

# COORDINATOR TRAINING



TRAINING ON eLUMEN FUNCTIONS FOR COORDINATORS AND DATA STEWARDS

## NAVIGATION

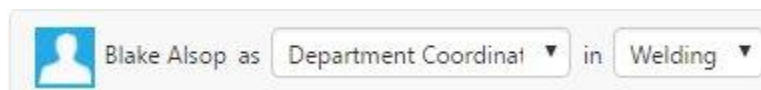
YOUR eLUMEN URL: [GLENDALE.ELUMENAPP.COM](http://GLENDALE.ELUMENAPP.COM)

## THE TOP BANNER

THE TOP BANNER IS VISIBLE FROM ANY SCREEN.



THE USER ICON AND ROLE MENU DISPLAYS THE USER'S NAME, AND ALLOWS THE USER TO SWITCH ROLES, IF THE USER HAS MORE THAN ONE ROLE, AND VIEW THE INSTITUTION, A DIVISION, OR A DEPARTMENT.



THE ORGANIZATION MENU DISPLAYS THE CURRENT DIVISION OR DEPARTMENT FOR THE 4 SECTIONS. COORDINATORS ASSOCIATED WITH MORE THAN ONE DEPARTMENT OR PROGRAM WILL NEED TO USE THIS MENU TO CHANGE VIEWS.

THE INBOX HOLDS THE ACTION PLANS, RFI, AND WORKFLOWS THAT REQUIRE ATTENTION.



## THE SECTIONS



DEPARTMENT AND PROGRAM COORDINATORS HAVE ACCESS TO STRATEGIC PLANNING, SLOs & ASSESSMENTS, ORG MANAGEMENT, AND REPORTS FOR EACH OF THE DIVISIONS AND DEPARTMENTS WHICH THEY ARE ASSIGNED.

**STRATEGIC PLANNING** - COORDINATORS CAN ACCESS THE DATA COLLECTION AND RESULTS FEATURES OF eLUMEN FROM THIS SECTION INCLUDING THE

**STRATEGIC INITIATIVES, ASSESSMENTS, ACTION PLANS, AND REQUESTS FOR INFORMATION.**

**SLOs & ASSESSMENTS** - THIS SECTION CONTAINS THE STUDENT LEARNING OUTCOMES, SLO MAPPINGS, AND A COPY OF THE ASSESSMENTS SECTION.

**ORG MANAGEMENT** - THIS SECTION ALLOWS COORDINATORS TO MANAGE PROGRAMS, COURSES, SECTIONS AND OTHER ORGANIZATIONAL ELEMENTS.

**REPORTS** - THIS SECTION CONTAINS THE EXPORTABLE REPORTS.

### **THE COURSE/CONTEXT COORDINATOR VIEW**



THE COURSE AND CONTEXT COORDINATORS HAVE ACCESS TO FOUR SECTIONS WHICH ARE MODIFIED VERSIONS OF THE ONES FOR DATA STEWARDS AND DEPARTMENT/PROGRAM COORDINATORS.

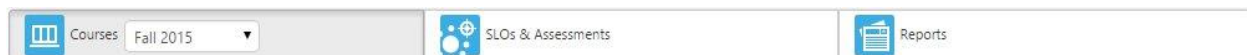
**STRATEGIC PLANNING** - THIS SECTION CONTAINS THE ACTION PLANS AND REQUESTS FOR INFORMATION. COORDINATORS WILL SPEND MOST OF THEIR TIME IN THIS SECTION.

**COURSES** - THIS SECTION CONTAINS ALL OF THE ORGANIZATION MANAGEMENT FOR THE COURSES AND CONTEXTS THE COORDINATOR OVERSEES.

**SLOs & ASSESSMENTS** - THIS SECTION CONTAINS THE STUDENT LEARNING OUTCOMES FOR THE COURSES AND CONTEXTS THE COORDINATOR OVERSEES.

**REPORTS** - THIS SECTION CONTAINS THE EXPORTABLE REPORTS.

### **THE FACULTY VIEW**



FACULTY HAVE ACCESS TO THREE SECTIONS WHICH ARE MODIFIED VERSIONS OF THE ONES FOR DATA STEWARDS AND DEPARTMENT/PROGRAM COORDINATORS.

**COURSES** - THIS SECTION CONTAINS ALL OF THE ASSESSMENTS, ACTION PLANS, AND RFI FOR EACH SECTION ALONG WITH OTHER SECTION MANAGEMENT.

**SLOs & ASSESSMENTS** - THIS SECTION CONTAINS THE STUDENT LEARNING OUTCOMES FOR THE SECTIONS AND SETTINGS THE FACULTY MEMBER EVALUATES AND THE ASSESSMENT LIBRARY.

**REPORTS** - THIS SECTION CONTAINS THE EXPORTABLE REPORTS.

**NOTE:** FACULTY CAN SEE THE STRATEGIC PLANNING SECTION AND INITIATIVES TAB WHEN THEY ARE ADDED AS A COLLABORATOR ON A STRATEGIC INITIATIVE.

*THEY WILL NOT HAVE ACCESS TO THE OTHER STRATEGIC PLANNING TABS.*

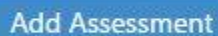
## **CREATING ASSESSMENT**

### **SETTING UP ASSESSMENTS**

THERE ARE TWO BEGINNING POINTS FOR SETTING UP AN ASSESSMENT. ONE IS TO SELECT SLO(S) FROM THE **SLO LISTINGS** TAB AND SELECT **CREATE ASSESSMENT** FROM THE **MORE** DROP-DOWN. THIS WILL CREATE AN ASSESSMENT LINKED TO THE SELECTED SLOs.

THE OTHER IS TO BEGIN IN THE **ASSESSMENT** SUBSECTION AND THEN SELECT THE **ADD ASSESSMENT** BUTTON. IN THE SECOND, THE SLO(S) NEED TO BE SPECIFIED. ACCESS THE ASSESSMENT LIBRARY FROM THE **STRATEGIC PLANNING** SECTION OR **SLOs & ASSESSMENTS** SECTION UNDER THE **ASSESSMENTS** TAB IN THE **ASSESSMENTS** SUBSECTION.

