

# eLumen Assessment Basics

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A visual guide to using eLumen for course assessment

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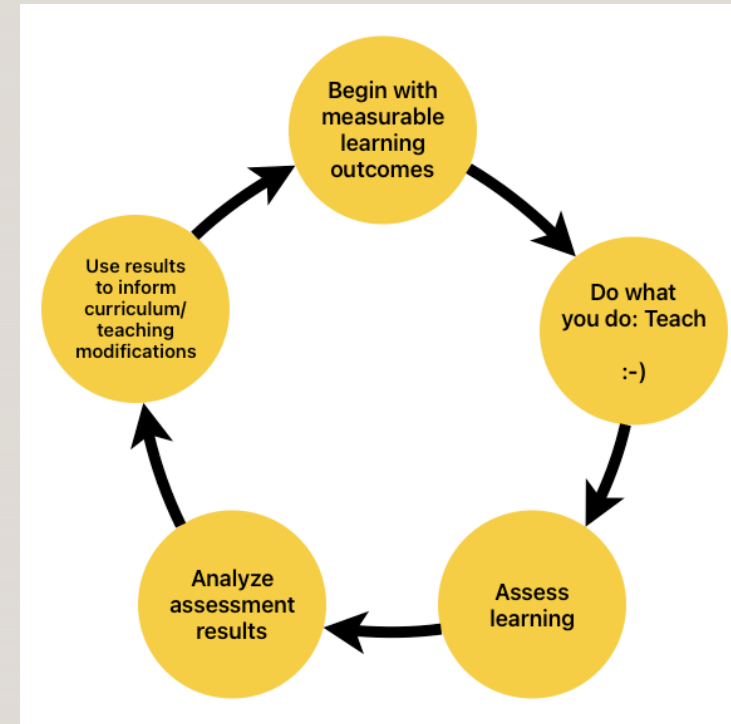
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# PURPOSE OF ASSESSMENT

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The primary aim of assessment is to gauge the efficacy of a course in fostering specific learning goals, with the goal of gaining insight into and enhancing student learning.





# CREATING YOUR FIRST ASSESSMENT



# Your First Assessment: Signing into eLumen

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<https://lmc.elumenapp.com/>


A screenshot of the eLumen login page. The page has a dark blue header with logos for Contra Costa College (CCC), DVC, and Los Medanos College. The main content area is white with a dark blue background image. It contains a 'Username' field with the placeholder 'Enter your username', a 'Password' field with the placeholder 'Enter your password' and a 'Show password' checkbox, and four blue buttons: 'Login', 'Forgot Password?', 'Lookup Username', and 'Set Password'.








# Your First Assessment: Faculty view


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Nidia Gonzalinajec as Faculty ▼ in LMC Mathematics - MATH ▼ Proxy Enabled

 Inbox  Account Settings  Support  Log Out

 Courses Fall 2020 ▼

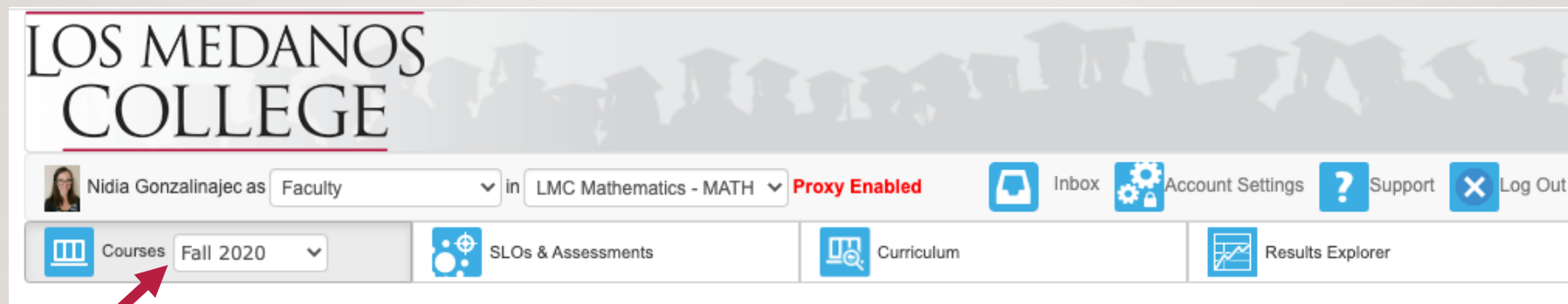
 SLOs & Assessments

 Curriculum

 Results Explorer

# Your First Assessment: Faculty view

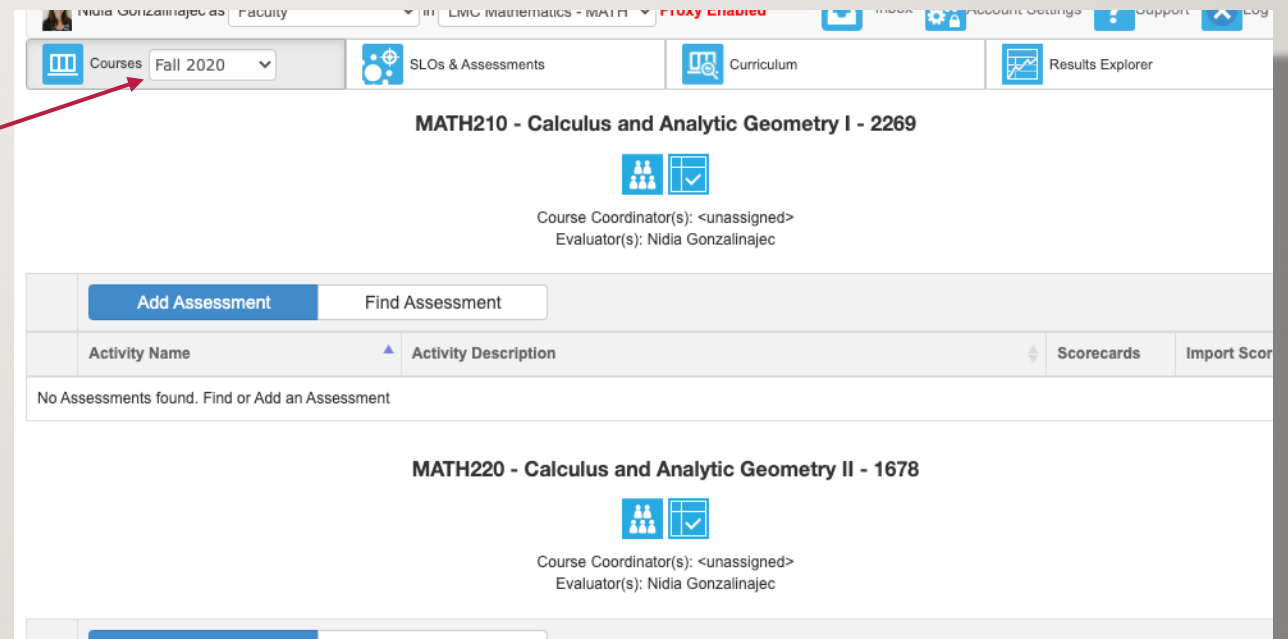
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Select the appropriate semester from the dropdown list.

