

Elumen for Program Coordinators

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User Roles Available in eLumen

Roles in eLumen allow users to delegate tasks and empower the faculty, staff, and administration to take ownership of the SAOs, assessments, and ultimately the quality improvement of their contexts, departments, programs, and the whole institute. The roles available within eLumen provide a more detailed control of permissions and responsibilities of users.

eLumen's main contact for initial user roles is designated to the Data Steward. The four primary roles within eLumen are Division Coordinator, Program Coordinator, Context Coordinator, and Faculty or Staff. Division and Program Coordinators can add scorers, run reports, track usage in the Planner, create action plans, and create initiatives. A Context Coordinator has less permission than the Division or Program Coordinator and cannot run reports, but is entered in a Faculty or Staff role where there are some reports available to them.

A breakdown of the roles in eLumen is below.

Coordinators (Division or Program)

If a college chooses to distribute some of the responsibility for outcomes assessment, the Data Steward sets up both the Division and Program coordinator role for each division/program. All courses, course sections, class rosters, and faculty of record are loaded into eLumen each semester. DO NOT attempt to add courses, course sections, or students in eLumen regardless of the role used in eLumen. In addition, all CSLOs and PSLOs are approved by the Curriculum Committee first and then the data steward adds them to the eLumen. DO NOT attempt to add CSLOs or PSLOs in eLumen as an instructional program coordinator. One or more faculty members may be assigned in any coordinator role. If there is a need to change the user(s) in a Division Coordinator or Program Coordinator role, please contact the Data

Steward. Currently the SLOA Committee Chair, the SLOA Coordinator, and the eLumen Data Steward are one in the same. The Division Coordinator is the SLOA Committee Division Representative for your division. The Program Coordinator is typically the department coordinator, but may be assigned to any faculty member. The Program Coordinator helps design and manages the assessment process for his or her department/program, including assessment set-up, distribution of learning outcomes and assessments to courses when appropriate, and generating assessment reports for further discussion by the department/program. Some of the more common duties of a Program Coordinator are:

1. Help faculty logon, add assessments, and score a scorecard
2. Assessment completion by faculty verification
3. Run reports for department/division meeting discussions
4. Add notes/minutes of discussions to eLumen
5. Assign Course Coordinators in eLumen for multi-section courses
6. Assign proxy scorers for a course section
7. Facilitates in the implementation of a department assessment plan or schedule

Department/Program Coordinators have access to **Strategic Planning** (including the Planner, Initiatives, Requests for Information (RFIs) and Action Plans, **SLOs and Assessments**, **Org Management**, and **Reports**.

Course Coordinators

All courses, course sections, class rosters, and faculty of record are loaded into eLumen each semester. DO NOT attempt to add courses, course sections, or students in eLumen.

A Course Coordinator oversees a course and its respective sections if there are multiple sections for a course. If the course typically has one section, it is not necessary to assign a course coordinator in eLumen. The Program or Division coordinator can add a course coordinator for each multi-section course, and add scorers to a course section when appropriate. Course Coordinators can create Action Plans, RFIs. Context coordinators do not currently have access to any reports, and are assigned a Staff role so they can run reports available to the Faculty/Staff role.

Faculty or Staff

Each assigned course instructor of record has immediate access to his or her course sections. There they can respond to requests for information (RFI), select distributed assessments, or add (and share) their own assessments, and assess student work using these assessments. Faculty can access the *Results Explorer in eLumen* with data from their assigned courses. The Results Explorer tab is a new feature for eLumen 6.5 and replaces the Reports tab in eLumen 6.1 in the Faculty view. Along with a graphical and table view of faculty data, the Results Explorer now contains a link to Available Reports and the Document Library that used to be in the tab named Reports.

Staff and managers do not have sufficient permission to view instructor courses in the instructional portion of eLumen and likewise, faculty do not have sufficient permission to view context and settings in the non-instructional portion of eLumen.

How to Logon to eLumen

Access to eLumen by logging on to MyGateway on the Employee page on the Employee Links. An analogous way to logon to eLumen is to use the Faculty tab and under Faculty Links, you will find the same access to eLumen as described below. Use either the Employee page or the Faculty page in MyGateway to access eLumen.

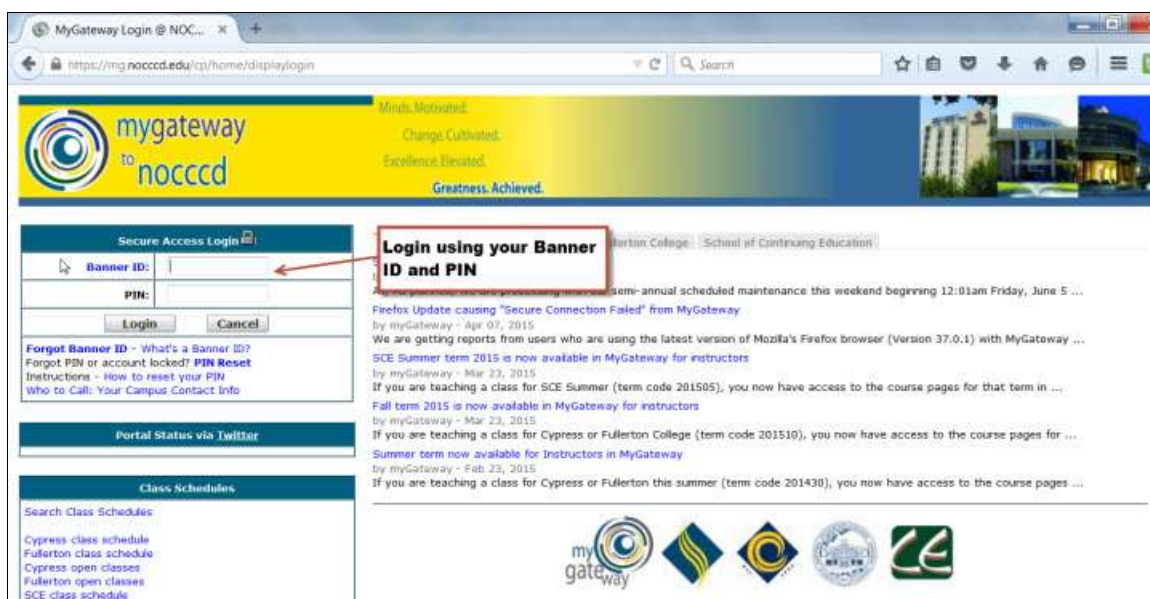
eLumen now uses Single Sign On (SSO) at MyGateway! Point your browser to MyGateway at mg.nocccd.edu or on the Fullerton College home page at www.fullcoll.edu

How to logon:

1. Logon at the Fullerton College homepage or enter mg.nocccd.edu



2. Login to MyGateway using your Banner or MyGateway ID and password



3. Click on the Employee tab or the Faculty tab.

On the Employee tab, the link to eLumen is listed under Employee Links.

The screenshot shows the mygateway to fullerton college website. The top navigation bar includes links for My Account, Change Callboard, and Excellence Elevated. The main navigation bar has tabs for Employee, Faculty, Fullerton, District Forms, Registration, Student, Early Alert, and Tutorials. The Employee tab is selected and highlighted with a red circle and an arrow pointing to it. Below the navigation bar, there are several sections: Personal Announcements, Group Studio Activity Channel, Employment Details, Personal Information, OC Dept of Education EIS, Employee Assistance, and Workers Comp. The Employee Links section is highlighted with a red circle and an arrow pointing to it. It contains a list of links for Fullerton College, including Centennial, CollegeBuys, FC CurricUNET, FC Staff Development, Exchange mail, Fullerton Virtual EMS, Elumen SSO (TEST), and Elumen SSO (PROD). The eLumen Links section is also highlighted with a red circle and an arrow pointing to it. It contains a list of links for eLumen, including Test - Practice site and Prod - Live site. The eLumen Links section is further highlighted with a red circle and an arrow pointing to it.

mygateway to fullerton college

Welcome Janice Eileen Chadwick
You are currently logged in.

Employee Tab

Employee Faculty Fullerton District Forms Registration Student Early Alert Tutorials

Personal Announcements
Payment Processing is currently unavailable!!!

Group Studio Activity Channel

Group	Applications (none selected)	Chat	Last Visit
FC Accred Standard		Inactive	2015-09-08
CMS		Inactive	2015-02-02
Comprehensive Master Plan		Inactive	2010-03-04

View All Groups

Employee Links

- Fullerton College
 - Centennial
 - CollegeBuys - Discount Software for California Community Colleges
 - FC CurricUNET
 - FC Staff Development
 - Exchange mail
 - Fullerton Virtual EMS
 - Elumen SSO (TEST)
 - Elumen SSO (PROD)
- General
 - Argos
 - Banner to myGateway event queue
 - CCC Chancellor's Office
 - CCC Confer
 - California Community College Registry

eLumen Links

- Test - Practice site
- Prod - Live site

Employment Details

- Benefits
- Leave Details
- Benefits web page

Personal Information

- Update E-mail Addresses
- Change PIN
- Update My Address and Phone
- Update Emergency Contacts
- Update Ethnicity
- Set Text Message Alert Preferences
- What is my ID?

OC Dept of Education EIS

- EIS Login
- EIS Quick Start Guide

Employee Assistance

www.guidanceresources.com

NOCCCD employer ID - COM589

(800) 272-7255

Workers Comp

Workers Comp Packet for Injured Employees
Workers Comp packet is located on the "District Forms" tab, under the "Risk Management" folder

For Faculty Login – See the next page

On the Faculty tab, the link to eLumen is listed under Faculty Links (below the WebStar link).

4. Scroll down to the Elumen links.

The screenshot shows the mygateway to fullerton college Faculty Tab. The 'Faculty Links' section is highlighted with a red box and an arrow pointing to it. A red text overlay 'Faculty Links' is placed over the section. A red box on the right contains instructions: 'Scroll down on the Faculty page and click on either Elumen SSO (TEST) or Elumen SSO (PROD)' and 'TEST links to a practice site. PROD links to the live production site where all official assessments and reports are entered by faculty.' Arrows point from this text to the 'Elumen SSO (TEST)' and 'Elumen SSO (PROD)' links in the Faculty Links list.

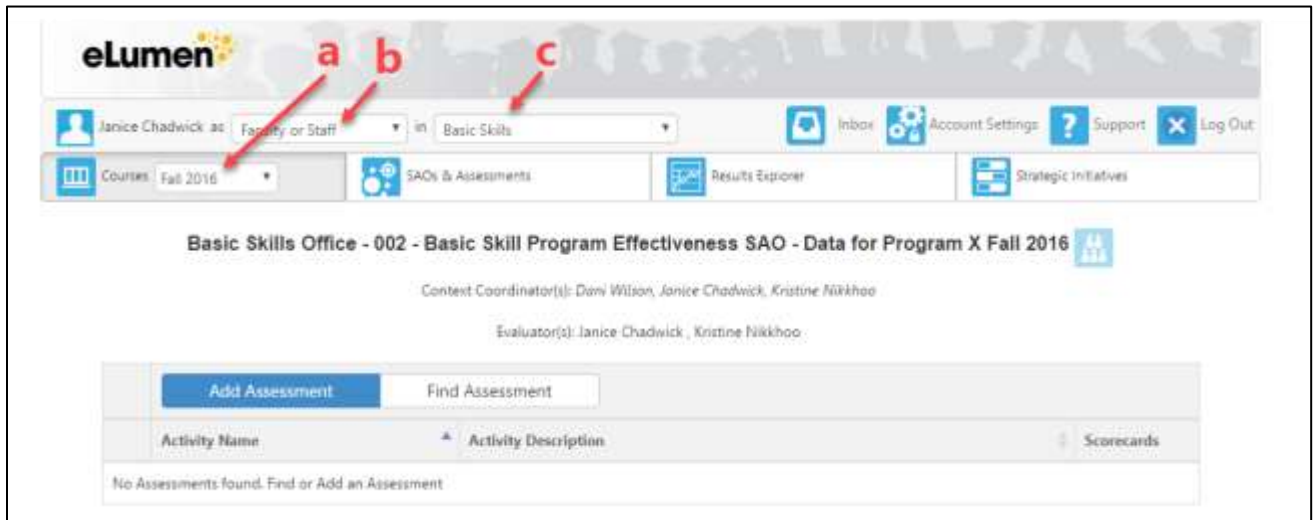
The test site is a “sandbox” and is used for practice only, eLumen SSO (TEST).

