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Signing into eLumen

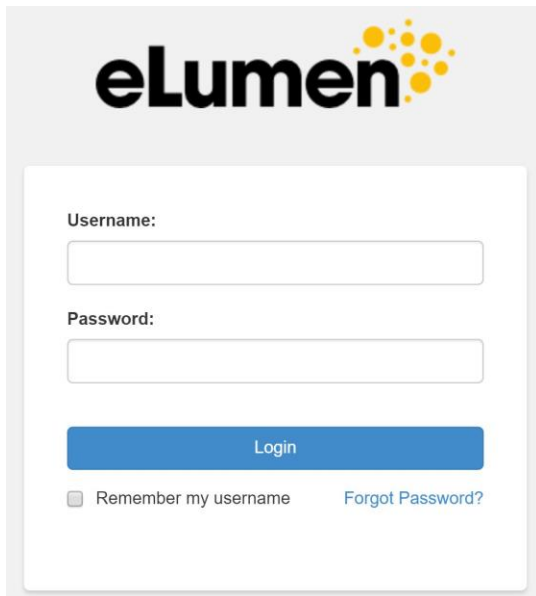
Ensure you bookmark the appropriate URL. For CAS users, do not bookmark your institution's redirect site.

eLumen web address: _____

Creating a Password

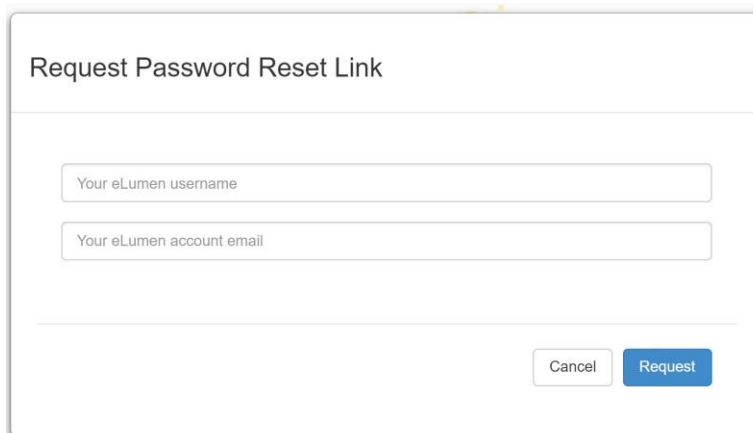
Video: <https://ilos.video/iUFBgJ>

If your institution is using eLumen for authentication, you will need to create an eLumen password the first time you log into the system. To do this, select **Forgot Password?** on the login page.



The image shows the eLumen login interface. At the top is the eLumen logo, which consists of the word "eLumen" in a bold, black, sans-serif font, followed by a cluster of yellow dots of varying sizes. Below the logo is a white login form with a light gray border. The form contains the following elements: a "Username:" label above a text input field; a "Password:" label above another text input field; a blue "Login" button; a checkbox labeled "Remember my username"; and a blue link labeled "Forgot Password?".

In the pop-up form enter your eLumen username (typically your campus username) and enter your eLumen email (typically your campus email).



The image shows a "Request Password Reset Link" form. The title "Request Password Reset Link" is at the top. Below the title are two text input fields: the first is labeled "Your eLumen username" and the second is labeled "Your eLumen account email". At the bottom of the form are two buttons: a white "Cancel" button and a blue "Request" button.

eLumen will then email you a password reset link. Please check your email including Spam folders for this email.

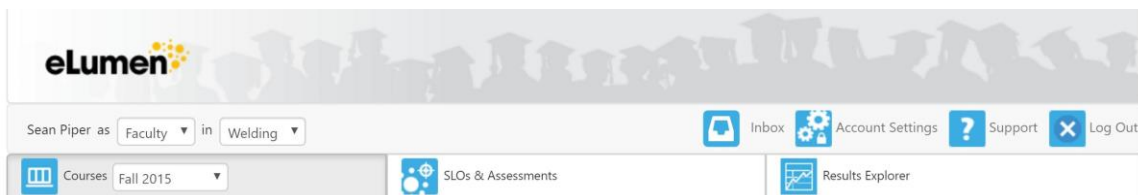
Follow the link and enter your new password. The password must be at least 8 characters long and contain at least one special character (e.g.: ! @ # \$ % ^ & *).



Select **Save**, then log into eLumen.

Understanding the Banner and Icons

This is the banner that a Setting or Section evaluator sees:



To the left, beneath the logo, is the name of the instructor, the “Faculty” role drop down, and the name of the department or program that owns the course(s) or context(s) the instructor is assigned to teach.

To the right are the four icons for any eLumen user:



Inbox



Account Settings



Link to the Knowledge Base and Technical Support



Log Out

A course instructor has three major sections to select: **Courses** (controlled by academic term), **SLOs & Assessments**, and **Results Explorer**.

If a faculty member is a collaborator on a Strategic Initiative, a section will appear for **Strategic Planning**.





If your institution has the Curriculum module, a section will appear for **Curriculum**.

Courses Section

Selecting the **Courses** icon (default at sign in) displays each course taught by semester chosen

ENG265 - Contemporary Literature in Translation - 2015f-010-265-001 

Course Coordinator(s): <unassigned>
Evaluator(s): Colin Dowd

Add Assessment		Find Assessment	
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ENG265 Default CSLO Assessment	ENG265 Default CSLO Assessment	  	



The *Roster* icon is in the heading for the course. When selected, this will display a list of all students enrolled in the section and optionally the aggregated Assessment History of the students enrolled in the section. If your institution is using the Student Engagement & ePortfolio module, this is where you can access student ePortfolios.

Below the header is the *assessment table*.

Creating, Finding, and Scoring Assessments

Using the *Assessment Table*, Faculty can add their own assessments to their section, find assessments in the *Assessment Library*, and score planned assessments.

Creating Assessments

Video: <https://ilos.video/A5Zm0S>

To create an assessment for multiple sections, access the Assessment Library from the **SLOs & Assessments** tab, and the **Assessments** sub-tab.



Select **Add Assessment** at the top of the *Assessments* table, just below the **Filters** section.



Note: *When Faculty create assessments for the Assessment Library, Coordinators and Data Stewards can distribute the assessments to any other programs, courses/contexts, and sections that share the assessment SLOs. In this way eLumen promotes the circulation of high-quality assessments and the bottom-up development of assessments.*

eLumen distinguishes the Assessment that the school is seeking versus the Activity that is given to students. Assessments created for the *Assessment Library* can indicate whether **Faculty to specify activity name** and whether either each section will have a specific Activity specified.

