Computer Science Department Meeting

Thursday, September 24, 2015

Agenda

1. Curriculum/SLOs
2. C-ID: Computer Science TMC & Descriptors 5-Year Review
3. Spring 2016 Schedule
4. Server for Linux Class
5. CTEA 1st Quarterly Report
6. Class max, 22, 34, does it depend on lab
7. CTEA Proposal
8. Hiring Part-timers
9. CS Certificate Update (eliminating inactivated courses…)
10. Unit Plans
11. Faculty Hiring Forms
12. New Minimum Qualifications

EL CAMINO COLLEGE MATHEMATICAL SCIENCES
Computer Science Department Meeting
September 24, 2015

Present: Carl Broderick, Susanne Bucher, Massoud Ghyam, Anna Hockman, Matthew Mata, Solomon Russell, Greg Scott, Jacquelyn Sims, Satish Singhal, Ralph Taylor

CURRICULUM/SLOS

The following courses are being assessed under SLO 2 this semester: CS 1, 2, 3, 12 and 16. Once that data is gathered, the report for PLO 2 can be completed.

The date entered is the date that the action plan should be completed. By that day, a follow-up to that action plan should be entered.

A file was sent to record the grades for the SLO assignment. We want the scores to normalize at 10 points. It was agreed to have the test scored out of 10 points.

The fall 2015 reports are due three weeks into the spring semester on 2/5/16. Satish Singhal will need the scores prior to this date to submit the PLO report by the deadline.

Course Coordinators should request confirmation of receipt when mass emailing instructors.

Since all except one of the CS courses are CTE, a course review must be done every two years. All of these courses are due for course review this semester.

Do not choose the same item for how the objectives are evaluated. Choose a few different ones from the pull down menu.

Lecture and lab portion can have the same information.

The Carnegie Unit should be used for calculating hours.

The CS department prefers classes the way we have them set-up although they do not match with C-ID. Each time a course is not C-ID compliant, an alert will be sent. Make sure to respond to the alert in CurricUNET each time stating that it will affect our articulation with the UC schools.

As new classes are proposed, we have to consult with other divisions that might have similar classes. G. Scott will consult with the Business Division/CIS regarding the proposed mobile app class.

Course reviews and new classes must be submitted ASAP as it is taking longer to get through the Chancellor's Office. The submission dates are 10/5/15 and 11/2/15. All of the curriculum must be completed, DCC and CS approved before these dates.

SERVER FOR LINUX CLASS

Greg Scott provided an update. ITS is working on building a virtual server. This will need to be tested prior to spring to ensure it works. If it doesn't work by the time the class is offered in the spring, we will purchase the machines.

CLASS MAX, 22, 34, DOES IT DEPEND ON LAB

22 is the ideal size for CS lab and lectures. With the number of labs that must be completed during the semester, 22 is the ideal size in order to make time for each student.

FACULTY HIRING FORMS

Carl Broderick will be our faculty representative for the faculty hiring process. J. Sims has entered the data required on the forms. There are currently three full-time CS instructors. As we try to grow the CS program, there is a need for more full-time instructors.

Division Council recommended that we request two full-time CS hires. The CS Department agreed with this recommendation.

The narrative is the same from last year. The text should be reviewed and any updates can be sent directly to J. Sims. It should be highlighted that one instructor is retiring, that the number of sections is increasing and that we plan on outreaching to high school students.

NEW MINIMUM QUALIFICATIONS

The state of California is changing the minimum qualifications in computer science. There is more flexibility. As a local college, we have a right have to make the minimum qualifications more restrictive, but we can't make it less restrictive.

Recommended that the CS committee take a look at the minimum qualifications and highlight any issues. The minimum qualifications can be a topic of discussion at the next advisory board meeting.

The CS Department unanimously agreed to hire Edwin Ambrosio as an adjunct partly based on his favorable evaluations while an emergency hire.

ADVISORY BOARD MEETING:

The advisory board meeting is scheduled for 11/6/15 from 11:30 am – 2:00 pm.

Maaza, Marta

From: Maaza, Marta
Sent: Thursday, August 27, 2015 2:30 PM
To: Akins David; Broderick, Carl; Fry, Gregory; Ghyam Massoud; Hyman Joseph; Leon Juan; Mata, Matthew; Scott, Greg; Sims Jacquelyn; Singhal, Satish; Taylor, Ralph
Subject: FW: [CIAC] FW: C-ID: Computer Science TMC & Descriptors 5-Year Review -- Faculty Review Needed -- DUE Sept 30, 2015
Attachments: ATT00001.txt

Please see email below. Thank you!

Marta Maaza
Administrative Assistant
Mathematical Sciences Division

From: Suekawa, Lori <lsuekawa@elcamino.edu>
Sent: Thursday, August 27, 2015 10:47 AM
To: Sims Jacquelyn
Subject: FW: [CIAC] FW: C-ID: Computer Science TMC & Descriptors 5-Year Review -- Faculty Review Needed -- DUE Sept 30, 2015

Jackie,
Please look at the email trails below and forward to your math/computer science faculty to have them voice their concerns about the computer science AS-T and the unit restrictions. This is crucial to hear from as many faculty as possible so they understand the faculty side of cutting units to fit a degree.

From: ciac-bounces@lists.csuchico.edu [mailto:ciac-bounces@lists.csuchico.edu] **On Behalf Of** David P Degroot
Sent: Thursday, August 27, 2015 10:33 AM
To: ciac@lists.csuchico.edu
Cc: krystinne@asccc.org
Subject: [CIAC] FW: C-ID: Computer Science TMC & Descriptors 5-Year Review -- Faculty Review Needed -- DUE Sept 30, 2015

Morning Everyone,

This is especially sent out to all CCC AOs. If your computer science faculty were challenged or unhappy about the Computer Science TMC, i.e. the requirement of calculus and physics as 4 unit courses where many of our CCC campuses have them at 5 units each – **NOW** – is the time to let their voices be heard as the Computer Science TMC is going through their five year review.