SELECT **ADD ASSESSMENT** AT THE TOP OF THE *ASSESSMENT* TABLE.

A blue rectangular button with rounded corners and the text "Add Assessment" in white.

### **ASSESSMENT CREATION**

**VIDEO:** [HTTPS://ILOS.VIDEO/A5ZM0S](https://ilos.video/A5ZM0S)

WHEN ANY USER CREATES AN ASSESSMENT FOR THE ASSESSMENT LIBRARY, COORDINATORS AND DATA STEWARDS CAN PLAN THESE ASSESSMENTS FOR ANY OTHER PROGRAMS, COURSES/CONTEXTS, AND SECTIONS ADDRESSING THOSE SLOs. IN THIS WAY eLUMEN PROMOTES THE CIRCULATION OF HIGH QUALITY ASSESSMENTS AND CROWD-SOURCING THE DEVELOPMENT OF ASSESSMENT.

Select the Assessment Type

Individual Student Scorecard & Rubric    Collective Student Score Entry

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Define this Assessment

Assessment Name\*

Assessment Description\*

Assessment Type\*

Make this assessment formative  
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)

Allow Faculty Annotations

[Add Reflections Template](#)

[Upload Evaluator Assessment Guide](#)

Add Activity Name & Description

---

Include Student Portfolio

Attach a portfolio to this assessment     Allow multiple portfolio raters

---

Self-Assessment

Allow student self-assessments

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Define Assessment Outcome Type

Assessment Scale\*

Activity Benchmark

Rubric Type\*

Number of criteria\*

[Link SLOs](#)

[Generate Rubric Template](#)

**SELECT THE ASSESSMENT TYPE – Use *INDIVIDUAL STUDENT SCORECARD & RUBRIC*. 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.**

***DEFINE THIS ASSESSMENT***

**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.

**MAKE THIS ASSESSMENT FORMATIVE** – *OPTIONAL*. MOST ASSESSMENT IN eLUMEN IS SUMMATIVE. SUMMATIVE ASSESSMENTS COUNT FOR SLO PERFORMANCE REPORTING AND FACULTY PARTICIPATION IN ASSESSMENT. FORMATIVE ASSESSMENTS DO NOT COUNT FOR ANY AGGREGATE REPORTING, BUT CAN BE USED TO GIVE EARLY FEEDBACK TO STUDENTS OR FOR PRE-TEST RESULTS.

**FACULTY ANNOTATIONS** - *OPTIONAL*. 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** – *A DEFAULT TEMPLATE IS PROVIDED FOR YOU*. 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** - *OPTIONAL*. 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.

**ADD ACTIVITY NAME & DESCRIPTION** - *OPTIONAL*. SELECTING THIS OPTION EXPANDS THE ASSESSMENT CREATION SECTION FOR ADDITIONAL INPUT.

Add Activity Name & Description

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Faculty to specify activity name

Activity Name\*

Activity Description\*

**FACULTY TO SPECIFY ACTIVITY NAME** - *OPTIONAL*. eLUMEN DISTINGUISHES THE ASSESSMENT THAT THE SCHOOL IS SEEKING VERSUS THE ACTIVITY THAT IS GIVEN TO STUDENTS. ASSESSMENTS CREATED FOR THE *ASSESSMENT LIBRARY* MAY HAVE AN ASSESSMENT NAME AND ASSESSMENT DESCRIPTION ALREADY ESTABLISHED. FACULTY CAN EDIT THE NAME AND DESCRIPTION ONCE IT HAS BEEN ADDED TO THEIR SECTIONS. BY SELECTING THE ASSESSMENT AND **EDIT ACTIVITY**, FACULTY CAN SPECIFY A NAME AND DESCRIPTION FOR THE ASSESSMENT THAT REFLECTS THE SPECIFIC ACTIVITY IN THEIR CLASSROOM.

IF THIS OPTION IS DESELECTED, THE PERSON CREATING THE ASSESSMENT CAN SPECIFY THE **ACTIVITY NAME** AND **ACTIVITY DESCRIPTION**.

		Cancel	Save		
Activity Name	Activity Description	Scorecards	Import Scores		
<input checked="" type="checkbox"/> Course Ending Assessment	<a href="#">Click Here to Add Activity Description</a>				
<input type="checkbox"/> Equations Portion of the Midterm Exam	The midterm exam questions are used for scoring Equations & Expressions				
<input type="checkbox"/> Exam	Multiple Choice exam				
<input type="checkbox"/> MATH100 Default CSLO Assessment	MATH100 Default CSLO Assessment				

**EXAMPLE: THE ACCOUNTING DEPARTMENT COORDINATOR DESIGNS AN ETHICS ASSESSMENT THAT MEASURES STUDENTS' 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.**

### **SELF-ASSESSMENT**

**SELF-ASSESSMENT - OPTIONAL.** 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**

**ASSESSMENT SCALE – ONE SCALE IS PROVIDED FOR YOU.** 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 – CHOOSE OUTCOMES ORIENTED.** 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.

**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**

**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.**

***OUTCOMES-ORIENTED RUBRIC***

**FOR AN *OUTCOMES-ORIENTED* RUBRIC, THE ROWS WILL BE SLOs. SELECT THE *LINK SLO* HYPERLINK TO OPEN THE SLO DIALOG BOX.**

Pick SLOs for Assessment ✕

<p><b>Available CSLOs</b></p> <p>Course MATH250 - Analytic Geometry and Calculus I</p> <ul style="list-style-type: none"> <li>MATH250 SLO 1: Define limits and continuity of algebraic and trigonometric functions.</li> <li>MATH250 SLO 2: Calculate derivatives of algebraic and trigonometric functions.</li> <li>MATH250 SLO 3: Calculate implied differentiations</li> <li>MATH250 SLO 4: Incorporate algebraic and trigonometric functions in expressions that may involve using substitution.</li> <li>MATH250 SLO 5: Apply derivatives to analyze graphs and solve problems involving optimization, extreme values or related rates.</li> </ul>	<p><b>Available PSLOs</b></p> <p>SLO Class PSLOs</p> <ul style="list-style-type: none"> <li>Students will model mathematical problems using state-of-the-art mathematical modeling software.</li> <li>Students will model real world phenomenon and problems using mathematics.</li> <li>Students will prove mathematical laws using classical proofs.</li> </ul>	<p><b>Available ISLOs</b></p> <p>SLO Class ISLOs</p> <p>SLO Category Communication</p> <ul style="list-style-type: none"> <li>Deliver oral presentation in which information is clearly and appropriately provided to the audience</li> <li>Produce writing that employs the organizational techniques, formats, and genres (print and/or digital) typical in academic work and/or the workplace</li> </ul>
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[Close](#)