Example: *The Accounting Department Coordinator designs an Ethics assessment that measures student’s knowledge and application of ethical accounting practices and requests that faculty specify their Activity. They plan the assessment to all business courses. The Faculty member teaching Individual Tax Law specifies the Activity will be a short essay test on the legality and morality of tax shelters whereas the Faculty member teaching Applied Business Principles and Practices specifies the activity will be presentations on the impact of unethical practices in business.*

To add an assessment for a single section, go to the **Courses** section.



Select **Add Assessment** under any course section to create an assessment for that section.



Assessments created for a section must define an *Assessment Name*, *Assessment Description*, *Assessment Type*, *Activity Name*, and *Activity Description*.

Select the Assessment Type

Individual Student Scorecard & Rubric Collective Student Score Entry

Define this Assessment

Assessment Name*

Assessment Description*

Assessment Type*

Allow Faculty Annotations

[Add Reflections Template](#)

[Upload Evaluator Assessment Guide](#)

Activity Name*

Activity Description*

Self-Assessment

Allow student self-assessments

Define Assessment Outcome Type

Assessment Scale*

Rubric Type*

Number of criteria*

[Link SLOs](#)

[Generate Rubric Template](#)

Select the Assessment Type - Assessment can be created as “Individual Student Scorecard & Rubric” or “Collective Student Score Entry.” Choose the appropriate type for the assessment being created, this cannot be changed once the assessment has been saved.

Assessment Name and Description – This is a name and description of the purpose of the assessment. Assessments should be broadly applicable such that over time and across sections, different faculty with different teaching styles can reuse the assessment and the associated rubric.

Assessment Type – The assessment type can be chosen from the drop down menu and is established by the institution.

Formative Assessment – All created assessments are presumed to be summative. Add a checkmark to this box if the assessment is formative, rather than summative.

Note: *Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.*

Faculty Annotations - This option allows faculty to annotate assessments and SLOs for revision, student performance, or other significant purposes, inside eLumen for future reference.

Evaluator Reflection Template - The reflection templates designed in the previous section can be attached to the assessment using the **Add Reflection Template** link. Select a template from the list or create a new template, then select **Add**.

Evaluator Assessment Guide - The assessment guide will appear on the faculty scorecard and rubric for this assessment. Select **Upload Evaluator Assessment Guide** to add an assessment guide to the assessment.

Activity Name and Activity Description - This area allows faculty to specify the name and description of the assessment to meet their instructional needs. These are required fields.

Self-Assessment - For institutions with LTI integration or the Student Engagement and ePortfolio module, the school can check to **Allow students self-assessment** and then select **Add a Student Reflection Template**. Choose an existing reflection template or create a new one. Optionally, select **Upload a Student Assessment Guide** to attach an assessment guide that will appear to students through either an LTI integration or through eLumen’s student system (for schools with the Student Engagement and ePortfolio module).

Define Assessment Outcome Type - This area allows for refinement of the assessment rubric.

Assessment Scale – Choose the appropriate assessment scale for the rubric.

Note: *The Assessment Scale cannot be edited once the Generate Rubric Template button is pressed.*

The **Number of criteria** or **Number of SLOs** options will change with the chosen **Rubric Type**. It is advisable to use the fewest rubric levels required to obtain the specificity needed.

Rubric Type – *Activity-Oriented* assessments permit Faculty to assess student work or activity using a carefully constructed rubric, putting emphasis on tailoring the performance descriptors to the assessment activity. See the table below for more information on the different types of Activity-Oriented assessments. An *Outcomes-Oriented* assessment permits Faculty to apply a single set of performance descriptors to each SLO assessed in a specific student activity, emphasizing shared performance criteria for any given SLO.

Activity Oriented Type	Number of SLOs	Number of Rubrics
Single SLO	1	1

Multiple SLO	1+	1
Multi-Rubric	1+	1 per SLO

Scoring Views – Scoring Views are only available for an Outcomes-Oriented assessment. Activity-Oriented assessments only use the Rubric View. The *Scorecard and Rubric Views* allow Faculty to score individual students using either the *Scorecard*, which allows Faculty to quickly assign a score for each student on each SLO assessed, or the complete *Rubric*, which displays one student at a time with all performance descriptors and criteria visible. The *Collective Score Entry* option allows Faculty to score the number of students reaching each level of mastery on the assessment without assigning individual students a score. *Collective Score Entry* is useful for assessments of the institution and its units but provides no information about the performance of individual students.

Link SLOs – This option is only available for *Activity-Oriented* assessments on the assessment creation screen. Select the *Link SLOs* hyperlink to open an interactive dialog box and choose the appropriate SLO(s). (See the box for an *Activity-Oriented, Multiple SLO* assessment below.) Find the appropriate SLOs in the grey columns using the drop down menus and then select the SLO to assign it to the assessment. For *Activity-Oriented, Single SLO* assessments, choosing an SLO will close the dialog box. For *Activity-Oriented, Multiple SLO* assessments, choose all appropriate SLOs, which will move to the Assigned SLOs section in blue, then **Close**.

In an Outcomes-Oriented assessment, SLOs are linked in the rubric. At the time of assessment creation, indicate the **Number of SLOs** being assessed. This can be changed in the rubric by the **+ add Row** option.

When the assessment parameters have been determined, select **Generate Rubric Template** to begin designing the rubric. The rubric dialog box will appear below the assessment dialog box.

Activity-Oriented Rubric

For an *Activity-Oriented* rubric, the rows will be Criteria for the rubric. The first column will automatically generate an even weight for each Criteria level. When adding additional Rows using the **add Row** link, the assessment creator will need to adjust the weights. In the second column type or paste the criteria for the rubric.

		Exceeds expectations	Meets expectations	Does not meet expectations
		2	1	0
✖ 0.50	Criteria	Student exceeded the minimum expectations on the outcome or criteria	Student met minimum expectations on the outcome or criteria	Student did not meet expectations on the outcome or criteria
✖ 0.50	Criteria	Student exceeded the minimum expectations on the outcome or criteria	Student met minimum expectations on the outcome or criteria	Student did not meet expectations on the outcome or criteria

+ add Row

Outcomes-Oriented Rubric

For an *Outcomes-Oriented* rubric, the rows will be SLOs. Select the *Link SLO* hyperlink to open the same interactive SLO dialog box used for *Activity-Oriented* assessments.