# Your First Assessment: Faculty view

The courses you taught that semester will now be visible.



The screenshot displays the Faculty view interface. At the top, a navigation bar includes a user profile (Nidia Gonzalajec), a dropdown menu (Faculty), and a course selector (Fall 2020). Below the navigation bar, there are four main tabs: Courses, SLOs & Assessments, Curriculum, and Results Explorer. The Courses tab is active, showing a list of courses. The first course listed is MATH210 - Calculus and Analytic Geometry I - 2269. Below the course title, there is a blue icon representing a group of people and a checkmark. The course coordinator is listed as <unassigned> and the evaluator is Nidia Gonzalajec. Below the course information, there are two buttons: Add Assessment and Find Assessment. Below the buttons, there is a table with two columns: Activity Name and Activity Description. The table is currently empty, with a message stating "No Assessments found. Find or Add an Assessment". Below the table, there is a section for MATH220 - Calculus and Analytic Geometry II - 1678, which also shows a blue icon, a course coordinator of <unassigned>, and an evaluator of Nidia Gonzalajec.

**MATH210 - Calculus and Analytic Geometry I - 2269**

Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalajec

**MATH220 - Calculus and Analytic Geometry II - 1678**

Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalajec



# Your First Assessment: Faculty view

Click on “Add Assessment”  
under the appropriate  
course.

The screenshot displays the LMC Mathematics - MATH Faculty view interface. At the top, there is a navigation bar with tabs for Courses, SLOs & Assessments, Curriculum, and Results Explorer. The 'Courses' tab is active, showing a dropdown for 'Fall 2020'. Below the navigation bar, the course details for 'MATH210 - Calculus and Analytic Geometry I - 2269' are shown. This includes a course coordinator icon, the text 'Course Coordinator(s): <unassigned>', and 'Evaluator(s): Nidia Gonzalinajec'. Below the course details, there is a table with two buttons: 'Add Assessment' and 'Find Assessment'. The 'Add Assessment' button is highlighted with a red arrow pointing from the text 'Click on “Add Assessment” under the appropriate course.' Below the buttons, there is a table with columns for 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Score'. The table is currently empty, with a message 'No Assessments found. Find or Add an Assessment' displayed below it. Below the table, the course details for 'MATH220 - Calculus and Analytic Geometry II - 1678' are shown, including a course coordinator icon, the text 'Course Coordinator(s): <unassigned>', and 'Evaluator(s): Nidia Gonzalinajec'.

MATH210 - Calculus and Analytic Geometry I - 2269

Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalinajec

Add Assessment Find Assessment

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

MATH220 - Calculus and Analytic Geometry II - 1678

Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalinajec



# ASSESSMENT OPTIONS

# Assessment Options

- Individual Student Scorecard & Rubric vs Collective Student Score Entry

The first decision you need to make is the **Assessment Type** (1).

(This first “Assessment Type” will impact the data entry process. The second is in a later slide.)

The screenshot shows the LMC Mathematics assessment setup interface. At the top, the user is logged in as Nidia Gonzalinajec as Faculty in the LMC Mathematics course. The interface includes a navigation bar with links to Courses, SLOs & Assessments, Curriculum, and Results Explorer. The main content area is titled 'Select the Assessment Type' and features two tabs: 'Individual Student Scorecard & Rubric' (selected) and 'Collective Student Score Entry'. Below the tabs, the 'Define this Assessment' section contains the following fields:

- Assessment Name\***: Math 210 - Generic template for training purposes
- Assessment Description\***: This assessment was created for training purposes.
- Assessment Type\***: Summative Assessment (dropdown menu)

Below these fields, there are two checkboxes:

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

At the bottom, there are two links: 'Add Reflections Template' and 'Upload Evaluator Assessment Guide'. A red 'X' icon is visible next to the 'Add Reflections Template' link.

- Individual Student Scorecard & Rubric vs Collective Student Score Entry

### Pros

- ### Cons

- ## Pros

- ## Cons

- Less detailed
- No individualized comments

	Exceeds expectations		Does not meet expectations			Scored Students
SLO	3	2	1	N/A	Current/Total	
Calculus Literacy (PSLOS 1, 2 and 5) CSLO 1: Students will be able to articulate generalized concepts of differential and introductory integral calculus, justify claims by citing course concepts, and evaluate both their own mathematical conclusions and those of classmates.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0 / 17	
The Role of Limits and Rate of Change as a Basis for Differential and Integral Calculus (PSLOS 1, 3 and 4) CSLO 2: Students will be able to construct arguments using the theory of limits, continuity, infinity and infinitesimal measures and use these arguments to apply the concept of the derivative as a rate of change and the definite integral as an accumulated area.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0 / 17	
Representation and Problem Solving (PSLOS 2, 3, and 4) CSLO 3: Given functions in different representations, students will be able to select and apply appropriate strategies to find the derivative or anti-derivative, and use technology and knowledge of graphs to verify that the derivative or anti-derivative found is an appropriate solution.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0 / 17	
Calculus Applications and Analysis (PSLOS 3, 4 and 5) CSLO 4: Students will be able to apply differential calculus and introductory integration concepts to create and justify appropriate models of realistic (including scientific) scenarios, and determine the appropriateness and correctness of the results.	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0 / 17	



# Assessment Options

- Assessment name and description

Next, you will need to come up with a name and description for this assessment.

The screenshot shows the 'SLOs & Assessments' section of the LMC Mathematics interface. The user is logged in as Nidia Gonzalajec as Faculty. The interface includes a top navigation bar with links for Inbox, Account Settings, Support, and Log Out. Below the navigation bar, there are tabs for Courses, SLOs & Assessments, Curriculum, and Results Explorer. The 'SLOs & Assessments' tab is active, and the 'Assessments' sub-tab is selected. The main content area is titled 'Select the Assessment Type' and contains two buttons: 'Individual Student Scorecard & Rubric' and 'Collective Student Score Entry'. Below this, the 'Define this Assessment' section contains the following fields:

- Assessment Name\***: Math 210 - Generic template for training purposes
- Assessment Description\***: This assessment was created for training purposes.
- Assessment Type\***: Summative Assessment (dropdown menu)

Below the 'Assessment Type\*' field, there are two checkboxes:

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

At the bottom, there are two links: 'Add Reflections Template' and 'Upload Evaluator Assessment Guide'. The 'Add Reflections Template' link is highlighted in blue, and the 'Upload Evaluator Assessment Guide' link is in blue. There is a red 'X' icon next to the 'Add Reflections Template' link.

# Assessment Options

- Assessment type (2): Please use **Summative**

The second “Assessment Type” option is here.

This impacts institutional reporting.

