

Student Learning Outcomes Handbook

Including instructions for How to use eLumen

Spring 2021

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Introduction to Student Learning Outcomes

Student Learning Outcomes (SLOs) are measurable skills and/or attitudes that students acquire upon successful completion of a course or program. SLOs provide a quantitative way for faculty to assess whether or not students have mastered the course learning outcomes. More information about how to write effective SLOs may be found in Section 2.1.

Why assess SLOs?

Establishing and assessing student learning outcomes (SLOs) has pedagogical value. The use of SLOs supports a learner-centered approach to teaching, focusing education on helping the student achieve well-defined outcomes. Communicating SLOs to the student will allow students to focus their time and attention on what needs to be learned in a course. Assessment of SLOs can provide students with information about their strengths and weaknesses. Lastly, the assessment of SLOs informs faculty about areas to improve program effectiveness.

Accreditation Standards require faculty to articulate SLOs for each course and each degree/certificate that the school offers. This is, in large part, a response to the U.S. Department of Education's call for colleges and universities to engage in a process of continual self-examination and reflection with the goal of improvement. Faculty must also define similar outcomes for the library, learning support services, and student support services [called Student Area Outcomes (SAOs)]. Then, assessment activities must be designed that provide students with an opportunity to demonstrate what they have learned.

The use of assessment results is meant to stimulate discussion and direct activities that can improve instructional delivery and support systems on campus. Results are not used as the basis of evaluation or disciplinary action for individual faculty members. However, participation in the SLO process is contractually required of all faculty.

The Student Learning Outcome Committee is responsible for organizing and facilitating our SLO efforts. The SLO Coordinator works directly within departments to assist in developing their outcomes, creating a long-term plan for SLO assessments, planning assessments within eLumen, compiling the results of planned assessments, and analyzing those results with colleagues to make changes to their program or unit if necessary, to improve student learning. Please visit the SLO website for updated information on all aspects of SLO development and assessment: <http://laspositascollege.edu/SLO/index.php>.

The Role of the SLO Coordinator

The SLO coordinator serves several functions:

- Oversees the creation of new SLOs and deactivation of outdated SLOs
- For programs, maps CSLOs to the PSLOs.
- Determines a 3-year planning cycle for long-term SLO assessment
- Plans SLO assessments in eLumen at the beginning of each semester so that department faculty can quickly and easily enter SLO data
- Communicates SLO expectations to faculty throughout the semester, including which SLOs are being evaluated every semester (See **Appendix A** for sample letters)
- Runs reports within eLumen to collect assessment data for analysis
- Leads regular (annual or biannual) meetings to discuss SLO results with full-time and part-time faculty
- Summarizes the results of SLO discussions for Program Review and institutional accreditation

See **Appendix B** for a color-coded Flow Chart of SLO Coordinator Duties

SLOs for a Course, Program, or Institution

Course-level Student Learning Outcomes (CSLOs)

SLOs are the observable or measurable results of a learning experience. They may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred.

Guidelines for course-level SLOs:

- Each course should have a limited number of SLOs that encompass the major areas of learning expected of students by the end of the course (2-6 outcomes per course as a general guide but standards specific to your program may require more than 6).
- SLOs should be written for students. Use language that your students can understand rather than technical language.
- Course-level SLOs should be consistent across multiple sections of the same course. The type of activity to assess the CSLO does not need to be the same across sections. For example, a research-based SLO may culminate in a term paper in one section and an oral presentation in another section.
- SLOs must be communicated to students on all course syllabi and match the official course outlines of record (COR).

The best way to create new SLOs for a course is to use backward design.

- (1) Ask yourself: “What are the most important skills or attitudes that my students should take away from my class?”
- (2) Once your course goals are identified, determine the *action* that students must take to demonstrate achievement of the learning outcome. (Note: Bloom’s Taxonomy words can very useful here. The phrase “demonstrate understanding” is not specific enough. After all, how will the students demonstrate understanding? A better phrase would be “demonstrate understanding by . . .”

Course-level Outcomes versus Course Objectives

Course SLOs and course objectives are intricately linked to one another. Course SLOs describe the broadest goals for the course, ones that require higher-level thinking abilities; require students to synthesize many discreet skills or areas of content; ask them to then produce something - papers, projects, portfolios, demonstrations, performances, artworks, exams, etc., – that applies what they have learned; and require faculty to evaluate or assess the product to measure a student’s achievement or mastery of the outcomes. The assessment of SLOs is useful in helping professors know where their teaching and learning activities have and have not been successful. SLOs also let students know what they can expect to attain as a result of completing the course.

Course objectives are on a smaller scale, describing small, discrete skills or “nuts and bolts” that require basic thinking skills. Think of objectives as the building blocks used to produce whatever is assessed to demonstrate mastery of an outcome. Objectives can be practiced and assessed individually but are usually only a portion of an overall project or application. Objectives guide how professors plan the class lessons or activities that will lead to the desired outcomes as stated in the SLOs.

Table 1: Some examples of wording differences between course objectives and their related SLOs

Course Objectives	Related Student Learning Outcome (SLO)
1. Distinguish between the goals of scientific psychology and common sense 2. Evaluate the various psychological research methods 3. Discuss the important ethical principles in research	Upon successful completion of this course, students will be able to critique psychological research studies.
1. Discuss the theory of homeostasis. 2. Describe the body systems that follow homeostatic principles. 3. Recognize common pathological caused by homeostatic failure.	Upon successful completion of this course, students will be able to analyze the homeostatic mechanisms maintaining the human body

Program-level Student Learning Outcomes (PSLOs)

This level of outcomes assessment has the greatest potential to improve student pathways and overall achievement.

