CURRICUNET META: PLO MAPPING TRAINING

Spring Flex 2018

At Solano College, program learning outcomes (PLOs) are assessed by analyzing the relevant course-level student learning outcomes (SLOs). To make the PLOs ready for assessment, the SLOs must be mapped in CurricUNET Meta. This training will take a step-by-step approach to mapping SLOs to PLOs in META. This handout will address steps 2 and 3, related to PLO updates and mapping. Instructions on how to update SLOs in META (step 1) and assess in META (step 4) are available on the Solano College SLO website: http://solano.edu/slo/training.php. Trainings on how to assess PLOs will take place next academic year.

1. Make sure all current student learning outcomes (SLOs) have been inputted in CurricUNET META
2. Ensure the discipline's program learning outcomes (PLOs) are current in META and written to the faculty's liking
3. Map the relevant SLOs to the PLOs, and map PLOs to ILOs.
4. Assess the SLOs
5. Assess the PLOs

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.

PLO MAPPING

PLO mapping is done once for each program, rather than separately by inidividual faculty. Because program learning outcomes affect the entire program, mapping decisions should be made collaboratively by full-time faculty and any interested/available adjunct faculty. Once consensus has been reached, a designated faculty member should log into

CurricUNET META https://solano.curricunet.com/ and input the map that shows which SLO(s) measure each PLO. Ideally, faculty choose SLOs from a capstone course. If a capstone course doesn't exist, SLOs should be taken from advanced, rather than introductory courses. The goal is to measure student learning at the end of the program to determine if students have obtained the requisite knowledge and skills required of degree or certificate achievers. To ready PLOs for assessment in META, the first step is to create a proposal.

Choose **"Create Proposal"** and then select **"Program Outcome Update"** under the programs heading.
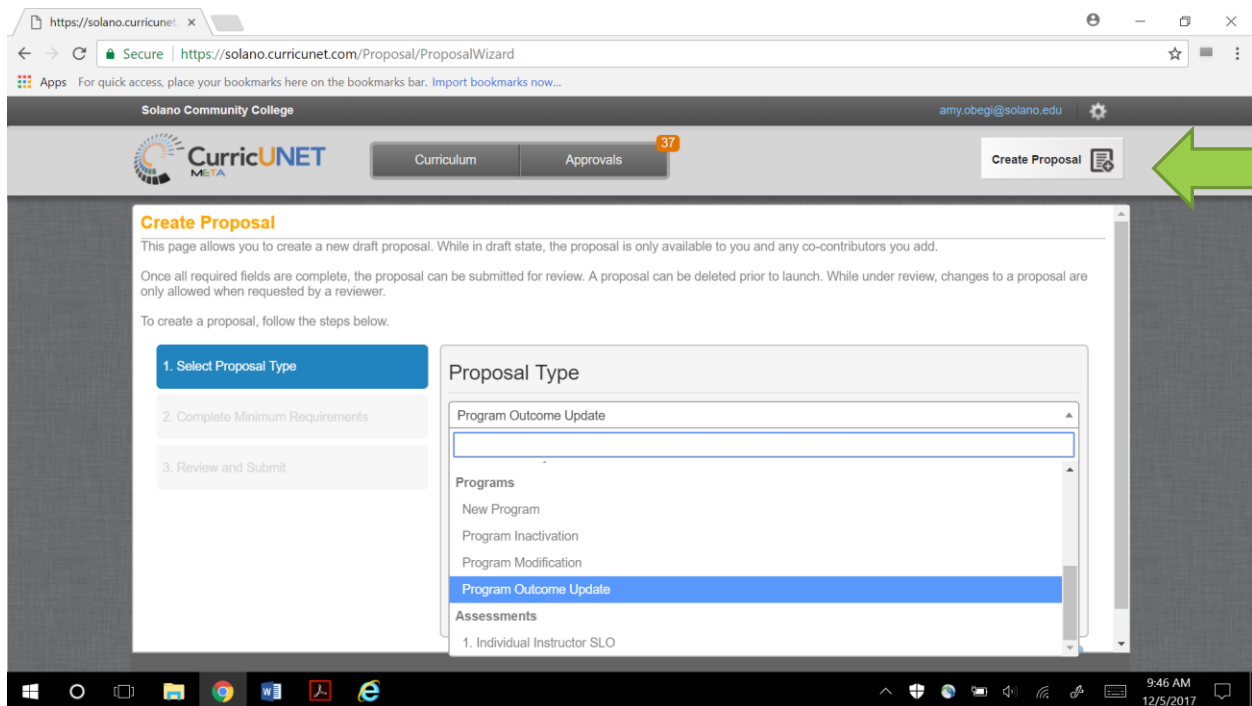
Click **"Next",** and then follow the prompts to select your division, department and search for your course title. Click **"Next"** again. A proposal summary will display. Click the blue **"Create Proposal"** box.

