



CURRICUNET META: SLO ASSESSMENT TRAINING

Spring Flex 2018

The transition to META, a timeline...

Fall 2017- Input Student Learning Outcomes (SLOs) into META (the SLO only button will be eliminated on Jan. 19th, so please complete before then)

Spring 2018-Fall 2018 – Assess SLOs and input into META

Fall 2017 was focused on inputting, and possibly updating SLOs in META. If that work hasn't been done, it will need to be completed before assessing SLOs. The SLO change only button will be eliminated on Friday, January 19th, so we encourage you to input your SLOs before then. The Academic Senate has refocused the Assessment calendar to prioritize SLO assessment in the coming year (see calendar on final page of this packet). **Since SLO assessments are the basis for PLO, ILO, and GELO assessments, it is important we put our efforts into assessing SLOs and inputting them into META first.**

How many courses do I have to assess?

The bottom line is ALL courses in a discipline must be assessed a minimum of twice in a six year program review cycle. Here are some guidelines for splitting up the work:

1. **Full-time faculty must assess a minimum of three courses during their scheduled assessment year.** Faculty should plan with others in their discipline to make sure the ultimate goal of **all** classes being assessed is achieved. In disciplines with many courses, more than three courses may need to be assessed to meet the requirement. Faculty should be strategic; if they are the only instructor teaching a course, they must assess that course. If it is a new course or being taught in a new modality, it should be assessed. If a faculty teaches fewer than three distinct courses in an academic year, they should assess multiple sections of the same course. The goal is collaboration and workload equity.

2. **Adjunct faculty should assess a minimum of one course during the scheduled assessment year**, but more may be required to accomplish the goal of assessing all courses in an assessment year. Adjunct faculty should consult with full-time faculty to determine which courses should be assessed and when. If they are the only faculty teaching the course during the assessment year or it is the first time the course is being offered, it must be assessed. New adjunct faculty are encouraged to get training and support from full-time discipline faculty, and review their completed SLO assessments as models when needed. The contract allows for 7 hours of pay for SLO work. An [adjunct pay form](#) should be completed and turned into the assessment coordinator the semester the assessment was completed and inputted into META.
3. Faculty can choose whether to assess their courses in the fall or spring (or both) depending on scheduling during the scheduled assessment year. We want to make sure all courses have been assessed at least once by the end of Fall 2018.
4. Faculty are responsible for inputting their own SLO assessments into the CurricUNET **assessment** module during the year of review.
5. There is value when multiple faculty assess the same course. They can dialogue about outcomes and share strategies for promoting student success. Thus, when possible, it is ideal when the same course is assessed by different faculty members, in different modalities, and at different times and locations.
6. If a course is offered for the first time, it **MUST** be assessed the **first** semester it is offered. This helps faculty gauge student progress in the new course and immediately identify changes in instruction that could facilitate student learning. It helps ensure all courses are assessed.
7. Closing the loop is a goal of assessment, which means investigating how implemented planned actions impacted student success. In order to close the loop faculty are encouraged to assess the same course SLOs in both assessment years (when practical). At times, faculty may need to veer from the assessment schedule in order to achieve this goal.

Compliance

Accrediting bodies expect colleges to be at 100% compliance for SLO and PLO assessments, so it is essential that we all keep current in our reporting. We encourage faculty to use the mandate to assess SLOs as an opportunity for reflection, data collection, and dialogue. By looking closely at areas of strength and weakness we can plan for increased student understanding and success.

The need to comply with assessments goes beyond accreditation. Solano College includes SLO work as part of the contract and as part of faculty evaluations. Article 19.104 of the contract states “all faculty will develop and assess SLOs/SAOs.” The faculty evaluation states faculty “develops SLOs as needed; assesses SLOs as needed; produces written reports on SLO assessment results as needed; initiates and/or participates in overall department-wide program development, maintenance, evaluation/assessment, revision, updating and/or expansion of the program.” Further, “timely completion of SLO assessments as assigned” is one consideration in the list of priorities for rehire of adjunct faculty. To compensate adjunct faculty for their SLO work, Article 19.702 of the contract supports up to 7 hours of CAT 3 pay for SLO/SAO per semester when assessments are assigned. An adjunct pay form must be completed and submitted the academic year the assessment was completed (The form can be found on SCC website, under SLOs, and forms). Deans and/or school coordinators will run reports on assessment compliance and notify faculty if assessments are missing.