The screenshot shows the 'SLOs & Assessments' section of the LMC Mathematics interface. The user is Nidia Gonzalinajec, Faculty, in the LMC Mathematics course. The 'Assessments' tab is active. The 'Select the Assessment Type' section shows two options: 'Individual Student Scorecard & Rubric' and 'Collective Student Score Entry'. The 'Define this Assessment' section includes fields for 'Assessment Name\*' (Math 210 - Generic template for training purposes), 'Assessment Description\*' (This assessment was created for training purposes.), and 'Assessment Type\*' (Summative Assessment). Below these are checkboxes for 'Make this assessment formative' (unchecked) and 'Allow Faculty Annotations' (unchecked). A link 'Add Reflections Template' is present, followed by a button 'Assessment Quality & Improvement Reflection' with a red 'x' icon. At the bottom, there is a link 'Upload Evaluator Assessment Guide'.

# Assessment Options

- The check box labeled, “**Allow Faculty Annotations**,” is optional

Checking this box will faculty to annotate assessments and SLOs for revision, student performance, or other significant purposes, on a rubric inside eLumen for future reference.

This is not required.

The screenshot shows the eLumen interface for creating an assessment. The user is Nidia Gonzalinajec, Faculty, in the LMC Mathematics course. The 'Assessments' tab is active. The 'Define this Assessment' section includes the following fields:

- Assessment Name\***: Math 210 - Generic template for training purposes
- Assessment Description\***: This assessment was created for training purposes.
- Assessment Type\***: Summative Assessment (dropdown menu)
- ☐ **Make this assessment formative**  
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)
- ☐ **Allow Faculty Annotations**

Below the checkboxes, there are two links: [Add Reflections Template](#) and [Upload Evaluator Assessment Guide](#). The 'Add Reflections Template' link is highlighted with a red 'x' icon.

# Assessment Options

- Do not modify the **Reflections Template**.

The default Reflection Template is called:

**“Assessment Quality & Improvement Reflection”**

Please do not modify it. There are three standard questions (two are based on the previous assessment template).

There are three blanks for discipline specific reflections. (More on that soon!)

The screenshot shows the 'SLOs & Assessments' section of the LMC Mathematics interface. The user is Nidia Gonzalinajec as Faculty in LMC Mathematics. The 'Proxy Enabled' status is shown. The 'Assessments' tab is active, and the 'Spring 2023' semester is selected. The 'Select the Assessment Type' section shows 'Individual Student Scorecard & Rubric' as the selected type. The 'Define this Assessment' section contains the following fields:

- Assessment Name\***: Math 210 - Generic template for training purposes
- Assessment Description\***: This assessment was created for training purposes.
- Assessment Type\***: Summative Assessment

Below these fields are two checkboxes:

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

At the bottom, there is a blue link 'Add Reflections Template' and a button 'Assessment Quality & Improvement Reflection' with a red 'x' icon. A red arrow points from the text 'Assessment Quality & Improvement Reflection' to the 'Add Reflections Template' link.



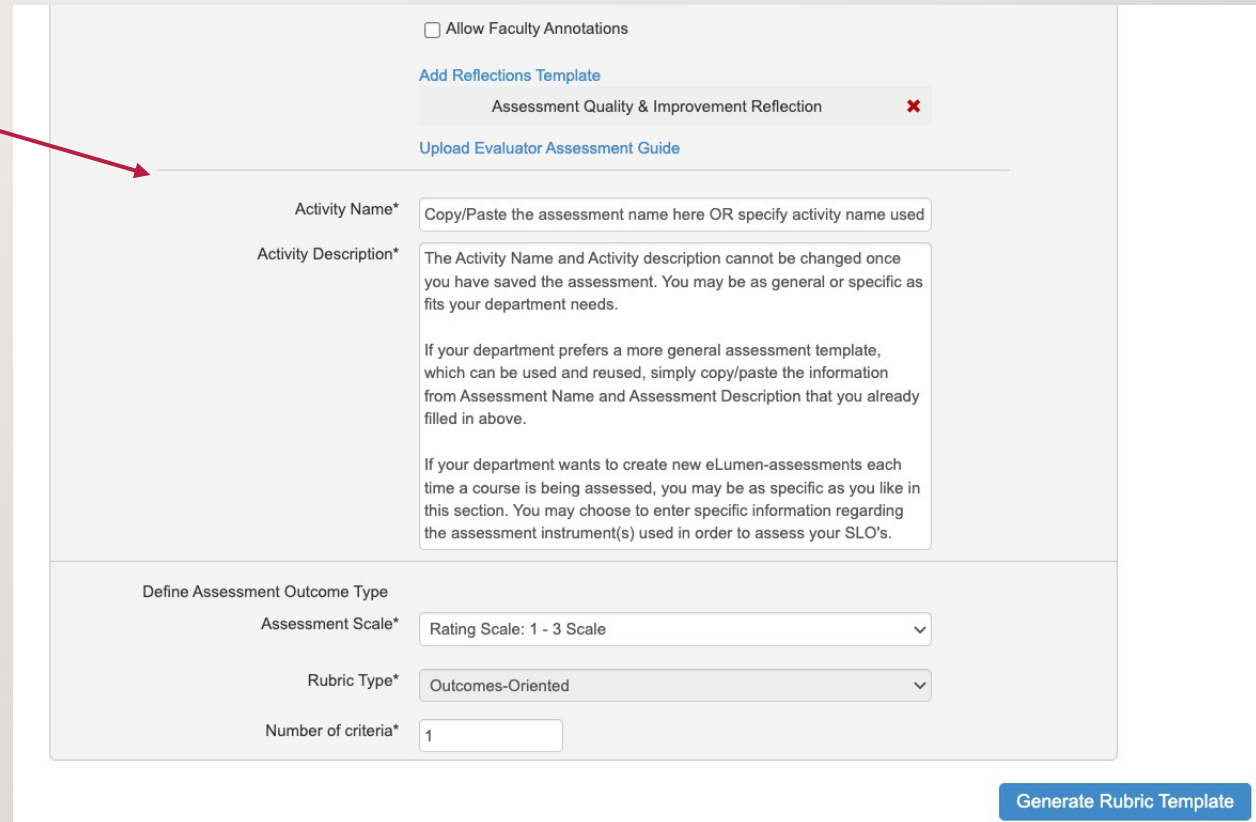
# Assessment Options

- The Activity Name and Description are required

The **Activity Name** and **Activity Description** **cannot be changed** once you have saved the assessment. You may be as general or specific as fits your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.



☐ Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection ✖

[Upload Evaluator Assessment Guide](#)

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Activity Name\*

Activity Description\* 

The Activity Name and Activity description cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.

