

SOARR with TCC: Taking Program Review to New Heights Utilizing a Dynamic Database



“Class, I’ve got a lot of material to cover, so to save time I won’t be using vowels today. Nw lts bgn, pls trn t pg 122.”

Wednesday November 16, 2005

“Effective assessment must begin with real concerns of the stakeholders and result in useful information and recommendations related to the purpose of assessment.”

– D.W. Farmer & E.A. Napieralski

Dr. Michael E. Bryan, Coordinator - Office of Student Outcomes Assessment
Ms. Lisa M. Gualdoni, Research Associate - Office of Student Outcomes Assessment
Mr. Thomas M. Feist, Webmaster - Office of Administrative Services



- Reflect on & compare your institution with TCC's journey toward a more manageable & meaningful program review reporting process:

- Driving forces and history
- Report format and content
- Database capabilities and other considerations
- Options for online conversion





Who are you?

What is your role in program review and assessment of student learning outcomes?

Why are you attending this workshop?



“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”

“...a learner-centered, teacher-directed approach designed to improve student learning in the individual classroom.”
– B.D. Wright (1991)



“...assessment involves taking a second look at materials generated in the classroom so that in addition to providing a basis for grading students, these materials allow faculty to evaluate their teaching.” – B.D. Wright (1991)

Driving Forces

“The institution demonstrates that each educational program for which academic credit is awarded is (a) approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.”

“The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.”

Principles of Accreditation, Standards for All Educational Programs,
Section III, 1 and 12, August 2003








“The college will put into place a systematic process for assessing programmatic and student learning outcomes, the results from which will be used for continuous improvement of disciplines and programs. Other college activities, processes, and initiatives (e.g., faculty hiring, adjunct faculty initiative, accreditation, professional development and renewal, budget development, grant proposals, major gifts campaign) will be aligned with the pursuit of curricular excellence.”

“Annual reports will be produced to account for what has been accomplished in enhancing current programs and implementing new ones, and to identify emerging developments that call for updates to the curriculum planning process.”






Driving Forces

External Needs

-  Requirements for SACS Accreditation
-  Report of Institutional Effectiveness for SCHEV
-  Quality Assurance Plan for VCCS

Internal Needs

-  TCC Curriculum Planning Process & Annual Reporting
-  Intellectual Curiosity
-  Professionalism

“While you are experimenting, do not remain content with the surface of things. Don't become a mere recorder of facts, but try to penetrate the mystery of their origin.” - Ivan Pavlov



Program Review's Early Years

- **1987-88: Developed a *Student Assessment Plan* in response to SCHEV.**
- **1987-90: Utilized the *College Assessment Planning Matrix* distributed by SCHEV. A subcommittee structure was responsible for the assessment plan's 5-year review cycle across five areas.**
- **1990-91: Assessment Report documented course and curriculum revision, materials and equipment purchases, and the standardization of some testing and placement procedures across the then three campuses.**



Recent Decade

- **1996-97: Program review focused on rigorous curricular evaluation efforts that consider all inputs, resources, and administrative program issues.**
- **1999-00: Focused on the majors and workforce development.**
- **2000-01: Focused on developmental studies and college transfer.**
- **2001-02: Focused on changes made within the general education core, select occupational-technical majors, and distance education.**



2002-03

- TCC Comprehensive Five-Year Curriculum Plan: 2003-2008 published in August 2003.
- Five major principles and corresponding strategies were identified to guide curriculum planning.
- Began developing a systematic/systemic process for assessing programmatic AND student learning outcomes for ALL disciplines and ALL degree programs.
- Transformed the traditional "program review" into a collaborative and holistic quality assurance process.
- Lead Deans, in consultation with their faculty, were now charged with producing annual reports (*Program/Discipline Review and Outcomes Assessment Report*).



