# Using Specialized but Simple Software to Improve College-Wide Participation in Assessment

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# eLumen Overview

## Faculty Experience

- User-Friendly Interface
- To-Do List/Inbox
- Assessment Library
- Scorecard & Rubric View
- Results Explorer: Data Visualization Dashboard
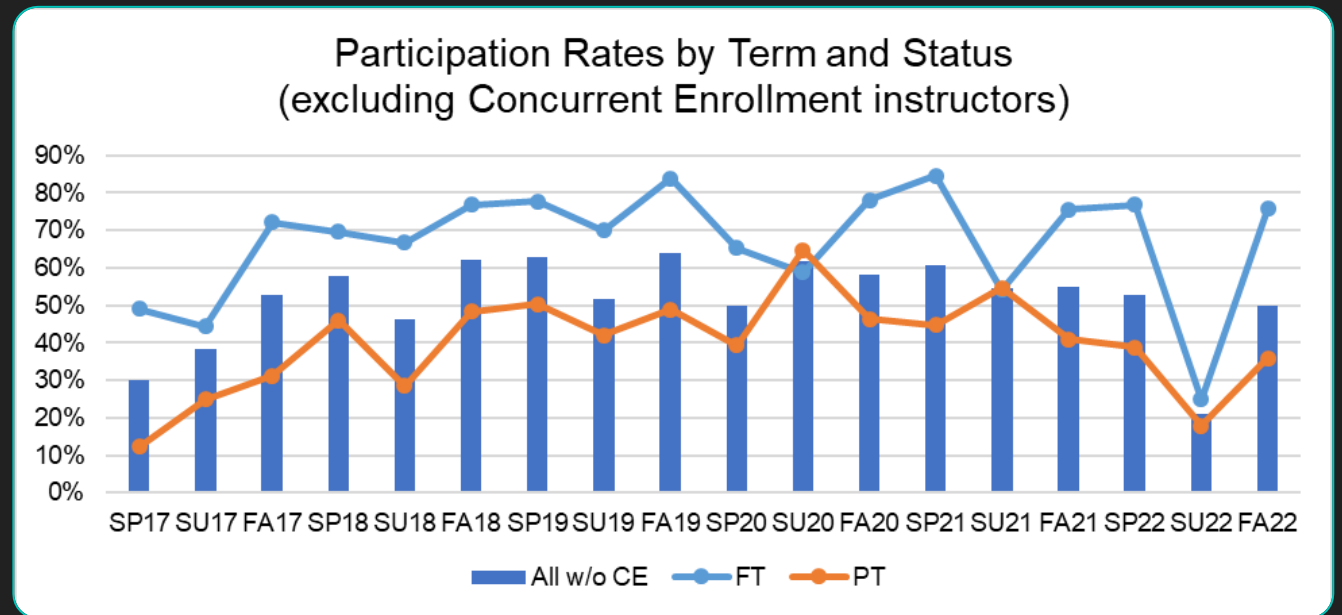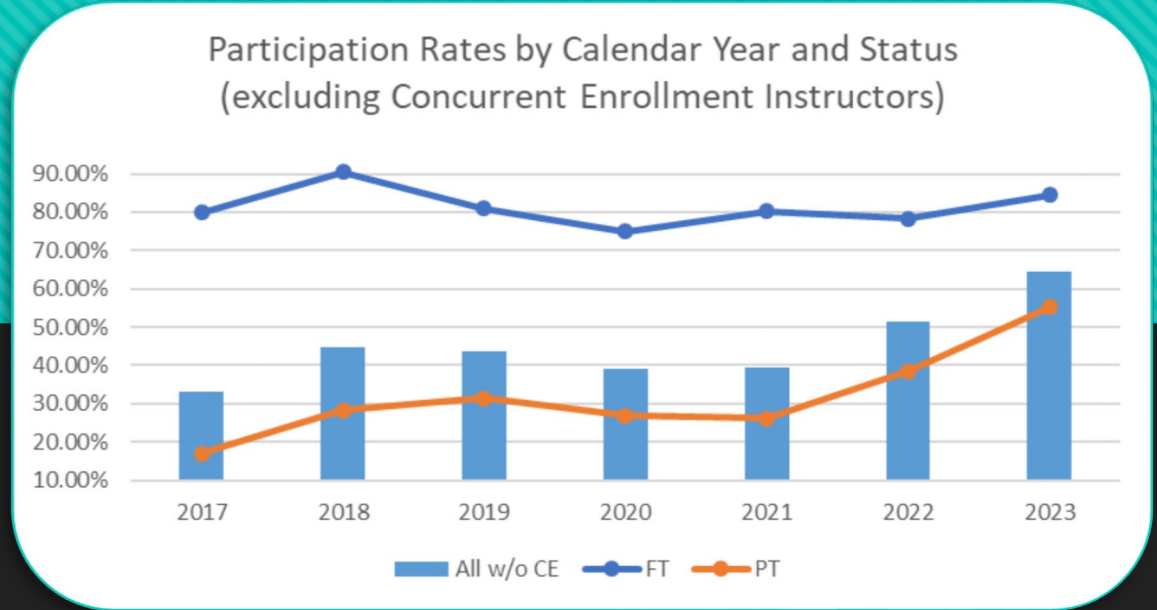- Simplified Reporting Options

