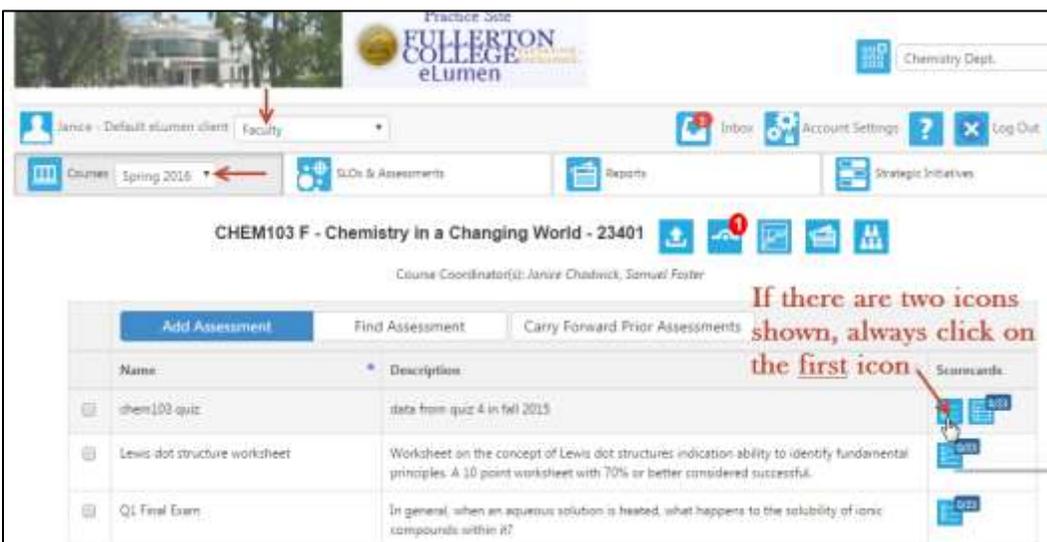


## Adding a Reflection After Creating an Assessment

Sometimes a person forgets to add the Fullerton College Reflection Plan when they are in the process of adding an assessment in eLumen for the first time. It is often not clear how to go back and add the assessment later so these step-by-step instructions should help. To add a reflection after creating an assessment, you can do so by following the steps below. To add a reflection after you have created an assessment, you need to edit the assessment and to do so, you will need to clear any students scored by the assessment.

It is simple to clear previously scored students, but you might want to download a copy of the completed assessment of scored students to re-input data easily. If you have already scored students, in a faculty role for the course, do the steps on this page first. If you haven't scored any students with the assessment, move on to **Step 5**.

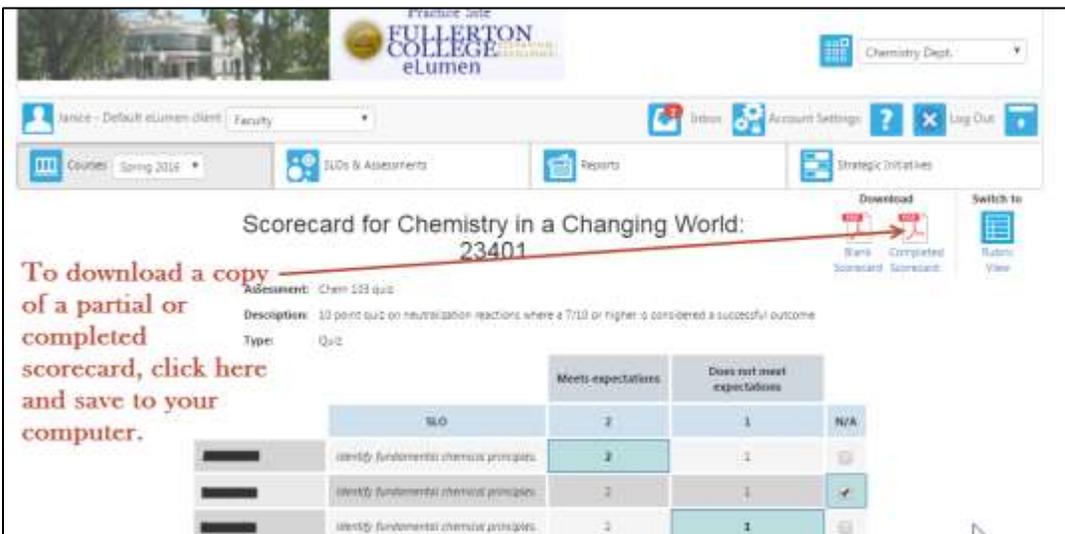
1. Make sure you are in the Faculty role, and you select the correct semester! If there is a list of assessments, find the assessment that you want to add the reflection to. To enter a previously added and/or scored assessment look to the right for the icons. Depending on how the original assessment was added, there might be one or two icons shown. If two icons are shown, always select the first icon. The second icon allows you to enter scores student-by-student, but it takes more time and cannot be edited.



