

# **RIVERSIDE CITY COLLEGE**

## **Assessment Report 2015-2016**



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## **Introduction**

Assessment activity at Riverside City College increased significantly during the 2015-2016 academic year. TracDat, the online management system used to store and report assessment data, was fully implemented. Schedules for tracking the assessment of courses and programs were entered into the system, which has increased awareness of assessment cycles and encouraged adherence to assessment timelines. Discussions regarding student learning outcomes and assessment methodology are occurring college-wide, especially in relation to improving outcomes and streamlining assessment practices. Moreover, assessment results were used to inform the program review and planning process. An increased focus on program-level assessment that began in Spring 2016 will continue into the 2016-2017 academic year.

## **Assessment Committee Department Representatives**

The Riverside Assessment Committee (RAC) is a standing committee of the Riverside City College Academic Senate as established by Article III, Section 5 of the Academic Senate By-Laws. Representatives serve two-year terms. During the 2015-2016 there were 18 voting members (two vacancies), in addition to the non-voting faculty and administrative chairs. According to the Academic Senate Bylaws the following departments start their two-year rotation in Fall 2016: Applied Technology; Behavioral Sciences/Psychology; Business Administration /Information Systems Technology; English & Media Studies; History/Humanities/Philosophy; Kinesiology; Library & Learning Resources; Life Sciences; Mathematics; and World Languages. The Riverside Academic Committee meets monthly. Information on the Committee including meeting minutes and other documents can be found at <http://rcc.edu/about/outcomesassessment/Pages/assessment-committee.aspx>.

In May 2016, the new Constitution and Bylaws for Riverside Strategic Planning Leadership Councils were ratified and these restructured the Leadership Councils, which had implications for the Riverside Assessment Committee. There were subsequent discussions to determine how this would affect the structure of the Assessment Committee for the 2016-2017 academic year.

### **Course Assessment**

New and revised student learning outcomes were manually input into TracDat beginning in Summer 2015 continuing through early Fall 2015. TracDat reports were generated at the beginning of the year to identify gaps in assessment results per the established schedules. Status reports were shared with the Riverside Assessment Committee, division deans, and the faculty at large to guide the input of missing assessment results or adjustment of assessment schedules. The Discipline SLO Assessment Report 2015-2016 (Appendix A) provides information on the percentage of course SLOs scheduled and the number of course assessment results entered into TracDat. The report shows that 90.3% of assessment results for SLOs scheduled in 2015-2016 were entered.

### **Program Assessment**

Courses have been added to programs in TracDat, which allows program assessment reports to be generated based on aggregated course assessment results. Reporting units have been established for certificates, degrees, and general education. Departments and divisions also have reporting units, so that summative assessment results can inform program review and planning efforts. Assessment results were entered into TracDat for on-going programs in Fall 2015, which included areas of emphasis (AOEs) and associate degrees for transfer (ADTs) aligned with the

Annual ACCJC Report. The PLO Assessment Report 2015-2016 (Appendix B) provides detailed information on the status of program assessment.

In Spring 2016, the assessment coordinators and faculty representing each of the College's divisions attended the ACCJC Workshop: *Taking Assessment to the Program Level* presented by Linda Suskie. At the workshop, faculty had an opportunity to discuss principles and effective practices of program level assessment for degrees and certificates in their disciplines. Following the workshop, an online survey was created based on accreditation standards and administered to workshop participants to gauge the current state of program level assessment. The results of the survey were discussed by the Riverside Assessment Committee and led to the formation of a Program Assessment Workgroup.

The workgroup is focused on developing a more systematic and sustainable process for assessment encompassing multiple program types. In collaboration with the Dean, Institutional Effectiveness and faculty from multiple divisions, the Riverside Assessment Coordinators are facilitating the discussion of best practices in program assessment and supporting faculty in the development of program assessment models to be piloted and shared college-wide. During the Spring 2015 semester, the workgroup reviewed internal/external environmental scan data and completed a SWOT analysis to identify key issues associated with program assessment to guide the development of project-specific goals and strategies (Appendix C). This workgroup will continue to make progress during the 2016-2017 academic year.

