***export data*** for the Measure Name > select ***Generate Export*** > ***Save*** the resulting Excel spreadsheet for future analysis



Data should be collected on a frequent basis determined by the measure in question. Some measures are best collected on a weekly basis, while others may be more easily collected on a quarterly, semester, or annual basis. On a less frequent basis (at least once a year), the data that has been collected for each measure should be aggregated in the form of an average or other appropriate statistic and reported under the Results tab. While it is possible to enter weekly or monthly reports under the results tab, this will create a rather lengthy program review report.

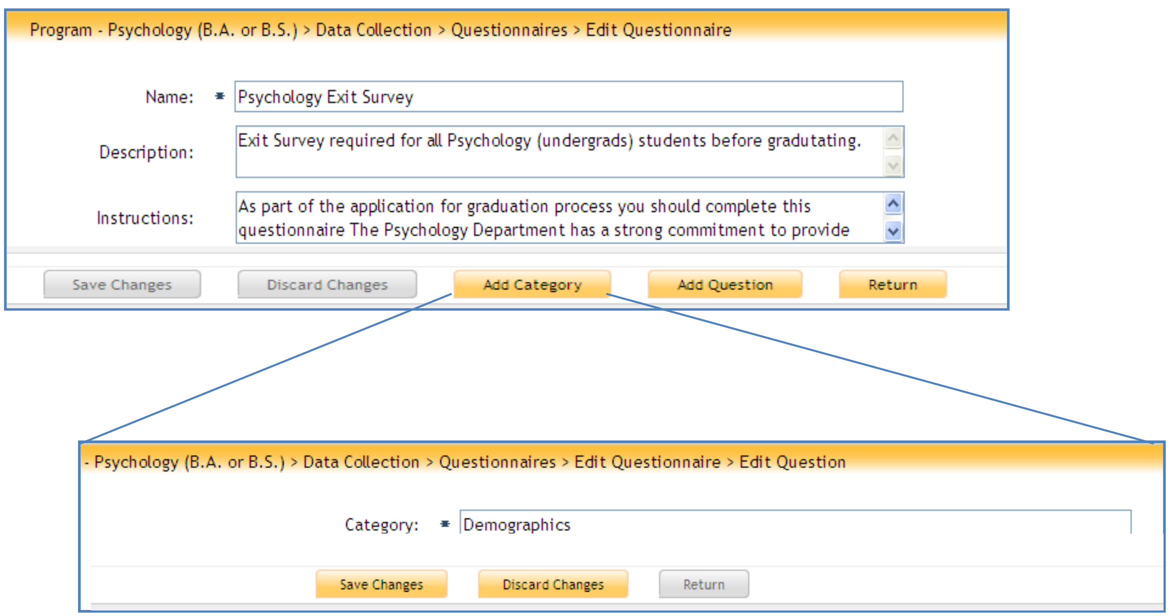
★ *Questionnaires*

- Create basic questionnaires, access them for surveys, and export the data for analysis

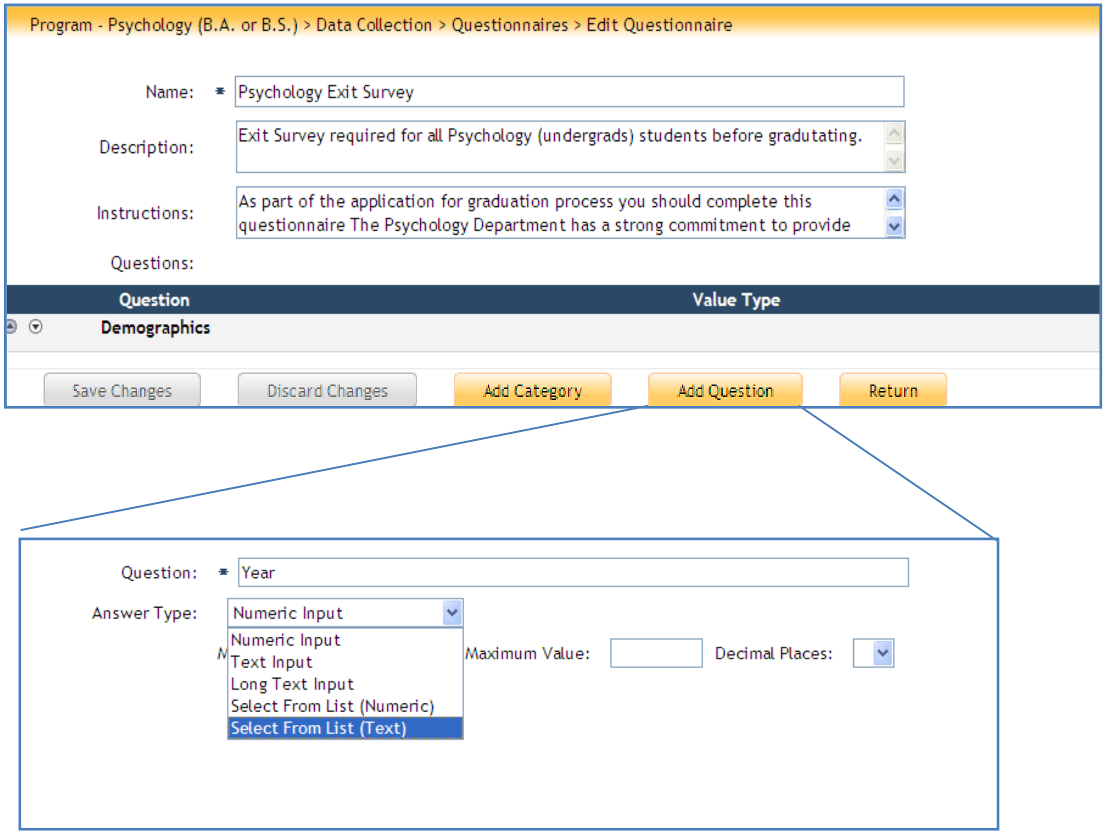
For assistance in the development of questionnaires, contact the Assessment Coordinator in the Office of Institutional Effectiveness.