		Exceeds expectations	Meets expectations	Does not meet expectations
		2	1	0
✖ Link SLO		Student exceeded the minimum expectations on the outcome or criteria	Student met minimum expectations on the outcome or criteria	Student did not meet expectations on the outcome or criteria

+ add Row

Performance Descriptors

Each Criteria or SLO in a rubric requires a *Performance Descriptor* for each *Mastery Level*. High quality *Performance Descriptors* will increase the reliability of scoring so the wording should be carefully considered. *Mastery Levels* should be distinct from one another and should clearly describe the performance for that level. In addition, the levels should reflect the level descriptions provided by the *Assessment Scale*.

Some institutions provide *Performance Descriptors* for SLOs. These will appear on *Outcomes-Oriented* assessments once the SLOs are selected.

To finish as assessment select **Save**.

For an assessment created through a Section, select **Save and add to Library of Shared Assessments** to save the assessment for reuse in other Sections in the current or future terms. **Note: In order for an assessment to be added to multiple sections of a course, it must be saved to the Assessment Library so it can be retrieved and added to a section.**

For an assessment created through the Assessment Library, select **Save**, and the assessment will be saved in the Library.


Faculty can directly create an assessment for a course section. If **Save** is selected, the assessment will also be placed in their personal assessment library and can be added to sections they teach. This is not a Shared Assessment in the Assessment Library, and can be viewed by selecting **“My Private Assessments”** dropdown in the Assessment Library.

Once an assessment has been saved, it appears in two places: under the appropriate *sections* in the **Courses** section if it is *unique*, and under the **Assessment Library**, if it has been *shared*.

Finding Assessments


Video: <https://ilos.video/unUJnr>

Institutions can choose to plan SLOs for each section. The list of SLOs an evaluator is expected to complete are listed below the name of the course and section.

WELD130 - Gas Tungsten Arc Welding - 2016s-018-130-001 

Course Coordinator(s): *Blake Alsop*

Evaluator(s): Sean Piper

You have SLO Planned for this Section 

You are expected to assess the following SLOs:

- WELD130 SLO 1: Perform oxy-fuel cutting procedure on steel plate in conformance with blueprints.
- WELD130 SLO 2: Perform AWS D1.1 standardized weld test procedure using the SMAW – GTAW – GMAW or FCAW method in a position other than flat.
- WELD130 SLO 3: Perform 2G and 3G position fillet welds on steel plate specimens with a range of electrodes.
- WELD130 SLO 4: Describe major components and equipment used in gas tungsten arc welding.
- WELD130 SLO 5: Weld on ferrous and non-ferrous material in a range of positions using basic joint designs.

Either pick or create one or more assessments that align to these SLOs

<input type="button" value="Add Assessment"/>		<input type="button" value="Find Assessment"/>	
Activity Name	Activity Description	Scorecards	Import Scores
No Assessments found. Find or Add an Assessment			

To add an assessment to a section, choose **Find Assessment** from either the SLO expectation box or from the assessment table for a section.

WELD130 - Gas Tungsten Arc Welding - 2016s-018-130-001



Course Coordinator(s): *Blake Alsop*

Evaluator(s): Sean Piper

You have SLO Planned for this Section

[Find Assessment](#)

You are expected to assess the following SLOs:

- WELD130 SLO 1: Perform oxy-fuel cutting procedure on steel plate in conformance with blueprints.
- WELD130 SLO 2: Perform AWS D1.1 standardized weld test procedure using the SMAW – GTAW – GMAW or FCAW method in a position other than flat.
- WELD130 SLO 3: Perform 2G and 3G position fillet welds on steel plate specimens with a range of electrodes.
- WELD130 SLO 4: Describe major components and equipment used in gas tungsten arc welding.
- WELD130 SLO 5: Weld on ferrous and non-ferrous material in a range of positions using basic joint designs.

Either pick or create one or more assessments that align to these SLOs

Add Assessment		Find Assessment		
Activity Name	Activity Description	Scorecards	Import Scores	
No Assessments found. Find or Add an Assessment				

Select one or more assessments from the Assessment list, and select either **Add to Section** or **Add to All My Sections of this Course** to add to all of the sections of this particular course that you teach in the selected term.

Find Assessment

MATH100 - Mathematics for General Education - 2016f-016-100-001 [Show Filters](#)

[Add to Section](#) [Add to All My Sections of this Course](#)

<input type="checkbox"/>	Assessment Name	Assessment Description	Type
<input checked="" type="checkbox"/>	Algebraic Story Problems	In this assessment students solve equations using story problems.	Major mid-course assessment

[Close](#)

When adding an assessment to all sections of a course, a warning may appear. Choose the appropriate response to continue.

Warning: Section with no Students

The Distribution will send a Direct Student Assessment to a Section without a roster. Would you like to include the Section without students ?

[No, return to distribution](#) [Yes, continue](#)

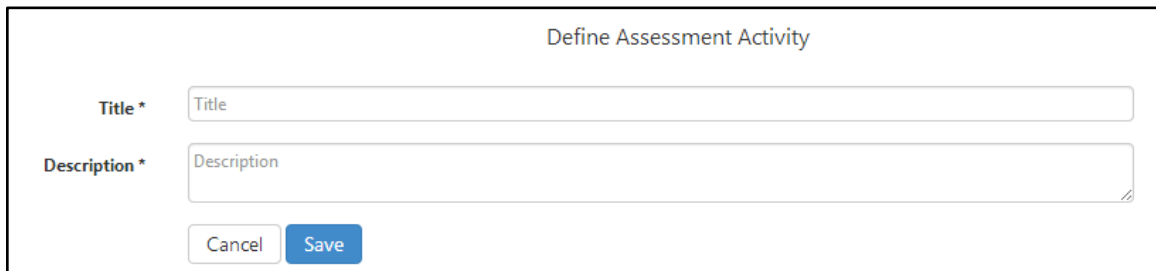
[Specifying the Activity for an Assessment](#)

Some assessments are designed such that faculty will specify the Activity that was used to collect the assessment data, such as a test, project, or lab the students completed.

When an assessment of this type is available, it will appear at the bottom of the section's list of assessments. Select the link to **Add Activity**.



This will go to the *Define Assessment Activity* screen. Input a **Title** and **Description** of the activity, and select **Save**.