Enter all final assessments on the live production site, eLumen SSO (PROD)

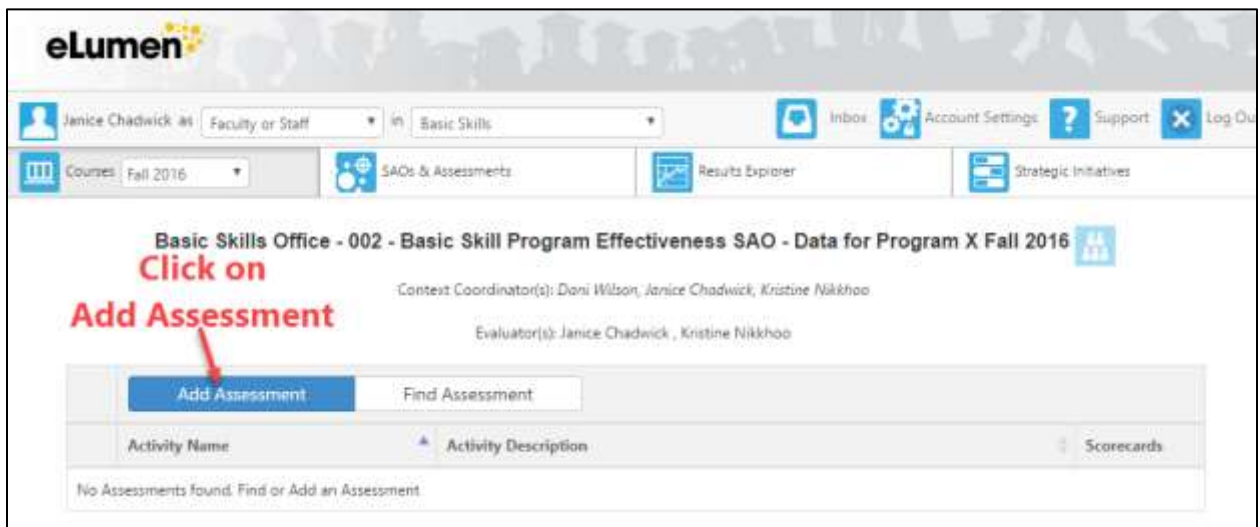
How to Add a 2-Level Scorecard Assessment in eLumen for SLOs

1. When first logging in, these instructions are followed if :

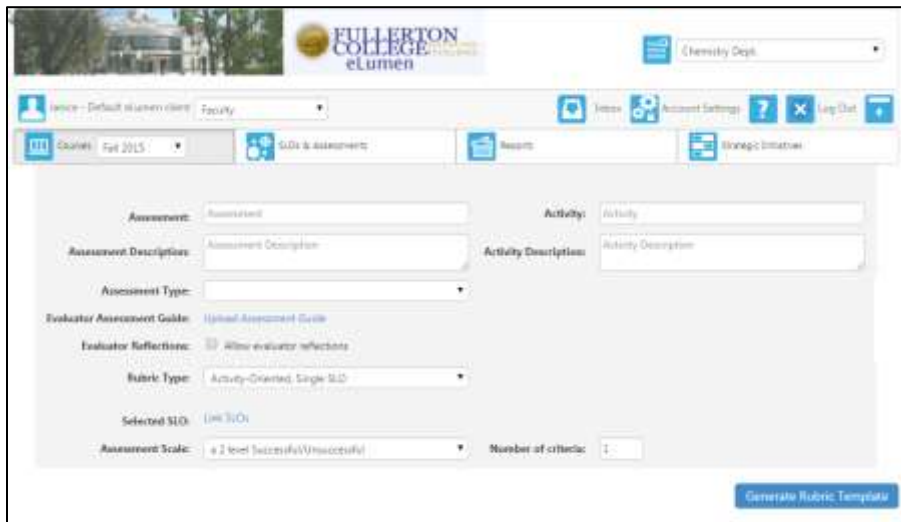
- a) The correct semester for data entry is selected
- b) The role is set as “Faculty”
- c) The correct department is selected.



2. To build an assessment so you can enter your data, click on Add Assessment. Use the Find Assessment tab if you already created an assessment and used or added the assessment to the library.

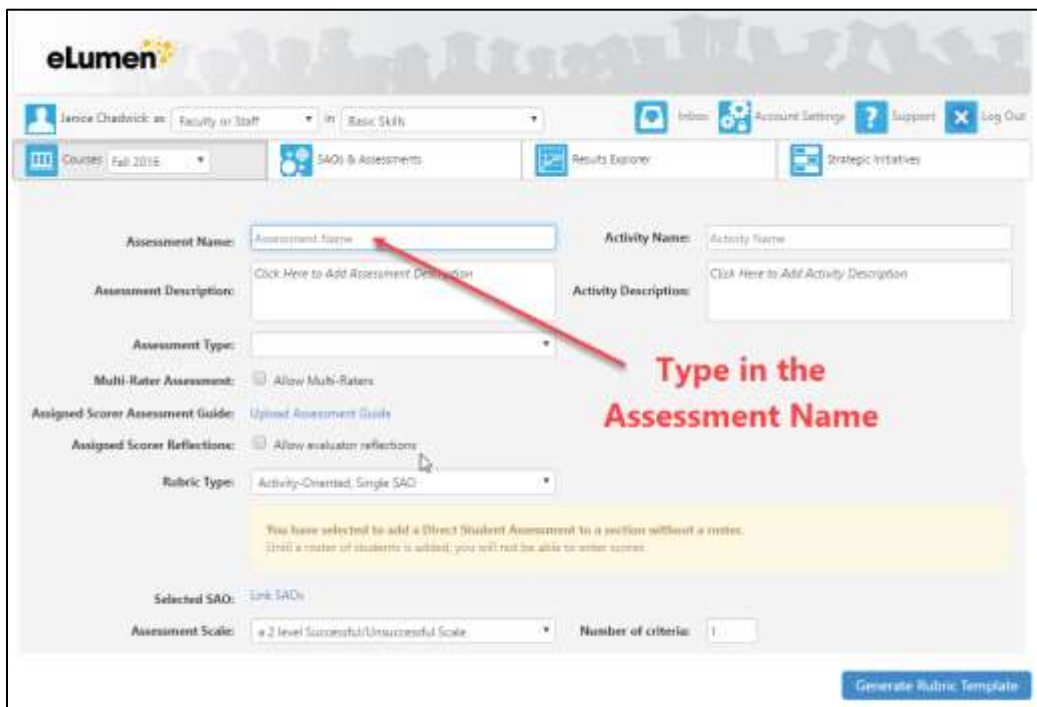


3. Add Assessments send you to the page where you build and save an assessment.



This screenshot shows the 'Add Assessment' form in the eLumen system. The form is titled 'Assessment' and 'Activity'. It includes fields for 'Assessment Name', 'Assessment Description', 'Assessment Type', 'Evaluator Assessment Guide', 'Evaluator Reflections', 'Rubric Type', 'Selected SLO', 'Assessment Scale', and 'Number of criteria'. A red arrow points to the 'Assessment Name' field, which contains the text 'Assessment Name'. The 'Assessment Type' is set to 'Activity-Oriented, Single SLO'. The 'Assessment Scale' is set to 'a 2 level Successful/Unsuccessful'. The 'Number of criteria' is set to '1'. A blue button labeled 'Generate Rubric Template' is at the bottom right.

4. **Assessment Name:** Type in a name for the assessment. Enter an assessment name. It helps to identify if you add a descriptive name and it helps to add a semester (term). Assessments may be re-used or cloned for future use; the title and description will identify the assessment as time goes on.



This screenshot shows the 'Add Assessment' form in the eLumen system, similar to the previous one. A red arrow points to the 'Assessment Name' field, which contains the text 'Assessment Name'. The 'Assessment Type' is set to 'Activity-Oriented, Single SLO'. The 'Assessment Scale' is set to 'a 2 level Successful/Unsuccessful'. The 'Number of criteria' is set to '1'. A blue button labeled 'Generate Rubric Template' is at the bottom right. A yellow message box at the bottom of the form reads: 'You have selected to add a Direct Student Assessment to a section without a roster. Until a roster of students is added, you will not be able to enter scores.'

Ignore the message in yellow about the student roster – in a faculty role – you will not see this message.

5. Assessment Description: Type in a description. This will be saved as an outcomes-oriented scorecard and it is useful to include the type of assessment you are selecting to provide some description of the assessment. A more detailed description of what you are using (observation, survey type, number of student, semester etc.) and what the basis is for success (68% or better, etc.) for later identification since these assessments can be reused. It is useful to copy & paste the Assessment Title and the Assessment Description into the Activity and Activity Description for later use. Notice a text editing bar is available to help enhance your description of the assessment. The description box is expandable.

The screenshot shows the eLumen web application interface. The top navigation bar includes the eLumen logo, user profile (Janice Chadwick), and various menu items like 'Inbox', 'Account Settings', 'Support', and 'Log Out'. The main content area is titled 'Assessments' and contains several input fields. The 'Assessment Name' field is filled with 'Student Course Completion Rate in Fall 2016'. The 'Assessment Description' field is highlighted with a red arrow and a red text overlay that reads: 'Type in description with enough detail for use in later semesters'. Other fields include 'Assessment Type' (a pull-down menu), 'Multi-Rater Assessment' (checkbox), 'Assigned Scorer Assessment Guide' (text), 'Assigned Scorer Reflections' (checkbox), 'Rubric Type' (pull-down menu), 'Selected SAO' (text), 'Assessment Scale' (pull-down menu), and 'Number of criteria' (text). A 'Generate Rubric Template' button is at the bottom right.

6. Assessment Type: Use the pull-down menu to select a type of assessment. If you don't find one that fits, the data steward with your preferred listing.

The screenshot shows the eLumen web application interface with the 'Assessment Type' pull-down menu open. The menu lists various assessment types: Assignment, Examination, Final Exam, Quiz, Embedded Assessment, Survey, Course Placement Assessment, Practicum, Research Paper, Simulation, Performance-based task, SAO Rosterless Count, Student Plan, Worksheet, Essay, Project, Extended Project, Laboratory Experience, and Resume/Cover Letter. A red arrow points to the 'Performance-based task' option. A red text overlay reads: 'Use the pull-down menu and select an assessment type'. The 'Assessment Name' and 'Activity Name' fields are filled with 'BSI Course Success Completion Counts for ENG 60'. The 'Assessment Description' and 'Activity Description' fields are filled with 'Student Course Success Completion Date in Fall 2016'. The 'Assessment Type' field is highlighted with a red arrow. The 'Number of criteria' field is set to '1'. A 'Generate Rubric Template' button is at the bottom right.

7. Multiple-raters and Assessment Guide (Optional): Select the checkbox for Multiple-Raters if more than one person is entering a set of scores for a given assessment. Assessment Guide: If there are multiple scorers for the assessment, it might be useful to add an assessment guide. This link permits you to upload a guide from your computer that details how to score the assessment. Often both are skipped.

eLumen

Service Overview | Faculty or Staff | Basic Skills | Index | Account Settings | Support | Log Out

Courses | Fall 2016 | SAGs & Assessments | Results Explorer | Strategic Initiatives

Assessment Name: BSI Course Success Completion Counts for ENG 60
 Activity Name: BSI Course Success Completion Counts for ENG 60
 Assessment Description: Student Course Success Completion Data in Fall 2016
 Activity Description: Student Course Success Completion Data in Fall 2016

Assessment Type: SAG Notebook Count

Multi-Rater Assessment: ☐ Allow Multi-Raters
 Assigned Scores Assessment Guide: [Upload Assessment Guide](#)
 Assigned Scores Reflections: ☐ Allow evaluator reflections
 Rubric Type: Activity-Oriented, Single SAG

You have selected to add a Direct Student Assessment to a section without a roster.
 Until a roster of students is added, you will not be able to enter scores.

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

[Generate Rubric Template](#)

8. Reflection Template: Click on the Link Reflection Template and add “A Fullerton College Reflection Template”. This is a two question reflection about your findings and what you will about the findings. It can be brief or be very in depth; that’s up to you. Do not just score the assessment; use either a reflection or an action plan associated with the assessment to show that improvement is ongoing. Note: This is a multi-part step and many people miss the second part! The first part is check the box to the left of “Allow evaluator reflections” as below.

eLumen

Service Overview | Faculty or Staff | Basic Skills | Index | Account Settings | Support | Log Out

Courses | Fall 2016 | SAGs & Assessments | Results Explorer | Strategic Initiatives

Assessment Name: BSI Course Success Completion Counts for ENG 60
 Activity Name: BSI Course Success Completion Counts for ENG 60
 Assessment Description: Student Course Success Completion Data in Fall 2016
 Activity Description: Student Course Success Completion Data in Fall 2016

Assessment Type: SAG Notebook Count

Multi-Rater Assessment: ☐ Allow Multi-Raters
 Assigned Scores Assessment Guide: [Upload Assessment Guide](#)
 Assigned Scores Reflections: ☐ Allow evaluator reflections
 Rubric Type: Activity-Oriented, Single SAG

You have selected to add a Direct Student Assessment to a section without a roster.
 Until a roster of students is added, you will not be able to enter scores.

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

[Generate Rubric Template](#)

Next, click on “Link Reflection Template” – this is often missed...

The screenshot shows the eLumen 'Add Assessment' form. The 'Assigned Scorer Reflection Template' dropdown menu is open, and a red arrow points to the 'Link Reflection Template' option. A red text overlay says 'Click on "Link Reflection Template"'. Below the dropdown, a yellow warning box states: 'You have selected to add a Direct Student Assessment to a section without a roster. Until a roster of students is added, you will not be able to enter scores.' The 'Selected SAO' is 'Link SAOs' and the 'Assessment Scale' is 'a 2 level Successful/Unsuccessful Scale'.

The next part is selecting a reflection template. Select the template titled “A Fullerton College Reflection Template” by clicking anywhere inside the template. Do not create a new reflection template! To add the reflection template, click anywhere in the text of the Fullerton College Reflection Template.

The screenshot shows the 'Add Reflection Template' dialog box. The 'Select one template' section lists 'A Fullerton College Reflection Template'. A red arrow points to the text 'A Fullerton College Reflection Template'. The 'Preview' section shows a placeholder text: 'Select a Reflection Template from the list'. A red text overlay says 'Click anywhere in A Fullerton College Reflection Template'.

Once the template is selected, the template will be a dark blue and the two questions in the template are shown on the right. It should look as below:

Add Reflection Template

Select one template

A 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

Building on what was covered in MUS122
 Are the students able to identify basic terminology encountered within a standard management contract? One of the SLOs specified on syllabus states the following: • Outcome: Upon successful completion of MUS 122 F: Advanced Music Business, the student will be able to analyze and discuss all aspects of an artist management contract.
 1 question

BUS XXXX - 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

Comments
 Response for questions revealed
 1 question

Preview

A 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)

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?

