
CURRICUNET META ASSESSMENT TRAINING

Fall Flex 2017

Solano College chose CurricUNET META for outcome assessments for several reasons:

1. Curriculum and Assessment data will be in the same system. The chancellor's office now requires SLOs to be an approved part of the official course outline of record, so it is advantageous that they are linked in the same database
2. Faculty have access & input their own assessment; no need to funnel through a coordinator
3. Assessment data clearly links to the integrated planning process. Faculty have a platform to address what they can do in the classroom AND what the college can do to support student learning and success on SLOs
4. There is the ability to create "maps," where SLO assessments directly inform PLO, GELO, and ILO assessments
5. Outcomes (not assessments) will go through the curriculum approval process, meaning faculty will get feedback on their outcomes
6. Easier tracking of SLO/PLO completions

Initially, getting started will take work (and patience):

- Before faculty can start assessing their SLOs, they must be inputted correctly in the curriculum side of META and approved (the old SLO database and META don't sync). Please note, this semester as we get META up and running, the Assessment Coordinator can approve outcomes w/out going through the full curriculum committee. **It is ESSENTIAL that for this expedited approval, faculty only change the SLOs. If faculty change textbooks, content, etc. the changes must go through the full curriculum committee**
- Inputting SLOs requires not only entering the course outcomes, but also the *success criteria* for each outcome. It is important faculty come together to agree on the success criteria as it will be the same for every faculty member teaching the course
- Finally, SLO input also requires mapping the SLOs to the GELOs (if applicable) & the ILOs

In sum, before faculty can assess SLOs, they need their outcomes, success criteria, and GELO/ILO maps inputted into the curriculum side of CurricUNET META.

Workload:

Getting META up and running with your correct SLOs, success criteria, and maps will be time consuming. We encourage deans provide time at school meetings, faculty discuss at department meetings, retreats, and/or during the optional flex days, and faculty consider assigning “leads” for different classes so the workload can be split equitably. While individual faculty shouldn’t be making decisions in silos, the actual inputting after decisions are made can be split up. All faculty can get optional flex credit for their time, and adjunct faculty are eligible for up to 7 hours of paid SLO work.

Making it Meaningful:

Nobody is going to argue that it isn’t going to be a task to get META ready for outcomes assessment, however we do see it as an opportunity to look at SLOs with fresh eyes and make sure they are meaningful. Are the SLOs for the course representative of the most important learning you want to measure, and of the different *types* of learning you want students to achieve? For example, do you only want to measure content knowledge, or do you want to measure writing, critical thinking, etc.? Do your SLOs link to your PLOs? Are there SLOs in your program courses that capture a variety of the GELO and ILO goals? For example, is ethics measured anywhere? How about personal growth?

When looking at success criteria, meaningful discussions can be had about what constitutes success. It is important that we have a clear vision so we can share with students the skills, knowledge, etc. they will need to pass the assessment. If faculty aren’t on the same page, students can complete the course with highly divergent skill sets.

Along with these training materials, the Assessment Handbook should be used to learn more about outcome assessments at Solano College. The Assessment Coordinator and School Coordinators are also good resources. There will be opportunities for feedback as we move forward. Know there will be bumps on the way as we get CurricUNET META up and running, but once the initial leg work is done, we should have an efficient system to store, analyze, and share student learning.

INPUTTING SLOS ON THE CURRICULUM SIDE OF META

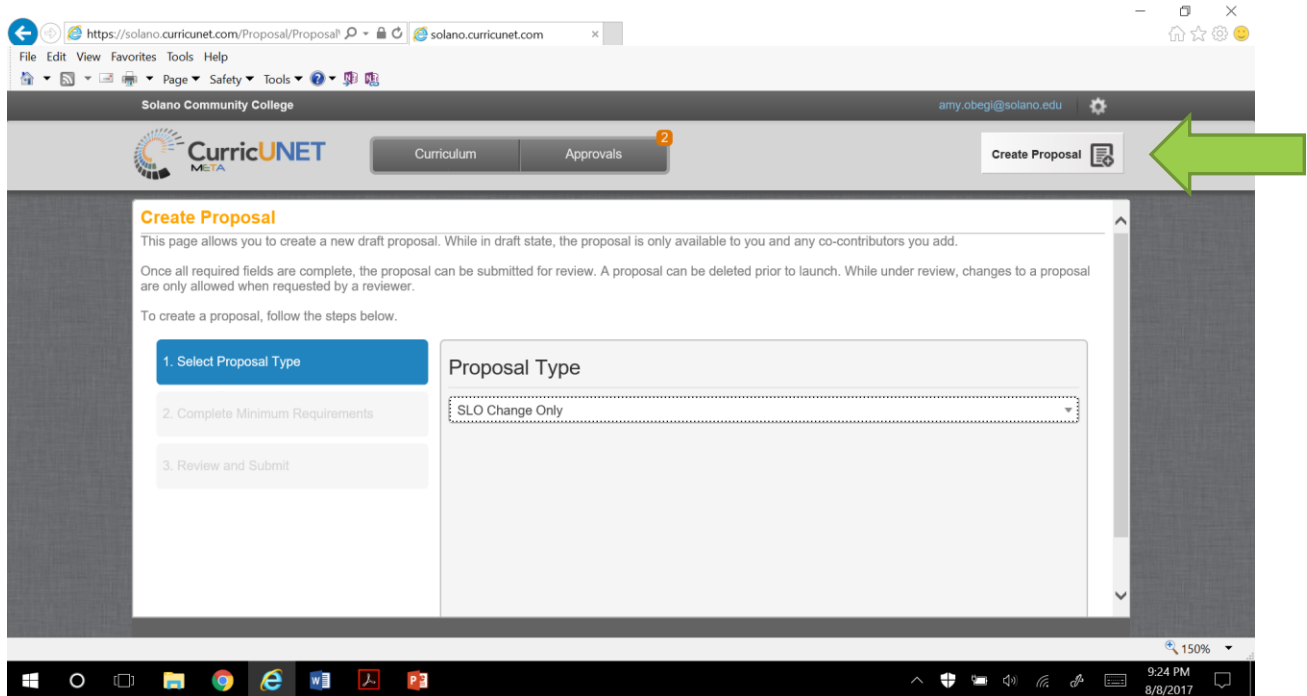
The first step is to log into CurricUNET META: <https://solano.curricunet.com/> You can also find the link under the faculty tab on My Solano.