A screenshot of a web form titled "Define Assessment Activity". The form has a white background and a thin black border. It contains two input fields: "Title *" and "Description *". The "Title" field is a single-line text box with the placeholder text "Title". The "Description" field is a multi-line text box with the placeholder text "Description" and a small icon in the bottom right corner. Below the input fields are two buttons: "Cancel" and "Save". The "Save" button is highlighted in blue.

If the activity to which that assessment is linked has already been determined, the assessment will be available for scoring, without any other steps needed prior to assessing students.

[Editing Assessments](#)

Faculty can edit assessments they created and saved directly to a section or to their personal Assessment Library; visible under the "My Private Assessment" dropdown. **Faculty are not able to edit Shared assessments in the Assessment Library.** The ability to edit can be conducted in either the library view or the course/section view.

If student scores have **not** been input, the following elements of an assessment can be edited:

- Assessment Name
- Assessment Description
- Faculty Annotations can be enabled
- Reflection Template can be added but not exchanged
- Evaluator Assessment Guide can be uploaded

If LTI is enabled or the Student Engagement/ePortfolio module is used, the following can be edited:

- Student Self-Assessment can be enabled
- Student Reflection template can be added but not exchanged

- Student Assessment Guide can be uploaded

Assessments **cannot** be edited if any number of:





- Students have been scored by Faculty or Self-Assessment.
- Responses have been created to a Faculty Reflection.
- Responses have been created to a Student Reflection.
- Students have accessed a Portfolio assessment (applies only if using LTI or Student Engagement/ePortfolio module).

Scoring Assessments

Assessments for each section are listed in the table below the section heading. To score an assessment select the scoring icon in the right column of the table.


MATH101 - College Algebra - 2015f-015-101-001 

Course Coordinator(s): <unassigned>
Evaluator(s): Marianna Padilla

Add Assessment		Find Assessment	
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> MATH101 Default CSLO Assessment	MATH101 Default CSLO Assessment		
<input type="checkbox"/> Population Modeling Project	Students will use exponents and logarithms to model population rises and falls for a small ecosystem.		

Video: [Outcomes-Oriented Per Student Scoring, https://ilos.video/h4rADU](https://ilos.video/h4rADU)

Rubric View

To score an individual student assessment with *performance descriptors*, select . The icon indicates the number of student scores needed.

Note: Rubric View is the only view available for Activity-Oriented Assessments. Rubric View is the recommended starting point for per student scoring with an Outcomes-Oriented Assessment to refresh the evaluator's memory of the scoring rubric.

Rubric view shows the entire rubric for **one student at a time**. The current student is highlighted in the *student table* on the left and listed at the top of the *rubric table*.

To guide scoring, the *rubric table* shows the assessed *SLOs* or *criteria* in each row, the *mastery levels* in each column, and *performance descriptors* in each cell.

Rubric for College Algebra: 2015f-015-101-001 Actions ▾

Assessment Name: MATH101 Default CSLO Assessment
Assessment Description: MATH101 Default CSLO Assessment
Assessment Type: Default Course-Ending Assessment
Scoring: *Alsop, Ian*

Students		Exceeds expectations	Meets expectations		Does not meet expectations			
Alsop, Ian		4	3	2	1	0	N/A	
Bower, Abigail	SLO: MATH101 SLO 1: Solve various algebraic equations. MATH101 SLO 2: Display algebraic solutions using graphing techniques. MATH101 SLO 3: Analyze the zeros of polynomials using theorems of algebra. MATH101 SLO 4: Apply exponential and logarithmic functions.	Performance Ds:						
Buckland, John		With greater than 80% accuracy, students can solve various algebraic equations.	With less than 80% accuracy, students can solve various algebraic equations.	With less than 60% accuracy, students can solve various algebraic equations.	With less than 40% accuracy, students can solve various algebraic equations.	With less than 20% accuracy, students can solve various algebraic equations.		
Cameron, Penelope		With greater than 80% accuracy, students can demonstrate the value of elementary graphing techniques.	With less than 80% accuracy, students can demonstrate the value of elementary graphing techniques.	With less than 60% accuracy, students can demonstrate the value of elementary graphing techniques.	With less than 40% accuracy, students can demonstrate the value of elementary graphing techniques.	With less than 20% accuracy, students can demonstrate the value of elementary graphing techniques.		
Churchill, Una		With greater than 80% accuracy, students can use theorems of algebra to analyze the zeros of polynomials.	With less than 80% accuracy, students can use theorems of algebra to analyze the zeros of polynomials.	With less than 60% accuracy, students can use theorems of algebra to analyze the zeros of polynomials.	With less than 40% accuracy, students can use theorems of algebra to analyze the zeros of polynomials.	With less than 20% accuracy, students can use theorems of algebra to analyze the zeros of polynomials.		
Clarkson, Abigail		With greater than 80% accuracy, students can understand and apply exponential and logarithmic functions.	With less than 80% accuracy, students can understand and apply exponential and logarithmic functions.	With less than 60% accuracy, students can understand and apply exponential and logarithmic functions.	With less than 40% accuracy, students can understand and apply exponential and logarithmic functions.	With less than 20% accuracy, students can understand and apply exponential and logarithmic functions.		
Dickens, Harry								
Duncan, Sophie								
Ellison, Heather								
Forsyth, Simon								
Glover, Terry								
Hughes, Sophie								
Knox, Madeleine								
Lee, Emily								

To score the current student, select the box that represents the appropriate *performance descriptor* for each *SLO*.

For Activity-Oriented assessments, the *rubric table* shows the *weights* and assessed *criteria* in each row.