Pilot Assessment Project

- **Participants: 4 programs and 2 disciplines entered year-one planning phase and submitted reports containing tentative PLANS for assessing programmatic and student learning outcomes (2002-03).**
 - AS - Social Sciences
 - AAS - Accounting
 - AAS - Industrial Specialization: Quality Assurance
 - AAS - Registered Respiratory Therapist
 - Discipline - History
 - Discipline - Developmental Mathematics
- **Expectation: complete reports, including data collection and analysis, during the following 2003-04 academic year.**



Pilot Assessment Project

- Academic and Student Affairs Council were provided a reading: *The Outcomes Primer* by Ruth Stiehl and Les Lewchuk (2002).
- Series of internal documents were disseminated to the Lead Deans and faculty to assist them in drafting their *Program/Discipline Review and Outcomes Assessment Report*. These documents included:
 - Program/Discipline Annual Reports - Guidelines for Lead Deans (May 2003)
 - Guidelines for Development of Program Outcomes and Student Learning Outcomes (July 2003)
 - Template for Program Outcome Guide (July 2003)
 - Template for Student Learning Outcome by Discipline (July 2003)
 - Sample Completed Template for AAS Degree - Registered Respiratory Therapist
 - Sample Completed Template for Discipline - History



Pilot Assessment Project

- Workshop was facilitated by Dr. Doug Eder on June 18, 2003.
- Suggestions and guidance offered to teams that developed the pilot learning outcomes and assessment plans, and provided a number of handouts including:
 - Navigating the Shoals Without Running Aground
 - Various and Assorted Principles and Techniques
 - Primary Trait Analysis
 - Bloom's Taxonomy and Critique of Draft Objectives
 - Course/Objective Alignment Grids



2003-04

- Based on feedback received in Dr. Eder's review and by participants in the 2002-2003 Pilot Assessment Project, Lead Deans were provided DRAFT Instructions for the Program/Discipline Review and Assessment Report.
- January 28, 2004: hired Coordinator for the Office of Student Outcomes Assessment; tasked with reviewing the reporting process for possible enhancement.
- Report form, process and timeline: significantly modified based on feedback received from meetings with key administrators and faculty.
- April 14, 2004: revised form, process and timeline were officially rolled-out at Academic and Student Affairs Committee (ASAC) meeting
- April 19, 2004: meeting with the Council of Academic Deans (CAD).



2003-04

- SOA developed a user-friendly Microsoft Word template: Program/Discipline Review and Outcomes Assessment Report Form (revised May 2, 2004).
- Plans for 2004-2005: convert MS Word template into a simple, intuitive MS Access database to ensure that the material on file is centrally located and is available in a concise, consistent format. **BETA VERSION 1**
- Plans for 2005-2006: convert report form into an online format.
- The Vice President for Academic and Student Affairs extended the deadline for submitting reports from May 1 to June 30.
- Since rolling-out the reporting process and form during the initial April 14, 2004 presentation, SOA:
 - (1) provided 100 consultation services and workshops;
 - (2) developed a website that serves as an assessment toolkit or clearinghouse of assessment-related resources and materials;
 - (3) drafted various forms to assist in monitoring the assessment reports such as content checklist and program tracking; and
 - (4) began disseminating a newsletter *Outcomes Assessment Update*.



2003-04: Transition Period

- June 30, 2005: Report deadline coincided with Dr. Dever's last day.
- July 14, 2004: Interim Vice President announced at an ASAC meeting that the draft report deadline was extended to July 30, 2004.
- Lead Academic Deans were to submit draft reports to their respective Provosts for review.



2004-05: New Hires

- September 7, 2004: hired SOA Research Associate-Ms. Lisa Gualdoni.
- September 15, 2004: hired Vice President for Academic and Student Affairs-Dr. Michael Summers.
- October 18, 2004: Council of Academic Deans adopts the report form.
- Refined MS Access beta version of the 2004-05 Program Review and Outcomes Assessment, which was officially renamed the Structured Outcomes Assessment Review and Report (SOARR). **BETA VERSION 1**
- Database accessed by Lead Deans at the college-wide shared network drive.



2004-05: New Direction

- **December 8, 2004: Dr. Michael Summers presented an assessment-related, outcomes-approach logic model to ASAC.**
- **Logic model described linkages between planned activities and their expected outcomes, as well as emphasize the following elements:**
 - **Inputs (allocated resources) and activities (learning processes that engage students) that will produce specific outputs and outcomes**
 - **Outputs (indirect results) and outcomes (specific, measurable changes in learning) a given program will produce**
 - **Short-term (learning), intermediate (actions), and long-term (conditions) outcomes expected over time the program actions will produce factors that may positively or negatively influence the outcomes predicted**



