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## Signing into eLumen

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

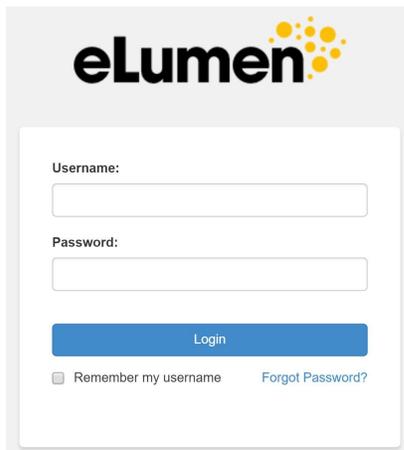
eLumen URLs:

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

## Creating a Password

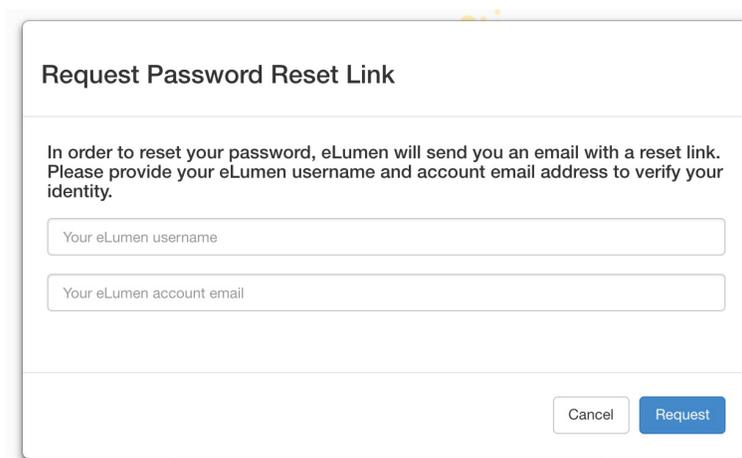
**Video:** <https://ilos.video/iUFBgJ>

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



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

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



The image shows a "Request Password Reset Link" pop-up form. The title "Request Password Reset Link" is at the top. Below the title is a paragraph of text: "In order to reset your password, eLumen will send you an email with a reset link. Please provide your eLumen username and account email address to verify your identity." Below this text are two text input fields: "Your eLumen username" and "Your eLumen account email". At the bottom right of the form are two buttons: a "Cancel" button and a blue "Request" button.

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

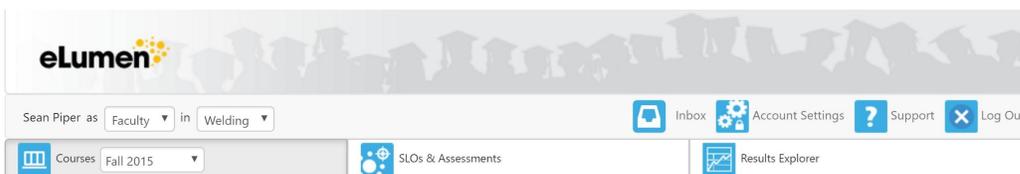
Follow the link and enter your new password. The password must be at least 8 characters long and contain at least one special character (e.g.: ! @ # \$ % ^ &; **do not use \***).



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

## Understanding the Banner and Icons

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



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

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



Inbox



Account Settings



Link to the Knowledge Base and Technical Support



Log Out

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

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

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

## Courses Section

Selecting the **Courses** icon (default at Faculty sign in) displays courses taught by selected term.

MATH100 - Mathematics for General Education - 2018f-015-100-001  

Course Coordinator(s): Joan Neilson, Marianna Padilla

Evaluator(s): Carolyn Smith, Marianna Padilla

Add Assessment		Find Assessment			
Activity Name	Activity Description	Scorecards	Import Scores		
<input type="checkbox"/> Basic Skills	GE Math Foundation Skills				
<input type="checkbox"/> Exam	Multiple Choice exam				
<input type="checkbox"/> ISLO Quantitative Thinking for Math	Assessment for Math ISLO Quantitative Thinking				



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



The *Curriculum Map* icon is in the heading for the course. Selecting this icon allows you to navigate directly to a read-only view of the Curriculum Map for the alignment of course learning outcomes (CSLOs) with PSLOs, ISLOs, and/or Third Party standards, as well as their associated Attainment Levels (e.g. Introduced, Reinforced, Mastered). The Attainment Levels can be customized by the institution.

Below the header is the *Assessment Table*, where assessments offered in the course for the given term are listed.