Once the proposal has been created it will open the course proposal. Scroll down on the left until you see the **"Program Outcomes"** tab and click.
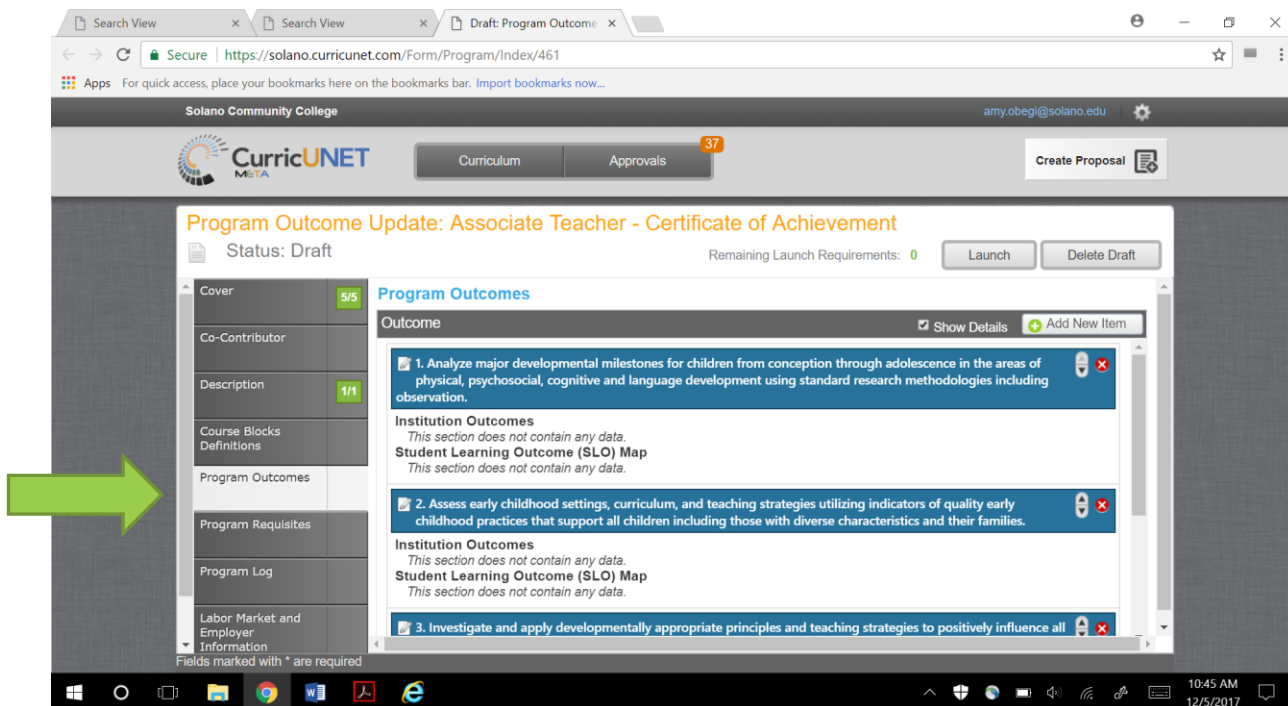
On the program outcome screen, the PLOs for the program will list in the blue boxes. If faculty are satisfied with the current PLOs, they will just need to update the ILOs and success criteria. Click on the blue box to open the PLO and write in the success criteria* and then scroll down to link to 1 or 2 ILOs by checking the appropriate box(es). Please only choose an ILO if the PLO can directly measure it. **Click "update" when finished.**

Repeat this process for each PLO.