Thanks,

Dave

Dave DeGroot
Articulation Officer/
Chair, Academic Policy & Planning
Allan Hancock College

800 South College Drive
Santa Maria, CA 93454
(805) 922 6966 ext 3713

From: Krystinne Mica [mailto:c-id@ASCCC.ORG]
Sent: Thursday, August 27, 2015 8:31 AM
To: CIS@LISTSERV.CCCNEXT.NET
Subject: C-ID: Computer Science TMC & Descriptors 5-Year Review – Faculty Review Needed – DUE Sept 30, 2015

Dear Computer Science Faculty and faculty in related disciplines,

Please forward this message on to all interested parties.

The Course Identification Numbering System (C-ID) is initiating the 5-year review of the descriptors for 11 disciplines during the fall 2015 term. The purpose of reviewing the C-ID descriptors on a 5-year cycle is two-fold:

1. to ensure that descriptors are current and reflect changes in the field that would necessarily impact curriculum
2. to provide an opportunity to revise elements of descriptors that were deemed problematic

We are now seeking input to determine whether or not changes are warranted and, if so, what those changes should be.

In addition, we are initiating the 5-year review for the TMC. The Intersegmental Curriculum Workgroup (ICW), the body overseeing the curricular components of the implementation of Senate Bill 1440 (Padilla, 2010), recognizes that changes to a TMC may impact existing Associate Degrees for Transfer (ADT) at the 113 California community colleges and the designations of similar made by the 23 campuses of the California State University. Because it is critical that the impact of any TMC modification be assessed prior to implementation, the TMC 5-year review process will be a two-year process to ensure that changes are necessary and that the FDRG has time to fully consider all information and changes for the TMC.

The information gathered from both surveys will be reviewed by the Faculty Discipline Review Group (FDRG) and used to guide the descriptor revision process and the TMC 5-year review.

You can select the appropriate links below to participate in the review of the TMC and descriptors:

Descriptors:
https://www.surveymonkey.com/r/COMP_5-Year_Descriptor_Review_General

TMC:
https://www.surveymonkey.com/r/COMP_TMC_5-Year_Review_General

Please provide your feedback on the TMC and descriptors by Wednesday, September 30, 2015. You can contact us at support@c-id.net if you have any questions.

Thank you for your participation!

Best Regards,

Krystinne Mica, M.Ed.
Program Manager
Academic Senate for California Community Colleges
One Capitol Mall, Suite 340
Sacramento | CA | 95814

Career and Technical Education (CTE) Activities
2015-2016 Quarterly Report

Division/Department: Computer Science
Program Name (If different):
Date Submitted: 9 October 2015
Amount Awarded $ 9000.00
Balance $ (Will be filled out after purchase is complete)

Quarterly Report		
xx	1	Oct 9
☐	2	Jan 8
☐	3	Apr 8
☐	4	Jun 1

1. Summary of activities conducted during the quarter:

We communicated with ITS and with the input from Computer Science faculty, ordered three Dell Ultra books with attached specifications.

2. Reasons for lack of progress towards statement of program improvements (if applicable):

Not yet applicable as equipment to be purchased with this grant has not yet arrived.

3. Reasons for expenditures falling below guidelines (if applicable):

Expenditures are with in guidelines.

4. Number of students served (if applicable):

Not applicable yet. Please see answer to question # 2.

5. Next steps in program development (if applicable):
After acquisition of computer equipment, Computer Science faculty will take steps to serve program statements and keep track of number of students served and related outcomes.

EL CAMINO COLLEGE
FACULTY POSITION IDENTIFICATION FORM
2015-2016

Department Requesting Position: Mathematics
Number of Positions Requested: 2 (update math to 5)
Division: Mathematical Sciences
Division Ranking:

A. Program Profile (Academic Affairs and Student Services)

1. Impact of position on program quality and integrity, as well as on student needs

If requesting a vocational program teaching position, discuss labor market trends in the field and why this position is important. Information concerning additional expenses, start-up and on-going, must be provided if request has program requirements such as new equipment, facilities modifications, or classified support. Was the position recommended in the annual plan or recent program review?

Computer Science is a vital field. The new policy brief released on September 22, 2014, by the state's leading Science, Technology, Engineering and Math (STEM) organization, the California STEM Learning Network (CSLNet).states that California majorly lags behind in producing highly trained employees desperately needed within the industry despite a large outcry in the business community for these workers and new statistics recently reported by the Bureau of Labor Statistics showing 1.4 million new computing jobs will be created in the next 10 years alone. In the U.S. News and World Report list of the top 100 jobs in 2013, no less than 5 of the top 13 fields are CS related, with Computer Systems Analyst placing 4th, Database Administrator in 6th, Software Developer in 7th, Web Developer in 9th, and Computer Programmer in 13th.

The Bureau of Labor Statistics (BLS)projects that employment of software developers is projected to grow 30% from 2010 to 2020, much faster than the average for all occupations. The main reason for the rapid growth is a large increase in the demand for computer software. The BLS website states: "Software developers usually have a bachelor's degree, typically in computer science, software engineering, or a related field. A degree in mathematics is also acceptable. Computer science degree programs are the most common, because they tend to cover a broad range of topics. Students should focus on classes related to building software in order to better prepare themselves for work in the occupation." They further state that "Although writing code is not their first priority, developers must have a strong background in computer programming. They usually gain this experience in school."

