

eLumen @  
Crafton Hills College

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# Our Story . . .

- Decision to purchase by SBCCCD Fall 2006
- Initial install in 2007.
- First Data collected Fall 2007
  
- Mistakes made throughout . . . Valuable lessons learned!!!

# Implementation Model

- The “Guru” approach . . .
  - Instructional Assessment Specialist became expert and then worked with individual faculty/depts.
  - Shepherded faculty through cycles of course-level assessment.
- Why this approach?
  - Faculty involvement in Outcomes assessment near Zero
  - Lots of frustration with other 3<sup>rd</sup> Party applications.

# Implementation

- I took a trip . . .
  - Quinnebaug Valley CC, and Tunxis CC in Connecticut.
  - Lots of good ideas about assessment.
- I sought out early-adopters:
  - Faculty that were brave enough to trust me . . .

# Implementation

- We needed a framework
  - There were no “hangers” or “hooks” in our closet!
  - Created “Assessment Areas” for Degrees, Certificates and General Education areas.
- Faculty needed a template . . .
  - Without an outcome, an assessment activity or criteria (Rubric) – eLumen would have no purpose.
  - I created a template. . .

## Crafton Hills College Student Learning Outcomes SLO /Assessment/ Rubric Map

Department: **Health/Physical Ed**

Course:

Faculty Involved:

**Student Learning Outcome:** *What do students need to demonstrate that they know/can do in your course/area?*

**Student Learning Outcome:**

To appreciate one's own physical, mental and emotional health, and to demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.

**Who/What/How Often?** *Describe the approach you will take to assess the outcome (e.g. all sections, sampling of students across sections, assessed each semester, fall only, etc.)*

**Assessment Strategy for this SLO:**

This SLO will be assessed for all students taking Health 263 or a Physical Education Course (Personalized, Individual or Group Activity). All Students seeking to receive G. E. credit for this course, shall develop a personalized improvement plan, evaluated using the rubric below, and must receive a score of 3 in at least 2 of the criteria below (no lower than 2 on the 3rd).

**Assessment Activities:** *What activities / assignment / instrument / methodology will you use to produce evidence of student achievement of this outcome?*

**Assessment Activity for this SLO:**

Students pursue a personal change/improvement activity, consistent with the goals of the course, aimed at improving their own health or physical condition.

**Rubric:** *For the activity identified above, what specific traits or criteria will you measure as evidence of student performance of this outcome? Please provide a description for each step in the rubric (e.g. what does it "look like" when students*

Primary Traits/Criteria:	No Evidence (0)	Inadequate (1)	Adequate (2)	Excellent (3)
<p>The student values the practices and attitudes that contribute toward sound physical, mental and emotional health by undertaking the improvement activity.</p> <p>(Affective domain)</p>	<p>Student did not undertake the activity, or showed no evidence of achievement in this area.</p>	<p>Student expresses a vague notion of a change they want to pursue, but shows little or no commitment to embarking on the improvement activity. Student may have started the activity, but has not continued the activity in earnest.</p>	<p>Student has established a goal and expresses a desire for change or improvement, but effort and commitment fluctuates or is inconsistent.</p>	<p>Student shows significant evidence of attitudinal change, by demonstrating motivation and consistent, sustained commitment to the change they are pursuing.</p>
<p>Student can describe the physiological and scientific soundness of the improvement activity that they are undertaking, and link that information to specific benefits they are seeking.</p> <p>(Cognitive domain)</p>	<p>Student did not undertake the activity, or showed no evidence of achievement in this area.</p>	<p>Student displays a largely uninformed perspective on the change activity they may have identified. They have not taken the time to explore the benefits of various activities that could result in improved health, fitness or wellness.</p>	<p>Student has a general idea of why their improvement activity is sound, and may be able to articulate some of the principles that support their actions and choices, but some of their reasoning may be vague, or incorrect.</p>	<p>Student can provide a complete rationale for the approach, methods and goals of the improvement activity they have undertaken. They articulate accurate information or data supporting the soundness of their activity.</p>
<p>Student persists and sustains the execution of the improvement activity that they are undertaking, and practices it consistently and correctly.</p> <p>(Psychomotor domain)</p>	<p>Student did not undertake the activity, or showed no evidence of achievement in this area.</p>	<p>Student shows very little effort. They may have participated in an activity or two in class, but have not followed this up with a continued effort outside of class. Their actions are indicative of a lack of motivation and commitment to the change activity.</p>	<p>Student has shown effort, with occasional lapses indicating an inconsistent commitment to the change activity. Their effort may have yielded little or no observable improvement due to a lack of consistent, sustained effort.</p>	<p>Student demonstrates a sustained consistent effort in the activity they are pursuing, and may have already observed improvements in their own health, fitness and wellness, which in turn, increases their motivation, effort and commitment.</p>