If discipline faculty decide they want to update the PLOs, they should do so by clicking on the blue box of the PLO(s) they want to update. In the outcome box, type in the changes to the program outcome. Then fill in the success criteria* and scroll down to link to 1 or 2 ILOs. **Click "update" when finished.**

**Repeat this process for each PLO.**

*In the success criteria textbox, state the SLO(s) from which course(s) will assess the PLO. For example: "Demonstrate proficiency on SLO 1 in CDFS 038" or "Demonstrate proficiency on SLO 2 in CDFS 065 and SLO 3 in CDFS 066"
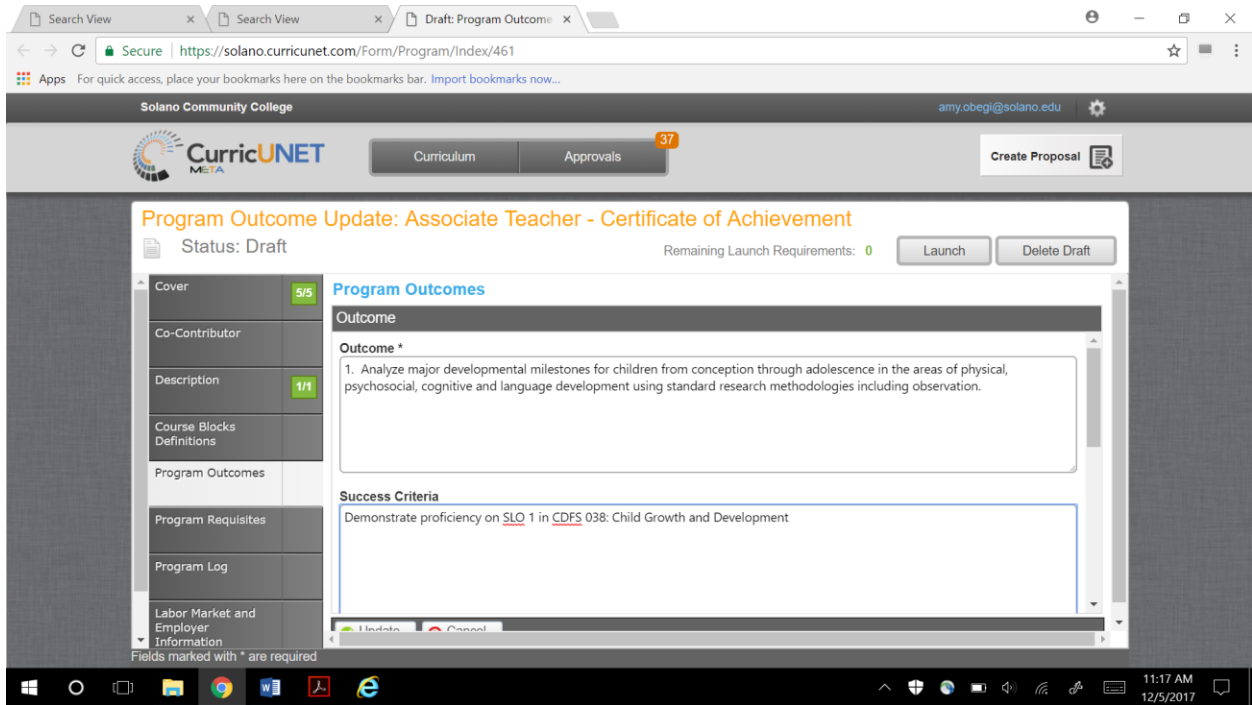