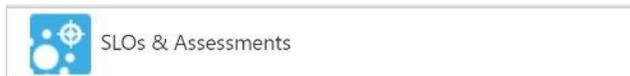
## Creating, Finding, and Scoring Assessments

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

### Creating Assessments

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

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



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



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

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

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

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



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

Add Assessment
Find Assessment

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

Select the Assessment Type

---

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](#)

---

Include Student Portfolio

Attach a portfolio to this assessment       Allow multiple portfolio raters

---

Self-Assessment

Allow student self-assessments

---

Define Assessment Outcome Type

Assessment Scale\*

Activity Benchmark

Rubric Type\*

Number of criteria\*

[Link SLOs](#)

Generate Rubric Template

**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 assessment types are established by the institution. An assessment can be created as “Individual Student Scorecard & Rubric” or “Collective Student Score Entry” (visible at the top of the assessment creation screen). Choose the appropriate type for the assessment

being created; **this cannot be changed once the assessment has been saved.**

**Make this assessment formative** – All created assessments are presumed to be summative. Add a checkmark to this box if the assessment is formative, rather than summative. **Note:** *Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.*

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

Faculty will see a callout icon  on both the Scorecard and Rubric views if this feature is checked when creating an assessment.

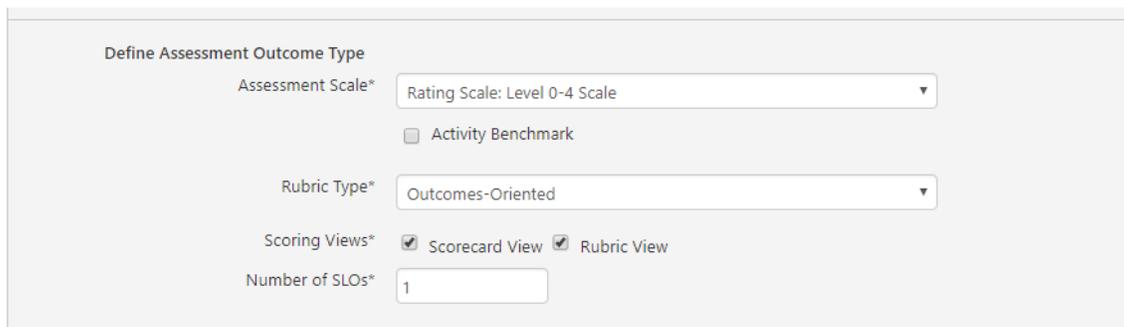
**Add Reflection Template** - The reflection templates designed in the previous section can be attached to the assessment using the **Add Reflection Template** link. Select a template from the list or create a new template, then select **Add**.

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

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

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

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



Define Assessment Outcome Type

Assessment Scale\* Rating Scale: Level 0-4 Scale

Activity Benchmark

Rubric Type\* Outcomes-Oriented

Scoring Views\*  Scorecard View  Rubric View

Number of SLOs\* 1

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

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

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

<b>Activity-Oriented Type</b>	<b>Number of SLOs</b>	<b>Number of Rubrics</b>
Single SLO	1	1
Multiple SLO	1+	1
Multi-Rubric	1+	1 per SLO

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.

**Scoring Views** – Both Scoring Views are available for an Outcomes-Oriented assessment. Activity-Oriented assessments only use the Rubric View. The *Scorecard View* allows Faculty to quickly assign a score for each student on each SLO assessed. The *Rubric View* displays one student at a time with all performance descriptors and criteria visible.

The *Collective Score Entry* option allows Faculty to score the number of students reaching each level of mastery on the assessment without assigning individual students a score. *Collective Score Entry* is useful for assessments but provides no information about the performance of individual students or demographics.

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

Pick SLOs for Assessment

**Available CSLOs**

Course: MATH250 - Analytic Geometry and Calculus I

- MATH250 SLO 1: Define limits and continuity of algebraic and trigonometric functions.
- MATH250 SLO 2: Calculate derivatives of algebraic and trigonometric functions.
- MATH250 SLO 3: Calculate implied differentiations
- MATH250 SLO 4: Incorporate algebraic and trigonometric functions in expressions that may involve using substitution.
- MATH250 SLO 5: Apply derivatives to analyze graphs and solve problems involving: optimization, extreme values or related rates.

**Available PSLOs**

SLO Class: PSLOs

- Students will model mathematical problems using state-of-the-art mathematical modeling software.
- Students will model real world phenomenon and problems using mathematics.
- Students will prove mathematical laws using classical proofs.

**Available ISLOs**

SLO Class: ISLOs

SLO Category: Communication

- Deliver oral presentation in which information is clearly and appropriately provided to the audience
- Produce writing that employs the organizational techniques, formats, and genres (print and/or digital) typical in academic work and/or the workplace

[Close](#)

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

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

### Activity-Oriented Rubric

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

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

[+ add Row](#)

### Outcomes-Oriented Rubric

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

	Exceeds expectations	Meets expectations	Does not meet expectations
	2	1	0
<span style="color: red;">✘</span> Link SLO + add Row	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

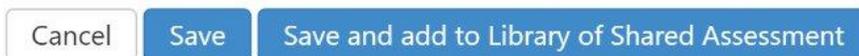
### Performance Descriptors

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

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

To finish an assessment select **Save**.

