

GALCs So, Now What?

IF MY OFFICE RECEIVED YOUR GALC (WORD document, fall 2011/spring 2012), your current GALC (August 2011 – December 2012) has now been entered into Tracdat and has been turned over to the Graduate Program Directors and the departments for use. Trainings were offered on how to use Tracdat and how to maintain the GALC.

The first real *due date* for GALC is March 1, 2013. At that time the results and evaluation (including actions taken) for those student-learning outcomes selected for assessment during this first year must have been entered into Tracdat. The idea is that a program's faculty will have the opportunity to meet and review the results and take action for continuous improvement.

For now, please consider doing the following:

1. Take time to review your entire GALC as entered by the Graduate School. The information was cut directly from the documents submitted and pasted into Tracdat. Please *make any corrections necessary* to update your GALC in all areas.
 - a. Pay particular attention to:
 - i. **Assessment Years:** Each Student Learning Outcome (SLO) must have assessment years identified. This is your 4-year assessment plan. Can be each of the four years, but must have at least one year identified.
 - ii. **Measure:** Be more specific than simply "exams". Identify the specific measure that will be used.
 - iii. **Desired results** for each measure – many were missing or not provided so need to be added. **Desired results must be included for each measure.** It would be better if that were determined prior to data collection.
 - iv. **Related Courses** (under assessment plan tab) – select the courses related to each student-learning outcome and complete the curriculum mapping. If you find that courses are missing, let Len know.
 - v. **Results and Evaluation:** This section needs to be completed for the measures being assessed that year. Indicate the results of the assessment and whether or not the desired results were achieved.
 - vi. **Action Taken & Follow Up:** This is designed to focus on the continuous improvement aspect. Document in a narrative format what action and follow up occurred. This could be, as an example, a department level discussion of the measure and identification of interventions.

2. Let Len know what other personnel you wish to have added to the GALC. Deans, associate deans and department chairs will be given access automatically. If you have others who will assist with entering results and evaluations, including those who you will simply email assignments to, they need to be added.
3. I'd suggest you run the "Assessment Plan – Four Column" Report to see what you've entered as the four-year plan. So you can see what data needs to be gathered in each of the next 4 semesters.
4. Meet with your faculty to review the plan for this year so everyone knows what data will be needed by December 2012.
5. Enter the results, evaluation as you have this data. Be ready to review the results and evaluation between now and the March 1, 2013 deadline.
6. Consider how your program will review the data and determine what actions are needed for continuous improvement. There should be actions taken or at least identified and a plan put in place and entered as Action Taken.

Please feel free to contact Len at any time to discuss GALC or have him join a program meeting to discuss GALC with everyone. As you get to a point where you will sit down and enter results and evaluations, please feel free to contact Len for a refresher in how to use Tracdat.

Judy Miller is also a fabulous resource when it comes to all things assessment.

Assessment Report - Four Column
 University of North Florida
 Program - Sample ALC - Antarctic Studies (B)

Program Mission Statement: The mission of the Antarctic Studies program is to provide a unique hands-on undergraduate experience while contributing to knowledge about and preservation of Antarctic habitat. Students who enroll in this program should expect to spend at least one semester living and working in Antarctica. Faculty are actively engaged in research on issues of Antarctic geography and ecology, and participate actively in organizations that are dedicated to the preservation of Antarctica.

Assessment Approaches: Student learning is assessed in the following ways. In key courses, students' content knowledge is assessed by means of written examinations and laboratory practical tests. Communication skills are assessed in oral presentations and research papers, which are rated using rubrics. Each student designs and conducts a capstone research project in Antarctica, and reports the results of that research in a technical paper and a poster session, both of which are evaluated by faculty raters using rubrics to evaluate critical thinking. During the capstone research experience, a field supervisor rates the student's performance in the field with respect to professionalism, ethical behavior, and content-related technical skills.

Student Learning Outcomes	Measures & Desired Results / Tasks	Results and Evaluation	Action Taken & Follow-Up
Program - Sample ALC - Antarctic Studies (B) - Equipment - Explain the principles of operation, and correctly operate, basic field monitoring equipment. Assessment Years : 2010 July - 2011 Dec Start Date: 05/23/2011 Outcome Status: Active ALC Outcome Category: Content/Discipline-Specific Knowledge/Skills	Measure: At various stations in a laboratory practical exam in the capstone course AAA4323, students are asked to conduct quantitative measurements using five pieces of key equipment. An answer is scored correct if it falls within +/- 5% of the correct answer as determined by the instructor. Measure Category: Test (Locally Developed) Desired Result: 80% of students get all five answers correct; 90% of students get at least four answers correct; 100% of students get at least three answers correct. Type of Measure: Direct	10/02/2012 - 75% of the students were able to operate all five pieces of equipment correctly. Result Type: Desired Result Not Met Reporting Period: 2012 09/20/2012 - 100% of the students got all five answers correct. Result Type: Desired Result Met Reporting Period: 2012 05/24/2011 - When the test was administered to 15 students in spring 2011, 11 got all five answers correct, 3 got four answers correct, and 1 got just two answers correct. The results over the past few years have consistently fallen slightly short of desired results. However, the ability to use equipment correctly is crucial to the successful completion of field research. Result Type: Desired Result Not Met Reporting Period: 2010 July - 2011 Dec	05/24/2011 - At a department meeting on May 23, 2011, the five faculty present agreed that two courses earlier in the curriculum (AAA 2300 and AAA 3502) will add to their laboratories units theoretical and practical units on the use of key pieces of monitoring equipment. They will do so by eliminating wet chemistry exercises which have become obsolete given the introduction of more advanced