Cancel Add

Selection of the template activates the Add button so it is no longer greyed out. Scroll to the bottom of the page and on the right-hand side click on the Add button.

Add Reflection Template

Select one template

A 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

Building on what was covered in MUS122
 Are the students able to identify basic terminology encountered within a standard management contract? One of the SLOs specified on syllabus states the following: • Outcome: Upon successful completion of MUS 122 F: Advanced Music Business, the student will be able to analyze and discuss all aspects of an artist management contract.
 1 question

BUS XXXX - 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

Comments
 Response for questions revealed
 1 question

Preview

A 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)

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?

Cancel Add

Scroll down to the bottom of the page and click on "Add" to add the template

If the reflection template adds correctly, the “A Fullerton College Reflection Template” name will appear:

eLumen

Jessica Chedwick as Faculty or Staff | IN Basic Skills | Home | Account Settings | Support | Log Out

Courses Fall 2016 | SAOs & Assessments | Results Explorer | Strategic Initiatives

Assessment Name: B2 Course Success Completion Counts for ENG 60

Activity Name: B2 Course Success Completion Counts for ENG 60

Assessment Description: Student Course Success Completion Data in Fall 2016

Activity Description: Student Course Success Completion Data in Fall 2016

Assessment Type: SAO Rosterless Count

Multi-Rater Assessment: ☒ Allow Multi-Raters

Assigned Score Assessment Guide: [Upload Assessment Guide](#)

Assigned Score Reflections: ☒ Allow evaluator reflections

Assigned Score Reflection Template: [Link Reflection Template](#)
4 Fullerton College Reflection Template

Rubric Type: Activity-Oriented, Single SAO

Selected SAOs: [Link SAOs](#)

Assessment Scale: a 2 level Success/Fail/Unsuccessful Scale

Number of criteria: 1

The name of the template appears here if added correctly.

[Generate Rubric Template](#)

9. **Rubric Type:** For a scorecard, use the pull-down menu to select **Outcomes-Oriented**. The other selections are used to add rubrics and are available, but further discussion and training is needed in their use prior to adding these.

The screenshot displays the eLumen system interface, which is used for managing assessments and activities. The interface is divided into two main sections: 'Assessment' and 'Activity'.

Assessment Section:

- Assessment Name:** BSI Course Success Completion Counts for ENG 60
- Assessment Description:** Student Course Success Completion Data in Fall 2018
- Assessment Type:** SAO Rosterless Count
- Multi-Rater Assessment:** ☐ Allow Multi-Raters
- Assigned Scorer Assessment Guide:** [Upload Assessment Guide](#)
- Assigned Scorer Reflections:** ☒ Allow evaluator reflections
- Assigned Scorer Reflection Templates:** [Link Reflection Template](#)
A Fullerton College Reflection Template
- Rule Type:** A dropdown menu with the following options:
 - Activity-Oriented, Single SAO
 - Activity-Oriented, Single SAO
 - Activity-Oriented, Multiple SAO
 - Activity-Oriented, Multi-Rater
 - Outcomes-Oriented** (highlighted by a red arrow)
- Selected SAO:** [Link SAO](#)
- Assessment Scale:** a 2 level Successful/Unsuccessful Scale

Activity Section:

- Activity Name:** BSI Course Success Completion Counts for ENG 60
- Activity Description:** Student Course Success Completion Data in Fall 2018

A red arrow points to the 'Outcomes-Oriented' option in the 'Rule Type' dropdown menu, with the text 'Select Outcomes - Oriented' overlaid in red.

10. Scoring Mode: Select Rubric and Scorecard

Production Site
FULLERTON COLLEGE
eLumen

Janice Chadwick as Faculty in Chemistry Dept.

Assessment Name: Chemistry 103 Lewis Dot Structure Assessment jr

Activity Name: Chemistry 103 Lewis Dot Structure Assessment jr

Assessment Description: An assignment where ten dot structures are assessed to include multiple bonding and resonance structures. 70% score or better meets expectations.

Activity Description: An assignment where ten dot structures are assessed to include multiple bonding and resonance structures. 70% score or better meets expectations.

Assessment Type: Assignment

Multi-Rater Assessment: ☐ Allow Multi-Raters

Evaluator Assessment Guide: [Upload Assessment Guide](#)

Evaluator Reflections: ☒ Allow evaluator reflections

Evaluator Reflection Template: [Link Reflection Template](#)
A 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 2 level Successful/Unsuccessful Scale

Number of SLOs: 1

[Generate Rubric Template](#)

11. *Scoring View*: Both of the check boxes are selected by default; one makes less mistakes in scoring if only the Scorecard is select. De-select the Rubric View to score and this will simplify the view.

Fullerton College
eLumen

Chemistry Dept.

Janice - Default eLumen client Faculty

Account Settings ? X Log Out

Courses Spring 2015 SLOs and Assessments Reports

Assessment: 2-Level Scorecard for Chem 103 sp2015

Activity: Activity

Assessment Description: Outcomes-Oriented Scorecard using the default Successful/Unsuccessful

Activity Description: Activity Description

Assessment Type: Embedded Assessment

Rubric Type: Outcomes-Oriented

Scoring Mode: ☒ Rubric and Scorecard ☐ Collective Score Entry

Scoring Views: ☒ Scorecard View ☐ Rubric View

Assessment Scale: 3 level scale

Number of SLOs: 1

[Generate Rubric Template](#)

12. **Assessment Scale:** Use the pull-down menu to select a scale. If you want the simplest scale, select “a 2-level Successful/Unsuccessful”. This scores students as Meets Expectations (Successful), Does Not Meet Expectations (Unsuccessful) and Not Assessed (N/A). There are many other scorecards and rubrics to select from. If a more elaborate rubric or scorecard is preferred, contact the SLOA Division Representative or the Data Steward.

The screenshot shows the eLumen interface for creating an assessment. The 'Assessment Name' is 'Chemistry 103 Lewis Dot Structure Assessment jr'. The 'Assessment Description' is 'An assignment where ten dot structures are assessed to include multiple bonding and resonance structures. 70% score or better meets expectations.' The 'Assessment Type' is 'Assignment'. The 'Multi-Rater Assessment' checkbox is checked. The 'Evaluator Assessment Guide' is 'Upload Assessment Guide'. The 'Evaluator Reflections' checkbox is checked. The 'Evaluator Reflection Template' is 'A Fullerton College Reflection Template'. The 'Rubric Type' is 'Outcomes-Oriented'. The 'Scoring Mode' is 'Rubric and Scorecard'. The 'Scoring Views' are 'Scorecard View' and 'Rubric View'. The 'Assessment Scale' dropdown menu is highlighted with a red arrow and the text 'Use the Assessment Scale pull-down menu to select a scale'. The 'Number of SLOs' is '1'. The 'Generate Rubric Template' button is at the bottom right.

13. If you have more than one SLO that your assessment meets, click on the Number of SLOs and select the correct number of SLOs, otherwise leave it at 1. You can always add more SLOs on the next page. Click on Generate Template.

The screenshot shows the eLumen interface for creating an assessment. The 'Assessment Name' is '80 Course Success Completion Counts for ENG 80'. The 'Assessment Description' is 'Student Course Success Completion Data in Fall 2016'. The 'Assessment Type' is 'SAO Rosterless Count'. The 'Multi-Rater Assessment' checkbox is checked. The 'Assigned Scorer Assessment Guide' is 'Upload Assessment Guide'. The 'Assigned Scorer Reflections' checkbox is checked. The 'Assigned Scorer Reflection Template' is 'A Fullerton College Reflection Template'. The 'Rubric Type' is 'Outcomes-Oriented'. The 'Scoring Mode' is 'Rubric and Scorecard'. The 'Assessment Scale' dropdown menu is highlighted with a red arrow and the text 'Click on Generate Rubric Template'. The 'Number of SAOs' is '1'. The 'Generate Rubric Template' button is at the bottom right.

14. You have to link your assessment to a SLO. The Save and Save to Shared Assessment Library are greyed out until you link an SLO. **Click on Link SLO.** The SLOs are available in eLumen. **Click on the appropriate SLO(s).** There may be only one SLO for the setting shown on the left even if there are several SLOs. Select the SLO by clicking anywhere inside the SLO. Do not add any CSLOs to the course! If there are modifications needed for a CSLO or PSLO, contact the Curriculum Division Representative and discuss this with them first.

Production Site
FULLERTON COLLEGE
eLumen

Janice Chadwick as Faculty | Chemistry Dept. | Home | Account Settings | Support | Log Out

Courses: Fall 2016 | SLOs & Assessments | Results Explorer | Strategic Initiatives

Assessment Name: Chemistry 103 Lewis Dot Structure Assessment.pptx
Activity Name: Chemistry 103 Lewis Dot Structure Assessment.pptx
Assessment Description: An assignment where ten dot structures are assessed to include multiple bonding and resonance structures. 70% score or better meets expectations.
Activity Description: An assignment where ten dot structures are assessed to include multiple bonding and resonance structures. 70% score or better meets expectations.
Assessment Type: Assignment
Multi-Rater Assessment: ☐ Allow Multi-Raters
Evaluator Assessment Guide: Upload Assessment Guide
Evaluator Reflections: ☒ Allow evaluator reflections
Evaluator Reflection Template: Link Reflection Template & Fullerton College Reflection Template
Rubric Type: Outcomes-Oriented
Scoring Mode: ☒ Rubric and Scorecard ☐ Collective Score Entry
Scoring View: ☒ Scorecard View ☐ Rubric View

Click on Link SLO

Meets expectations	Does not meet expectations
2	1
Successful	Not Successful

Cancel Save Save and add to library of Shared Assessment

Pick SLOs for Assessment

Available CSLOs

Course

CHEM103 F - Chemistry in a Changing World

Analyze common observations using fundamental chemical principles.

Identify fundamental chemical principles.

Interpret and analyze simple experiments.

Click anywhere in a listed SLO to select it. Once selected, it is removed from the list.

Select a SLO.

If you have more than one SLO that satisfies this assessment and need to link more SLOs, click on add row after you have linked one SLO.

To assess more than one SLO with the same assessment tool, click on add Row and select another SLO.

+ add Row

✗ Interpret and analyze simple experiments.

Meets expectations	Does not meet expectations
2	1
Successful	Unsuccessful

Cancel Save Save and add to Library of Shared Assessment

15. You have two choices here. Click on Save or Save and add to Library of Shared Assessment. Please click on Save and add to Library of Shared Assessment. Clicking on Save and add to Library of Shared Assessment allows sharing of the assessment set-up with others associated with the assessment. Re-use of the assessment in future terms is available. Save and add to Library of Shared Assessments is selected, You won't have to go through this set-up again in a future term if it is in the library!

Tip: Before clicking on Save and add to Library of Shared Assessment, take a screen shot with the computer or use a cell phone to take a picture of your assessment set up. It might be useful in the future. You can view the assessment in the library, but the view is not the same as when it was first added.

eLumen

James Chaddock | Faculty or Staff | Basic Skills

Course: Fall 2016 | SLOs & Assessments | Newly Added | Strategic Initiatives

Assessment Name: BSI Course Success Completion Counts for 1500-60 | Activity Name: BSI Course Success Completion Counts for 1500-60

Assessment Description: Student Course Success Completion Counts for Fall 2016 | Activity Description: Student Course Success Completion Counts for Fall 2016

Assessment Type: SLO Rubric Score

Multi-Rater Assessment: ☐ Allow Multi-Rater

Assigned Score Assessment Guide: Upload Assessment Guide

Assigned Score Reflections: ☒ Allow evaluation reflections

Assigned Score Reflection Template: Link Reflection Template

Assigned Score Reflection Template: A-Fullerton College Reflection Template

Rating Type: Outcome-Oriented

Scoring Method: ☐ Rubric and Scorecard ☒ Collective Score Entry

✗ The Basic Skills Office will appropriately evaluate and assess the effectiveness of the programs that it oversees.

Meets expectations	Does not meet expectations
2	1
Successful	Not Successful

+ add Row

Cancel Save Save and add to Library of Shared Assessment

Select

Congratulations, you have added an assessment! Now it is time to enter data. Let's move on to How to score your Scorecard.

A complete assessment build with an Evaluator Guide should look something like this:

Assessment Name: Chemistry 103 Lewis Dot Structure Assessment jr

Assessment Description: An assignment where ten dot structures are assessed to include multiple bonding and resonance structures. 70% score or better meets expectations.

Assessment Type: Assignment

Multi-Rater Assessment: ☐ Allow Multi-Raters

Evaluator Assessment Guide: [Upload Assessment Guide](#)

Evaluator Reflections: ☒ Allow evaluator reflections

Evaluator Reflection Template: [Link Reflection Template](#)
[Fullerton College Reflection Template](#)

Rubric Type: Outcomes-Oriented

Scoring Mode: ☒ Rubric and Scorecard ☐ Collective Score Entry

Scoring Views: ☒ Scorecard View ☐ Rubric View

Activity Name: Chemistry 103 Lewis Dot Structure Assessment jr

Activity Description: An assignment where ten dot structures are assessed to include multiple bonding and resonance structures. 70% score or better meets expectations.