Define Assessment Outcome Type

Assessment Scale\*

Rubric Type\*

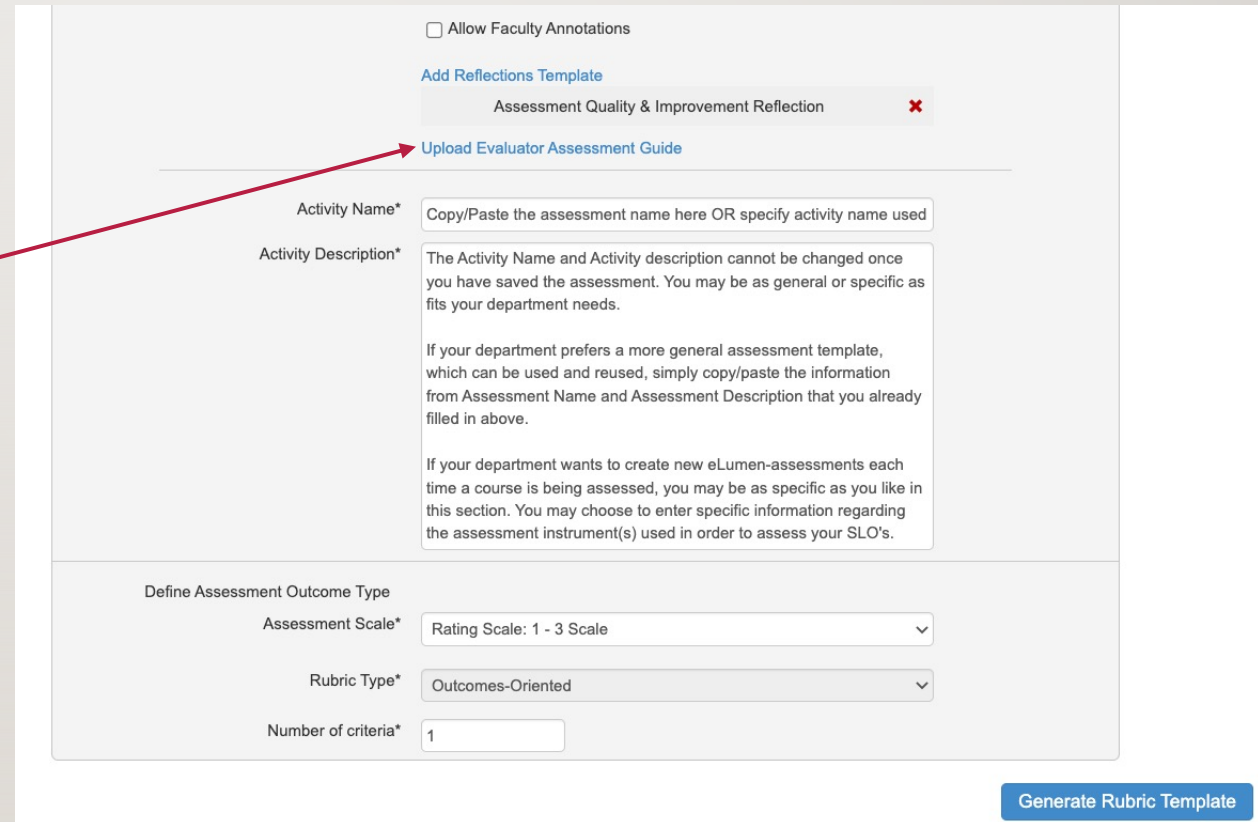
Number of criteria\*

[Generate Rubric Template](#)

# Assessment Options

- 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.



☐ Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection ✖

[Upload Evaluator Assessment Guide](#)

Activity Name\*

Activity Description\* 

The Activity Name and Activity description cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.

Define Assessment Outcome Type

Assessment Scale\*

Rubric Type\*

Number of criteria\*

[Generate Rubric Template](#)

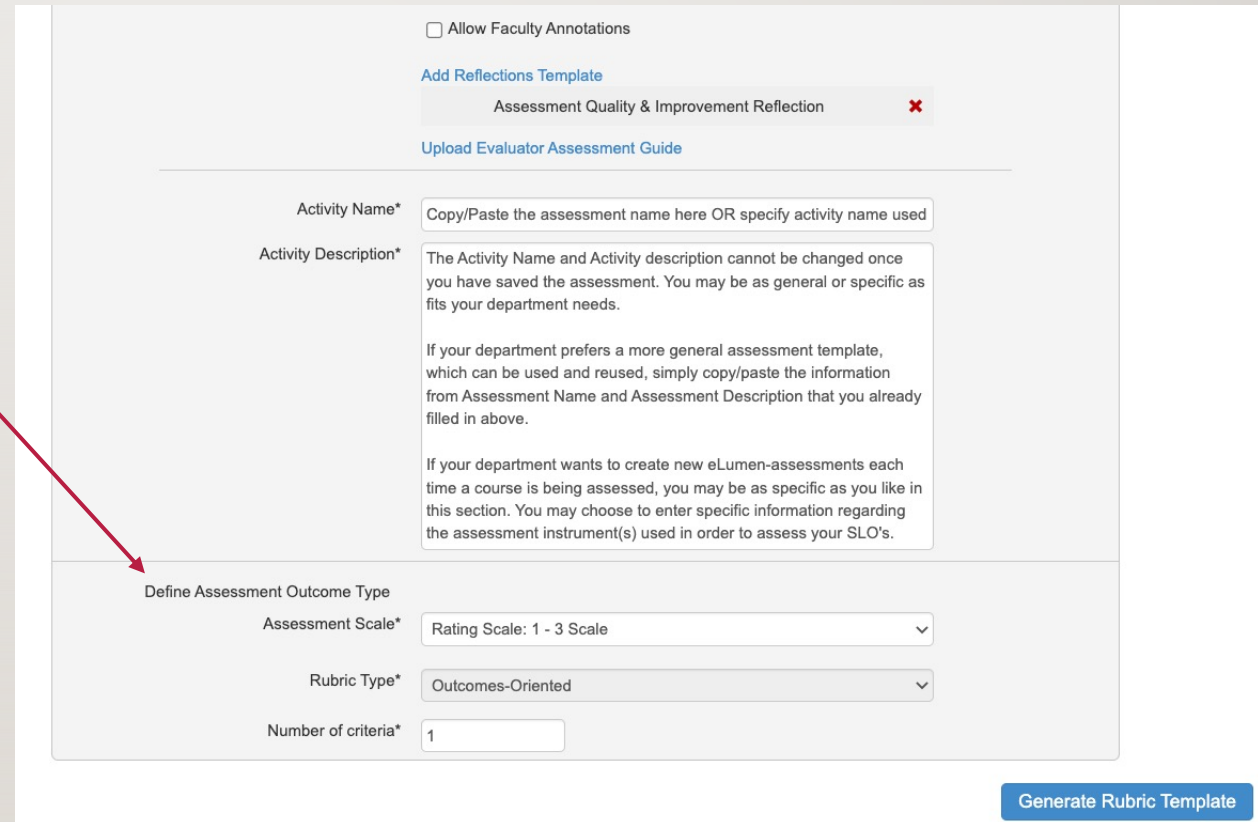
# Assessment Options

- Define Assessment Outcome Type

This is where you create rubric used for data entry.

#### Assessment Scale options

- 1 to 3 scale
- 1 to 4 scale
- 1 to 5 scale
- Meets / Does not meet option
- Each includes an N/A box (in case some student(s) missed the corresponding activity or class)



☐ Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection ✖

[Upload Evaluator Assessment Guide](#)

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Activity Name\*

Activity Description\* 

The Activity Name and Activity description cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.

