


Columbia College

Processing SLOs, PSLOs and ISLOs in eLumen – Instructional Departments

We are providing this overview of the eLumen system with visuals and screen shots as an initial walk-through and overview of the system. Team members will be available to help answer any questions, as well as take you on a more in depth tour of the system at your request.

Before we get into the screen shots and what is seen by instructors however, there are some “first steps” that need to be addressed by all CSLO assessors prior to embarking on their SLO assessment.

The first step is to ensure that the course outline of record matches the SLOs that are recorded in eLumen. We go to the college’s curriculum system, CurriCUNET to view the Course Outline of Record (COR) for GUIDE-100:

**COLUMBIA COLLEGE**
COURSE OUTLINE

Effective Term:
Summer 2017
Approved:
11/15/2016

GUIDE 100 **College Success** **3.00 Units**

Prepares students for the challenges of college-level coursework. Designed for students who would like to develop or improve skills and abilities necessary for college success; such as students who are: new to college, re-entering college, or those on academic or progress probation status. Topics include: values, goal-setting methods, time management, note-taking techniques, reading strategies, test-taking skills, memorization, critical and creative thinking, learning styles, and the use of technology for academic success. Familiarizes students with the College, its curriculum, facilities, services, policies, programs and degree and transfer requirements.

ALSO OFFERED AS: (N/A)

APPROVED DISCIPLINE(S): Counseling (M)

REQUISITES: None

GRADING: Letter Grade or Pass/No Pass Option

REPEATABILITY: Only for improvement of a deficient grade

FIELD TRIPS: Not Required

COURSE AND UNIT HOURS

Unit Value	3.00
Weekly Lecture Hours	3.00
Weekly Lab Hours	0.00
Total Contact Hours	54.00

STUDENT LEARNING OUTCOMES
Upon satisfactory completion of the course, students will be prepared to:

1. Establish a connection with an academic counselor and prepare for their future in higher education by developing a personalized Educational Plan.
2. Engage in activities and assignments that will assist them in developing personal life skills and academic success skills.
3. Utilize at least three student support services on campus.

From eLumen, the three CSLOs match:

CGUIDE100 - College Success

CSLO	SLO Performance			
	Expected	CC Fall 2017		
<input type="checkbox"/> Establish a connection with an academic counselor and prepare for their future in higher education by developing a personalized Educational Plan.	70 %	-	-	-
<input type="checkbox"/> Utilize at least three student support services on campus.	70 %	-	-	-
<input type="checkbox"/> Engage in activities and assignments that will assist them in developing personal life skills and academic success skills.	70 %	-	-	-

Columbia's policy since Fall 2016 is that the CSLOs must match the COR. If they do not, the instructor(s) must submit a change request to the Curriculum Committee. The change must then be approved and input into the COR and/or to eLumen before the assessment can be performed. The COR is the "mothership" for CSLO creation and any addition, or update must be consistent in the eLumen system.

The next step is to check the assessment cycle and schedule for reviews. SLOs are assessed on a rotational basis, per semester, and by department and course ID. The list of scheduled courses can be found online on the [SLO website](#) (public). This is an interactive list that can be filtered by the user for term and department. For example, if we are interested in finding the next assessment period for our Guidance 100 course sections, we select the department filter for "CGUIDE" and look to the right to see the next assessment periods for that course. In this case, the course is scheduled for its next assessment in 2018CSP (Spring 2018):

Click to select and/or deselect

Filter by Term(s)

- ☐ 2016CFA
- ☐ 2017CFA
- ☐ 2018CFA
- ☐ 2018CSP
- ☐ 2019CSP

Filter by Dept and Courses

Click to select or deselect:

- ☐ CESC
- ☐ CFIRE
- ☐ CFNR
- ☐ CGEOGR
- ☒ **CGUIDE**
- ☐ CHHP
- ☐ CHIST
- ☐ CHPMGT
- ☐ CHUMAN
- ☐ CINDIS
- ☐ CLIBR
- ☐ CMATH
- ☐ CMGMT
- ☐ CMUSIC
- ☐ COFTEC
- ☐ CPHILO
- ☐ CPHYCS
- ☐ CPOLSC
- ☐ CPSYCH

To filter by assessment term:

<- Click the term desired. Click the > to the left of the term to reveal all courses scheduled to be assessed for that term.

Pressing (holding down) the [Ctrl] + clicking will enable multiple selections.

Clicking again will deselect the selection.

Filters

<- by Term

OR

<- Select by department

Use the search box or click the box next to a department to reveal the courses for that department.

The assessment terms, as well as any x-listed courses, will be reflected to the right ->

Holding down [Ctrl] + clicking will select multiple items, clicking a second time will deselect them.