	Meets expectations	Does not meet expectations
	2	1
Interpret and analyze simple experiments.	Successful	Unsuccessful

[+ add Row](#)

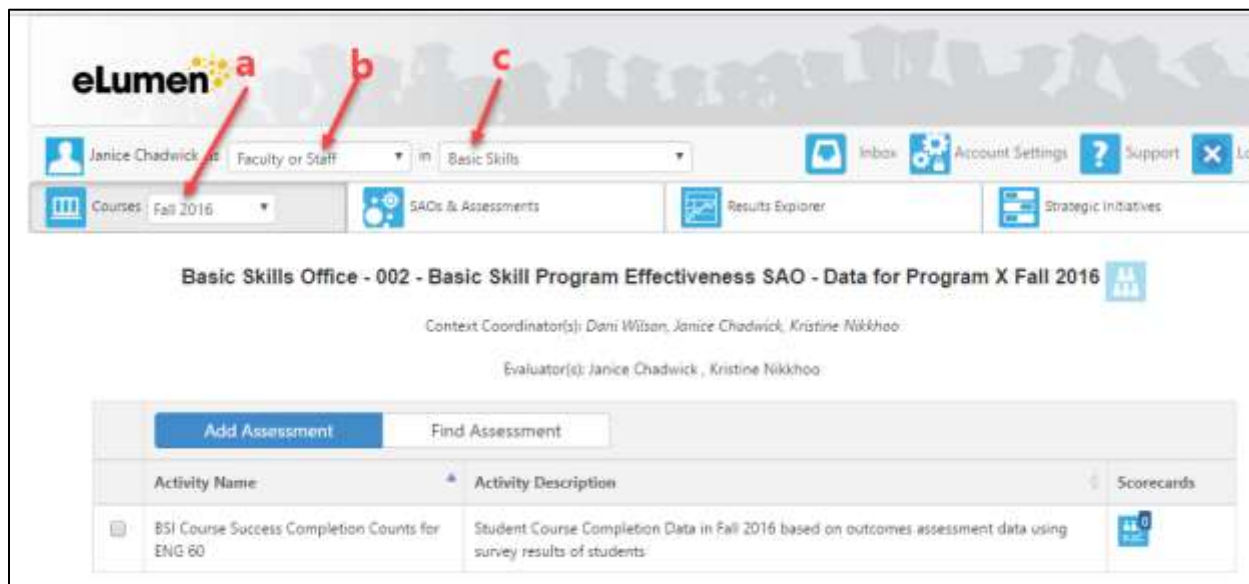
[Cancel](#) [Save](#) [Save and add to Library of Shared Assessment](#)

How to Score a 2-Level Rosterless Scorecard SAO Assessment in eLumen

To enter data with a student roster in eLumen, the data is entered on a “Scorecard”.

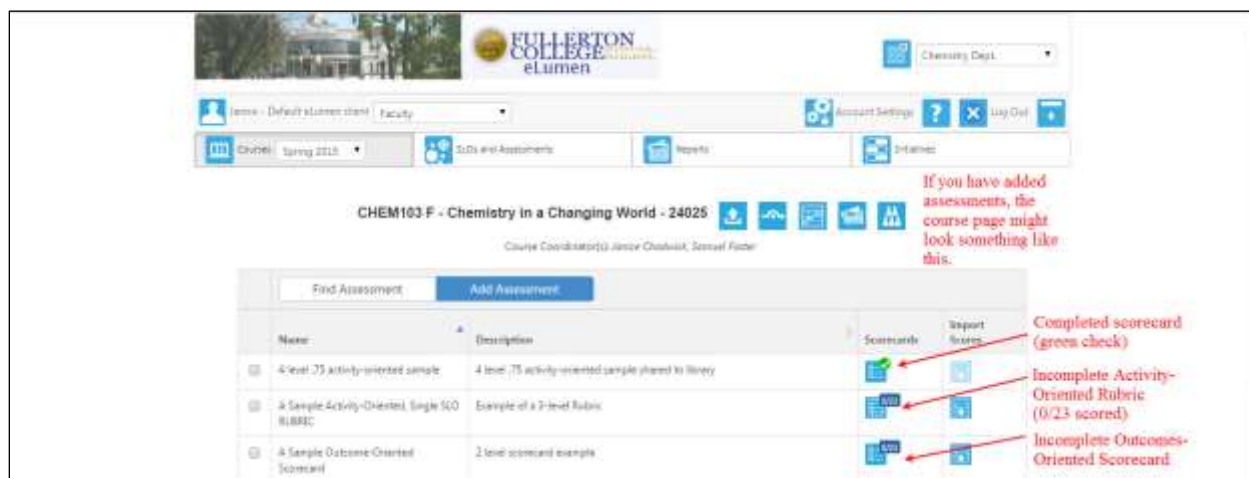
When first logging in, these instructions are followed if :

- a) The correct semester for data entry is selected
- b) The role is set as “Faculty”
- c) The correct department is selected.



These instructions assume you have already added an assessment as an Outcomes-oriented scorecard in eLumen. Previous instructions at http://slo.fullcoll.edu/eLumen/eLumen_Instruction_Page.htm explain how to add a 2-level scorecard assessment. If you prefer to use a rubric or more levels, please discuss this with your Division SLOA Committee Representative or the SLO Coordinator.

[Log in](#) as a faculty member and the main page appears. The default screen is in the Courses tab.



If several types of assessment are used, it is sometimes useful to notice the icon.

CHEM103 F - Chemistry in a Changing World - 24025

Course Coordinator(s): Janice Chabotnik, Samuel Foster

Name	Description	Scorecards	Import Scores
4 level 75 activity-oriented sample	4 level 75 activity-oriented sample shared to library		
4 Sample Activity-Oriented Single SLO RUBRIC	Example of a 3-level Rubric		
4 Sample Outcome-Oriented Scorecard	2 level scorecard example		

Notice the subtle difference in a rubric and scorecard icon.

Note: In eLumen, rubrics (activity-oriented assessments) are more involved than Scorecards. The rubric is difficult to edit extensively or remove from the faculty eLumen page, but Outcomes-oriented scorecard assessments can be edited and/or removed. The SLO Coordinator recommends you first learn how to use a Scorecard prior to using rubrics as assessments. Scorecards are easy to input and interpret across a multi-section course.

CHEM103 F - Chemistry in a Changing World - 24025

Course Coordinator(s): Janice Chabotnik, Samuel Foster

Name	Description	Scorecards	Import Scores
4 level 75 activity-oriented sample	4 level 75 activity-oriented sample shared to library		
4 Sample Activity-Oriented Single SLO RUBRIC	Example of a 3-level Rubric		
4 Sample Outcome-Oriented Scorecard	2 level scorecard example		

The scorecard assessment is used as an example for scoring

Scoring is simple. Click on the icon and the scorecard appears.

CHEM103 F - Chemistry in a Changing World - 24025

Course Coordinator(s): Janice Chabotnik, Samuel Foster

Name	Description	Scorecards	Import Scores
4 level 75 activity-oriented sample	4 level 75 activity-oriented sample shared to library		
4 Sample Activity-Oriented Single SLO RUBRIC	Example of a 3-level Rubric		
4 Sample Outcome-Oriented Scorecard	2 level scorecard example		

To access the scorecard, click on the icon

Scoring is the first three steps, but first, check to see the assessment was added correctly.


Notice at the bottom of this page there is only a Save button. The bottom of the page should look like this:

██████████	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 type="checkbox"/>
Score total:		0	0	0

☐ Clear all scores from this scorecard

[Save](#) [Save and Continue to Reflection](#)

Notice that the bottom of the page below only has the Save button and does not have the Save and Continue to Reflection button. This means you did not add the Fullerton College Reflection Template when you used Add an Assessment. If that is the case, you need to add the Fullerton College Reflection Template **now** and [instructions](#) are found at the SLO website.



Chemistry Dept.

Service - Default eLumen client - Faculty

Account Settings

Help

Log Out

Courses - Spring 2025

SLOs and Assessments

Reports

Initiatives

Download

Blank Scorecard

Completed Scorecard

A blank scorecard in PDF format is available if needed prior to scoring.

Scorecard for Chemistry in a Changing World: 24025

Course title and section

Assessment description

Assessment: A Sample Outcome-Oriented Scorecard

Description: 2-level corrected example

Type: Embedded assessment

Last name, first initial of students are removed in these instructions, but student roster is listed here (no student IDs)

	SLO	Meets expectations	Does not meet expectations	
██████████	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 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 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 type="checkbox"/>
Score total:		0	0	0

Clear all scores from this scorecard

[Save](#)

Here is how to score:

Scorecard for Chemistry in a Changing World: 24025

Assessment: A Sample Outcome-Oriented Scorecard
Description: 2-level contextual example
Type: Embedded Assessment

SLO	Meets expectations	Does not meet expectations	N/A
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Score total:	6	8	0

Buttons: Save, Save and Continue to Reflection

A partially completed scorecard will look something like this:

Not Scored

Mathews, R	Identify fundamental chemical principles.	2	1	
Park, J	Identify fundamental chemical principles.	2	1	
Rivera, P	Identify fundamental chemical principles.	2	1	
Rodriguez, N	Identify fundamental chemical principles.	2	1	
Villa, V	Identify fundamental chemical principles.	2	1	
Villarreal, E	Identify fundamental chemical principles.	2	1	<input checked="" type="checkbox"/>
Yusef, N	Identify fundamental chemical principles.	2	1	
Zavala, B	Identify fundamental chemical principles.	2	1	
Score total:		5	1	1

Buttons: Save, Save and Continue to Reflection

You can download a copy of the completed scorecard or the blank scorecard. If the Scorecard is only partially completed, click on Completed Scorecard will provide you with a PDF of the partial scoring.

Scorecard for Chemistry in a Changing World: 24025

Assessment: 4 Sample Outcomes-Oriented Scorecard
Description: 2 level completed example
Type: Embedded assessment

SLO	Meets expectations	Does not meet expectations	
Identify fundamental chemical principles	2	1	N/A
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Score total:	6	0	0

Download
Blank Scorecard Completed Scorecard

Click here to print a PDF of a partial or completed Scorecard

All Students are Scored!

Clear all scores from this scorecard

Save Save and Continue to Reflection

You can select Save or Save and Continue to Reflection button. The SLOAC recommends working on the reflection while it is fresh in your mind. There are [prompts and more instructions](#) at the SLO website for reflections.

Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Identify fundamental chemical principles	2	1	
Score total:	0	0	0

Select one of these

Clear all scores from this scorecard

Save Save and Continue to Reflection

After scoring an assessment, you will need to complete a report just as was done previously without eLumen. There are two reflective questions to complete in the Fullerton College Reflection Template, but these are the same as the questions on the Course – Level Assessment Form previously submitted to the Division SLOA Committee Representative prior to the adoption of eLumen. The questions ask, “What did you learn about the course from the assessment?” and “What do you want to do to improve your course based on these results”? You will need to add a reflection, but it can be completed or edited later on. It is advisable to enter something in **now**.

Notice there is a score total at the bottom of the Scorecard:

██████	Identify fundamental chemical principles.	2	1	<input checked="" 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"/>
Score total:		16	4	3

Clear all scores from this scorecard

Save Save and Continue to Reflection

Score totals for analysis

When all students are scored, answer the reflective questions. Reflections can edit them at any time later on. To add your reflections, click on Save and Continue to Reflections.

Fullerton College eLumen

Chemistry Dept.

Scorecard for Chemistry in a Changing World: 24025

Assessment: A Sample Outcome-Oriented Scorecard
Description: 2-year concept example
Type: Embedded Assessment

Download
Print Completed Scorecard Scorecard

		Meets expectations	Does not meet expectations	
	SLO	2	1	N/A
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Student	Identify fundamental chemical principles.	2	1	<input type="checkbox"/>
Score total:		16	4	0

Clear all scores from this scorecard

Save and Continue to Reflection

Click on Save and Continue to Reflection

1 Recommendation: Any students not assessed, click on N/A first.

2 Next, click on any unsuccessful students that did not meet expectations.

3 Finally, select all the rest of the successful students.

4 De-select if an error is made or clear all scores and start again.

Add your reflections and click on Submit or Save Draft. There are [prompts and more instructions](#) at the SLO website for reflections.

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)

Please complete this field..

Enter comments 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?

Please complete this field..

... and enter comments here

Submit when done →

Save Draft Submit

When done with reflections, click on either Save Draft or Submit. The reflections are editable at a later time regardless of whether you select Save Draft or Submit. After clicking on Submit, the window returns to the main page and shows an updated number of students scored for the assessment. To access the scores or the reflection template again, just click on the blue icon to the left of the assessment as shown below. If there are two icons, select the one farthest to the left.