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the BIG things you want students to get out of a degree or certificate. PSLOs are developed throughout the program and linked to required courses in the program. Discussions might also involve colleagues in other programs on prerequisites and transfer courses and with community stakeholders for job expectations. Program outcomes and assessment translate into the important role of institutional improvement.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). PSLOs can be assessed in various ways but for most programs, PSLOs are assessed through linked course-level SLOs (we call this mapping). Some examples include assessing the development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7); using a capstone project that many students complete when earning a certificate or degree, or programs could use assessment results from standardized tests developed internally or by outside organizations.

Program-level Student Learning Outcomes should:

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students.

Why do we assess PSLOs? We assess PSLOs in order to:

1. make sure students are prepared for further study in the program;
2. identify learning gaps when the data is disaggregated;
3. encourage and document faculty dialogue about student learning and achievement;
4. help faculty with program improvement;
5. communicate and clarify our expectations to students.

Analysis of PSLO data is reported during the annual Program Review process. Analysis requires all faculty understanding, contributing, and discussing the impacts of PSLO results. PSLO data can be disaggregated by section attributes (face-to-face, hybrid, DE, online) or student demographics (gender, ethnicity, age, EOPS, veteran, FosterYouth).

Institutional-level Student Learning Outcomes (ISLOs)

Las Positas College's primary mission is to foster learning and student success. Students will develop cognitive, behavioral, and affective skills in the following areas when completing the GE pathway as part of an AA, AS, AAT, AST degree. The five broad ISLOs, or core competencies, include communication, critical thinking, creativity and aesthetics, respect and responsibility, and technology.

Each of the five ISLOs is evaluated annually by the Integrated Planning and Effectiveness Committee (IPEC). IPEC reviews the ISLO data and identifies areas of improvement. IPEC communicates that information to the SLO committee and the campus community at the Town Hall meeting. Suggestions from the campus community and the SLO committee are used to develop an action plan.

Mapping Course-level SLOs to Program and Institutional SLOs

SLOs are mapped and aligned throughout a course sequence and between courses, programs, and the ISLOs to achieve accurate and effective assessment.

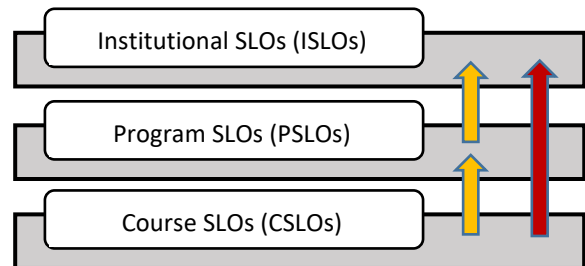


Figure 1: Course SLOs feed into program and institutional

Alignment is the process of analyzing how explicit criteria line up or builds upon one another within a particular learning pathway. When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that ISLOs align with the college mission and vision.

How to Enter New SLOs into eLumen

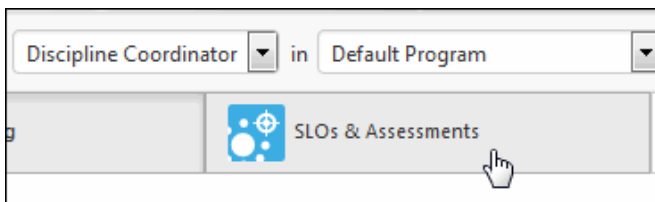
All new SLOs are reviewed by the SLO Committee. PSLOs are approved for the same semester; CSLOs are approved for the following semester.

If a course is new, it will not appear in eLumen until the semester it is offered. In this case, new CSLOs are submitted directly to the SLO Specialist during the curriculum process.

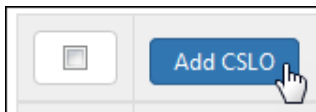
Only the discipline coordinator can enter new SLOs into eLumen.

Creating a new CSLO

1. Before moving forward in eLumen, please use a word processing program to write out your CSLO. This will allow you to see any spelling or grammatical errors. You can then copy and paste your SLO into the appropriate field. **All of your discipline's SLOs must begin with the same introduction that reflects this theme "Upon completion of HUMN 6, the student should be able to <your SLO goes here>."**
2. Click SLOs & Assessments.



3. Scroll to the course to which you want to add an SLO and click Add CSLO.



4. Type or paste your new SLO in the "Name" box. Remember, **all of your discipline's SLOs must begin with the same introduction that reflects this theme "Upon completion of HUMN 6, the student should be able to <your SLO goes here>."** Leave everything else in the default setting. When finished, click Save.

 A screenshot of a 'CSLO creation' dialog box. It has a title bar with a close button (X). The form contains several input fields: a 'Name' field with the placeholder 'name', a 'Short Name' field with the placeholder 'short name', a 'Code' field with the placeholder 'code', and a 'Performance (%)' field with the placeholder 'performance'. Below the fields is a note: '* This CSLO can be created for future terms.' At the bottom right are two buttons: 'Cancel' and 'Save'.

- Answer the question about why the outcome needs to be created. **Make sure you include your name.** This allows the SLO Chair to communicate with you directly regarding the new CSLO. Click Save and Continue.

- Click Submit at the bottom. The new CSLO will be reviewed by the SLO Committee meeting and approved or sent back for modifications. SLOs sent back with suggested modifications will appear in the SLO coordinator's eLumen Inbox. Once approved, the new CSLO will appear the following semester under SLOs & Assessments in eLumen.

Creating a New Version of an SLO

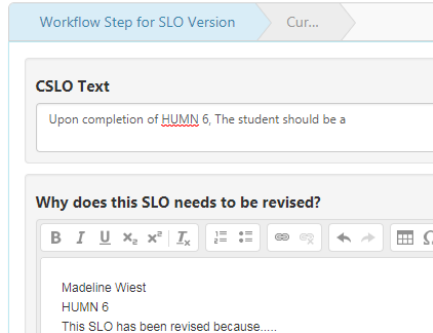
- If you need to make major changes to an SLO, check the box in front of it, and click New Version. Versioning allows you to track changes in the track changes to the SLO, acknowledging that the content used to be different and keeping a record of the old data.

