Assessment
Frequently asked questions: Faculty

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Abbreviations:
- CLO (Course Learning Outcome) also known as SLO (Student Learning Outcome)
- PLO (Program Learning Outcome)
- ILO (Institutional Learning Outcome)

I. Calendar
1. How often do I report in eLumen?
   Every semester, between week 6 and one week after grades are due.

2. How many sections do I report in eLumen?
   At least one section per semester. If you teach in more than one unit (e.g., BIOL and MICR), choose one section total (e.g., BIOL101 only).

3. Can I report all my sections in eLumen in a single semester?
   Yes. You can assess as many sections as you like in eLumen in each semester; but always at least one section per semester.

4. What section should I prioritize?
   - Courses that are rarely offered
   - Courses that do not yet have any assessment reports in eLumen
   - Exclude courses that are under CPC review for curriculum changes
   - Exclude Early College sections unless directly asked—some semesters are exclusively dedicated to the assessment of those sections, as needed.

5. Whom do I inform about the section that I will assess in eLumen?

6. Do lecturers report in eLumen?
   Yes.

7. Do I assess the courses that I do not report on in eLumen?
   Yes. For all other sections, please continue your ongoing reflection on student learning, but a report is not required. eLumen captures a sample and focuses on the end-results; faculty choose freely their assessment process.

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8. What if I do not complete the report in eLumen?
Your reports will show as incomplete until you submit them.

II. Content
9. Where can I find the guides and video tutorials on eLumen?

10. What information do I need to report on in eLumen?
   - In the SCORECARD, you find your students and outcomes--with one click, indicate if each student has met, or not met, each course outcome. There is also a N/A option for students who (a) withdrew, (b) did not finish, (c) received an incomplete, and (d) did not provide evidence.
   - In the ACTION PLAN, summarize for the section overall: (a) what worked well, (b) what needs adjustments, and (c) what methods you used. Please share rich responses, so we can compile best practices and insightful plans for our campus. For the exact questions, visit https://www.honolulu.hawaii.edu/assessment under “Evidence.”

11. Do I have to report on all my CLOs?
   Yes. Assess all outcomes for the section(s) that you choose.

12. Can I skip the numerical data?
   No. You have the option to indicate if the assessment was met, not met, or was N/A. Your assessment should contribute to the PLO and ILO results, rather than being left out.

13. Can I skip the narrative?
   No. Narrative should be insightful, regardless of the numerical performance. If you are reporting on multiple sections in one semester and your reflections are the same, please do not copy/paste your answers, just type “Same as my other sections” or something alike.

14. Can I delete students from the roster?
   No. Mark those students “N/A.” Section information is pulled directly from Banner.

15. Can I upload a document in eLumen?
   You may upload a CSV file for the numerical data, although this may take more time than entering the data directly into eLumen. You must enter the narrative directly into eLumen.

16. Can I update my CLOs in eLumen?
   Your eLumen Unit Coordinator can, prior to the start of the semester. For a list of Coordinators, visit https://www.honolulu.hawaii.edu/assessment under “Evidence.”

17. What if my assessment results are low?

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Having a variety of assessment results is natural and realistic. PLOs and ILOs are the aggregate of many course assessments and generally stand above the 70% benchmark. Use the narrative to reflect on what can be tried differently next time.

18. **What is my assessment results are always 100% great?**
They rise a question on your data validity.

19. **Can I update my CLO-PLO and CLO-ILO mapping in eLumen?**
Your Unit Coordinator can, at any time. For a list of Coordinators, visit https://www.honolulu.hawaii.edu/assessment under “Evidence.”

20. **Why mapping CLOs to ILOs?**
The CLO-ILO and CLO-PLO mapping (split module) is more valid compared to CLO-PLO and PLO-ILO mapping because:
- We collect data at the course level only
- We need results for both ILOs and PLOs, while keeping confidentiality at the course level
- Once the curriculum map is in place in eLumen, assessment per student automatically populates course, program certificate, institution outcomes.

21. **What if my CLO maps to all PLOs or ILOs (i.e., over-mapping)?**
If each CLO maps to all PLOs or ILOs, the data loses validity and the curriculum map loses relevance. Solution: Focus on the top connections, the top 1-3 PLOs or ILOs that each CLO relates to.