## Reporting Capabilities

- SLO Presentation
- Faculty Participation
- SLO Performance (Categories, by Course/Program/Institution)
- Course Statistics
- Campus & Demographics
- Data Load & Org Management

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# Participation Trends



Participation Rates by Calendar Year and Status (excluding Concurrent Enrollment Instructors)

The acquisition of eLumen in 2016 proved an invaluable resource for tracking assessment activities and participation rates with longitudinal data, allowing us to identify important shifts and posit probable causes, informing strategies for promoting greater participation in assessment moving forward.
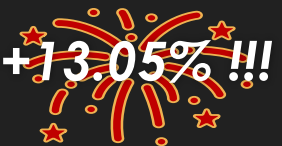
○ Key findings:

 o 2017-2019 – Steady increase

 o 2020 – Impact of COVID-19

 o 2021 – Removal of Division Leads
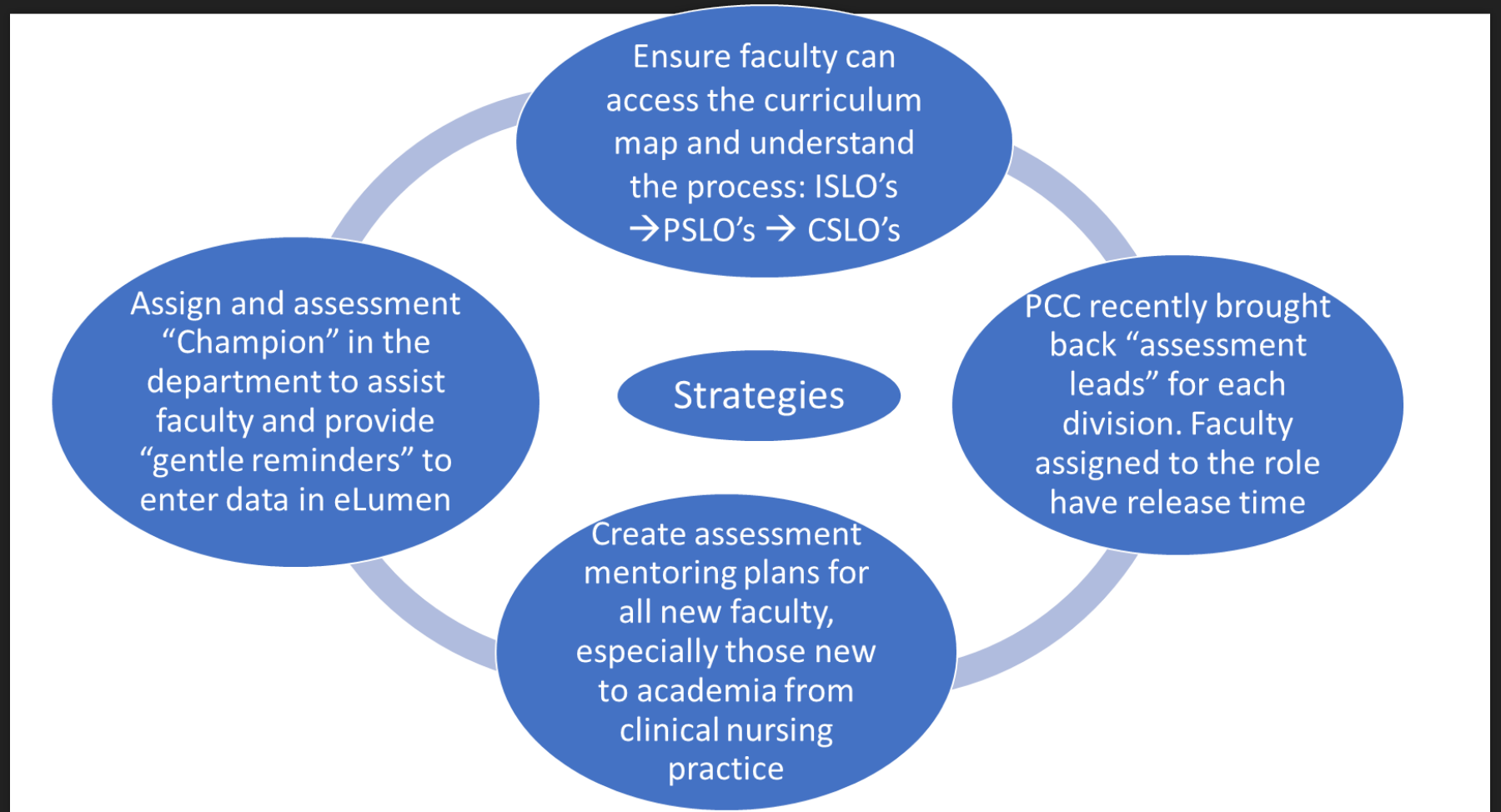
 o Low Summer Term Participation