In recent years the El Camino College CS Department has been reduced to offering a mere 7 sections per semester (down from over 25 a decade ago). There had been a downturn in the computing job market, but that has long since passed. Over half our course offerings have been in CSCI 1, the introductory course. We haven't offered students much flexibility or variety in follow up courses due to budget restrictions in recent years. However, there is tremendous demand for all levels of CS that we can offer at the community college level. Our course wait lists fill very early in the registration process, faster than most other courses. Students who want to earn an Associate's Degree have been stymied by the lack of available courses. This also affects their ability to transfer – not having a diverse exposure to CS topics is a detriment for the students. A new full-time CS faculty member could help to spearhead the growth of this department and keep it up-to-date with the latest trends in computer science education and the computer science world.

2. Why does the program and College need this position?

A primary goal at ECC is to get students to earn Associate degrees and transfer to 4 year colleges. There likely is no group anywhere on campus that has a greater potential for doing this than students enrolled in computer science. According to the

student survey conducted as part of the CS Program review this year, 98% of students plan to transfer to a 4 year college. They have had trigonometry, which is the prerequisite for CS1, so they have already made huge progress toward transferring before they enroll in a CS class. Seventy-five percent of them are majoring in computer science or computer engineering or gaming. All Computer Science classes are transferable STEM courses. We need another full-time Computer Scientist to help the program grow and meet the challenges of the rapidly changing needs in Computer Science education and the computing world.

3. Availability of Part-Time Instructors/Counselors/Librarians

Potential part-time instructors, who have the master's degrees in computer science, definitely have other professional opportunities, so the pool is quite low. Of those in the possible pool, many do not possess the minimum qualifications, and must therefore apply for equivalencies. Adjuncts in computer science are just unavailable. After searching months for an adjunct, we had to cancel a 100% enrolled CS1 course during the summer session, because we just could not find coverage for teaching the course.

4. Proposed Funding Source

- **General fund:**
- **Categorical fund (please identify):**
- **Grant fund (please identify):**

5. Hiring History of Department Requesting Position (Full-time Only)

Fall 2015	Fall 2014	Fall 2013

B. FTEF Data for Fall 2015

Notes:

1. All faculty on pre-retirement should be counted as 1.0 FTEF. If the faculty member is teaching 0% in fall, add 1.0 to leave and subtract 1.0 from part-time FTEF. Same for faculty on medical leave.

2. A full-time *temporary* instructor who is *not* covering classes for a permanent faculty member on sabbatical, paid or unpaid leave, or reassigned time should be counted as part-time FTEF.

3. Faculty coordinators, on reassigned time or funded through grants, should be counted as full-time FTEF. A 100% RT faculty coordinator, for example, would count as 1.0 FTEF. The 50% RT faculty coordinator for the Writing Center would count as .5 FTEF.

4. A full-time faculty member's overload FTEF should be counted as part-time FTEF.

5. FTEF taught by a full-time faculty member in an area outside the individual's regular assignment should be counted as full-time FTEF if it is part of the individual's regular load.

6. Do <u>not</u> count any current faculty member as retired unless the dean has received a letter of retirement or resignation.

Full-Time Faculty FTEF

1. **Instructional FTEF (from Teacher Load Summaries):** 6.38

2. **Full-time Faculty FTEF (Instructional/Counseling/Library):** 2.93 Engr load removed
   FTEF for counselors or librarians must be based on a 40-hour workweek.

3. **Total FTEF Reassigned Time (Please identify RT assignments below):** _____

   - **Faculty member** _____ **%RT** _____
   - **Faculty member** _____ **%RT** _____
   - **Faculty member** _____ **%RT** _____
   - **Faculty member** _____ **%RT** _____

4. **Total FTEF on sabbatical, pre-retirement, and/or leaves of absence:** _____
   (Identify faculty members and their FTEF.)

5. **TOTAL FULL-TIME FACULTY FTEF (items 2 plus 3 plus 4):** 2.93 Engr load removed

Part-time faculty FTEF

6. **Part-Time Faculty FTEF (Instructional/Counseling/Library):** 2.75
   FTEF for part-time counselors or librarians must be based on a 40-hour workweek.
   An adjunct counselor assigned to 24 hours a week, therefore, should be counted as .60 FTEF.

7. **Full-Time Overload FTEF (to be counted as part-time):** 0.70

8. **FTEF Reassigned Time Replacements:** _____

9. **FTEF Sabbatical/Pre-retirement/Leave of Absence Replacements:** _____

10. **TOTAL PART-TIME FACULTY FTEF (item 6 plus 7 minus 8 minus 9):** 3.45

11. ***PERCENTAGE OF PROGRAM PART-TIME FTEF:*** 54%
    Calculate by dividing line 10 by sum of lines 5 and 10. 0.540752351

C. Additional Full-time/Part-time and FTEF Data for Department Requesting Position

Academic areas, counseling, and the library should use faculty rosters and data from past contracts and faculty requests. Include FTEF for on-line courses. Counseling and library should base FTEF on a 40-hour workweek.