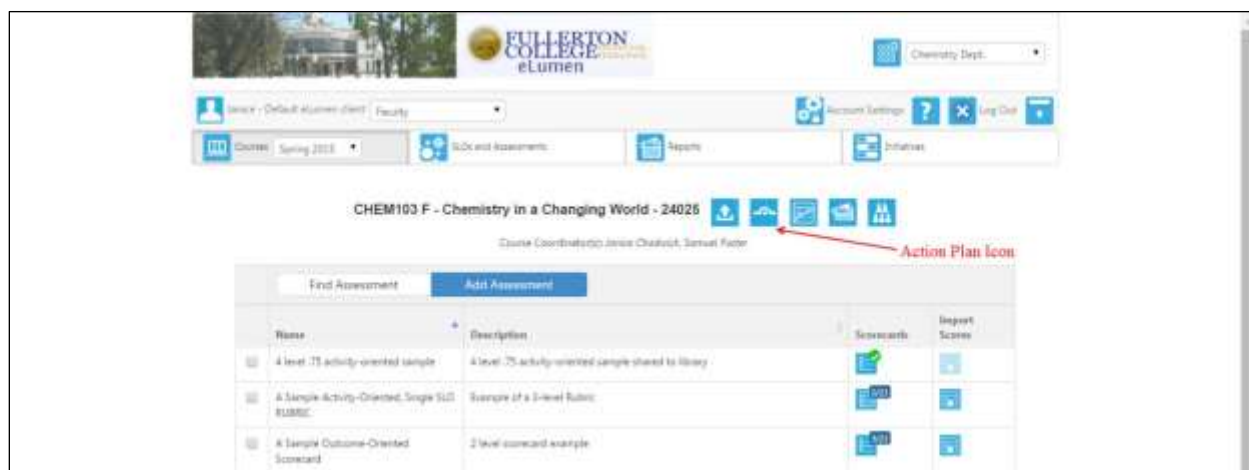
CHEM103 F - Chemistry in a Changing World - 24025
 Course Coordinator(s): Janice Chaback, Samuel Foster

Name	Description	Scorecards
Chem 103 Final Exam Q1	In general, when an aqueous solution is heated, what happens to the solubility of ionic compounds within it?	
Chem 103 Final Exam Q2	What are spectator ions?	
Chem 103 Final Exam Q3 scorecard	What are the common products of neutralization reactions?	
Chem 103 Final Exam Q5 scorecard	What happens to the pressure of a gas when the temperature rises if there are no other factors that change?	
Chem 103 Final Exam Q6 scorecard	What is an electrolyte?	
Chem 103 Final Exam Q7 Scorecard	What is the difference between mass and weight?	
Chem 103 Final Exam Question Q4	What do all exothermic reactions produce?	
Chem 103 quiz	a 10 point quiz on neutralization reactions where a 7/10 or greater is considered a successful outcome.	

Click on the first (left) blue icon to edit data or reflections


Are you done yet? Well, it depends...you still need to close the loop by suggesting improvements for your course and program. This can be accomplished in a variety of ways, but it should be documented somewhere. A SLOA Division Representative or the Data Steward should have a Word copy of the SLOAC approved action plan available for use and it could be uploaded into the Document Library of eLumen. However, this could be accomplished by using an Action Plan in eLumen. A Division SLOA Rep or a Program Coordinator will need to distribute the eLumen Action Plan to you. This will be discussed in another “How-To” session. While not required, budgets and other comments may be included along with documentation from future dialog within your program. You are not required to complete the action plan immediately, but the assessment is not complete without some documentation that there was a meaningful discussion of the assessment results and some evidence of plans for improvement. Some of the improvement plans may be presented in Section 6.0 of the comprehensive three-year program review.

If an action plan is requested and distributed in eLumen, the action plan icon on the row of icons



should be available and look like this:



If it does not have the red one , and you would like an action plan sent to you to complete, contact the Division SLOA Committee Representative, SLO Coordinator, or eLumen Program Coordinator and let them know they need to distribute an Action Plan for your course section. Another option is to upload a report or action plan in the Document Library, but directions are in other “How-To” instructions on how to upload files to eLumen. Discuss strategies for action plans within your department and the Division SLOA Committee Rep or SLOA Coordinator.

How to Add or Remove a Scorer in eLumen

Evaluators are faculty members assigned to score a Scorecard, rubric, or work on an Action Plan for a course section. This is terminology used by eLumen and should not be construed as faculty evaluation in any way. Only Coordinators (Division, Program, or Course) can add Evaluators. If there is a need for additional instructors or assigned scorers to work on a course section in eLumen, ask a Coordinator.

Program or Division Coordinators will need to set permissions at a previous time for evaluator(s) assignment. The process and screens for adding are the same for either role. Program or Division Coordinators: Please view “Edit Course” instructions to set permissions for course management such as assigning evaluators.

When first logging in, these instructions are followed if :

- a) The role is set as “Program Coordinator”
- b) The correct department for data entry is selected
- c) Org Management is selected (named Courses & Org in the Faculty role)
- d) The correct semester (term) is selected – often missed!

The screenshot displays the eLumen interface for Fullerton College. At the top, the navigation bar includes 'Program Coordinator', 'Chemistry Dept.', and 'Org Management'. A red arrow labeled 'a' points to the 'Program Coordinator' role, 'b' points to the 'Chemistry Dept.' dropdown, 'c' points to the 'Org Management' tab, and 'd' points to the 'Term' dropdown set to 'Fall 2018'. Below this, the 'Add Course' button is visible. The main content area shows 'CHEM100 F - Chemistry for Daily Life' with an 'Add Sections' button. A table lists sections with 'No attributes assigned'. A red arrow points to the 'Evaluators' column header, with a text label stating 'Faculty or assigned data entry scorer is listed below for each section'. Below this, another course 'CHEM101 F - Introduction to Chemistry' is shown with its own 'Add Sections' button and a table.

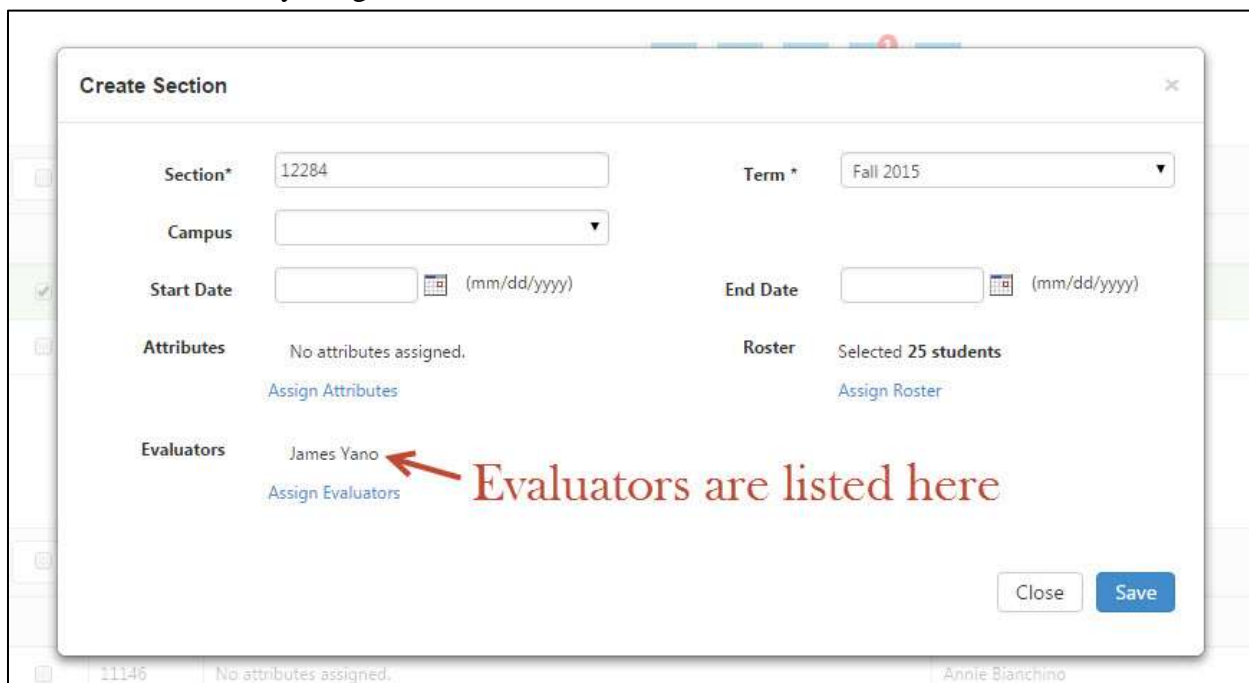
1. Scroll down to the course section for assessment evaluator (scorer) assignment and select the checkbox to the left of the section.



2. Click on Edit



3. The evaluators already assigned are listed in the lower left.



4. Click on Assign Evaluators

Create Section

Section* 12284 Term * Fall 2015

Campus

Start Date (mm/dd/yyyy) End Date (mm/dd/yyyy)

Attributes No attributes assigned. [Assign Attributes](#)

Roster Selected 25 students [Assign Roster](#)

Evaluators James Yano [Assign Evaluators](#)

Click on Assign Evaluators

Close Save

5. Type in the last name of the person you want to add. You usually only have to type in about four letters of the last name.

Create Section

Section* 12284 Term * Fall 2015

Campus

Start Date (mm/dd/yyyy) End Date (mm/dd/yyyy)

Attributes No attributes assigned. [Assign Attributes](#)

Roster Selected 25 students [Assign Roster](#)

Evaluators James Yano [Assign Evaluators](#)

Type in the last name

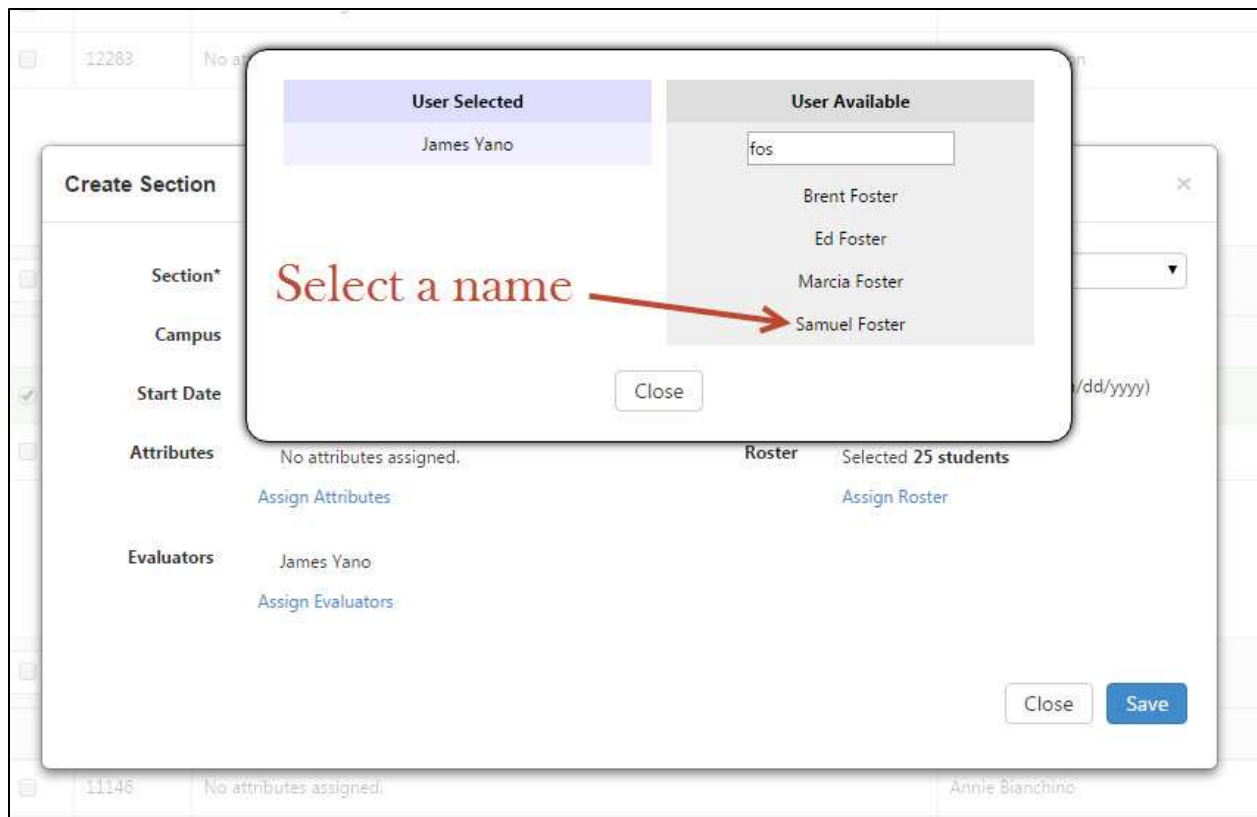
User Selected: James Yano

User Available:

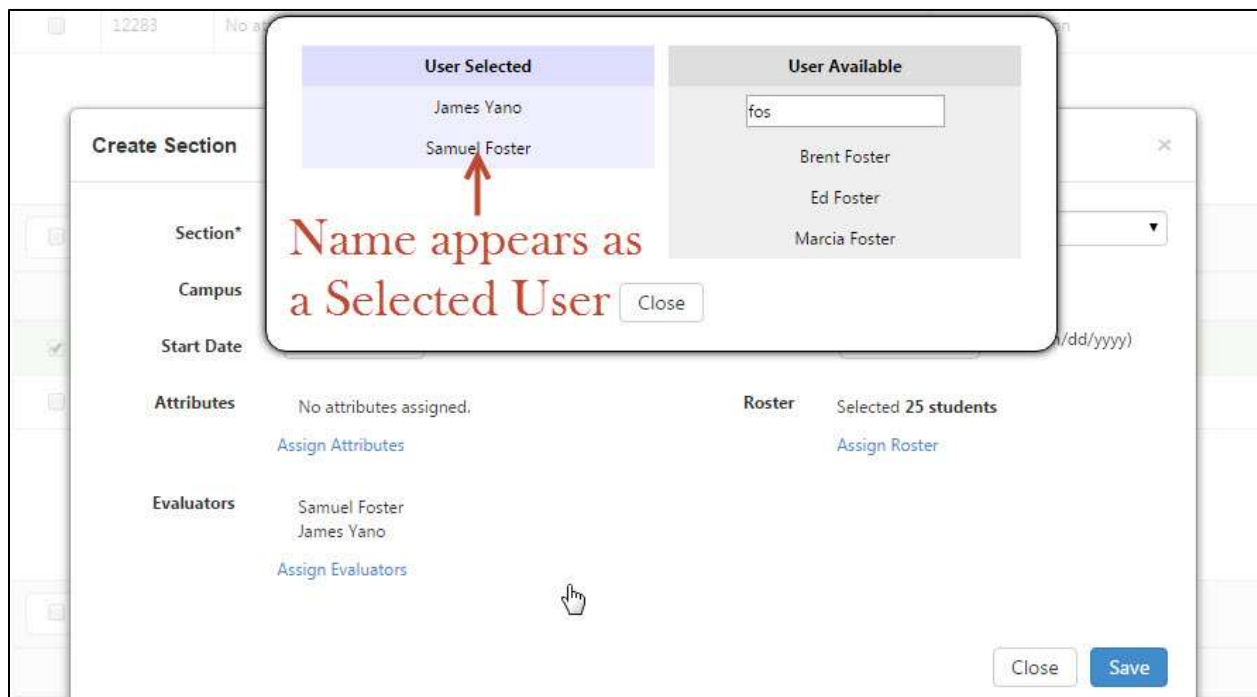
Brent Foster
Ed Foster
Marcia Foster
Samuel Foster

Close Save

6. Select the name you want to add by clicking on the name.



7. This moves the name over to the User Selected column on the left-hand side and the name is now selected as an assigned evaluator.