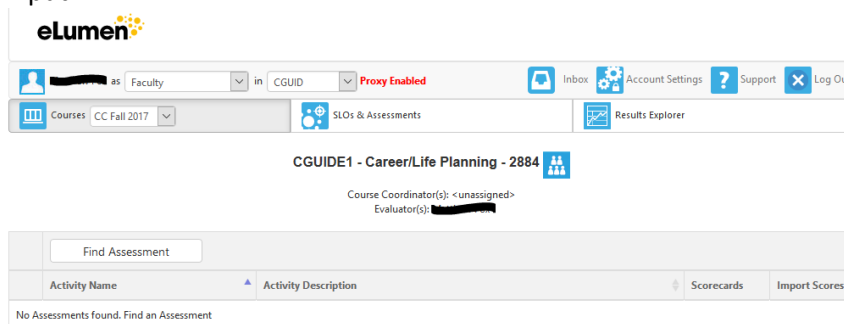
Courses Scheduled for Assessment by Term

Course	YCCD Term	XListed Other	Course Count
CGUIDE-1	2016CFA		1
CGUIDE-100	2018CSP		1
CGUIDE-107	2018CFA		1
CGUIDE-10A	2017CFA		1
CGUIDE-10B	2017CFA		1
CGUIDE-11	2016CFA		1
CGUIDE-150	2018CFA		1
CGUIDE-18	2017CFA		1
CGUIDE-25	2019CSP	BUSAD 25	1
CGUIDE-30	2018CSP		1
CGUIDE-51	2017CFA		1
Total			11

Instructors are advised to complete their assessments at the end of the term in which the assessment is scheduled – typically, as they turn in their grades. Instructors are, however, free to complete their

assessments at any time and can request an assessment be planned for their course, or courses, on a more frequent basis if they so choose.

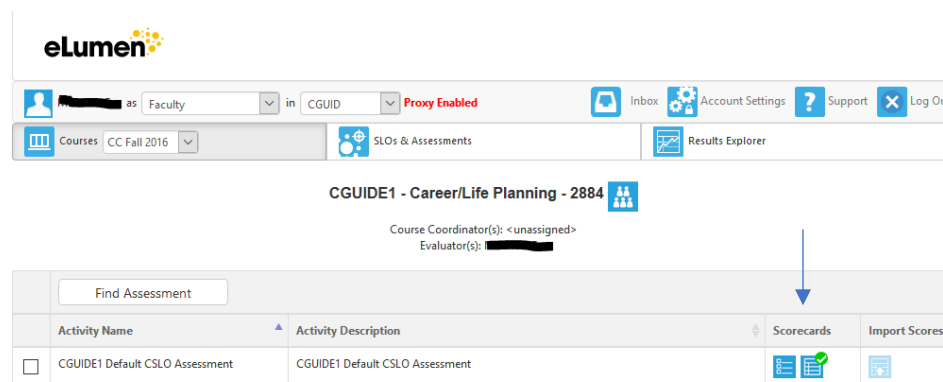
Here is what the instructor teaching CGUIDE-1 Career/Life Planning sees upon entering eLumen. The instructor's credential is recognized by the system via the instructor of record designation for this course -- thus the course and any assessments is visible to this instructor and no one else. Note, there are no assessments scheduled for the current term. If there was, it would be available via a link and waiting for here for his/her input:



Since the assessment will not yet be planned to the CGUIDE-1 course until Spring 2018, the instructors' screens will look like the image above until a section is uploaded and the assessment is assigned for that term and attached to it. (Note: this is called "planning" in eLumen.)

When there are multiple instructors teaching a course, both will reflect on the section's assessment. If there are multiple sections with different instructors for the same course, each section could have assessments assigned to them to complete.

After an assessment is planned for the course and after logging into the system, the instructor will see the assessment in his/her window:



In the screen shot above, the instructor completed the assigned assessment in Fall 2016 for CGUIDE-1; but if that assessment was still waiting for input, the instructor would simply click the assessment name (which is a link that takes him/her directly to the scoring interface) and proceed with the scoring.

Note: The name of the assessment denotes that the type of the assessment as well as the course. It is planned to the course section and includes the roster of students enrolled in the course for that term. The blue boxes (to the right of the course title and under the cell named "Scorecards") provide the instructor a quick view of his/her roster of students. The instructor will score each via a rubric.