## **Curriculum**

A discussion on the difference between SLOs and course objectives on the course outline of record was initiated simultaneously in the Riverside Assessment Committee (RAC) and the Curriculum Committee (CC). These discussions weighed the benefits of separating objectives

and outcomes, since the current structure of the course outlines of record (CORs) require disciplines to list objectives, mandated externally by C-ID to preserve articulation, in the outcomes section of the COR. Accreditation requires that all SLOs be assessed on a regular schedule, which is complicated by the inclusion of numerous objectives that are not necessarily measurable. These external mandates and the current structure of the COR restricts the disciplines' ability to determine what learning should be assessed. An ad-hoc committee consisting of RAC and CC members met once in Fall 2016 and reported back on the advantages and disadvantages of adding an extra section to the CORs, so that course objectives could be listed separately from SLOs. The outcomes/objectives discussion was referred to the District Curriculum Committee to determine if Moreno Valley College and Norco College would also be in favor of separating outcomes from objectives on the course outlines. Work on this issue will continue during the 2016-2017 academic year.

### **Program Review**

The newly revised Program Review and Plan (PRaP) template was implemented in 2015-2016, which more closely aligned assessment processes with strategic planning. During Fall 2015 the Program Review Workgroup of the Institutional Effectiveness Leadership Council (IE-LC), which included the Program Review Coordinator, the Assessment Coordinators, the Director of Institutional Research, and the Dean, Institutional Effectiveness, met regularly to coordinate efforts. In Fall 2015, the College contracted with Nuventive to upgrade TracDat to Version 5 and add the PlanningPoint module for program review.

The PRaP template was transferred into the PlanningPoint environment, including "Section F. Discussion of Learning Outcomes & Assessment (SLOs & PLOs)" and "Section G. Discussion of Services Area Outcomes & Assessment (SAOs)." The online PRaP was piloted by

a handful of disciplines across the divisions in Fall 2015. All college academic disciplines and non-instructional units completed PRaPs in Spring 2016.

### **TracDat**

The upgrade to TracDat Version 5 resulted in an entirely new interface and changes in functionality, which required re-training faculty. The Riverside Assessment Committee received regular progress reports on the TracDat upgrade and dedicated training once the update was complete. The assessment coordinators and the Dean, Institutional Effectiveness conducted a number of workshops throughout the year on TracDat Version 5 (Appendix D). Major enhancements to TracDat included SLO flag indicators and SLO filters. Faculty were provided with training on how to use flag indicators to identify which assessments are due per the schedule and how to use filters to hide old SLOs that clutter the workspace.

Considerable discussion took place at the Riverside Assessment Committee and Program Review Workgroup meetings regarding TracDat access and permissions. Since substantial assessment and program review information was being input into the system on a regular basis, preserving data integrity became a priority. Committee and workgroup members discussed options and developed guidelines for permissions at the course level and program level for different user groups (e.g., discipline members, RAC representatives, and department chairs).

Assessment reports generated by the Office of Institutional Effectiveness were shared college-wide and reviewed by the Riverside Assessment Committee. Standard and ad hoc reports were generated in TracDat to allow users to run their own reports on missing assessment results and assessment schedules. The assessment coordinators regularly scheduled working sessions to provide faculty with assistance in entering information into TracDat. These drop-in sessions

allowed for hands-on individual and group coaching in the use of the system, and also provided a venue for the discussion of assessment processes and practices.

An analysis of strengths, weaknesses, opportunities, and threats (SWOT) associated with TracDat was conducted by the Riverside Assessment Committee in Spring 2016. The SWOT analysis (Appendix E) served as an evaluation of the system that was discussed and forwarded to the Technology Advisory Group (TAG) of the Resource Development and Administrative Support Leadership Council. The assessment coordinators district-wide were asked for feedback on their experience with TracDat implementation by the Vice Chancellor, Educational Services, who was participating in a site visit for the Institutional Effectiveness Partnership Initiative (IEPI). The Riverside assessment coordinators used the questions provided to conduct an evaluation of TracDat implementation. Recommendations based on this evaluation are provided in Appendix F.

### **Goals for 2016-2017**

The Riverside Assessment Committee has identified the following goals for the 2016-2017 academic year:

- Better align course SLOs to program PLOs and general education SLOs through curriculum mapping in TracDat;
- Expand the discussion of service area outcomes (SAOs) and SAO assessment;
- Review and revise the content/structure of the assessment website;
- Increase efforts related to program assessment through the work of the Program

Assessment Workgroup:

- Design program assessment models using identified best practices and share them online to assist others in the design of program assessment projects.



- Implement a direct assessment of the GE component of degree programs.
- Develop mechanisms to increase the discussion of program learning outcomes and program-level assessment, so that conversations are documented and evidence is shared broadly across the college.
- Develop guidelines and identify strategies (e.g., sharing assessment success stories) to shift the mindset from program assessment as a compliance activity to program assessment as a valuable tool to address achievement gaps and increase student success.