Date Created:

eLumen Entry Date:

# Momentum . . .

- Enlisted the support of the VP of Instruction, and key Dept. Chairs.
  - Deans were not on board, as were some faculty.
  - We went through Accreditation Self-study & landed on Probation.
- Sense of Urgency ensued.
  - Faculty got on board; assessment surged.
  - Some got it, but many still don't.

# Problems/Obstacles encountered:

- Lack of complete support from Deans and Administration
- Faculty Objections/Resistance
- Fear of technology
- Challenges with District Computing
- Lack of comprehensive Institutional plan.



# Lessons Learned/Suggestions

- Ensure that faculty have a good overall plan worked out for their assessment activity.
- Standardize on a 4-point rubric (0-3)
- Have at least one “Guru” on your campus.
- Work with your institutional researcher.
- Recognize and showcase good work.
- Create examples for faculty to follow.

# What eLumen looks like:

The screenshot shows the eLumen Course Instructor interface in a Mozilla Firefox browser window. The address bar shows the URL <https://elumen.sbccd.cc.ca.us/Controller>. The page title is "Welcome, Course Instructor".

On the left, there is a navigation menu with the following items:

- Home
- Library of Outcomes
- My Catalog Courses
- Course Definition
- My Course Offerings
- My Account

Below the menu, there are links for "Logout", "Technical Support", and "About". The user is logged in as "CHC" on "Ver 3.7-20090812a".

The main content area has a "Select a Term" dropdown menu with options: Spring 2007, Summer 2007, Fall 2007, Spring 2008, Summer 2008, Fall 2008, **Spring 2009**, and Fall 2009. Below this is a "Select a Section" dropdown menu.

A table displays the available sections for the selected term:

Course Code	Course Name	Section #	# Students
ECON100	Introduction to Economics	01	46
<b>ECON200</b>	<b>Principles of Macroeconomics</b>	<b>01</b>	<b>35</b>
ECON200	Principles of Macroeconomics	02	29
ECON200	Principles of Macroeconomics	70	28
ECON201	Principles of Microeconomics	01	40
ECON201	Principles of Microeconomics	02	25

Below the table, there is a section titled "This section contains the following assessments".

Assessment	SLOs
1. In-Class Skill Performance - PPF model activity	1. 1. Apply specific economic model ( e.g. PPF) to evaluate how economists explain the basic economic problems of scarcity, choice and opportunity costs. Rubric: Achievement A

Below the table, there is a section titled "What would you like to do?".

- Consider recommended assessments: 1 assessment is available.
- Copy assessments from your other course sections: 14 assessments are available
- Create an assessment

Callout boxes provide additional information:

- "Begin by clicking on a semester. Your course sections will drop down as a list." (points to the "Select a Term" dropdown)
- "Clicking on a section will reveal options and next steps below." (points to the "ECON200" row in the table)
- "To enter Student scores in eLumen, simply click 'Score Students.' An Easy-to-use-scorecard will appear." (points to the "Score students" link in the assessment list)
- "You can edit, add, delete or create new assessment activities by clicking the menu options below." (points to the "What would you like to do?" section)