Initially, your **username will be your email address** and your **password will be ChangeMe1**. If your email doesn't work as your username, try the variation of firstinitiallastname@solano.edu. For example aobegi@solano.edu.

To change your password for confidentiality, click on the gray cog on the top right next to you email address, and then choose "profile". You will see in blue letters "Click here to change your password". Reset your password.

The screenshot displays the 'Edit Profile' interface in a web browser. The browser's address bar shows the URL <https://solano.curricunet.com/Account/EditProfile>. The page header identifies the user as 'amy.obegi@solano.edu' and includes a settings cog icon. The main content area is titled 'Edit Profile' and is divided into several sections: 'Account Info' (Email: amy.obegi@solano.edu, Password: Click here to change your password), 'Basic Info' (First Name: Amy, Last Name: Obegi, Preferred Name: Amy, Title:), and 'Phone' (Business Phone, Ext., Fax, Mobile Phone). A 'Web Address' field is located at the bottom. 'Save' and 'Cancel' buttons are positioned at the bottom right. Two green arrows highlight the settings cog icon and the password change link.

Once you are logged in, you are going to create a proposal. Choose “Create Proposal” and then select “SLO Change Only” under course type.



Click “Next”, and then follow the prompts to select your subject and search for your course title. Click “Next” again. A proposal summary will display. Click the blue “Create Proposal” box.

Once the proposal has been created it will open the course proposal. Scroll down on the left until you see “Student Learning Outcomes” and click.

Modified Course Proposal: CDFS 075 - Care of Infants and Toddlers: Socia...

Status: In Review [View Proposal History](#)

Student Learning Outcomes

Outcome Show Details

- Understand & evaluate staffing needs, licensing regulations, administration, and equipment for an infant center.
- Increase knowledge of infant/toddler development.

This section does not contain any data.
Institutional Learning Outcome (ILOs)
This section does not contain any data.

Fields marked with * are required

The example of CDFS 075 above is a good example of how the SLOs that were generated are old versions that were clumped together as if the two SLOs were actually one (they are only separated by bullet points and are not separate items). ALSO, you will see the SLOs are poorly written. Both of these SLOs need to be rewritten to be clearer and easier to measure. To fix them, first click on the blue box where the SLOs are written. In this first outcome textbox, write your first SLO for the course and delete the old SLOs.

Old SLOs:

Modified Course Proposal: CDFS 075 - Care of Infants and Toddlers: Socia...

Status: In Review [View Proposal History](#)

Student Learning Outcomes

Outcome

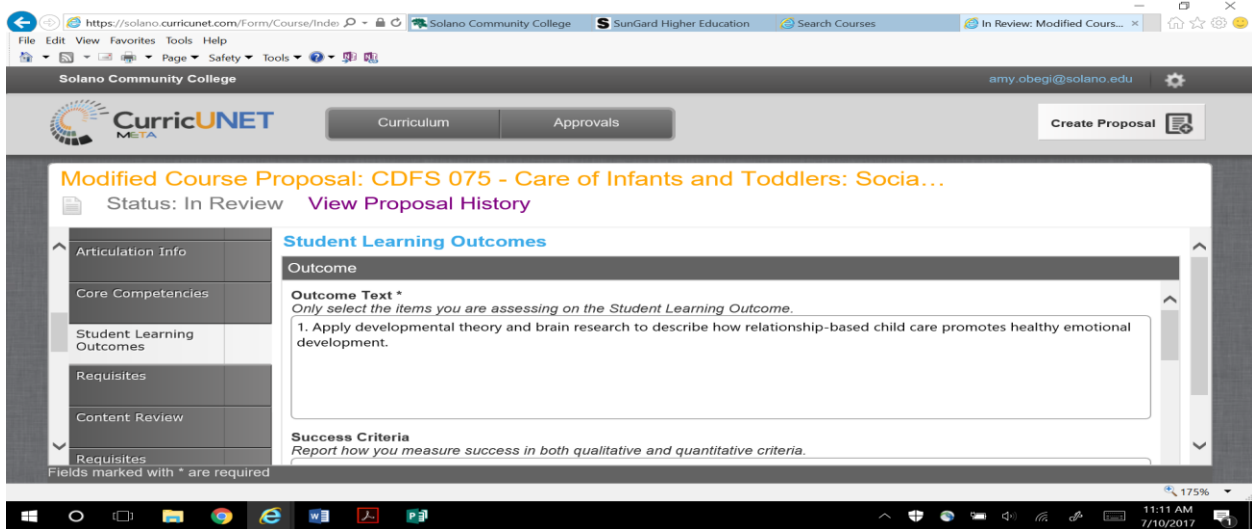
Outcome Text *
Only select the items you are assessing on the Student Learning Outcome.

- Understand & evaluate staffing needs, licensing regulations, administration, and equipment for an infant center.
- Increase knowledge of infant/toddler development.