	Exceeds expectations	Meets expectations	Does not meet expectations
	2	1	0
✕ <a href="#">Link SLO</a>	Perf Ds	Perf Ds	Perf Ds
✕ <a href="#">Link SLO</a>	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 CRITERION OR SLO IN A RUBRIC REQUIRES A *PERFORMANCE DESCRIPTOR* FOR EACH *ASSESSMENT SCALE LEVEL*. HIGH QUALITY**



***PERFORMANCE DESCRIPTORS*** WILL INCREASE THE RELIABILITY OF SCORING SO THE WORDING SHOULD BE CAREFULLY CONSIDERED. SCALE 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 COLLEGES WILL PROVIDE ***PERFORMANCE DESCRIPTORS*** FOR SLOs. THESE WILL APPEAR ON ***OUTCOMES-ORIENTED*** ASSESSMENTS ONCE THE SLOs ARE SELECTED.

TO FINISH AN ASSESSMENT SELECT **SAVE**.

ONCE AN ASSESSMENT HAS BEEN SAVED, IT APPEARS IN THE LIST OF ASSESSMENTS. THE ASSESSMENT TABLE DISPLAYS ALL OF THE SHARED ASSESSMENTS AVAILABLE FOR USE IN SCORING STUDENTS. DATA STEWARDS AND COORDINATORS CAN FILTER AND SEARCH THE VISIBLE ASSESSMENTS TO LOCATE AND PLAN PREVIOUSLY CREATED ASSESSMENT OR USE THE PLANNER TO PLAN AN ENTIRE ASSESSMENT CYCLE. FACULTY CAN ACCESS THE SHARED ASSESSMENTS THROUGH THE **FIND ASSESSMENT** BUTTON FOR THEIR SECTIONS.

TO FIND A SPECIFIC ASSESSMENT, USE THE FILTERS TO SELECT THE SLOs ATTACHED TO THE ASSESSMENT, AN ASSESSMENT TYPE FOR THE ASSESSMENT, AND/OR HOW THE ASSESSMENT IS PLANNED. WHEN PLANNING AN ASSESSMENT FROM THE PLANNER OR AS A FACULTY USER IN A SECTION, ELUMEN WILL ATTEMPT TO NARROW THE FILTERS TO FIT THE SITUATION.

## **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).**

## **THE PLANNER**

**THE PLANNER ENABLES THE PLANNING AND MANAGEMENT OF ASSESSMENTS, ACTION PLANS, AND REQUESTS FOR INFORMATION (RFI) OVER AN ENTIRE CYCLE OF ASSESSMENT FOR ALL OR SELECT COURSES OR SECTIONS IN A DEPARTMENT. THE PLANNER IS A CONVENIENT ONE-STOP PLANNING AND MANAGEMENT FEATURE FOR DATA COLLECTION ITEMS AND ALLOWS FOR PLANNING FOR CURRENT AND FUTURE TERMS.**

**THE PLANNER SHOWS WHEN DATA WILL BE COLLECTED AND ALLOWS FOR REAL-TIME TRACKING OF ASSESSMENT COMPLETION OVER A CYCLE OR SET OF TERMS.**

**TO GET TO THE PLANNER GO TO THE STRATEGIC PLANNING SECTION AND SELECT THE PLANNER TAB.**

Strategic Planning | SLOs & Assessments | Org Management | Reports

Dashboard | **Planner** | Initiatives | Assessments | Action Plans | RFI

View by: Terms | Cycles

Terms: Spring 2016

Course Group: No Course Group selected

Show:
 

- Assessments
- Action Plans
- RFIs
- Strategic Initiatives

View:
 

- with Plan
- without Plan
- Include Faculty-Created Assessments

For:
 

- Courses
- Contexts

Planned to:
 

- Department Coordinators
- Course / Context Coordinators
- Faculty
- by Sections
- by Faculty

SLO Filters: Add/Remove SLOs  
Filtering by no SLOs

[Refresh](#)

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Welding

Plan [Assessments](#) [Action Plan](#) [RFI](#) Send [Notification](#)

Spring 2016

**Welding**  
Department

[+](#)

Assessments	SLOs	Action Plans	RFIs	Strategic Initiatives
9 / 22	0 / 5	1 / 24	0 / 0	0 / 0
Complete: 9 / Total: 22	Active: 0 / Planned: 5	Complete: 1 / Total: 24	Complete: 0 / Total: 0	Complete: 0 / Total: 0
Active: 0 Assigned: 0 Overdue: 13		Active: 0 Assigned: 23 Overdue: 0	Active: 0 Assigned: 0 Overdue: 0	Active: 0 Assigned: 0 Overdue: 0

**TO BEGIN A PLAN FOR ASSESSING, ACTION PLANNING, OR RFI, FIRST SET THE FILTERS TO SHOW THE LEVEL AND TERMS THAT WILL HOLD THE PLANS. REFRESH THE PAGE BEFORE PROCEEDING. NEXT NAVIGATE THROUGH THE PLANNER BY SELECTING INSIDE THE BOXES FOR THE DIVISIONS, DEPARTMENTS, AND COURSES TO LOCATE THE ORGANIZATION THAT WILL RECEIVE THE PLAN.**

View by:

Terms:

Course Group:

Show:  Assessments  Action Plans  RFIs  Strategic Initiatives

View:  with Plan  without Plan  Include Faculty-Created Assessments

For:  Courses  Contexts

Planned to:  Department Coordinators  Course / Context Coordinators  Faculty  by Sections  by Faculty

SLO Filters:  Filtering by no SLOs

Welding / Welding Course List / WELD100 - Welding Fundamentals Sections

Select:   Plan:    Send:

Fall 2015	Spring 2016
<input type="checkbox"/> <b>WELD100 - Welding Fundamentals</b> <i>Course</i> <b>Blake Alsop</b> <i>Coordinators</i>	
Select all <input type="checkbox"/> <b>Section 2015f-018-100-001</b> Sean Piper <input type="button" value="Assessments"/> <input type="button" value="Action Plan"/>	Select all <input type="checkbox"/> <b>Section 2016s-018-100-001</b> Sean Piper <input type="button" value="Assessments"/> <input type="button" value="Action Plan"/>

**TO ASSIGN TO SPECIFIC DIVISIONS, DEPARTMENTS, COURSES, OR SECTIONS, SELECT THOSE SECTIONS.**

**FINALLY, SELECT AND DRAG THE APPROPRIATE BUTTON TO THE DIVISION, DEPARTMENT, COURSE, OR SECTIONS. THIS WILL CREATE A POP UP THAT WILL GUIDE YOU THROUGH THE REST OF THE PLANNING PROCESS.**

## PLANNING FOR ASSESSMENT SCORING

1. Setup Plan > 2. Pick Assessment > 3. Confirm Plan

**Plan Assessment**

to  of  in

**Choose:**

Find Assessment  Plan Specific SLOs

**For:**

All Sections  Course

Enable future plan to all future new Sections

**CHOOSE:** THE PLANNER OFFERS TWO OPTIONS FOR ASSESSMENT SCORING: PLANNING A SPECIFIC ASSESSMENT OR SPECIFYING CERTAIN SLOs THAT A SECTION IS EXPECTED TO ASSESS.

**FOR:** DEPENDING ON WHERE THE ASSESSMENT ICON WAS DROPPED, THERE MAY BE AN OPTION TO CHOOSE TO SEND THE ASSESSMENT TO ALL OF THE SECTIONS IN THE TERMS OR TO THE COURSE FOR A COURSE-LEVEL COLLECTIVE SCORE.

IF YOU ARE PLANNING FOR THE FUTURE, OR IF MORE SECTIONS MAY BE ADDED TO ANY TERM IN THE PLAN, SELECT **ENABLE FUTURE PLAN TO ALL FUTURE NEW SECTIONS.**

ONCE THIS IS COMPLETE, SELECT **NEXT.**

IF YOU WOULD LIKE TO SEND EMAILS TO FACULTY OR COORDINATORS WHO WILL COMPLETE THE ASSESSMENT, THEN CHECK **SEND NOTIFICATIONS AND ALERTS** AND FILL IN THE BOXES. THE **NOTIFICATION** IS SENT A SPECIFIED NUMBER OF DAYS AFTER THE START OF TERM AND THE **ALERT** MESSAGE ACTS AS A REMINDER, SENT OUT A SPECIFIED NUMBER OF DAYS BEFORE THE DUE DATE. IF THE DATES FOR THE NOTIFICATION OR ALERT HAVE ALREADY PASSED, THEY WILL BE SENT OUT IMMEDIATELY. **NOTIFICATION AND ALERT.**

IF A DEFAULT NOTIFICATION HAS BEEN ENTERED INTO THE SYSTEM, IT WILL POPULATE THE TEXT AREAS. THIS TEXT CAN BE MODIFIED ON THE SCREEN IF NEEDED. AFTER SELECTING THE SEND AND DUE DAYS, SELECT **CONFIRM.**

3. Confirm Plan

to All Sections of - Mathematics for General Education in Summer 2017

Equations and Expressions

Send Notifications and Alerts

CC:  Division Coordinator  Department Coordinator  Course Coordinator

**Notification Message**

An assessment has been added to your eLumen system.

**Alert Message**

Reminder! You must complete your assessments by the end of term.

Send notification: 1 days after beginning of term

Due: 2 days before term ending

Send notification: 10 days before due date

Back Confirm

**FIND ASSESSMENT**

**FIND ASSESSMENT** IS A WAY OF ADDING ASSESSMENTS TO SPECIFIC COURSE SECTIONS. IF PLANNING A SPECIFIC ASSESSMENT USING **FIND ASSESSMENT**, THE **FIND ASSESSMENT** SCREEN WILL OPEN WITH ASSESSMENTS ASSOCIATED WITH THE COURSE USING PRE-SELECTED FILTERS BASED ON THE CURRENT DEPARTMENT OR COURSE. THE FILTERS CAN BE CHANGED TO ACCESS A LARGER LIST OF POSSIBLE ASSESSMENTS. SELECT AN ASSESSMENT FROM THE LIST BY CHECKING THE BOX IN THE LEFT COLUMN, THEN CHOOSE **ADD TO SECTION** OR **ADD TO ALL MY SECTIONS OF THIS COURSE**. THE ASSESSMENT WILL BE ADDED TO THE COURSE ASSESSMENT LIST.

Find Assessment
✕

WELD130 - Gas Tungsten Arc Welding - 2017s-018-130-001 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"/>	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

Close

## REMOVING A PLAN

THE PLANNER IS ALSO USED TO REMOVE A PLANNED ASSESSMENT, SLO, ACTION PLAN, OR RFI.

### REMOVE A PAST OR CURRENT PLAN

TO REMOVE A PAST OR CURRENT PLAN, LOCATE THE DIVISION, DEPARTMENT, COURSE, OR SECTION WITH THE PLAN AND HOVER OVER THE APPROPRIATE ICON FOR THE ASSESSMENT OR SLO , ACTION PLAN , OR RFI .

IN THE POP-UP BOX, SELECT THE **X** NEXT TO THE PLAN YOU WANT TO STOP, THEN **DELETE**. THE ACTION PLAN WILL BE IMMEDIATELY DELETED WITHOUT FURTHER WARNING PROMPTS.