**If there are two icons shown, always click on the first icon**

Name	Description	Scorecards
chem103 quiz	data from quiz 4 in fall 2015	[Icon 1] [Icon 2]
Lewis dot structure worksheet	Worksheet on the concept of Lewis dot structures indicating ability to identify fundamental principles. A 10 point worksheet with 70% or better considered successful.	[Icon 1]
Q1 Final Exam	In general, when an aqueous solution is heated, what happens to the solubility of ionic compounds within it?	[Icon 1]

2. You can download a partial or completed scorecard for later data re-entry or archiving purposes.



**To download a copy of a partial or completed scorecard, click here and save to your computer.**

Scorecard for Chemistry in a Changing World: 23401

Assessment: Chem 103 quiz  
Description: 10 point quiz on neutralization reactions where a 7/10 or higher is considered a successful outcome  
Type: Quiz

	Meets expectations	Does not meet expectations	
SLO	2	1	N/A
Identify fundamental chemical principles	2	1	[Icon]
Identify fundamental chemical principles	2	1	[Icon]
Identify fundamental chemical principles	2	1	[Icon]

3. You cannot edit or add a reflection template if students have scores; this is a data integrity design by eLumen. When the assessment is accessed, to remove scores, scroll down to the bottom of the page and select the “Clear all scores from this scorecard” checkbox, then click on “Clear Scores”.

██████	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
██████	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
██████	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
██████	Identify fundamental chemical principles.	2	1	<input checked="" type="checkbox"/>
██████	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
██████	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
██████	Identify fundamental chemical principles.	2	1	<input checked="" type="checkbox"/>
██████	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Score total:		4	1	2

Clear all scores from this scorecard

Clear Scores

**Scroll to the bottom of the page and select the check box, then select Clear Scores**

4. Click on Save to save the assessment without and student scores. Proceed on to Step 5.

Villa, V	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Villarreal, E	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Yusef, N	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Zavala, B	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Score total:		0	0	0

Clear all scores from this scorecard

**Once scores are cleared, click on Save** → Save

## To Edit an Unscored Scorecard and Add a Reflection

5. Find the course to add the reflection. If I want to add the reflection to the assessment named “sample”, **click on the check box**. No students can be scored, but I see that 0/23 students have been scored so that works out okay.

Course Coordinator(s): Janice Chadwick, Samuel Foster

Remove Edit **Select checkbox**

Name	Description	Scorecards
<input type="checkbox"/> chem103 quiz	data from quiz 4 in fall 2015	0/23
<input type="checkbox"/> Lewis dot structure worksheet	Worksheet on the concept of Lewis dot structures indicating ability to identify fundamental principles. A 10 point worksheet with 70% or better considered successful.	0/23
<input type="checkbox"/> Q1 Final Exam	In general, when an aqueous solution is heated, what happens to the solubility of ionic compounds within it?	0/23
<input type="checkbox"/> Q2 Final Exam	What are spectator ions?	0/23
<input type="checkbox"/> Q3 Final Exam	What are the common products of neutralization reactions?	0/23
<input type="checkbox"/> Q4 Final Exam	What do all exothermic reactions produce?	0/23
<input type="checkbox"/> Q5 Final Exam	What happens to the pressure of a gas when the temperature rises if there are no other factors that change?	0/23
<input type="checkbox"/> Q6 Final Exam	What is an electrolyte?	0/23
<input type="checkbox"/> Q7 Final Exam	What is the difference between mass and weight?	0/23
<input checked="" type="checkbox"/> sample	description	0/23