2004-05

- **Spring-Summer 2005: Developed a common course syllabi for the over 1,200 courses offered. Outlines serve as a critical building block for program review.**
- **SOA completed the following tasks:**
 - **Developed MS Word template for 05-06 program review report (and BETA VERSION 2 database).**
 - **Developed MS Excel template for curriculum maps.**
 - **Generated programmatic and course success data.**
 - **Entered data and preliminary analysis into 36 reports.**
 - **Renamed program review process to **Strategic Outcomes Assessment Review and Report (SOARR)**. The change from "Structured" to "Strategic" more accurately reflects President DiCroce's vision for the college to become a national model of a comprehensive community college--i.e., the new millennium's strategic community college.**



2005-06

- September 14-October 14, 2005: Faculty developed a curriculum map for all 36 programs.
- Accredited programs were NOT required to complete TCC SOARR (8 Health Profession Programs & Automotive Technology Program).
- October 21-December 2, 2005: All 27 programs work on SOARR report.








2005-06

- **Spring 2006:**
 - **Programs are to collect data for at least 1 course-embedded measure for each of the 3 targeted student learning outcomes and continue implementation of action plans.**
 - **SOA will complete the SOARR database (BETA VERSION 2) and begin planning for online conversion.**



Evolution

“The great difficulty in education is to get experience out of ideas.”
- George Santayana

-  **2002-03 MS Word Template (Narrative Format)**
-  **2003-04 MS Word Template (Matrix Table available on SOA Website)**
-  **2004-05 MS Access Form (BETA VERSION 1: Hyperlinked Database on Shared Network Drive)**
-  **2005-06 MS Word Template (BETA VERSION 2: Streamlined Database on Shared Network Drive)**
-  **2006-07 Online Form (BETA VERSION 3)**



🌀 Creating the SOARR Beta #1 (500 Hrs, \$902)

🌀 Created skeleton database

- 🌀 Major sections and organization (number of tables)
- 🌀 Field names & data types per section (text box, yes/no)

🌀 Designed the look of the forms

- 🌀 Layout (order, width/length, text size, colors, fonts)
- 🌀 Macros (linking to other pages/forms, printable docs, search feature)
- 🌀 Navigation (dummy proof, protection, flow/direction)
- 🌀 Look like a website (hyperlinks, navigation buttons, frames)

🌀 Tested and worked out bugs

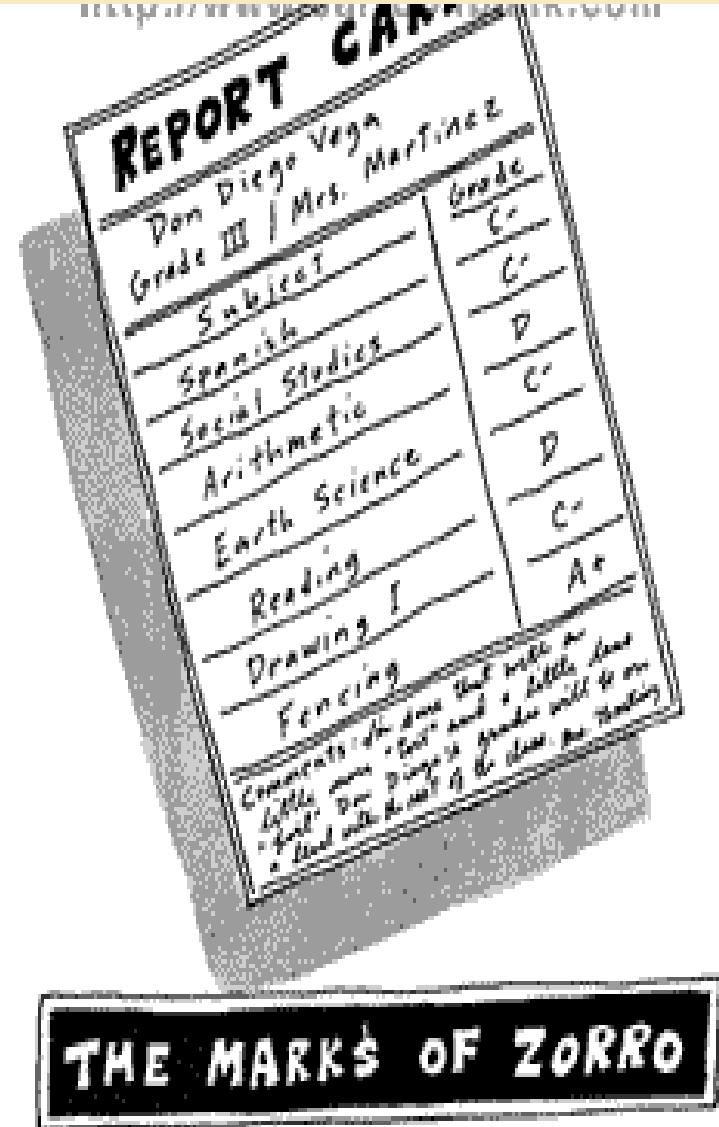
🌀 Accessing SOARR

- 🌀 Database on college-wide shared network drive
- 🌀 Limited access to Lead Deans (primary users)