To create a questionnaire:

Select ***Data Collection Tools*** > ***Questionnaires*** > Select ***Add Questionnaire*** > Add a name, description and instructions that will appear to respondents

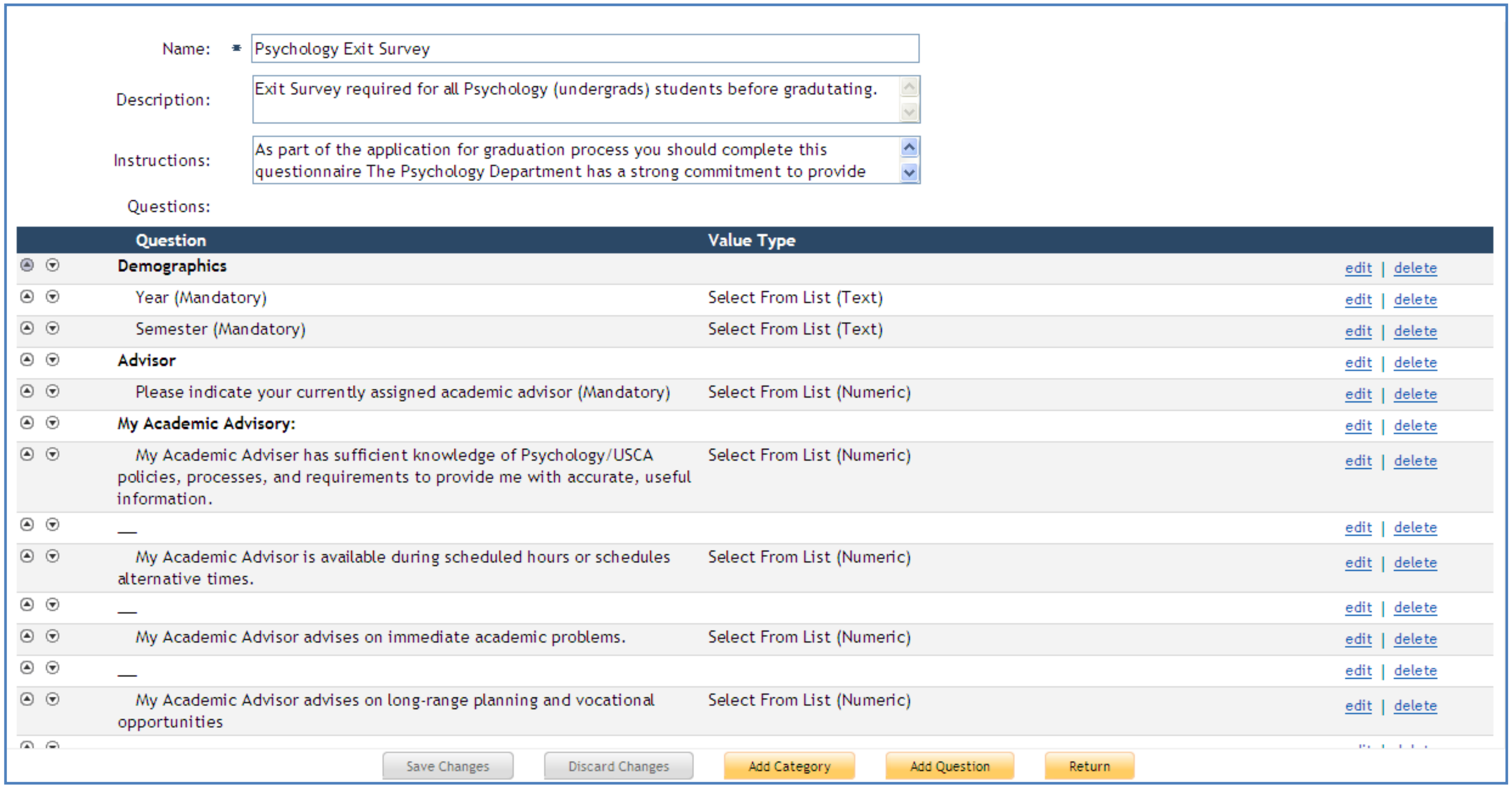


Categories allow you to group questions. In this example, we have several demographic questions before seniors are asked specific details about their experience within the major. After entering a name of the Category, select ***"Save Changes"***. The result will be the next screen shot.



We now select ***Add Question*** and specify the answer format as numeric (e.g., a rating scale), text input, long text input or selection from a list of options. When the question type being selected is "Select from List" , the questions unfortunately tend to run close together when the questionnaire is published. Our work around for this issue is to inset a category between each question consisting of a couple of underscores or dashes.

If the question type is "Select from List", identify whether you want a drop down menu or radio buttons, and add your items. One would continue adding questions and categories to fully define the questionnaire.



Name: * Psychology Exit Survey

Description: Exit Survey required for all Psychology (undergrads) students before gradutating.

Instructions: As part of the application for graduation process you should complete this questionnaire The Psychology Department has a strong commitment to provide

Questions:

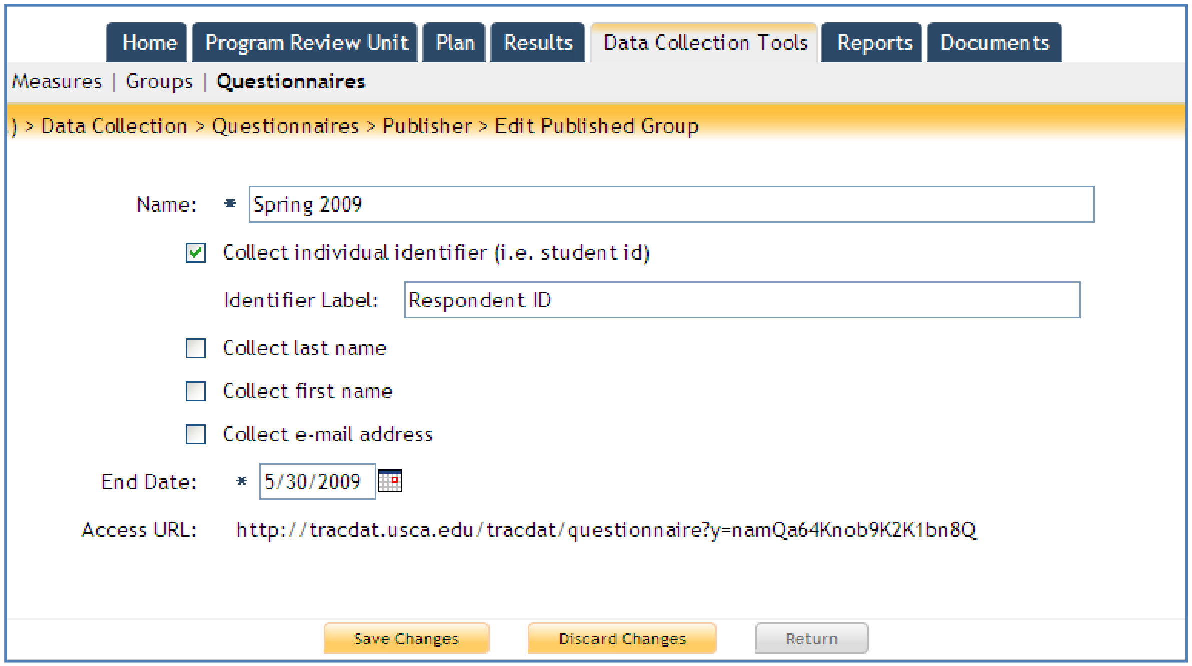
Question	Value Type	
Demographics		edit | delete
Year (Mandatory)	Select From List (Text)	edit | delete
Semester (Mandatory)	Select From List (Text)	edit | delete
Advisor		edit | delete
Please indicate your currently assigned academic advisor (Mandatory)	Select From List (Numeric)	edit | delete
My Academic Advisory:		edit | delete
My Academic Adviser has sufficient knowledge of Psychology/USCA policies, processes, and requirements to provide me with accurate, useful information.	Select From List (Numeric)	edit | delete
__		edit | delete
My Academic Advisor is available during scheduled hours or schedules alternative times.	Select From List (Numeric)	edit | delete
__		edit | delete
My Academic Advisor advises on immediate academic problems.	Select From List (Numeric)	edit | delete
__		edit | delete
My Academic Advisor advises on long-range planning and vocational opportunities	Select From List (Numeric)	edit | delete

Save Changes | Discard Changes | Add Category | Add Question | Return

Once a questionnaire has been created, the next step is to publish or “activate” the survey. A single questionnaire can be activated multiple times either sequentially or simultaneously.

To start a survey:

Select ***Data Collection Tools*** > Select ***Questionnaires*** > Select ***Add Published Group*** > Enter the name of the survey > Assign a Name > Select options regarding the collection of respondent identifiers > Assign an End Date > Select ***Save Changes*** button



If you wish to conduct an anonymous survey, do not check any of the optional boxes below Name. In some cases, as in the example of an exit survey from an academic program, students are required to complete the survey; thus, some means of tracking those who have responded is necessary. Assigning individual respondent ids is useful to track those who have completed the survey.

After clicking Save Changes, an Access URL will appear. This is the URL address you will give to your participants to access the survey.

To access the survey:

Either enter the URL directly into a web browser, or Select ***Data Collection Tools*** > Select ***Questionnaires*** > Select ***Publisher*** > click on ***access*** next to the published survey you wish to enter