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



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

Faculty can directly create an assessment for a course section. If **Save** is selected, the assessment will also be placed in their personal assessment library and can be added to sections they teach. 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.

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

### Cloning Assessments

If eLumen is configured to allow faculty to create assessments, they are allowed to clone assessments.

To clone an assessment, select the desired assessment in the Assessment Library. Then select **Clone**.

<input type="button" value="Clone"/> <input type="button" value="View"/>					
<input type="checkbox"/>	Assessment Name ^	Assessment Description ^	Type ^	Planned Terms	Actions
<input type="checkbox"/>	Algebraic Equation DLA Active between 02/2011 and 05/2019	DLA for remediating students from all courses in algebraic equations. Developed specifically for Math 100.	Directed Learning Activity	No Plan defined	
<input type="checkbox"/>	Default SLO Assessment Math 102 Active between 09/2017 and 05/2019	Collective Scoring Math Assessment	Default Course-Ending Assessment	• Fall 2018	
<input checked="" type="checkbox"/>	Equations and Expressions Active between 02/2011 and 05/2019	Students need to use the basic arithmetic functions taught in MATH 100 while solving equations and expressions	Major mid-course assessment	No Plan defined	
<input type="checkbox"/>	Exponents and Logarithms Active between 02/2011 and 05/2019	Students in Math 101 should have a deep understanding of exponents and logarithms and can apply them effectively.	Major mid-course assessment	• Fall 2018	

Faculty edits the appropriate fields on the assessment creation screen and then chooses **Save** or **Save to Library of Shared Assessment**. Saving to the Assessment Library is the recommended practice so the assessment can be used again by the faculty that cloned it and by other faculty.

After the cloned assessment is saved to the Assessment Library, it is visible. Note the changes.

<input type="checkbox"/>	Equations and Expressions Active between 02/2011 and 05/2019	Students need to use the basic arithmetic functions taught in MATH 100 while solving equations and expressions	Major mid-course assessment	No Plan defined	
<input type="checkbox"/>	Equations and Expressions <b>in Algebra II</b> Active between 02/2011 and 05/2019	Students need to use the basic arithmetic functions taught in MATH 100 while solving equations and expressions.	<b>Default Course-Ending Assessment</b>	No Plan defined	

## Finding Assessments

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

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

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



Course Coordinator(s): *Blake Alsop*

Evaluator(s): Sean Piper

### You have SLO Planned for this Section

[Find Assessment](#)

You are expected to assess the following SLOs:

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

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

<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			

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

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



Course Coordinator(s): *Blake Alsop*

Evaluator(s): Sean Piper

### You have SLO Planned for this Section

[Find Assessment](#)

You are expected to assess the following SLOs:

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

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

<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			

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

MATH100 - Mathematics for General Education - 2018f-015-100-001 Show Filters >

Only show assessments used in offerings of this course

<input type="checkbox"/>	Assessment Name	Assessment Description	Type
<input type="checkbox"/>	Order of Operations	A collective assessment of students on their ability to do Order of Operations.	Participation
<input type="checkbox"/>	Assessment	Assessment	Default Course-Ending Assessment
<input type="checkbox"/>	MATH100 Collective Scores	MATH100 Collective Scores	Course-ending review of overall student achievement
<input type="checkbox"/>	Equations and Expressions	Students need to use the basic arithmetic functions taught in MATH 100 while solving equations and expressions	Major mid-course assessment
<input type="checkbox"/>	MATH100 Default CSLO Assessment	MATH100 Default CSLO Assessment	Default Course-Ending Assessment
<input type="checkbox"/>	MATH100 Collective Scores	MATH100 Collective Scores	Course-ending review of overall student achievement

If the assessment you need is not in the list, see the section below on using the Assessment Library filters.

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

**Warning: Section with no Students**

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

### Recommended Assessments

eLumen allows Coordinators and Data Stewards to flag an assessment as **Recommended** in the Assessment Library. This flag or designation moves the assessment to the top of the list and is visible when Faculty use the **Find Assessment** option for a section.

**Note:** Only assessments that exclusively contain CSLOs can be marked as Recommended.

In the Assessment Library, an assessment flagged as Recommended, appears like this:

Add Assessment		Add DLA		<input type="checkbox"/> Display Inactive Assessments <input checked="" type="checkbox"/> Display Latest Versions	
<input type="checkbox"/>	Assessment Name ▾	Assessment Description ⇅	Type ⇅	Planned Terms	Actions
<input type="checkbox"/>	Prior Experience ePortfolio - BIOL101 Active between 02/2011 and 05/2019 <span style="border: 1px solid red; padding: 2px;">Recommended</span>	Students will share their prior experience with Biology using an ePortfolio. Assessment data counts toward completion of competencies.	Early Formative Assessment	• Fall 2018	
<input type="checkbox"/>	ISLO Quantitative Thinking for Math Active between 02/2011 and 05/2019	Assessment for Math ISLO Quantitative Thinking	Default Course-Ending Assessment	• Fall 2018	
<input type="checkbox"/>	Final Exam Active between 06/2017 and 05/2019	Full term conceptual understanding	Default Course-Ending Assessment	• Spring 2018	

Faculty selects the Recommended Assessment and follows the prompts to add it to one or all of their sections.