8. Click on Close

The screenshot shows the 'Create Section' dialog box with a modal overlay. The modal has two columns: 'User Selected' and 'User Available'. The 'User Selected' column lists 'James Yano' and 'Samuel Foster'. The 'User Available' column has a search input with 'fost' and lists 'Brent Foster', 'Ed Foster', and 'Marcia Foster'. A red arrow points to a 'Close' button in the modal with the text 'Click on Close →'. The background dialog box shows fields for Section* (12283), Campus, Start Date, Attributes (No attributes assigned), Evaluators (Samuel Foster, James Yano), and Roster (Selected 25 students). Buttons for 'Assign Attributes', 'Assign Roster', and 'Assign Evaluators' are present. At the bottom right are 'Close' and 'Save' buttons.

- The list of evaluators are viewed in the lower left-hand corner.

The screenshot shows the 'Create Section' dialog box. Fields include Section* (12284), Term* (Fall 2015), Campus, Start Date, End Date, Attributes (No attributes assigned), Evaluators (Samuel Foster, James Yano), and Roster (Selected 25 students). Buttons for 'Assign Attributes', 'Assign Roster', and 'Assign Evaluators' are present. A red arrow points to the evaluators list with the text 'Evaluators are listed here'. At the bottom right are 'Close' and 'Save' buttons.

10. Click on Save

Create Section

Section* 12284 Term * Fall 2015

Campus

Start Date (mm/dd/yyyy) End Date (mm/dd/yyyy)

Attributes No attributes assigned. [Assign Attributes](#)

Roster Selected 25 students [Assign Roster](#)

Evaluators Samuel Foster
James Yano [Assign Evaluators](#)

Click on Save

Close Save

11. The names of the Evaluators are listed in the right-hand column of the Course in Courses & Orgs.

CHEM103 F - Chemistry in a Changing World [Edit Course](#)

Course Coordinator(s): Janice Chadwick, Samuel Foster, Add Course Coordinator

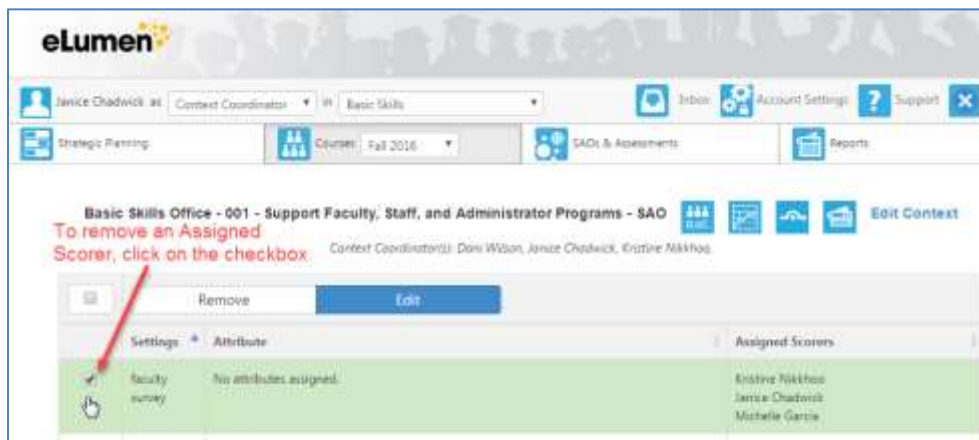
Updated list of evaluators

Sections *	Attribute	Evaluators
12284	No attributes assigned.	Samuel Foster James Yano
13017	No attributes assigned.	Janice Chadwick

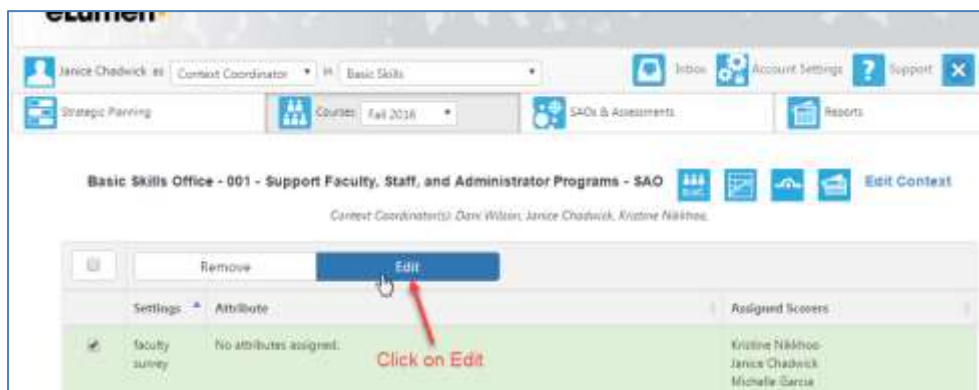
How to Remove a Scorer in eLumen

The Division, Program, and Course Coordinator Role has permissions to remove a scorer/evaluator in eLumen. Make sure you have the correct role and the correct program prior to following the instructions below.

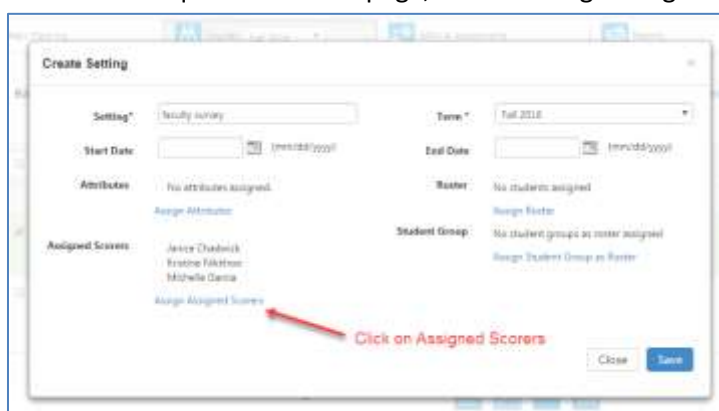
1. If needed, select the appropriate role and program in the pull-down menus at the top of the page. Click on the checkbox to the left of the setting to remove a scorer. Notice at top of the list on the right the term used is Evaluators, but this is actually the list of scorers.



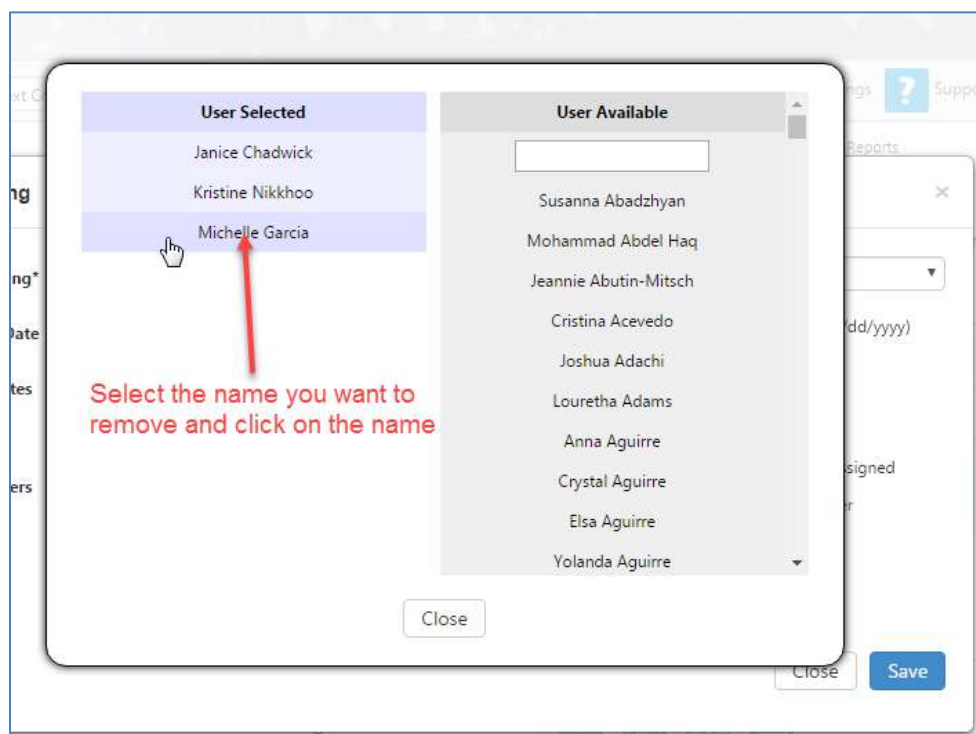
2. Once the checkbox is marked, click on Edit.



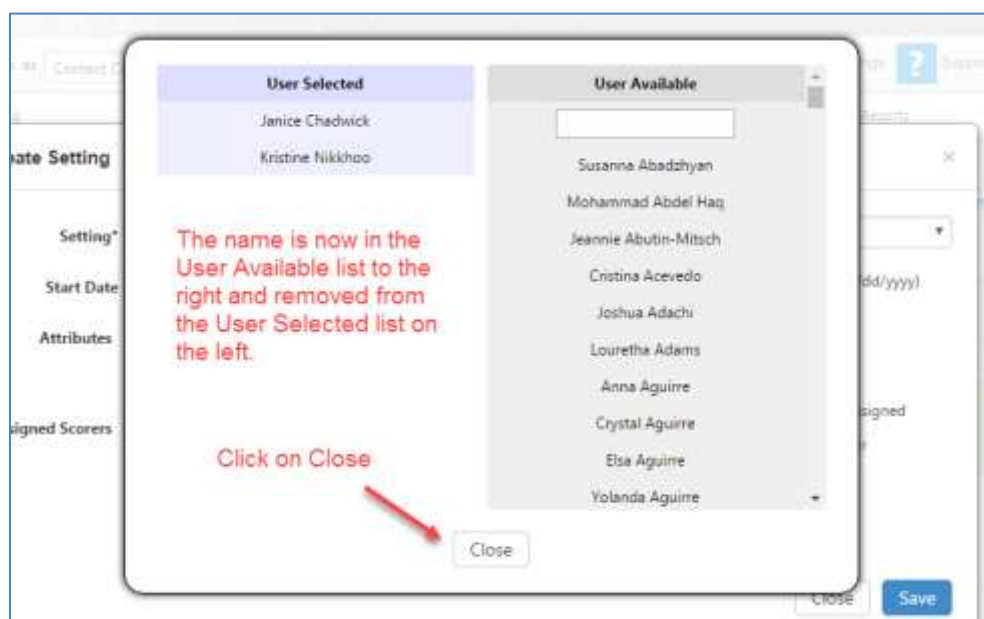
3. At the bottom left quadrant of the page, click on Assign Assigned Scorers.



4. The list of names on the left are the assigned scorers for data entry. Select the name of the scorer for removal and click on their name.



5. This returns the name of the selected scorer to the User Available list in the right-hand column. The list is alphabetical, so you likely will not see the name. However, you can always enter the last name into the box at the top of User Available list on the right, identify the name and re-add the User Selected list on the left if needed.



6. The removed scorer lists as inactive in the lower left quadrant of the page. If the name does not appear or is listed as inactive, the scorer is removed.