- Make the major changes to the CSLO in the "Name" Section, then click Submit. Do **NOT** make changes to the "Short Name", "Code", and "Performance" sections.

3. Answer the question about why the outcome needs to be revised. Make sure you include your name. Click Save and Continue.

Upon completion of HUMN 6, The student sl

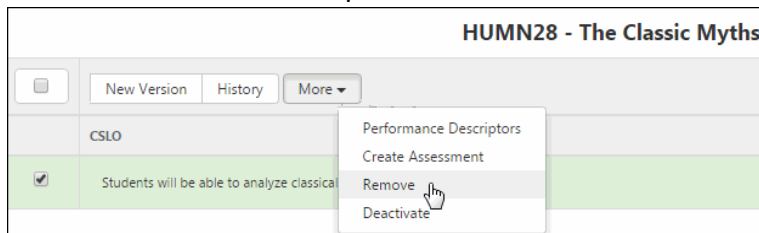
CSLO Version
CSLO Version



4. Click Submit at the bottom. The new CSLO will be reviewed by the SLO Committee and approved or sent back for modifications. SLOs sent back with suggested modifications will appear in the SLO coordinator’s eLumen Inbox. Once approved, the new CSLO will appear the following semester under SLOs & Assessments in eLumen.

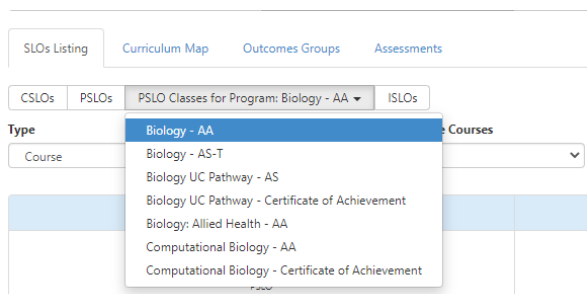
Deactivating or Removing an SLO

1. If you want to deactivate or remove an SLO, check the box in front of it, click More, then select either Deactivate or Remove. Only CSLOs without data may be removed. Deactivation of CSLOs keeps the data in eLumen.



Creating a new PSLO

3. Creating a new PSLO is the same process as above. However, click on PSLO Classes for Program and if you have more than one degree or certificate, select the appropriate one.



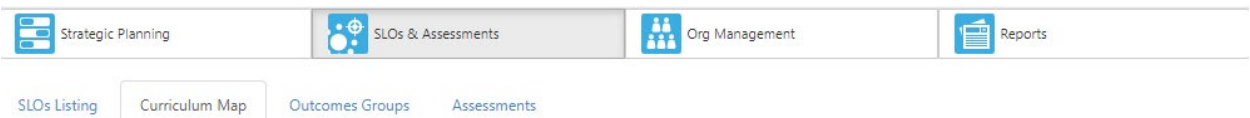
The degrees will appear below where you can select Add PSLO. A PSLO creation box will appear. Insert the wording of the new PSLO in the box labeled SLO Statement. Remember, to use a word program first to create a grammatically correct statement with a period at the end of the SLO statement. Then cut and paste the statement into the SLO Statement box.

4. Answer the question about why the outcome needs to be created. **Make sure you include your name.** This allows the SLO Chair to communicate with you regarding the new PSLO. Click Save and Continue.
5. Click Submit at the bottom. The new PSLO will be reviewed by the SLO Committee and approved or sent back for modifications. SLOs sent back with suggested modifications will appear in the SLO coordinator's eLumen Inbox. Once approved, the new PSLO will be available in the same semester.

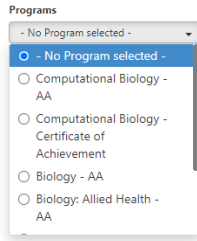
How to Map CSLOs to PSLOs

Once a CSLO has been approved it can be mapped to an appropriate PSLO. PSLOs in eLumen are based on any degrees or certificates your discipline offers.

1. Click on SLOs & Assessments and then on Curriculum Map.



2. If your discipline only has one degree or certificate, then you will see that listed in the menu options under Programs on the far right. If you discipline has multiple degrees or certificate, you will see a drop-down menu. Select the degree that you wish to map.



3. A curriculum map appears with your department’s courses as well as required courses from other departments. Map only your courses. A given CSLO should typically map to only one PSLO. Click on the box and a green box with a check appears to link the CSLO to the PSLO.

Organization	Outcomes Groups	Terms	Programs
Biological Sciences	- No Outcomes Group selected -	Current	Biology - AA
Biology - AA Courses Biology - AA <input type="checkbox"/> Include inactive Courses BIO1A General Botany Active since 1/2016	Upon completion of an AA in Biology, students are able to explain and apply basic principles and processes of biology at...	Upon completion of an AA in Biology, students are able to design, conduct, analyze, and/or report results of investigations and...	Upon completion of an AA in Biology, students are proficient in standard biology lab techniques and lab safety procedures.
	X	X	X
Upon completion of BIO 1A, students should be able to conduct a research... Active since 1/2017		✓	
Upon completion of BIO 1A, students should be able to explain and apply... Active since 5/2017	✓		
Upon completion of BIO 1A, students should be able to explain and demonstrate... Active since 5/2017			✓
Upon completion of BIO 1A, students will have attained hands-on experience with... Active since 5/2017			✓

Do not click on the boxes indicated by the red lines.

Note: There is not a “save” button on this page, but all selections will be kept when you navigate away from this page.

Assessments

Planning for Assessments

LPC has a 3-year assessment cycle, which is described on the SLO Committee webpage. Every department submits a 3-year plan that indicates by semester which CSLOs will be assessed. The 3-year plan is posted on the SLO webpage.

