

This semester, with the usage of eLumen, I feel like a new group-project has begun, and group projects can be challenging yet fun.

I'm visualizing the goal of this semester's project as getting everyone (or as many faculty as possible) comfortable in eLumen. I'm learning as I go along and intend to share everything I learn with you and of course the whole school.

Yesterday, we signed up/signed into eLumen and went through "How to Add an Assessment." Though as OAW reps, all of us get to be division/dept coordinators, we wore our faculty hats so that we experience the creation of assessment in eLumen.

At the moment, to begin our group project, I see the following activities as something our reps could do with the areas they represent:

- Try to initiate conversation(s) regarding the new-assessment method in eLumen and share any of the following points you think is appropriate or necessary. You're the best judge of what to share:
 - Faculty ultimately hold the power and the freedom to use the assessment techniques they want/like/prefer in their classrooms
 - It's okay when things go wrong--sometimes, we miss assessing a class we should have--in that case, simply assess it asap--in the following semester.
 - If things go wrong, we'll work with everyone to fix those errors. What's important is that we all move forward together with our assessments.
 - This new process (being part of the new world of big data) in eLumen will help us learn more about our students' learning. As much many of us are critical of an over-application of technology in education, there are instances where it could be a blessing, and a database created and used well is quite likely to give us information we otherwise couldn't have gleaned from our classes.
 - There's nothing to stress about assessment--it's simply about recording information in a slightly different way. Our assessment results are private and cannot be viewed or judged by others. If some of us have a class full of students who have missed two out of 3 CLOs--that information is only for the teacher. The teacher uses the data for the benefit of his/her students. If twenty out of my thirty students did not get how to write a good summary, then that information is mine alone--it's for me to reflect on what happened and see if I can get more students to master their summary-writing skills.
- Do inform our colleagues that we have an Assessment site that has the spring assessment-workshop schedule: <http://www.mjc.edu/instruction/outcomesassessment/elumen.php>
In these workshops, we'll learn and create assessments; faculty who assessed in the fall of 2015 and are holding data to enter should attend unless Fridays don't work at all for them. For faculty unable to attend, I'm going to make videos and handouts so that they can work on their own. Even those who are/were not scheduled to assess could attend, sign up, and get a feel for this database.

I must also thank you for the wonderful discussion we had yesterday amidst the lab work. I recollect the following:

- Encouraging faculty within divisions/departments to meet and dialog on their reflections; there was a suggestion that a small portion of division-meeting time could be used for this.
- The advantages/disadvantages of using the same assessment instrument for groups of courses
- Dealing with schedule changes; the problems with following the scheduling methodology; the advantages of encouraging faculty to assess whatever we're teaching irrespective of whether it's "scheduled" or not.
- One assessment at the end of the semester or multiple assessments throughout--the advantages and disadvantages of each--this discussion is tied to data load and making sure we have *accurate* data.