### Assessment Library Filters

If the Assessment Library does not show the assessment you are looking for by default, or if the library shows too many assessments, you can use the Assessment Library filters to hone the list.

To show the filters select the **Show Filters** link.

MATH100 - Mathematics for General Education - 2018f-015-100-001 Hide Filters ▾

Filter SLOs in Assessments by selecting from options below. Assessments will only appear for assessments linked DIRECTLY to the SLOs or SLOs scopes selected (the SLOs Matrix/Curriculum Map is not followed in this filter). ✕

<b>Department</b> Mathematics ▾	<b>PSLO Class</b> Core PSLO ▾	<b>ISLO Class</b> Core ISLO ▾
<b>Course/Context</b> MATH100 Mathematics for General Education ▾	<b>PSLO Category</b> No PSLO Categories are defined	<b>ISLO Category</b> Communication, ... (5) ▾
<b>CSLOs</b> MATH100 SLO 1: Students will solve algebraic equations, ... (5) ▾	<b>PSLO</b> Students will prove mathematical laws using classical proofs, ... (8) ▾	<b>ISLO</b> Demonstrate an understanding of core scientific concepts and the terminology appropriate to a particular field of science, ... (13) ▾
<b>Assessment Type</b> Course-ending review of overall student achievement, ... (8) ▾		

As a Faculty user, you may not be able to see all of the filters depending on your institution's assessment model.

The Assessment Library filters use two criteria:

- The SLOs in the assessment rubric. This is an inclusive list so if the rubric contains at least one of the selected SLOs, it will display in the library's list of assessment
- The Assessment Type. Each assessment has only one type so all assessments with the selected type(s) will display.

Below we will review how to use the SLO filters. For any of the drop-down menu filters, use **Select All** or **Select None** to add or remove the checked options. To find a particular option to select or unselect, use the search bar to narrow the list of options. Select outside of the drop-down menu to close the menu and see the assessment list automatically adjust to your selection.

To display assessments with CSLOs in the rubric,

1. Ensure the **Department** drop-down has the department that owns the course selected.
2. Use the **Course/Context** drop-down to select one or more courses.
3. Use the **CSLOs** drop-down to select one or more CSLOs for the selected courses.
4. The list of assessments will contain any assessments that contain **at least one** of the selected CSLOs in its rubric

To display assessments with PSLOs in the rubric,

1. Ensure the **Department** drop-down has the department that owns the course selected.
2. Use the **PSLO Class** drop-down to select the PSLO Class containing the PSLOs.
3. If the PSLO Class uses Categories, use the **PSLO Category** drop-down to select one or more PSLO Categories from the selected PSLO Class.
4. Use the **PSLO** drop-down menu to select one or more PSLOs for the selected categories.
5. The list of assessments will contain any assessments that contain at least one of the selected PSLOs in its rubric.

To display assessments with ISLOs in the rubric,

1. Use the **ISLO Class** drop-down to select the ISLO Class containing the ISLOs.
2. If the ISLO Class uses Categories, use the **ISLO Category** drop-down to select one or more ISLO Categories from the selected ISLO Class.
3. Use the **ISLO** drop-down to select one or more ISLOs for the selected categories.
4. The list of assessments will contain any assessments that contain at least one of the selected ISLOs in its rubric.

To display only DLA assessments, select only the **Directed Learning Activity** option in the **Assessment Type** drop-down.

## [Specifying the Activity for an Assessment](#)

Some assessments are designed so faculty can specify the Activity (such as a test, project, presentation, or lab) to be used for the collection of assessment data.

When an assessment of this type is available, it will appear at the bottom of faculty's section list of assessments. To add the assessment to the section, select the **Add Activity** link in the Assessment table.

Add Assessment		Find Assessment		
Activity Name	Activity Description	Scorecards	Import Scores	
<input type="checkbox"/> ISLO Quantitative Thinking for Math	Assessment for Math ISLO Quantitative Thinking	0/35		
<input type="checkbox"/> Math ePortfolio	My Math ePortfolio	0/35		
<input type="checkbox"/> MATH60 Default CSLO Assessment	MATH60 Default CSLO Assessment			
<input type="checkbox"/> Add Activity	Assessment in Mathematics			

The *Define Assessment Activity* screen will display. Input a **Title** and **Description** of the activity, and select **Save**.