SOARR Sections Beta #1

- Background/
Descriptive Section
- Programmatic
Outcomes Section
- Student Learning
Outcomes Section
- Other Noted Data
Section



THE MARKS OF ZORRO



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Program Review and Outcomes Assessment Form 2004-2005

-  Page 1: Contact Information and Planning Process
-  Page 2: Programmatic Outcomes (Non-Student Learning)
-  Page 3: Programmatic Results *If Applicable*
-  Page 4: Student Learning Outcomes
-  Page 5: Student Learning Results *If Applicable*
-  Page 6: Noted Accomplishments
-  Page 7: Print Report_Reference Materials

Click on either to
begin entering
information


Reference Materials


-  Directions for Programmatic Outcomes (Non-Student Learning)
-  Directions for Student Learning Outcomes
-  Listing of Key Terms
-  TCC Mission Statement
-  TCC Principles and Strategies for Curriculum Planning
-  TCC History of Assessment
-  Links to Online Data and Resources


It is recommended
that you review all
pages in this section
if you are not familiar
with the assessment
process.





Program Outcome
<p>REQUIREMENT: Write 2 programmatic outcomes that address: (1) number of GRADUATES (2) FTES or headcounts</p> <p>OPTIONAL: Write additional outcomes that are relevant and timely to your program.</p> <p>FORMAT: Click A+ button for an example of the preferred format:</p> <p></p>

Assessment Measure(s)
<p>REQUIREMENT: Cite the data source as specifically as possible: (1) WHAT is the name of the specific data element (2) WHAT is the name of the data source (3) WHEN or how often is the data produced (4) WHO produces the data</p> <p>FORMAT: Click A+ button for an example of the preferred format:</p> <p></p>

Results	
Target	Actual Results
<p>REQUIREMENT: Establish an acceptable performance standard for each assessment measure.</p> <p>FORMAT: Click A+ button example of the preferred format:</p> <p></p>	<p>REQUIREMENT: List the actual or real</p>

Highlights	Action Plans
<p>REQUIREMENT: State the degree to which the outcome</p>	<p>REQUIREMENT: IF A MINIMUM STANDARD HAS NOT</p>

Examples: Programatic Outcomes

Examples of Assessment Measures

"5-year average number of graduates contained in the Factbook, which is produced annually by OIE."

"Fall Semester FTEs Enrollment data contained in the Factbook, which is produced annually by OIE."

"Professional leave forms completed by full-time faculty and tracked by the local Academic Dean."

"Computer Inventory of records maintained by the local Academic Dean."

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Student Outcomes Directions



Close Window

preferred format:





Program Review and Assessment Form

[Help ?](#)

"The institution identifies expected outcomes for its educational programs...; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results."

"The institution demonstrates that each educational program for which academic credit is awarded... establishes and evaluates program and learning outcomes."

SACS Principles of Accreditation: Foundations for Quality Enhancement, December 2001

This record was last changed on:

Program

Select a Program:

Search



Lead Dean Contact

Select your name from the list:

Planning Process

Please describe the process:

Planning Process:
2004-05

Planning Process:
Previous Years

Noted Accomplishments Report

Select a Program to view

Select only one program, then click on the corresponding "ok" button

College/University Transfer

Ok

Agricultural, Arts, and Business

AAS Graphic Design (514)

Ok

Engineering/Industrial

Ok

Health and Public Service

Ok

Developmental

Ok

Cancel

View
Directions

Programmatic Outcomes (Non-Student Learning)

Help ?

Program: Specialization:

Outcomes

Measures

Targets

Graduates

The program will increase the number of graduates.

Five-Year Average Number of Graduates data generated by the Office of Institutional Effectiveness (OIE) and published on the OIE website.

FTEs/Headcount

The program will increase the number of FTEs.

