



ELUMEN FOR ADMINISTRATIVE PROGRAM COORDINATORS

Working with Administrative Unit Outcomes

What Will We Cover?

- SLO Basics
- Writing Quality AUOs
- Ways to Assess AUOs
- Action Plans
- Contexts and Settings
- Putting AUO Results into eLumen

SLO Basics: SLOs and AUOs

- Learning expectations are stated in the form of student learning outcomes (SLOs) and service expectations in the form of administrative unit objectives (AUOs).
- SLOs are broad statements about what students will think, know, feel or be able to do as a result of an educational experience.
- AUOs are statements about either what students will experience, receive or understand as a result of a given service or what the unit can provide, improve, increase or decrease.
- SLOs and AUOS must be assessed regularly
- To ACCJC, everything is an SLO

SLO Basics: Assessment

- Assessment is the continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service expectations.
- Assessment must be
 - Meaningful
 - Reflective
 - Self regulated
- Results, positive or negative, are used to stimulate meaningful dialogue about how instruction and instructional and non-instructional services can be modified to improve institutional effectiveness.

The Assessment Cycle

- Write outcomes
- Communicate outcomes (provide instruction/services)
- Measure outcomes and collect data
- Store aggregated data
- Meet to discuss and analyze aggregated data
- Create plan(s) for improvement
- Implement new plan(s) and collect more data

Writing Quality AUOs

- AUOs are connected to planning
- Based on the college mission even more directly than student learning outcomes
- Based on goals of the division or individual office
- A measure of institutional effectiveness outside of the classroom

Writing Quality AUOs

- Staff and managers (and faculty members, where appropriate) should be included to brainstorm and identify what services will be selected for evaluation.
- Focus is on what the student *gains, experiences* or *receives* from a service.
- Confirm by looking at your mission statement and/or your department's short-term and long-term goals
- Must be “mapped” to Institutional Student Learning Outcomes

Writing Quality AUOs

- **Specific** – clear, definite terms describing the abilities, knowledge, values, attitudes and performance desired. Use action words or concrete verbs.
- **Measurable** – Your SLO should have a measurable outcome and a target can be set for the course, so that you can determine when you have reached it.
- **Achievable** – Know the outcome is something your students can accomplish as a result of your objectives
- **Realistic** – make sure the outcome is practical in that it can be achieved in a reasonable time frame, such as a semester
- **Time-bound** – When will the outcome be done? Identify a specific timeframe.

Samples of AUOs

- Students will demonstrate a heightened awareness of the benefits of using a Dining Services card (Food Services)
- Students will demonstrate an increased usage of technology during the Admissions process (Admissions and Records)
- Faculty regard OSS services to support student success in the classroom as timely and convenient (Office Support Services)
- The district understands the role of the Office of the Vice President of Student Affairs in supporting student access to courses. (VPSA)

What is an Action Plan?

- Assessment is busy work without action
- Concrete actions based on outcomes data review
- CSLO, PSLO, AUOs and ISLOs all need Action Plans
- Plan, Responses/Results and Analysis of Results are documented in eLumen
- Can be linked to any SLO from section-level to institution-wide.
- Prompts department/office/district dialogue on improvement

AUOs and eLumen

- Adding AUOs
- Contexts
- Settings
- “Rosterless” Data