

META ASSESSMENT MODULE

Step by step instructions to input assessment data into Meta

(screenshots apply to all Peralta colleges)

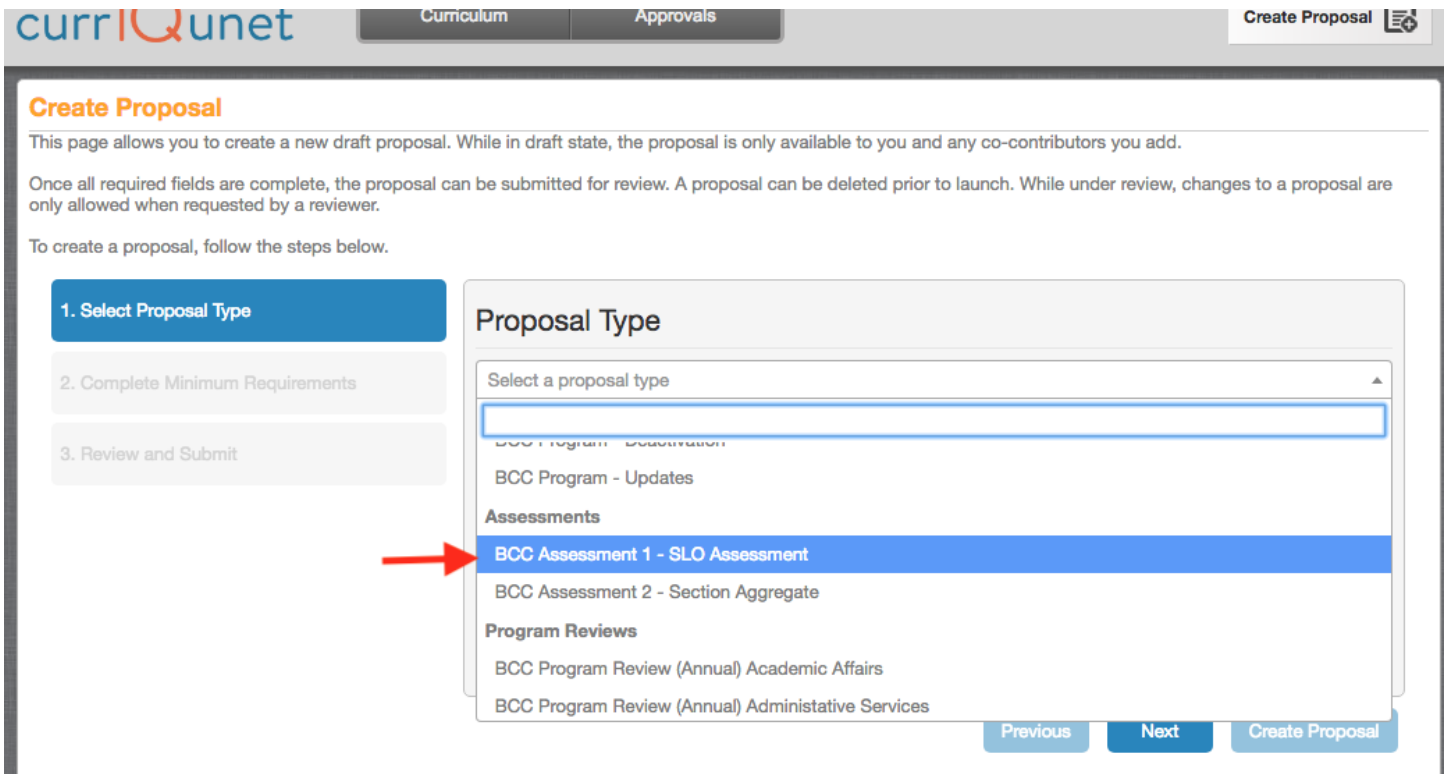
1. Log in to Meta. peralta.curricunet.com
 - Type in your full email address (including the @peralta.edu) and password.
 - If you forgot your password, click the link below the password box.
 - If you tried the forgot password link, and see a “user not found” message, contact your college Assessment Coordinator to get an account.
2. Click “Create Proposal” on the top right.