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 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. When inputting SLOs in META, you do so one SLO at a time. **A new proposal will need to be created for each SLO you are assessing.**

Log in to CurricUNET META: <https://solano.curricunet.com/> You can also find the link on the SLO webpage, or 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).

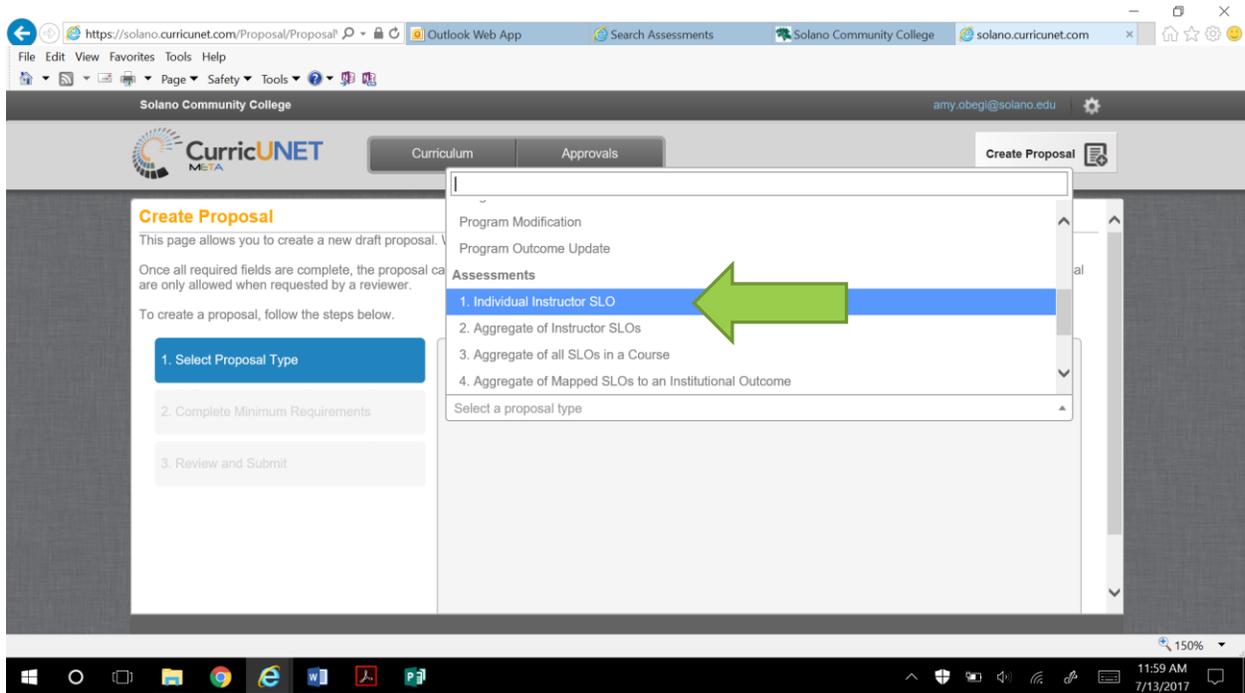
First, you click **“Create Proposal”** for the first SLO that you have assessed.