Define Assessment Outcome Type

Assessment Scale\*

Rubric Type\*

Number of criteria\*

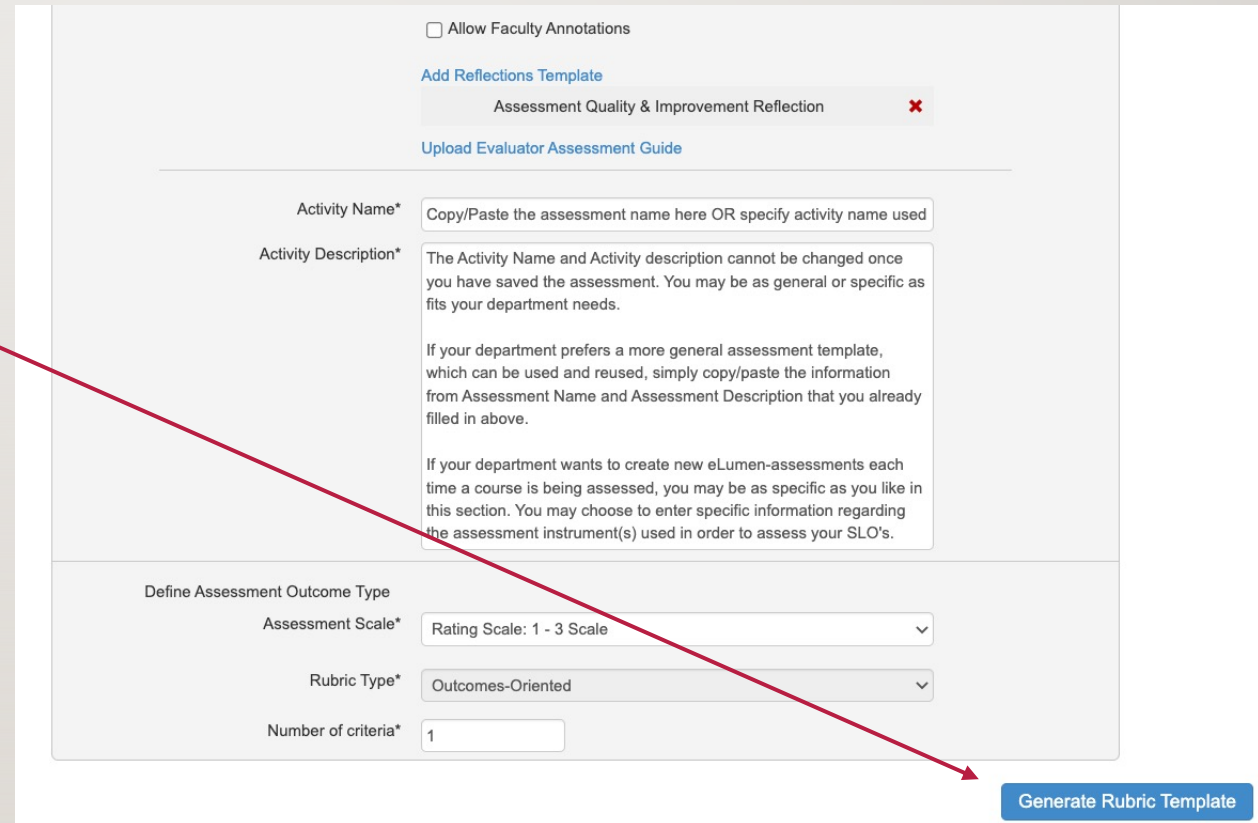
[Generate Rubric Template](#)



# Assessment Options

- Define Assessment Outcome Type

Click “Generate Rubric Template”  
when you have made your selection



☐ Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection ✖

[Upload Evaluator Assessment Guide](#)

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Activity Name\*

Activity Description\* 

The Activity Name and Activity description cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.

Define Assessment Outcome Type

Assessment Scale\*

Rubric Type\*

Number of criteria\*

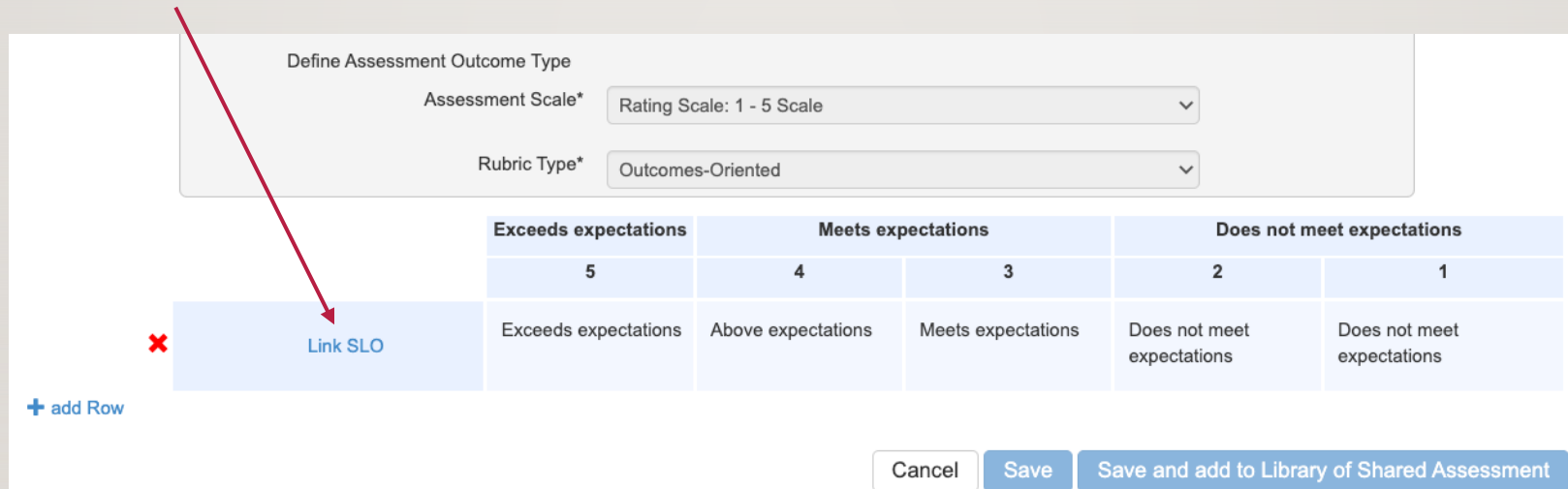
[Generate Rubric Template](#)



# Assessment Options

- Linking SLO's


Click the “Link SLO” link to find your courses' SLO's.