The next step is to map the SLOs to the PLOs. To do this, click on the **"Course Block Definitions"** tab. This screen lists all the required courses in the program
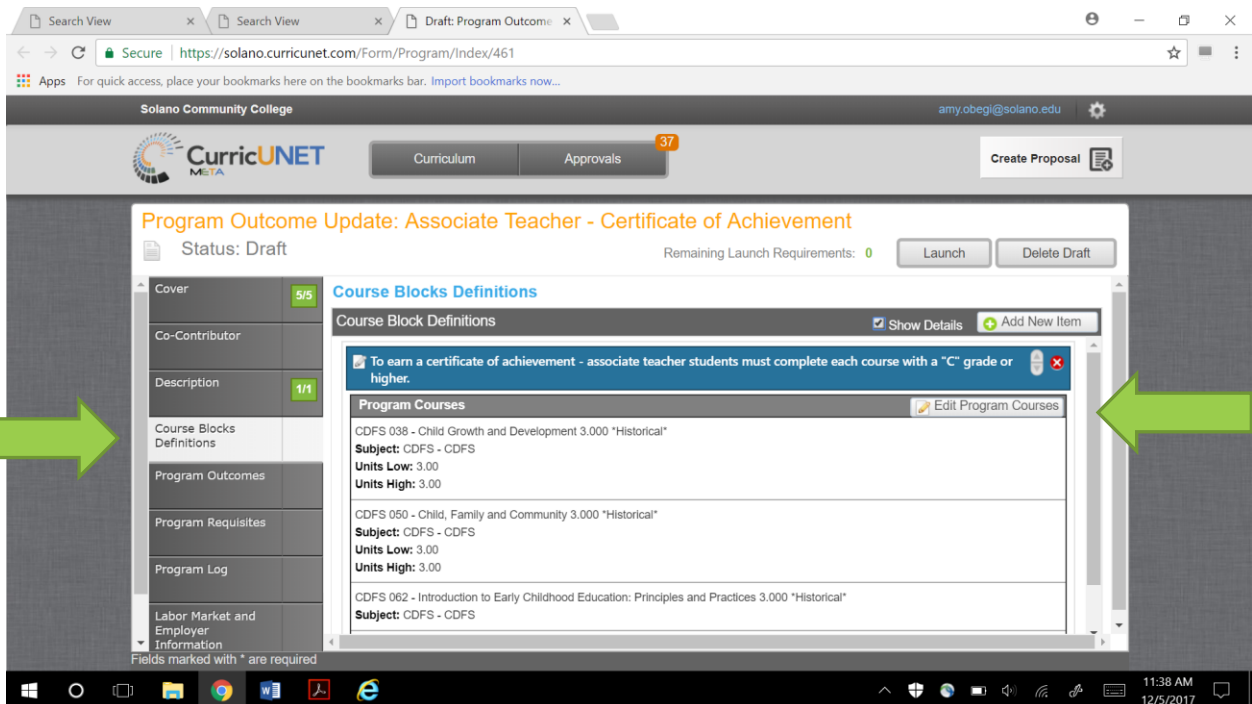
Click on **"Edit Program Courses"** to the right of the screen.
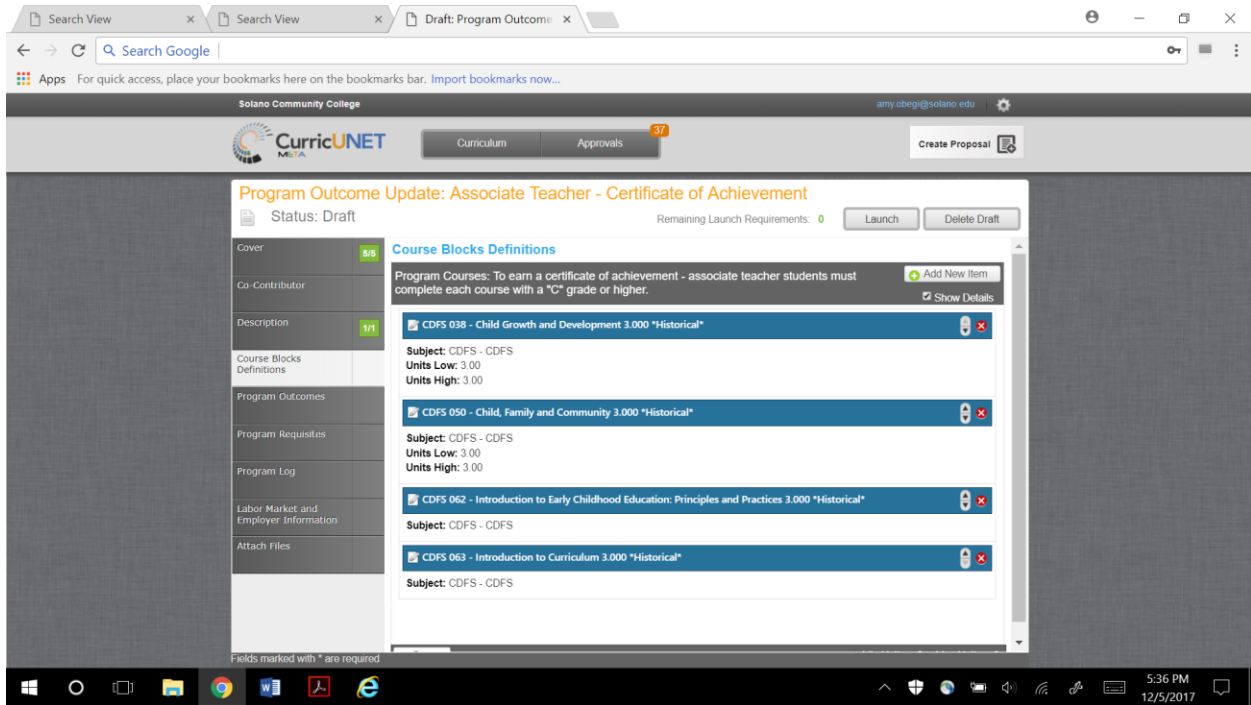
Click on the blue box of any course that contains an SLO that will be included in the PLO map. You should choose courses that have SLOs that both introduce/develop the PLO and that show mastery of the PLO. Please note **ONLY MASTERY LEVEL SLOS WILL BE USED TO ASSESS THE PLOs,** however showing in which course SLOs concepts are introduced or developed gives a clearer picture of how skills and knowledge are built in the program.