## Appendix A

### Student Learning Outcomes (SLO) Assessment Report, 2015-2016

#### Assessment Results Report

Riverside City College  
Discipline SLO Assessment Report  
As of October 10th, 2016

Count and Percentage of SLO's with assessment results entered by Division and Department  
for those courses scheduled to be assessed in 2015-2016

		Results Entered			
Division	Department	Yes	No	Total	%
CTE	Applied Technology	148	0	148	100.0%
	Business Admin/Info Sys Tech	136	0	136	100.0%
	Cosmetology	0	0	0	N/A
	Early Childhood Education	27	0	27	100.0%
<b>CTE Total</b>		<b>311</b>	<b>0</b>	<b>311</b>	<b>100.0%</b>
English, Humanities, and World Languages	Behavioral Sciences	12	25	37	32.4%
	Communication Studies	43	0	43	100.0%
	Economics, Geography, and Political Science	19	19	38	50.0%
	English & Media Studies	51	3	54	94.4%
	History/Humanities/Philosophy	0	29	29	0.0%
<b>English, Humanities, and World Languages Total</b>		<b>185</b>	<b>77</b>	<b>262</b>	<b>70.6%</b>
Library and Counseling	Counseling	2	0	2	100.0%
	Library & Learning Resources	4	0	4	100.0%
<b>Library and Counseling Total</b>		<b>6</b>	<b>0</b>	<b>6</b>	<b>100.0%</b>
Math, Science, and Kinesiology	Chemistry	8	4	12	66.7%
	Kinesiology	291	5	296	98.3%
	Life Sciences	27	0	27	100.0%
	Mathematics	34	12	46	73.9%
	Physical Science	52	0	52	100.0%
<b>Math, Science, and Kinesiology Total</b>		<b>412</b>	<b>21</b>	<b>433</b>	<b>95.2%</b>
Nursing	Nursing	336	0	336	100.0%
<b>Nursing Total</b>		<b>336</b>	<b>0</b>	<b>336</b>	<b>100.0%</b>
Performing Arts	Art	9	54	63	14.3%
	Dance	28	0	28	100.0%
	Music	97	0	97	100.0%
	Theatre	28	0	28	100.0%
<b>Performing Arts Total</b>		<b>162</b>	<b>54</b>	<b>216</b>	<b>75.0%</b>
<b>Overall</b>		<b>1412</b>	<b>152</b>	<b>1564</b>	<b>90.3%</b>
<b>Overall NOT INCLUDING Nursing in Total</b>		<b>1076</b>	<b>152</b>	<b>1228</b>	<b>87.6%</b>

No Assessment Scheduled for 2015-2016

## Appendix B

### Program Learning Outcomes (PLO) Assessment Report 2015-2016

Riverside City College  
Program Assessment Schedule  
Current as of March 17th, 2016

Program Status      Active

Count of Unit Name Row Labels	Assessment Year 2013-2014	2014-2015	2015-2016	2016-2017	(blank)	2017-2018	Grand Total
ADT			4	4	12	2	22
AOE	6	1			1		8
Certificate	31	9	4		3		47
Degree	22	9	2		2		35
General Ed Program		4					4
<b>Grand Total</b>	<b>59</b>	<b>23</b>	<b>10</b>	<b>4</b>	<b>18</b>	<b>2</b>	<b>116</b>

#### Not Active Programs

Certificate (S) - BUS Entrepreneurship  
Degree - BUS Entrepreneurship  
Certificate (S) - HMS Human Services  
Degree - HMS Human Services  
Degree - AUT Automotive Technology - Ford Specialty  
Degree - AUT Automotive Technology - General Motors Specialty

#### New ADT's with no declared majors

ADT -- History  
ADT -- Economics

#### March 2016 Notes

RCC For Credit Courses Offered 2014-2015 AND 2015-2016

Total	749	
# with On-Going Asses	496 (2014-2015 Onward)	66.2%

# GE Courses	330	
# with On-Going Asses	202 (2014-2015 Onward)	61.2%

## Appendix C

### Program Assessment Workgroup – SWOT Analysis and Key Issues

The Program Assessment Workgroup met on May 31, 2016 to conduct a SWOT analysis to identify key issues relevant to project planning. Prior to the meeting individuals received via email the Program Assessment Survey results, internal/external environmental scan data, and book excerpts from *Assessing Student Learning* by Linda Suskie.

