eLumen Assessment Instructions
Quick Notes

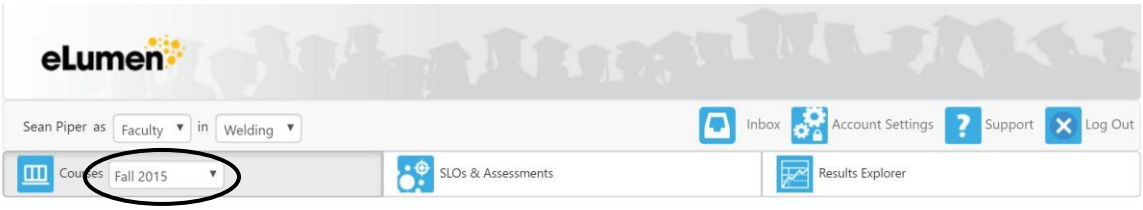
At Glendale College we use a single-sign on method. Username and password are the same as your GCC email credentials. Use either link below to access the eLumen tab and Glendale portal.

https://www.glendale.edu/about-gcc/faculty-and-staff

https://www.glendale.edu/about-gcc/faculty-and-staff/learning-outcomes/learning-outcomes-database

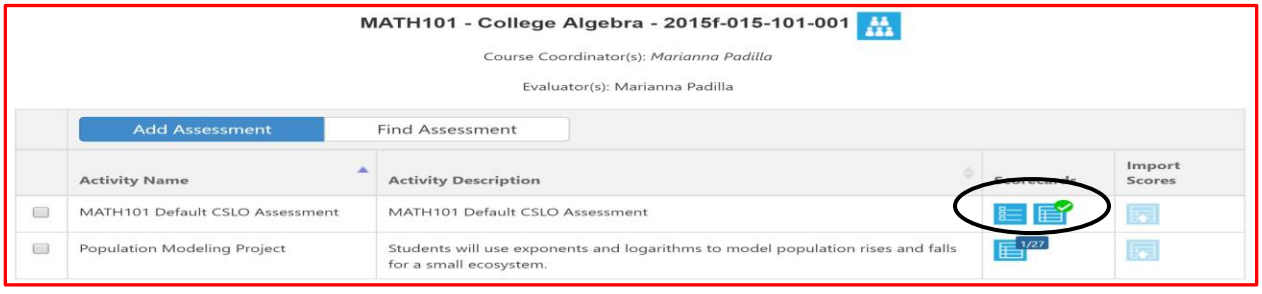
How to Submit Assessment once in eLumen

1. 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) the instructor is assigned to teach.



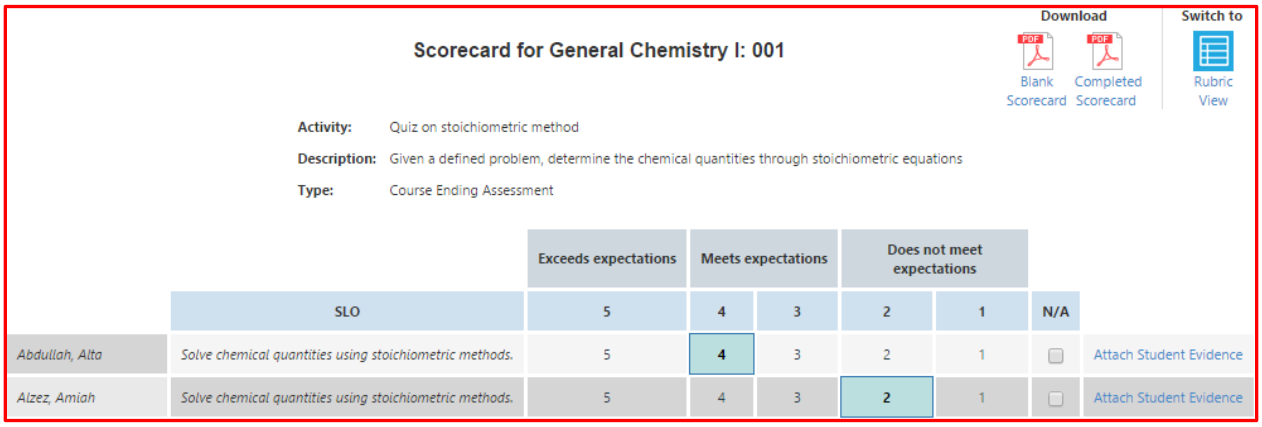
***If you log in and DO NOT see a course listed, your class is either not scheduled to be assessed, assessment has not been created by Coordinator or the term needs to be changed.**

2. To assess each class, you will click on either one of the blue boxes under **SCORECARDS** (see below). If you have not assessed the course it will show 0/40. Once the course is assessed and each student has been scored it will show 40/40.



