



Assessment in eLumen

Frequently asked questions: Faculty

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Abbreviations:

- *SLO (Student Learning Outcome)*
- *CLO (Course Learning Outcome)*
- *PLO (Program Learning Outcome)*
- *ILO (Institutional Learning Outcome)*

I. Calendar

1. Do lecturers and faculty report in eLumen?

Yes.

2. How often do I report in eLumen?

Every semester, by the end of the semester.

3. How many sections do I report in eLumen?

At least one section per semester. If you teach in multiple departments, chose one section total.

4. Can I report more than one section in eLumen in a single semester?

Yes. You can assess as many sections as you like in eLumen in each semester.

5. What section should I prioritize?

- Courses that are rarely offered
- Courses that do not yet have any assessment reports in eLumen

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

Your eLumen Area Coordinator. Visit the assessment website for the list of coordinators.

7. Do I assess the sections 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.



8. What if I do not complete the report in eLumen?

Your reports will show as incomplete until you submit them.

9. Why following this assessment calendar (one section per semester)?

- To allow time for analysis and for possible adjustments
- To ensure all courses have some assessment data when needed (e.g., program reviews, accreditation, reports)
- To ask the same effort from everyone
- To remember how to use eLumen

II. Content

10. Where can I find the guides and video tutorials on eLumen?

On the Assessment Webpage.

11. 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. The N/A option is for students, who either withdrew or received an incomplete.
- 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.

12. Do I have to report on all my CLOs?

Yes. Assess all outcomes for the section(s) that you choose.

13. Can I skip the numerical data?

No. Your assessment should contribute to PLO and ILO results, rather than being left out.

14. Can I skip the narrative?

No. Narrative should be insightful and unique. Please do not skip or copy/paste them.

15. Can I delete students from the roster?

No. Section information is pulled directly from Banner.

16. Can I upload a document in eLumen?

You can upload a CSV file for the numerical data, but not for the narrative.

17. What if my assessment results are below 70%?

Use the narrative to reflect on what happened and what can be tried differently next time.

18. What if my assessment results are always 100% great?

They raise a question on your data validity.



19. Why reporting assessment per student?

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

20. Why do assessment and grading not match?

- Assessment is a reflection on learning, whereas grading is the evaluation of students.
- 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.
- Assessment results indicate how many times the outcome was met across a course, program, or institution over the semesters.

III. Outcomes and mapping

21. Can I update my CLOs in eLumen?

Your eLumen Unit Coordinator can, prior to the start of the semester.

22. Can I update my CLO-PLO and CLO-ILO mapping in eLumen?

Your eLumen Unit Coordinator can, at any time.

23. Why mapping CLOs to ILOs?

The CLO-ILO and CLO-PLO mapping (split module) is better than the CLO-PLO-ILO mapping because:

- Our assessment data is collected around CLOs, in the classroom, by faculty
- CLO data automatically generate PLO and ILO data through our Assessment Management System (AMS), eLumen
- CLO relevance for PLOs and ILOs is explicit

24. What if my CLO maps to all PLOs or ILOs (i.e., over-mapping)?

The data loses validity and the curriculum map loses relevance. Solution: Focus on the top connections, the top 1-2 PLOs or ILOs that each CLO relates to.

25. What if my CLO maps to no PLO and ILO at all (i.e. under-mapping)?

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
- Revisit the CLO.



IV. Reports

26. What assessment data can Faculty pull?

Faculty run reports on their CLOs.

27. What assessment data can Coordinators pull?

Coordinators run reports on PLOs.

28. What assessment data can the Data Steward pull?

The Data Steward run reports on ILOs.

29. In what format can I export a report?

PDF, XLS, DOCX, HTML

V. Why assessment and eLumen?

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
 - Action Plans
 - Outcome performance

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)



- Review of Established Programs (EP 5.202, 2017, reviewed in 2020)
- Institutional Accountability and Performance (EP 5.210, 2014)
- Classification plan, Faculty (EP 5.221, Attachment 3, 2011)
- UHCC Policy: Review of Established Programs (5.202, Attachment 1-A, Attachment 1-B, Attachment 2, Attachment 3, Attachment 4; ARPD template)
- Honolulu Community College Policy: Integrated Planning, Resource Allocation, and Assessment (HCCP #4.101, 2011)
- Honolulu Community College: Educational and Strategic Plan



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**:

I. International	
UNESCO : <u>Improve learning outcomes, Education 2030, Network for Learning Assessment</u>	Advocates for assessment to ensure effective and relevant learning for all.
II. National	
Council for Higher Education Accreditation (CHEA) : <u>Accreditation and Student Learning Outcomes: Perspectives from Accrediting Organizations</u>	Emphasizes that “accreditors identify student learning outcomes as playing a significant role in their formal actions (e.g. award or deny accreditation)” (2019, p. 4).
III. Regional	



Accrediting Commission for Community and Junior Colleges (ACCJC): <u>Accreditation Standards</u>	Mentions assessment dozens of times, including in the opening paragraph, “The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning” (2014, p. 1).
WASC Senior College and University Commission: <u>WSCUC Handbook</u>	Primarily Standards 2 and 4. <u>Component 4 of the review also states</u> “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.
IV. University of Hawaii system	
Board of Regents Policy: Institutional Accountability and Performance (RP 4.205, 2002 and recodified in 2014)	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.
Board of Regents Policy: Planning (Chapter 4)	Writes that assessment of student learning outcomes is a responsibility of the faculty.
Board of Regents Policy: Academic Services (Chapter 5)	Notes that instructional programs are systematically assessed to assure currency, improve teaching and learning, and achievement of student learning outcomes.
Office of the Vice President for Academic Planning and Policy, Executive Policy: Approval	The objectives of the executive policy are: [...] To assure the administration and the Board of Regents that provisions for meaningful assessment of student



of New Academic Programs and Review of Provisional Academic Programs (<u>EP 5.201</u> , 2020).	learning have been included in proposals for new academic programs, and reviews of provisional programs.”
Vice President for Academic Planning and Policy, Executive Policy: Review of Established Programs (<u>EP 5.202</u> , 2017, reviewed in 2020)	Implemented by UHCC Policy 5.202 (see below)
Office of the Executive Vice President for Academic Affairs, Executive Policy: Institutional Accountability and Performance (<u>EP 5.210</u> , 2014)	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.
Office of the Executive Vice President for Academic Affairs/Provost, Executive Policy: Classification plan, Faculty (<u>EP 5.221</u> , Attachment 3, 2011)	States that faculty members design measurable or observable learning outcomes, and assess and provide evidence of student learning.
UHCC Policy: Review of Established Programs (<u>5.202</u> , Attachment 1-A, Attachment 1-B, Attachment 2, Attachment 3, Attachment 4; ARPD template)	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.
V. Honolulu Community College	
Honolulu Community College Policy: Integrated Planning, Resource Allocation, and Assessment (HCCP #4.101, 2011)	Requires a “multi-year roll-up assessment of programs and services.”
Honolulu Community College: Educational and Strategic Plan	Indicates to use data in effective decision-making around campus operations, including assessment of outcomes on a continuous schedule and through discussion meetings.