### SWOT Analysis

The issues identified through the SWOT exercise along with the number of votes they received are illustrated in Figure 1.

	Helpful	Harmful
Internal Origin (tied to the college)	<ul style="list-style-type: none"> <li>• <b>TracDat – 4 Votes</b></li> <li>• We control our PLOs – we can make them what we need</li> <li>• Political (new hires) positive climate – 1 Vote</li> <li>• <b>At heart, faculty <u>want</u> to do better/be better to help students – 4 Votes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Climate – Getting all involved</li> <li>• <b>Faculty perceive they don't have time (one- person discipline) - 5 Votes</b></li> <li>• Knowing where to start</li> <li>• Talk, but no documentation – 1 Vote</li> <li>• Change in leadership – 1 Vote</li> <li>• Current PLOs possibly not well written</li> <li>• Three-district curriculum</li> <li>• Things could be easier if PLOs and SLOs line up/connect better – 1 Vote</li> <li>• Need more discussion</li> <li>• Curriculum problem identified (i.e., math ADT) – ADT courses not taught at RCC but Norco</li> </ul>
External Origin (tied to the environment)	<ul style="list-style-type: none"> <li>• Wealth of information – Where to borrow from?</li> <li>• Technology – So much available; don't need to reinvent the wheel</li> <li>• <b>Best practices of others – how can we pull from these to get ideas? (e.g., <u>NILOA</u>) – 7 Votes</b></li> <li>• <b>Technology – Training (checklist) – 3 Votes</b></li> <li>• Good time to focus on this – Time of change</li> <li>• Part-time Faculty – Get them more involved; see big picture and bring ideas from other colleges</li> <li>• Technology – Consistent approaches across teaching modalities – 1 Vote</li> <li>• Funding available for change initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Economy – Current state (Boom or Bust)</li> <li>• <b>Student equity funding available – How can we access it? - 2 Votes</b></li> <li>• <b>Accountability <u>mandate</u> – Perception that this is a "compliance project for ACCJC" v. improvement of teaching/learning – 1 Vote</b></li> <li>• Understanding goals /objectives on COR</li> <li>• Faculty feel vulnerable/exposed – Fear results used against them</li> <li>• <b>No conversations/evidence of assessment – 4 Votes</b></li> <li>• Possible new accreditation agency</li> <li>• Groups imposing ideas on us (ADT objectives)</li> </ul>

Figure 1. SWOT Results. This chart shows the participants' responses to the SWOT questions.

## Key Issues Identified

The key strategic issues identified through SWOT analysis are described in Table 1. They include assessment best practices, hearts and minds, and communication.

Table 1

### *Key Strategic Issues Descriptions*

<b>Key Strategic Issue</b>	<b>Description</b>
Best Practices	A wealth of assessment best practices and resources exist to inform the design of institutional program assessment models. How do we best use these resources to inform our practices?
Hearts and Minds	Faculty want to do better/be better to help students succeed. How do we appeal to hearts and minds to demonstrate the value of assessment?
Communication	Little to no discussion about program assessment is taking place; conversations take place in silos and are not always documented.

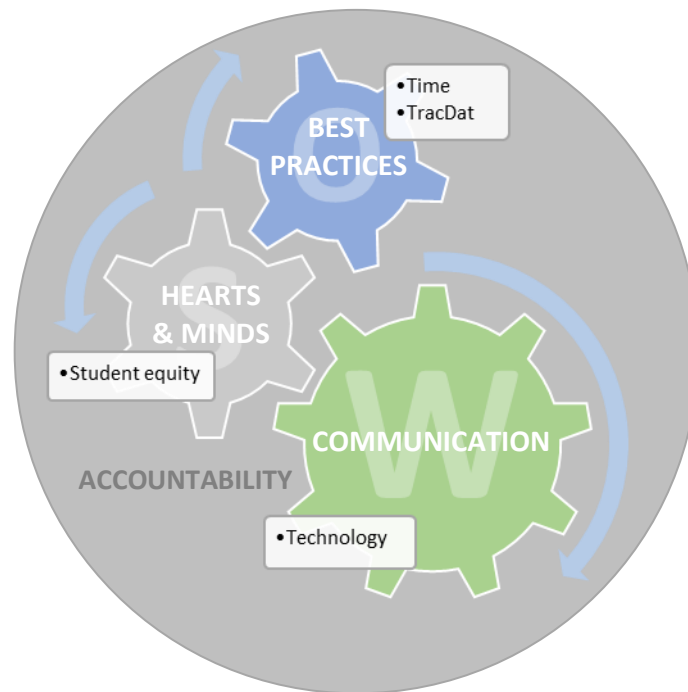
Several operational issues were acknowledged as factors that should be taken into consideration during the planning process (Table 2).