Create Setting

Setting* Term*

Start Date End Date

Attributes No attributes assigned. [Assign Attributes](#)

Roster No students assigned. [Assign Roster](#)

Student Group No student groups as roster assigned. [Assign Student Group as Roster](#)

Assigned Scorers
Janice Chadwick
Kristine Nakkhoo
Michelle Garcia (Inactive) [Assign Assigned Scorers](#)

This indicates the user is no longer a scorer

Click on Save

7. The scorer update is included in the list of Assigned Scorers as well.

eLumen

Janice Chadwick as Context Coordinator in Basic Skills

Strategic Planning Courses Fall 2016 SACs & Assessments Reports

Basic Skills Office - 001 - Support Faculty, Staff, and Administrator Programs - SAO

Context Coordinators: Dani Wilson, Janice Chadwick, Kristine Nakkhoo

[Add Setting](#)

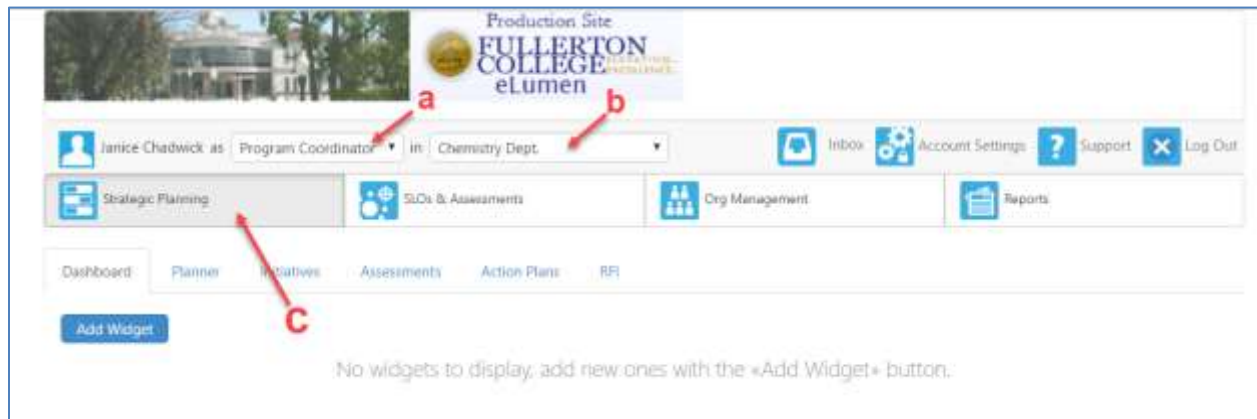
Settings	Attribute	Assigned Scorers
faculty survey	No attributes assigned.	Kristine Nakkhoo Janice Chadwick Michelle Garcia (Inactive)

The Assigned Scores list is updated

Using the Planner as a Quick Snap Shot of Faculty Participation

1. When first logging in, these instructions are followed if :

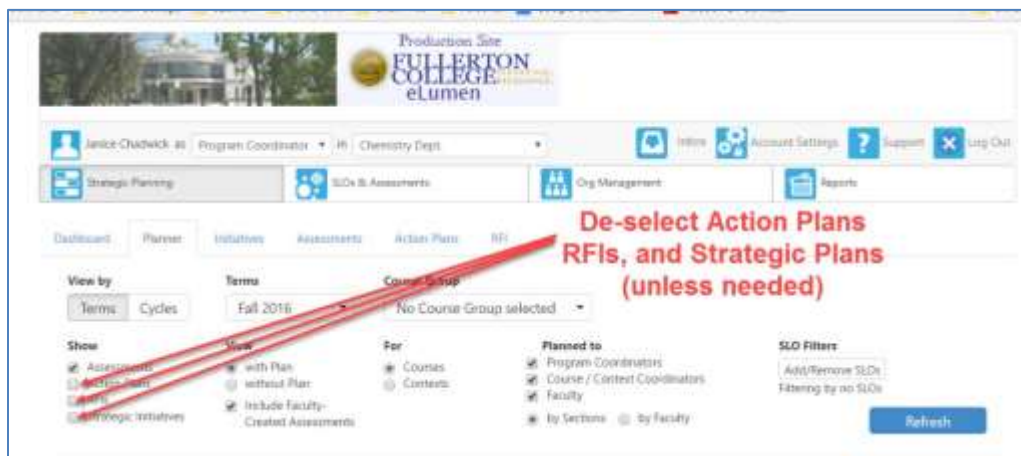
- a) The role is set as “Program Coordinator”
- b) The correct department for data entry is selected
- c) Strategic Planning is selected



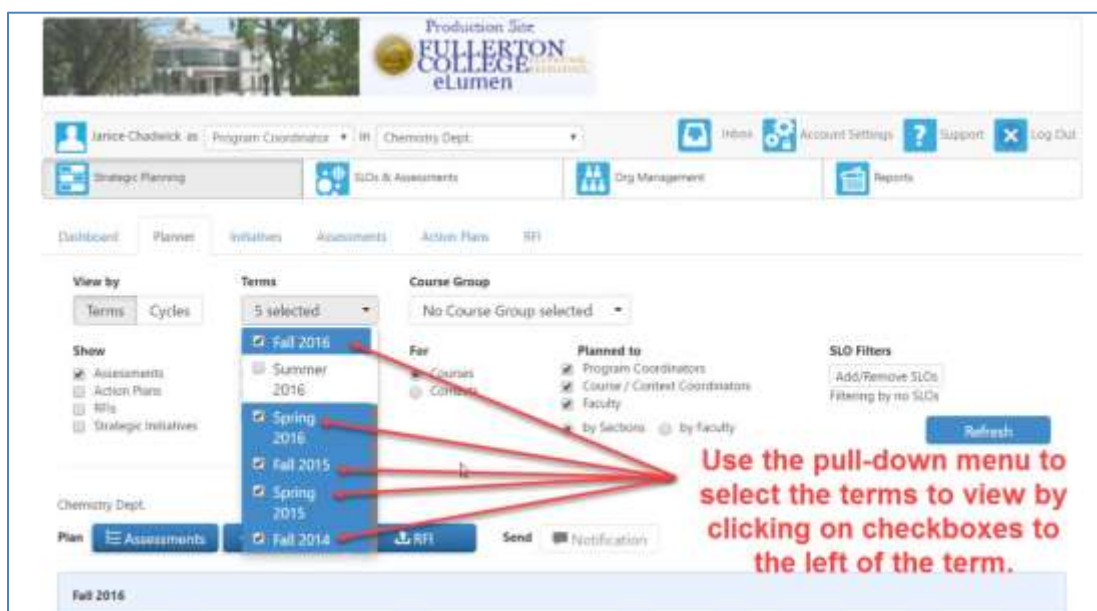
2. To view what has been completed over a period of time for courses in the department, click on Planner.



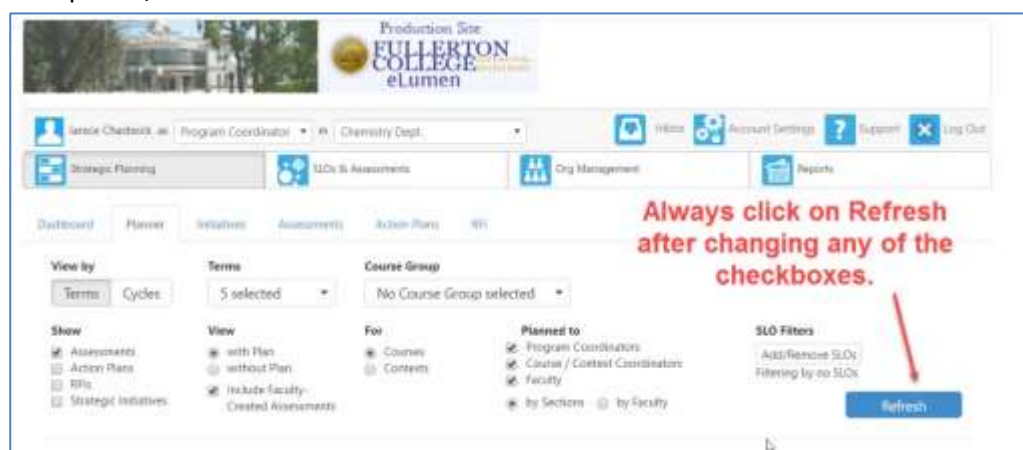
3. Usually the inquiry is for faculty participation or what assessments have or have not been completed. If that is the case, de-select Action Plans, RFIs, and Strategic Initiatives because this just takes up space in the planning report.



4. Sometimes the snap shot is of more than one semester (term). The default semester is always the current semester, so to select past semesters, use the pull-down menu under Terms. Once the checkboxes are selected, click anywhere in the white blank space and the pull-down menu will minimize and indicate the number of terms selected.



5. If completed, click on Refresh.



6. After the refresh, the number of assessments appear for each selected semester. If interested in more, detail, click on the number.

The assessment number is provided for each semester selected. Green is completed, and the legend for the rest is below.

Click here for more detail

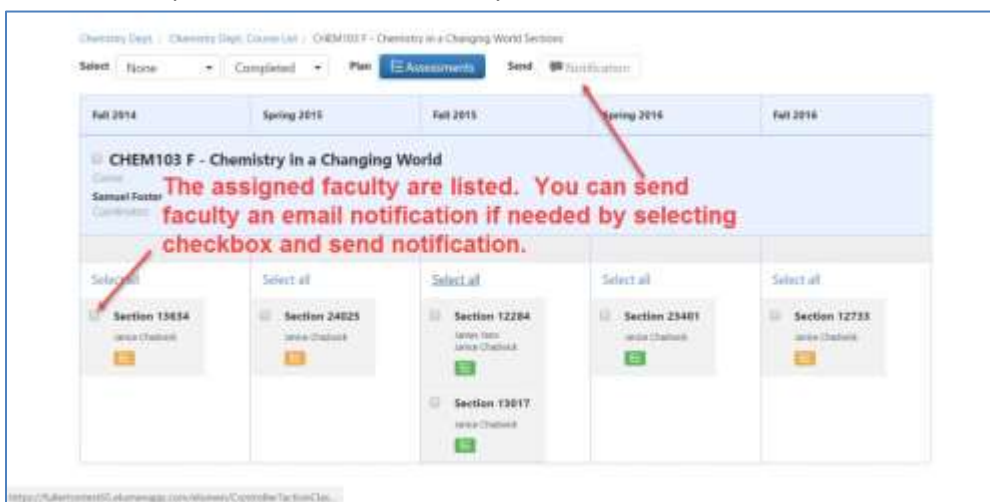
Semester	Assessments	SLDs
Fall 2014	11 / 15	0 / 0
Spring 2015	47 / 48	0 / 0
Fall 2015	33 / 34	0 / 0
Spring 2016	54 / 55	0 / 0
Fall 2016	0 / 4	0 / 0

7. To view what sections have and have not been assessed and the name of the faculty of record, continue to drill down by clicking on numbers.

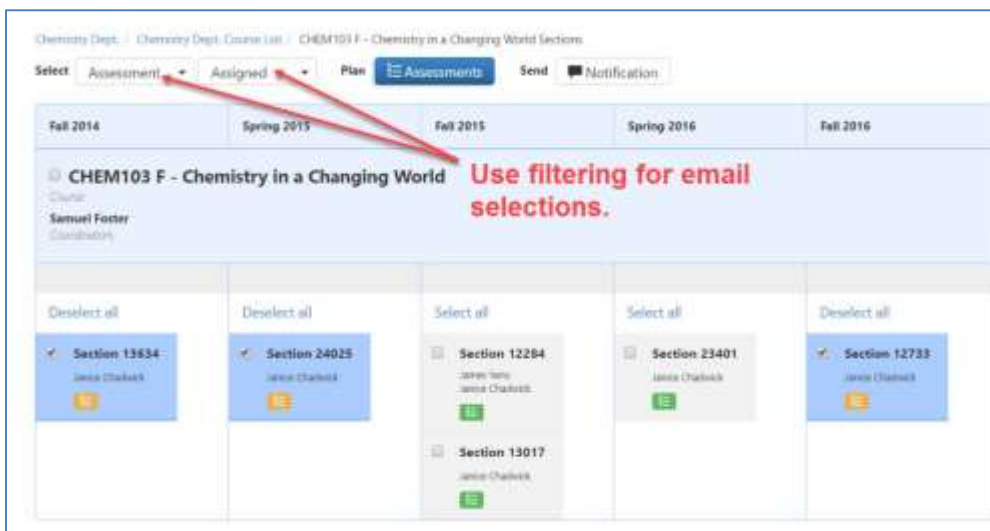
Continue to click on the number for section details

Course	Faculty	Assessments	SLDs
CHEM103 F - Chemistry in a Changing World Samuel Foster		8 / 11	0 / 0
		7 / 8	0 / 0
		16 / 16	0 / 0
		10 / 10	0 / 0
		0 / 4	0 / 0
CHEM107 F - Elementary Chemistry Guy Dodson		0 / 0	
		15 / 15	
		0 / 0	
		21 / 21	
		0 / 0	

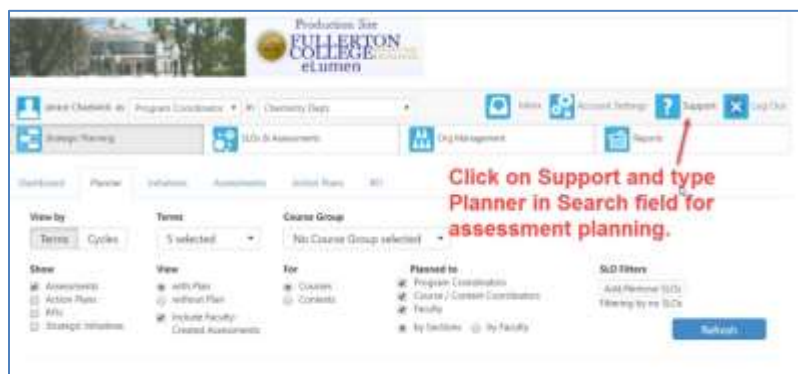
8. By drilling down, a view of what course sections assigned for assessment is completed, active, assigned, or overdue. It is possible to email the faculty listed and the email will be sent to the fullcoll email.