	Fall 2015	Fall 2014	Fall 2013
Number of Full-time Faculty (head count)	3	2	1
Number of Part-time Faculty (head count)	10	7	4
Total Faculty	13	9	5
Full-Time FTEF	2.93	2.92	1.00
Part-Time FTEF	3.45	2.32	2.30
Total FTEF	6.38	5.24	3.30
Percentage Ratio FT to PT FTEF	46% / 54%	56% / 44%	30% / 70%

Percentage Ratio FT to PT FTEF if position request is approved: 62% / 38%

(Provide percentage ratio of FT to PT FTEF for any additional positions requested)

	FT	PT
If two	77% /	23%
If three	93% /	7%

D. Growth History and Productivity Data for academic areas, from Teacher Load Summaries

(Does not apply to Library and Counselors)

Weekly Census Classes	Fall 2015	Fall 2014	Fall 2013
Students	390	330	174
WSCH	2,759.00	2,311.00	1,224.00
FTEF	5.80	4.73	3.30
FTES	80.00	67.00	38.00
% Seats Taken	90.27%	95.00%	88.00%
# Sections	20	16	9
Adjusted WSCH/FTEF	422.84	434.30	329.70
FTES/FTEF	13.79	14.20	11.5

Daily Census Classes - Short-Term Classes	Fall 2015	Fall 2014	Fall 2013
Students			
DSCH			
FTEF			
FTES			
% Seats Taken			
# Sections			
Adjusted WSCH/FTEF			
FTES/FTEF			

On-Line Classes	Fall 2015	Fall 2014	Fall 2013
Students	18		
WSCH	90.00		
FTEF	0.58		
FTES	6.00		
% Seats Taken	81.82%		

# Sections	1		
Adjusted WSCH/FTEF	137.93		
FTES/FTEF	10.34		

Positive Attendance/ CreditClasses	Fall 2015	Fall 2014	Fall 2013
Students			
PSCH			
FTEF			
FTES			
% Seats Taken			
# Sections			
Adjusted WSCH/FTEF			
FTES/FTEF			
Overall FTES for Department	**86.00**	**67.00**	**38.00**
Overall FTES/FTEF Total FTES from Weekly, Daily, On-Line, and P.A., then divide by total FTEF for all four categories.	**13.48**	**14.16**	**11.52**

E. Student Services Program Data

1. Three-year trend history for Counseling and support services

	Fall 2015	Fall 2014	Fall 2013
# of students served			
# of educational plans completed (abbreviated and comprehensive)			
# of probation students served			
# of undecided students served			

2. Three-year trend history for Library Services

	Fall 2015	Fall 2014	Fall 2013
# of students served			
Ratio of librarians to FTES compared to Title 5 minimum standards for libraries			

3. State of federal mandates/required services to special populations, as applicable.

F. Validation of Data

Signature of Vice President _____ Date: _____

Signature of Vice President _____ Date: _____

H. Definition of terms

1. FTEF

"Full Time Equivalent Faculty" (load); faculty's teaching obligation, presented as a ratio that assumes a 20 lecture hour/100% load ratio

2. FTES

"Full Time Equivalent Student;" derived according to the following calculations

Weekly Census: (WSCH x 16.4)/525
Daily Census: (DSCH x Number of Class Meetings)/525
Positive Attendance: (Total Number of Student Contact Hours)/525
Distance Education: (Number of Students x Course Units x 16.4)/525

3. Types of Attendance

WSCH: "Weekly Student Contact Hours;" calculated by multiplying a WEEKLY CENSUS section's number of WEEKLY contact hours by the number of students enrolled

DSCH: "Daily Student Contact Hours;" calculated by multiplying a DAILY CENSUS section's number of DAILY contact hours by the number of students enrolled

PSCH: "Positive Attendance Student Contact Hours;" actual number of student hours as recorded on positive attendance rosters

4. FTES/FTEF

The ratio of Full Time Equivalent Students (apportionment funding) to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

I am resending the local disciplines list with changes that reflect the latest state disciplines list. I had the opportunity to review the list and compare it to our local list. There were a couple of areas where the state MQ had changed that we were not reflecting in our list. Remember it is possible to have a higher MQ than the state but not a lower one. Attached you will find a tracked change version of our list with the new MQ's. This list should be reviewed and approved before the next hiring round.

Those disciplines highlighted in yellow reflect disciplines where the local quals are different from the state MQs. I did add the state qualification for these disciplines to for faculty review. The new 2014 list also included the specialized areas (DSPS, EOPS, Health Center nurses) and non-credit (shaded in blue). I included them because with the work being done by AB 86, we may be hiring non-credit instructors.

Computer Science	Master's in computer science or computer engineeering OR Bachelor's in either of the above AND Master's in information science, computer information systems, information systems, mathematics, or engineering OR the equivalent. State Qual: Master's in computer science or computer engineering **OR** bachelor's in either of the above **AND** master's in mathematics, cybernetics, business administration, accounting or engineering **OR** bachelor's in engineering **AND** master's in cybernetics, engineering, mathematics, or business administration **OR** bachelor's in mathematics **AND** master's in cybernetics, engineering, mathematics, or business administration **OR** bachelor's degree in any of the above **AND** a master's degree in information science, computer information systems, or information systems **OR** the equivalent.

Computer Science Advisory Board Members

Winston Kwong

Supervisor of Software Engineering at John Deere ISG-Torrance

Karlene Nguyen

Technical Director at MobilityWare

Brad Rumery

Sampra Energy

Components of a SLO Report

Assessment Method Section

-A description of the assessment

-The assessment Question

-Grading Rubric

-Target for Success

Results Section

-Number of students and sections participating in the assessment

-Number of students and percentage of students scoring at the different levels of the rubric

-An analysis of the results, what do the numbers mean

-Faculty participating in the assessment

-Was the standard of success met?

Action

-Write a measurable action based on the information generated from the report

-Give a date when the action will be completed, it must be within one year

-Select an action category (teaching strategy, SLO process, etc.)