22. **What if my CLO maps to no PLO and ILO at all (i.e. under-mapping)?**
If each CLO maps to no PLO or ILO, the CLO is not helping students mastering the ultimate and overarching outcomes. Solution: If you see no connection between each CLO and at least one PLO and ILO:
- Read the outcome more broadly;
- Start with the CLO-PLO and PLO-ILO maps and retrieve the CLO-ILO map (e.g., if CLO1 links to PLO2 and PLO2 links to ILO3, so CLO1 maps to ILO3)
- Revisit the CLO.

### III. Reports

23. **What assessment data can Faculty pull?**
Faculty run reports on their own CLO assessment and use them as reference during departmental conversations. Faculty reports are confidential.

24. **What assessment data can Coordinators pull?**
Coordinators run reports on PLOs. eLumen, and assessment in general, is not for faculty-, section-, and course-comparisons.

25. **What assessment data can the Data Steward pull?**

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The Data Steward run reports on ILOs, including aggregates according to student demographics (e.g., ethnicity, gender, age) and learning modality (e.g., face-to-face and distance education).

26. In what format can I export a report?  
PDF, XLS, DOCX, HTML

IV. Rationales
27. Why following this assessment calendar (one section per semester)?
   - To allow time for PLOs and ILOs aggregate analysis as well as meaningful conversations within units and possible special assessments if needed.
   - To ensure all courses have some assessment data when needed (e.g., program reviews, accreditation, other reports)
   - To ask the same effort from everyone
   - To remember how to use eLumen and become comfortable utilizing its full capabilities

28. Why reporting assessment per student?
   - Data integrity: Including validity and reliability
   - Need for desegregated data by students’ demographics due to:
     - Commitment to diversity (e.g., HonCC Mission and Core values)
     - Culturally responsive assessment (e.g., NILOA article)
     - Accreditation standards (e.g., I.B.5 and I.B.6)
   - Confidentiality: Individuals’ identifiers are inaccessible (e.g., names, demographics, IDs)

29. Why do assessment and grading not match?
   - Assessment is a reflection on learning, whereas grading is the evaluation of students.
   - Assessment is confidential, whereas grading is attached to individual faculty and students’ names.
   - Assessment results tend to be “rosier” than grades because assessment focuses on learning outcomes only (i.e., does the student know X? Yes or no) rather than on many other variables and rating scales.

30. Why using an Assessment Management System like eLumen?
   - Secure—Approved by UH Data Governance approval.
   - Integrated—Pulls section information from Banner
   - Confidential—Reports do not include student/faculty details (e.g., names, demographics, IDs).
   - Mapped—Course assessment automatically populates PLOs and ILOs, so units and campus can have those data.
   - Analytical—Results are displayed in table, chart, and narrative formats:
     - Outcome listing
     - Curriculum map (e.g., CLO-PLO and CLO-ILO linkages)
     - List of courses with, and without, assessment data

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31. Why assessment?

● **Improvement:** Assessment findings are meant to be used in departmental and campus-wide conversations in order to improve student learning and experience.

● **Mandates:**
  - Accrediting Commission for Community and Junior Colleges (ACCJC): Accreditation Standards
  - Board of Regents Policy:
    - Institutional Accountability and Performance (RP 4.205, 2002 and recodified in 2014)
    - Planning (Chapter 4)
    - Academic Services (Chapter 5)
  - Executive Policy:
    - Approval of New Academic Programs and Review of Provisional Academic Programs (EP 5.201, 2020)
    - Classification plan, Faculty (EP 5.221, Attachment 3, 2011)
  - Honolulu Community College: Educational and Strategic Plan (2016-2021)
V. Enclosures:
1. **HonCC Mission.** Honolulu Community College provides accessible educational opportunities through an engaging learning environment that values academic excellence and personal growth of all students, with a kuleana (responsibility) to Native Hawaiians and our community, through career, liberal arts, technology, transfer, and professional training programs.
2. **Core values:** Student-Centered and Student Focused, Indigenous Serving, Diversity and Equity
3. **ACCJC I B.5:** The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student *learning outcomes*, and student achievement. Quantitative and qualitative data are *disaggregated* for analysis by program type and mode of delivery.
4. **ACCJC I B.6:** The institution *disaggregates* and analyzes *learning outcomes* and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
5. **ACCJC:** Presentation on SLO data disaggregation
6. **ACCJC:** Manual
   - For data to be a useful and reliable source of information for reflection, planning, and decision-making, it should be accurate and tested for validity and significance, current and complete, consistently used, derived from reliable sources, and used longitudinally and in *disaggregated* form, as appropriate. (p. 17)
   - ACCJC has developed a generic template for the presentation of *disaggregated* data (p. 19) (see ISER Template)
   - Data should be in disaggregated form by *age, gender, ethnicity*, .... (pp. 22-23)
   - Institutions accredited by the ACCJC need to demonstrate they assure the quality of DE/CE to the same extent as education delivered in face-to-face classes by providing *disaggregated* data and analysis (p. 26)
7. **Mandates:**