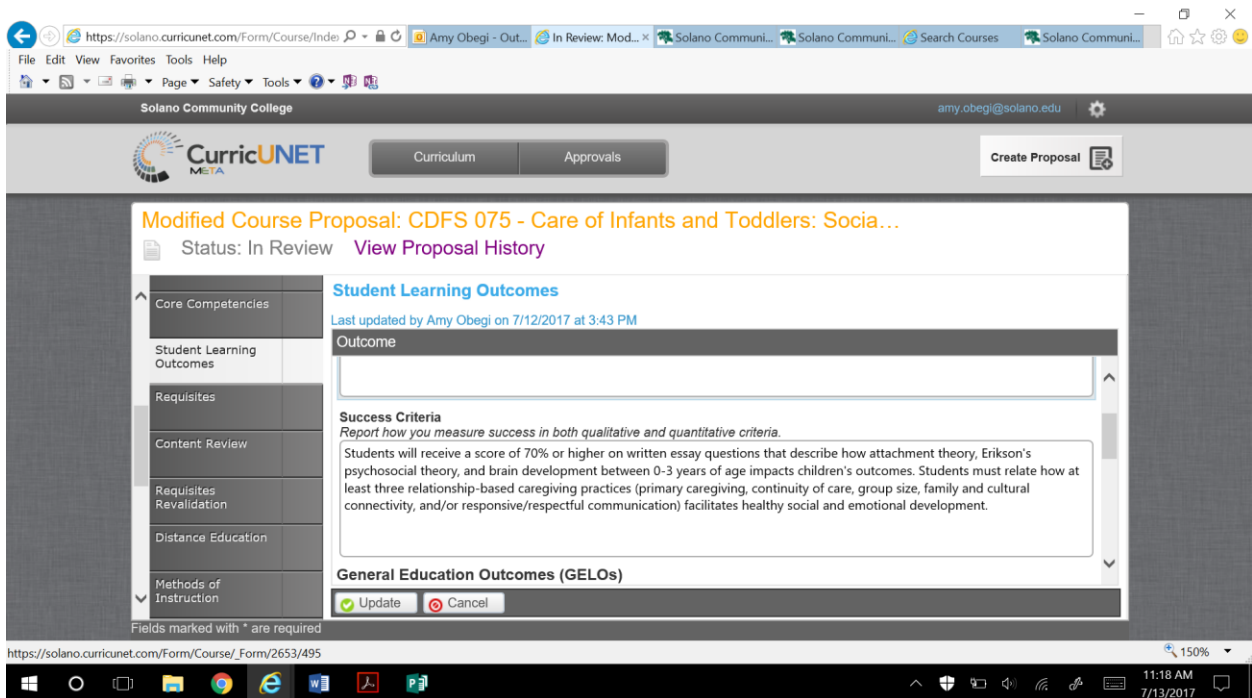
Success Criteria
Report how you measure success in both qualitative and quantitative criteria.

Fields marked with * are required

Revised SLO 1 (note how I numbered it 1 for easier retrieval later; the SLOs are not automatically numbered in CurricUNET):

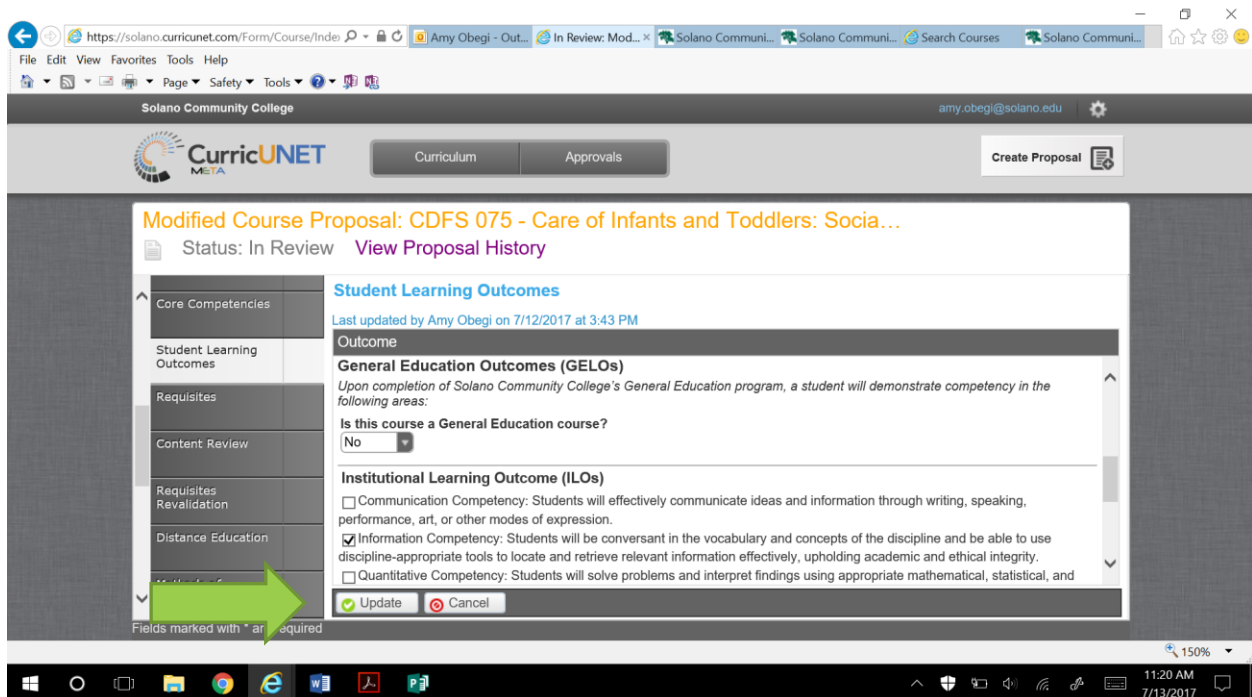


Next, the success criteria needs to be added for the SLO. The success criteria should be written in both quantitative and qualitative form so that it is clear to all students taking the course and all faculty teaching the course what is required to be proficient. See the Assessment Handbook for more details on writing success criteria.



