META TRAINING LEVEL 1 by Rebecca Bailey, Laney college

Page 1-00.00 Opening

Welcome to the Meta Assessment Module Training for Level 1. This will be step by step instructions for you to input your assessment data into meta. It is mainly about data entry. You'll get a little bit about assessment in general but we're starting on this learning assessment committee home page so you can see where you can find some more resources just generally about assessment. There's a bunch of documents in the header here that could be helpful to you. There's a whole lot more on this web page as well. Of course, if you need other help with assessment you can always contact your Assessment Coordinators for help.

One of the things that we have here on our Learning Assessment Committee homepage is a link to Meta so I'm going to get there by hitting that link.

Page 2-0.56 Log-in

This is the login page. Keep in mind there are printed instructions that do basically the same thing that I'm doing here. Those will be available on the Learning Assessment Committee web page. I also usually send things out to FAS so any training materials come out via FAS as well. As far as a browser: pretty much any common browser. I would say not Explorer. I'm using Chrome right now. I also use Safari with Meta. You can use Firefox with Meta. Those should all work just fine.

One thing you want to know before you are sitting to enter data is how your department wants to enter data. The system is designed for an individual instructor to sit down and enter their individual section and then those sections can be aggregated on different levels of assessment. Some departments aggregate right from the beginning so you might pool the data from many instructors and then one person enters that all at once. So there are couple of different ways that different departments approach it.

Before you sit down to do this you should make sure you know what your Department's way of doing it will be. So, talk to your department Chair, or there may be another assessment lead in your department that you can talk to. If the department has not made any specific decision about this, this could be something where you call in the Assessment Coordinators to a department meeting. We could talk about that; what would be the best option?

We will go ahead and move forward and I will show you how the system is set up. It is possible to tweak things a bit if your department wants to do things a slightly different way.

So we are at our Login Page. We put in our email and make sure it is the @peralta.edu. You have to type-in all of that. It is important that you use a Peralta email. It is a district policy that we all have to use our Peralta email. Put in your password. If you don’t know your password, most faculty have access to the system right now so could click the Forgot Your Password link. And in that case what it is going to do is send a link to your Peralta email. When you click that link you will be able to change your password in the system. If you click the Forgot Password and it give you a User Not Found message then that means that you are not actually in the system. You can talk to your Assessment Coordinators and get an account.

Page 3-3:40 Curriculum/Assessment

So I am just going to go ahead and log-in. It lands on Course Level Curriculum; that’s the default. If you want to change that you can come up here, click on Curriculum. It gives you a drop-down menu where you could pull it down to Assessment. What this is showing us it's just everything that I have entered for assessment already. If you don't have anything entered yet it's not going to show you anything. Then it will distinguish between a couple of drafts I had created here for training purposes. These ones that say Active…Active means that they have already approved through the Learning Assessment Committee process. If there is anything that says In Review…that means it is still in the process of getting approved, and then it will say Active when it is approved.

So this is just showing you what you have entered already. To create something new you are going to come over here to Create Proposal. This is where you will start to create anything you are doing in Curricunet, whether it is curriculum work or assessment work you always start with Create Proposal, so let's do that.

Page 4-4.44 Create Proposal

Proposal Type is a drop-down menu. Selecting here. I will have to scroll all the way to the bottom to get Assessment but while we are here I am just going to show you, if you needed to update a course or create a new course or modify your program, that is all stuff that you can start here as well.

We will scroll all the way down to Assessment and we're gonna choose Laney Assessment-SLO Assessment. This again is meant for like one instructor and stuff for their section but if your department chooses to, you could aggregate on this level as well. That's something where I could talk to whoever the person who's aggregating the data. The process would be the same as what I'm presenting in this video. There would just be a little bit of a difference to the title of the document so I'll show you in a second

So we are going to click Next. It is important that you click Next; don't hit Enter, don't hit Return, Click Next. Then you are going to choose your Division from a drop-down menu. You notice that

I have a lot of options; I have Administrative Access. You may only have one option there. Click your Division. I’m just going to click mine. And then Department. You probably only have one unless you have Min-quals to teach in multiple departments. There is probably just one here. I click my department, which is Biology.