The 3-year plan allows departments a strategy to collect all CSLO data that feeds up to a single PSLO thereby collecting a complete data set for PSLO analysis. Further, PSLO data can be disaggregated by section attributes and student demographics to analyze potential gaps

and/or equity differences in student learning. Resultant discussions can strategize and implement measures to close gaps.

Types of Assessments

There are many approaches to assessing student learning. You might want to assess students' emotions or attitudes about an assignment by giving them a self-assessment. You might want to compare scores on a standardized assessment early and late in the semester. The following sections describe the various factors to consider when designing assessments.

Formative and Summative Assessment

Formative assessment. Formative assessments are a diagnostic tool implemented during the instructional process that generates useful feedback for student development and improvement. The knowledge is being “formed”. Hence, formative assessments provide an opportunity for students to receive guidance (such as in-class assignments, quizzes, discussions, lab activities, etc.) that will improve or shape a final performance. Formative assessments are typically an opportunity to learn and practice newly acquired knowledge. Feedback during this process is essential for the learning process.

Summative assessment. A summative assessment is a final determination of knowledge, skills, and abilities. Summative assessments assess the endpoint of student learning, that is, what did the student learn. Summative assessments are directly related to student learning outcomes.

Indirect and Direct Assessments of Learning

Direct Assessments. Direct assessments provide evidence of student knowledge, skills, or attitudes for the specific domain in question and measure student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student's proficiency in math.

Indirect Assessments. Indirect assessments indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student learned. Indirect assessments often use surveys or self-assessments of the learning process or the learning environment.

Quantitative and Qualitative Data

Qualitative data. Qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data provide depth and can be time and labor-intensive. Nonetheless, qualitative data often pinpoint areas for interventions and potential solutions which are not evident in quantitative data.

Quantitative data. Quantitative data are numerical or statistical values. These data use numbers such as scores on an exam. However, qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree).

Assessment Guidelines

Defining (and Re-assessing) Assessment: A Second Try T. A. Angelo, (1995) AAHE Bulletin no.48, p.7. "Assessment is an ongoing process aimed at understanding and improving student learning. Assessment involves

1. making expectations explicit and public;
2. setting appropriate criteria and high standards for learning quality;
3. systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and
4. using the resulting information to document, explain, and improve performance."

The SLO committee encourages faculty to make use of their existing assignments to assess student learning. This is called an embedded assessment. Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes serve as grading and assessment instruments. Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessments can provide formative or summative information for pedagogical improvement and student learning needs.

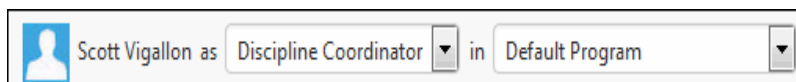
Why we don't use grades as an assessment of Student Learning

Letter grades are a summation of many activities students have completed during a course. Letter grades can include components that are not about student learning (such as attendance). Also, we want to be able to examine student learning of major course outcomes independent from one another and without the extraneous components.

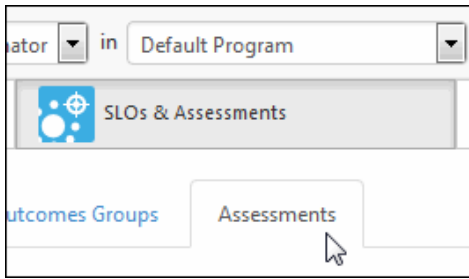
How to Add, Plan, and Update Assessments

Adding a new Assessment:

1. Upon logging into eLumen, make sure the Discipline Coordinator role is showing in the drop-down next to your name.



- Click SLOs & Assessments, then Assessments.



- Click Add Assessment

For Select the Assessment Type, **LEAVE THE DEFAULT AT Individual Student Scorecard & Rubric. DO NOT CLICK COLLECTIVE STUDENT SCORE ENTRY.**

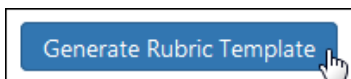
Add an assessment name, description, then choose an assessment type.

An assessment's name should follow a standard naming convention that fits the needs of your discipline. For example, Math uses the course name and the PSLO that the SLO feeds up to it. Biology uses the course name and the theme of the SLOs, such as BIO 7b – Research (see screenshot below).


From the pull-down menu, select the Assessment Type (typically, it is “Major mid-course assessment” or “Course-ending review of overall student achievement”).

 A screenshot of a form titled 'Select the Assessment Type'. At the top, there are two tabs: 'Individual Student Scorecard & Rubric' (which is selected) and 'Collective Student Score Entry'. Below the tabs is a section titled 'Define this Assessment'. It contains three fields: 'Assessment Name*' with the value 'BIO 7B - Research', 'Assessment Description*' with the value 'BIO 7B - Research', and 'Assessment Type*' with a dropdown menu set to 'Major mid-course assessment'.

Leave all boxes at their default settings and scroll to the bottom and click on



The following rubric appears. Attach the CSLO to the rubric by clicking Link SLO.

	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement
	4	3	2	1	0
 Link SLO	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement

From the **Available CSLOs** list that appears, select the course from the pull-down menu and then click on the correct CSLO under the **Available CSLOs** column on the far left.

Available CSLOs

Course

BIO7B - Human Physiology

- Upon completion of BIO 7B, students will be able to apply the principles of homeostasis and the use of feedback loops to control physiological...
- Upon completion of BIO 7B, students will be able to evaluate physiological functions of select organ systems by interpreting graphs of physio...
- Upon completion of BIO 7B, students will be able to research a relevant topic in physiology and communicate their findings clearly in writing or...

Available PSLOs

SLO Class

Biology - AA

- Upon completion of an AA in Biology, students are able to explain and apply basic principles and processes of biology at different levels, from th...
- Upon completion of an AA in Biology, students are able to design, conduct, analyze, and/or report results of investigations and experiment...
- Upon completion of an AA in Biology, students are proficient in standard biology lab techniques and lab safety procedures.