Help

Scores are immediately saved as you enter them



Return to what I was doing

- Home
- Shared Parameters
- Library of Outcomes
- My Catalog Courses
- Course Definition
- My Course Offerings
- Co-Curricular
- Reports
- Security
- My Account

Logoff  
 Technical Support  
 About

Logged in as  
 erwin - eLumen Training  
 Ver 3.7.1-20090904c

## Evaluation Scorecard

### AJS212 Juvenile Justice Procedures

All Students Save | Clear all scores

Display as PDF

Knight, Joy	0	1	2	3	4	n/a
Prepares view Construction Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares view layout Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Uses dimensioning and lettering Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses ANSI standards Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge and use of content Rubric, [icon]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates CAD usage and visual spatialization skills Rubric, [icon]	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knox, Brian	0	1	2	3	4	n/a
Prepares view Construction Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Prepares view layout Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Demonstrates CAD usage and visual spatialization skills Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koch, Dagmar	0	1	2	3	4	n/a
Prepares view Construction Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares view layout Rubric, [icon]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scores are entered by clicking the appropriate rubric value for each element measured.

For convenience, scorecards can be converted to printable Adobe .pdf documents

To review the rubric values, simply click on the Rubric for the corresponding trait.

When finished, simply click "Return to what I was doing" to return to the home screen.



[Help](#)

## Welcome, Course Instructor

- [Home](#)
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- [My Catalog Courses](#)
- [Course Definition](#)
- [My Course Offerings](#)
- [My Account](#)

[Logout](#)  
[Technical Support](#)  
[About](#)

Logged in as:  
 - CHC  
 Ver 3.7-20090912a

Select a Term: [Summer 2007](#) [Fall 2007](#) [Spring 2008](#) [Summer 2008](#) [Fall 2008](#) **[Spring 2009](#)** [Summer 2009](#) [Fall 2009](#)

Select a Section:

Course Code	Course Name	Section #	Students
CHC099X4	Learning Community Seminar	43	0
ENGL101	Freshman Composition	19	37
ENGL101	Freshman Composition	43	35
ENGL127X4	Literary Magazine Production: The Sand Canyon Review	01	16
ENGL232	Creative Writing	01	30
ENGL250	Fiction	01	29

Data is aggregated instantly. You can view the results as either actual numbers of students, or as percentages. You can also compare your section of students against all sections of the course being taught.

[Return to what I was doing](#)

### Class Achievements

#### Spring 2009 ENGL101 Freshman Composition Sec 19 (Actuals)

[Show Percentages](#)

[Display as PDF](#)

Assessment Results By Level

Assessment: ENGL 101 Research Paper - Research Paper assessment for ENGL 101	NS	0	1	2	3	Total
Developmental English - Assessed Effort Find, evaluate and incorporate sources from library and internet into a research paper that argues a position effectively using MLA guidelines (8-10 Pages, Times Roman 12 point font).						
Fulfills the assignment requirements. <a href="#">Rubric [PDF]</a>	4	0	0	4	29	37
A clear, insightful, original thesis statement. <a href="#">Rubric [PDF]</a>	4	0	1	12	20	37
Organization/Coherence/Focus of research paper <a href="#">Rubric [PDF]</a>	4	0	0	5	28	37
Development and supporting evidence. <a href="#">Rubric [PDF]</a>	5	0	0	4	28	37
Adequate grammar and usage. <a href="#">Rubric [PDF]</a>	4	0	0	7	26	37
Basic research and documentation. <a href="#">Rubric [PDF]</a>	7	0	0	8	22	37