Rubric for College Algebra: 2015f-015-101-001 Actions ▾

Activity Name: Population Modeling Project
Activity Description: Students will use exponents and logarithms to model population rises and falls for a small ecosystem. **Assessment Type:** Major mid-course assessment

Scoring: Alsop, Ian
 Not Assessed

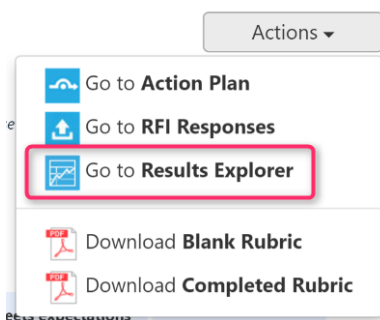
Students		Exceeds expectations	Meets expectations	Does not meet expectations
Alsop, Ian		2	1	0
Bower, Abigail				
Buckland, John				
Cameron, Penelope				
Churchill, Una				
Clarkson, Abigail				
Dickens, Harry				
Duncan, Sophie				
Ellison, Heather				
Forsyth, Simon				
Glover, Terry				
Hughes, Sophie				
Knox, Madeleine				

Weight:	Criteria:	Performance Ds:	Exceeds expectations	Meets expectations	Does not meet expectations
0.15	Graphs Exponents	Student exceeded the minimum expectations on the outcome or criteria	2	1	0
0.15	Graphs Logarithms	Student exceeded the minimum expectations on the outcome or criteria	2	1	0
0.35	Applies exponents in population model	Student exceeded the minimum expectations on the outcome or criteria	2	1	0
0.35	Applies logarithms in population model	Student exceeded the minimum expectations on the outcome or criteria	2	1	0

After scoring all criteria, eLumen provides a weighted average recommended score and allows faculty to choose a final score.

When finished grading a student, select the **Save and Next** button under the *rubric table* to move onto the next student.

Select the **Actions** button in the top right of the *rubric table* and choose **Go to Results Explorer** to view aggregate scores students from that section. eLumen will automatically save your scores when you navigate to another eLumen page.



[Scorecard View](#) 

To quickly score an Outcomes-Oriented assessment, select the scorecard icon.



The left column lists students registered in the course.

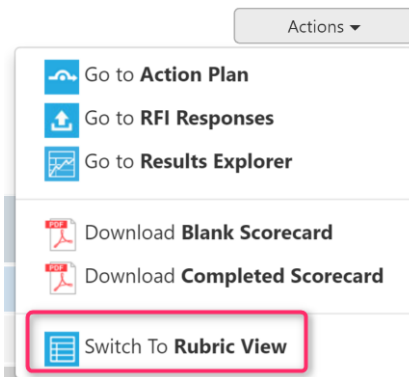
For each student the second column lists all assessed *SLOs* or *criteria*.

SLO	Exceeds expectations		Meets expectations		Does not meet expectations		N/A
	4	3	2	1	0		
MATH101 SLO 1: Solve various algebraic equations.	4	3	2	1	0	<input type="checkbox"/>	
MATH101 SLO 2: Display algebraic solutions using graphing techniques.	4	3	2	1	0	<input type="checkbox"/>	
MATH101 SLO 3: Analyze the zeros of polynomials using theorems of algebra.	4	3	2	1	0	<input type="checkbox"/>	

Select the appropriate rubric value for each SLO or criteria in the right part of the table to assign the grade to a student.

When finished grading all students, select the **Save** button at the bottom of the screen. Select **Save and Continue to Reflection** to complete the reflection template associated with the assessment.

Select the **Actions** button at the top right of the screen and choose Switch to Rubric View to view *performance descriptors for the SLOs*. eLumen will automatically save your scores when you navigate to another eLumen page.



Collective Score Entry

To score a collective assessment select the *collective scoring icon*.

Collective Scores for General Psychology 06

Assessment: Group Discussion Participation

Description: Collective scoring of student participation in group discussion

Reset to previously-generated scores

SLO	Exceeds expectations	Meets expectations		Does not meet expectations		N/A	Scored Students Current/Total
	5	4	3	2	1		
Demonstrate knowledge of the research methodology employed in psychology.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0 / 10
Demonstrate knowledge of the basic concepts and theories of psychology, historically and contemporaneously related to cognition and emotions.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0 / 10

Cancel Save

Each row is an *SLO* and each column is an *assessment level* and *mastery level*.

Enter the number of students scoring at each assessment level for each SLO. If your school has entered a roster of students, eLumen will check that all students are accounted for in the scoring. If your school has not entered a roster of students, check the box at the bottom of the scoring table to indicate you have completed scoring.

Then select **Save**. You **must** select **Save** from the collective score entry page or you will lose your entered scores.

Import Scores

eLumen supports faculty in uploading scores for an assessment that was planned, found, or created for a section using the Scorecard scoring methods.

Note: Import scores is an optional feature controlled by the setting established by the institution.

Preparing a Spreadsheet

The Import Scores dialog requires an Excel spreadsheet. The spreadsheet must contain a column with the Student ID and one column for each SLO or Criteria score in the assessment. All SLOs or Criteria must be in the spreadsheet, but not all students need to be included. The import tool will ignore extra columns. The spreadsheet may have one or more header rows. The scores must be in the first spreadsheet in the Excel workbook.



Tip: To obtain a list of all student names and IDs in a section, select the Roster icon on the Courses screen and copy all entries in the Roster table. Paste this table into an Excel spreadsheet using "Paste Special" option and then choosing "Text."

Optional: Student Name	Student ID	SLO/Criteria1	SLO/Criteria2	SLO/Criteria3
John Doe	123456789	0	4	2

Uploading and Aligning the Spreadsheet

To upload the spreadsheet and score an assessment, select the Import Scores icon to the right of the appropriate Assessment.

Note: In order to import scores, there must be no existing student scores for the assessment. Additional scores or score modifications may be entered after the import.

Activity Name	Activity Description	Scorecards	Import Scores
MATH101 Default CSLO Assessment	MATH101 Default CSLO Assessment	 0/28	

Select **Choose File** and navigate to the Excel spreadsheet containing the scores for this assessment. Once the file is selected, choose **Upload**.

The *Importing Scores from Excel worksheet* screen records the alignment of the columns in the spreadsheet to the SLOs and Criteria.

For Student ID and each SLO or Criteria, select the column in the spreadsheet containing the values then select **Align selected column** for the appropriate field. eLumen will list the column in the box to the left of the **Align selected column** box and will color the column in a corresponding color.