6. With the check box selected, click on Edit

Courses Spring 2018 SUs & Assessments Reports Strategic Initiatives

**CHEM103 F - Chemistry in a Changing World - 23401**

Course Coordinator(s): Janice Chadwick, Samuel Foster

Remove Edit **Click on Edit**

Name	Description	Scorecards
<input type="checkbox"/> chem103 quiz	data from quiz 4 in fall 2015	0/23
<input type="checkbox"/> Lewis dot structure worksheet	Worksheet on the concept of Lewis dot structures indicating ability to identify fundamental principles. A 10 point worksheet with 70% or better considered successful.	0/23
<input type="checkbox"/> Q1 Final Exam	In general, when an aqueous solution is heated, what happens to the solubility of ionic compounds within it?	0/23
<input type="checkbox"/> Q2 Final Exam	What are spectator ions?	0/23
<input type="checkbox"/> Q3 Final Exam	What are the common products of neutralization reactions?	0/23
<input type="checkbox"/> Q4 Final Exam	What do all exothermic reactions produce?	0/23
<input type="checkbox"/> Q5 Final Exam	What happens to the pressure of a gas when the temperature rises if there are no other factors that change?	0/23
<input type="checkbox"/> Q6 Final Exam	What is an electrolyte?	0/23
<input type="checkbox"/> Q7 Final Exam	What is the difference between mass and weight?	0/23
<input checked="" type="checkbox"/> sample	description	0/23

box

7. You must have an Activity name and an Activity Description. This is what will appear as a title and description in the assessment library if one adds edits such as a Reflection Template to the original assessment. I recommend copying and pasting the Assessment title and Assessment Description into the Activity and Activity Description.

Assessment: sample

Assessment Description: description

Assessment Type: Embedded Assessment

Evaluator Assessment Guide: Upload Assessment Guide

Evaluator Reflections:  Allow evaluator reflections

Rubric Type: Outcomes-Oriented

Scoring Mode:  Rubric and Scorecard  Collective Score Entry

Scoring Views:  Scorecard View  Rubric View

Assessment Scale: a 2-level Successful/Unsuccessful Scale

Activity: Activity

Activity Description: Activity Description

	Meets expectations	Does not meet expectations
✗ Analyze common observations using fundamental chemical principles.	Successful	Unsuccessful
✗ Identify fundamental chemical principles.	Successful	Unsuccessful

+ Add Row

Cancel Save

Assessment: sample

Assessment Description: description

Assessment Type: Embedded Assessment

Evaluator Assessment Guide: Upload Assessment Guide

Evaluator Reflections:  Allow evaluator reflections

Rubric Type: Outcomes-Oriented

Scoring Mode:  Rubric and Scorecard  Collective Score Entry

Scoring Views:  Scorecard View  Rubric View

Assessment Scale: a 2-level Successful/Unsuccessful Scale

Activity: Activity

Activity Description: Activity Description

	Meets expectations	Does not meet expectations
✗ Analyze common observations using fundamental chemical principles.	Successful	Unsuccessful
✗ Identify fundamental chemical principles.	Successful	Unsuccessful

+ Add Row

Cancel Save

8. Next you need to add the reflection. First, click on the check box titled “Allow Evaluator Reflections”

The screenshot shows the Fullerton College eLumen interface. The top navigation bar includes the college logo, 'Production Site', 'FULLERTON COLLEGE', 'eLumen', and a dropdown menu for 'Chemistry Dept.'. Below this is a user profile section for 'Janice - Default eLumen client' with a 'Faculty' dropdown. A secondary navigation bar contains 'Courses' (Spring 2016), 'SLOs & Assessments', 'Reports', and 'Strategic Initiatives'. The main content area contains several form fields: 'Assessment' (sample), 'Activity' (Activity), 'Assessment Description' (description), 'Activity Description' (Activity Description), 'Assessment Type' (Embedded Assessment), 'Evaluator Assessment Guide' (Upload Assessment Guide), 'Evaluator Reflections' (checkbox checked, labeled 'Allow evaluator reflections'), 'Rubric Type' (Activity-Oriented, Single SLO), 'Selected SLOs' (Link SLOs), and 'Assessment Scale' (a 2 level Successful/Unsuccessful Scale). A red arrow points to the 'Allow evaluator reflections' checkbox with the text 'Select check box'. A 'Generate Rubric Template' button is at the bottom right.