The screenshot shows the CurricUNET META interface. At the top, there is a navigation bar with 'Curriculum' and 'Approvals' tabs, and a 'Create Proposal' button with a red arrow pointing to it. Below the navigation bar is a search bar with the text 'Keyword Search:'. Below the search bar is a table with the following columns: Institution, Subject, Title, Created On, Status, and Reports. The table contains three rows of data:

Institution	Subject	Title	Created On	Status	Reports
LAN	BIOL	BIOL 2 BAILEY SLO1 FALL 2017	Dec 20, 2017	Active	
LAN	BIOL	BIOL 2 BAILEY SLO2 FALL 2017	Dec 20, 2017	Active	
LAN	BIOL	BIOL 2 BAILEY SLO3 FALL 2017	Dec 20, 2017	Active	

3. Using dropdown menu for “Proposal Type”, scroll down to “Assessments” and choose “Berkeley Assessment 1 - SLO Assessment”. Click “next”. (note: do not hit enter key)



The screenshot shows the 'Create Proposal' form. The 'Proposal Type' dropdown menu is open, showing a list of options. A red arrow points to the 'BCC Assessment 1 - SLO Assessment' option. The options are:

- BCC Program - Evaluation
- BCC Program - Updates
- Assessments**
 - BCC Assessment 1 - SLO Assessment**
 - BCC Assessment 2 - Section Aggregate
- Program Reviews**
 - BCC Program Review (Annual) Academic Affairs
 - BCC Program Review (Annual) Administrative Services

At the bottom of the form, there are three buttons: 'Previous', 'Next', and 'Create Proposal'.

4. Choose your Division and Department from dropdown menus. Create a title for your assessment, using the naming conventions in the examples below. If you are one instructor entering data for your course, use example “A,” and you can include just one of your class codes. If you are entering an aggregate of data for multiple sections with multiple instructors, use example “B,” and indicate “AGG” in the title, plus one of the course codes. It is important that titles of assessments are never duplicated, so the codes keep each title unique. If you prefer, you may use your last name in place of the code.

- Example A: DEPT COURSE CLASSCODE SLO# SEMESTER YEAR, for example:
 1. BIOL 2 23456 SLO1 Spring 2017
 2. CIS 34 45678 SLO2 Fall 2017
 3. MATH 208 32334 SLO3 Summer 2017
 4. CHEM 1A Bailey SLO2 Spring 2018
- Example B: DEPT COURSE AGG CLASSCODE SLO# SEMESTER YEAR, for example:
 1. BIOL 4 AGG 23456 SLO3 Fall 2017
 2. KIN 150 AGG 54321 SLO2 Spring 2018
 3. WELD 53 AGG 34567 SLO1 Fall 2018
 4. BIOL 2 AGG Sisneros SLO3 Spring 2018

5. Confirm that you want to “Create Proposal” by clicking on button (do not hit enter).

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curriQūnet Curriculum Approvals 15 Create Proposal

Create Proposal

This page allows you to create a new draft proposal. While in draft state, the proposal is only available to you and any co-contributors you add.

Once all required fields are complete, the proposal can be submitted for review. A proposal can be deleted prior to launch. While under review, changes to a proposal are only allowed when requested by a reviewer.

To create a proposal, follow the steps below.

1. Select Proposal Type
2. Complete Minimum Requirements
3. Review and Submit

Proposal Summary

Please review the proposal details below. If you need to make changes click on any of the previous steps to modify the proposal.

BCC Assessment 1 - SLO Assessment

Module Title: BIOL 3 23456 SLO1 Spring 2017

If this is correct press Create Proposal.

Previous Next Create Proposal

6. You will now be on the “Main” tab of your assessment. Complete this tab by choosing pre-populated options from the dropdown menus, or typing in numbers, as appropriate. Number of students assessed, meeting success criteria, and on roster are not technically launch requirements, but *Laney faculty should enter these numbers*. Choose a “Co-Contributor” if you would like someone else to have access to this assessment. For example, there may be multiple instructors for a course with many sections. Only the originator and co-contributor(s) will be able to see and edit the proposal while it is still in draft form. (note: only faculty with an account will appear in the co-contributors list)
- Once the “Main” tab is completed, click “Save” at the bottom. If you forget to complete this step, or you don’t see the “Save” button, Meta will prompt you before you leave the tab, asking “There are unsaved changes. Do you want to save them?”

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curriQūnet Curriculum Approvals 15 Create Proposal

BCC Assessment 1 - SLO Assessment: BIOL 3 23456 SLO1 Spring 2017

Status: Draft Remaining Launch Requirements: 7 Launch Delete Draft

Main	6/6	Semester Assessed *	Spring	Year Assessed *	2017
Assessment Methods / Tools	0/1	Number of students assessed	37	Students Meeting Success Criteria	29
Assessment Results	0/3	Number of students on roster	40	Subject *	BIOL
Reflection	0/1	Choose Course *	BIOL 003 - Microbiology		
Action Plan	0/2	Choose Course Version *	BIOL 003 - Microbiology (Existing - Current)		
Attach Files		Choose Course Outcome *	1. 1. explain and differentiate among microorganisms (bacteria, viruses, fungi, helminth)		
Codes/Dates	1/1	Co-Contributor	Des Rochers, Barbara (bdesrochers@peralta.edu)		

Save

7. Click on the tab "Assessment Methods/Tools." NOTE: If you click a checkbox, and then change your mind, save your work before you unclick a box. Then unclick the box and resave. There is a temporary glitch in the system that makes this necessary.
 - In this section you will identify the method you are using to assess the SLO. Choose from the pre-populated list, or choose "other." When you click a checkbox, a text box appears for you to describe the method in detail. You may choose more than one method, but make sure to only choose methods that were actually used to assess this specific SLO in this particular semester.