Student Id	B	Align selected column
Criteria:		
Interpret		Align selected column
Infer		Align selected column
Analyze		Align selected column
Evaluate		Align selected column
		Cancel Import scores

	A	B	C	D	E	F	G	H	I	J	K	L	M
1							Critical T...						
2		Student ...	Last Na...	First Na...	Campus	CRN	SLO	Interpret	Infer	Analyze	Evaluate		Subtotal
3	1	S635488...	Mark	Fatima	WC	61772	CT	1	3	3	1		8
4	2	S601147...	Michelle...	Karla	WC	61772	CT	0	0	0	1		1
5	3	S537680...	Trimble	Jasmine	WC	61772	CT	2	0	0	1		3
6	4	S947538...	Dozier	Albert	WC	61772	CT	2	3	2	0		7
7	5	S987123...	Bingham	Noah	WC	61772	CT	3	0	0	2		5
8	6	S649757...	Shafer	Benjamin	WC	61772	CT	0	1	1	2		4
9	7	S798122...	Hurtado	Hannah	WC	61772	CT	0	1	0	0		1
10	8	S790234...	Cervantes	Jayda	WC	61772	CT	0	0	2	0		2
11	9	S332500...	Bower	Gabriela	WC	61772	CT	0	0	2	2		4

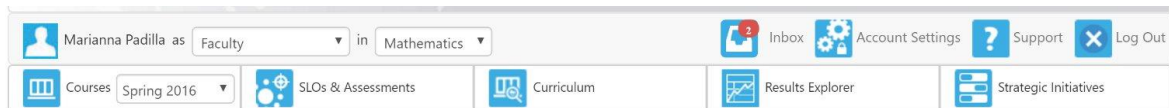
The confirmation screen will display the number of students whose scores were imported.

Note: For Activity-Oriented Assessments, Import Scores will automatically assign students

the recommended scores. To review individual student scores or change a score, use the Rubric View.

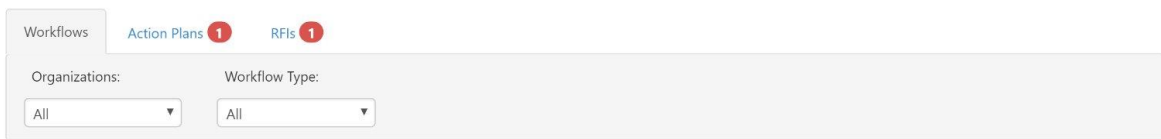
Responding to Requests for Information (RFIs)

The eLumen Inbox will have an indicator when there are workflows, Action Plans, or Requests for Information (RFIs) to respond to.

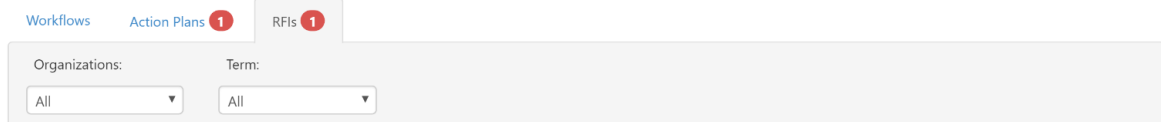


Select the Inbox to view the contents. The red number indicates the RFI responses needing attention. An RFI is similar to other Internet survey systems. It can contain multiple choice, short answer, or document upload questions.

Inbox



Select the RFIs tabs to view the item(s), then choose **Respond**.



In your Queue



Answer each question by selecting or typing a response.

Responding *STEM Tutoring Review*

Questions to evaluate the relevance of content provided by the Learning Resource Center through STEM Tutoring.

Stem Tutoring Review

Please rate the quality of tutoring content provided by the Learning Resource Center through STEM tutoring.

	Completely dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Completely satisfied
Satisfaction Level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

If you answered neutral or dissatisfied -- in what ways can the STEM tutoring program improve?

I would like to see Math 102 SLO: Apply derivatives to analyze graphs and solve problems involving optimization, extreme values or related rates. Addressed more completely.

Would you be interested in partnering with the Learning Resource Center to customize STEM tutoring for your classes?

	Yes	No	Maybe
Interest to partner with STEM tutoring:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Cancel Save as Draft **Send Response**

When finished responding to all questions, select **Send Response** at the bottom of the screen.

Responding to Action Plans

Select the Inbox to view the contents. The red number indicates the Action Plan responses needing attention. An Action Plan is usually sent out at the end of a grading term in order to gather information for improving the course or other curricular topics.

Inbox

Workflows Action Plans **1** RFIs **1**

Organization: All Term: All

In your Queue

Spring 2016 Course Improvement

Organization: Mathematics
 Course: MATH100
 Section: 2016s-015-100-001
 Term: Spring 2016

Respond

For each *action* in the Action Plan, type a **Response** into the field. Where appropriate, select **Add SLO** to associate an SLO with the Action.

If additional resources are needed, select **Add Resource Request** and type a **Resource Name**, choose a **Resource Type**, and type a **Resource Detail**. Repeat for each Resource Request.

Spring 2016 Course Improvement

Assess Math Tutoring Program (Faculty Proposed Actions)

Additional SLO [+ Add SLO](#)

Response: I have found that students who use ALEKS that are struggling do not get as much out of the software that I would hope they would.

Acquire Math Tutoring Program (Faculty Proposed Actions)

Additional SLO [+ Add SLO](#)

Response: I propose a new math tutoring software to help our struggling students.

Resource Name: Purchase ed ready ✖

Resource Type: Capital Expenditures

Amount (\$): 9000.00

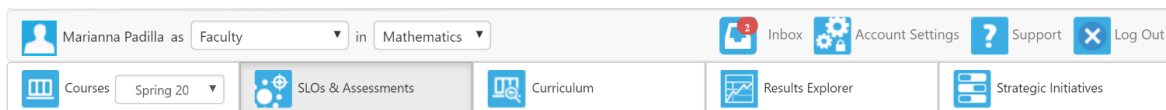
[+ Add Resource Request](#)

Cancel Save Draft **Submit**

When finished responding to all *actions*, select **Submit** at the bottom of the screen.

SLOs & Assessments Section

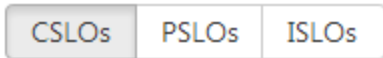
Select the **SLOs & Assessments** section from the home page.



There are two tabs for Faculty in the **SLOs & Assessments** section. We reviewed the **Assessments** while finding and creating assessments, we will now focus on the **SLOs** tab.



The **SLOs** tab shows these subsections by default.



Though it may show additional subsections for ISLO and PSLO classes, and certificates and degrees.



CSLOs lists the outcomes for each course the instructor is assigned to teach.