Define Assessment Activity

**Title \***

**Description \***

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

## Editing Assessments

Faculty can edit assessments they created and saved directly to a section or to their personal Assessment Library; visible under the *My Private Assessment* drop-down. **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 added, 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:

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

## Scoring Assessments

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

**MATH100 - Mathematics for General Education - 2018f-015-100-004**  

Course Coordinator(s): *Joan Neilson, Marianna Padilla*  
 Evaluator(s): *Marianna Padilla, Dana Brown (Inactive)*

Add Assessment		Find Assessment	
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ISLO Quantitative Thinking for Math	Assessment for Math ISLO Quantitative Thinking		
<input type="checkbox"/> MATH100 Default CSLO Assessment	MATH100 Default CSLO Assessment		
<input type="checkbox"/> Solve Equations and Exponential and Logarithmic Functions - SLO Assessment Assignment	SLO Assessment for Math 100		

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

### Rubric View

To score an individual student assessment with *performance descriptors*, select  . The icon indicates the number of student scores needed. **Note:** *Rubric View is the only view available for Activity-Oriented Assessments. Rubric View is the recommended starting point for per student scoring with an Outcomes-Oriented Assessment to refresh the evaluator's memory of the scoring rubric.*

*Rubric view displays 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
<b>SLO:</b>		<b>Performance Ds:</b>					
Bowler, Abigail	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.	<input type="checkbox"/>  
Clarkson, Abigail	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.	<input type="checkbox"/>  
Forsyth, Simon	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.	<input type="checkbox"/>  
Knox, Madeleine	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.	<input type="checkbox"/>  

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

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

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

**Activity Name:** Population Modeling Project  
**Activity Description:** Students will use exponents and logarithms to model population rises and falls for a small ecosystem. **Assessment Type:** Major mid-course assessment  
**Scoring:** *Alsop, Ian*  
 Not Assessed

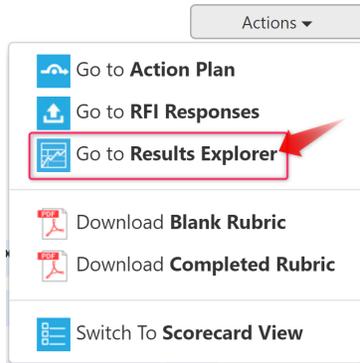
Students		Weight:	Criteria:	Exceeds expectations	Meets expectations	Does not meet expectations
				2	1	0
<b>SLO:</b>		<b>Performance Ds:</b>				
Bowler, Abigail	0.15	Graphs Exponents	Student exceeded the minimum expectations on the outcome or criteria	Student met minimum expectations on the outcome or criteria	Student did not meet expectations on the outcome or criteria	
Clarkson, Abigail	0.15	Graphs Logarithms	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	
Forsyth, Simon	0.35	Applies exponents in population model	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	
Hughes, Sophie	0.35	Applies logarithms in population model	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	

After scoring all criteria, eLumen provides a weighted average recommended score and

allows faculty to choose a final score.

When finished assessing a student, select the **Save and Next** button under the *rubric table* to reveal the next student to score.

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



### Scorecard View

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



The left column lists students registered in the course. The SLO column lists all *SLOs* or *criteria* for that assessment.

#### Exam

**Assessment Type**  
Default Course-Ending Assessment

**Activity Description**  
Multiple Choice exam

		Exceeds expectations		Meets expectations		Does not meet expectations		
		4	3	2	1	0	N/A	
	SLO	4	3	2	1	0	N/A	
Allan, Gavin	MATH100 SLO 1: Students will solve algebraic equations.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
	Students will model mathematical problems using state-of-the-art mathematical modeling software.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
	Analyze perspectives, arguments, or data.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
Arnold, Frank	MATH100 SLO 1: Students will solve algebraic equations.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
	Students will model mathematical problems using state-of-the-art mathematical modeling software.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
	Analyze perspectives, arguments, or data.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
Avery, Lucas	MATH100 SLO 1: Students will solve algebraic equations.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
	Students will model mathematical problems using state-of-the-art mathematical modeling software.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>
	Analyze perspectives, arguments, or data.	4	3	2	1	0		<input type="checkbox"/> <input type="checkbox"/>

To assess a student, select the appropriate rubric value for each SLO or criteria in the right

half of the table.

To change the view, 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.

When finished adding scores for 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, if one has been added.

**Note:** In both the Scorecard and Rubric Views, the  icon located in the right column of the rubric, is a place where faculty can add annotations or notes. The Allow Faculty Annotations option must be selected when the assessment was created in order to display this icon.

Collective Student Score Entry 

To add scores for collective score assessment, select the **Collective Student Scoring** icon in the assessment table.

Collective Scores for General Psychology 06

Assessment: Group Discussion Participation  
 Description: Collective scoring of student participation in group discussion

[Reset to previously-generated scores](#)

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

[Cancel](#) [Save](#)

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

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

When finished, select **Save**. You **must** select **Save** on the collective score entry page or you will lose your entered scores.

Import Scores

eLumen supports faculty in uploading scores for an assessment that was planned, found, or created for a section for both Activity- and Outcomes-Oriented assessments.