FTE data generated by the Office of Institutional Effectiveness (OIE) and published on the OIE website.

Program Specific [Optional]

(Optional)

(Optional)

(Optional)

[View Directions](#)

Programmatic Outcomes (Non-Student Learning) Results

[Help ?](#)Program: Specialization:

✓ If Target Reached

Target

Results

Highlights and Action Plans

Graduates**FTE/Headcount****Program Specific**



Print Sections and Reference Materials

Select Page(s) to Print

Reference Materials

Automatically Prints

FAQ

Directions for Programmatic Outcomes

Directions for Student Learning Outcomes

Listing of Key Terms

Mission Statement

TCC Principles and Strategies for Curriculum Planning

TCC History of Assessment

Links to Source Documents

Preview Report

Opens In Print Preview

Planning Process

Program Outcomes Report

Student Outcomes Report

Notable Accomplishments

Print Full Report

Click





🌀 Creating the SOARR Beta #2 (100 Hrs)

🌀 Created skeleton database

- 🌀 Major sections and organization (number of tables)
- 🌀 Field names & data types per section (text box, yes/no)

🌀 Designed the look of the forms

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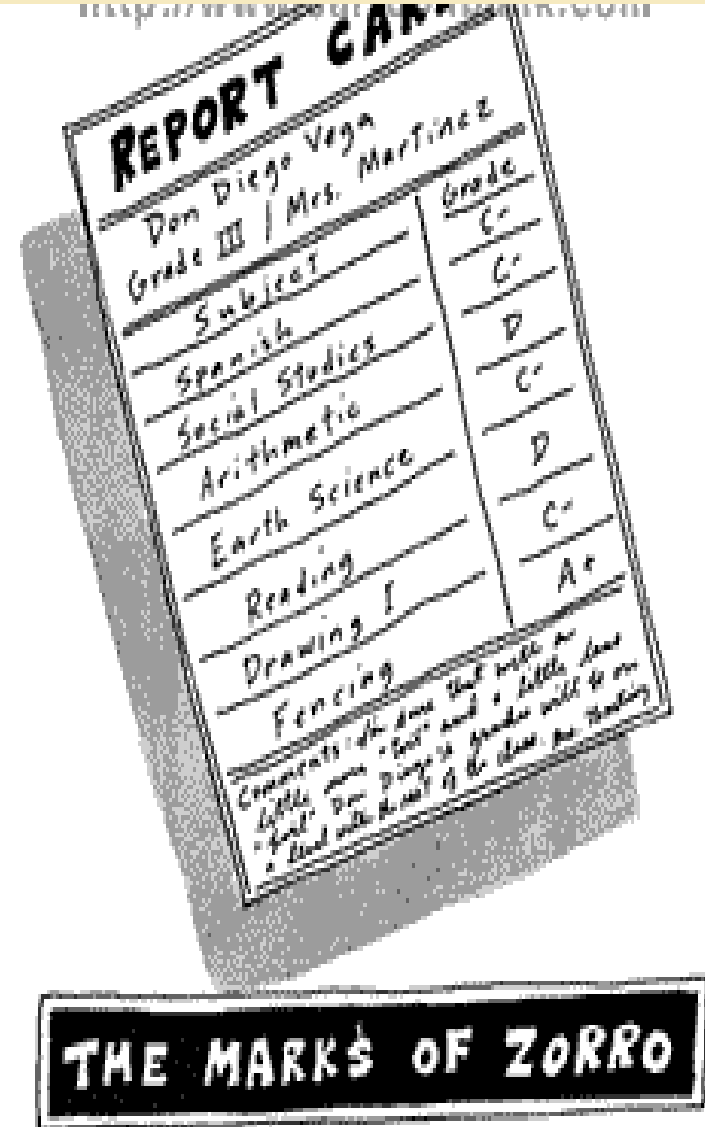
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SOARR Sections: Beta #2

- Background/
Contact Information
- Program Planning
Summary
- Programmatic Outcomes
Analysis
- Student Learning
Outcomes Analysis





Strategic Outcomes Assessment Review and Reporting

S.O.A.R.R. 2005-2006

From here, go anywhere.TM

"In the college transfer area, the college will benchmark itself to the most rigorous standards of achievement in 4-year baccalaureate degree-granting institutions. In the fields of occupational-technical study, the college will look to business and benchmark its performance goals to the standards of the relevant industries themselves."