Table 2

### *Operational Issues*

<b>Operational Issue</b>	<b>Description</b>
Technology	Need to train faculty on how to leverage technology tools and resources for the assessment across all teaching modalities.
Time	Full-time and part-time faculty members feel that they do not have enough time to assess. How can assessment processes be streamlined?
TracDat	TracDat, the online management system for assessment is easy to use and provides centralized access to assessment data. How can the system support the development of assessment models?
Student Equity	The College is committed to addressing performance gaps and applying cultural proficiency practices. Equity funding could be used to identify and address barriers in the area of assessment.

The team agreed that accountability mandates (i.e., accreditation) provided an overall context or foundation for planning. All issues and the connections between them are illustrated in Figure 1.



*Figure 1. Top Three Issues.* This figure describes the strategic and operational issues identified with accountability in the background.

## Appendix D

### Assessment & TracDat Workshops 2015-2016

Date	Time	Description
August 25, 2015	4:45pm-5:45pm	Fall FLEX Day Associate Faculty Assessment Workshop
August 26, 2015	10:15am-11:15am	Fall FLEX Day Assessment Workshop
September 8, 2015	10:00am-11:00am	TracDat Training for Division Deans
September 15, 2015	1:00pm-2:00pm	TracDat Session with Cosmetology
September 16, 2015	8:30am-10:30am	TracDat Meeting with Nuventive
September 22, 2015	12:00pm-12:40pm	TracDat Session with Geography
September 22, 2015	12:50pm-1:50pm	TracDat Session with Life Sciences
September 24, 2015	2:00pm-3:00pm	TracDat Follow-up Session with Cosmetology
November 17, 2015	9:00am-4:30pm	TracDat 5 Upgrade and PlanningPoint Module Design with Nuventive
November 18, 2015	9:00am-4:30pm	TracDat 5 Upgrade and PlanningPoint Module Design with Nuventive
November 19, 2015	10:00am-11:00am	TracDat 5 Training
November 19, 2015	2:00pm-3:00pm	TracDat 5 Training
December 1, 2015	12:00pm-1:30pm	TracDat Meeting on PlanningPoint with CTE Dean and Department Chairs
January 12, 2016	10:00am-12:00pm	TracDat and PLO Mapping for Business & Info Sys Department
February 5, 2016	2:30pm-3:30pm	Spring FLEX Day Assessment Workshop
February 5, 2016	5:15pm-5:45pm	Spring FLEX Day Associate Faculty Assessment Workshop
March 8, 2016	11:00am-12:00pm	Assessment Session with CIS
March 11, 2016	2:00pm-4:00pm	TracDat Working Session
March 17, 2016	10:00am-12:00pm	TracDat Working Session
March 18, 2016	2:00pm-4:00pm	TracDat Working Session
March 25, 2016	2:00pm-4:00pm	TracDat Working Session
March 29, 2016	2:00pm-4:00pm	TracDat Working Session
April 25, 2016	11:00am-1:00pm	TracDat Working Session
April 28, 2016	12:30pm-2:00pm	TracDat Training for Library
May 3, 2016	3:00pm-5:00pm	TracDat Working Session
May 6, 2016	9:30am-11:30am	TracDat Working Session

May 11, 2016	10:00am-12:00pm	TracDat Working Session
May 12, 2016	12:30pm-2:00pm	TracDat Working Session
May 16, 2016	11:00am-1:00pm	TracDat Working Session
May 19, 2016	3:30pm-5:00pm	TracDat Working Session
May 26, 2016	12:30pm-2:00pm	TracDat Working Session
May 27, 2016	9:30am-11:30pm	TracDat Working Session



## Appendix E

### Riverside Assessment Committee TracDat SWOT Analysis

Responses collected from discipline/department assessment representatives at the April 22, 2016

Riverside Assessment Committee Meeting.