***NOTE: REMOVING THE PLAN FOR A COMPLETED ASSESSMENT, ACTION PLAN, OR RFI WILL REMOVE THE DATA ASSOCIATED WITH THAT RESPONSE.***

### **REMOVE A FUTURE PLAN**

**TO REMOVE A FUTURE PLAN, LOCATE THE DIVISION, DEPARTMENT, COURSE, OR SECTION WITH THE PLAN.**

**SELECT THE STOP ICON  NEXT TO THE PLAN YOU WANT TO STOP THEN REMOVE.**

## **FACULTY VIEW**

**THIS TRAINING PROVIDES A PREVIEW OF THE FACULTY ROLE WITHIN eLUMEN SO COORDINATORS AND DATA STEWARDS UNDERSTAND THE EFFECT OF THEIR ACTIONS WITHIN eLUMEN. eLUMEN RESPECTS THE AUTONOMY OF FACULTY MEMBERS SO BY DEFAULT ONLY EVALUATORS HAVE ACCESS TO SECTION LEVEL DATA.**





## **ASSESSING IN eLUMEN**

**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](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		
		4	3	2	1	0	N/A
Alsop, Ian							
Bower, Abigail							
Buckland, John							
Cameron, Penelope							
Churchill, Una							
Clarkson, Abigail							
Dickens, Harry							
Duncan, Sophie							
Ellison, Heather							
Forsyth, Simon							
Glover, Terry							
Hughes, Sophie							
Knox, Madeleine							
Lee, Emily							

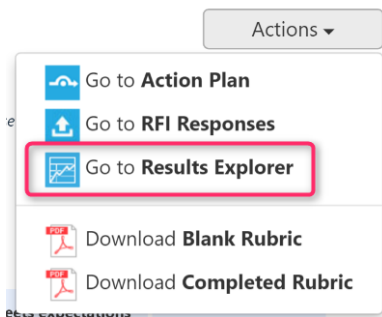
  

SLO:		Performance Ds:					
MATH101 SLO 1: Solve various algebraic equations.	With greater than 80% accuracy, students can solve various algebraic equations.	With less than 80% accuracy, students can solve various algebraic equations.	With less than 60% accuracy, students can solve various algebraic equations.	With less than 40% accuracy, students can solve various algebraic equations.	With less than 20% accuracy, students can solve various algebraic equations.		
MATH101 SLO 2: Display algebraic solutions using graphing techniques.	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.		
MATH101 SLO 3: Analyze the zeros of polynomials using theorems of algebra.	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.		
MATH101 SLO 4: Apply exponential and logarithmic functions.	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.		

**TO SCORE THE CURRENT STUDENT, SELECT THE BOX THAT REPRESENTS THE APPROPRIATE PERFORMANCE DESCRIPTOR FOR EACH SLO.**

**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 FIRST COLUMN LISTS STUDENTS REGISTERED IN THE COURSE.

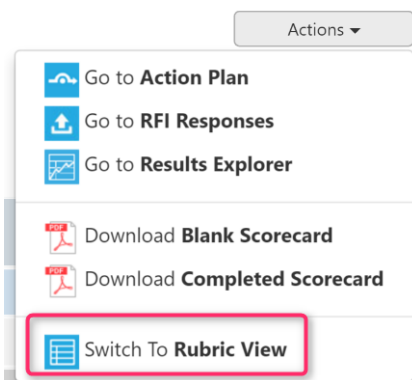
FOR EACH STUDENT THE SECOND COLUMN LISTS ALL ASSESSED *SLOs* OR *CRITERIA*.

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.



## ASSESSING IN CANVAS

**AS FACULTY IN THE COURSE:**

- 1. CREATE A NEW ASSIGNMENT.**
- 2. SET THE TYPE OF THE SUBMISSION TO EXTERNAL TOOL AND CLICK ON THE BLANK BOX BELOW EXTERNAL TOOL URL.**

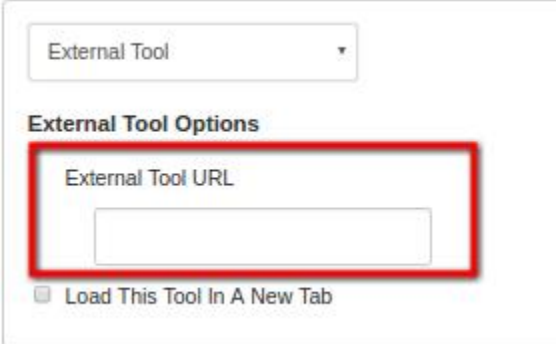
Submission Type

External Tool

**External Tool Options**

External Tool URL

Load This Tool In A New Tab



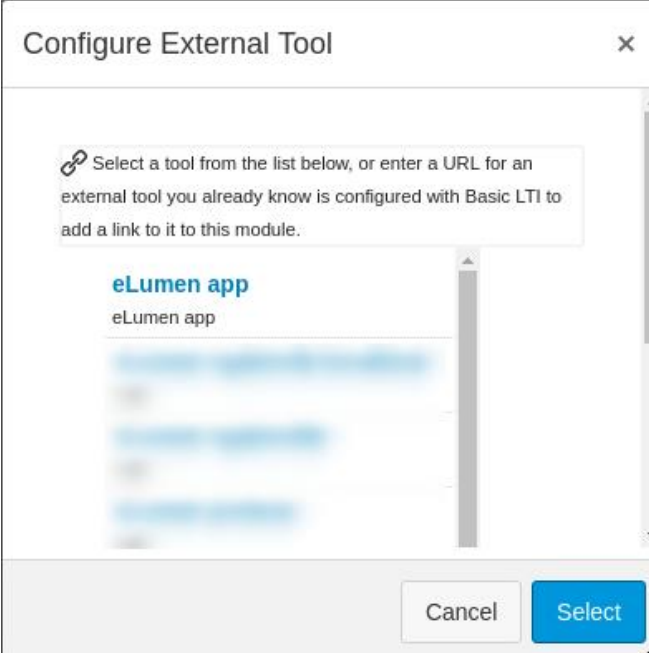
- 3. CHOOSE THE eLUMEN TOOL PROVIDER CREATED BY YOUR LMS ADMINISTRATOR.**

Configure External Tool

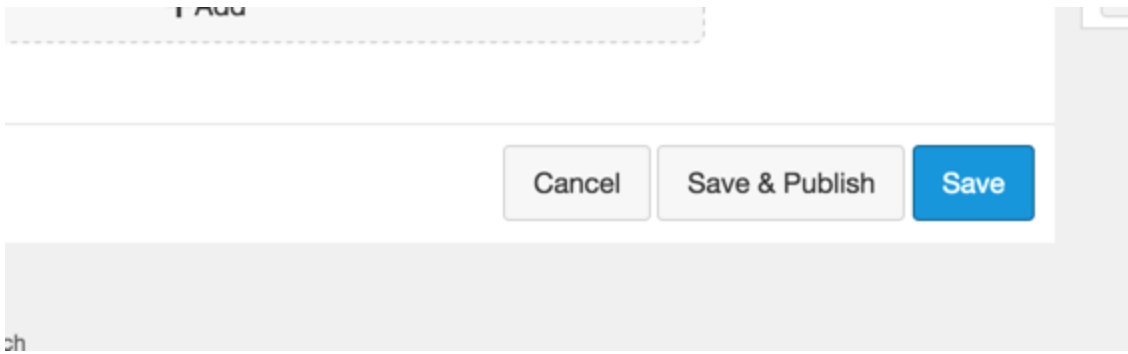
Select a tool from the list below, or enter a URL for an external tool you already know is configured with Basic LTI to add a link to it to this module.