Link to GELOs and ILOs. Scrolling down, the next essential step is to link the SLO to an appropriate GELO (if applicable) and ILO. If the course is not a designated general education (GE) course, choose “No” when prompted. If it is, click “Yes” then choose the one (or possibly two) GELOs that this SLO measures. Then check the ILO the SLO most closely measures*. ONLY click a link if the results of the SLO assessment will be a valid measure for the GELO or ILO. When you are finished, click the “Update” box. For more details, refer to the Assessment Handbook.

*The college’s GELOs and ILOs were updated and approved by the Solano College Governing Board during summer 2017. Because they are new, every SLO will need to be looked at to see which GELO and ILO the SLO measures. If you have suggestions for adding GELOs or ILOs or improving their wording, there is a suggestion sheet at the end of this packet that can be sent through intercampus mail to Amy Obegi, Room 143. Suggestions will be shared with the Assessment Committee and recommendations will be passed on to the Academic Senate. Mapping is also a good opportunity to see that our courses have outcomes that not only measure department goals, but college goals as well.



Once the first SLO has been updated, you will need to “Add New Item” to do the same process for the second, third, fourth etc. (how ever many SLOs there are). Please note, every course needs to have more than one SLO; the College recommends 2-4 per course.

The screenshot displays the CurricUNET interface. At the top, the browser address bar shows the URL: <https://solano.curricUNET.com/Form/Course/Index>. The page header includes the Solano Community College logo and the CurricUNET logo. The main content area is titled "Modified Course Proposal: CDFS 075 - Care of Infants and Toddlers: Social-Emotional Development" and indicates the status is "In Review". A sidebar on the left contains navigation tabs: Articulation Info, Core Competencies, Student Learning Outcomes (selected), Requisites, Content Review, Requisites Revalidation, and Distance Education. The "Student Learning Outcomes" section is expanded, showing a table with one outcome: "1. Apply developmental theory and brain research to describe how relationship-based child care promotes healthy social-emotional development." Below this, the success criteria and institutional learning outcomes (ILOs) are listed. A green arrow points to the "Add New Item" button in the "Outcome" section.

When the course SLOs, their success criteria and the GELO and ILO mapping is complete for the course, you will need to “Launch” the course.

You can save changes to the course modification as you make them (which we highly recommend!). However, once you launch it, changes cannot be made to the document without the Assessment Coordinator sending it back to you upon request.

Please remember it is ESSENTIAL that if you want to expedite approval during the 2017-2018 academic year, you only change information under the Student Learning Outcome tab. If you make other changes, it will need to go through the full curriculum review process.

During the fall 2017 semester the Assessment Coordinator will review SLO changes and submit the approvals on Tuesdays and Thursdays. It is not until the SLOs have been approved through CurricUNET that you will be able to take the next step and assess the student learning outcomes for the course. The next part of this training guide will focus on how to input SLO Assessments.

INPUTTING SLO ASSESSMENTS INTO META

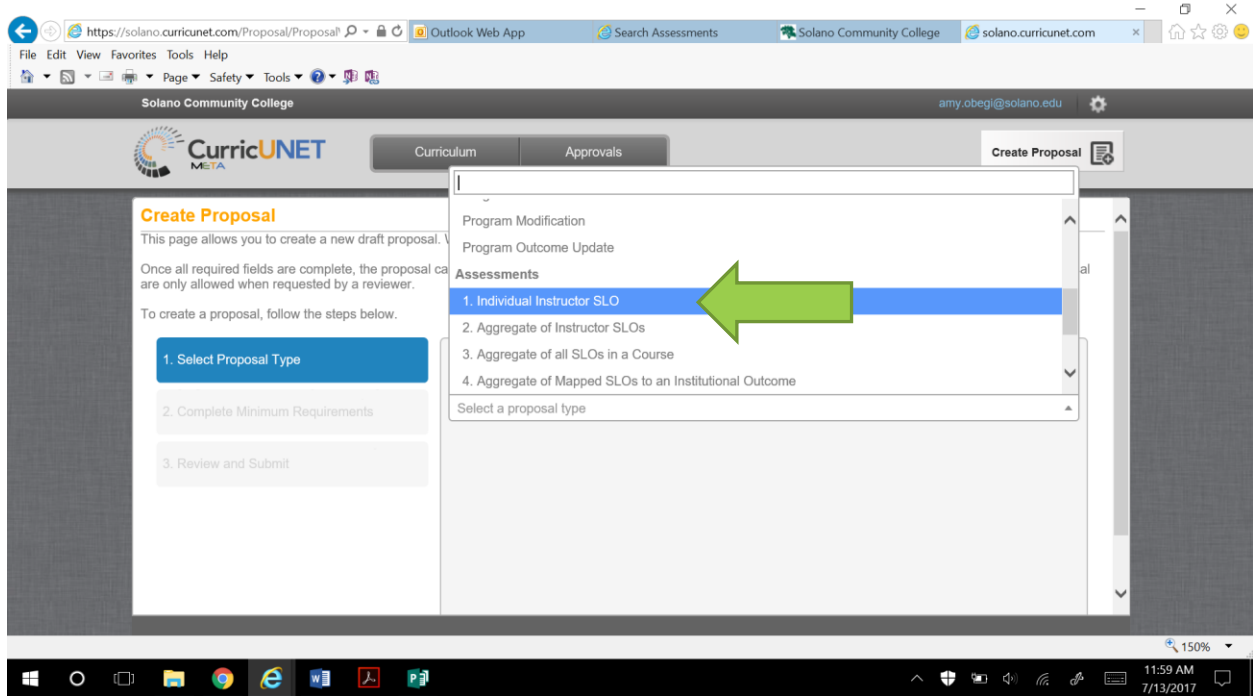
Once your SLOs, success criteria and GELO/ILO maps have been inputted and approved on the curriculum side of CurricUNET META, AND you have assessed your course(s), you will be ready for input on the Assessment Module of META.