**Note:** Import scores is an optional feature controlled in System Settings and established by the institution/college.

### Preparing a Spreadsheet

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

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

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

### Uploading and Aligning the Spreadsheet

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

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

Activity Name	Activity Description	Scorecards	Import Scores
MATH101 Default CSLO Assessment	MATH101 Default CSLO Assessment		

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

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

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

Student Id	<input type="checkbox"/>	Align selected column
<b>Criteria:</b>		
Interpret	<input type="checkbox"/>	Align selected column
Infer	<input type="checkbox"/>	Align selected column
Analyze	<input type="checkbox"/>	Align selected column
Evaluate	<input type="checkbox"/>	Align selected column
		Cancel <input type="button" value="Import scores"/>

	A	B	C	D	E	F	G	H	I	J	K	L	M
1							Critical T...						
2		Student...	Last Na...	First Na...	Campus	CRN	SLO	Interpret	Infer	Analyze	Evaluate		Subtotal
3	1	\$635488...	Mark	Fatima	WC	61772	CT	1	3	3	1		8
4	2	\$601147...	Michelle...	Karla	WC	61772	CT	0	0	0	1		1
5	3	\$537680...	Trimble	Jasmine	WC	61772	CT	2	0	0	1		3
6	4	\$947538...	Dozier	Albert	WC	61772	CT	2	3	2	0		7
7	5	\$987123...	Bingham	Noah	WC	61772	CT	3	0	0	2		5
8	6	\$649757...	Shafer	Benjamin	WC	61772	CT	0	1	1	2		4
9	7	\$798122...	Hurtado	Hannah	WC	61772	CT	0	1	0	0		1
10	8	\$790234...	Cervantes	Jayda	WC	61772	CT	0	0	2	0		2
11	9	\$332500...	Bower	Gabriela	WC	61772	CT	0	0	2	2		4

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

**Note:** For Activity-Oriented Assessments, Import Scores will automatically assign students the recommended scores. To review individual student scores or change a score, use the Rubric View.

## Responding to Requests for Information (RFIs)

The eLumen Inbox has an indicator when workflows, Action Plans, or RFIs need responses.

The screenshot shows a user interface for Marianna Padilla as Faculty in Mathematics. The top navigation bar includes 'Inbox' (with a red badge), 'Account Settings', 'Support', and 'Log Out'. Below this, there are tabs for 'Courses' (Spring 2016), 'SLOs & Assessments', 'Curriculum', 'Results Explorer', and 'Strategic Initiatives'.

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

### Inbox

The screenshot shows the 'Inbox' section with three tabs: 'Workflows' (3), 'Action Plans' (4), and 'RFIs' (3). Below the tabs, there are two dropdown menus: 'Organizations' (set to 'All') and 'Workflow Type' (set to 'All').

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

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

Organizations: All Term: All

**In your Queue**

**STEM Tutoring Review**  
 Organization: Mathematics  
 Course: MATH102  
 Section: 2016s-015-102-001  
 Term: Spring 2016

Respond

Answer each question by selecting or typing a response.

Responding **STEM Tutoring Review**

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

**Stem Tutoring Review**

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

Completely dissatisfied Somewhat dissatisfied Neutral Somewhat satisfied Completely satisfied

Satisfaction Level

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

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

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

Yes No Maybe

Interest to partner with STEM tutoring:

Cancel Save as Draft Send Response

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

## Responding to Action Plans

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

**Inbox**

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

Organization: All Term: All

**In your Queue**

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

Respond

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

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

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

## SLOs & Assessments Section

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



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

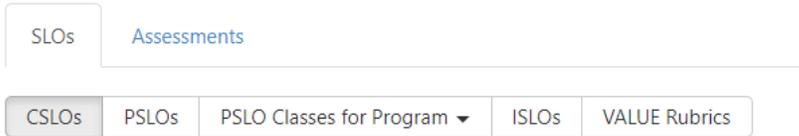


The **SLOs** tab shows these subsections by default.



The SLOs tab may show additional subsections for ISLO and PSLO classes, and certificates

and degrees, as well as Third Party standards.



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

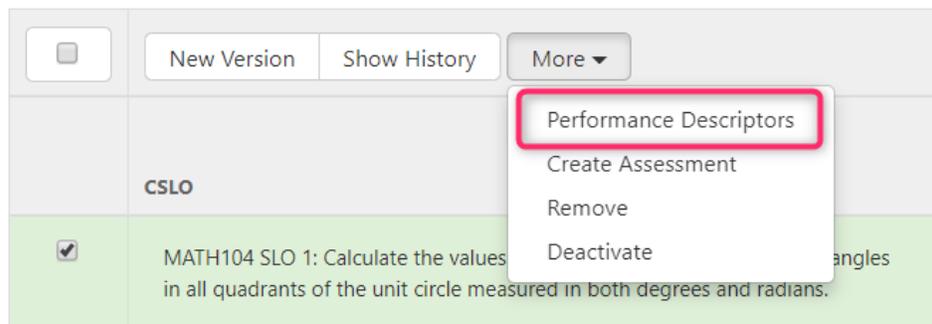
	CSLO
<input type="checkbox"/>	ENG262 SLO 1: Comprehending the complex characters, themes and ideas in Shakespeare's plays
<input type="checkbox"/>	ENG262 SLO 2: Engaging in rational, evidence-backed discussion of the meaning and art of the plays
<input type="checkbox"/>	ENG262 SLO 3: Crafting arguable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