And then for the Module Title…eventually Curricunet is going to be set up so that it gives you a title based on what you have entered but currently it does not do that so we are using a naming convention. I think I mentioned already that there are printed instructions for all of this. The printed instructions have several examples of what your titles might look like but I'll just run you through a couple of choices.

You're always going to start with your department designation, so that’s Biology and then I’m just going to make-up a course here just to do the title. You are going to have the department designation, the course number and then your section number. I'm just going to make-up one to make a point here so it's 5-digit section number. If you taught multiple sections and assess in all of them, just pick one section number to use. The only reason that you're using the section number, like nobody's ever going to go back and check and see who taught that section, it's only to help distinguish the title. Like we can't have two of the same titles in the system. It is important to put something in there to distinguish. Now if you prefer, you can put your name in there instead. What I usually do, and you probably noticed on the previous page, I just put my name in there. You can do that too if you are comfortable with it. Otherwise pick a section.

You will do the SLO number. I’m going to do SLO 2. If you are not sure what the SLO number is in the system, just go ahead and enter something and you can double-check it and change it later. This title will be something that you can edit, but we're just going to pick something to start. So we’ve got our department, our Course number (either a name or a Section number), the SLO number, and then the semester and the year.

Now if this were an aggregate, let's say your department enters things at the first level by aggregating data from multiple instructors, then what you could do here is just put AGG in front of either the name of the person who's doing the entering or again that could just be one of the section numbers that have been assessed. You only need this for entering data from multiple instructors into this one proposal. The Proposal is just what we call what we are entering here.

So you’ve got department designation, course number, aggregate if it is one (otherwise you are going to leave that out), section number or name if you prefer, SLO number, semester, and year. You Click Next and it gives you a chance to double-check that this is what you want. Then you check Create Proposal.

Page 5-9:38 Main Tab

It lands you on the Main Tab. All of these things: Main, Assessment Methods/Tools, Assessment Results…those are Tabs. Anything that is in here is called a Field. You will hear me use those terms. These are the Tabs, these are all the Fields; whatever is inside the Tabs.

Notice how some things are orange and notice how these boxes are orange. Orange stuff are the launch requirements. In order to launch this process you have to enter certain things otherwise it won't launch. There are some things, like for example these areas where there would be numbers to enter, they're not technically a launch requirement. All of the colleges are using the same system but they might use it slightly differently. Laney wants you to fill in all the blanks whether or not it's a lunch requirement. So these are not technically launch requirements but you should fill them in. And then again, anything that is in Orange needs to be filed-in.

Many of these things are from drop-downs. I'm not going to fill these in right now but get back to that later. Then you click, your subject is your Department, and you choose your course. You will notice that there isn't a Biology 12, I made a mistake, I need to go back and change my title. No problem. I can change that; I meant Biology 10. Then I come down here, pick Biology 10. For Version you are going to pick Current; 99% of the time you are picking Current (so I'm just going to do that). Then choose Course Outcome. I'm going to pick SLO 1. Up here I didn't realize that my curriculum said that, SLO 1, no big deal. I am just going to come up here and change that.

I could pick a Co-contributor if I wanted to. A Co-contributor would just be a person who can also edit this draft. So, if you don't have any reason to want someone else to be able to edit the draft don't worry about it, otherwise you could search for your Co-contributors name here and add them if you wanted to. When to get to the end of that Tab notice how it turned green I filled in all the launch requirements at this point. So you can click save and it's just saving it as a draft in the system.

All these are still orange because I have not finished them yet. At this point I am going to go over to one of my drafts where I have already entered some of this information so I can show you a bit more about concepts of assessment.

Let's get out of this draft for a second.