The Graduate School

MEMORANDUM

TO: Graduate Program Directors

FROM: Len Roberson, Dean
The Graduate School 

DATE: November 23, 2010

RE: Graduate Academic Learning Compacts

I trust your Fall semester is going well as you approach the last six weeks or so of the fall term. I'm looking forward to the rest of the 2010-2011 academic year and hope that it is extremely productive for us all.

If you recall, at the September luncheon of the graduate council and graduate program directors, we discussed the plan for the Graduate Academic Learning Compacts (GALC). I wanted to send you a gentle reminder of both the timeline for this year as well as the new policy itself. The policy can be reviewed at: http://www.unf.edu/president/policies_regulations/02-AcademicAffairs/GraduateSchool/2_0530P.aspx <http://www.unf.edu/president/policies_regulations/02-AcademicAffairs/GraduateSchool/2_0530P.aspx> .

We will be using this academic year to revise (or in some cases develop new ones) the GLO from the past into the new GALC.

Policy Summary

The new GALC policy requires that each graduate academic major have a GALC that includes 5 components that will be available both publically (1 - 4 below) and internally (1-5 below):

1. **learning outcomes** for program graduates. These outcomes must address, at a minimum, content/discipline-specific knowledge, knowledge of the literature of the discipline, and ability to engage in independent learning or scholarship, and demonstration of intermediate to advanced level professional skills. Additional outcomes should be considered in areas such as communication and critical thinking skills;
2. a list of the **types of assessments** that students might encounter in the program and that faculty will use to judge how student learning reflects the expected outcomes, and with a clear indication of the alignment between the types of assessments and the learning outcome(s) for which they provide evidence;
3. a **curriculum map** that demonstrates how program instructional content supports student attainment of the identified outcomes;

4. a **plan for a four year cycle of assessment** that includes assessment and continuous improvement of each outcome based on the results of the most recent assessment;
5. a **program mission statement**;

Next Steps

During the 2010-2011 academic year, all departments will need to either develop new GALC for their programs, or revise existing GLO from prior years to be up-to-date and inclusive of all of the required components (see above). The GALC will be submitted as a WORD document – using the attached template. This is primarily due to the fact that in the next few months a new assessment software will be acquired by the university and the implementation process will begin. The work we do between now and August of 2011 will be done in MS WORD. This format will allow us to provide feedback to you as you develop the GALC and will allow for an easy transition to the new software by allowing copy and pasting when that time comes.

Each GALC will need to be reviewed and accepted by me. Judy Miller, UNF's Executive Director of Assessment, has agreed to assist me in providing feedback on your GALC. . In order for us to review and provide enough time for you to make any necessary revisions, the GALC will need to be made available to me for review no later than **March 11, 2011**. We will then review them, provide feedback and give you enough time to revise the GALC prior to the fall of 2011. Once finalized, we will use this WORD document version of the GALC to enter it into the new assessment software (more to come on this in the near future!).

The four-year cycle of review will be based on a calendar year reporting cycle beginning with 2012 calendar year. The first reporting year will include fall 2011 and all of calendar year 2012. The first reporting due date will be **March 1, 2013** and this will be done in the new assessment software once it is operational (sometime during 2011). Subsequent reporting years will include just one calendar year. Each outcome will need to be assessed at least once in each four-year cycle.

If, during your development process, I can be of assistance to you, please do not hesitate to ask. Just as FYI, I will be forwarding this message to both your department chairs and your deans so that they are also aware.

Resources

Judy has provided our campus community with some invaluable resources via her *Assessment Matters* newsletter. I would point you to the archives of to review some excellent tips and instructions on the 5 key components of the GALC. The archive can be found at <http://www.unf.edu/dept/inst-research/assessment1.html> <<http://www.unf.edu/dept/inst-research/assessment1.html>> .

Topics presented include:

Curriculum Maps (Assessment Matters # 2, 10/23/2009)

Planning Guide (Four-year assessment plans) (Assessment Matters, # 3, 11/06/2009)

Exemplary ALC (Assessment Matters, # 5, 01/08/2010)

Measures of Assessment (Assessment Matters, # 10, 03/19/2010)

Thank you!

TracDat “One-Pager” (Graduate ALC version)
The Basic Stuff you Need to Know to Get Started using TracDat to Enter your GALC

What needs to be done:

- Your new GALC, covering August 2011- December 2012, is due in TracDat on March 1, 2013. This essentially means the reports, evaluation, and continuous improvement actions.
- The current assessment year is August 2011 - December 2012 (a one-time 18-month window), with a reporting date of March 1 each year.
- Your 11-12 GALC has been entered in TracDat for you. So although the outcomes that have been entered are most likely correct, the measures may be outdated. Be sure to edit or delete as needed!