#### All sections for this course/term

Assessment: ENGL 101 Research Paper - Research Paper assessment for ENGL 101	NS	0	1	2	3	Total
Developmental English - Assessed Effort Find, evaluate and incorporate sources from library and internet into a research paper that argues a position effectively using MLA guidelines (8-10 Pages, Times Roman 12 point font).						
Fulfills the assignment requirements. <a href="#">Rubric [PDF]</a>	182	37	60	137	209	625
A clear, insightful, original thesis statement. <a href="#">Rubric [PDF]</a>	180	26	64	163	192	625
Organization/Coherence/Focus of research paper <a href="#">Rubric [PDF]</a>	180	26	72	159	188	625
Development and supporting evidence. <a href="#">Rubric [PDF]</a>	183	29	80	163	170	625
Adequate grammar and usage. <a href="#">Rubric [PDF]</a>	181	26	53	180	185	625
Basic research and documentation. <a href="#">Rubric [PDF]</a>	190	25	94	157	159	625



Help

## Assessment Analysis

- Home
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- Preparation
- Scoring
- Class Scores
- Class Achievements
- Assessment Analysis**
- Actions
- My Account

Logoff  
 Technical Support  
 About

Logged in as:  
 Ryan - CHC  
 Ver 3.7-20090812a

Use the questions within each field to guide your discussion and analysis.

Select Term: Spring 2009

Select Section: ENGL101 Sec 19

### ENGL101 Freshman Composition

#### Description of assessment

1. Briefly summarize the Student Learning Outcome assessed, and the method used to assess it.
2. Describe the kind of evidence that you collected to evaluate student learning as stated by the outcome. Is the data adequate for making observations and/or conclusions?
3. Has all evidence been collected and documented? Are there any data missing or incomplete?

#### Analysis

4. Looking at the results, how many students met or exceeded the stated outcome? What observations or explanations can you attribute this result to?
5. How many students performed below the stated outcome, based on the evidence present? What observations or explanations can you attribute this result to?
6. What overall observations do you have about the results? Are there significant patterns or trends in the data?
7. Were there students who were not assessed? What was the reason(s) for students who were not assessed?

#### Actions to be taken

8. Based on your findings, what worked well in your course or program?
9. What changes do you believe are necessary to improve student learning? Specifically, what changes do you suggest in the following:
  - a. Instructional approach
  - b. Course content, texts and other learning resources (including equipment, technology)
  - c. Structure of the course or program? Curricular as well as co-curricular elements?
10. What kinds of learning evidence would help you make better, more precise observations? What would you change or modify in your assessment process?

Save Cancel

Record your conclusions and actions to be taken as a result of the SLO assessment. This step completes the SLO Cycle!

## Program: Microbiology

[Display as PDF](#)

Term: Spring 2007

Show results as: Percentages [Explanation](#)