The scoring rubric for each student and for each of the CSLOs is a 5-pt scale and applied to each of the course's CSLOs. Presently for all courses, the scoring rubric is the same (the CSLOs to the left are the CSLOs for the CGUIDE-1 course and the explanation for each scoring segment is reflected under its number):

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
Demonstrate knowledge and use of a variety of career exploration resources for the selection of an appropriate career.	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria but is developing proficiency	Student does not meet the minimum expectation on the outcome or criteria
Demonstrate the ability to complete, interpret and apply information gained through activities and/or assessments focused on personality type, natural talent & abilities, values, interests, experiences and outside influences as they impact career selection.	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria but is developing proficiency	Student does not meet the minimum expectation on the outcome or criteria
Create an Educational Plan based on an educational goal related to a career area of interest.	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria but is developing proficiency	Student does not meet the minimum expectation on the outcome or criteria

The assessment link is clicked and the instructor sees the list of his/her students with the rubric above and empty boxes underneath. The scoring is accomplished via a “point and click” in the boxes that fall below the rubric scale with the instructor moving through each student or marking “N/A” if the student is no longer enrolled.

Instructors are advised to complete their assessments at the end of the term as the instructor should be very familiar with the students’ performance at that time and for that course. The assessment schedule was configured in increments so that instructors should never assess more than 30% of their entire section load in any given term. (Of course, the instructors may choose to assess when they feel it is appropriate to do so.)

[Student Scoring Screen]

For privacy reasons, we are not showing the results of individual student score sheets in this public document. We can show the results of the assessments however in a summarized fashion from the “Results Explorer.” Here the instructor and deans can view the overall performance for each of the course CSLOs per term and in aggregate.

Below is the “Table View” from a Results Explorer from the Career/Life Exploration course:

Chart View

Table View

SLO Performance Term by Term [View Rubric](#)

☐ Show Score Level

SLO	CC Fall 2016			
	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Demonstrate knowledge and use of a variety of career exploration resources for the selection of an appropriate career.	56% 51.92%	36% 42.31%	8% 5.77%	2
Demonstrate the ability to complete, interpret and apply information gained through activities and/or assessments focused on personality type, natural talent & abilities, values, interests, experiences and outside influences as they impact career selection.	56% 42.31%	36% 53.85%	8% 3.85%	2
Create an Educational Plan based on an educational goal related to a career area of interest.	100% 76.92%	0% 23.08%	0% 0%	2

Large Text: Section performance values

Small Text: Course Overall performance values

Faculty Reflections

Group Responses by:

Respondent

Question

Show:

Shared by Evaluators

★

Respondent	Course	Section	Organization	Date	Activity	Highlight
(Not Responded)	CGUIDE1 - Career/Life Planning	2884	CGUID		CGUIDE1 Default CSLO Assessment	
<div> <div>Please provide context and results of your SLO evaluations. Include recommendations (where applicable) and suggestions for improving either the SLO, or the course itself.</div> <div>(Not Responded)</div> </div>						

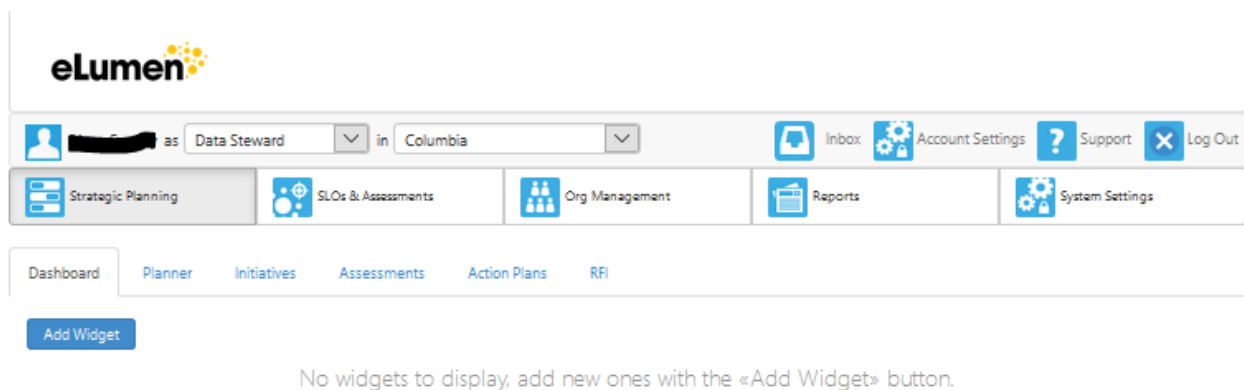
Here the top box shows the results from the 5-point scale (collapsed to three main categories) with the large font percentages as the overall CSLO performance summarized, and the small type percentages as the scores across all sections of the course.