Follow Up

-Write a follow up to the action, this follow up must be within one year of the action date

CSCI Courses for Assessment Fall 2015

Assessment	SLO #	Course Coordinators
PLO	2	Singhal
CSCI 1	2	Russell
CSCI 2	2	Singhal
CSCI 3	2	Scott
CSCI 12	2	Ghyam
CSCI 16	2	Taylor

Assessment: Course Four Column

El Camino: Course SLOs (MATH) - Computer Sciences

ECC: CSCI 2:Introduction to Data Structures

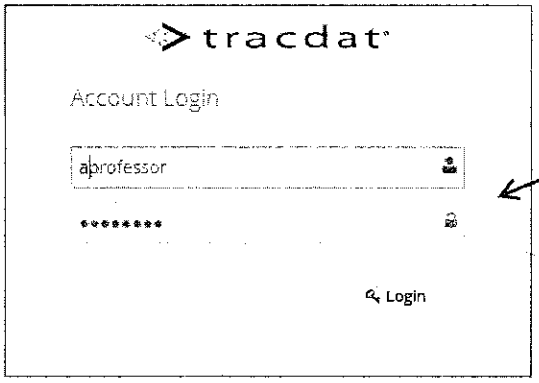
Course SLO	*Assessment Method Description*	*Assessment Data & Analysis*	*Actions*
SLO #1 Programming Solutions - Students will design, code, compile, test and document a programming solution to a problem involving the basic data structures: lists, stacks, queues, trees, and related abstract data types. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Fall 2014) **Input Date:** 11/19/2013	**Project -** The purpose of assessment is to use a stack ,queue and binary search tree class designed to store data in respective data structures and then solve either a palindrome problem or sort and process data in required form. Grading Rubric Designing a solution. This includes you submitting a design document that would include, input, output, and analysis that what algorithms, strategies, class designs would be necessary for software to create an output from given input. 2 Points Coding the above design. 2 Points Compiling the above design and removal of compile, logic, and runtime errors. 2 Points Testing the solution for accuracy and completeness. 2 Points Total Points 8 Points **Standard and Target for Success:** Students scoring 70% or higher would have met a successful completion standard for CSCI 2.	**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Standard Met? :** Standard Met Results Number of students assessed: 41 Table below gives score distributions. Score percentage or range Number of students in that range Percentage of Students in each range (%) 100% 9 22 90 % to <100% 13 32 80% to <90% 9 22 70% to <80% 5 12 60% to <70% 1 2 50% to < 60% 1 2 <50% 3 8 Total 41 100 Interpretation of results 88% of the students successfully completed the assessment. For the students who met the target, I think they	**null.courseAction:** To support and improve student success, the study materials such as multimedia tools, Powerpoints, and PDF documents on hard to understand topics will be created and will be provided to all professors teaching CSCI 2. The multimedia materials such as videos are hosted on Satish Singhal youtube channel whose link will be provided to all students. (09/01/2015) **Action Category:** Teaching Strategies

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
	Related Documents: Fall 2014 SLO Report for CSCI 2.docx	communicated well with the instructor, understood class lectures, studied the supporting materials and learned overall art of developing programs including use of data structures using C++. Instructors experience in teaching CSCI 2 may also have added to student engagement in the class, thus students being productive learners. Twelve percent of students however did not meet the course completion standards. That could have been due to combination of factors. Typical factors we have seen hindering student success in community colleges are: 1. Lack of engagement. 2. Demanding work and college schedule. 3. Borderline success in pre-requisite class or having done such class so long ago that due to lack of use the pre-requisite material has been forgotten. 4. Sudden change in student's life condition that required attention and time resources to be redirected from studies towards resolution of such condition.	
		(02/12/2015) **Faculty Assessment Leader:** Satish Singhal **Faculty Contributing to Assessment:** Satish Singhal and Joe Hyman	

TracDat Guide - Entering Reports - (Revised 9.15.15)

Log into TracDat - elcamino.tracdat.com

If you have an older version of Internet Explorer (before version 11) use Chrome or Firefox.



Use your ECC ID and Password.

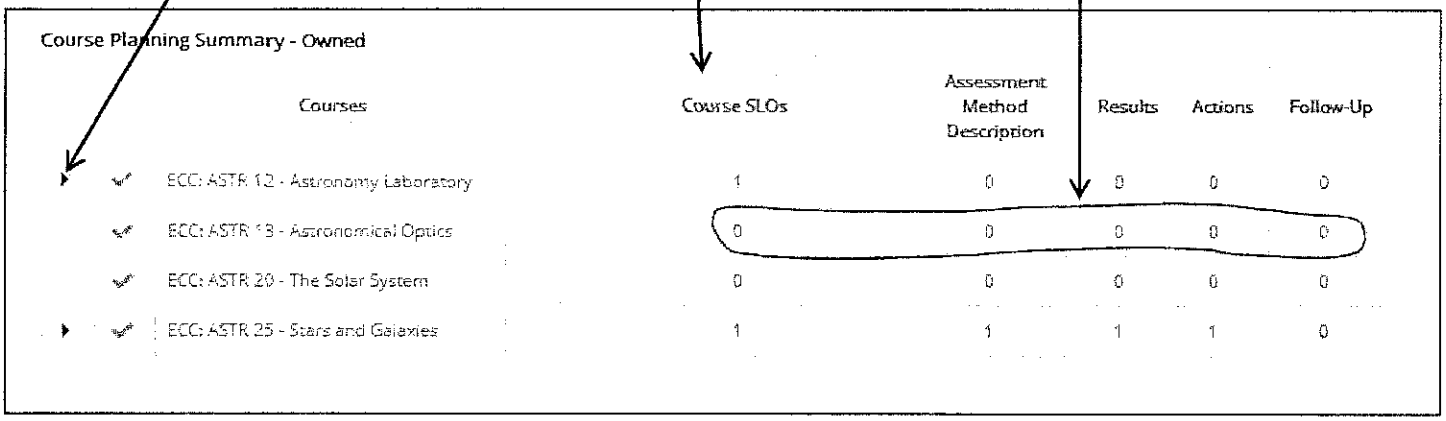
Adding Assessment Methods

1) Select the program from the top drop down menu.

