

Q & A on the Training

Q. Is eLumen training mandatory?

Ans. Not at all. The purpose of the training is very simple: Help faculty learn to use the eLumen database as well as assist those who have assessments to enter from fall 2015.

Q. Why do we have a two-hour time slot for this training? Do we need the whole two hours to learn this?

Ans. The two-hour window is simply a general timeframe that takes into consideration various teaching schedules and allows faculty to come and go as it fits their schedule. Faculty members are not required nor do they need to stay the whole two hours. Generally, instructors finish within twenty to thirty minutes depending on whether they are just getting training or actually entering assessment information.

Q. Am I supposed to attend all the trainings--every single one that has been scheduled for the semester?

Ans. Not at all. There's no need to attend more than one training. If you can attend even one workshop, you might feel a little less stress while entering your assessment information.

Q. What if I don't have the time to attend any of the trainings? Can I do this on my own?

Ans. Surely. The workshops are meant only to help faculty. If you would like to do it on your own, here's what you could do:

- 1) Click on this link and follow directions to sign up:
<https://drive.google.com/file/d/0B5V0CmfZd4n7dnZudkVuT1o2Vk0/view?usp=sharing>
- 2) Click on this link to add or create an assessment:
<https://drive.google.com/file/d/0B8fB3m-gsu8lbV9WMjVjZkZLQjQ/view>

Q. Is there FLEX for attending the trainings?

Ans. Yes. The YCCD FLEX site will contain that information: <https://flex.yosemite.edu/>

Q. Why are we using this new database?

Ans. In the past, we did our assessments in CurriCUNET (though it was not set up for outcomes assessment) because we did not have access to a more modern database. We used to do a part of the work (example mapping) on paper. The increasing importance given to outcomes assessment nationwide + the necessity of ease of usage + the necessity of the

limitations of CurriCUNET and faculty time spurred the purchase of the license for eLumen. The hope is that easier and faster assessments might also lead to efficiency and fulfillment in the assessment process.

Q. What do you mean “easier?” We have heard that faculty need to assess by student? How’s that “easier”?

Ans. It’s easier because--

- Rosters are automatically integrated into the database; so, when you sign in, you’ll see your classes and your student rosters already set up.
- The SLO statements are also built in.
- Watch the video link given here (also given above):
<https://drive.google.com/file/d/0B8fB3m-gsu8lbV9WMjVjZkZLQjQ/view>
Notice that as your student name comes up, you simply click on one of the boxes: “Student meets expectations” or “Student doesn’t meet expectations.”
- Just the way we record grades in our grade books by individual student, just the way we enter grades in PiratesNet, we check off the outcome by individual student in eLumen.

Q. What about confidentiality? In today’s world of Web 2.0, it feels like there’s no chance for privacy?

Ans. In eLumen, faculty and student information get the same level of privacy as they get in PiratesNet or Blackboard. Every instructor’s class shell or page within the database belongs only to that instructor. Nobody can enter your shell or page unless you give them your password.

Q. What about other users, such as division deans? Can they get into a faculty shell and see an instructor’s class information?

Ans. No. They cannot. They only get an overall view, such as a graph of a set of classes like English 101 or History 101 etc., and how many students across the board met the outcome and how many did not.

Q. When do I enter our assessment information?

Ans. Typically, after Week 12 (after the last and final drop date) will be the best time.

Q. Can I enter the information after the semester ends?

Ans. Yes. Traditionally, we have taken up to the end of Jan to enter information from the fall semester and the end of May to enter information from the spring semester.

Q. When would be the best time to actually do the assessment in my classes?

Ans. As we do a course review of overall student achievement, it might be best to assess toward the end of a course. Some instructors might like to assess during week 12; others might go for week 15. The teacher knows best when to assess so that the assessment reflects the overall achievement of the student.

Q. Do I need to RSVP before attending the training?

Ans. Not at all. Simply walk in per your convenience.

Q. What if I have more questions, and I want to talk to someone?

Ans. Check out this MJC Outcomes Assessment page, and you can contact one of the members: <http://www.mjc.edu/instruction/outcomesassessment/workgroup.php>

Q. What if I want to speak with the faculty coordinator? What's the number?

Ans. The faculty coordinator is Nita Gopal; her number is (209) 575-6404; her email is gopaln@yosemite.edu

Q. What if I don't want to work on my own and neither can I attend the workshops, but I do want to learn about assessments.

Ans. In that case, simply contact Nita Gopal, and she'll meet with you to guide you through the process.

Q. By the way, is outcomes assessment truly something faculty is *supposed* to do? Where is this even written?

Ans. See page 99 of the Faculty handbook:
<http://www.mjc.edu/general/documents/faculty/facultyhandbook.pdf>

Quoting from Page 99: "This assessment is not for the purpose of evaluating an individual student or a faculty member's performance. It should be noted, however, that conducting outcomes assessment is a responsibility of each faculty member. "

Q. How are outcomes assessment and accreditation connected? Where can I find more information about this?

Ans. The National Institute for Learning Outcomes carries a lot of information on outcomes assessment and its connection with accreditation. Here is a link to check out:

<http://www.learningoutcomeassessment.org/Accreditation1.htm>

You could also access MJC's Accreditation site for questions on outcomes assessment in accreditation reports:

<http://www.mjc.edu/general/accreditation/accreditationreports.php>

See pages 69-72 of 2011 Institutional Self-Study Report:

http://www.mjc.edu/general/accreditation/documents/mjc_institutional_selfstudyreport2011_intro_102011.pdf

See pages 142-143 (Chapter 7) of Institutional Effectiveness Report:

http://www.mjc.edu/general/accreditation/documents/institutionaleffectiveness_report_2011.pdf

See items, 35, 36, & 37 in the 2015 annual report:

http://www.mjc.edu/general/accreditation/mjc_annual_report_2015.pdf

See page 23 of the 2015 Manual for Institutional Self Evaluation:

http://www.accjc.org/wp-content/uploads/2015/10/Manual_for_Institutional_Self-Evaluation_Aug_2014_Revised_Edition_Visits_through_Fall_2015.pdf