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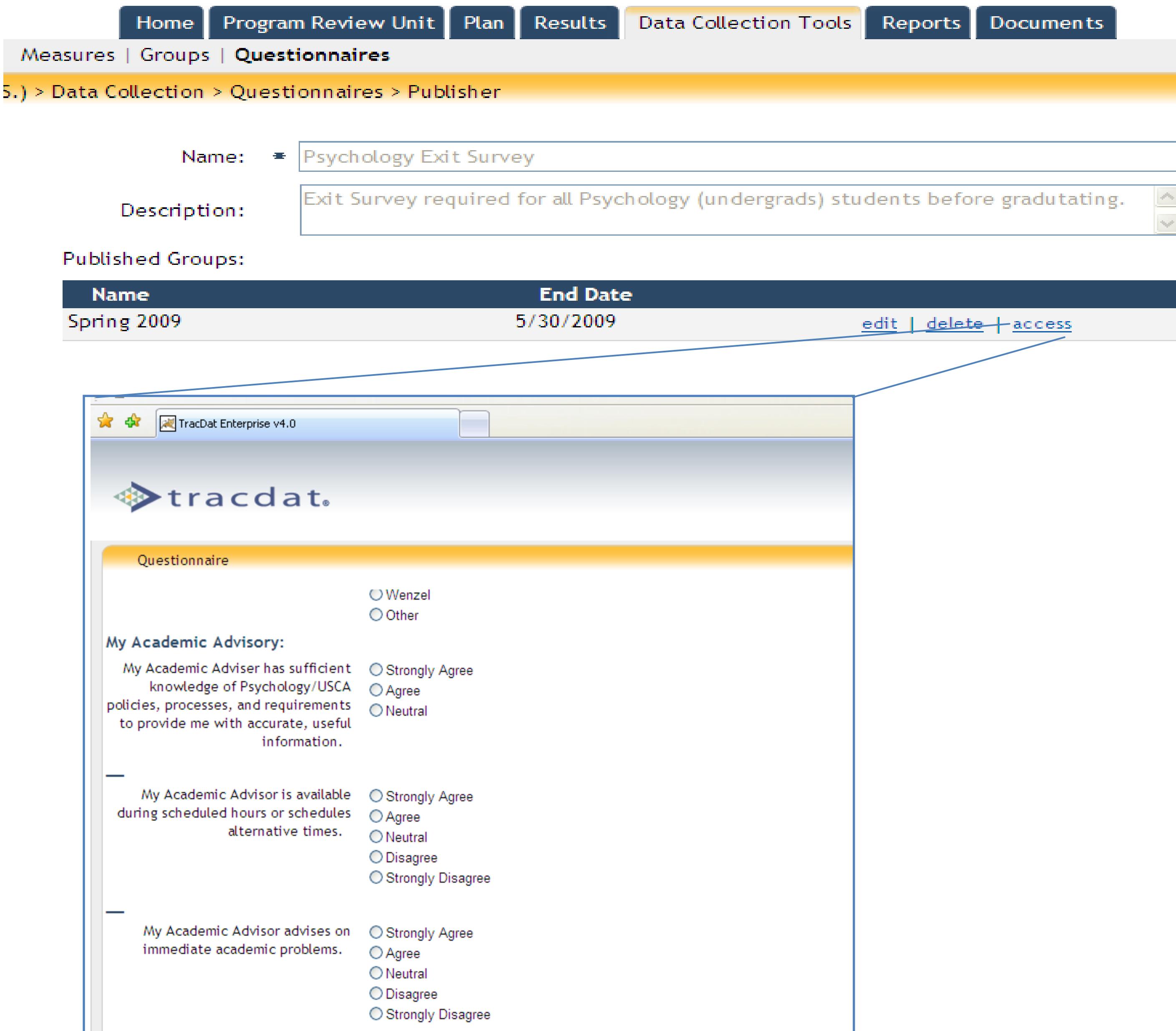
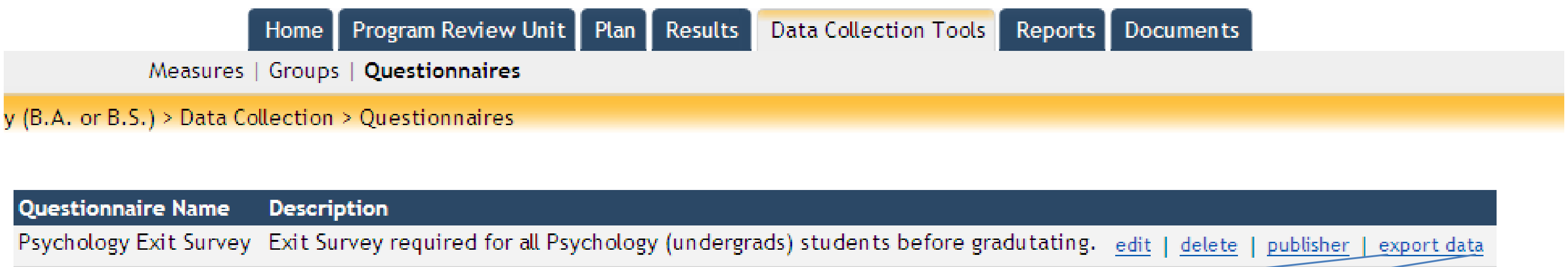
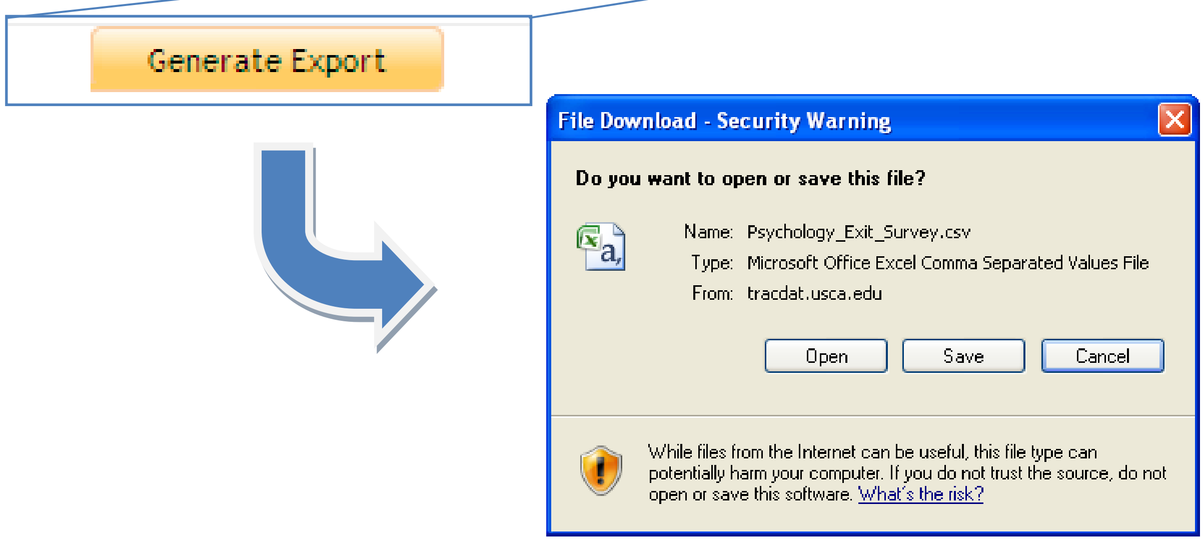


To download data into an Excel spreadsheet for further analysis:

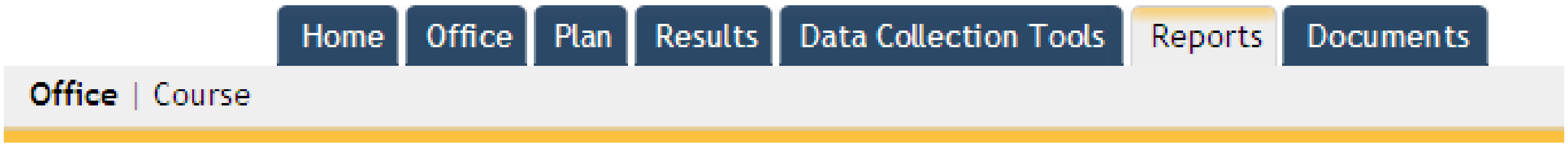
Select ***Data Collection Tools***> Select ***Questionnaires*** > Select ***export data*** for the Questionnaire > select ***Generate Export*** > ***Save*** the resulting Excel spreadsheet for future analysis





Data should be collected on a frequent basis and archived. Deleting published groups removes the data from the system. Similarly, maintaining a published group will add the data to the questionnaire and will be present in the exported file.

Tab 6: Reports



Reports Features:

★ *Program Review Unit or Course Reports List*

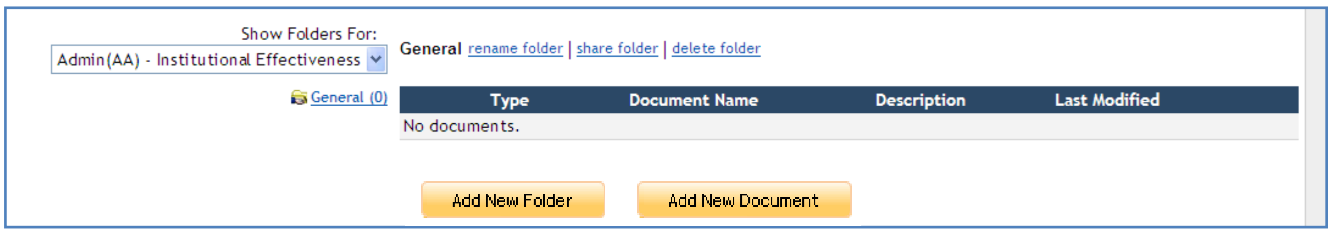
- Reports can be executed in either HTML or PDF
  - For best results, use HTML for viewing and PDF for printing reports
- Report data is related to the Assessment Unit that is selected from the top drop-down menu