Here you can see what the Title is, I had already chosen from the drop-downs the semester and year. Notice how it doesn't show me a Save at the bottom because I haven't changed anything. If I do change something it is going to show me that Save Tab. It's kind of hard to lose something in the system. If you try and click out of a Tab and, let me just show you just to make a point, change this and then It pops up with a Save. If I don’t click that and forget to, it just pops up again and asks me if I save it. I'm actually going to discard those changes because I didn't want to change what that SLO was. I’m just going to go back to the Main Tab and check. Yes, it did it correctly, right?

I think we are all finished with the Main Tab; except you do want to enter these numbers. Let me talk about that for a second. It isn’t, technically, a Launch requirement but you do want to enter these.

The Number of Students Assessed is just how many students actually participated in that assessment. It is possible that you have students in the class that didn't take that particular exam or didn't turn in that particular assignment, so the number that goes here is how many students that actually participated in that assessment. Then, there are the Students Meeting Success Criteria. If you have already analyzed your data then you know that. If you don’t know that yet then skip it and fill it in later. Number of Students on the Roster is how many students are officially enrolled in the class the day that you did the assessment. If you are doing an aggregate of a lot of people’s sections or if you're just not a hundred percent sure what your roster said on that day, 31 vs. 32; it doesn’t matter that much. The precision of these numbers is not supercritical but ballpark numbers would be very helpful. So, make sure you do enter something to the best of your ability there.

Page 6-15.11 Assessment Methods/Tools Tab

When you're finished with that tab click over to Methods and Tools. On the Methods and Tools there are a whole bunch of options. If you read through all these options for the assessment method and you don't see what you did here, you can always click Other and then it's going to pop up with a text box to tell you. You can provide more details about what you actually did. You notice that here I chose Exam and I said a certain number of test questions that are on the particular topic. You could pick multiple assessment methods as long as you are picking what you actually used that semester. Pick what you really, really used for the assessment. You probably have maybe max of 1 or 2 in a given semester; probably not a whole bunch of stuff. So you pick them, put in the details.

There is a known glitch in the system; if you click something and you unclick it, it doesn’t want to let you unclick it. The company is already aware of that. By the time you are hearing this it may already be fixed. Basically what you do is just read through carefully so that you know what you want to pick before you actually go ahead and choose it. Then the worst thing that can happen is that it won’t let you save that, if you click and then unclick it, it won’t let you save that tab. It still saves you whole draft but it just won’t save that Tab. Make your choice carefully and you won’t have to re-enter that later.

The other important thing on this Tab is Success Criteria. This is really important because you need to choose this before you actually analyze your data. Your data analysis should not be what guides you to create your Success Criteria. You should choose your Success Criteria before you analyze this data. You're just picking what level you would like to see from your students. So, in the end it doesn't matter whether you met the Success Criteria or not the Success Criteria just giving you something to aim for. If the Success Criteria are not met you're going to create an action plan to try and resolve that for the next time that you assess this SLO; it's not a big deal. So, pick something you think is realistic to shoot for and you can always update those Success Criteria as you get more experience doing assessment.

There are a couple of components to writing Success Criteria. One is that you want to have something for the outcome overall. The other piece is: what is the level of student performance that you would want to see. We're saying that at least 75% of students will score 70% or better on the chosen exam questions. The 75% is how many of my students do I really want to reach this level to consider the outcome successful. And then, what level am I asking the student to actually perform at the 70% level?

These numbers could be drastically different depending upon the course. If you teach a very beginning-level course, maybe those numbers are lower, like you're not expecting that same level of success if you are teaching a beginning-level course. It may be that you're teaching a laboratory course where safety is a huge issue. Maybe your success criteria are that a hundred percent of students have to be using everything safely in the laboratory. Whatever you think is appropriate but again, choose that before you analyze your data.