Log in to CurricUNET META: <https://solano.curricunet.com/> You can also find the link under the faculty tab on My Solano. Your username is your email address and your password is your creation (after you have changed from the ChangeMe1 default).

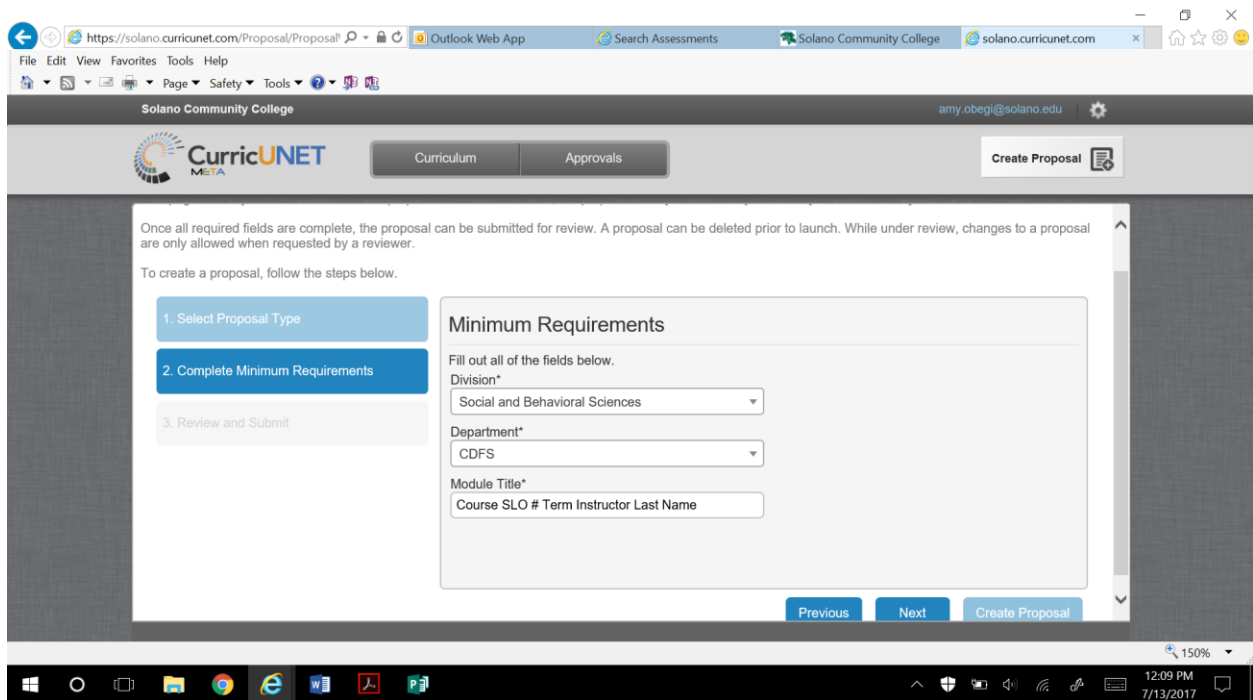
First, you click **“Create Proposal”**

Screenshot of the CurricUNET META web application interface. The browser address bar shows <https://solano.curricunet.com/Module>. The page header includes the CurricUNET META logo, "Curriculum" and "Approvals" tabs, and a "Create Proposal" button with a document icon, which is highlighted by a green arrow. Below the header, there is a search bar with "Subject:All", "Draft, In Review", and "Title" filters. A table lists assessment proposals with columns for Subject, Title, Status, Created On, and Reports. One entry is visible: "CDFS" with title "CDFS 038 SLO 1 Spring 2017 Obegi", status "Draft", and created on "6/28/2017". The Windows taskbar at the bottom shows the time as 11:57 AM on 7/13/2017.