Bearings on the Future: The TCC Strategic Plan, November 2000

"All curricula will be built and maintained on a foundation of excellence."

"The college will put into place a systematic process for assessing programmatic and student learning outcomes, the results from which will be used for continuous improvement of disciplines and programs."

"Annual reports will be produced to account for what has been accomplished in enhancing current programs and implementing new ones, and to identify emerging developments that call for updates to the curriculum planning process."

TCC Comprehensive Five-Year Curriculum Plan (2003-2008), August 2003



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Program Review and Outcomes Assessment Form 2005-2006

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-  [Page 2: Program Planning Summary](#)
-  [Page 3: Programmatic Outcomes Analysis](#)
-  [Page 4: Student Learning Outcomes Analysis](#)
-  [Page 5: Student Learning Outcomes Analysis Continued](#)

-  [Print a Report](#)
-  [Links to Online Data and Resources](#)





S.O.A.R.R. Program Review and Assessment Form

"The institution identifies expected outcomes for its educational programs...; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results."

"The institution demonstrates that each educational program for which academic credit is awarded... establishes and evaluates program and learning outcomes."

SACS Principles of Accreditation: Foundations for Quality Enhancement, December 2001

This record was last changed on:

11/1/2005

Program

AAS Industrial Supervision: A/C, Heating, and Refrigeration (963.08)

Search



1.1 **Purpose Statement**

1.2 **Lead Dean Contact**

(Select name from the list)

1.3 **Program Director:**

1.4 **Program Website(s):**

<http://www.tcc.edu/academics/programs/aaa/crafts.htm>

1.7 **Description Accuracy:** Is the **Curriculum Guide** and **Program Information** rovided on the TCC website accurate?

Select Yes or No:

* If you answered "NO" to the previous question, please notify the appropriate individual(s) so that corrections may be made.



(II) Program Planning Summary

AAS Industrial Supervision: A/C, Heating, and Refrigeration

Advisory Committee (2004-2005):

2.1 Does the Program have an active Advisory Committee? Yes No

2.2 Advisory Committee Meetings (2004-2005):

Enter the number of meetings that were convened in the 2004-2005 academic year:

Planning Activities (2004-2005):

2.3 Describe in chronological order the program/curriculum planning activities that occurred in 2004-2005 in preparation for the 2005-2006 academic year. Be sure to include (1) approximate date; (2) all individuals [with titles] and/or groups that provided assistance; and (3) the purpose of the planning activity. Also, be as complete as possible in terms of identified formal/informal activities (input process) such as Dean observations, faculty meeting discussions, student survey feedback, advisory committee reports, conversations with peer and four-year institutions, etc.

Program Improvements in 2005-2006:

2.4 USE OF RESULTS: Describe the improvements to the program in the 2005-2006 academic year as a result of the feedback received from external sources such as the Advisory Committee [2.1], the planning activities described above in [2.3], and/or other data sources such as TCC Employer Survey report data:

2.5 ACTION PLAN: Describe program planning activities to be completed during the 2005-2006 academic year to ensure the program's continuous improvement.

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Close Form

(III) Programatic Outcomes Analysis

AAS Industrial Supervision: A/C, Heating, and Refrigerator

Student Data

- 3.1 [Number of students \(fall semester\) for 2000,2001,2002,2003, and 2004](#) (Go to: HC_by_Curr_00_04.xls)
- 3.2 [Number of NEW students \(fall semester\) for 2000,2001,2002,2003, and 2004](#) (Go to: NewStudent00-04_SortedFINAL.pdf)
- 3.3 [Retention rates of new students \(Fall to Fall\)](#) (Go to: RetentionRates00-04_SortedFINAL.pdf)
- 3.4 Student data findings (Analysis of 3.1, 3.2 and 3.3):

Transfer Data

- 3.5 [Number and percentage of transfer students:](#) (Go to: Transfer99-03SortedFINAL.pdf for Program Data)
- 1999-2001: Overall Transfers N=833
2001-2003: Overall Transfers N=1226
- 3.6 [GPA at TCC:](#) (Go to: Transfer99-03SortedFINAL.pdf for Program Data)
- 1999-2001: Overall Transfers 3.11
2001-2003: Overall Transfers 3.23
- 3.7 [GPA at 4-year institution:](#) (Go to: Transfer99-03SortedFINAL.pdf for Program Data)
- 1999-2001: Overall Transfers 2.62
2001-2003: Overall Transfers 2.78
- 3.8 [Average credits completed at TCC:](#) (Go to: Transfer99-03SortedFINAL.pdf for Program Data)
- 1999-2001: Overall Transfers 54
2001-2003: Overall Transfers 53
- 3.9 Transfer data findings (Analysis of 3.6, 3.7, 3.8 and 3.9):