One thing that you can do on this tab is upload these exam questions. Typically, when you're saying that your assessment methods are or graded by a rubric, you're going to go ahead and upload that rubric or upload those test questions. You do that at the bottom of the tab here. There's an attachment section at the bottom of some of these tabs, not all of them. So, we're going to go ahead and click Select and upload Exam Questions, it's going to show me that right here. Maybe I have a rubric also for grading those particular questions…upload those files and now as I scroll back down it would let me look at those files as well.

In addition to showing at this tab where I uploaded them I can also go to the attached files tab and they show up there. I may have added files at different tabs. It will show on the tab on which you added it and all of them will show on the attached files tab. This kind of gives you, at the end, you can look at what files you attached and then just double-check like, oh is there something that I missed? Then you could upload it here as well. It doesn't really matter whether you upload it all on the attached files tab or uploaded on the other tabs. It's just kind of convenient. It reminds you when you get down to the bottom of this table, oh, I could include these attachments, so that's fine.

Page 7-21.10 Assessment /Results

Now we are finished with this Tab and we will go to Assessment Results. Again, it’s going to show us the outcome; a read-only piece of information there. We're going to want to identify your delivery method. This is really important. There are certain levels where we're supposed to disaggregate data. That is important for our service to students. It's also really essential for the accreditation process.

This particular class was a Face-To-Face Day class. If I also taught this same class as a Face-To-Face Evening class I would want to enter that separately, as a separate Create Proposal. Then, I could aggregate those later and be able to say; were there any differences between the students and how they experience things in the day class versus the evening class in their performance on the student learning outcomes?

So, we would want to be able to disaggregate that. You can bring it all together here but it will be important, moving into the future, to work on disaggregation of data. So, if you’ve got something to enter right now that is not disaggregated, go ahead and enter it. For the future, keep in mind that you want to separate your Day and your Evening. Certainly, Online versus Face-To-Face; you’ll want to split those up. Dual Enrollment courses should be entered separately so we can then compare them at some date later on. Say, okay, the Face-To-face students are doing really well, the Online students aren’t doing as well. Why is that? Then you might have a different action plan for the Online version of the course, just so that we are meeting all of our students needs no matter what the delivery method is. So that’s important.

It's also doing a little calculation of the numbers that we entered on the Main Tab. You may not have had your students meeting success criteria yet, like, if you didn't know that before you sat down you're going to figure it out now.

We can see (I just wanted to show you a little bit of what the results and analysis might look like) that this could look like a lot of different things. Just as an example, I'm saying, how many students out of 30 (so I had 30 students that participated in the assessment) 9 out of 30 scored an A on those particular questions, 11 out of 30 scored a B, and 3 out of the 30 scored a C. I had 23 out of the 30 students who scored a C or better. So, that met my success criteria. If it didn't meet the success criteria, I still ended up identifying a learning gap. So, it's not about whether or not you meet your success criteria; it's really deeper than that.

You'll notice the results part is kind of *numbers*, the analysis is more just a *brief narrative* on what I feel like I saw as an instructor. I'm just saying the majority of students could correctly define the terms but some had trouble fully grasping the depth of these topics and being able to use these terms in an appropriate way. So there was still a learning gap.

There may be some overlap between what you type into the Results and Analysis text box versus what you type into the Learning Gap spot. The Learning Gap should be, specifically, what are the things you are going to try and address with an action plan. The Results and Analysis is just what happened. The Learning Gaps are the specific parts of what happened that I would like to address in an action plan. I'm going to do that on a different tab but right now I'm going to say what those learning gaps were. I'm saying here that I found students could memorize definitions but they really couldn't fully answer the questions that required more nuance to their understanding. *That* was the Learning Gap.

Again, if I want to attach anything in this Tab I could. I don't have anything right now so I'm just going to go ahead and move on.