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

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

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

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



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

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

Yes/No Scale

Mastery Level Scale

VALUE Rubrics

Level 0-4 Scale

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

100 point scale by 20s

50-100 scale

Cancel Save

# Results Explorer Section

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

The screenshot shows the Results Explorer interface. At the top, there is a navigation bar with the user name 'Sean Piper as Faculty' and the course 'Welding'. Below this is a secondary navigation bar with tabs for 'Courses', 'SLOs & Assessments', 'Curriculum', 'Results Explorer', and 'Strategic Initiatives'. The 'Results Explorer' tab is active. Below the navigation bar, there are three sub-tabs: 'Results Explorer', 'Available Reports', and 'Document Library'. The main content area features a 'Filters' section with three columns: 'SLO class' (set to 'CSLOs'), 'SLOs' (set to 'WELD100 SLO 1: Weld flat and horizontal position padding, ... (18)'), and 'Options' (with checkboxes for 'Planned to future terms', 'Faculty created', and 'Include inactive assessments'). Below the filters is a table with the following data:

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

There are three tabs:

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

## Results Explorer

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

Use the Filters to target specific assessments.

This screenshot shows the Results Explorer interface with the 'Filters' section expanded. The 'SLO class' is set to 'CSLOs'. The 'SLOs' filter is set to 'ENG262 SLO 1: Comprehending the complex characters, themes and ideas in Shakespeare's plays, ... (16)'. The 'Options' section has three checkboxes: 'Planned to future terms', 'Faculty created', and 'Include inactive assessments', all of which are currently unchecked.

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

Use the drop-downs to select Sections, Terms, and to Show Results as **My Term by Term Progress** or **My Sections vs Course Overall**.

The **Chart View** will appear and aggregate scores displayed in graph and bar chart format.

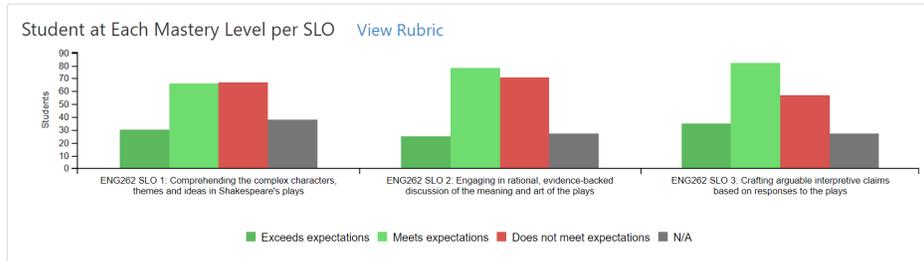
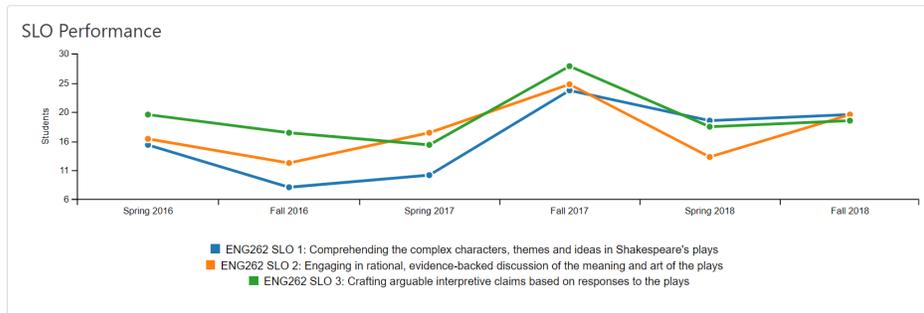
## ENG262 Default CSLO Assessment

[Print](#)

Results Explorer

Sections:  Course:  Terms:  Show results as:

Include Inactive SLOs



Select **View Rubric** in the **Student at Each Mastery Level per Criteria** section to see the assessment rubric.