Graduate Data

3.10 [Annual number of graduates \(2000, 2001, 2002, 2003, 2004, average\)](#) (Go to: GradAward00-04_SortedFINAL.pdf)

3.11 Graduate data findings (Analysis of 3.12):

Program Improvements in 2005-2006:

3.12 **USE OF RESULTS:** Describe the improvements to the program in the 2005-2006 academic year as a result of an analysis of the general student, transfer, graduate data listed above, and/or other data sources such as the TCC Transfer and TCC Graduate Survey reports:

3.13 **ACTION PLAN:** Describe planned strategies, if necessary, to be implemented in the 2005-2006 academic year which address issues raised upon analysis of the programmatic outcomes data.

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[Close Form](#)

(IV) Student Learning Outcomes Analysis

AAS Industrial Supervision: A/C, Heating, and Refrigeration (963) ▼

Curriculum Map

- 4.1 YES NO The curriculum map currently on file on the college-wide shared network drive (Q:) is accurate and complete for the 2005-2006 academic year. **If NO, please notify the Office of Student Outcomes Assessment.**

Student Learning Outcomes

- 4.2 **TARGETED OUTCOMES:** Select three (3) student learning outcomes from the 2005-2006 curriculum map that are deemed critical to a student's success at either a four-year institution of higher education or success in the workforce. Enter these learning outcomes in the table below and the courses in which they are demonstrated by students.

A. Student Learning Outcomes

B. Required Course(s)

1	Students demonstrate a basic understanding	
2	asda asd asd asd asd asd	
3		

- 4.3 **DATA ANALYSIS:** : Complete the following analysis for each of the 3 targeted learning outcomes.

Outcome 1: Students demonstrate a basic understanding

Measure:

Data:

Findings:

Outcome 2: asda asd asd asd asd asd

Measure:

Data:

Findings:

Outcome 3:

Measure:

Data:

Findings:

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(IV) Student Learning Outcomes Analysis Continued

4.4 Inventory of Possible Assessment Measures:

Describe all other assessment measures to supplement course success rates (e.g., course-embedded/graded assignments, portfolios, exams; capstone course; external/juried assignments; survey data) for each of the 3 targeted learning outcomes.

1

--

2

--

3

--

4.5 Selected Assessment Measures to Triangulate Findings:

For each of the 3 targeted learning outcomes, identify at least ONE (1) assessment measure listed above that will be collected during the Spring semester of the 2005-2006 academic year. Be sure to include specific information to assist in the data collection efforts. For example, a measure might be written as "Overall pass rate on midterm by all students from all sections of course ABC 123."

1

--

2

--

3

--

4.6 Use of Results:

Describe the improvements to the curriculum in the 2005-2006 academic year as a result of planning activities, programmatic outcomes analysis, student learning outcomes analysis such as the curriculum map [4.1], and all other data sources:

4.7 Action Plan:

Describe planned strategies, if necessary, to be implemented in the 2005-2006 academic year which address issues raised upon analysis of the student learning outcomes data.