**eLumen app**  
eLumen app

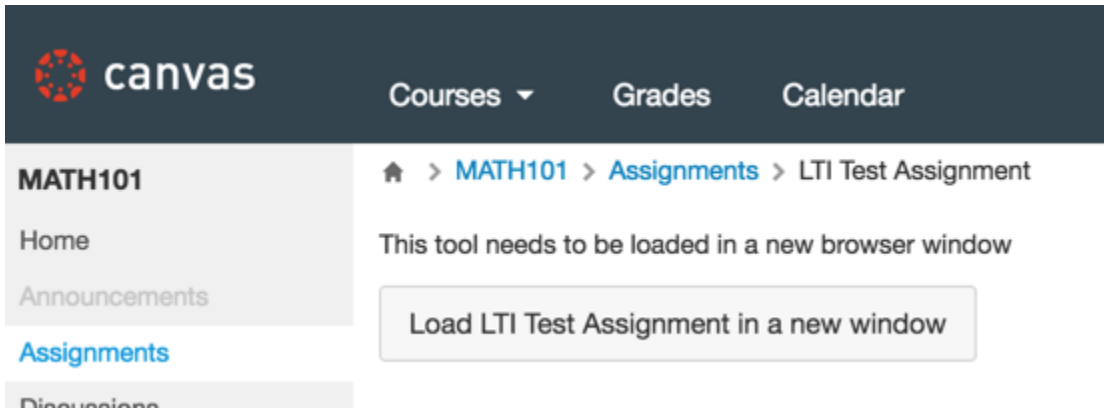
Cancel Select



- 4. SAVE THE ASSESSMENT.**



5. OPEN THE ASSESSMENT IN A NEW WINDOW.

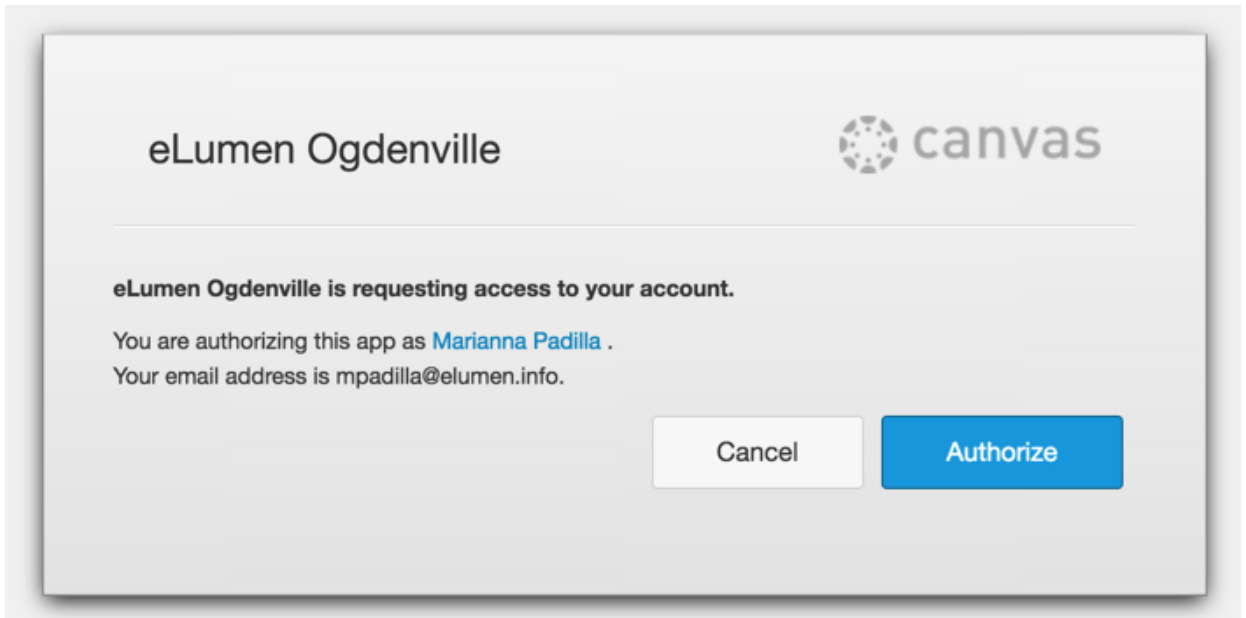


**TIP: IF YOU RECEIVE THIS ERROR:**

You are trying to launch insecure content from within a secure site (canvas). Some web browsers may prevent this content from loading.