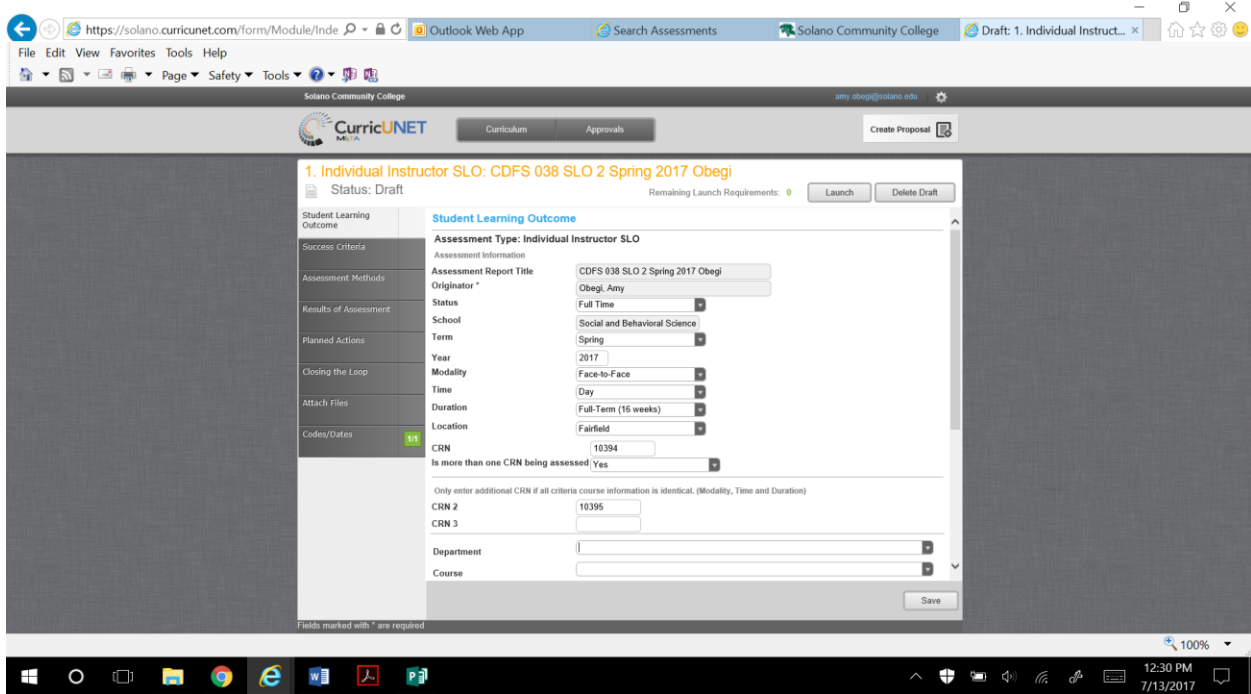
Under proposal type, choose “**Individual Instructor SLO**” under the Assessments heading, and then click “Next”



It will prompt you to choose your division (school), your department, and then title your assessment. In order to sort/retrieve assessments please title them as follows: **Course SLO # Term Instructor last name**. For example: CDFS 038 SLO 1 Fall 2017 Obegi. Click “Next”



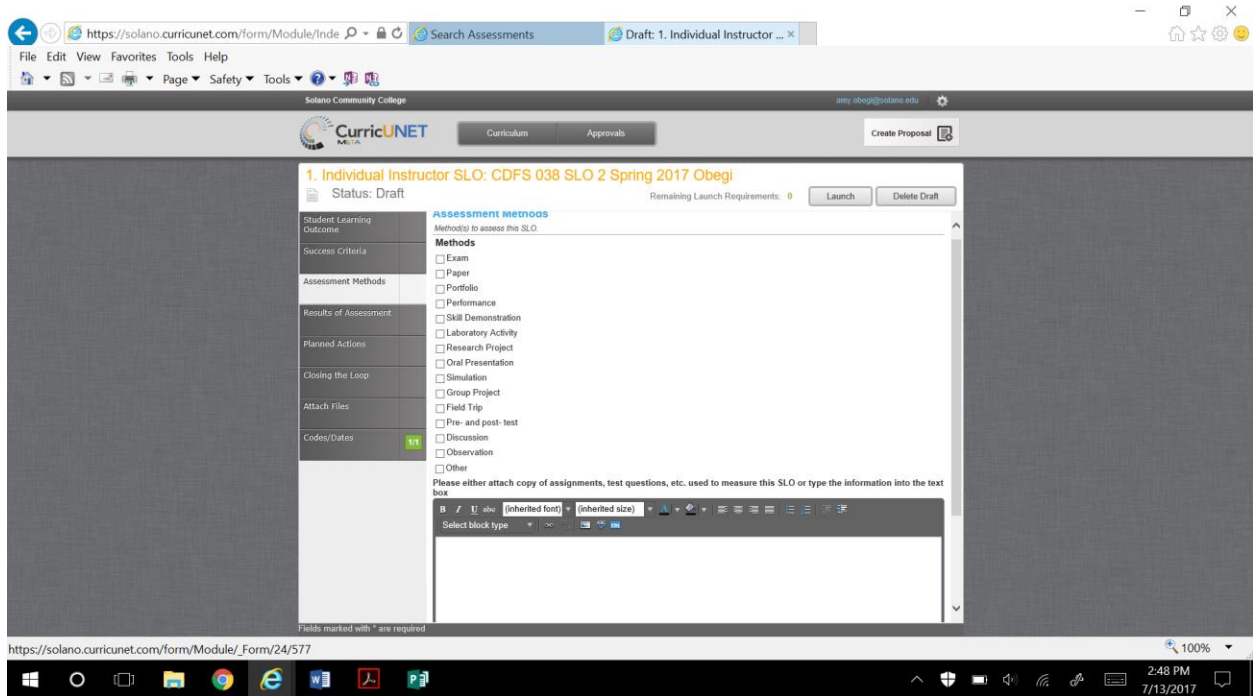
On the next screen, choose “Create Proposal” and a new proposal will generate. Please note, you will be creating a new proposal for each SLO that you are assessing for the course. Fill out all the information requested. You can only assess multiple sections of the same course if the all the descriptive information is the same (for example two ENGL 001 day face-to-face courses on the Fairfield campus). **You are encouraged to “Save” as you move through the assessment.**



Each gray tab on the left of the screen links to a page that must be completed. Under the **Success Criteria** tab, you will notice the success criteria automatically generates from the curriculum side. You should attach a rubric of the success criteria to this page. Press select to attach the rubric.