Status: Draft Remaining Launch Requirements: 5 Launch Delete Draft

Main	6/6	Assessment Methods / Tools
Assessment Methods / Tools	1/1	<p>Last updated by Nancy Cayton on 6/26/2018 at 7:26 PM</p> <p>Assessment Methods / Tools</p> <p>Check all that apply.</p> <p><input checked="" type="checkbox"/> exam</p> <p>Description and additional details about the assessment method(s)/tool(s) *</p> <p>10 tests questions requiring students to explain and differentiate among microorganisms (bacteria, viruses, fungi, helminths and protozoans): how they exist in nature, evolve, and contribute to disease in humans and other animals</p> <p><input type="checkbox"/> pre- and post-test</p> <p><input type="checkbox"/> paper</p> <p><input type="checkbox"/> project</p>
Assessment Results	1/3	
Reflection	0/1	
Action Plan	0/2	
Attach Files		
Codes/Dates	1/1	

- Detail your "Success Criteria." In this area, describe your measurement criteria. **Success criteria should be determined BEFORE analyzing your data.** Identify the level of success you hope to see, **for the outcome overall**, and **for students**. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, "80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome." The percentages expected can vary widely, depending on level of the course, and how critical success with that outcome is to the course. A laboratory course with strict safety requirements, for example, may aim for 100% of students demonstrating proficiency with a safety-related outcome. Rubrics are an excellent way to evaluate student performance on an SLO, and can be attached just below the text box.

Assessment Methods / Tools	1/1	<p><input type="checkbox"/> discussion</p> <p><input type="checkbox"/> interview</p> <p><input type="checkbox"/> observation</p> <p><input type="checkbox"/> student survey</p> <p><input type="checkbox"/> other</p> <p>Describe how you are measuring success. Success criteria should be determined BEFORE analyzing your data. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, "80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome."</p> <p>Success Criteria</p> <p>at least 75% of the students must earn 70% or more of the points on the chosen exam questions in order to meet the expectations for this outcome.</p>
Assessment Results	1/3	
Reflection	0/1	
Action Plan	0/2	
Attach Files		
Codes/Dates	1/1	

8. Click on the tab "Assessment Results."

- Identify the course delivery method. If the course has day sections and evening sections, these should be entered separately (create one proposal for the day sections, and one for evening). Likewise, online vs. face-to-face should be entered separately, as should dual enrollment sections. Later, in more advanced proposal types, you'll be able to compare results for the different delivery methods. Disaggregating data in this manner is critical for our service to students, and is essential for accreditation purposes.

BCC Assessment 1 - SLO Assessment: BIOL 3 23456 SLO1 Spring 2017

Status: Draft

Remaining Launch Requirements: 5

Launch

Delete Draft

Main	6/6	Assessment Results
Assessment Methods / Tools	1/1	Outcome (Read only) 1. 1. explain and differentiate among microorganisms (bacteria, viruses, fungi, helminths and protozoans): how they exist in nature, evolve, and contribute to disease in humans and other animals
Assessment Results	1/3	
Reflection	0/1	Delivery Method * Face to Face Evening Class
Action Plan	0/2	What do these results tell you about how well students are mastering the skills for:
Attach Files		Category BIOL 003 - Microbiology
Codes/Dates	1/1	Number of students assessed 37 Students Meeting Success Criteria 29 Percent of students successful 78.38

- Complete your Results and Analysis, and Learning Gaps. There may be some overlap in what you include in these text boxes. Generally, results should be numbers, analysis should be a brief narrative, and learning gaps should be the main issues from the analysis that you will address with an action plan.