Screenshot of the CurricUNET META web application interface. The browser address bar shows <https://solano.curricunet.com/Module>. The page header includes Solano Community College and the user email `amy.obegi@solano.edu`. The main navigation bar has **Curriculum** and **Approvals** tabs, and a **Create Proposal** button with a document icon, which is highlighted by a green arrow. Below the navigation is the **Assessments** section with filters for **Subject: All** and **Draft, In Review**, and a search box. A table lists one assessment:

Subject	Title	Status	Created On	Reports
CDFS	CDFS 038 SLO 1 Spring 2017 Obegi	Draft	6/26/2017	

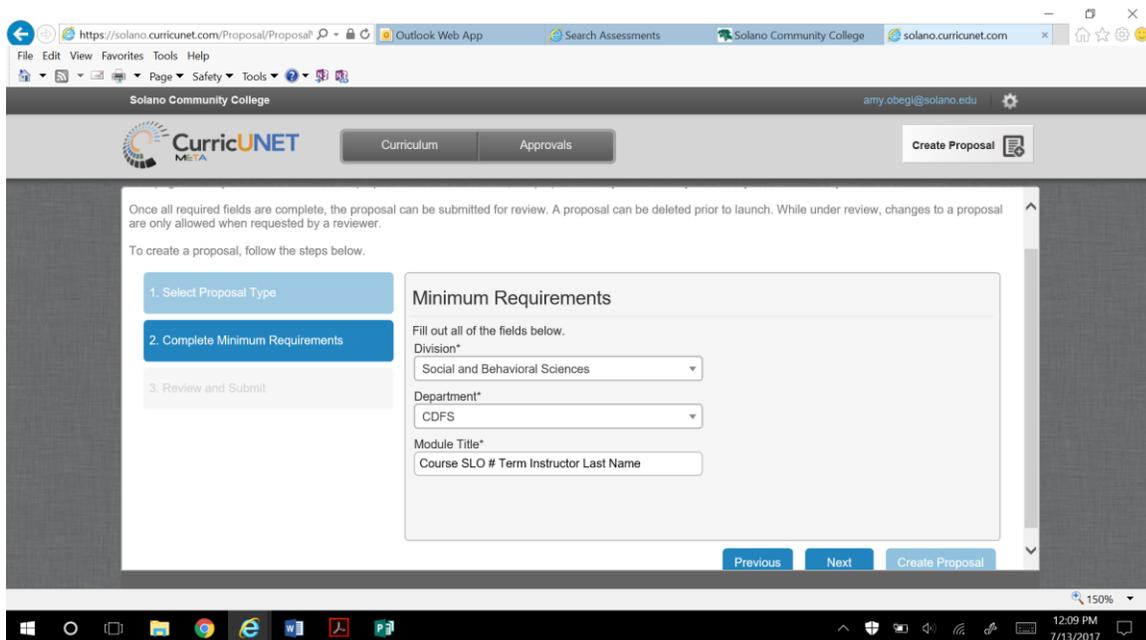
The Windows taskbar at the bottom shows the time as 11:57 AM on 7/13/2017.

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”, and then “Create Proposal”



Student Learning Outcome Descriptive Tab

Fill out all the descriptive information requested. Most are pull-down menus. Make sure you **choose the current version** of the course and the outcome you are assessing in this proposal. If the outcomes are not listed correctly, please confer with department faculty to see if they have been inputted into META yet. Contact your school coordinator or the assessment coordinator if you have questions.

You can only assess multiple sections of the same course in one proposal if the ALL the descriptive information is the same (for example two ENGL 001 day face-to-face courses on the Fairfield campus).

The screenshot displays the CurricUNET web application interface. The main content area shows a form titled "1. Individual Instructor SLO: CDFS 062 SLO 1 Fall 2017 Obegi" with a status of "Draft". The form is divided into several sections:

- Assessment Type:** Individual Instructor SLO
- Assessment Information:**
 - Assessment Report Title: CDFS 062 SLO 1 Fall 2017 Obegi
 - Originator: Obegi, Amy
 - Status: (dropdown menu)
 - School: Social and Behavioral Science
 - Term: (dropdown menu)
 - Year: (dropdown menu)
 - Modality: (dropdown menu)
 - Time: (dropdown menu)
 - Duration: (dropdown menu)
 - Location: (dropdown menu)
 - CRN: (text input)
 - Is more than one CRN assessed?: (dropdown menu)
- Department:** CDFS
- Course:** CDFS038 - Child Growth and Development
- Choose Course Version:** CDFS 038 - Child Growth and Development (06/26/2017 - Current)
- Outcome:** Analyze in writing, children's development and theoretical concepts during early childhood
- Was there a co-contributor?:** (dropdown menu)

Fields marked with an asterisk (*) are required. The interface includes a "Save" button at the bottom right of the form. The browser's address bar shows the URL: https://solano.curricunet.com/form/Module/Inde... and the page title is "Draft: 1. Individual Instructor ...". The Windows taskbar at the bottom shows the time as 10:28 AM on 1/3/2018.

Success Criteria

Under the **Success Criteria** tab, you will notice the success criteria automatically generates from the course outline of record created on the curriculum side of META*. You should attach a common rubric of the success criteria to this page. Press select to attach the rubric. If a rubric has not been created, please make it a goal to do so before the next time the course is assessed.



The screenshot shows the CurricUNET interface for Solano Community College. The page title is "1. Individual Instructor SLO: CDFS 038 SLO 2 Spring 2017 Obegi". The status is "Draft" and there are "Remaining Launch Requirements: 0". The "Success Criteria" section contains the following text: "Students earn a score of proficient (70%) or higher on their written descriptions of child development theories including their stages and/or major concepts. They are able to give examples of how the theories relate to children's behaviors. Specifically, students perform outstanding when they provide a comprehensive description of a minimum of 4 theories of child development (Piaget and Erikson must be included) including examples of how the theories relate to children's behaviors. Students perform proficiently when they describe and provide examples of a minimum of 3 theories of child development. Students perform substandard when they describe 2 or fewer theories of child development." Below this text is a "Select..." button. A green arrow points to this button. The "Attachments" section below it states "There are no attachments to display. Press Select to browse for files to attach to this record."

*If you are not satisfied with the success criteria as written, you will need to confer with fellow faculty members to discuss how you all want to change it. The goal is to judge student proficiency based on the same criteria for each student learning outcome so students come away with skill sets. If faculty collaboratively decide to change the success criteria (or the SLO), a course modification proposal will need to be generated to make changes in the official course outline of record. If faculty decide to make changes before January 19, 2018 an SLO only change modification can be made.

Assessment Methods

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 were used to assess the SLO.

The screenshot displays the CurricUNET web application interface. The browser address bar shows the URL <https://solano.curricunet.com/form/Module/Inde>. The page title is "1. Individual Instructor SLO: CDFS 038 SLO 2 Spring 2017 Obegi" and the status is "Draft". The "Assessment Methods" section is active, showing a list of methods with checkboxes:

- Exam
- Paper
- Portfolio
- Performance
- Skill Demonstration
- Laboratory Activity
- Research Project
- Oral Presentation
- Simulation
- Group Project
- Field Trip
- Pre- and post- test
- Discussions
- Observation
- Other

Below the list is a text box with a rich text editor toolbar. The text box contains the instruction: "Please either attach copy of assignments, test questions, etc. used to measure this SLO or type the information into the text box". The toolbar includes options for font style, size, color, background color, bold, italic, underline, link, unlink, and list creation. The bottom of the screen shows the Windows taskbar with the date and time: 2:48 PM, 7/13/2017.