Available ISLOs

SLO Class

ISLOs

- Technology: Determine which technology will effectively and efficiently produce the desired results.
- Communication: Locate, interpret and analyze various types of written texts.
- Communication: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to...
- Communication: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- Communication: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.

[Close](#)

	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement
	4	3	2	1	0
 Upon completion of BIO 7B, students will be able to research a relevant topic in physiology and communicate their findings clearly in writing or orally to others, demonstrating content knowledge acquired from reliable scientific sources.	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement

Verify the correct SLO is attached.

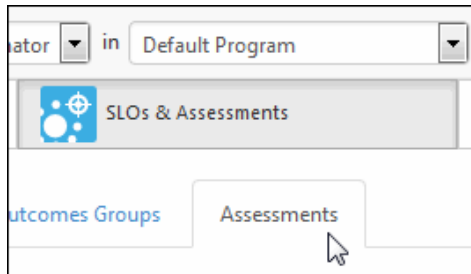
Click Save or if want to plan the assessment for the current semester, click Save & Plan.

Cancel
Save
Save & Plan 

Planning an Assessment:

If you are continuing from above, skip to 2. If not, then you start with finding the desired assessment from the assessment library.

1. To find your assessment library, Click SLOs & Assessments, then Assessments.



2. The Assessment Library appears. To quickly find the desired assessment, use Show Filters and select the Course/Context that you plan to assess. All assessments for the selected course/context appear. Click on the desired assessment and then on Edit Plan.

<input type="button" value="Deactivate"/> <input type="button" value="Show History"/> <input type="button" value="Edit Plan"/> <input type="button" value="Clone"/> <input type="button" value="Set as Recommended"/> <input type="button" value="View"/>					
<input type="checkbox"/>	Assessment Name ↕	Assessment Description ↕	Type ↕	Planned Terms	Actions
<input type="checkbox"/>	BIO 7b - Analytical Active since 08/2016	BIO 7b - Analytical	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Fall 2019 Spring 2020 	
<input checked="" type="checkbox"/>	BIO 7b - Content Active since 08/2016	BIO 7b - Content	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Fall 2019 Spring 2020 Fall 2020 ...1 more 	
<input type="checkbox"/>	BIO 7b - Research Active since 01/2016	BIO 7b - Research	Major mid-course assessment	<ul style="list-style-type: none"> Fall 2019 Spring 2020 Fall 2020 ...1 more 	

3. Make sure the term(s) into which you want to place the assessment is selected under Terms. If not, choose the term(s), and click **Refresh**.

Terms:
 Course Group:

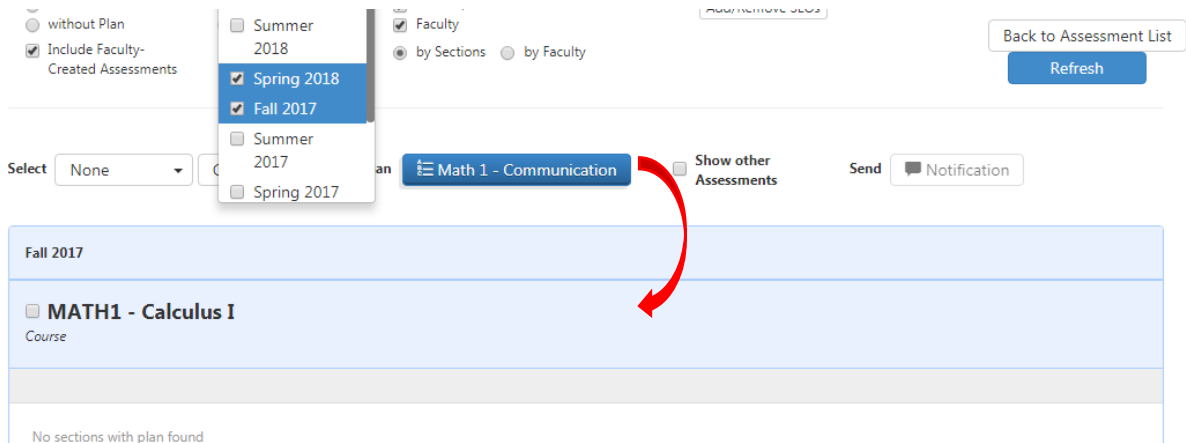
For: Courses Contexts

Planned to: Course / Context Coordinators Faculty by Sections by Faculty

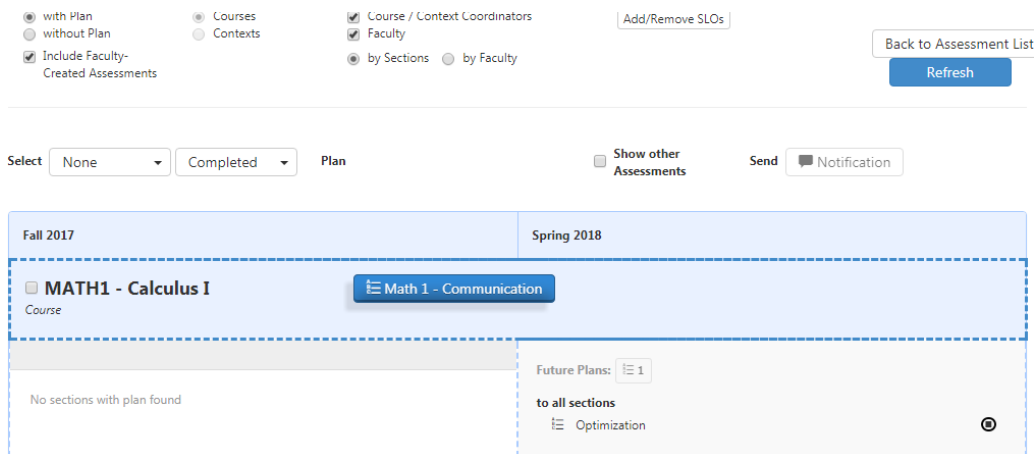
SLO Filters:

Filtering by no SLOs

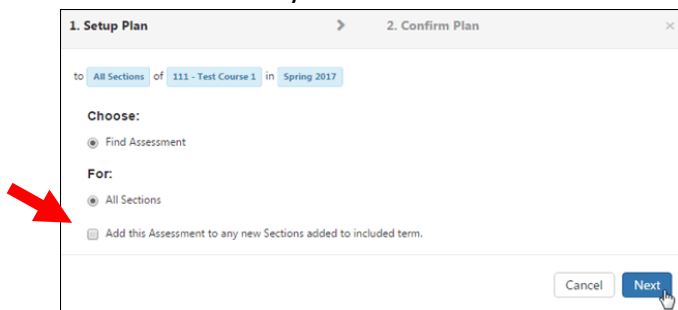
4. Drag and drop the assessment you just created into the blue box, next to the course's name.



A dotted-line border will appear when you drag over the course indicating the place to drop.



5. As soon as you drop the assessment into place you will get the following pop-up. If you think that a new section could be added after the term starts, then click Add this Assessment to any new Sections added to included terms. Then, click Next.



- On the next screen, verify that the plan and semester are correct, then click confirm.

- That's it! When you click Back to Assessment List, you should see your assessments and the term(s) they are planned for.

<input type="checkbox"/>	Assessment Name ▲	Assessment Description ⇅	Type ⇅	Planned Terms	Actions
<input type="checkbox"/>	Bio 1B: Microscopy Active between 01/2016 and 12/2016	Bio 1B: Microscopy	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Fall 2017 Spring 2018 Fall 2018 ...3 more 	
<input type="checkbox"/>	Bio 1B: Research Active since 05/2017	Bio 1B: Research	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Fall 2017 Spring 2018 Fall 2018 ...5 more 	
<input type="checkbox"/>	BIO 1C - Content Active since 05/2017	BIO 1C - Content	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Fall 2017 Spring 2018 Fall 2018 ...5 more 	

- When faculty teaching the course log into eLumen, the assessments and scorecards will be available for them to complete.

Updating/Editing an Existing Assessment:

Assessments can only be deleted if there is no data associated with that assessment. If you wish to update an assessment’s name or description, you will need to Clone the assessment and then deactivate it. The data gathered from that assessment will still exist since it is associated with the CSLO. This can be very useful for cleaning up the assessment library to include only the active common assessments created by the SLO coordinator.

- Click the check box next to the Assessment you want to update. Then click Clone.

<input type="checkbox"/>	Assessment Name ⇅	Assessment Description ⇅	Type ⇅	Planned Terms	Actions
<input checked="" type="checkbox"/>	U-substitution Active since 08/2016	Integration using u-substitution.	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Fall 2016 Spring 2017 	

- Make the needed updates to the Assessment Name and/or Description. If this is an older assessment, you may also need to update the Reflection template to the 2019 version. Simply click the red **x** next to the current reflection template, then Add Reflections Template. (The name of the current reflection template is “LPC default template 2019” so if you see this, then there is no need to update the template.)

Assessments Reflection Templates

Select the Assessment Type

Define this Assessment

Assessment Name*

Assessment Description*

Assessment Type*

Make this assessment formative
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)

Allow Faculty Annotations


[Add Reflections Template](#)


LPC default template 2019 **x**

The SLO should already be linked to the assessment, so no other changes need to be made.


Click Save.

- Now it is time to Deactivate the previous version, or versions if you are consolidating. Find those assessments and click their check box. Click deactivate. You will get a temporary pop-up in the lower right of your screen that tells you your Changes Saved Successfully and the assessment(s) will no longer be visible in your list.



<input type="button" value="Deactivate"/>	<input type="button" value="Show History"/>	<input type="button" value="Edit Plan"/>	<input type="button" value="Clone"/>	<input type="button" value="Set as Recommended"/>	<input type="button" value="View"/>
<input type="checkbox"/>	Assessment Name ⇅	Assessment Description ⇅	Type ⇅	Planned Terms	Actions
<input checked="" type="checkbox"/>	U-substitution <small>Active since 08/2016</small>	Integration using u-substitution.	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Fall 2016 Spring 2017 	

- If you would like to view data for deactivated assessments, make them visible by clicking Display Inactive Assessments.



<input type="button" value="Add Assessment"/>	<input type="checkbox"/> Display Inactive Assessments	<input checked="" type="checkbox"/> Display Latest Versions			
<input type="checkbox"/>	Assessment Name ⇅	Assessment Description ⇅	Type ⇅	Planned Terms	Actions

Evaluating Student Learning (Closing the Loop)

Circling back to why we assess, it is to support LPC's mission as *"an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals."*

Examining assessment data creates a platform for a discussion-based analysis of student learning in our courses. We report student learning in our annual Program Review and use it to drive pedagogical changes to improve student learning and to create an inclusive environment.

Further, closing the loop is often seen as the most valuable portion of assessment by faculty, administrators, and ACCJC but it is also the most problematic. If assessments are too generic or investigate processes at too high of a level, the data cannot produce meaningful change. If the assessment looks at a part of the SLO that is too narrow, the results may only apply to your section of a course. LPC's approach to student learning outcomes allows for and encourages continued refinement of SLOs.

At the course- and program-level, assessment results are shared with and discussed by discipline faculty at department meetings and through e-mail where decisions about improvement plans are also discussed. A summary of the dialogue is documented in the annual program review. Actions that result from the dialogue can be anything from concluding that student performance meets expectations to making major curriculum changes. Other actions may include changing specific assignments in a course, adding prerequisites, or providing support services such as tutoring. Another action could be to rewrite the SLO.

