



Program Level Outcome Assessment Guidelines

Method 1

Utilizing TracDat and the Dean of Institutional Effectiveness

This approach provides a very efficient and easy way to complete a PLO assessment. The instructor in charge of the assessment can coordinate multiple sections being assessed with support from the Dean of Institutional Effectiveness' office, or focus on a single section.

- Identify the Program Level Outcome you want to assess.
 - Consider the courses being offered in your discipline. Select one course (it could have multiple sections) and identify an existing activity or assignment (or create a new assignment) that forms a clear correlation to one or more of the SLOs, and by extension one or more PLOs.
 - Determine the skill that needs to be demonstrated in the activity that provides evidence that the student has demonstrated competency in the identified PLO.
 - An assignment that directly corresponds to one or more PLOs could be created, but, this is more difficult to do as the PLOs are broader in scope than the SLOs.
- Contact the Dean of Institutional Effectiveness (DIE) and let them know you would like to use the TracDat data entry screen as part of your program assessment. In this email, please include the instructor's name(s), the section number(s) in which the PLO assessment will be conducted, and a class roster in excel that includes the student names and id's.
- The DIE will then generate an email through the TracDat system that will be sent to each Instructor of Record (IOR) involved in the assessment. The email will have an embedded link to a data entry screen in TracDat. The screen will display every student enrolled in

each section of the courses being assessed. This screen will be used to collect data from the assessment you conduct in the course.

- Each IOR involved in the assessment will grade the identified assignment for their section and will then identify in the TracDat data entry screen how well each student did in the assignment with regard to the ***identified PLO skill being assessed***. The IOR will rate each student on the identified skill using the following 1-4 rating scale:
1= Little or no evidence of competency was demonstrated in achieving the identified PLO skill
2= Limited evidence of competency was demonstrated in achieving the identified PLO skill
3= Adequate evidence of competency was demonstrated in achieving the identified PLO skill
4= Strong evidence of competency was demonstrated in achieving the identified PLO skill
- The office of the DIE will provide the IOR, or the lead faculty involved in the assessment project, with statistical analysis of the assessment. If specific demographic data (e.g., male vs. female, by race, veterans, age etc.) is desired this is possible, but should be discussed at the beginning of the project.
- The faculty involved in the assessment will analyze the data provided. This might include determining whether the students performed within the discipline expected standards for the course, it might also lead to conversation regarding areas of concern where further assessment might be justified in a loop-closing assessment e.g., modifying the course material, test-question types, presentation or teaching style, etc.
- Once the analysis is completed, an **Assessment Summary and Results Report** can be generated via TracDat V. You will need to attend a TracDat V training to learn how to create the Assessment Summary, Results, and run reports.
 - Be sure to upload your assignment into the TracDat Document Repository
 - Be sure to upload any scoring systems/ rubric, or spreadsheets into the TracDat Document Repository.

Method 2

Use the Existing Curriculum Map for the Program

This method will work very well if you have completed multiple SLO assessments in a single course – especially if the SLO assessments align to the same PLO. If you have assessed all SLOs in a single course, then you have data to complete an assessment of all the PLOs aligned to that course. Once you assess all the SLOs, in all courses, in a program, you can in effect demonstrate assessment of all PLOs for the program.

- Locate the **Curriculum Map** for the program you want to assess
 - On the NAC website click on the tab titled **Assessment Resources**
 - Click on the tab titled **Curriculum Maps**
 - You will see the Curriculum Maps that each discipline completed for the AOE's, ADT, and CTE certificates. You can open these documents and save them to your computer
- Use the **Document Repository** in TracDat to locate data for each SLO assessment conducted in the program you want to assess.
 - Open each of the previously completed assessments and pull data from the reports, typically averages of student performances.
 - Type these averages directly onto the Curriculum Map in the corresponding location (in alignment with the identified SLO and PLO). Include the semester, year, SLO assessed, and data score (average typically) for the class.
 - Merge as much data as you can from the completed SLO assignments onto the Curriculum Map until you have enough data to substantiate that a PLO, or multiple PLOs have been adequately, or not, supported in the courses via the SLO assessment process.

	PLO 1:	PLO 2:	PLO 3:	PLO 4:
NORCO COLLEGE SLO to PLO MATRIX Early Childhood Education Transfer Model Curriculum & 31 Unit ECE certificate CERTIFICATE/PROGRAM: Early Childhood Education	Develop, implement, and evaluate developmentally thematic and emergent curriculum for typical children	Develop and apply appropriate practices and effective techniques that respect cultural diversity among children and families	Integrate an educational philosophy into the classroom	Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conductive to the emergence of curriculum that adapts to the evolving needs of children.
COURSE: EAR 20 Child Development	Sum 2013 average score on embedded SLO5 chapter test questions 86% Loop closing Fall 85%	Sum 2013 average score on embedded SLO2 chapter test questions 75% Loop closing Fall 84%	Sum 2013 average score on embedded SLO3 chapter test questions 80% Loop closing Fall 82%	Sum 2013 average score on embedded SLO 1&4 chapter test questions 80% and 75% Loop closing Fall 82%
COURSE: EAR 24 Intro to Curriculum	Spr 2013 SLO 1 &3 average scores of rubric based lesson plan assignment 79%	Fall 2013 average scores on 4 curriculum lesson plans; Literacy, art, science and math 88%	Spr 2013 SLO 1 & 3 average scores on observation rubric based assignment 81%	Spr 2013 average score on graded rubric for lesson plans – identifying adaptations for special needs (SLO 1) 76%

An example of how this might look is included on the next page

- Analyze the data you insert into the chart. Use TracDat V to Create an **Assessment Summary and Results Report**.
 - Be sure to upload the completed **Curriculum Map** with data into the TracDat Document Repository
- If this became a perpetual practice, that is, every time you completed an SLO you updated the Curriculum Map, you would in effect be engaged in on-going PLO assessment. You could, as you see multiple sections that align to a single PLO are

completed, conduct a PLO assessment – you should be able to try and complete all SLOs in all courses in a four year period, and so by the time you report on your Comprehensive Program Review you would have tracked and could assess all PLOs.

- This method would enable you to identify which SLOs are not actually supporting the identified PLOs, which courses form the backbone of the Program, which courses need major modifications etc.
- This should not be your only method of PLO assessment, but if it were combined with the first Method mentioned in this document, or some of the other methods available, e.g., a Capstone course, or using an e-portfolio system to identifying and track major assignments in each course in the program that align to the PLOs, it would provide very strong evidence of on-going, systematic, and authentic PLO assessment.