Results of Assessment

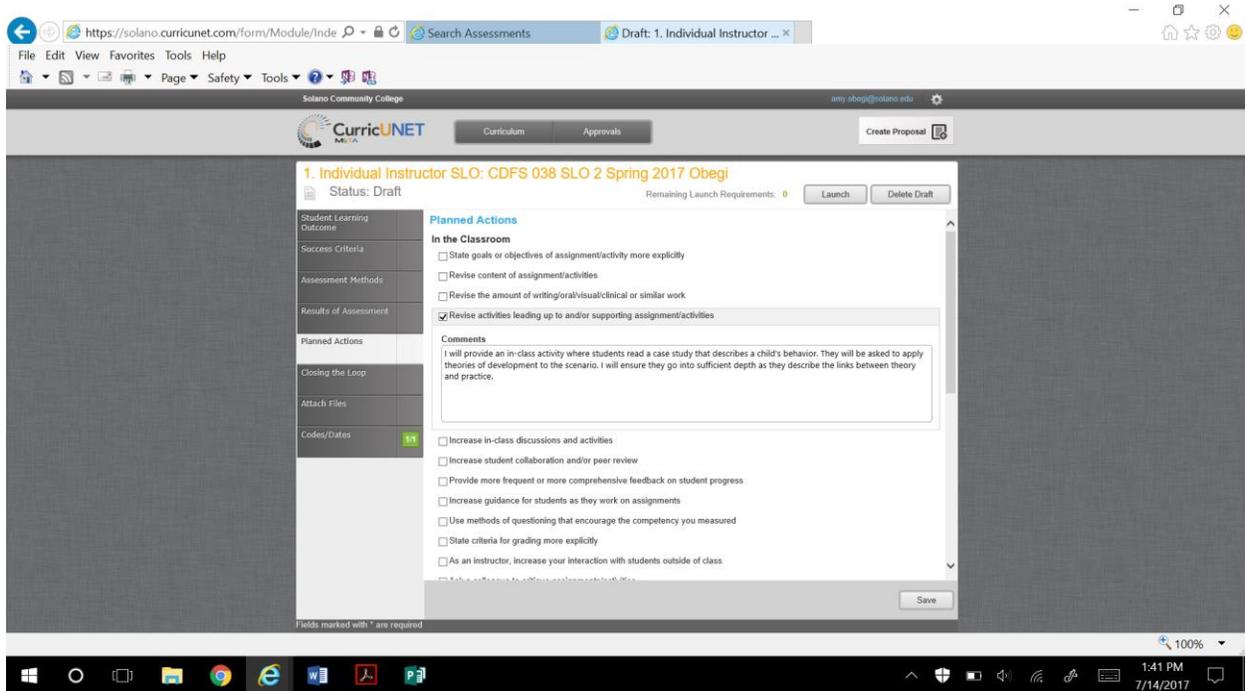
State the number of sections the assessment includes (it will usually be one), the number of students enrolled in the course, the number of students that were assessed, and then the number that met the success criteria. The percentage successful will automatically generate.

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 screenshot displays the CurricUNET web application interface. The browser address bar shows the URL: <https://solano.curricunet.com/form/Module/Inde>. The page title is "Draft: 1. Individual Instructor ...". The application header includes "Solano Community College" and "amy.obegi@solano.edu". The main content area is titled "1. Individual Instructor SLO: CDFS 038 SLO 2 Spring 2017 Obegi" and shows a "Status: Draft" with "Remaining Launch Requirements: 0". A sidebar on the left lists navigation options: Student Learning Outcome, Success Criteria, Assessment Methods, Results of Assessment (selected), Planned Actions, Closing the Loop, Attach Files, and Codes/Dates. The main form area is divided into sections: "Results of Assessment" with input fields for "Number of sections assessed", "Number of students enrolled", "Number of students assessed", and "Of the students assessed, number successful"; "Quantitative Analysis" with a "Detail the assessment results" text area; and "Qualitative Analysis" with a "Describe the strengths and weakness of student performance on the outcome assessment..." text area. A "Save" button is located at the bottom right of the form. The Windows taskbar at the bottom shows the time as 1:06 PM on 7/14/2017.

Planned Actions

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.