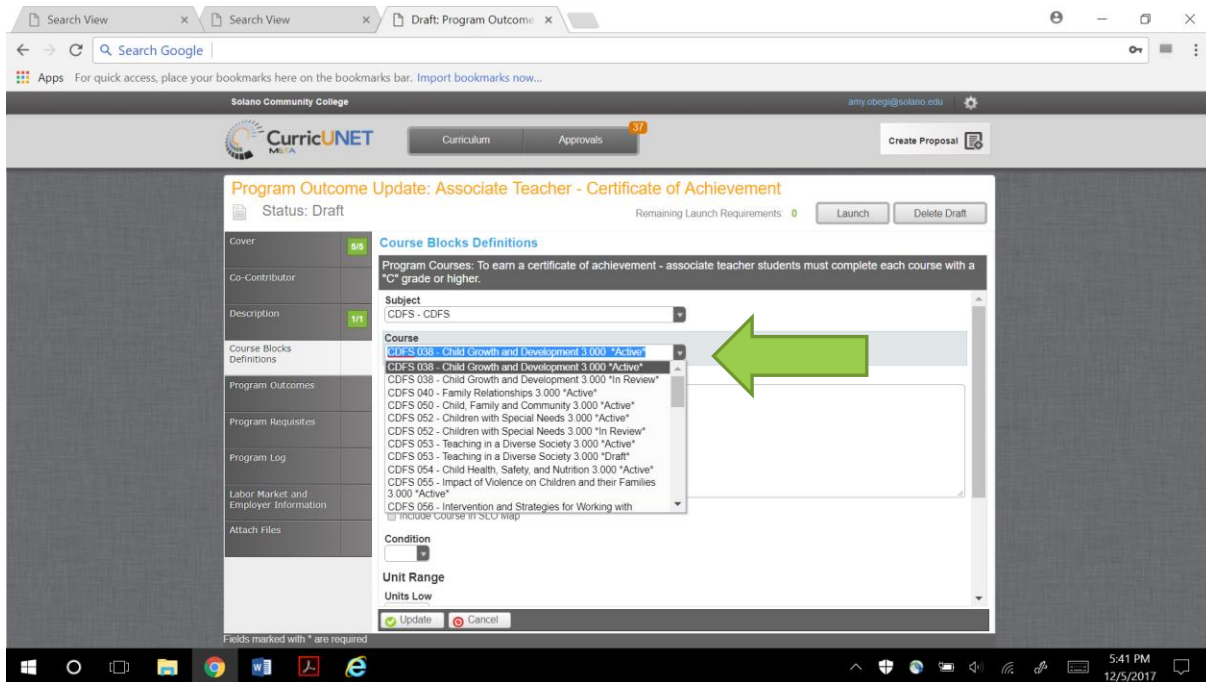
Faculty will need to remember which course they clicked on, because as shown in the preceding graphic, they will need to identify which version of the course they want to reference for the mapping. It will most commonly be the "Active" course. However, sometimes there is a course modification that is still under review in curriculum committee. If the SLOs were updated during this course modification, faculty should choose the version that is "In Review" so they can link the most current SLOs.