Report	Description	
Assessment Plan	This report shows the unit's assessment plan. It does not show the results of each assessment.	run
Program Review	This report shows the office's, program's, department's, or school's outcomes, assessment plan, results, and any action plans in a four column report. This report is useful for showing the results for a specific unit.	run
Documents List	This report list all documents (files) stored in each folder for each unit.	run

Tab 7: Documents

Documents Features:

★ *Document Repository*
- View/Add/Edit/Share folders within the Assessment Unit
- Upload files to be related to Assessment Plans and Observations
- Ability to share documents across Assessment Units, Reporting Units, and the Institution
- General depository for any assessment documents



★ *Related Documents*
- View where current documents are related to Means of Assessment and Results

APPENDIX: CREATING AN ASSESSMENT PLAN FOR EXISTING ADMINISTRATIVE OFFICES

STEP 1 – Begin with what you know, i.e., with what you are currently doing. Look over employee job descriptions, planning documents, current goals and objectives, look at last year's calendar/ schedule to see where you spent your time over the course of each day. I also asked each person in the office to list all of their tasks and duties, resulting in a comprehensive list.

You should organize the list adding two descriptive levels above your list of duties and functions. There can often be multiple ways to organize your duties, so give some thought to moving things around to see what works best to capture all that your office does.

Example: Below is an example from the IE Office. This is followed by the same duties organized by color on the following pages.

Strategic Plan Reports	Monitoring and documenting measures for the Strategic Plan	Documenting changes & updates to the Strategic Plan
Nursing Assessment - National Test Results & Failure Rate	Advisement Survey	USC Aiken Alumni Interest Survey
Alumni Survey	Athlete Survey	Biology Exit Survey
Bookstore Survey	Business School Senior Exit Survey	Business School Summer Class Preference Survey
Business School Alumni Career Survey	Chemistry Exit Survey	Communications Exit Survey
Education School Practica Survey	Education School Post-Intern Survey	General Education Survey of Faculty
Greek Life Survey	Nursing School Senior Exit Survey	Orientation Transfer Survey
Orientation Family Survey	Psychology Undergraduate Exit Survey	Residence Life Quality of Life Survey
Sociology Exit Survey	Visual and Performing Arts Exit Surveys	General Education - Collegiate Learning Assessment / MAPP
Assessing Graduate Programs	Institutional Effectiveness Manual	Institutional Assessment and Accountability Resources
Assessment Conferences	Discipline Specific Academic Resources	Working with the Assessment Committee
Academic Program Assessment	Administrative Program Reviews	Cooperative Institution Research Program (CIRP)
National Survey of Student Engagement (NSSE)	HERI Faculty Survey	HERI Your First College Year Survey
Faculty Survey of Student Engagement (FSSE)	Internal Report of High School Ranking	Report of Enrollment Comparisons
Report of Retention and Graduation Reports	Report of Credit Hour Production	Report of Course Tallies
Report of Major Tallies	List of Students turning 21 in the Fall & Spring Semesters	List of Students eligible for Pi Gamma Mu Honor Society
List of Students eligible for Psi Chi Honor Society	Report of DFW Rates for the Fall & Spring	Report of Early Warning Recipients -Grade Matched
Report of Chancellor's State of the Campus Address	Report of Newly Admitted Students Enrolled for the Fall	Report of Undergraduate GPA by Gender & Race
Report of Graduation Lists with Permanent Address	Report of Honors Program Recruits	Report of Breakdown of Undergraduates by Gender & Race
Report of Degrees awarded by Major and Fiscal Year	Report of Tuition Deferred Students	List of Registered Newly Admitted Students by Basis Type
Report of Preliminary Retention of Fall Freshman Cohort	Interactive Web Tools for Data: HOMER	Interactive Web Tools for Data: MARGE
Interactive Web Tools for Data: SADI	Interactive Web Tools for Data: Faculty Databank	PACERDASH Dashboard
National Student Clearinghouse	IPEDS Peer Analysis System & Peer Executive Tool	College Source Online
College Results Online	Academic Tracking Reports	Faculty Salary Studies
Higher Education and Assessment	Institutional and Community Characteristics & Studies	Student Characteristics and Engagement Studies
Unit Head Evaluations	EVCAA Evaluations	360 Evaluations
Faculty Assembly Ballots	IPEDS Data Feedback Reports	Institutional Effectiveness Reports
Institutional Profile	Institutional Financial Profile	State Agency Accountability Reports
Voluntary System of Accountability (VSA)	CHE Report	Common Data Set Reports
Peterson's	Princeton Review	US News and World Reports
ACT-IDQ	CUPA Report	U.S. News General Distance Education Survey
Higher Education Directory Survey	CSRDE Retention Survey	FACT Books
Fast Facts	College Portrait	SCOIS Survey – Annual Update of Information
Reaccreditation 2011	Compliance Certification	Quality Enhancement Plan
Site Visit	Professional Accrediting Bodies:	

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Blue font items deal with Assessment and Planning activities, green font items all deal with internal data requests needed for operational and decision support, red font items deal with accountability and external reporting, and black font items deal with accreditation and compliance.