**THE LTI LINK WAS CREATED WITHOUT USING THE HTTPS:// BEGINNING TO THE URL. REQUEST YOUR ADMINISTRATOR TO RECREATE THE LINK WITH THE SECURE URL.**

6. AUTHORIZE.



7. **SELECT THE ASSESSMENT FROM ELUMEN TO ASSOCIATE THE CANVAS ASSIGNMENT TO:**

### List of Assessments by Section

Select an Assessment

2017s-016-S058-001

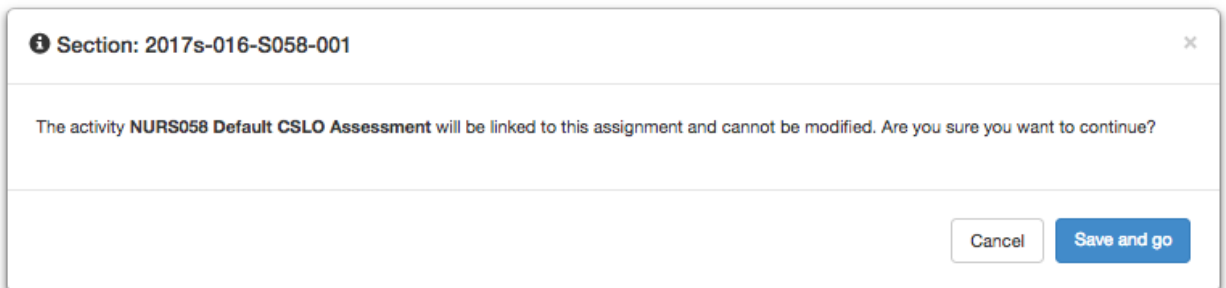
NURS058 Default CSLO Assessment

Link this Activity

Pediatric Medication Administration

Link this Activity

8. **SELECT SAVE AND GO TO ASSOCIATE THE ASSESSMENT FROM ELUMEN TO THE ASSIGNMENT IN CANVAS.**



Patient Experience Narrative

Link this Activity

**THE RUBRIC WILL OPEN TO SCORE THE ASSESSMENT:**

## Rubric for Intermediate Nursing Skills Lab: 2017s-016-S058-001

Actions ▾

Assessment Name: NURS058 Default CSLO Assessment

Assessment Description: NURS058 Default CSLO Assessment

Assessment Type: Default Course-Ending Assessment

Scoring: Campbell, Joseph

Unscored in canvas

Students		Exceeds expectations	Meets expectations		Does not meet expectations		
		4	3	2	1	0	N/A
Campbell, Joseph							
Dowd, Kylie	SLO:	Performance Ds:					
Glover, Terry	NURS257 SLO 1: Students will administer IV fluids and medication	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>
Hodges, Anthony							
Hudson, Audrey	NURS257 SLO 2: Students will administer immunizations and medications to newborns and infants	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>
Lawrence, Luke							
Macdonald, Molly	NURS257 SLO 3: Student will demonstrate understanding of patient perspectives and empathetic communication.	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>
May, Dominic							
Mclean, Anna							
Mclean, Paul							
Mills, Adrian							
Morrison, Anna							
Nolan, Yvonne							
Parr, Jasmine							

Comments  Student Evidence Assign DLA to Student

**B I U x<sub>2</sub> x<sup>2</sup> I<sub>x</sub>** Size ▾

Send Scores to LMS Save and Next Save and Continue to Reflection

### SEND SCORES TO LMS

YOU CAN USE THE RUBRIC OR SCORECARD INSIDE ELUMEN TO GRADE YOUR STUDENTS.















## Rubric for Mathematics for General Education: 2016s-015-100-003

Actions ▾

Assessment Name: MATH100 Default CSLO Assessment  
 Assessment Description: MATH100 Default CSLO Assessment  
 Assessment Type: Default Course-Ending Assessment

Scoring: Abraham, Tim

Unscored in canvas

Students		Exceeds expectations	Meets expectations		Does not meet expectations		
		4	3	2	1	0	N/A
<b>SLO:</b>		Performance Ds:					
Abraham, Tim	MATH100 SLO 1: Students will solve algebraic equations.	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>  
Anderson, Keith		Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>  
Bailey, Theresa		Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>  
Cameron, Stewart	MATH100 SLO 2: Students will use the order of operations to solve arithmetic and algebraic expressions	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>  
Gray, Dominic		Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>  
Harris, Peter	MATH100 SLO 3	Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>  
Underwood, Lily		Student exceeded the minimum expectation on the outcome or criteria	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level	Student met the minimum expectation on the outcome or criteria	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency	Student does not meet the minimum expectations on the outcome or criteria	<input type="checkbox"/>  
Walsh, Paul							
Wilkins, Sonia							
Young, Ruth							

**WHEN FINISHED SCORING ALL STUDENTS OR AN INDIVIDUAL STUDENT, SELECT SEND SCORES TO LMS TO SEND THE SCORES TO CANVAS.**

**CONFIRM THE SCORES BEING SENT TO CANVAS. THEN CHOOSE SEND SCORES.**

**Student Roster for: College Algebra: 2016s-015-101-001**

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Student Name	Current Score	Max Points	
Glover, Terry	<input type="text" value="4"/> Recommended score: 4	4	<a href="#">Use recommended score</a>



***NOTE: ELUMEN WILL IMPORT THE MAXIMUM POINTS SETTINGS DURING THE INITIAL EXTERNAL TOOL SETUP. TO CHANGE THE MAXIMUM POINTS, YOU NEED TO REMAKE THE ASSIGNMENT AND LINK THE NEW ASSIGNMENT TO THE ELUMEN ASSESSMENT.***

## **ENSURING COMPLETION OF PLANS**

**TO MANAGE THE PROGRESS OF FACULTY AND COORDINATORS IN COMPLETING YOUR PLANNED ACTIVITIES, THE PLANNER HOME SCREEN DISPLAYS THE PROGRESS ON THE PLANNED ASSESSMENTS, ACTION PLANS, AND RFIs FOR THE CURRENT ORG ENTITY SELECTION. IT IS ACCESSIBLE IN THE STRATEGIC PLANNING SECTION UNDER THE PLANNER TAB.**

**THE PLANNER DISPLAY CAN BE CUSTOMIZED BY SETTING THE FILTERS ABOVE THE TABLE AND SELECTING REFRESH.**

View by: Terms Cycles

Terms: 4 selected

Course Group: No Course Group selected

Show:
  Assessments
  Action Plans
  RFIs
  Strategic Initiatives

View:
  with Plan
  without Plan
  Include Faculty-Created Assessments

For:
  Courses
  Contexts

Planned to:
  Division Coordinators
  Department Coordinators
  Course / Context Coordinators
  Faculty
  by Sections
  by Faculty

SLO Filters: Add/Remove SLOs  
Filtering by no SLOs

[Refresh](#)

Welding













Plan [Assessments](#) [Action Plan](#) [RFI](#) [Send](#) [Notification](#)