<p style="text-align: center;"><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Ability to view what others submit in real time</li> <li>• TracDat is a central place for all assessment</li> <li>• Easy to find old assessments</li> <li>• Print reports</li> <li>• Make schedules</li> <li>• So much better than what we used to use</li> <li>• Very useful; I like it; fairly easy to manage</li> <li>• The reports are great! It's wonderful that we can generate a report with all SLOs assessed</li> <li>• Ability to share data immediately with everyone</li> <li>• Ease of use</li> <li>• Living document</li> <li>• Can assign to faculty and send email</li> <li>• Good reports</li> <li>• Good storage</li> </ul>	<p style="text-align: center;"><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Some commands (buttons) are not clear in terms of what they are for and the explanations available aren't always clear (true for assessment and program review)</li> <li>• Saving information not consistent</li> <li>• No ability to copy and paste charts into program review documents</li> <li>• Easy to change information – too easy, so mistakes can be made</li> <li>• Too many clicks that are not very obvious; I had to keep clicking randomly until I found what I was looking for</li> <li>• If you go to enter assessment results and don't see when it was scheduled to be assessed</li> <li>• Doesn't talk to CurricUNET</li> <li>• No college personnel assigned to TracDat</li> <li>• Not enough time in the day</li> </ul>
<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Able to link current CORs and SLOs in CurricUNET</li> <li>• Schedule future work and it will send email reminders</li> <li>• Templates and SurveyMonkey survey could possibly be integrated</li> <li>• Assessment models in document repository</li> <li>• Combine TracDat and SurveyMonkey</li> </ul>	<p style="text-align: center;"><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• No connection to CurricUNET</li> <li>• CurricUNET SLOs don't match TracDat SLOs</li> <li>• Support staff not assigned; overwhelming workload</li> <li>• If not one reads the document, then what gets better?</li> <li>• No single sign-on system in place yet</li> <li>• Possibility of new accrediting agency having different expectations and requirements currently not available in TracDat</li> </ul>

## **Appendix F**

### **TracDat Implementation Recommendations, March 18, 2016**

*Submitted by Riverside Assessment Coordinators, Hayley Ashby and Marc Sanchez*

#### **Planning**

Decide what you will be using TracDat for (i.e, what is the scope?). Will the use be restricted to assessment or also include program review (requires additional modules)? Even within assessment, will TracDat be used for just academic assessment or also include service areas and administrative units.

Determine the technology needs and whether existing infrastructure will support TracDat and the additional modules (e.g., PlanningPoint and ActionPoint). This will involve a discussion between Nuventive and college/district IT regarding specifications.

Draft assessment and/or program review forms on paper first. Begin with the end in mind – decide what information will be reported, for what purpose, and how it will be used. Keep in mind that the forms may not translate exactly when transferred into TracDat, especially if you want to take full advantage of the system’s data collection and reporting features. In our case, Nuventive was willing to review drafts ahead of time and give us feedback on creating forms that met our needs given the system parameters.

#### **Team Members**

Those involved in the process should include individuals responsible for leading assessment, program review, curriculum, institutional effectiveness, faculty/staff development, business services, student support services, and IT. Representation should include both faculty and administrators.

## **Primary Users**

The user audience would depend on the scope of TracDat implementation. If TracDat will be fully implemented for assessment and program review then faculty, staff, and administrators would all use the system.

## **Pitfalls**

- Insufficient planning (i.e., forms, process, training, etc.)
- Not having a TracDat administrator dedicated to maintaining the system
- Not involving appropriate stakeholders in the initial discussion

## **Challenges**

- The lack of integration between TracDat, CurricUNET, and Banner – data must be manually imported/exported into TracDat. Courses/programs, outcomes, and user accounts must be uploaded and maintained, which requires dedicated TracDat support.
- Another challenge is resistance from those who are technology-challenged or see the use of TracDat as a change in working conditions.
- Providing clarification on who will see the data entered in TracDat and describing how it will be used.
- Protecting the integrity of the data (handled through user permissions).

## **Things to consider**

What level of TracDat access and training should individuals such as the Assessment and Program Review Coordinators have? This will depend on technical expertise. It is helpful for coordinators to have administrative rights, so that they can address issues on the fly when working with faculty; however, TracDat administrative tasks should not be absorbed by the coordinators.

Roles and responsibilities should be clearly defined. Who coordinates and oversees TracDat design and prioritizes/manages tasks? Who will be entering what data and when? Without close coordination multiple individuals inputting data and configuring the system introduces the possibility of error, inconsistencies, and the unnecessary duplication of effort. Are deadlines for data entry reasonable and clearly communicated? Who will monitor progress and ensure that data has been entered according to schedule? How will problems be addressed?

Training needs vary depending on the stage of implementation. Workshops work well at the beginning to introduce the system and the features. Once TracDat has been fully implemented and data is being entered we offered working sessions, where individuals can bring their documents and receive assistance as they enter their information. A combination of group and one-on-one training has worked well for us.