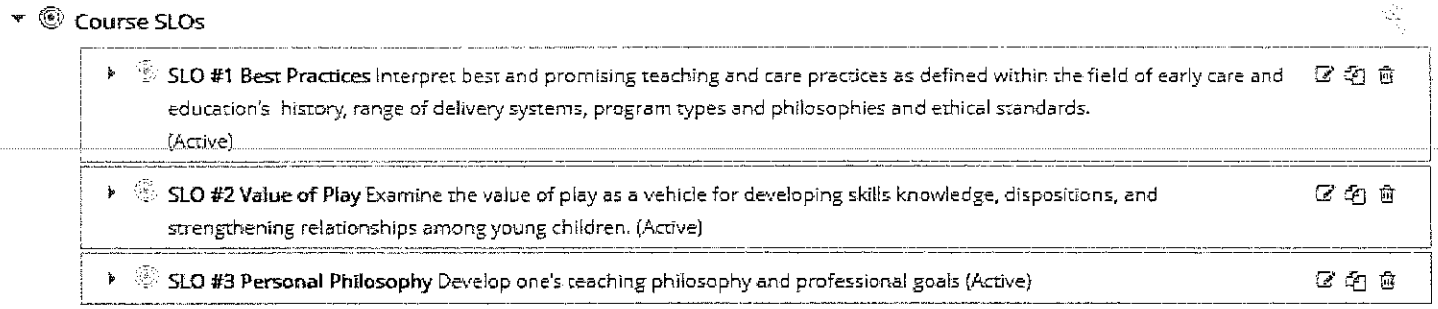
2) You will see a list of all the courses in your program. The courses with a black triangle on the left side are courses that have one or more SLO assessments due for the filtered semester.

This column shows the number of assessments that are currently due. The other columns reference the Assessment Method, Results, etc. associated with that SLO.

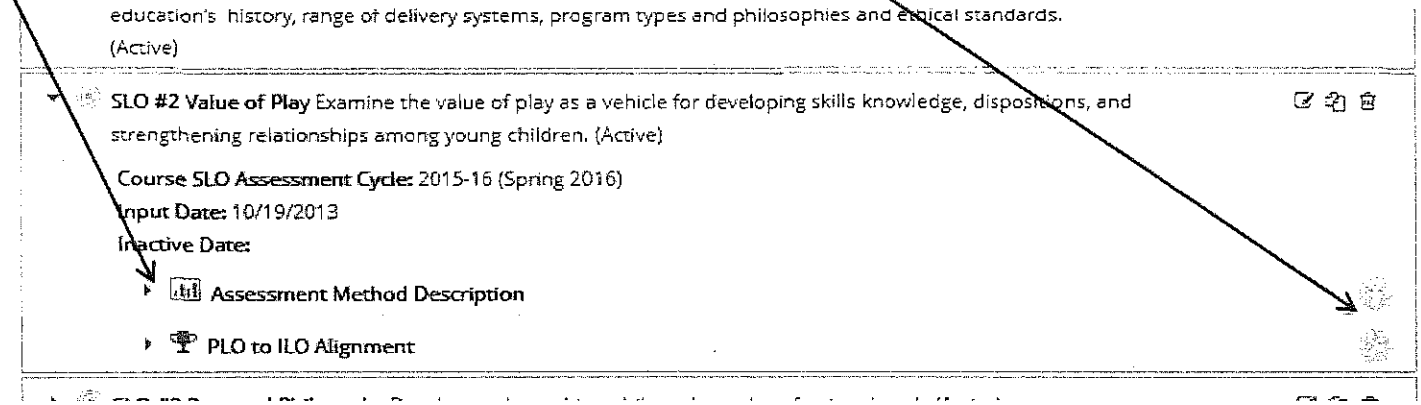
NOTE: Ignore the zeros if there is no black triangle on the left as your SLO is not currently due for assessment.



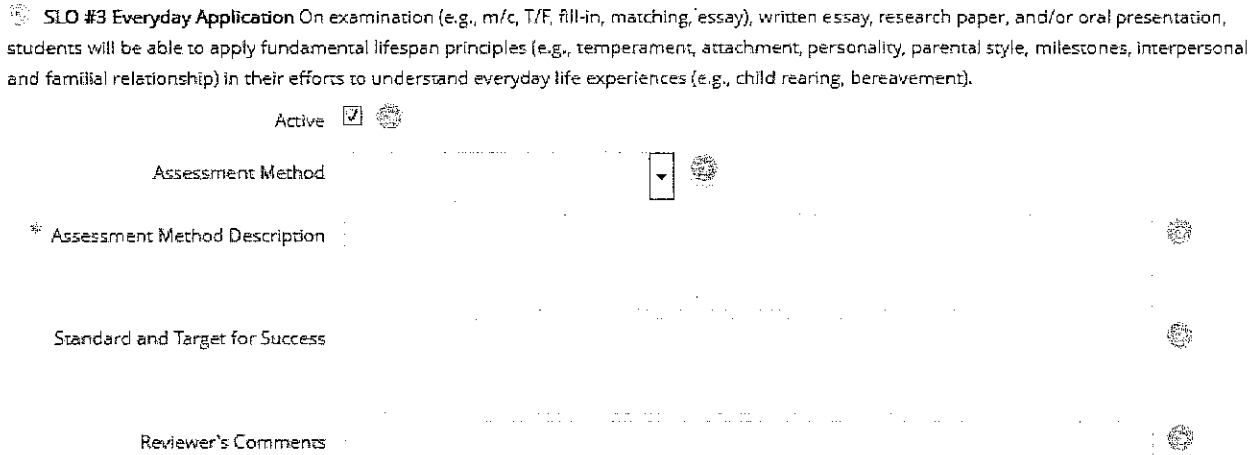
3) Click the arrow next to the SLO for which you wish to enter data.