Once you have chosen the version of the course, check the small box next to the prompt **"Include Course in SLO Map".** Then click update. **Repeat for every course where there is an SLO that maps to the PLOs.**
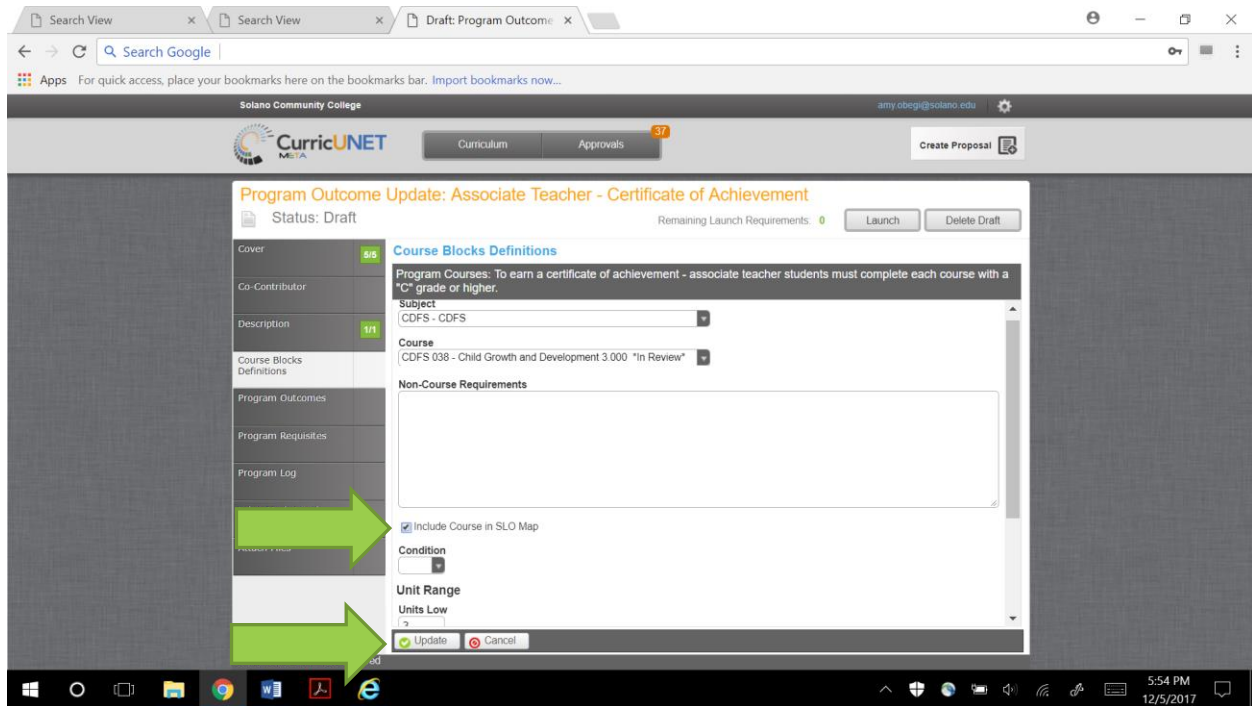
The next step is to go back to the Program Outcomes tab. Click on the first PLO (blue box), scroll down and you will see a heading that reads **"Student Learning Outcome SLO Map."** Displayed under this heading will be all the SLOs that you just checked to be included in the SLO map. If the course SLOs you want are not there, go back to the course block definitions and make sure **the "Include course in SLO map"** is checked.