The bottom box is provided for optional instructor comments and can be entered by the instructor, or not, at the end of his/her section's score grid. In our example, there are no comments entered but in other courses, but many instructors have used the comment boxes to explain why certain scoring occurred, e.g., why and how they used the "N/A" box, or whether the CSLO needs to be reviewed or revised.

A word about the higher levels roles in eLumen: The Data Stewards' and Coordinators' primary roles are for system maintenance, to build and plan the assessments, upload the data from the SIS each term, and to run administrative reports as was true for the faculty Fall Flex Day activity.

The screens for these roles are dense with options, tabs, and options and full of opportunities, and for mishap. Therefore, Data Stewards and Coordinators require considerable training and time invested in becoming familiar with the system's complex navigation and features of its interactive interface. Data Stewards and Coordinators can also assign users roles and access in the system.

A Data Steward's eLumen main screen will look like this:



Data Stewards ensure that mapping is completed with faculty input for the CSLOs to PSLOs, and CSLOs to ISLOs. Data Stewards and SLO Mentors (Coordinators) meet with faculty and attend the Curriculum Committee meetings to ensure that the PSLOs and CSLOs are kept updated and consistent with the curriculum changes and with the CurricuNET system. They also provide technical assistance for the completion of course and program assessments where needed.

Once the CSLOs and PSLOs have been verified, mapping the PSLOs and ISLOs is another “point and click” operation. The following screenshot is an example of mapping completed from the course level CSLOs to the ISLOs for the CGUID-1 course. In this screen shot, the ISLO’s that have been mapped reflect the first of four ISLO categories, “Awareness and Personal Responsibility”¹:

Mapping source: CSLOs Organization: CGUID Outcomes Groups: - No Outcomes Group selected Programs: - No Program selected

Core ISLOs	Awareness and Personal Responsibility			
Awareness and Personal Responsibility	Aesthetic Factors – describe and interpret a variety of visual arts, dance, music, and/or literature	Cultural Factors – describe how multiple perspectives and values contribute to a diverse society	Global Factors – articulate factors that influence global issues (biodiversity, politics, economics, sustainable practices, human...	Self – set and monitor goals (e.g. health, education, careers, relationships, etc.)
Courses - No Course Group Selected - <input type="checkbox"/> Include inactive Courses CGUIDE1 - Career/Life Planning				
Demonstrate knowledge and use of a variety of career exploration resources for the selection of an appropriate career.				✓ Specify Asmt Levels
Demonstrate the ability to complete, interpret and apply information gained through activities and/or assessments focused on...				✓ Specify Asmt Levels
Create an Educational Plan based on an educational goal related to a career area of interest.				✓ Specify Asmt Levels

The mapping process continues through the next three segments (where applicable) using the same “point and click” process.

¹ Columbia College has four main categories of ISLOs under which are four each for a total of sixteen total subcategories. http://www.gocolumbia.edu/institutional_research/2015ISLOs.pdf

The GUIDE department is not attached to a program (that is, a degree or certificate) but if it were, it would be mapped in a like process as with the ISLOs. To illustrate, the screenshot below belongs to the Child Development's PSLOs for the Early Childhood Education: AST degree:

The screenshot shows the eLumen system interface. At the top, the eLumen logo is visible. Below it, a navigation bar includes a user profile for Diana Sunday (Data Steward) in the CCHDV organization, along with links for Inbox, Account Settings, Support, and Log Out. A secondary navigation bar contains icons for Strategic Planning, SLOs & Assessments (selected), Org Management, Reports, and System Settings. Below this, tabs for SLO Listings, Curriculum Map, Outcomes Groups, and Assessments are shown. The main section is titled 'Mapping source' and includes dropdowns for 'Organization' (CCHDV), 'Outcomes Groups' (No Outcomes Group selected), and 'Programs' (Early Childhood Education: A...). A table below these dropdowns lists CSLOs and their corresponding PSLOs. The table has five columns: CSLOs, PSLO 1, PSLO 2, PSLO 3, and PSLO 4. The first row shows the mapping for 'Early Childhood Education: AST' and 'Courses'. The subsequent rows show the mapping for various CSLOs, with green checkmarks indicating completed mappings. The table is as follows:

CSLOs	PSLO 1	PSLO 2	PSLO 3	PSLO 4
Early Childhood Education: AST	Demonstrate knowledge of child growth, development and learning theories in an ecological context, and history of the American...	Design, implement and evaluate developmentally appropriate, healthy, safe, and inclusive learning environments and curriculum...	Develop strategies that promote linguistically and culturally responsive, anti-bias approaches to ensure equity and respect while...	Describe effective guidance and interaction strategies that promote identity development, and relationship-based, child-centered,...
CCHILD1 - Child Growth and Development				
Apply knowledge of development and major theoretical frameworks to child observations and hypothetical scenarios.	✓			
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive	✓			
CCHILD16 - Practicum-Field Experience				
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.		✓		
Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom.			✓	✓
CCHILD22 - Child, Family, and Community				
Describe strategies that empower families and encourage family involvement in children's development.			✓	
Describe socialization of the child focusing on the interrelationship of family, school, and community.				✓

For each of the CSLOs for the required courses for the degree “Early Childhood Education: AST,” the mapping is accomplished through clicking the boxes under to appropriate PSLOs listed across the top.