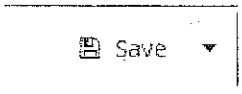


4) Click on the plus sign "+" on the right side to add a new assessment. Or, Click on The ***Assessment Methods Description*** to locate a current assessment method.



6) Fill in all required information. Remember to include a clearly stated standard for success. You will be able to attach (relate) your rubric and your assessment on the next screen. ***Reviewer Comments*** are optional. However, this is a good place for faculty, facilitators or deans to make comments or recommendations.

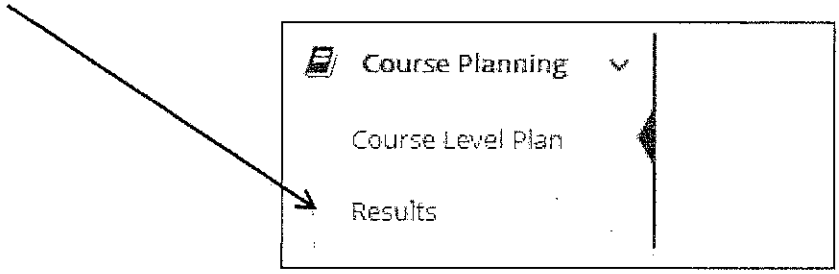




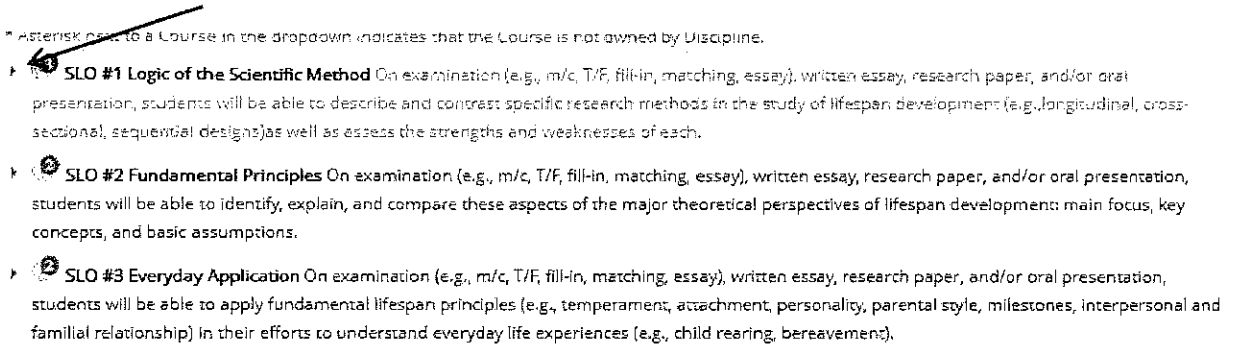
Note: Be sure to click "SAVE" located at the **top right** before leaving a screen.

Adding Results

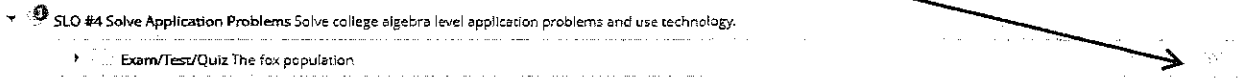
7) Go to the Menu on the left to ***Course Planning*** . Click on ***Results.***



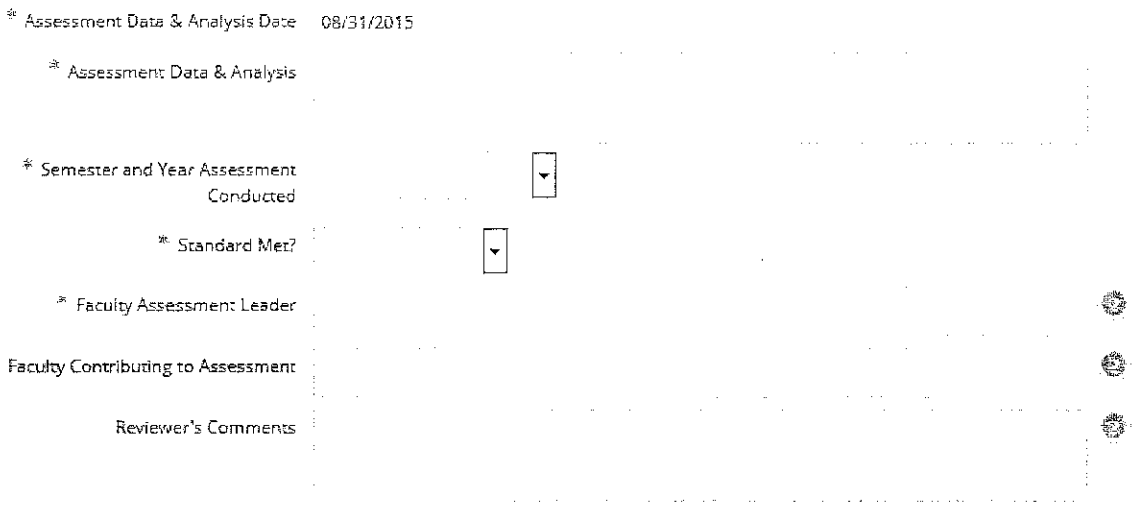
8) To enter in the results click on the arrow next to the appropriate SLO



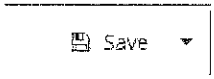
9) Click on the plus sign on the right side to open the fields.