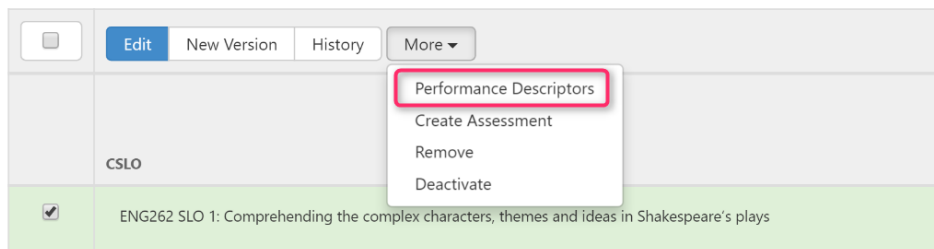
CSLO	
<input type="checkbox"/>	ENG262 SLO 1: Comprehending the complex characters, themes and ideas in Shakespeare's plays
<input type="checkbox"/>	ENG262 SLO 2: Engaging in rational, evidence-backed discussion of the meaning and art of the plays
<input type="checkbox"/>	ENG262 SLO 3: Crafting arguable interpretive claims based on responses to the plays

PSLOs are all those for the department/program that owns the courses. Between the **PSLOs** and **ISLOs** subsections are any *PSLO Classes* or *Credentials* associated with the Department in which the instructor teaches. In the example above, Abnormal Psychology is a degree in the Psychology department.

ISLOs are set by the institution. After this section are any *ISLO Classes* created by the institution which might reflect Accreditation standards or other rubrics used by the institution. In the example above, VALUE Rubrics, Alternative VALUE Rubrics, and Institutional Set Standards are all ISLO Classes.

After selecting any of the subsections, a list of SLOs will be displayed and divided by course for CSLOs or by SLO category for PSLOs and ISLOs.

To view specific *Performance Descriptors* for any SLO, select the SLO then select **Performance Descriptors** under the "More" button.



All rubrics available at the institution will be displayed. Selecting a rubric will expand it and display any *Performance Descriptors* provided by the institution.

Performance Descriptors for ENG262 SLO 1: Comprehending the complex characters, themes and ideas in Shakespeare's plays

Yes/No Scale

Mastery Level Scale

VALUE Rubrics

Level 0-4 Scale

0	With no proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays
1	With elementary proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays
2	With limited proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays
3	With working proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays
4	With full proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays

100 point scale by 20s

50-100 scale

Cancel Save

Results Explorer Section

eLumen provides downloadable and printable reports for course instructors. To view the current available reports, select the **Results Explorer** tab.

The screenshot shows the eLumen interface with the 'Results Explorer' tab selected. The top navigation bar includes 'Sean Piper as Faculty in Welding' and links for 'Inbox', 'Account Settings', 'Support', and 'Log Out'. Below this are tabs for 'Courses', 'SLOs & Assessments', 'Curriculum', 'Results Explorer', and 'Strategic Initiatives'. The 'Results Explorer' sub-tab is active, showing 'Available Reports' and 'Document Library' options.

The 'Filters' section includes:

- SLO class:** CSLOs
- SLOs:** WELD100 SLO 1: Weld flat and horizontal position padding, ... (18)
- Options:**
 - Planned to future terms
 - Faculty created
 - Include inactive assessments

The main table lists assessments with the following data:

Name	Description	Type	Terms
Gas Tungsten Arc Welding	In this assessment, students prepare materials, select, and set-up welding equipment, carry out the gas tungsten arc welding (GTAW) and inspect the weld for and correct defects.	Major mid-course assessment	<ul style="list-style-type: none"> Summer 2015 Fall 2015 Spring 2015 4 more
Welding Safety Clothing and Equipment	In this assessment, students will identify protective clothing worn by a welder and the types of equipment used in the welding process.	Early Formative Assessment	<ul style="list-style-type: none"> Spring 2016 Summer 2015 Fall 2015 5 more
Shielded Arc Welding: Metal	In this assessment, students demonstrate their ability to strike and maintain a shielded metal arc weld for three four-inch beads.	Early Formative Assessment	<ul style="list-style-type: none"> Spring 2016 Summer 2015 Fall 2015 5 more

There are three tabs:

- **Results Explorer** allows users to review student assessment results.
- **Available Reports** allows users to generate reports.
- **Document Library** houses generated reports.

Results Explorer

The Results Explorer provides faculty with a view of student performance results for courses they are assigned to as an instructor.

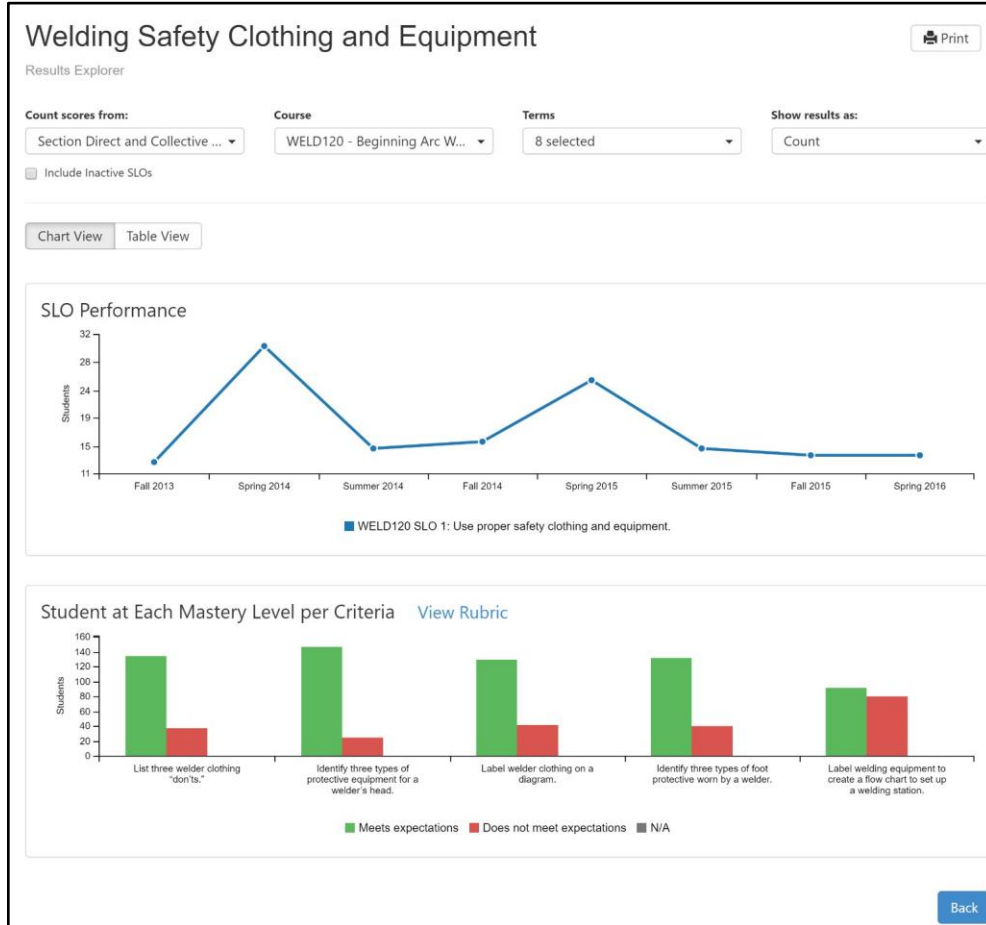
The Filter can be used to target specific assessments.