Closing the loop starts with gathering the assessment data into reports within eLumen and collecting answers to reflection questions.

How to Run Reports in eLumen

Assessment results are compiled into reports within eLumen. To run a report make sure that you are logged in as a **Discipline Coordinator**, then select **Reports** on the top right-hand side. You will see a list of available reports.

Please select one of the following reports


Report name	# in Library	Last run
Budget Report for Action Plan	0	
Course Statistics and Evidence	34	03-14-2021 20:49:50
Faculty Participation Report	118	02-03-2021 17:24:02
Institutional Statistics	10	02-24-2021 22:06:04
ISLO/PSLO Summary Map by Course/Context	10	02-12-2021 23:23:57
SLO Performance - By Division, Course, CSLO	30	03-14-2021 20:53:59
SLO Performance - ISLO/PSLO With Courses	21	02-12-2021 23:25:24
SLO Performance Report	221	02-26-2021 22:30:28
SLO Presentation	15	03-08-2021 22:58:04
Strategic Initiative Section Report	0	

For analysis of student learning, we recommend the following reports:

- **Faculty Participation Report** – The report generated will break down faculty participation by Section, CSLOs Assessed, and Students Scored. Use this report to ensure that assessment data has been successfully inputted into eLumen.
- **SLO Performance - By Division, Course, CSLO** – The report generated will break down each CSLO and the percentage of students at each mastery level.
- **SLO Performance Report** – The report generated allows for the disaggregation of PSLO data.


TIPS FOR FILLING IN THE REPORT CRITERIA:

- 1) **Generate for-** select your discipline from the dropdown menu
- 2) **Report File Name** allows you to change the default name of the report.
- 3) **Terms** - select the academic terms that you would like to examine
- 4) **Select a Course Group** – may select all courses in the discipline or select a specific degree or certificate.


- 5) **Output format** – The report is generated as a PDF file but you may also change it to XLS, DOCX, HTML, OR CSV.
- 6) Select  at the bottom of the page
- 7) To disaggregate PSLO data using the **SLO Performance Report**, select the desired degree or certificate under **SLO Dimension**. You will now see more options under **Course Dimension**. You have the option to select “Section Attributes” or “Demographics”.

Show Catalog Courses or Contexts Course Context

Select a Course Group

 SLO Dimension

Show by SLO Category

Course Dimension Course Types None 

Course Section Attributes Demographics

Section attributes include the following choices: DE, Online, Hybrid, Face to Face.

Demographics include the following choices: Gender, Age, Ethnicity, EOPS, Veteran, FosterYouth.

After generating the report, select the checkmark next to your report in the document library and **download** it.

How to View Answers to Reflection Questions in eLumen

Answers to reflection questions are gathered from the assessment library and are not available in a report.

1. Open the **Assessment Library**. (To get there, select **SLOs and Assessments** and then **Assessments**.)

Faculty Reflections

LPC default template 2019

Group Responses by:

Respondent Question

Show:

Shared by Evaluators

Strategic Planning
 SLOs & Assessments
 Org Management
 Reports

[SLOs Listing](#)
[Curriculum Map](#)
[Outcomes Groups](#)
[Assessments](#)

[Assessments](#)
[Reflection Templates](#)

Assessment Library

Show Filters

< 1 2 3 4 **5** 6 7 ... 13 >

<input type="checkbox"/>	Assessment Name	Assessment Description	Type	Planned Terms	Actions
<input type="checkbox"/>	Math 40 - Problem Solving <small>Active since 08/2016</small>	Solve an application problem using the central limit theorem.	Course-ending review of overall student achievement	<ul style="list-style-type: none"> Spring 2017 Fall 2017 	

Actions



- Click the blue scorecard to the right of the assessment
- Select the academic terms of interest and then click Table view.

Math 40 - Problem Solving

Print

Results Explorer

Count scores from:
 Course:
 Terms:
 Show results as:

Include Inactive SLOs

- The following page appears.

[Assessments](#)
[Reflection Templates](#)

Math 40 - Problem Solving

Print

Results Explorer

Count scores from:
 Course:
 Terms:
 Show results as:

Include Inactive SLOs

SLO Performance Term by Term

SLO	Spring 2017						Fall 2017					
	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement	N/A	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement	N/A
Upon completion of Math 40, a student should be able to solve an application problem using the central limit theorem.	130	73	89	51	38	17	3 ▼-19%	3 ▼-4%	6 ▲7%	8 ▲27%	0 ▼-10%	0 ▼-4%

[Assessment Rubric](#)
[View Rubric](#)

Scroll down to the bottom of the page to view Faculty Reflections. You can view reflections by either Respondent or Question. Clicking on Question allows the answers to be pooled.

Faculty Reflections

LPC default template 2019

Group Responses by:

Respondent

Question 

Show:

Shared by Evaluators



Answers to Reflection Questions provide a framework when discussing assessment data provided by eLumen reports

Appendix A: Sample letters to faculty regarding SLO assessment

Sample 1: sent before the start of the semester:

Dear Biology Faculty,

According to our 3-year plan for student assessment, the biology department will focus on our two majors (Biology and Allied Health) at the program-level for the current academic year 2020-2021. To examine our program-level SLOs (PSLOs), there must be a *complete set* of course-level SLOs (CSLOs). Our PSLOs can be analyzed and discussed to identify potential learning gaps. This will be done during year 2 with the implementation of new strategies to improve our teaching and student learning in year 3. For our non-major courses, CSLO assessment starts in year 2. Our 3-year planning templates can be found on the [SLO Committee webpage](#).

Required CSLO Assessment for Spring 2021

If you are teaching BIO 1A, 1B, 1C, 30, 7A, 7B, or 7C, you will be assessing SLOs this semester.