10) Scroll down and enter the results.

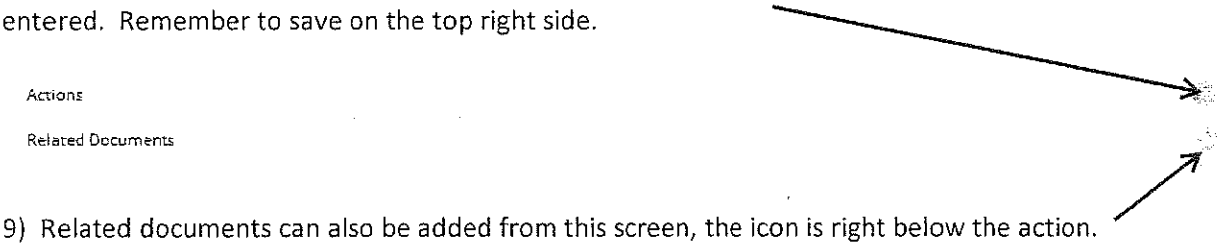


8) Note: Be sure to click "SAVE" located at the **top right** before leaving a screen.



Adding Actions

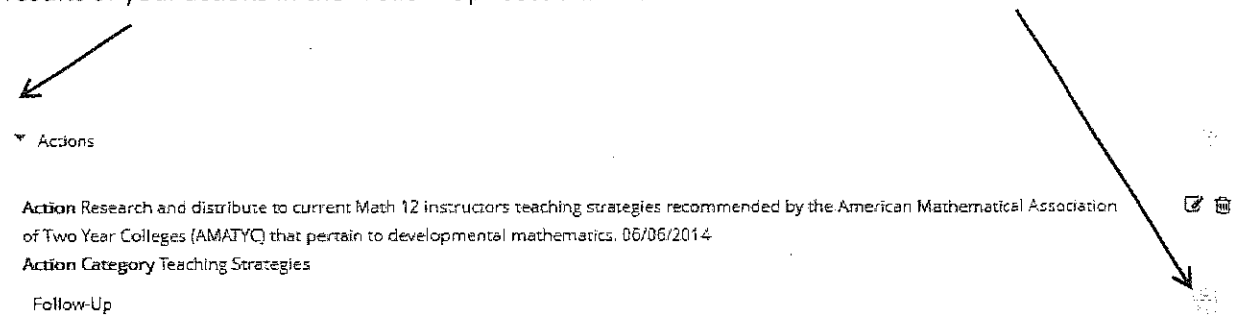
8) Scroll down and select plus sign + next to the ***Action***. Be sure to enter a date date when the action will be completed. The Action date should be sometime during the next time the class is taught, or within a year of the assessment you just entered. Remember to save on the top right side.



9) Related documents can also be added from this screen, the icon is right below the action.

Adding Follow Ups

10) Click on the arrow next to the action for which you wish to add a follow up, and then click on the plus sign on the right side to add the follow up. The follow up section should be completed after the Action has been implemented. Enter the results of your actions in the "Follow Up" section. This can be informal or formal data.



11) Remember to save your work before you leave the screen or when you make any changes to your report.

Additional SLO Resources

Training Materials: http://www.elcamino.edu/academics/slo/tracdattraining.asp

Training Dates: http://www.elcamino.edu/academics/slo/assessment-training-and-facilities.asp

Division Facilitator Contact Information: http://www.elcamino.edu/academics/slo/alc.asp.

Com[illegible]r LAB
Fall 2015

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30					Dixon MBA 113
8:30 - 9:00					Dixon MBA 113
9:00 - 9:30					Dixon MBA 113
9:30 - 10:00	MacBride MBA 120		MacBride MBA 120		Dixon MBA 113
10:00 - 10:30	MacBride MBA 120		MacBride MBA 120		
10:30 - 11:00	MacBride MBA 120		MacBride MBA 120		
11:00 - 11:30		Dixon MBA 113		Dixon MBA 113	
11:30 - 12:00		Dixon MBA 113		Dixon MBA 113	
12:00 - 12:30		Dixon MBA 113		Dixon MBA 113	MacBride MBA 113
12:30 - 1:00		Dixon MBA 113		Dixon MBA 113	MacBride MBA 113
1:00 - 1:30	MacBride MBA 120	Dixon MBA 113	MacBride MBA 120	Dixon MBA 113	MacBride MBA 113
1:30 - 2:00	MacBride MBA 120	Dixon MBA 113	MacBride MBA 120	Dixon MBA 113	MacBride MBA 113
2:00 - 2:30	MacBride MBA 120	Dixon MBA 113	MacBride MBA 120	Dixon MBA 113	MacBride MBA 113
2:30 - 3:00	MacBride MBA 120		MacBride MBA 120		MacBride MBA 113
3:00 - 3:30	MacBride MBA 120		MacBride MBA 120		MacBride MBA 113
3:30 - 4:00	MacBride MBA 120		MacBride MBA 120		MacBride MBA 113
4:00 - 4:30	MacBride MBA 120	Dixon MBA 113	MacBride MBA 120	Dixon MBA 113	
4:30 - 5:00		Dixon MBA 113		Dixon MBA 113	
5:00 - 5:30		Dixon MBA 113		Dixon MBA 113	
5:30 - 6:00					