The screenshot shows the 'Filters' section with the following settings:

- SLO class:** CSLOs
- SLOs:** MATH101 SLO 1: Solve various algebraic equations, ... (13)
- Options:**
 - Planned to future terms
 - Faculty created
 - Include inactive assessments

To see assessment results, select an assessment from the table list that has terms listed in the **Terms** column.

The **Chart View** will appear and aggregate scores displayed in graph and bar chart format. If faculty completed reflections, the responses will be visible at the bottom of the screen.



Select **View Rubric** to see the assessment rubric.

		Meets expectations	Does not meet expectations
		2	1
0.200	List three welder clothing "don'ts."	Students did master the content.	Students did not master the content.
0.200	Identify three types of protective equipment for a welder's head.	Students did master the content.	Students did not master the content.
0.200	Label welder clothing on a diagram.	Students did master the content.	Students did not master the content.
0.200	Identify three types of foot protective worn by a welder.	Students did master the content.	Students did not master the content.
0.200	Label welding equipment to create a flow chart to set up a welding station.	Students did master the content.	Students did not master the content.

Select the **Table View** to display the numbers that create the graphs and bar charts. The rubric can also be selected on this view. Reflection responses are also visible on this view.

Chart View Table View

SLO Performance Term by Term

SLO	Default Performance Measure	Fall 2013				Spring 2014				
		Exceeds expectations	Meets expectations	Does not meet expectations	N/A	Exceeds expectations	Meets expectations	Does not meet expectations	N/A	Exceeds expectations
WELD120 SLO 1: Use proper safety clothing and equipment.	50%	0	13	2	0	0	30	6	0	0
						—	▲131%	▲200%	—	—

Assessment Rubric [View Rubric](#)

Criteria	Meets expectations	Does not meet expectations	N/A
	2	1	
List three welder clothing "don'ts."	134	37	0
Identify three types of protective equipment for a welder's head.	146	25	0
Label welder clothing on a diagram.	129	42	0
Identify three types of foot protective worn by a welder.	131	40	0
Label welding equipment to create a flow chart to set up a welding station.	91	80	0

Faculty Reflections

Group Responses by:
 Respondent Question

Available Reports

Faculty evaluators can generate two reports for their courses. Faculty reports display only the SLO scoring data for the sections taught by the user. The reports are available as in printable report (PDF), spreadsheet (XLS), Word document format (DOCX), and web page (HTML), to support integration into emails or websites.

To generate a report, select the *Report Name*.

- The **Faculty SLO by Course** report presents SLO scoring data broken down by section.
- The **SLO by Term** report presents SLO scoring data broken down by term.

Please select one of the following reports

Report name	# in Library	Last run
Faculty SLO by Course	0	
SLO by Term	0	

For each report type, there are a number of options to choose to retrieve the data being sought. Select the dimensions desired, the **Generate Report** when satisfied.

SLO by Term

Report Name:

[Customize name](#)

Report Folder:

Select By: **Terms**

Show by Mastery Levels or Score Levels: Mastery Level Score Level

Show by Assessment: Group SLOs by Assessment

Show Catalog Courses or Contexts: Course Context

Select a Course:

Select a Set of SLOs:

Show Inactive: Include results for inactive CSLOs

Output format: PDF XLS DOCX HTML

Link duration: Hours Days Link duration configures how long the URL in the report notification email will work after the report is generated.

Make this a Permanent Link

[Generate Report](#)

Report Name (Prefix/Suffix) - This configurable system allows you to specify the filename of a report. This is especially useful when running batches of reports which will be quickly uploaded to your website.

Report Folder - By default all reports are sent to the main Document Library folder for each user. To send the report to a specific private or shared folder, select the folder icon and select a folder from the list.

Select by Terms - Select the terms to include in the report.

Show by Mastery Levels or Score Levels - Include columns for each Mastery Level, like the Institutional and Program reports, or break down the system by Score Level, which displays all results for each scale.

Show by Assessment - This options reports the results for each assessment separately.

Show Catalog Courses and Contexts - Display the results for either Academic Courses or non-Academic Contexts

Select a Course - Choose a course to display assessment results for all sections of the course taught by the user.

Select a Set of SLOs - Choose a set of SLOs to show all direct scores and all indirect scores

through mappings generated by sections taught by the user.

Show Inactive - Display the results for any CSLOs that have been marked as Inactive.

Output format - Determines the report output format

Link Duration - When generating a report, you can specify how long you want the link to the report to last. Using this link, anyone can download your report without logging into eLumen. This allows you to make reports available on your website, other institution personnel, or to accreditors.

[Document Sharing in the Document Library](#)

All file sharing options are managed in the **Document Library** tab under **Results Explorer** tab.

[Sharing Files with eLumen Users](#)

To share a file or folder with other eLumen users, select the file or folder to share. Select **Share** and **Share with users**.

From the right column select the user role of the target user then use the search box or browse the list to find the user's name. Select any name in the right column to add them to the shared user list.

To remove a user from file sharing, select any name in the left column.

To finish, select **Close**.

[Sharing Files](#) eLumen offers two methods for sharing files. For sharing files with other eLumen users, the Document Library features file sharing and collaborative folders. For sharing files outside of eLumen, the Document Library can create a link for any report or zipped file created within eLumen. [using Links](#)

To create a link for sharing a file outside eLumen, select the file or folder to share. Select **Share** and **Share link**.

Choose the options for the link then select **Generate**. If you did not select to *Email me the link* make sure to copy the link then select **Close**.

Note: eLumen can host reports on our servers for public consumption on your website. Ensure that the link duration is Permanent then use the link eLumen generated on your website.