To log in:

- Go to <https://unf.tracdat.com> (note no www)
- Log in with your N # and the password you created for TracDat. If you didn't change it, it's aaaaa. If you changed it but can't remember it, ask Len Roberson (X1360, len.roberson@unf.edu) to reset it.
- Change your password in the Home tab, Profile sub-tab; click on Change Password.

Working Unit tab:

- General sub-tab: Your program's Mission Statement and Assessment Approaches text are as you entered them in GALC . Feel free to change them as needed.
- Personnel sub-tab: Let Len know if you want any departmental personnel to be listed here, including those to whom you want to be able to email data reporting assignments.
- Courses sub-tab: Let Len know if you want any changes to this list of courses. Note that you can relate documents such as course syllabi.

Assessment Plan tab:

- Student Learning Outcomes sub-tab: Confirm that these outcomes are correct. You can change the order by clicking the arrows on the left side of the page. You can change the Student Learning Outcome or the Student Learning Outcome Name by clicking on Edit next to an outcome.
 - Click on Edit next to an outcome to select an Assessment Year(s) (use Ctrl-click to select more than one year, command-click on a MAC) and an GALC outcome category. Selecting assessment year(s) from this list is how you can indicate your four-year assessment plan. If you aren't assessing an outcome this year, use Ctrl-click to un-highlight all the years in the list, but leave it Active.
 - If in future years you change one or more outcomes, do not delete an outcome, rather make it Inactive (see Outcome Status) and add a new one. Deleting an outcome will delete data associated with the outcome. Changing the outcome text substantially will result in relating old data to the new outcome.
- Measures sub-tab: Select a Student Learning Outcome Name from the drop down menu, then Edit or Add New Measure. If you will be repeating a measure in future years, don't delete it.
 - Please ensure that the “Desired Result” field is complete.
 - You can Assign a measure via email to any of the personnel associated with your unit. Be sure to check the Email Assignment to Assignee box, then Save, to send the email.
- Related Courses sub-tab: Select a Student Learning Outcome Name from the drop down menu, then check the box next to a relevant course. Curriculum Mapping check boxes will pop up. You can check as many or as few as you wish. Your curriculum map can be viewed in the Reports tab.
- Related Goals sub-tab: General Education, and sometimes other units, would appreciate your indicating the relevance of your Student Learning Outcomes to other unit's goals. Select a Student Learning Outcome name from the drop down menu at the top of the page, then check the relevant goals. There may be more than one list of goals to review.

Results and Evaluation Tab:

- Click Add Result and Evaluation, then Select the outcome you wish work on.
- In the Select Measure/Task dialog box, either:
 - Relate your result to a measure as follows:
 - Select Measure from the drop down menu, then click Select next to the relevant measure. Then add Result and Evaluation and indicate Result Type and Reporting Period. Once you have saved your work you can add Action Taken, and follow-ups to Action Taken, to create a log of continuous improvement. Also note that you can relate documents such as spreadsheets, rubric summaries, and minutes of department meetings.
 - OR, Relate your result directly to the outcome (used, more rarely, if you want to make a summary statement about the outcome) as follows:
 - Select Directly Related to Outcome from the drop down menu, click Continue, and complete the Results and Evaluation page as described above.
- Use the Reporting Period drop down menu to indicate the year in which the assessment was done.

Reports Tab:

- Reports can be run in a variety of formats, and can be filtered in a variety of ways. Experiment, you can't hurt anything! The most useful for your purposes right now are probably the Curriculum Map and the Assessment Report – Four Column. Additional reports can be configured for you upon request.

Documents Tab:

- You can and should create a folder structure to keep your related documents organized. Remember that TracDat does not accommodate sub-folders, so if you plan to store a lot of documents (syllabi, data, rubrics, reports), think carefully about your folder names and your file naming conventions.
- Before relating a document in another area of TracDat, it's best to first create a folder to put it in.

Where to Get Help:

- Click (sometimes twice) on the little blue question mark to the right of many TracDat fields to view the help text for that field.
- Look at the Program – Sample ALC - Antarctic Studies (B) in the drop down menu labeled “Selected Unit” at the top of each screen.
- Consult TracDat documentation at <http://www.iwebfolio.com/portfolios/customReviewerView?y=1308321885227#>
- Call or email Len Roberson (len.roberson@unf.edu, x 1360) for assistance. As a back-up, you may also contact Summer Sullivan (s.sullivan@unf.edu, X2015) or Judy Miller (j.miller@unf.edu, X2765) for help.
- Your old GALCs (going back to 2006) are in the Documents tab, in the Archived GALCs folder.
- The feedback you received on your GALC is in the Documents tab, in the GALC Feedback folder.

Thinking Big:

- TracDat is very flexible and configurable. If there's something you'd like that it's not doing for you, talk to Len Roberson or Judy Miller.
- If you are accountable to a professional accreditor, there are a variety of ways in which we can consolidate and streamline your assessment efforts. Please ask Judy for an individual consultation!