Strategic Plan Reports	Monitoring and documenting measures for the Strategic Plan	Documenting changes & updates to the Strategic Plan
Nursing Assessment - National Test Results & Failure Rate	Advisement Survey	USC Aiken Alumni Interest Survey
Alumni Survey	Athlete Survey	Biology Exit Survey
Bookstore Survey	Business School Senior Exit Survey	Business School Summer Class Preference Survey
Business School Alumni Career Survey	Chemistry Exit Survey	Communications Exit Survey
Education School Practica Survey	Education School Post-Intern Survey	General Education Survey of Faculty
Greek Life Survey	Nursing School Senior Exit Survey	Orientation Transfer Survey
Orientation Family Survey	Psychology Undergraduate Exit Survey	Residence Life Quality of Life Survey
Sociology Exit Survey	Visual and Performing Arts Exit Surveys	General Education - Collegiate Learning Assessment / MAPP
Assessing Graduate Programs	Institutional Effectiveness Manual	Institutional Assessment and Accountability Resources
Assessment Conferences	Discipline Specific Academic Resources	Working with the Assessment Committee
Academic Program Assessment	Administrative Program Reviews	Cooperative Institution Research Program (CIRP)
National Survey of Student Engagement (NSSE)	HERI Faculty Survey	HERI Your First College Year Survey
Faculty Survey of Student Engagement (FSSE)	Internal Report of High School Ranking	Report of Enrollment Comparisons
Report of Retention and Graduation Reports	Report of Credit Hour Production	Report of Course Tallies
Report of Major Tallies	List of Students turning 21 in the Fall & Spring Semesters	List of Students eligible for Pi Gamma Mu Honor Society
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Report of Chancellor's State of the Campus Address	Report of Newly Admitted Students Enrolled for the Fall	Report of Undergraduate GPA by Gender & Race
Report of Graduation Lists with Permanent Address	Report of Honors Program Recruits	Report of Breakdown of Undergraduates by Gender & Race
Report of Degrees awarded by Major and Fiscal Year	Report of Tuition Deferred Students	List of Registered Newly Admitted Students by Basis Type
Report of Preliminary Retention of Fall Freshman Cohort	Interactive Web Tools for Data: HOMER	Interactive Web Tools for Data: MARGE
Interactive Web Tools for Data: SADI	Interactive Web Tools for Data: Faculty Databank	PACERDASH Dashboard
National Student Clearinghouse	IPEDS Peer Analysis System & Peer Executive Tool	College Source Online
College Results Online	Academic Tracking Reports	Faculty Salary Studies
Higher Education and Assessment	Institutional and Community Characteristics & Studies	Student Characteristics and Engagement Studies
Unit Head Evaluations	EVCAA Evaluations	360 Evaluations
Faculty Assembly Ballots	IPEDS Data Feedback Reports	Institutional Effectiveness Reports
Institutional Profile	Institutional Financial Profile	State Agency Accountability Reports
Voluntary System of Accountability (VSA)	CHE Report	Common Data Set Reports
Peterson's	Princeton Review	US News and World Reports
ACT-IDQ	CUPA Report	U.S. News General Distance Education Survey
Higher Education Directory Survey	CSRDE Retention Survey	FACT Books
Fast Facts	College Portrait	SCOIS Survey – Annual Update of Information
Reaccreditation 2011	Compliance Certification	Quality Enhancement Plan
Site Visit	Professional Accrediting Bodies:	

Office of Institutional Effectiveness Organization

External Reporting and Accountability
- **External Accountability Reports**
  - *IPEDS Reporting; SACS Institutional Profile*
  - *SACS Financial Profile; CHE – Institutional Effectiveness Report*
  - *State Budget and Control Board Accountability Report*
- **Reports and Surveys for External Publications**
  - *College Board's Common Data Set; ACT Institutional Data Questionnaire*
  - *Princeton Review; Nebraska Survey; Higher Education Publication Survey*
  - *Wintergreen Orchard House Survey; US News and World Report*
  - *College Scope Survey; Peterson's*
  - *Barons; Consortium for Student Retention Data Exchange (CSRDE)*
- **Public Views from the Internet**
  - *Fast facts; Fact book; Voluntary System of Accountability and College Portrait*

Internal Data Requests and Decision Support
- **Operational Support**
  - Faculty Assembly's Ballots; ad hoc decision support requests; databases and data interfaces
- **Data Requests**
  - *PacerDash – Executive dashboard; Strategic planning dashboard; MARGE; GEORGE; ad hoc reports*
- **Research Studies and Presentations**
  - *Academic Tracking Reports; Faculty Salary Study; First Pace Effectiveness Study; Faculty Minority Recruitment Study*

Assessment and Planning
- **Administrative Evaluations**
  - *Chancellor's Evaluation; Unit Heads' Evaluation; EVCAA's Evaluation; 360 degree Evaluations*
- **Annual Reviews & TracDat**
  - *Administrative Program Reviews; Academic Department Reviews; Academic Program Reviews*
- **Surveys and Tests**
  - *MFT; CLA or MAPP; Exit Surveys; Satisfaction Surveys*
- **Strategic Planning**
  - *Strategic Planning Action Reports; Five year environmental scans; Strategic Plan Update*
- **Benchmarking and Institutional Surveys**
  - *CIRP; NSSE; Faculty Engagement Studies; Benchmarking tools*

Accreditation and Compliance
- **SACS Compliance and Reaffirmation**
  - *Compliance Certification; QEP; FacDat (Credentialing Database)*
- **Professional Accreditations**
  - *NCATE; AACSB; NLN; MPAC; NAEYC*

As you progress in the development of your assessment plan, the highest descriptive titles will become goals, the middle descriptive level will become outcomes, and duties listed will be organized as strategies.

STEP 2: Identify your goals as the highest level of your hierarchy….in the IE example we have four goals that are apparent…

Goal 1: External Reporting and Accountability
Goal 2: Internal Data Requests and Decision Support
Goal 3: Assessment and Planning
Goal 4: Accreditation and Compliance

It may be worthwhile to note that the goals identified via this process may be different from the ones you already have. The Institutional Effectiveness Goals from the previous Annual Report were:

Goal 1: External Reporting	Goal 2: Internal Reporting
Goal 3: Assessment	Goal 4: Research

These goals, while similar to the ones developed above, are clearly not the same. A review of the functions and time spent on various duties by office personnel allowed us to see that we were doing things that were not readily captured by our previous goals such as spending time with strategic planning and accreditation compliance. Further, we had a goal of research which is really more of an action or strategy one would employ to achieve many of the goals.

STEP 3: Identify outcomes (objectives) for each goal. This involves a few steps. First, we will want to state an objective for each item at the secondary hierarchical level. As a first attempt you can state the objective as something *you* will do to achieve the goal. You should state your objective in terms of an action verb. So, for example, we have three objectives under the first goal….