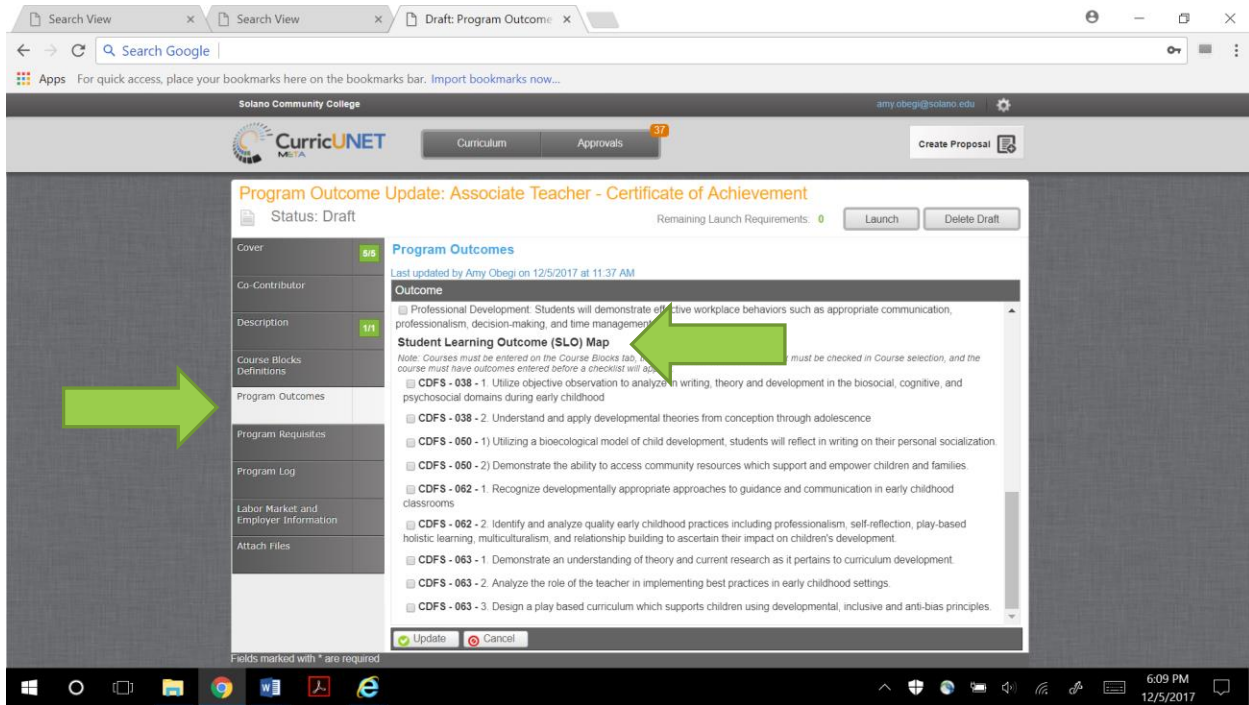
Check the SLO(s) that map to the first PLO you are mapping. When you check the box, it will ask you if the SLO introduces/develops the PLO or if it shows mastery of the PLO. Then it asks if the SLO will be used to assess the PLO. **Check this box for all mastery level SLOs. Do <u>NOT</u> check for any introductory/development SLOs.** Click update.
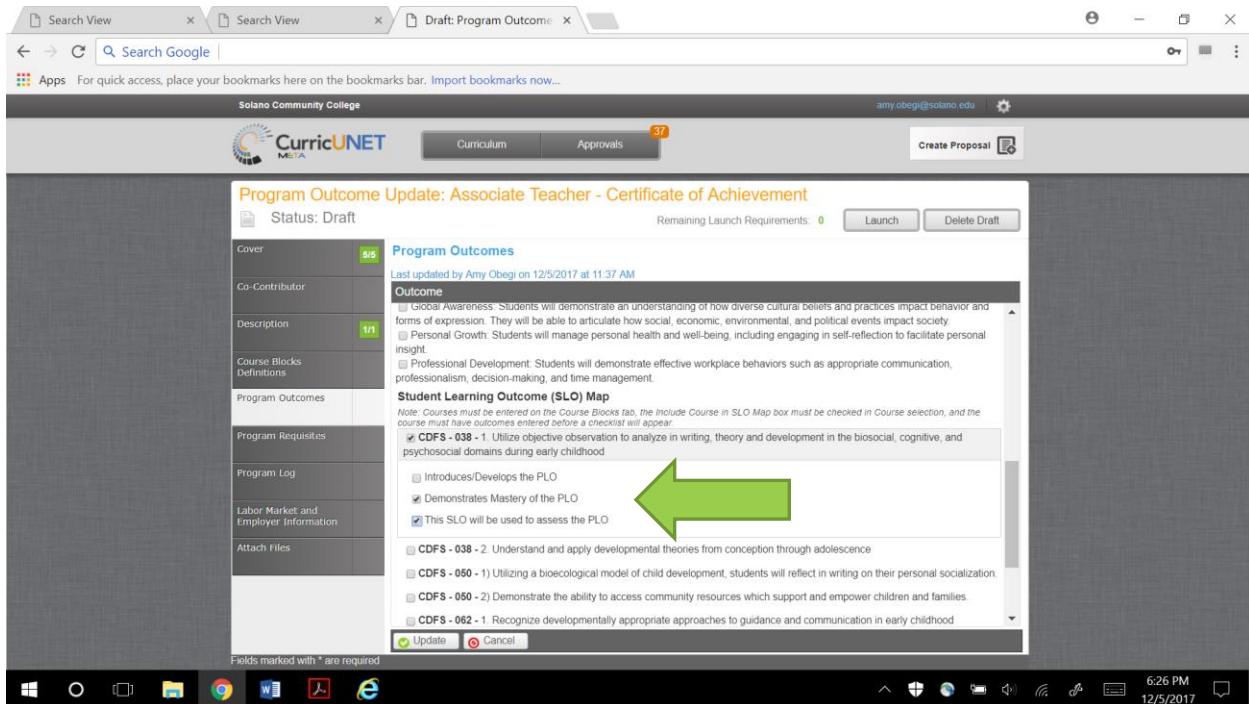
Repeat this process for all of the PLOs (click each blue outcome box, scroll down to the SLO Map section, and check the boxes for the SLO(s) that map to the PLO). Remember to only click the box that says "This SLO will be used to assess the PLO" for <u>mastery</u> level SLOs.