Course - Micro 302 - Biology of Microbes	Assessment Scores By Level						Total
	NS	0	1	2	3	4	
<b>Microbiology General Abilities - Completion of academic term</b> Apply basic chemical biological, and mathematical knowledge to the study of microorganisms <a href="#">Rubric</a> <a href="#">RF</a>	0%	0.0%	11.6%	35.5%	39.4%	13.6%	100%
<b>Academic writing - Completion of event</b> Write a brief academic paper <a href="#">Rubric</a> <a href="#">RF</a>	0%	0.0%	11.4%	53.1%	26.9%	8.6%	100%
<b>Critical thinking - Completion of event</b> Demonstrate active synthesizing of provided material <a href="#">Rubric</a> <a href="#">RF</a>	0%	0.0%	1.7%	18.9%	61.7%	17.7%	100%
<b>Microbial Cell Biology - Completion of event</b> Discuss the ways in which cellular metabolism is regulated and how microbes respond to environmental stimuli <a href="#">Rubric</a> <a href="#">RF</a>	0%	0.0%	1.1%	17.7%	61.7%	19.4%	100%
<b>Microbial Cell Biology - Completion of event</b> Understand the relationship between cellular structures and the functions they carry out <a href="#">Rubric</a> <a href="#">RF</a>	0%	0.0%	6.3%	31.4%	51.4%	10.9%	100%
Course - Micro 402 - Microbial Genetics	NS	0	1	2	3	4	Total
<b>Academic writing - Completion of event</b> Write a brief academic paper <a href="#">Rubric</a> <a href="#">RF</a>	89.3%	0.0%	0.0%	66.7%	33.3%	0.0%	100%
<b>Critical thinking - Completion of event</b> Demonstrate active synthesizing of provided material <a href="#">Rubric</a> <a href="#">RF</a>	89.3%	0.0%	0.0%	33.3%	66.7%	0.0%	100%
<b>Microbial Cell Biology - Completion of event</b> Describe how information flows within a cell <a href="#">Rubric</a> <a href="#">RF</a>	85.7%	0.0%	50.0%	25.0%	25.0%	0.0%	100%
<b>Microbial Cell Biology - Completion of event</b> Discuss the ways in which cellular metabolism is regulated and how microbes respond to environmental stimuli <a href="#">Rubric</a> <a href="#">RF</a>	89.3%	0.0%	0.0%	33.3%	66.7%	0.0%	100%
<b>Microbial Cell Biology - Completion of event</b> Understand the relationship between cellular structures and the functions they carry out <a href="#">Rubric</a> <a href="#">RF</a>	89.3%	0.0%	66.7%	33.3%	0.0%	0.0%	100%
<b>Microbial Genetics - Completion of event</b> Describe how genetic information is acquired and exchanged by microorganisms <a href="#">Rubric</a> <a href="#">RF</a>	85.7%	0.0%	50.0%	25.0%	25.0%	0.0%	100%
<b>Microbial Genetics - Completion of event</b> Explain how molecular techniques are used to assess phylogenetic relationships of microorganisms <a href="#">Rubric</a> <a href="#">RF</a>	89.3%	0.0%	0.0%	33.3%	66.7%	0.0%	100%
<b>General scientific understanding - Completion of event</b> Understand the basic functions of genetics <a href="#">Rubric</a> <a href="#">RF</a>	89.3%	0.0%	0.0%	66.7%	33.3%	0.0%	100%

## Institutional Report on Student Learning Outcomes

### Part I: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs		Courses/Programs
				%	#	
<b>1. Defining Expected Student Learning Outcomes</b>	Has the college defined expected student learning outcomes for general education?		X	Yes: 75%	3	List the general education courses for which identification of expected student learning outcomes is complete. <b>SEE LIST PART 1.1</b>
				No: 25%	1	
				Total:	4	
<b>2. Mapping of Programmatic Student Learning Outcomes to Courses</b>	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		X	Yes: 25%	1	List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete. <b>SEE LIST PART 1.2</b>
				No: 75%	3	
				Total:	4	
<b>3. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?			Yes: 0%	0	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete. <b>SEE LIST PART 1.3</b>
				No: 0%	0	
				Total:	0	
<b>4. Assessing Student Learning Outcomes</b>	Has the college assessed student learning outcomes for all courses in general education?			Yes: 0%	0	List the general education courses for which assessment of expected student learning outcomes is complete. <b>SEE LIST PART 1.4</b>
				No: 0%	0	
				Total:	0	
<b>5. Analyzing the Results of Assessment</b>	Has the college analyzed assessment results for all courses in general education?			Yes: 0%	0	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.
				No: 0%	0	
				Total:	0	
<b>6. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b>	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?			Yes: 0%	0	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
				No: 0%	0	
				Total:	0	

**List Part 1.1 Y** AUTO 217, Auto 200, Auto 400

**N** AUTO 216

**List Part 1.2 Y** Auto 200

**N** AUTO 216, AUTO 217, Auto 400

### Part II: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all Courses/Programs		Courses/Programs	Disciplines
				%	#		
<b>7. Defining Expected Student Learning Outcomes</b>	Has the college defined expected student learning outcomes for all courses?		X	Yes: 46%	231	List the courses for which identification of expected student learning outcomes is complete. <b>SEE LIST PART 2.7</b>	List the disciplines for which identification of expected student learning outcomes is complete. <b>SEE LIST PART 2.7</b>
				No: 54%	275		
				Total:	506		