Rubric	Exceeds expectations		Meets expectations		Does not meet expectations	
	4	3	2	1	0	
ENG262 SLO 1: Comprehending the complex characters, themes and ideas in Shakespeare's plays	With full proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays	With working proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays	With limited proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays	With elementary proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays	With no proficiency student's comprehend the complex characters, themes and ideas in Shakespeare's plays	
ENG262 SLO 2: Engaging in rational, evidence-backed discussion of the meaning and art of the plays	With full proficiency student's are engaged in rational, evidence-backed discussion of the meaning and art of the plays	With working proficiency student's are engaged in rational, evidence-backed discussion of the meaning and art of the plays	With limited proficiency student's are engaged in rational, evidence-backed discussion of the meaning and art of the plays	With elementary proficiency student's are engaged in rational, evidence-backed discussion of the meaning and art of the plays	With no proficiency student's are engaged in rational, evidence-backed discussion of the meaning and art of the plays	
ENG262 SLO 3: Crafting arguable interpretive claims based on responses to the plays	With full proficiency student's can Craft arguable interpretive claims based on responses to the plays	With working proficiency student's can Craft arguable interpretive claims based on responses to the plays	With limited proficiency student's can Craft arguable interpretive claims based on responses to the plays	With elementary proficiency student's can Craft arguable interpretive claims based on responses to the plays	With no proficiency student's can Craft arguable interpretive claims based on responses to the plays	

[Close](#)

Select the **Table View** to display the data that generated the graphs and bar charts. The rubric can also be selected on this view. Reflection responses are visible on this view if the assessment was set up with Faculty Reflections and faculty completed the reflection template.

*How to “Read” the SLO Performance section of the Table View*

There are two ways to view the SLO Performance results, by **My Term by Term Progress** or **My Sections vs Course Overall**. Each option provides a slightly different view of the data.

When the **Show results as:** drop-down is selected to **My Term by Term Progress** changes in student performance on the outcomes from last term are indicated with a green arrow pointing up for increased performance, or a red arrow pointing down for decreased performance.

SLO	Default Performance Measure	Fall 2017				Spring 2018			
		Exceeds expectations	Meets expectations	Does not meet expectations	N/A	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
ENG262 SLO 1: Comprehending the complex characters, themes and ideas in Shakespeare's plays	70%	17.02% ▲ 0%	34.04% ▼ 13%	48.94% ▲ 12%	11	16.67% ▼ 11%	46.67% ▼ 17%	36.67% ▲ 28%	3
ENG262 SLO 2: Engaging in rational, evidence-backed discussion of the meaning and art of the plays	70%	12.77% ▲ 5%	40.43% ▼ 4%	46.81% ▼ 1%	11	8% ▼ 15%	44% ▼ 24%	48% ▲ 39%	8
ENG262 SLO 3: Crafting arguable interpretive claims based on responses to the plays	70%	16.67% ▼ 7%	41.67% ▲ 4%	41.67% ▲ 4%	10	24.14% ▲ 6%	37.93% ▼ 30%	37.93% ▲ 24%	4

When the **Show results as: drop-down** is selected to **My Sections vs Course Overall** the color indicators of green and red mean the same (e.g. increased or decreased performance) and the larger number indicates values from the section, while the smaller number indicates overall courses performance on the outcome.

SLO	Default Performance Measure	Fall 2017				Spring 2018			
		Exceeds expectations	Meets expectations	Does not meet expectations	N/A	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
ENG262 SLO 1: Comprehending the complex characters, themes and ideas in Shakespeare's plays	70%	17.02% 14.43%	34.04% 43.30%	48.94% 42.27%	11	16.67% 20%	46.67% 42%	36.67% 38%	3
ENG262 SLO 2: Engaging in rational, evidence-backed discussion of the meaning and art of the plays	70%	12.77% 14.58%	40.43% 45.83%	46.81% 39.58%	11	8% 21.28%	44% 40.43%	48% 38.30%	8
ENG262 SLO 3: Crafting arguable interpretive claims based on responses to the plays	70%	16.67% 12.63%	41.67% 46.32%	41.67% 41.05%	10	24.14% 20.37%	37.93% 42.59%	37.93% 37.04%	4

Large Text: Section performance values  
Small Text: Course Overall performance values

In both views, select the **Show Score Level** box above the table for further breakdown of the data.

## Available Reports

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

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

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

Please select one of the following reports

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

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

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

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

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

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

**Show by Roster or Aggregate Scores** - Includes student names or aggregate scores.

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

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

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

**Select a Set of SLOs** - Choose a set of SLOs to show all direct scores and all indirect scores through mappings generated by sections taught by the user.

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

**Output format** - Choose the report output format: PDF, XLS, DOCX, OR HTML.

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

## [Document Sharing in the Document Library](#)

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

### [Sharing Files with eLumen Users](#)

Files can be shared using the Share link that comes from the report notification email. The duration of the link can be set while generating the report. The only other way to share individual files is to add them to folders, and share the folder. There is no individual share option on a singular file in the document library, you must share through a folder.

### [Sharing Folders](#)

To share a folder with other eLumen users, select the folder to share. Select **Share** and then select the way in which you wish to share:

- Download CSV with Links to Download Directly
- Share with Users
- Share with Org Entity

### [Using Links](#)

To create a link(s) for sharing a file outside eLumen, add all the files you wish to share to a folder. Then, select the folder, and select share. Then select **Download CSV with Links to Download Directly**.

Open the file, and use the links provided to allow users outside eLumen to download.

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