Participation Rates by Term and Status (excluding Concurrent Enrollment instructors)

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# Participation Trends

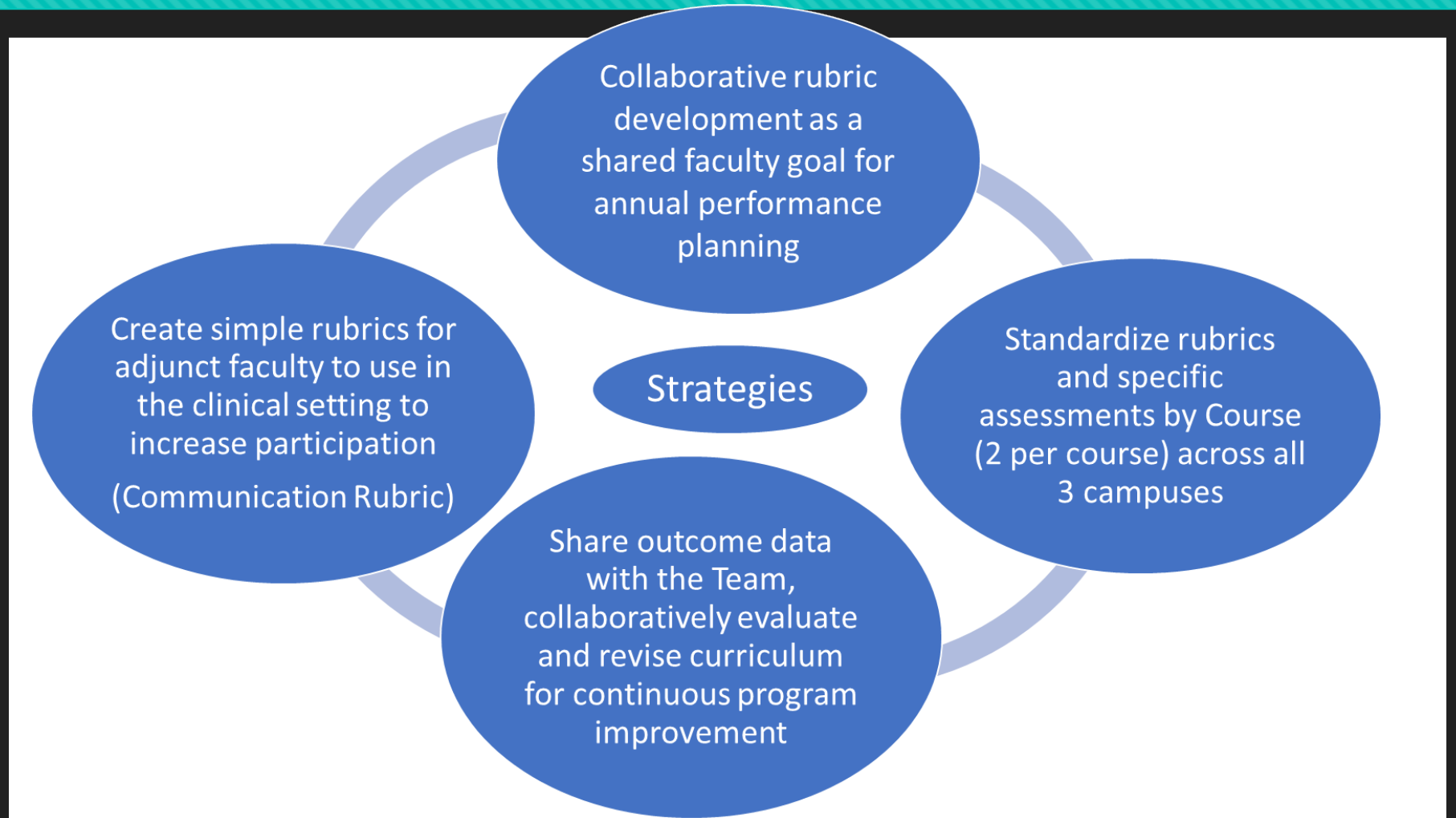| Participation | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|---|
| Part-Time | Unknown | 8.63% | 16.93% | 28.33% | 31.40% | 26.83% | 26.13% | 38.46% | 55.13% |
| Full-Time | Unknown | 83.81% | 79.82% | 90.48% | 80.87% | 75.00% | 80.20% | 78.30% | 84.55% |
| Total | Unknown | 31.60% | 33.18% | 44.72% | 43.79% | 39.09% | 39.42% | 51.38% | 64.43% |
| Sections | Unknown | 175 | 385 | 520 | 609 | 566 | 591 | 557 | 814 |
| Courses | 121 | 117 | 186 | 252 | 281 | 240 | 266 | 273 | 340 |
| Assessments | Unknown | 225 | 467 | 585 | 680 | 605 | 648 | 601 | 911 |
| Prefixes | 32 | 47 | 47/81 | 55/80 | 59/80 | 55/83 | 57/90 | 57/88 | 64/90 |
| Percent | Unknown | Unknown | 58.0% | 68.8% | 73.8% | 66.3% | 63.3% | 64.8% | 71.1% |