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<th>I. International</th>
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<td><strong>UNESCO:</strong> Improve learning outcomes, Education 2030, Network for Learning Assessment</td>
<td>Advocates for assessment to ensure effective and relevant learning for all.</td>
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<td><strong>II. National</strong></td>
<td><strong>Council for Higher Education Accreditation (CHEA):</strong> Accreditation and Student Learning Outcomes: Perspectives from Accrediting Organizations</td>
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### III. Regional

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<td>WASC Senior College and University Commission: WSCUC Handbook</td>
<td>Primarily Standards 2 and 4. Component 4 of the review also states “describe how the curriculum addresses each of the five core competencies, explain their learning outcomes in relation to those core competencies, and demonstrate, through evidence of student performance, the extent to which those outcomes are achieved.” The 5 core competencies are critical thinking, information literacy, oral communication, quantitative reasoning, and written communication, and must be evaluated and reported.</td>
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### IV. University of Hawaii system

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<th>Board of Regents Policy: Institutional Accountability and Performance (RP 4.205, 2002 and recodified in 2014)</th>
<th>Commits to educational assessment processes that provide for the regular and systematic assessment of programs, campuses, and the university as a whole. The intent is to gather evidence about the institution’s effectiveness in meeting its mission, goals, and objectives, and to use this information to improve programs and services and demonstrate public accountability. Board policy purposefully decentralizes assessment activities, while maintaining an overall policy framework appropriate for a heterogeneous statewide public higher education system. Assessment of student learning outcomes is a responsibility to the faculty. Information collected is used to improve programs and services. Institutional assessment and accountability are focused on program and institutional performance rather than individual evaluation. To the extent possible, assessment activities shall be incorporated into existing program review/evaluation, accreditation, and institutional planning, budgeting, and tuition-setting processes.</th>
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<td>Board of Regents Policy: Planning (Chapter 4)</td>
<td>Writes that assessment of student learning outcomes is a responsibility of the faculty.</td>
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<td>Board of Regents Policy: Academic Services (Chapter 5)</td>
<td>Notes that instructional programs are systematically assessed to assure currency, improve teaching and learning, and achievement of student learning outcomes.</td>
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<th>Office of the Vice President for Academic Planning and Policy, Executive Policy: Approval of New Academic Programs and Review of Provisional Academic Programs (EP 5.201, 2020).</th>
<th>The objectives of the executive policy are: […] To assure the administration and the Board of Regents that provisions for meaningful assessment of student learning have been included in proposals for new academic programs, and reviews of provisional programs.”</th>
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<td>Office of the Executive Vice President for Academic Affairs, Executive Policy: Institutional Accountability and Performance (EP 5.210, 2014)</td>
<td>Demonstrates how assessment outcomes are used to (1) Take regular readings on how well the University is doing; (2) Guide educational decision-making, improve programs/services, further accountability, and demonstrate institutional quality and responsiveness; (3) Justify policy, procedural, and organizational changes; (4) Influence the delivery of student services; and (5) Establish the information base needed to respond to accountability concerns.</td>
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<td>Office of the Executive Vice President for Academic Affairs/Provost, Executive Policy: Classification plan, Faculty (EP 5.221, Attachment 3, 2011)</td>
<td>States that faculty members design measurable or observable learning outcomes, and assess and provide evidence of student learning.</td>
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<td>UHCC Policy: Review of Established Programs (5.202, Attachment 1-A, Attachment 1-B, Attachment 2, Attachment 3, Attachment 4; ARPD template)</td>
<td>Establishes that program reviews include (1) list of PLOs or SAOs, (2) list of PLOs or SAOs that have been assessed with date, (3) assessment results, (4) analysis, (5) changes that have been made as a result of the assessment results, and (6) action plan.</td>
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<td>V. Honolulu Community College</td>
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<tr>
<td>Honolulu Community College: Educational and Strategic Plan (2016-2021)</td>
<td>Indicates to use data in effective decision-making around campus operations, including assessment of outcomes on a continuous schedule and through discussion meetings.</td>
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