For those of us teaching in the majors, we will be assessing CSLOs related to content and research. The scorecards will be available in eLumen after the census date.

- Content CSLOs are usually based on summative assessments, for example, a student's average on lecture exams.
- Research CSLOs differ among the courses, but all of the courses except for Bio 7a have a research assignment. This is the basis for the research CSLO.

Enter your eLumen scores at the end of the term when you are calculating final grades. Just as importantly, answer the reflection questions after entering student scores (reflection questions are shown below). Failure to do so has two ramifications: one, your eLumen scores are not counted because they are incomplete, and two, faculty reflections provide the foundation for discussing the data.

LPC Reflection Questions

- Name, Section (e.g., V01, 093), Semester (e.g., Fall 2019). (Required)
- Briefly describe the assignments and/or activities used to prepare students for this topic and then the type of assessment (e.g., final exam question(s), essay, project, etc.). (Required)
- What were the most relevant findings from the assessment results? (Required)
- How do you plan to use your assessment results for continuous improvement? Include any actions taken so far. (Required)

If you have any questions about your course SLOs, please contact your faculty lead. If you have questions about entering your assessment data, let me know and I can plan a workshop near the end of the semester on how to use eLumen. I am also available to answer any other general SLO questions.

Thank you in advance for your support of student learning.

Roger Bannister, PhD

SLO Discipline Coordinator

Sample 2: a reminder sent near the end of the semester:

Dear Biology Faculty,

A friendly reminder to enter SLO assessment data into eLumen at the end of the semester when you are entering grades.

When logging into eLumen, you will see the planned assessment scorecards for the CSLOs that need to have the assessment data entered. Click on the scorecard, enter the assessment scores, and answer the reflection questions.

If you have not done this before, here are [eLumen instructions for faculty](#).

Thank you for your support of our department in assessing student learning. When we analyze the data, we value your insight and shared contribution to improving student learning. We typically analyze the data during the Fall semester as we prepare our Program Review.

Thank you in advance for the support of our assessment of student learning.

Walter B. Cannon, PhD
SLO Discipline Coordinator

Sample 3: a friendly past due notice

Dear <fill-in name>,

The due date to enter eLumen assessment data has passed. Please enter your assessment data as soon as possible.

For a complete analysis of our student learning, we need complete assessment data sets. Our department uses assessment data to identify potential learning gaps and improve learning for all of our students.

We value your input – and don't forget to answer those reflection questions.

Feel free to contact me if you need technical help with eLumen.

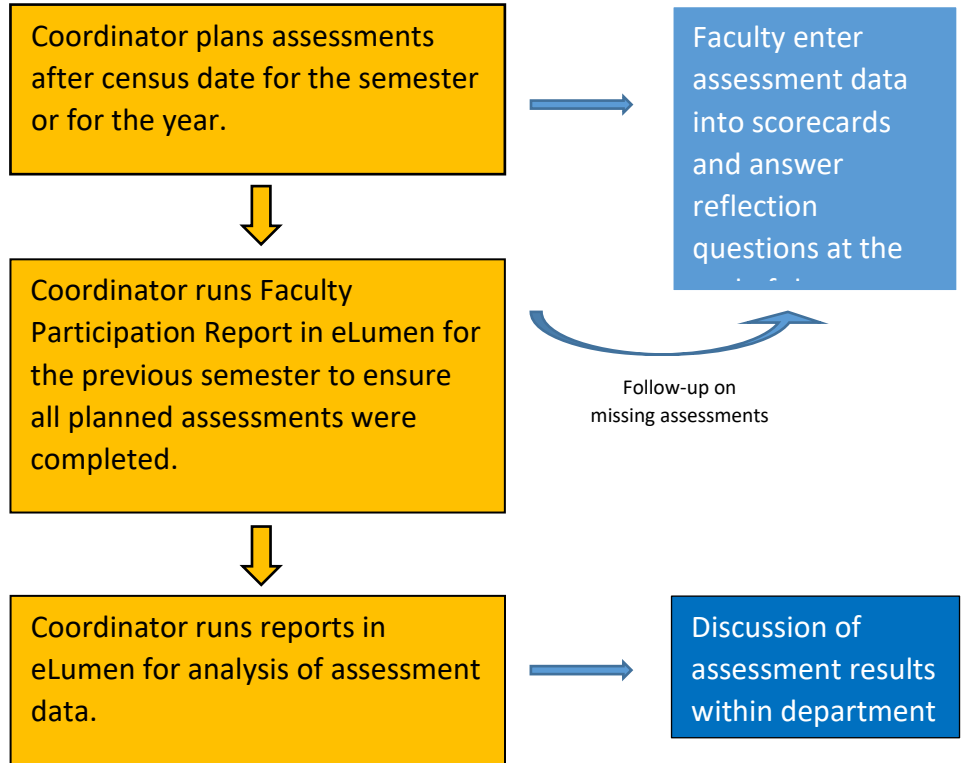
Thank you.

Claude Bernard, PhD
SLO Discipline Coordinator

Appendix B: Flow Chart of SLO Coordinator Duties

3-Year Planning Cycle

Fall 2020 → Spring 2023



Report analysis of student learning in yearly Program Review.

SLO Coordinator Timeline

Every Semester:

- Prior to the start of every semester, inform faculty which CSLOs/SAOs are up for assessment according to the 3-year plan.
- After Census date, plan assessments in eLumen.
- Before finals week, remind faculty about inputting SLO assessments at the same time that grades are inputted.
- Run faculty participation report at the beginning of the subsequent semester. Contact faculty with a reminder if assessments were not completed the previous semester.

Yearly:

- Run reports in eLumen to serve as the basis for a discussion on student learning.
- Report and record findings on student learning in annual Program Review.

Key to colors

- Coordinator Duties
- All Faculty Duties