Assessment Results	2/3	Delivery Method * Face to Face Evening Class
Reflection	0/1	What do these results tell you about how well students are mastering the skills for:
Action Plan	0/2	Category BIOL 003 - Microbiology
Attach Files		Number of students assessed 37 Students Meeting Success Criteria 29 Percent of students successful 78.38
Codes/Dates	1/1	<p>Generally, results are likely to be numerical; analysis should be a brief narrative describing what you feel the numbers mean in the context of your course.</p> <p>Results and Analysis *</p> <p>9/37 students cored A on selected questions (24%) 11/37 scored B (30%) 10/37 scored C (27%) 7/37 scored below a C (23%)</p> <p>30/37 students scored a C or better = 81% thus success criteria met</p> <p>The vast majority of students were able to explain and differentiate among microorganisms. Some had trouble with explaining how they</p> <p>There may be some overlap with your analysis narrative. Learning gaps are the areas where students need to improve, and should be the main issues from the analysis that you will address with an action plan.</p> <p>Learning gaps identified based on analysis *</p> <p>While the success criteria were met, learning gaps were identified. Most students could memorize definitions, but some could not fully answer questions requiring more nuanced understanding of the processes involved and relationship to disease in humans and other animals.</p>

- Click on the tab "Reflection." Results from previous Action Plans will be populated if data is available, and you will discuss the efficacy of these past action plans. In most cases, until we have more data in the system, you should say n/a.

BCC Assessment 1 - SLO Assessment: BIOL 3 23456 SLO1 Spring 2017

Status: Draft

Remaining Launch Requirements: 2

Launch

Delete Draft

Main	6/6
Assessment Methods / Tools	1/1
Assessment Results	3/3
Reflection	1/1
Action Plan	0/2
Attach Files	

Reflection

Review previous action plan below, along with previous and current assessment results. Discuss the efficacy of planned actions from past assessments of the same SLO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.? If you have never assessed this SLO before, please put N/A. *

Fill in previous action plan if there was one and describe how actions from the plan affected results in this assessment. If not previous action plan then "N/A" here.

- Click on the tab "Action Plan." Here you will detail your action plans based on results from the current assessment. You must choose at least one action at the course level. You may also choose actions beyond the course level, but this is not required. Text boxes will request additional detail. At the bottom of the page, identify the next semester/year this SLO will be assessed. You should plan to assess all SLOs for a course within a 3-year cycle, but you may want to assess more often if you feel it is critical to implement your action plan and assess the same SLO again.

BCC Assessment 1 - SLO Assessment: BIOL 3 23456 SLO1 Spring 2017

Status: Draft

Remaining Launch Requirements: 2

Launch

Delete Draft

Main	6/6
Assessment Methods / Tools	1/1
Assessment Results	3/3
Reflection	1/1
Action Plan	0/2
Attach Files	
Codes/Dates	1/1

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

Increase in-class discussions and activities

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab. *

More small-group and class discussions will be developed for future semesters, requiring more nuanced differentiation of the concepts.

- 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

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab. *

Student groups will be required to check in with instructor after discussions, and receive a brief critique of their work.

- Use methods of questioning that encourage the competency you measured
- State criteria for grading more explicitly (Grading guidelines, rubrics, etc)
- Increase interaction with students outside the class
- Ask a colleague to critique assignments/activities
- Provide models of strong student work

11. You can attach supporting documents on the Methods/Tools, Results, and Action Plan tabs. The final tab, "Attach Files," allows for attachment of any additional supporting files, and anything you've attached on any tab should show up here. While attachments are not required by the system, typically you would have a few attachments, including a rubric, exam, etc. When approving your assessments, Assessment Coordinators and/or other Learning Assessment Committee members will generally want to see at least one or two relevant attachments.

12. Once all sections are complete, click "Launch" in the upper right hand corner. You will not be able to launch until all launch requirements are complete. Orange boxes indicate the tab is incomplete, while green boxes indicate the tab is completed. If you want to leave it as draft, you can access at another time by logging in, then click on "Curriculum" along the top, scroll down to "Assessment". Your drafts, in review, and active (approved) proposals will appear. Click on the draft to make changes, or launch once complete. In review or active proposals cannot be modified. You can delete a draft, if necessary, by clicking "Delete Draft" next to the "Launch" button.

The screenshot shows the curriQūnet interface. At the top, there are tabs for 'Curriculum' and 'Approvals' (with a notification badge '15'). A 'Create Proposal' button is in the top right. Below the tabs is a search bar and a table titled 'Assessments'. The table has columns for Institution, Subject, Title, Created On, Status, and Reports. A dropdown menu is open over the table, showing options for 'Course', 'Program', 'Assessment', and 'Program Review'. A red arrow points to the 'Assessment' option.

Institution	Subject	Title	Created On	Status	Reports
BCC	BIOL	BIOL 1	Jun 21, 2018	In Review	
BCC	BIOL	BIOL 13L SLO 1 F2F Sp 2018	Jun 21, 2018	In Review	
BCC	BIOL	BIOL 3 23456 SLO1 Spring 2017	Jun 26, 2018	In Review	

Adapted from Rebecca Bailey's Step by Step instructions