The screenshot shows a web browser window displaying the CurricUNET interface. The page title is "1. Individual Instructor SLO: CDFS 038 SLO 2 Spring 2017 Obegi" and the status is "Draft". The left sidebar contains navigation options: Student Learning Outcome, Success Criteria, Assessment Methods, Results of Assessment, Planned Actions (selected), Closing the Loop, Attach Files, and Codes/Dates. The main content area is titled "Planned Actions" and includes a section "In the Classroom" with several checkboxes. The "Comments" section contains a text box with the following text: "I will provide an in-class activity where students read a case study that describes a child's behavior. They will be asked to apply theories of development to the scenario. I will ensure they go into sufficient depth as they describe the links between theory and practice." The bottom of the page shows a Windows taskbar with the date and time 1:41 PM on 7/14/2017.

https://solano.curricUNET.com/form/Module/Inde Search Assessments Draft: 1, Individual Instructor ... x

File Edit View Favorites Tools Help

Solano Community College rmy.oberg@solano.edu

CurricUNET Curriculum Approvals Create Proposal

1. Individual Instructor SLO: CDFS 038 SLO 2 Spring 2017 Obegi
Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Student Learning Outcome
Success Criteria
Assessment Methods
Results of Assessment
Planned Actions
Closing the Loop
Attach Files
Codes/Dates

Planned Actions

In the Classroom

- State goals or objectives of assignment/activity more explicitly
- Revise content of assignment/activities
- Revise the amount of writing/oral/visual/clinical or similar work
- Revise activities leading up to and/or supporting assignment/activities

Comments

I will provide an in-class activity where students read a case study that describes a child's behavior. They will be asked to apply theories of development to the scenario. I will ensure they go into sufficient depth as they describe the links between theory and practice.

- Increase in-class discussions and activities
- Increase student collaboration and/or peer review
- Provide more frequent or more comprehensive feedback on student progress
- Increase guidance for students as they work on assignments
- Use methods of questioning that encourage the competency you measured
- State criteria for grading more explicitly
- As an instructor, increase your interaction with students outside of class