Define Assessment Outcome Type

Assessment Scale\* Rating Scale: 1 - 5 Scale

Rubric Type\* Outcomes-Oriented

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
 <a href="#">Link SLO</a>	Exceeds expectations	Above expectations	Meets expectations	Does not meet expectations	Does not meet expectations

+ add Row

Cancel Save Save and add to Library of Shared Assessment

# Assessment Options

- Linking SLO's

Select the first SLO listed

The screenshot shows a software interface for selecting SLOs. At the top, there are links: 'Add Reflections Template', 'Assessment Quality & Improvement Reflection', and 'Upload Evaluator Assessment Guide'. Below these is a modal window titled 'Pick SLOs for Assessment' with a checkbox 'Display all versions of SLOs'. Inside the modal, a dropdown menu shows 'Course' as 'MATH220 - Calculus and Analytic Geometry II'. Below the dropdown is a list of 'Available CSLOs'. The first entry is highlighted with a red arrow pointing from the text 'Select the first SLO listed'. The list contains several paragraphs of text describing assessment criteria for Calculus Literacy, Strategies for finding the anti-derivative of functions, Applications of Problem Solving, Integrating at infinity and asymptotes, and Modeling with Sequences and Series. At the bottom right of the modal is a 'Close' button. Below the modal, there are buttons for 'Cancel', 'Save', and 'Save and add to Library of Shared Assessment'.

CSLO Assessment Criteria: CSLO 1: Calculus Literacy (PSLOs 1, 2, 3, 4, 5) To demonstrate calculus literacy as described in CSLO 1, throughout the semester students will complete lab assignments that require them to read and analyze the use of calculus in relevant modern scenarios. a. Read: actively read a textbook, including accurately paraphrasing and summarizing concepts; posing clear and relevant questions; accurately identifying and clearly labeling worked examples with...

CSLO 2: Strategies for finding the anti-derivative of functions (PSLOs 2, 3, and 4) a. Given a graph of a function will be able to generate a graphical solution of the anti-derivative of the function. b. Given a table of data for a function will be able to generate a table of values for the anti-derivative. c. Verbally explain the connection between slope and accumulated rate of change. d. Given a function, apply the appropriate symbolic method to find the integral of the function. These methods will in...

Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life con...

Integrating at infinity and asymptotes (PSLOs 3 and 4) CSLO 4: Evaluate improper integrals; a. Given a function in graphical or numerical form, use Riemann sums or other methods to approximate the value of the improper integral. b. Given an improper integral, determine by an integral comparison test whether it converges. c. Evaluate improper integrals with singularity at an endpoint and at an point interior to the interval of integration.

Modeling with Sequences and Series (PSLOs 2, 3 and 4) CSLO 5: Apply convergence tests to sequences and series; a. Use divergence, p-, geometric, ratio, integral, alternating series, and comparison tests to determine whether a given series converges or diverges. b. Determine if a sequence converges or diverges c. Demonstrate...

# Assessment Options

- Linking SLO's

Select the first SLO listed

CSLO Assessment Criteria: CSLO 1: Calculus Literacy (PSLOs 1, 2, 3, 4, 5) To demonstrate calculus literacy as described in CSLO 1, throughout the semester students will complete lab assignments that require them to read and analyze the use of calculus in relevant modern scenarios. a. Read: actively read a textbook, including accurately paraphrasing and summarizing concepts; posing clear and relevant questions, accurately identifying and clearly labeling worked examples with...

CSLO 2: Strategies for finding the anti-derivative of functions (PSLOS 2, 3, and 4) a. Given a graph of a function will be able to generate a graphical solution of the anti-derivative of the function. b. Given a table of data for a function will be able to generate a table of values for the anti-derivative. c. Verbally explain the connection between slope and accumulated rate of change. d. Given a function, apply the appropriate symbolic method to find the integral of the function. These methods will in...

Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life con...

Integrating at infinity and asymptotes (PSLOS 3 and 4) CSLO 4: Evaluate improper integrals; a. Given a function in graphical or numerical form, use Riemann sums or other methods to approximate the value of the improper integral. b. Given an improper integral, determine by an integral comparison test whether it converges. c. Evaluate improper integrals with singularity at an endpoint and at an point interior to the interval of integration.

Modeling with Sequences and Series (PSLOS 2, 3 and 4) CSLO 5: Apply convergence tests to sequences and series; a. Use divergence, p-, geometric, ratio, integral, alternating series, and comparison tests to determine whether a given series converges or diverges. b. Determine if a sequence converges or diverges c. Demonstrate...

The corresponding text will show in this hovering box as you mouse over.

# Assessment Options

- Linking SLO's

Repeat. Please link all SLOs available for each course you assess.

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
<div>Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.</div>	Exceeds expectations	Above expectations	Meets expectations	Does not meet expectations	Does not meet expectations

[+ add Row](#)

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



# Assessment Options

- “Save” vs. “Save and add to Library of Shared Assessment”

If **Save and add to Library of Shared Assessments** is selected, then the assessment may be reused in other Sections in the current or future terms.

Note: 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.

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	Exceeds expectations	Above expectations	Meets expectations	Does not meet expectations	Does not meet expectations

Row

Cancel Save Save and add to Library of Shared Assessment

# Assessment Options

- “Save” vs. “Save and add to Library of Shared Assessment”

If **Save** is selected, the assessment will also be placed in their personal assessment library and can be added to sections they teach. The assessment is not a Shared Assessment in the Assessment Library, and can be viewed by selecting the My Private Assessments drop-down in the Assessment Library.

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	Exceeds expectations	Above expectations	Meets expectations	Does not meet expectations	Does not meet expectations

Row

Cancel Save Save and add to Library of Shared Assessment

# Assessment Options; a summary

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- Individual Student Scorecard & Rubric vs Collective Student Score Entry—This is Assessment Type (I)
- Activity Name and Description
- Assessment type (II): Please use **Summative**
- Optional: Allow Faculty Annotations
- Do not change the **Reflection Template**
- Optional: Evaluator Assessment Guide
- Assessment scale
  - Cannot be changed
  - Options: 1 to 3; 1 to 4; 1 to 5; Meets/Does not meet
- Include all SLO's for each course when you “**Link SLO's**”
- Save vs Save and add to Library of Shared Assessments



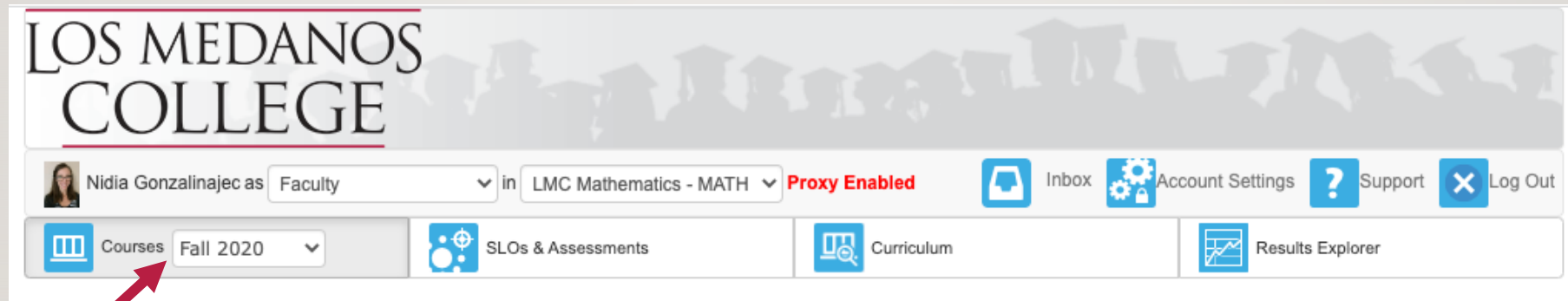
# FINDING AN EXISTING ASSESSMENT





# Finding an assessment

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Select the appropriate semester from the dropdown list.