Fall 2015	Spring 2016	Fall 2016	Spring 2017
<p><input type="checkbox"/> <b>Welding</b> Department</p>			
<p><b>Assessments</b></p> <p>15 / 27</p> <p>Complete: 15, Total: 27</p> <p>Active: 0, Assigned: 0, Overdue: 12</p> <hr/> <p><b>SLOs</b></p> <p>0 / 0</p> <p>Active: 0, Planned: 0</p> <hr/> <p><b>Action Plans</b></p> <p>5 / 24</p> <p>Complete: 5, Total: 24</p> <p>Active: 0, Assigned: 19, Overdue: 0</p> <hr/> <p><b>RFIs</b></p> <p>0 / 0</p> <p>Complete: 0, Total: 0</p> <p>Active: 0, Assigned: 0, Overdue: 0</p> <hr/> <p><b>Strategic Initiatives</b></p> <p>0 / 0</p> <p>Complete: 0, Total: 0</p> <p>Active: 0, Assigned: 0, Overdue: 0</p>	<p><b>Assessments</b></p> <p>9 / 22</p> <p>Complete: 9, Total: 22</p> <p>Active: 0, Assigned: 0, Overdue: 13</p> <hr/> <p><b>SLOs</b></p> <p>0 / 5</p> <p>Active: 0, Planned: 5</p> <hr/> <p><b>Action Plans</b></p> <p>1 / 24</p> <p>Complete: 1, Total: 24</p> <p>Active: 0, Assigned: 23, Overdue: 0</p> <hr/> <p><b>RFIs</b></p> <p>0 / 0</p> <p>Complete: 0, Total: 0</p> <p>Active: 0, Assigned: 0, Overdue: 0</p> <hr/> <p><b>Strategic Initiatives</b></p> <p>0 / 0</p> <p>Complete: 0, Total: 0</p> <p>Active: 0, Assigned: 0, Overdue: 0</p>	<p>Future Plans: 20</p> <ul style="list-style-type: none"> <li>to all sections in WELD100           <ul style="list-style-type: none"> <li>WELD100 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD110           <ul style="list-style-type: none"> <li>WELD110 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD125           <ul style="list-style-type: none"> <li>WELD125 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD140           <ul style="list-style-type: none"> <li>WELD81L Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD145           <ul style="list-style-type: none"> <li>WELD212L Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD150           <ul style="list-style-type: none"> <li>WELD39 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD155           <ul style="list-style-type: none"> <li>WELD155 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD170           <ul style="list-style-type: none"> <li>WELD170 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD170           <ul style="list-style-type: none"> <li>WELD170 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD180           <ul style="list-style-type: none"> <li>WELD180 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD180           <ul style="list-style-type: none"> <li>WELD180 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD185           <ul style="list-style-type: none"> <li>WELD54L Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD190</li> </ul>	<p>Future Plans: 19</p> <ul style="list-style-type: none"> <li>to all sections in WELD100           <ul style="list-style-type: none"> <li>WELD100 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD110           <ul style="list-style-type: none"> <li>WELD110 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD125           <ul style="list-style-type: none"> <li>WELD125 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD145           <ul style="list-style-type: none"> <li>WELD212L Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD150           <ul style="list-style-type: none"> <li>WELD39 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD155           <ul style="list-style-type: none"> <li>WELD155 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD170           <ul style="list-style-type: none"> <li>WELD170 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD180           <ul style="list-style-type: none"> <li>WELD180 Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD185           <ul style="list-style-type: none"> <li>WELD54L Default CSLO Assessment</li> </ul> </li> <li>to all sections in WELD190</li> <li>to all sections in WELD220</li> </ul>

## LOCATING OVERDUE

THE PROGRESS OF A PLANNED ASSESSMENTS CAN BE VIEWED ON THE PLANNER HOME SCREEN. THE ICON COLOR INDICATES THE LEVEL OF PROGRESS; GREEN FOR COMPLETED ITEMS; BLUE FOR ACTIVE ITEMS THAT ARE AWAITING COMPLETION; GOLD FOR IN PROGRESS, AND RED FOR OVERDUE

## ITEMS.

<input type="checkbox"/> Section 2014s-015-101-001 	<input type="checkbox"/> Section 2014su-015-101-001 Marianna Padilla 	<input type="checkbox"/> Section 2014f-015-101-001 	<input type="checkbox"/> Section 2015s-015-101-001 Marianna Padilla 
<input type="checkbox"/> Section 2014s-015-101-002 	<input type="checkbox"/> Section 2014su-015-101-002 Marianna Padilla 	<input type="checkbox"/> Section 2014f-015-101-002 	<input type="checkbox"/> Section 2015s-015-101-002 Marianna Padilla 
<input type="checkbox"/> Section 2014s-015-101-003 Carolyn Smith 	<input type="checkbox"/> Section 2014su-015-101-003 Jake Mackay 	<input type="checkbox"/> Section 2014f-015-101-003 Carolyn Smith 	<input type="checkbox"/> Section 2015s-015-101-003 Carolyn Smith 

***NOTE: PLANNED SLOs APPEAR COMPLETED WHEN AN ASSESSMENT IS ADDED TO THE SECTION. THESE ASSESSMENTS WILL THEN BE COUNTED UNDER THE ASSESSMENT ICON. FOR SCHOOLS PLANNING SLOs, YOU WILL WANT TO ENSURE THAT BOTH THE SLOs AND ASSESSMENTS ARE ALL COMPLETE.***

## NOTIFYING FACULTY

NOTIFICATIONS CAN BE SENT TO FACULTY USING THE PLANNER HOME SCREEN BY SELECTING THE BOX FOR DESIRED SECTIONS FROM A TERM AND THEN SELECT THE **NOTIFICATION** BUTTON. FILL IN THE **SUBJECT** AND **MESSAGE** AND SELECT **SEND EMAIL**.

## KNOWLEDGE BASE

E LUMEN PROVIDES AN EVER-EXPANDING KNOWLEDGE BASE THAT INCLUDES ARTICLES, FORUMS TO PROVIDE FEEDBACK ON FEATURES AND SUPPORT, AND A CONTACT SUPPORT LINK. THIS CAN BE ACCESSED THROUGH THE “?” ICON IN THE UPPER RIGHT CORNER OF E LUMEN.