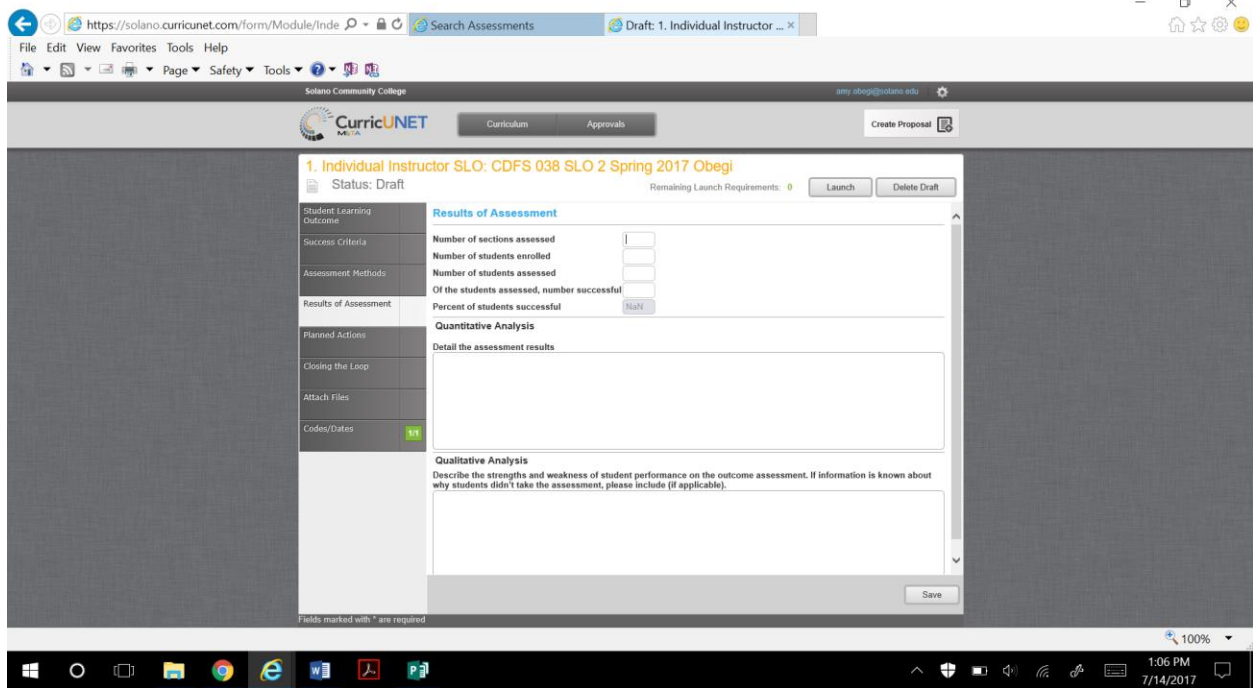


Under the **Assessment Methods** tab, click the method(s) that were used to assess the SLO. Then either copy into the textbox or attach the assignment, test questions, etc. that was used to assess the SLO.

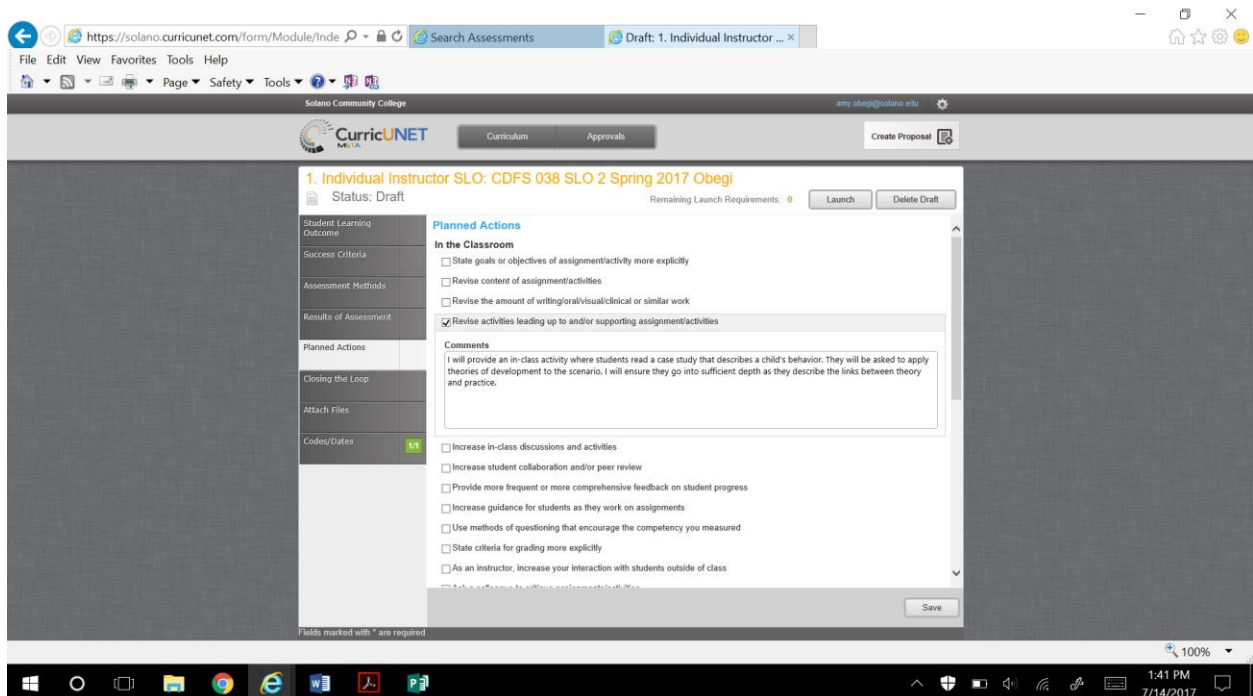


Moving on to the **Results of Assessment** tab, state the number of sections the assessment includes (will usually be one), the number of students enrolled in the course, the number of students that were assessed, and then the number that met the success criteria. The percentage successful will automatically generate.