3. Faculty members have two scorecard views that appear blue, Scorecard and Rubric view. **You can click between the two views and find which one suits you best.**

- **Scorecard View will show all students in the course at one time.**



Scorecard for General Chemistry I: 001

Download: Blank Scorecard, Completed Scorecard

Switch to: Rubric View

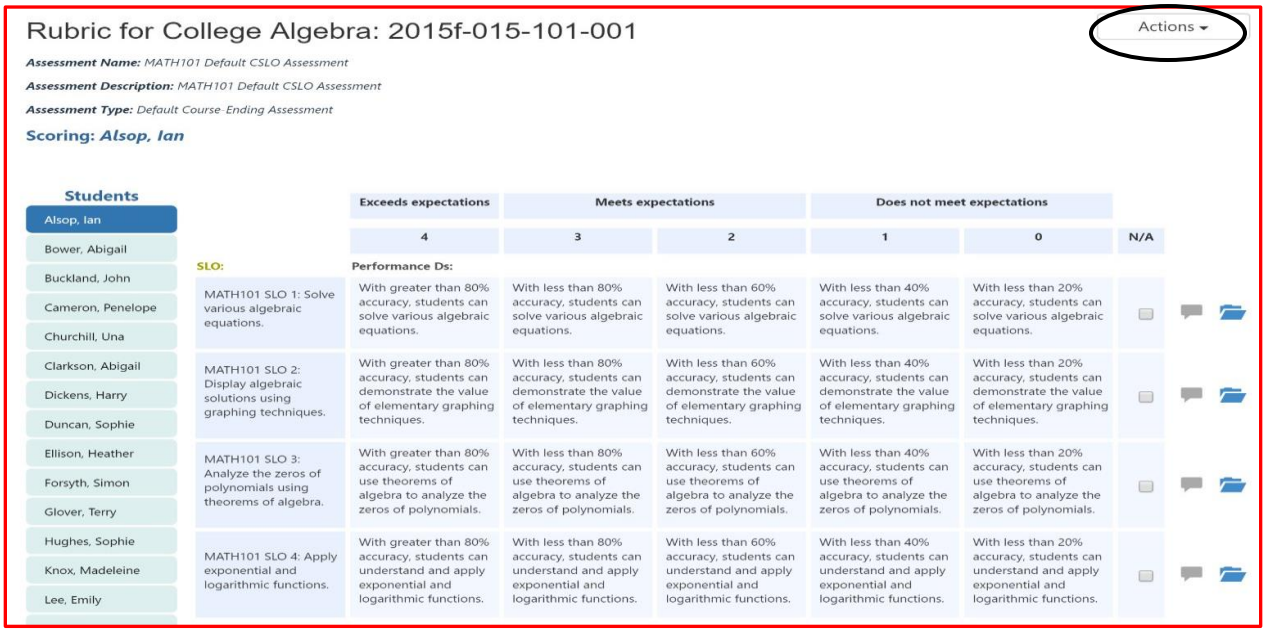
Activity: Quiz on stoichiometric method

Description: Given a defined problem, determine the chemical quantities through stoichiometric equations

Type: Course Ending Assessment

		Exceeds expectations	Meets expectations		Does not meet expectations			
	SLO	5	4	3	2	1	N/A	
Abdullah, Alta	Solve chemical quantities using stoichiometric methods.	5	**4**	3	2	1	☐	Attach Student Evidence
Alzez, Amiah	Solve chemical quantities using stoichiometric methods.	5	4	3	**2**	1	☐	Attach Student Evidence

- **Rubric View show each student individually. In this view you will need to click on <u>SAVE and NEXT</u>, to assess the next student. The ACTION tab allows to move between views.**



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

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

	Exceeds expectations	Meets expectations		Does not meet expectations		
	4	3	2	1	0	N/A
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.	☐

4. Once you click on the scorecard you can begin assessing each student in your course. You have two options: **<u>STUDENT MET EXPECTATIONS</u>** or **<u>STUDENT DID NOT MEET EXPECTATIONS</u>**. To select the correct choice simply click on the appropriate box which will appear highlighted.
5. Once each student has been assessed you will follow the prompt at the bottom of the page. There are four choices:
    - Clear all scores from scorecard
    - Cancel
    - Save
    - Save and Continue to Reflection
6. Once assessment report is completed a green check mark will appear.

Reflection Questions

Reflection questions 1 and 2 must be answered.

1. After reviewing the assessment data, what changes can be made to improve student learning for the next assessment cycle? Changes can be but are not limited to:
    - assessment method,
    - course outline,
    - text book,
    - teaching methodologies,
    - teaching strategies,
    - rewrite SLOs.

    What substantive steps could you take to increase a student's knowledge and continued growth in the course that you teach or the service offered?

2. Does the assessment reflect student learning or merely task completion skills (example grades)? If your assessment reflects student learning what evidence supports this claim? If the assessment is focused on task completion what new strategies might benefit a student's ability to increase long term knowledge and retention of information?

    Our Institutional Leaning Outcomes (ILOs), Communication, Mathematical Competency/Quantitative Reasoning, Informational Competency, Critical Thinking, Global Awareness and Appreciation, and Personal Responsibilities should be considered when answering.

    https://www.glendale.edu/about-gcc/faculty-and-staff/learning-outcomes/institutional-learning-outcomes

These 2 questions are optional! In eLumen, if you do not want to answer these please mark NA in the box.

1. In what ways can I support my colleagues and encourage a collaborative culture focused on student learning?

2. Are there any other needs based off your assessment that could help improve student learning? A few examples are:
    - equipment,
    - updated technology,
    - updated facilities,
    - increased number of services for students.