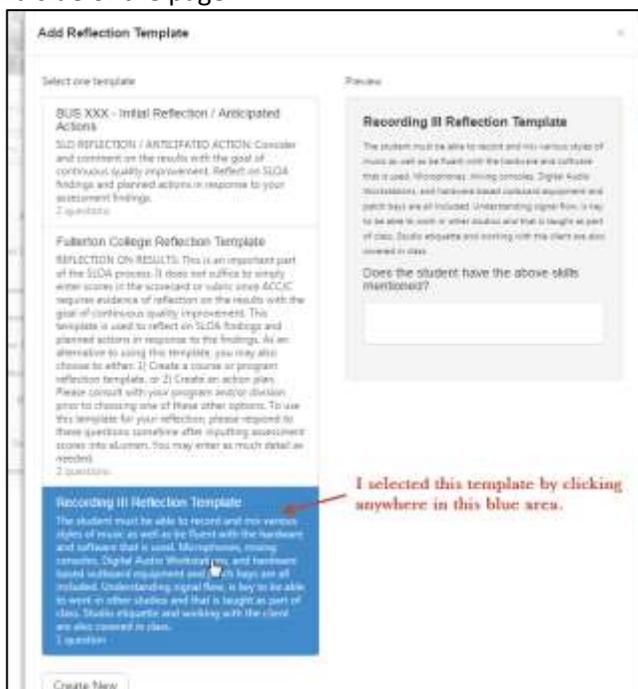
9. Click on the link that appears titled “Link Reflection Template” below

This screenshot is identical to the one above, but with an additional step. The 'Evaluator Reflections' checkbox is still checked. A new field, 'Evaluator Reflection Template', has appeared with the text 'Link Reflection Template' and a blue underline. A red arrow points to this link with the text 'Click on Link Reflection Template'. The 'Generate Rubric Template' button remains at the bottom right.

10. Select a reflection template. You don't have to create a template unless you want to do so, just use Fullerton College Reflection Template. The generic reflection template titled "Fullerton College Reflection Template" can be used for any class.



11. To select the template, point your mouse at the template and click anywhere in the template. Once selected correctly, the template has a blue background. Normally a faculty member will just click on **Fullerton College Reflection Template** on the left-hand side of the page. For this instance, a faculty member created their own template and I am selecting Recording III Reflection Template. What the reflection template looks like on the page is shown on the right, but you will need to select the template on the left-hand side of the page.



12. Scroll down and click on Add.

Select one template

**BUS XXX - Initial Reflection / Anticipated Actions**  
SLO REFLECTION / ANTICIPATED ACTION: Consider and comment on the results with the goal of continuous quality improvement. Reflect on SLOA findings and planned actions in response to your assessment findings.  
2 questions

**Fullerton College Reflection Template**  
REFLECTION ON RESULTS: This is an important part of the SLOA process. It does not suffice to simply enter scores in the scorecard or rubric since ACCJC requires evidence of reflection on the results with the goal of continuous quality improvement. This template is used to reflect on SLOA findings and planned actions in response to the findings. As an alternative to using this template, you may also choose to either: 1) Create a course or program reflection template, or 2) Create an action plan. Please consult with your program and/or division prior to choosing one of these other options. To use this template for your reflection, please respond to these questions sometime after inputting assessment scores into eLumen. You may enter as much detail as needed.  
2 questions

**Recording III Reflection Template**  
The student must be able to record and mix various styles of music as well as be fluent with the hardware and software that is used. Microphones, mixing consoles, Digital Audio Workstations, and hardware based outboard equipment and patch bays are all included. Understanding signal flow, is key to be able to work in other studios and that is taught as part of class. Studio etiquette and working with the client are also covered in class.  
1 question

Create New

Preview

**Recording III Reflection Template**

The student must be able to record and mix various styles of music as well as be fluent with the hardware and software that is used. Microphones, mixing consoles, Digital Audio Workstations, and hardware based outboard equipment and patch bays are all included. Understanding signal flow, is key to be able to work in other studios and that is taught as part of class. Studio etiquette and working with the client are also covered in class.

Does the student have the above skills mentioned?

Scroll down and click on add

Cancel Add

If the template is added correctly, you will see the title of the template.

Production Site  
FULLERTON COLLEGE  
eLumen

Chemistry Dept.

Janice - Default eLumen client Faculty

Assessment: sample Activity: Activity

Assessment Description: description Activity Description: Activity-Description

Assessment Type: Embedded Assessment

Evaluator Assessment Guide: Upload Assessment Guide

Evaluator Reflections:  Allow evaluator reflections

Evaluator Reflection Template: Recording II Reflective Template

Rubric Type: Activity-Oriented, Single SLO

Selected SLO: Link SLO

Assessment Scale: a 2 level Successful/Unsuccessful Scale Number of criteria: 1

Generate Rubric Template

13. Click on Save

Production Site  
FULLERTON COLLEGE  
eLumen

Chemistry Dept.