Data stewards and course coordinators monitor whether courses have been mapped and have their assessments completed when they are due. For example, the Data Stewards and Coordinators can see at a glance that the Child Development 30 and 31 courses (green 100% in the screen shot below) have completed their scheduled assessments for Spring 2017 (Child Dev 28 was not scheduled for Spring):

CCHILD28 - Books for Young Children

<input type="checkbox"/>	Add CSLO				
	CSLO	SLO Performance			
		Expected	CC Spring 2017		
<input type="checkbox"/>	Evaluate and choose developmentally appropriate, high quality books for young children reflecting their diverse interests and backgrounds.	70 %	-	-	-

CCHILD30 - Admin 1: Progs Early Chldhd Ed

<input type="checkbox"/>	Add CSLO				
	CSLO	SLO Performance			
		Expected	CC Spring 2017		
<input type="checkbox"/>	Evaluate components of quality programs, facilities and operations.	70 %	100 %	-	-
<input type="checkbox"/>	Demonstrate knowledge of strategic and fiscal planning.	70 %	100 %	-	-

CCHILD31 - Admin II:Personnel/Leader ECE

<input type="checkbox"/>	Add CSLO				
	CSLO	SLO Performance			
		Expected	CC Spring 2017		
<input type="checkbox"/>	Identify effective practices for managing and leading staff and administering early care and education programs.	70 %	100 %	-	-
<input type="checkbox"/>	Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	70 %	100 %	-	-

The “Expected” column of 70% reflects the collegewide target that was set at the time of eLumen setup. This is a number that may change as more data is collected.

The data stewards also run college-level performance and participation reports from an eLumen supplied report library. At this time, there is no option for a user-defined report from eLumen.

eLumen

Diana Sunday as Data Steward in CCHDV

Inbox Account Settings Support Log Out

Strategic Planning SLOs & Assessments Org Management Reports System Settings

Available Reports Document Library

Please select one of the following reports

Report name	# in Library	Last run
Budget Report for Action Plan	0	
Course Statistics and Evidence	0	
Faculty Participation Report	0	
Institutional Statistics	0	
ISLO/PSLO Summary Map by Course/Context	1	09/11/2017 23:29
SLO Performance - By Division, Course, CSLO	0	
SLO Performance - ISLO/PSLO With Courses	0	
SLO Performance Report	13	09/20/2017 20:02
SLO Presentation	0	

An example of the “SLO Performance Report” .pdf called for the Child Development Department by one student demographic – gender - shows that of the 142 students were enrolled between Spring 2017 and Summer 2017, and nearly all were female:

Overall by Term for Demographic Category: Gender							
	Exceeds expectations		Meets expectations		Does not meet expectations		Total Enrolled Students
CC Spring 2017	50	53.19%	32	34.04%	12	12.77%	Includes sections w/o rosters
CC Summer 2017	0	0.00%	0	0.00%	0	0.00%	142

Overall by Demographic Element for Demographic Category: Gender							
	Exceeds expectations		Meets expectations		Does not meet expectations		Total Enrolled Students
F	49	54.44%	29	32.22%	12	13.33%	Includes sections w/o rosters
M	1	25.00%	3	75.00%	0	0.00%	Includes sections w/o rosters
Null	0	0.00%	0	0.00%	0	0.00%	Includes sections w/o rosters
X	0	0.00%	0	0.00%	0	0.00%	Includes sections w/o rosters

There are a few reports that provide an option for a .csv download. One of the reports was used to configure the reports recently generated faculty discussion regarding ISLOs for the Fall 2017 FLEX day activities. This data can be found on the [Integrated Planning](#) webpage.

For a walk-through of Student Services SAO eLumen site, please see the separate document, “Processing SLOs, PSLOs and ISLOs in eLumen – Student Service Departments.”

A separate process was conducted for the Community Education department for the College. The results can be found in a separate document, “[Results Spring 2017 Assessments– Community Education.](#)” Please feel free to contact the Columbia College Institutional Research & Planning Office for more information.