***First draft*…..**
Goal 1: External Reporting and Accountability
Objective 1: To provide accountability reports to external agencies
Objective 2: To provide institutional information for external publishers
Objective 3: To provide institutional information to the public via the internet

The next step involves adding qualitative dimensions to the objective. Remember that the purpose of institutional effectiveness is continuous improvement. It is useful to ask yourself what dimensions of improvement you are interested in pursuing with respect to the objective. For example, for the IE office, it would be good if we could ensure accurate, timely reports and we will want to submit a set number of reports each year…thus we should be striving to improve on three dimensions: accuracy, time, and number of reports. Restate your objective now using adjectives in keeping with your selected dimensions. As an example we could have our objectives now reworded as follows….

Second draft…
Goal 1: External Reporting and Accountability
Objective 1: To provide timely and accurate reports to external agencies as required
Objective 2: To provide timely and accurate institutional information to external publishers.
Objective 3: To provide accurate and timely institutional information to the public via the internet

The final step involves changing the focus of the objective from what you are doing. Objectives stated in terms of what a department is doing are said to be "process oriented objectives." Accrediting agencies, such as SACS, requires objectives to be "outcomes oriented". Outcomes are client based actions. So, we need to first identify who our principal clients are for each objective.

For each objective, ask yourself if you are providing services to students, faculty, staff, administrators, all internal constituents, external constituents, state officials, federal officials, accrediting bodies, the public?

Restate each objective as an outcome with the client as the grammatical subject as follows….

Third draft…
Goal 1: External Reporting and Accountability
Outcome 1: State, Federal, and Accrediting bodies will receive timely and accurate reports
Outcome 2: External publishers will receive timely and accurate institutional information
Outcome 3: The public will have access to accurate and timely institutional information via the internet

STEP 4: Make a concise yet encompassing statement to expound each goal. This is much easier now that the outcome objectives have been stated. Although many prefer to state goals as outcomes (i.e., client centered) they do not have to be. For example, instead of simply saying Goal 1 is external reporting and accountability, we will provide a descriptive sentence for the goal as follows…

Goal 1: External Reporting and Accountability

Federal, State, and accrediting agencies as well as national publications and the public will receive accurate information in a timely manner (written as an outcome) or…

Accurate and timely reports and information will be provided to Federal, state and accrediting bodies, as well as to national publications and to the public (written as a process oriented goal)

STEP 5: Examine the list of USCA Strategic Plan Goals and objectives. If any of your unit level goals and objectives are linked to these goals and objectives, take note of it. Not everything you do will be tied to an institutional strategic objective, but all strategic planning goals and objectives will be tied to unit level objectives somewhere across the institution. These are important links that must be reviewed annually; strategic goals and objectives change. The current strategic plan is available via the A-Z Index on the institution's web site.

Goal 1: External Reporting and Accountability
Federal, State, and accrediting agencies as well as national publications and the public will receive accurate information in a timely manner

Outcome 1: State, Federal, and accrediting bodies will receive timely and accurate reports *(no strategic link)*
Outcome 2: External publishers will receive timely and accurate institutional information *(SP link: 5-B)*
Outcome 3: The public will have access to accurate and timely institutional information via the internet *(SP link: 5-B)*

STEP 6: Note in table form the current departmental strategies (i.e., office duties and functions) associated with each goal and objective. Having this table set up will facilitate the annual report you will have to create and will serve as a useful reference for unit level reviews. It will also help you quickly enter information into TracDat.

Goals & Outcome Objectives	Departmental Strategies / Functions
Goal 1. External Reporting and Accountability Federal, State, and accrediting agencies as well as national publications and the public will receive accurate institutional information in a timely manner	
Outcome 1.1. State, Federal and Accrediting bodies will receive timely and accurate reports *(no SP link)*	*Complete accountability reports such as: IPEDS Reporting; SACS Institutional Profile; SACS Financial Profile; CHE – Institutional Effectiveness Report; State Budget and Control Board Accountability Report* *Note annual due dates on schedule an complete drafts with adequate time for review by Executives* *Use a common data set for all external reports* *Double check data reported in drafts to ensure accuracy* *Document via an SOP Manual how reports are generated to ensure consistency in reporting* *Be up-to-date on accrediting standards to ensure compliance by monitoring accrediting agencies' websites, attending workshops and conferences*
Outcome 1.2. External publishers will receive timely and accurate institutional information *(SP link 5-B)*	*Make us of the College Board's Common Data Set for reporting surveys to external publishers such as ACT Institutional Data Questionnaire, Princeton Review; Nebraska Survey; Higher Education Publication Survey; Wintergreen Orchard House Survey; US News and World Report; College Scope Survey; Peterson's; Barons; Consortium for Student Retention Data Exchange (CSRDE)* *Develop and use Excel reporting templates to facilitate timely completion of publisher surveys*
Outcome 1.3. The public will have access to accurate and timely institutional information via the internet *(SP link 5-B)*	*Develop and maintain an institutional Factbook using the same data source employed for accountability reporting.* *Participate in the Voluntary System of Accountability and College Portrait* *Maintain a website with links to institutional data for public views* *Provide up-to-date information for fast facts web site.*

STEP 7: Develop your assessment plan for each outcome. An assessment plan consists of identifying multiple measures for your outcomes, stating a criterion or target for each measure to which you strive, and identifying when you will collect/report on the data. It may be useful to add this to your strategic table.

When considering your measures, you should note that there is a distinction between direct and indirect measures. Direct methods measure what was actually accomplished while indirect methods measure perceptions of what was done typically by means of surveys. It should be noted as well, that the office of Institutional Effectiveness can provide assistance in developing assessment surveys and in collecting survey data. TracDat, provides a number of robust tools to help collect your assessment data.

Examples of direct measures may be the actual time it takes to write a report, the number of reports written, the use of a service, hits on a website, the GPA of student athletes relative to the student body, or the number of crimes committed on campus.

Examples of indirect measures may be surveys of students' perception of crime on the campus, or satisfaction ratings of services your office provides.

Occasionally, a unit may find itself with an outcome measure that may simply be the completion of a project or activity, but this approach has the weakness of not providing any information for improvement. Usually when this happens, the problem rests in misidentifying a strategy or action as an objective or goal. As an example, the University Police Department may want to promote a sense of security by expanding the number of emergency call boxes on campus to ten. If this were stated as a goal or objective, then the assessment may end up simply being completion of the project (possibly with the additional measures of being on time and within budget). It would be much more benficial to consider why the call boxes were being installed – in this case, it is to enhance a sense of security. Installation of the boxes is a strategy to achieve this objective. Thus, an appropriate measure here would be one that evaulates the perception of safety across the campus (before and after the installation of the boxes).

