


Non-Instructional SAOs and SLOs in eLumen Overview




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What's Covered Today

Learn more about the role of non-instructional areas in eLumen

- ❖ SAO & SLO
- ❖ SAO & SLO assessment
- ❖ SAO & SLO assessment analysis



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Quick Review

- SLOs are broad statements about what students will think, know, feel or be able to do as a result of an educational experience.
- SAOs are statements about either what students (or campus folk) will experience, receive, experience or learn as a result what the unit provides as a service.
- SLOs and SAOs are assessed regularly in a three year cycle – and both can reside in eLumen

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Why Outcomes Assessment?

- To improve our institution
- Provide evidence that we fulfill our mission
- Institutional outcomes are clear both externally and internally – to the public and all campus constituents
- Use of outcomes assessment to make informed decisions during the integrated planning and budgeting process

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ACCJC Standards

- 1.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- 1.B.2. The institution defines and assesses student learning outcomes for all instructional programs **and student and learning support services.**

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Some General Terminology...

Course Student Learning Outcome	CSLO
Program Student Learning Outcome	PSLO
Institutional Student Learning Outcome	ISLO

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Some eLumen Terminology

Roles of Faculty in eLumen

- Division Coordinator – Your SLO Division Representative on the SLOA Committee
- Program Coordinator – a department coordinator
- Course Coordinator – course lead or course liaison
- Faculty/Evaluator – Faculty is typically the faculty of record for a course section. An evaluator is some assigned to input data.

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- Orgs – organization (i.e. department or area) may be an instructional or non-instructional entity
- Context/Setting– same as course/section but often used for non-instructional areas
- Action Plan – an improvement plan
- Reflection –findings and recommendations or interventions for an assessment
- Term – a semester

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What's the assessment process?

1. Review your SAOs and SLOs – do they need change?
2. Align the SAO or SLO with the ISLO
3. Collect Data
4. Record Data in eLumen
5. Discuss the results and analyze
6. Write reflections/ create and record an action plan
7. Implement the plan

Use the same the three-year Program Review Cycle for the process and start at 1 again.

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What's the assessment process?

1. Review your SAOs and SLOs – do they need change?

- How does a student or client utilize your services?
- What attributes, skills, and/or values are supported by a student interacting with your services or service area?
- What does this student know as a result of using your services?
- What can this student do as a result of using your services?
- What does this student care about as a result of using your services?
- What are the services provided by your unit that contribute to the development of the ideal student?

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Some examples of SAOs or SLOs

Students will demonstrate a heightened awareness of the benefits of XXXX

Students will demonstrate an improved usage of XXX due to XXXX

Students recognize (characterize) the XXX service as timely and convenient and promotes their success.

Students recognize (characterize) the role of XXX in supporting student access or student success to courses.

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What's the process?

2. Align with the Institutional Student Learning Outcomes

Your SAOs and SLOs should be 'mapped' to one of the ISLOs. Our ISLOs are posted at programreview.fullcoll.edu

In choosing an alignment to an ISLO, might want to consider:

What purpose will the assessments serve?

Will the assessments support our mission *and* ISLOs?

Can assessment results be used to make informed decisions about planning and budgeting?

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What's the process?

3. Collect Data

- ❖ What assessment instruments and methods may be used in the department or service unit?
- ❖ Do you need student names or will data be reported as 'rosterless' ?
- ❖ Does the collected data inform your unit's decision-making?

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What's the process?

4. Record Data in eLumen

- ❖ Who will record the data?
- ❖ How often will data be recorded?
- ❖ Who will write reflections or an action plan in eLumen? The recorder? Supervisor? The entire department?

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What's the process?

5. Discuss the results and analyze

- ❖ Is this a department meeting agenda item?

6. Write reflections and create an action plan

- ❖ When, who, and how?

7. Implement the plan

- ❖ When, who, and how?

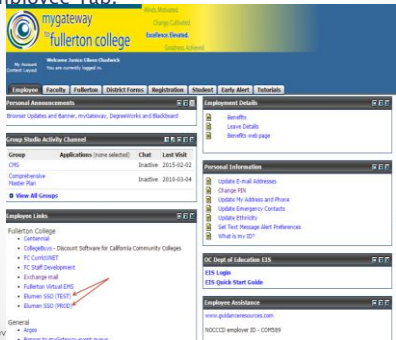
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Let's take look at eLumen and what is set up so far

How do I Log on eLumen?

- To access eLumen, log on to MyGateway on the Employee Tab.



Do I use the Test or Prod Link?

- There are two links: Test and Prod
- The test site is a practice site. You can try out different types of assessment modes here. If you create a rubric and score it, it cannot be deleted. Always try out what you are doing on the test site first.
- Prod is the production site. This will contain your official assessment records that the college will use to aggregate data and provide as evidence for accreditation. **Don't use the production site until you have had some practice on the test site first!**

Non-instructional

Coordinator Roles for Context & Settings

A "Context" is an action or event that repeats over several semesters. Examples of a context are: Orientations, Presentations, Workshops, Surveys, or something that is used with students almost every semester.

Example: Context = Workshops

A "Setting" provides a semester and perhaps a group of students to the context. Department, Program or Context Coordinators add Settings in eLumen. Can be with student names or 'rosterless'

- Enroll at FC Workshop in Fall 2015
- F2015 Workshop I Attendance
- F2015 Workshop I Survey

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How do I get trained?

1. Assess/collect data.

- bring in your data during a drop-in session and I will help you enter the data (but you need data)

- Make an appointment and we can reserve the TEC

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Questions?



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