2022-2023 Change: Part-Time = +16.67%; Full-Time = +6.25%; All Instructional Staff = **+13.05% !!!**

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# Strategies

Ensure faculty can access the curriculum map and understand the process: ISLO's →PSLO's → CSLO's

PCC recently brought back "assessment leads" for each division. Faculty assigned to the role have release time

Strategies

Assign and assessment "Champion" in the department to assist faculty and provide "gentle reminders" to enter data in eLumen

Create assessment mentoring plans for all new faculty, especially those new to academia from clinical nursing practice

# Strategies



Strategies

- Collaborative rubric development as a shared faculty goal for annual performance planning
- Standardize rubrics and specific assessments by Course (2 per course) across all 3 campuses
- Share outcome data with the Team, collaboratively evaluate and revise curriculum for continuous program improvement
- Create simple rubrics for adjunct faculty to use in the clinical setting to increase participation (Communication Rubric)

# Strategies for Improving Participation

○ Keep it simple!

○ Educate faculty on assessment basics and the curriculum map: CSLO's → PSLO's → ISLO's

○ Assign a department "Champion" or assessment division lead

○ Develop assessment/eLumen mentoring plans for new faculty

○ Collaborative rubric development as a shared faculty goal

○ Standardize assessments within courses (2 per course → all campuses)

○ Develop simple rubrics to be used in the clinical setting by adjunct faculty

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# Outcomes Map



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# Other Features: Improve Adjunct Participation

# Improvement Plans
## Part 1: What did you do?

- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?

- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?

- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

- Participation: Successes/Difficulties?

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# Improvement Plans
# Part 2: What did you learn?

- ISLOs, PSLOs, and CSLOs
- Target Achievement Rates
- Comments/Clarifications
  - Outlier data/no data
  - Low-performing areas
  - Factors affecting performance
  - Accomplishments & Celebrations

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Generate Data

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|---|---|
| ISLO | 74.63% | |
| ISLO1: Critical Thinking & Problem Solving | 77.19% | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 76.70% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 91.46% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 72.12% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 75.94% | |
| ISLO2: Effective Communication | 72.49% | |
| 2a: Organize and express ideas clearly in both written and oral communication | 73.54% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 72.87% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 63.56% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 79.24% | |

# Improvement Plans
# Part 3: What will you do next?

| Action | Goal | Timeline | Participants |
|---|---|---|---|
| Specific, concrete steps you will take to improve student learning. | The measurable improvement you hope to see by taking the action outlined. | An achievable deadline for implementing the change(s). | A list of the faculty, instructors, and staff involved in carrying out the action step. |
| | | | |
| | | | |

- Ways to improve the student learning experience **individually or collaboratively** from **multiple avenues**: instruction, curriculum, assessment procedures, student support services, extracurricular activities, etc.

- It's **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change!

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# Division Leads: Provide Support

- Division leads are selected each year and report to the committee and their dean

- Assist in participation and support of their division in all things assessment

- 2022-2023 Change:

  Part-Time = +16.67%

  Full-Time = +6.25%

  All Instructional Staff = +13.05%

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# Our Next Steps & Current Initiatives

- Division Leads:
  - Primary point person
  - Personal contact
  - Dedicated support
  - Regular updates
- Monthly participation reports for Chairs

- Individual reminders/notices
- Regular workshops/training in eLumen & best practices
- Opportunities for recognition:
  - Assessment Champion Awards
  - Assessment Showcase Posters

  *tinyurl.com/PCCshowcase24*

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# Questions?

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