Page 8-25.27 Reflection

For most people on the Reflection you're mostly going to say NA, for not applicable, because there's not a bunch of data in the system already but, if you are aware of older data where you assessed the same outcome, you can write something about that. For example: we had assessed this outcome before and we had a previous action plan, where we said we needed to more clearly word the questions, then add in some more questions that got it no more subtleties. That did result in Improvement in the percent of students meeting or success criteria this time, but it also showed us more specifically where the students are struggling. So, we're going to use that information in making our next action plan. Basically, the Reflection is saying, if you've assessed this before and you had an action plan after that assessment, was that action plan successful? That's what you're trying to address here. Did your previous Action Plan work? And then, say something about that.

For most of us, since we don’t have a lot of data in the system yet, we’ll be saying NA, for Not Applicable. As this becomes more common, that we are doing these assessments, entering data in the system, there will be additional things you could put in. If you don’t have anything to say here, fine. You do have to write something in the box so that’s why we say, put NA.

Page 9-27.04 Action Plan

So, here, is going to show you the results that you have entered. I can scroll through it here. You could always just go back to the Tab. What you really need to do here is pick what your Action Plan is. You'll notice you have two sets of checkboxes: the first part is actions to take at the course level and, again just like on the Assessment Methods and Tools tab, if you check a checkbox and then you decide you want to uncheck it might give you some trouble saving. So read them all carefully first, and then decide what you're going to pick, otherwise you might just have to discard any changes and just start it over again. Just for this tab though you're not going to lose the whole thing.

Once you click something it's going to ask you to write in some additional detail. I'm just going to pick one thing here…Revise Activities. Then I could include some details in here. For example: more assignments on distinguishing hypothesis and theory prior to final assessment. Basically the students would be practicing more before they got to their Final or whatever you are using for assessment, whatever is the tool you are going to use.

For Actions to Take Beyond the Course Level? This is pretty uncommon that you would choose one of these now. On the other levels of assessment it's more likely that you choose something as beyond the course level but you can take a look and see if any of this is relevant. In both sections you can always pick other. If your assessment gives you reason to revise the course outline then you would want to pick that one. Then, in the future, you would have some plan for when you're actually going to revise that course outline on that basis. Then at the very bottom you just need to pick the next assessment.

Your next assessment, if it's something super critical (if you're finding that there's something that you really want the students to do better with right away) you could pick next semester or the following year. For the most part we're supposed to be on a 3-year cycle of doing our assessment, sometimes 4-years, it depends a little bit; Laney's changing it's cycle right now. Sticking to a 3-year plan would be a really good idea. For sure, you would be done on a 4-year cycle. In your next assessment it might just be 3 years later, like if this course has 3 SLOs and I could assess 1-1 year and then next the next year and the next the year after that, and then I come back to the first one again in my next cycle. So you could just have it in 3 years out or, if it's something supercritical, you might pick sometime sooner than that. Keep in mind all the SLOs for a given course should get assessed within that 3-year period. If you have more than 3 SLOs you might need to do like 2 a year or 1 every semester or something like that to make sure you are meeting the requirements.

Under Next Assessment, if it doesn't let me scroll through everything, I can just use the arrow keys on my keyboard. I’m just going to pick Spring 2020. Click Save. And then you can see that all the boxes are filled-in (green.)

For anyone who does not have administrative access you're not even going to see this Codes and Dates tab so don't even worry about that. Once you have finished your Action Plan you can always just double-check that you attached the files that you intended to attach. All my boxes are green.

I did make sure that I filled in these numbers so even though those were not Launch Requirements I do want to make sure I saw them in. Now you can see your Launch button is available so you can go ahead and launch it at this point and it would start going through the review process. If you end up with a draft that you're not happy with and you just want to start it over you can always just delete a draft here as well.

That's pretty much all there is to it. It probably takes less time for you to enter all of your data than it does for me to explain how to enter your data. Hopefully, it's quick and easy for you. You can always contact the Assessment Coordinators if you need help. Be aware of any training sessions that might be coming up where you could drop by. Those kinds of bits of information usually come out the email you can also check the Learning Assessment Committee’s web page for any additional information.

Hope that helps.