When all the PLOs have been mapped to the relevant SLOs, you will **"Launch"** your proposal. The proposal will go to the curriculum committee. The Assessment Coordinator will review and recommend changes if necessary. When the program changes go through the curriculum committee's approval process and are approved, they will be made "active."

Please note, the PLOs are NOT ready to assess yet. In order to assess the PLOs, SLO assessments for all the mastery level SLOs must be inputted into META. We are asking faculty to concentrate on assessing course SLOs during Spring 2018 and Fall 2018, so that PLOs can be assessed. Every year ACCJC asks for a status update on how many of our SLOs and PLOs have been assessed. We want to get to 100% as soon as we are able. Please enroll in SLO and PLO flex trainings when they are offered, and contact your school or assessment coordinator with questions.

We truly appreciate your work to get your SLOs mapped to your PLOs in META!

In Spring 2018, school coordinators are:

Applied Technology & Business: Cynthia Jourgensen
Counseling: Kimberly Ramos
Health Sciences: Terri Pearson-Bloom
Liberal Arts: Rachel Smith
Math & Sciences: Randy Robertson
Social & Behavioral Sciences: Amy Obegi
Adjunct Representative on Assessment Committee: David Schrumpf

The faculty Assessment Coordinator is Amy Obegi

If you come across any complications or "quirks" in META as you attempt to input, please let the assessment coordinator know. We will work with Governet (CurricUNET), to get problems resolved as quickly as possible. We appreciate your patience!

The following document offers advice on how to write a quality program learning outcome

Program Learning Outcomes OVERVIEW

Summary from ACCJC workshop presented by Linda Suskie, MARCH 2016

WHAT ARE PROGRAMS?

Degree programs have coherence, depth, and synthesis; they are not just a collection of entry-level classes. Student's skills should build in a sequence of classes that help them think critically and obtain depth of understanding in the discipline. Students should get out of a program: 1) knowledge of discipline, 2) "hard" career skills, 3) "soft" transferable skills and 4) attitudes, values, dispositions and habits of mind.

WHAT ARE PROGRAMS LEARNING OUTCOMES (PLOs)?

PLOs are the "big" things you want students to learn in a program – they are broader than SLOs. Each program should aim for 3-5 outcomes. They are developed over multiple courses and should be published in the catalogue.

Well-conceived and written PLOs have the following six components:

1. **Clear** – Written succinctly so students can understand
2. **Observable/Measurable** – If you can see it, you can assess it. Look at action/higher level words on bloom's taxonomy, and only include one measurable outcome per PLO. Avoid phrases like "Understand the importance of…" which is hard to measure
3. **Skills** – There should be more PLOs related to skill obtainment than knowledge obtainment
4. **Transferable skills** – Focus more on what students will be using *after* they graduate than specific tasks from the program. For example, rather than saying "write a coherent five paragraph essay," say "write in an organized and clear manner to make a reasoned argument"
5. **Relevant** – Choose PLOs that are the most representative of discipline goals for success in the field/industry
6. **Rigorous yet Realistic** – PLOs should be obtainable at program completion

Examples of well-written PLOs:
Digital Media at Hawaii "Use technology effectively to create visual artworks"
Business Administration at Victor Valley "Successfully solve business related mathematical computations"
Agriculture at Hawaii "Design gardens that demonstrate the aesthetic principles of unity, repetition, balance, color and texture congruent with customer's desires"
English at Passaic "Apply critical thinking skills in analysis and evaluation of literature"