As well it is important to tie the assessment measure to the objective rather than to specific strategies. Ultimately, the strategies are simply a means to an end and it is the how close we get to the goal or objective that must be measured. One must be willing to drop, modify or adopt new strategies in the face of assessment evidence that one's goals are not being met.

Examples of "Proven" or widely-accepted Program Assessment Techniques

An assessment strategy is the method to be employed to measure the extent to which a department, unit or program has achieved a student learning or program based outcome. Because every method has limitations and often unproven reliability, sensitivity, and validity, more than one assessment method should be used. If you adopt several methods, the strengths associated with some will off-set the limitations of others. As well, having several strategies will allow the program's oversight committee or administrators to later evaluate the reliability and convergent validity of the various methods, eventually dropping those methods that are not providing useful data or are not serving as valid or reliable performance indicators.

Generally assessment strategies fall into two categories: direct and indirect measures. Direct methods measure what has been learned or accomplished, while indirect methods measure one's *perception* of what has been learned, or a *perception* of the program's outcomes. Indirect measures are useful but not sufficient for an effective program assessment plan.

Examples of Direct Measures

Student Learning Direct Outcome Measures

Major Field Tests	Capstone course evaluation	Grading using a standard rubric and multiple assessors
Case studies	Licensing or certification exams	Student portfolios
Senior Research projects	Senior Recitals or artistic productions	Locally developed tests
Course embedded Assessments	Evaluation of interns /practicum students	External examiners or reviewers
GRE	Student presentations outside the course	Value-added assessments (pre – post tests)

Administrative or Service-Oriented Direct Outcome Measures

Counts of clients served	Count of reports generated	Counts of documents produced
Accuracy measures	Timeliness measures	Number of workshops or training sessions held
Number of website hits or visits	Graduation rates	Retention rates
Budgetary measures	Recruiting results	Tracking program participation
Tracking complaints		

Examples of Indirect Measures

Student perception surveys (e.g., NSSE)	Participant or client satisfaction surveys
Exit Interviews	Alumni Surveys
Analysis of course syllabi	Employer surveys

Example:

Goals & Outcome Objectives	Assessment Measures
Goal 1. External Reporting and Accountability Federal, State, and accrediting agencies as well as national publications and the public will receive accurate institutional information in a timely manner	
Outcome 1.1. State, Federal and Accrediting bodies will receive timely and accurate reports	*Direct measure of the number of reports created* *Direct measure of the proportion of reports completed on time or ahead of time* *Direct measure of the number of errors requiring correction relative to the number of reports generated*
Outcome 1.2. External publishers will receive timely and accurate institutional information	*Direct measure of the proportion of publishers' surveys that make use of the Common Data Set and IPEDS submission.* *Direct measure of the time of survey completion relative to due date and time* *Direct measure of the number of publishers' surveys completed*
Outcome 1.3. The public will have access to accurate and timely institutional information via the internet	*Direct measure of the time of completion of the College Portrait elements relative to due date* *Direct measure of the type of and frequency of updates of institutional data on the internet*

STEP 8: Setting targets or criteria and restate your assessment measures with mention of your specified target. A criterion for success identifies how well a program is expected to perform on the assessment. Targets should be quantitative so that it is clear that the objective was or was not met. The expected performance on a given assessment measure should be determined before data on that measure is collected. You should also at this time specify your schedule for collecting the data

Examples of Targets or Criteria for Success

1. Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.
2. Graduation rates of student-athletes will equal or exceed the graduation rates of the general student population.
3. Sixty percent of the students who participated in library training will report that they are satisfied or very satisfied with their ability to use library resources.
4. Eighty percent of students using the advising center will report that they are satisfied or very satisfied with the advising they received.

When considering a specific target, be sure to set one that can be achieved. Setting an unrealistically high target makes success unlikely. It is better to set realistic success criteria, so that successful incremental improvement can be shown. Also avoid setting unrealistically low targets to assure success so as to avoid being viewed as failing or as an excuse for not attempting to make improvements. That a target is not reached does not mean that a program is weak or ineffective provided that the unit staff and director use the data to make changes in the program or service to improve the program outcome and move it toward the target.

Example:

Goals & Outcome Objectives	Assessment Measures
Goal 1. External Reporting and Accountability Federal, State, and accrediting agencies as well as national publications and the public will receive accurate institutional information in a timely manner	
Outcome 1.1. State, Federal and Accrediting bodies will receive timely and accurate reports	*100% of all required accountability reports will be created and submitted (direct measure; collected annually)* *100% of all accountability reports will be completed either on time and 80% will be completed ahead of time (direct measure; collected monthly)* *Accountability reports will achieve a 95% accuracy rate and 100% of all discovered errors will be corrected with agencies being notified (direct measure; collected annually)*
Outcome 1.2. External publishers will receive timely and accurate institutional information	*75% of publishers' surveys will make use of the Common Data Set and IPEDS data (direct measure; collected annually)* *Publishers' surveys will be completed, on the average 2 days before due dates (direct measure; collected monthly)* *Ten surveys will be completed (direct measure; collected annually)*
Outcome 1.3. The public will have access to accurate and timely institutional information via the internet	*100% of all College Portrait elements will be completed a minimum of 7 days before the due date (direct measure; collected annually)* *Fast Facts and an Institutional Factbook will be updated annually on the internet (direct measure; collected annually)*

STEP 9: Annual Reports

Throughout the year you should collect your assessment data. At least once a year you should aggregate those data to see if your outcomes are being met. Your annual report is simply an opportunity for you to report your assessment data relative to your target/criterion. Success is not necessarily reaching the target – success is improvement. Thus, it is often useful to compare where you are currently with respect to achieving an outcome relative to where you were a year ago. If there has been no improvements, or your measures indicate a regression from previous years you must report the following information:

1).What were the strategies or action plans that you used to meet your outcomes (refer back to your strategic table)?
2). In instances where your strategies were not fully implemented, you should report on the impediments or obstacles that you faced in implementing the strategies. For example, maybe a position in your unit was vacant or you did not have the funds necessary to fully implement a particular strategy.
3).What strategic or action plan changes do you propose (e.g., dropping, modifying, or adopting new strategies) in an effort to meet the outcome?
4). What additional costs (or savings) are associated with your plan?