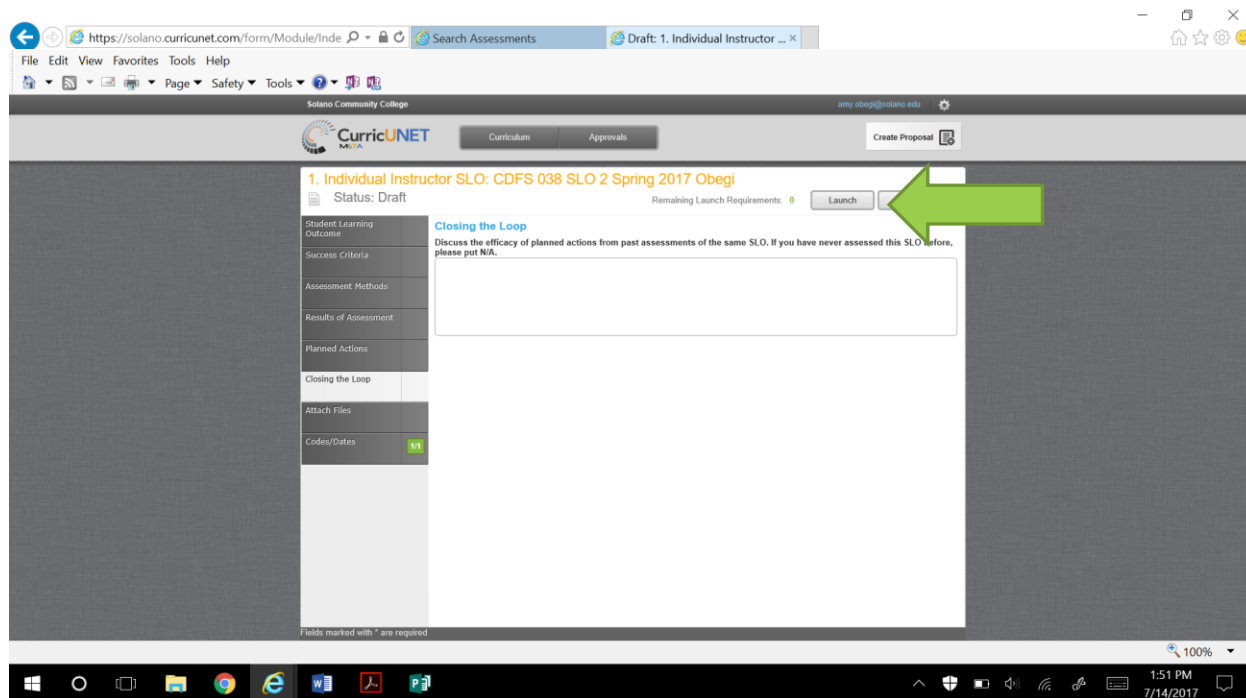
Next, there is a textbox to detail additional quantitative and qualitative information about the results. Under the quantitative box, the instructor may want to note the percentage of A's, B's, C's, etc., if grades were evenly distributed, or if most got high scores or just made it to proficiency. It can make a big difference in our thinking about success if we note most students received 95% versus 70%. Next, in the qualitative textbox detail the particular strengths and weaknesses you noted during the assessment. Were there certain types of questions students were more or less successful on? Were there particular concepts the students struggled with?



The **Planned Actions** page addresses what you want to do **in the classroom** to improve student success on the SLO and what you believe **the department/college** can do to improve success. Check the box(es) that apply and then comment in the textbox about what you will specifically do (or want done). If no changes are necessary, check that box, but also indicate what activities you did in the classroom that helped students achieve success. Completing this section is important for the integrated planning process.



Finally, if you have previously assessed this SLO, fill out the textbox under the **Closing the Loop** tab. This asks you to reflect on the planned actions you implemented based on the results of the last assessment; did they impact student success? How? If this is your first assessment write “N/A”



Once the entire assessment is completed, you will need to click the **“Launch”** box. Once launched, the assessment cannot be altered unless the faculty member submits a request to the Assessment coordinator (or someone else with CurricUNET editing rights) to have it sent back to them.

Once the first SLO assessment is complete, the faculty member will need to start again by clicking **“Create Proposal”** and go through the process again for SLO 2, and then again for SLO 3, etc.

SLOs are to be assessed twice within a six year program review cycle, following the college’s assessment schedule (new courses need to be assessed the first semester they are taught). Full-time faculty should assess at least 3 courses during each assessment year and adjuncts at least one course, which will require coordination among faculty to ensure all courses get assessed. Please refer to the Assessment Handbook for further details and contact your 2017-2018 school coordinator and/or assessment coordinator with questions.

Assessment Coordinator: Amy Obegi

School of Liberal Arts: Rachel Smith

School of Applied Technology and Business:
Cynthia Jourgensen

School of Math/Sciences: Randy Robertson

School of Counseling: Kimberly Ramos

School of Social & Behavioral Sciences: LaNae Jaimez

School of Health Sciences: Terri Pearson-Bloom

GELO AND ILO FEEDBACK

Name_____

Date_____

Discipline_____

If you are mapping your GELOs and ILOs and find you have suggestions for adding new outcomes, changing the wording of outcomes, or deleting outcomes you believe should be omitted, please provide your suggestions on this form. They will be considered by the Assessment Committee as part of the GELO and ILO evaluations. Thanks for your help!

GELO suggestions:

ILO suggestions:

Please forward this form through intercampus mail to Amy Obegi, Room 143