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