Save

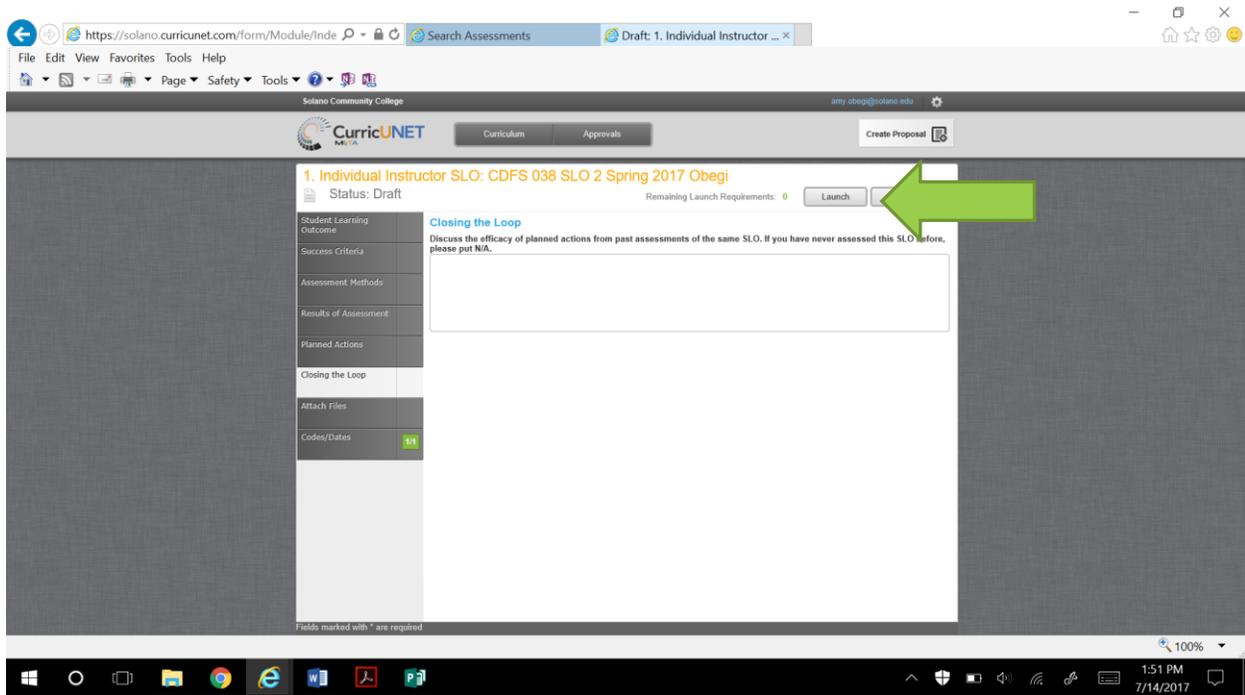
Fields marked with * are required

100%

1:41 PM
7/14/2017

Closing the Loop

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”



Launching and Approvals

Once the entire assessment is complete 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.

The CurricUNET systems requires that all proposals have an **“approver.”** Because completing SLO assessments is part of faculty evaluations, the dean is the designated **“approver.”** Once launched, the dean will review the assessment for completeness and accuracy (not evaluate it), paying particular attention to the planned actions for the department/college. It is important for resource planning that deans are aware of perceived needs for promoting student success. The dean will either click that they have reviewed the SLO or hold it for changes. If it is held, it will be returned back to the faculty’s queue. If faculty have any questions or concerns about the dean’s suggested changes they should consult with the assessment coordinator

or school coordinators. Training and support is provided by the Assessment Committee which includes the school coordinators.

2017-2018 Academic Year

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:
Amy Obegi

School of Health Sciences: Terri Pearson-Bloom

Adjunct Representative: David Schrumpf

ASSESSMENT SCHEDULE

Solano Community College cycle of assessments (2016-2022)

The following assessment schedule outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place.

Year 1: Program Review

Year 2: SLO Assessment

Year 3: Curriculum Review

Year 4: PLO Assessment

Year 5: SLO Assessment

Year 6: Preparation for Program Review

*If it is the first time a course is taught, the SLO must be assessed that semester.

School of Applied Technology and Business

2016-2017 – SLO and PLO Assessments

2017-2018 – Program Review

2018-2019 – SLO Assessments

2019-2020 – PLO Assessments+ Abridged Program Review (CTE)

2020-2021 – Curriculum Review

2021-2022 – SLO Assessment + Abridged Program Review (CTE)

School of Health Sciences & Counseling

2016-2017 – SLO Assessments

2017-2018 – SLO Assessments + Abridged Program Reviews (CTE)

2018-2019 – SLO and PLO Assessments

2019-2020 – Program Review

2020-2021 – SLO Assessments

2021-2022 – Curriculum Review + Abridged Program Review

School of Social & Behavioral Sciences

2015-2016 – Curriculum Review
2016-2017 – SLO Assessments
2017-2018 – SLO Assessments + Abridged Program Review
2018-2019 – SLO and PLO Assessments
2019-2020 – Program Review
2020-2021 – SLO Assessments
2021-2022 – Curriculum Review+ Abridged Program Review (CTE)

School of Math & Sciences

2015-2016 – Curriculum Review (1st half), Program Review (2nd half)
2016-2017 – SLO Assessments (1st half), Curriculum Review (2nd half)
2017-2018 – SLO Assessments
2018-2019 – SLO and PLO Assessments + Abridged Program Reviews (CTE)
2019-2020 – Any outstanding PLO/SLO assessments
2020-2021 – Program Review (all)
2021-2022 – SLO Assessments

School of Liberal Arts and Library

2015-2016 – Program Review
2016-2017 – SLO Assessment
2017-2018 – Curriculum Review + Abridged Program Reviews (CTE)
2018-2019 – SLO Assessments
2019-2020 – PLO Assessments + Abridged Program Reviews (CTE)
2020-2021 – Any outstanding SLO/PLO Assessments
2021-2022 – Program Review