# Finding an assessment

The courses you taught that semester will now be visible.

The screenshot shows a web application interface for a course management system. At the top, there is a navigation bar with a user profile (Nidia Gonzalajec as Faculty), a course selector (LMC Mathematics - MATH), and a status indicator (Proxy Enabled). Below this is a secondary navigation bar with icons and labels for 'Courses' (selected), 'Fall 2020', 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. The main content area displays two course entries: 'MATH210 - Calculus and Analytic Geometry I - 2269' and 'MATH220 - Calculus and Analytic Geometry II - 1678'. Each entry includes a course icon, the course name, and the course coordinator/evaluator information. Below the course list, there is a table with columns for 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Score'. The table currently shows 'No Assessments found. Find or Add an Assessment'.

**MATH210 - Calculus and Analytic Geometry I - 2269**

Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalajec

**MATH220 - Calculus and Analytic Geometry II - 1678**

Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalajec

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

# Finding an assessment



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- You can reuse one assessment across multiple sections you (or others) teach

Navigate to the “Courses”  
tab for the appropriate  
semester.

Click on “Find Assessment”

**MATH220 - Calculus and Analytic Geometry II - 1679**

Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalinajec

<a href="#">Add Assessment</a>	<a href="#">Find Assessment</a>		
Activity Name	Activity Description	Scorecards	Import Scores
No Assessments found. Find or Add an Assessment			

# Finding an assessment

- You can reuse one assessment across multiple sections you (or others) teach

Select the appropriate assessment.

Find Assessment

MATH220 - Calculus and Analytic Geometry II - 1679

Add Assessment☐ Only show assessments used in offerings of this course

<input type="checkbox"/>	Assessment Name ▾	Assessment Description ▾	Type ▾
<input type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)	Early Formative Assessment

Close



# Finding an assessment

- You can reuse one assessment across multiple sections you (or others) teach

Select the appropriate assessment.

Find Assessment

MATH220 - Calculus and Analytic Geometry II - 1679

Add Assessment

☐ Only show assessments used in offerings of this course

<input type="checkbox"/>	Assessment Name ▾	Assessment Description ▾	Type ▾
<input type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)	Early Formative Assessment

Close

Your assessment will read, "Summative," here instead of, "Early Formative Assessment."

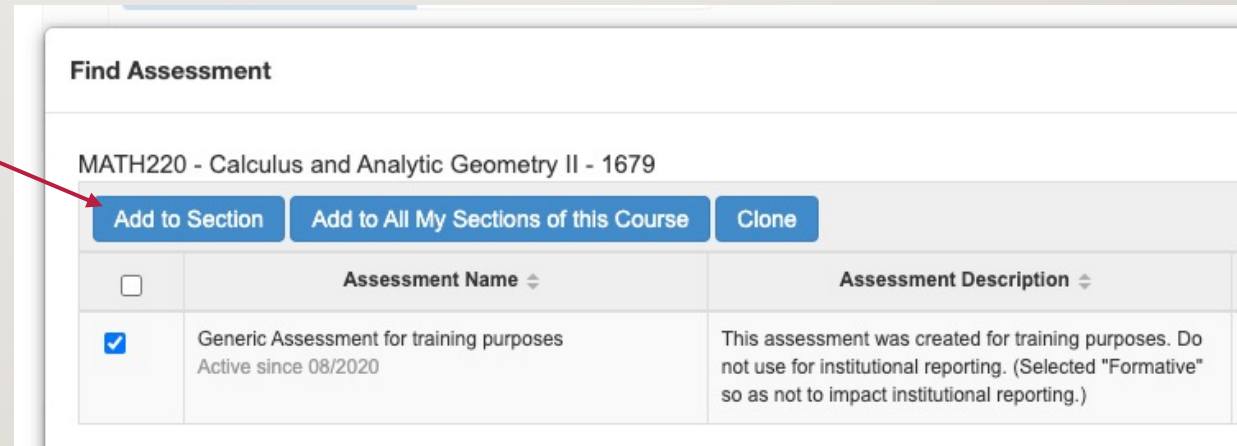
# Finding an assessment

---

- This box will automatically pop up. Existing assessments can be found here.

Click “Add to Section” to add to only the course listed.

In this example, selecting this option adds the assessment to section 1679 of Math 220.



**Find Assessment**

MATH220 - Calculus and Analytic Geometry II - 1679

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

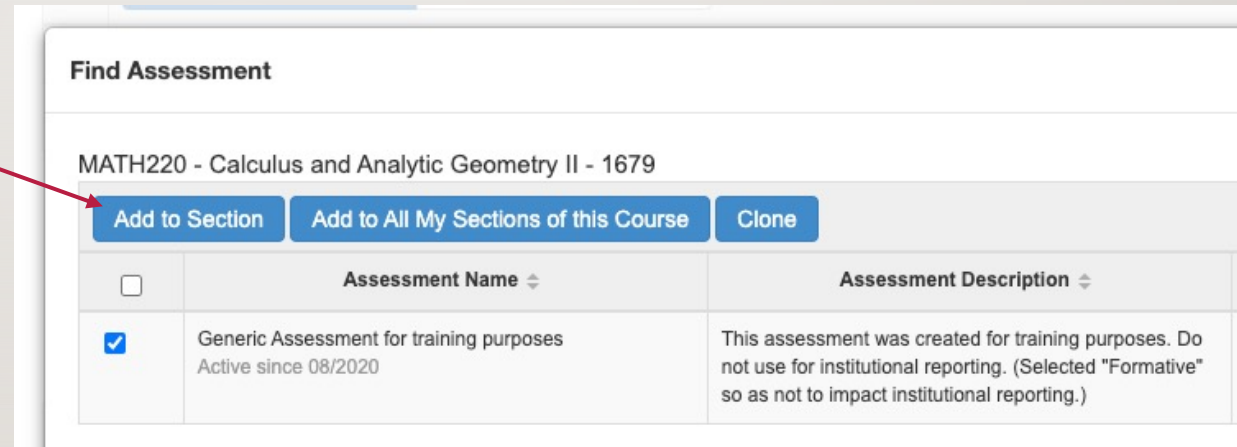
<input type="checkbox"/>	Assessment Name ↕	Assessment Description ↕
<input checked="" type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)

# Finding an assessment

---

- This box will automatically pop up. Existing assessments can be found here.

Click “Add to All My Sections of this Course” if you are teaching multiple sections of the same course.



**Find Assessment**

MATH220 - Calculus and Analytic Geometry II - 1679



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

<input type="checkbox"/>	Assessment Name ⇅	Assessment Description ⇅
<input checked="" type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)

# Finding an assessment

- Your eLumen assessment is now visible under the appropriate course.