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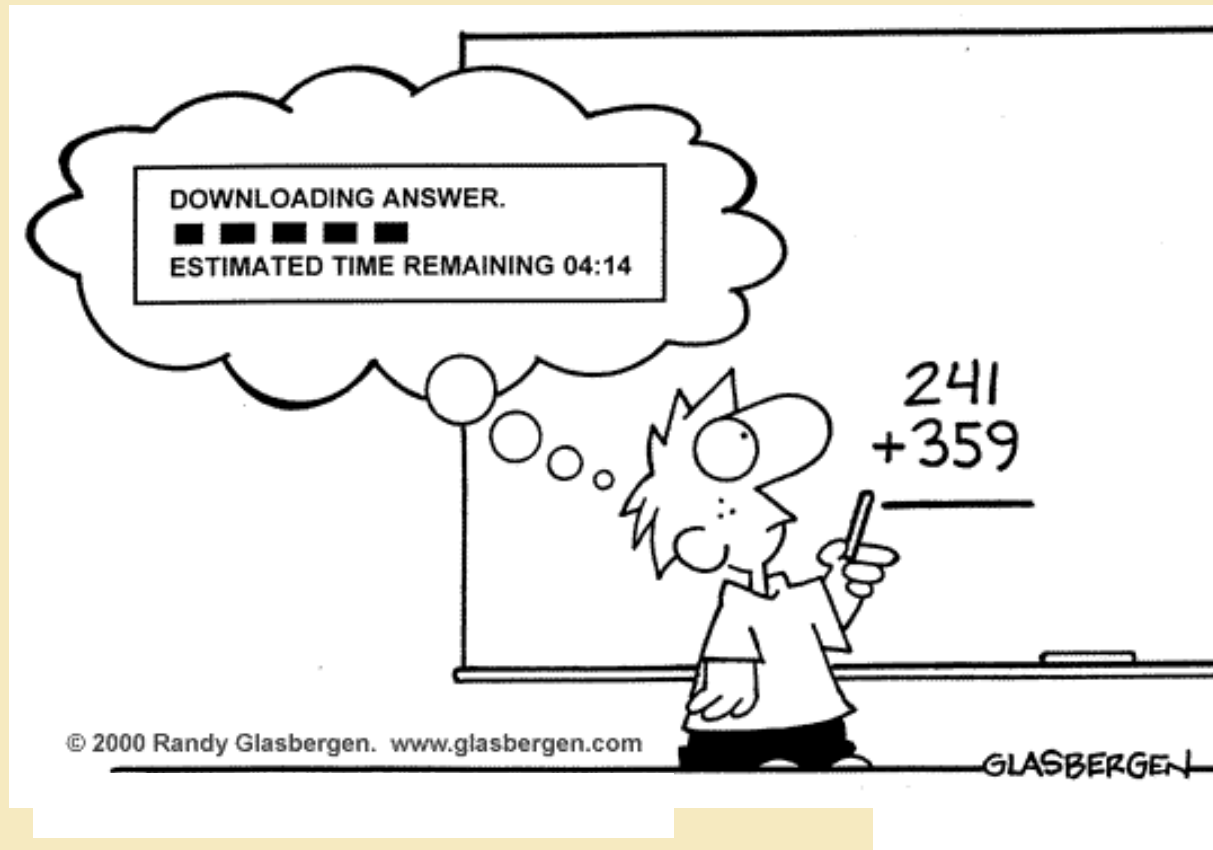
[Print Options](#)


[Close Form](#)



From Here, Go Anywhere







SOARR Beta #2: Features and Functions



Take a 15 minute break after demonstration



During the break: design your database...







-  Title of major sections (number of tables)
-  Field names & data types per section (text box, yes/no)
-  Layout (order, width/length, text size, colors, fonts)
-  Need for macros (linking to other pages/forms, printable docs, search feature)
-  Navigation (dummy proof, protection, flow/direction)
-  Look like a website (hyperlinks, navigation buttons, frames)

After the break:

-  Lisa will use audience input to design a simple database
-  Tom will discuss implications/issues: online conversion



Design ideas...

-  Title of major sections (number of tables)
-  Field names & data types per section (text box, yes/no)
-  Layout (order, width/length, text size, colors, fonts)
-  Need for macros (linking to other pages/forms, printable docs, search feature)
-  Navigation (dummy proof, protection, flow/direction)
-  Look like a website (hyperlinks, navigation buttons, frames)



Advantages to online assessment database

- **Comfort and familiarity of the Web**
- **Scope**
- **Scale**
 - **Developing a non-Internet database (Paragraph)**
 - **Single-institution Internet database (Essay)**
 - **VCCS (Novel)**
 - **Commonwealth (Series of Novels)**
- **Accumulation of data**



Outsource or Do-It-Yourself

Outsourcing

-  **Fast**

-  **Easy**

Do-It-Yourself (DIY)

-  **Customized**



-  **Flexible**

-  **DIY systems are an INVESTMENT**






Technical Aspects




Relational database

-  Efficient (Scalable)
-  Indexed/Searchable

Multi-part form

-  “Digestable” bites
-  Validation
-  Save state

Security concerns

-  Authentication-based system
-  Secure servers
-  Secure data



From Here, Go Anywhere



"No, a question period will not follow!"