Janice - Default eLumen client Faculty

Assessment: Gas Law Simulation (2015) Activity: Gas Law Simulation (2015)

Assessment Description: Exploration of P,V,T, and n by a PHET simulation to determine effects of variables on Gas Laws for an online class experiment JC

Activity Description: Exploration of P,V,T, and n by a PHET simulation to determine effects of variables on Gas Laws for an online class experiment JC

Assessment Type: Simulation

Evaluator Assessment Guide: Upload Assessment Guide

Evaluator Reflections:  Allow evaluator reflections

Evaluator Reflection Template: Fullerton College Reflection Template

Rubric Type: Outcomes-Oriented

Scoring Mode:  Rubric and Scorecard  Collective Score Entry

Scoring Views:  Scorecard View  Rubric View

Assessment Scale: a 3 level scale

Exceeds expectations	Meets expectations	Does not meet expectations
3	2	1
Student exceeds expectations	Student meets expectations	Student does not meet expectations

Interpret and analyze simple experiments.

+ add row

Cancel Save

Your assessment should have a reflection template added.

14. To score or access the scorecard for data entry or to access the reflection template, click on the icon.

Course Coordinator(s): Janice Chadwick, Samuel Foster

<input type="button" value="Add Assessment"/> <input type="button" value="Find Assessment"/> <input type="button" value="Carry Forward Prior Assessments"/>		
Name	Description	Scorecards
<input type="checkbox"/> chem103 quiz	data from quiz 4 in fall 2015	0/23
<input type="checkbox"/> Lewis dot structure worksheet	Worksheet on the concept of Lewis dot structures indication ability to identify fundamental principles. A 10 point worksheet with 70% or better considered successful.	0/23
<input type="checkbox"/> Q1 Final Exam	In general, when an aqueous solution is heated, what happens to the solubility of ionic compounds within it?	0/23
<input type="checkbox"/> Q2 Final Exam	What are spectator ions?	0/23
<input type="checkbox"/> Q3 Final Exam	What are the common products of neutralization reactions?	0/23
<input type="checkbox"/> Q4 Final Exam	What do all exothermic reactions produce?	0/23
<input type="checkbox"/> Q5 Final Exam	What happens to the pressure of a gas when the temperature rises if there are no other factors that change?	0/23
<input type="checkbox"/> Q6 Final Exam	What is an electrolyte?	0/23
<input type="checkbox"/> Q7 Final Exam	What is the difference between mass and weight?	0/23
<input type="checkbox"/> sample	description	0/23

**Click on first icon to score** →

15. The reflection template is at the bottom of the Scorecard and can be saved and/or edited at a later time. To access the reflection template, scroll down to the bottom of the Scorecard and click on Save and Continue to Reflection.

<input type="checkbox"/>	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
<input type="checkbox"/>	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
<input type="checkbox"/>	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
<input type="checkbox"/>	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
<b>Score total:</b>		<b>0</b>	<b>0</b>	<b>0</b>

**Click here to reflect** ↓

Clear all scores from this scorecard

**Scroll to bottom of scorecard, and you can now reflect once students are scored.**

16. Enter your findings and either Save Draft or Submit. Regardless of whether you Save Draft or Submit, both may be edited at a later time. Just follow steps 14 through 16 to enter the scorecard and edit anything on the reflection template.

### Fullerton College Reflection Template ✕

REFLECTION ON RESULTS: This is an important part of the SLOA process. It does not suffice to simply enter scores in the scorecard or rubric since ACCJC requires evidence of reflection on the results with the goal of continuous quality improvement. This template is used to reflect on SLOA findings and planned actions in response to the findings. As an alternative to using this template, you may also choose to either: 1) Create a course or program reflection template, or 2) Create an action plan. Please consult with your program and/or division prior to choosing one of these other options. To use this template for your reflection, please respond to these questions sometime after inputting assessment scores into eLumen. You may enter as much detail as needed.

**1. What were the most important findings from the assessment? How did the results compare to previous assessment results (if applicable)**

My findings were to .....

**Type in here**

**2. What improvement measures will be used to address the needs and issues revealed by your assessment? (Copy and paste <http://slo.fullcoll.edu/list.html> into a new browser tab to view a list of potential improvement measures). How will you implement these measures? What are the expected outcomes?**

I think this course or program needs to .....

**Type in here**

**Save Draft or Submit** →