**MATH220 - Calculus and Analytic Geometry II - 1680**



Course Coordinator(s): <unassigned>  
Evaluator(s): Nidia Gonzalinajec

Add Assessment

Find Assessment

	Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/>	Generic Assessment for training purposes	<p>The Activity Name and Activity description cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.</p> <p>If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.</p> <p>If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.</p>	  0/28	  LMS





# INPUTTING YOUR ASSESSMENT DATA

---

# Inputting your assessment data

---

Click on the Scorecard

<div>Add AssessmentFind Assessment</div>				
	Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/>	Generic Assessment for training purposes	<p>The Activity Name and Activity description cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.</p> <p>If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.</p> <p>If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.</p>	 0/12	 LMS



# Inputting your assessment data

Actions ▾

Collective Scores for Calculus and Analytic Geometry II: 1679

Assessment:

Generic Assessment for training purposes

Description:

This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)

Type:

Early Formative Assessment

Reset to previously-generated scores

	Exceeds expectations	Meets expectations		Does not meet expectations			Scored Students
SLO	5	4	3	2	1	N/A	Current/Total
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	<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 / 12
Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life contexts such as finding revenue, work, present/future value of income, center of mass.	<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 / 12

Cancel

Save and Continue to Reflection

Save

Enter data based on your completed assessment.

Each row represents one SLO.

# Inputting your assessment data

Collective Scores for Calculus and Analytic Geometry II: 1679

Assessment: Generic Assessment for training purposes

Description: This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)

Type: Early Formative Assessment

Reset to previously-generated scores

	Exceeds expectations	Meets expectations		Does not meet expectations			Scored Students
SLO	5	4	3	2	1	N/A	Current/Total
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	<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 / 12
Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life contexts such as finding revenue, work, present/future value of income, center of mass.	<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 / 12

Cancel

Save and Continue to Reflection

Save

If you (or someone in your department) uploaded an Assessment Guide, click on the **Actions** menu to find it...



# Inputting your assessment data

**Collective Scores for Calculus and Analytic Geometry II: 1679**

**Assessment:** Generic Assessment for training purposes

**Description:** This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as

**Type:** Early Formative Assessment

Actions ▾

Go to Action Plan

Go to RFI Responses

Go to Results Explorer

Download Assessment Guide

	Exceeds expectations	Meets expectations		Does not meet expectations			Scored Students
SLO	5	4	3	2	1	N/A	Current/Total
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	<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 / 12
Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life contexts such as finding revenue, work, present/future value of income, center of mass.	<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 / 12

Cancel

Save and Continue to Reflection

Save

...then download the Assessment Guide.

# Inputting your assessment data

Actions ▾

**Collective Scores for Calculus and Analytic Geometry II: 1679**

**Assessment:** Generic Assessment for training purposes  
**Description:** This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)  
**Type:** Early Formative Assessment

Reset to previously-generated scores

	Exceeds expectations	Meets expectations		Does not meet expectations			Scored Students
SLO	5	4	3	2	1	N/A	Current/Total
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	12 / 12
Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life contexts such as finding revenue, work, present/future value of income, center of mass.	<input type="text" value="6"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	12 / 12

Cancel Save and Continue to Reflection Save

Save and Continue to reflection when you are done



# ASSESSMENT REFLECTION QUESTIONS



# Assessment reflection questions

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## **Why does reflecting on the assessment matter?**

The reflection process is intended motivate improvements in the design and implementation of future teaching practices. As such, reflecting on the assessment results is a vital step in the course assessment process. This is where you, the faculty, can evaluate the effectiveness of your instructional practices and identify areas where improvements are warranted. This step will allow you gain a more comprehensive understanding of student learning needs and adjust your teaching practices and/or curriculum accordingly.





# Assessment reflection questions

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**Assessment Quality & Improvement Reflection** ✕

Currently Not answered

Assessment reflection to address quality and improvement of Learning Outcomes Use blank spaces for any department or discipline specific question(s) and answer(s) to that/those question(s). Simply type N/A if you are not creating any custom question(s) and answer(s).

**What did you learn from the assessment about student learning and your own teaching?**

Please complete this field..

**What do you plan to do next time to improve student learning in this course? Identify strategies to try that may improve student learning.**

Please complete this field..

**How will the results of this assessment be used to improve student learning in the program? What is your plan of action?**

Please complete this field..

**Use this space for any department or discipline specific question(s) and answer(s) to that/those question(s). Simply type N/A if you are not creating any custom question(s) and answer(s).**

Please complete this field..

The reflection template is next. You may work on it ahead of time (offline) and save your work.

To facilitate offline work on reflection questions, you can [find the template](#) on the TLC Website under [Documents and Resources](#).

The reflection questions also follow on the next few slides.

# Assessment reflection questions

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## Question 1

What did you learn from the assessment about student learning and your own teaching?



# Assessment reflection questions

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## Question 2

What do you plan to do next time to improve student learning in this course? Identify strategies to try that may improve student learning.

# Assessment reflection questions

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## Question 2

What do you plan to do next time to improve student learning in this course? Identify strategies to try that may improve student learning.



# Assessment reflection questions

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## Question 3

How will the results of this assessment be used to improve student learning in the program? What is your plan of action?

# Assessment reflection questions

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## **Customizable reflection questions**

In order to accommodate the variety of disciplines across campus, there are three additional reflection boxes intended for department specific questions and/or analysis.



# Assessment reflection questions

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## Customizable reflection questions

In order to accommodate the variety of disciplines across campus, there are three additional reflection boxes intended for department specific questions and/or analysis.

The only prompt before these reflection questions is:

*“Use this space for your department and/or discipline specific question(s) and answer(s) to that/those question(s). Simply type N/A if you are not creating any custom question(s) and answer(s).”*

# Assessment reflection questions

---

## Customizable reflection questions

The only prompt before these reflection questions is:

*“Use this space for your department and/or discipline specific question(s) and answer(s) to that/those question(s). Simply type N/A if you are not creating any custom question(s) and answer(s).”*

There are three blank boxes with the above text. Please copy/paste your discipline-specific prompt/question the corresponding response into the same box.





# Resources

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- [How to locate cohort number](#)
- [How to change your course cohort number](#)
- [eLumen Faculty Guide \(comprehensive\)](#)
- How to revise a COR in eLumen
  - [Basic instructions \(from TLC\)](#)
  - [Detailed instructions from \(Curriculum committee\)](#)
- [Adjunct stipend information](#)



# QUESTIONS?

If I Can't Answer Them, I Will Find Someone Who Can For You 😊

Spring 2024 Zoom Drop-in Hours  
Always | 1:00 AM to Noon  
on the following Fridays

February 2<sup>nd</sup> and 16<sup>th</sup>  
March 1<sup>st</sup> and 15<sup>th</sup>  
April 12<sup>th</sup> and 26<sup>th</sup>  
May 10<sup>th</sup> and 17<sup>th</sup>

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# QUESTIONS?

If I Can't Answer Them, I Will Find Someone Who Can For You 😊

<http://tinyurl.com/nidiagonzalinajeczoom>