9. Filtering is possible for email notification. This is very useful in large, multi-section courses.

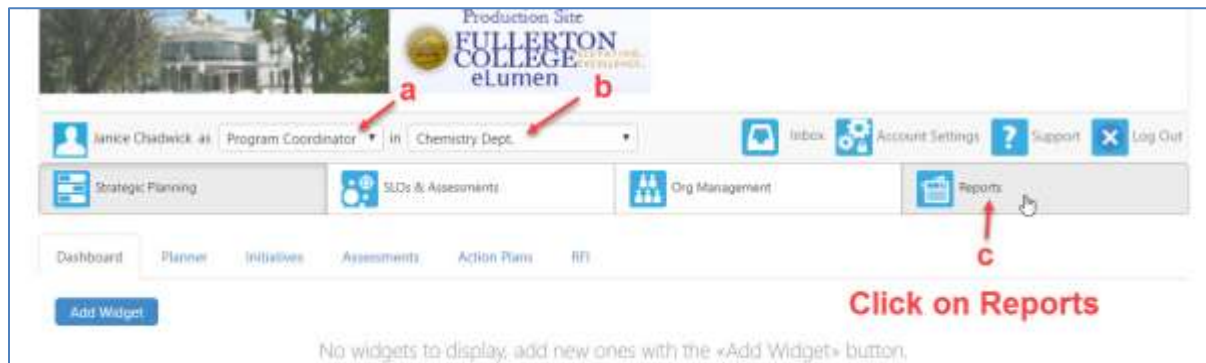


10. Assessment are planned or distributed using a drag and drop method. To view how this is done, scroll up to the top of the page and in the upper right portion of the page, click on the support link and type in planner

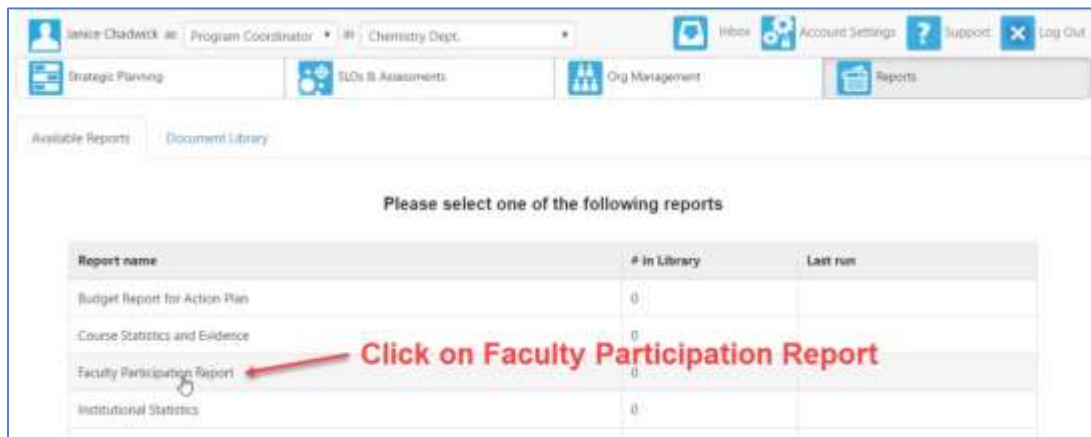


Using Reports to Verify Faculty Participation

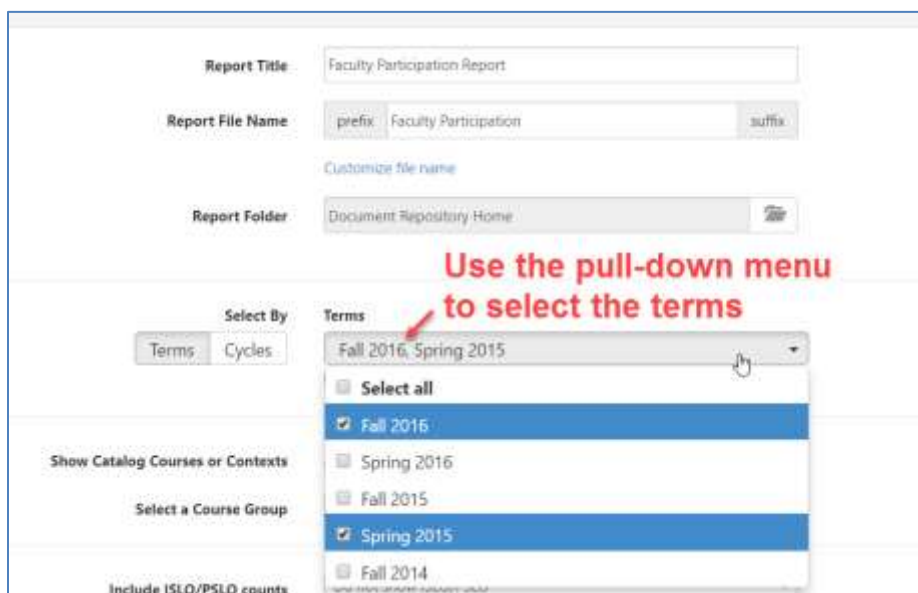
1. When first logging in, these instructions are followed if :
 - a) The role is set as “Program Coordinator”
 - b) The correct department for data entry is selected
 - c) Reports is selected



2. To select the report, click on Faculty Participation Report



3. Scroll down to **Terms**. Use the pull-down menu to select the semesters (terms) of interest. To select, click on the checkbox to the left of the term.



4. Scroll down to **Show Results For**. If only interested what was assessed and what was scored, de-select the Planned PSLOs, Action Plans and RFI data.

Include ISLO/PSLO counts: Do not show ISLO/PSLO

Score count method: ☒ Include multiple assessment scores for same SLO

Show inactive: ☐ Include results for inactive Courses/Contexts
☐ Include results for inactive ISLOs
☐ Include results for inactive PSLOs
☐ Include results for inactive CSLOs
☐ Include results for inactive Assessments

Show results for: ☒ Assessments with Scores
☐ Planned SLOs
☐ Action Plans with Responses
☐ RFIs with Responses

De-select results not of interest.

5. Several formats are available. Click on the Show Format and Share Options to select format. PDF is the default format.

Show results for: ☒ Assessments with Scores
☐ Planned SLOs
☐ Action Plans with Responses
☐ RFIs with Responses

Show distributions for: Assessments (Sections)
SLOs (Sections)
Action Plans (Programs, Courses, Sections)
RFIs (Programs, Courses, Sections)

Show Format and Share options

PDF is default, but Word doc, Excel, or html is available here

Generate Report

6. Additional selections are possible. Click on Generate Report.

Show results for: ☒ Assessments with Scores
☐ Planned SLOs
☐ Action Plans with Responses
☐ RFIs with Responses

Show distributions for: Assessments (Sections)
SLOs (Sections)
Action Plans (Programs, Courses, Sections)
RFIs (Programs, Courses, Sections)

Hide Format and Share options

Report explanation text: ☒ Include report explanation text

Purpose of this report is to show the coordinator and evaluator completion of creating assignments for planned SLOs, assessment scoring, action plan responses, and RFIs by department, course and section.

Output format: ☒ PDF ☐ XLS ☐ DOCX ☐ HTML

Link duration: 1 Hours 0 Days
☐ Make this a Permanent Link

Type is custom explanation if needed.

Select Output Format.

Click on Generate Report.

Generate Report

7.

eLumen is re-directed to the Document Library. All reports are processed in the Document Library and will reside there until they are downloaded, moved, shared, or deleted.

	Faculty Participation by Division	Folder	02/12/2016 19:49	This is the Document Library. The report is being processed in the Document Library.		
	Performance Summary 02-04-16 by program	Folder	02/04/2016 19:23			
		Faculty Participation Report	11/17/2016 00:49	Chemistry Dept.	Spring 2015, Fall 2016	Processing
	International Student Center - (credential) - SAC Performance - 11_14_2016 17_42_40.pdf	SAC Performance Report	11/14/2016 17:38	International Student Center	Fall 2016	Completed

8. Once the report is complete, click on the check box to the left of the report and scroll up to select what to do. Download or move the documents into a created folder.

This tab indicate reports are located in the Document Library.

To download, move, share, or delete, select the checkbox

File Name	Type	Last Modification	Division/Program	Term(s)	Status	
	Humanities Reports	01/09/2016 14:07				
	GLUT 2015 worksheet for Chemistry	04/02/2016 21:30				
	Faculty Participation by Division	02/12/2016 19:49				
	Performance Summary 02-04-16 by program	02/04/2016 19:23				
<input checked="" type="checkbox"/>	Chemistry Dept. - (credential) - Faculty Participation - 11_17_2016 00_49_18.pdf	Faculty Participation Report	11/17/2016 00:49	Chemistry Dept.	Spring 2015, Fall 2016	Completed
<input type="checkbox"/>	International Student Center - (credential) - SAC Performance - 11_14_2016 17_42_40.pdf	SAC Performance Report	11/14/2016 17:38	International Student Center	Fall 2016	Completed

9. To download the report, click on Download

Select checkbox to the left of report. To download the report to your computer, click on Download.

File Name	Type	Last Modification	Division/Program	Term(s)	Status	
	GLUT 2015 worksheet for Chem 100	02/02/2016 21:30				
	Faculty Participation by Division	02/12/2016 19:49				
	Performance Summary 02-04-16 by program	02/04/2016 19:23				
<input checked="" type="checkbox"/>	Chemistry Dept. - (credential) - Faculty Participation - 11_17_2016 00_49_18.pdf	Faculty Participation Report	11/17/2016 00:49	Chemistry Dept.	Fall 2016, Spring 2015	Completed
<input type="checkbox"/>	International Student Center - (credential) - SAC Performance - 11_14_2016 17_42_40.pdf	SAC Performance Report	11/14/2016 17:38	International Student Center	Fall 2016	Completed

10. Reading the report: In the report below, there are two sections of Chem 103. The person teaching the Section beginning with 120 has not recorded an assessment for any students. In Section 12733, Chadwick has assessed some of the students, but not all of them. There are 39 students, 31 students have been scored. There are three CSLOs for the course, and Chadwick has scored three of the three CSLOs, but has only completely scored one CSLO. Since there are 3 CSLOs for the course $3 \times 39 = 117$ and 39 out of the 117 possible CSLO measurement were made. Eleven students were not assessed. One assessment was completed, and that means only one of the three CSLOs have been assessed completely. Janice still needs to complete the assessment on two of the three assessments.

Fullerton College			Faculty Participation Report				
Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment				Completed Assessments
			CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
CHEM103 F - Chemistry in a Changing World	Janice Chadwick Samuel Foster	55	-	-	-	-	-
Section 12099		16	0 of 3	0 of 16	0 of 0	0 of 0	0 of 0
Section 12733	Chadwick, Janice	39	3 of 3	31 of 39	31 of 117	11 of 117	1 of 3
Section Totals for CHEM103 F	2 Evaluators	55	3 of 3	31 of 55	31 of 117	11 of 117	1 of 3

Using Reports to Determine SLO Performance

Two useful reports:

SLO Performance –by Division, Course, CSLO: this reports the overall performance for each CSLO in each course and reports as percentages. It provides an overall view of how a course meets the course outcomes. To set up, select the following:

The screenshot shows the 'SLO Performance Report: By Division, Course, CSLO' configuration page in the eLumen system. The interface includes a top navigation bar with user information (Janice Chadwick, Program Coordinator, Chemistry Dept) and links to Inbox, Account Settings, Support, and Log Out. Below the navigation bar are tabs for Strategic Planning, SLOs & Assessments, Org Management, and Reports. The main content area is titled 'Available Reports' and 'Document Library'. The report configuration section includes the following fields and options:

- Report Title:** SLO Performance - By Division, Course, CSLO
- Report File Name:** prefix: 00003574-slo-bydivision-bycourse-bycclo, suffix: (empty). A link to 'Customize file name' is provided.
- Report Folder:** Document Repository Home
- Select By:** Terms (selected) or Cycles. The Terms dropdown shows '5 selected' and an option to 'Exclude terms with No Data' is checked.
- Show Catalog Courses or Contexts:** Course (selected) or Context. A dropdown for 'Select a Course Group' is set to 'All Courses'.
- Include N/A Scores:** Checked. Option: 'Include results for N/A scores'.
- Show Inactive:** Unchecked. Options: 'Include results for inactive Courses/Contexts' and 'Include results for inactive CSLOs'.
- Output format:** PDF (selected), XLS, DOCX, HTML.
- Link duration:** 1 Hours, 0 Days. A checkbox for 'Make this a Permanent Link' is present. A note states: 'Link duration configures how long the URL in the report notification email will work after the report is generated.'
- Generate Report:** A blue button at the bottom.

PSLO Reports – If interested in outcomes assessment for a particular degree or certificate, use the report below. The name of the report to select is highlighted in yellow at the top. Make sure one of the degrees or certificates is selected. Provided there are sufficient students (sample size), disaggregation of data is possible. Click on Demographics and try it out!

Production Site
FULLERTON COLLEGE
eLumen

Janice Chadwick as Program Coordinator in Chemistry Dept.

Strategic Planning SLOs & Assessments Org Management Reports

Available Reports Document Library

SLO Performance Report

Generate for Programs Programs Currently selected Program

Report Title SLO Performance Report - Chem PSLOs

Report File Name prefix: SLO Performance suffix:

Customize file name

Report Folder Document Repository Home

Select By Terms Cycles

Terms 5 selected

☒ Exclude terms with No Data

Show Catalog Courses or Contexts Course Context

Select a Course Group All Courses

SLO Dimension Chemistry Associate in Arts Degree

☒ Show by SLO Category

Course Dimension Course Types Course

None Section Attributes Demographics

Dimension Order SLO then Course Dimension Course then SLO Dimension

Additional settings ☒ Include roster totals ☒ Include N/A

Show Inactive ☒ Include results for inactive Courses/Contexts ☒ Include results for inactive SLOs

Show Format and Share options

Generate Report