

eLumen Assessment Basics

A visual guide to using eLumen for course assessment

Table of contents (clickable)

[Purpose of assessment](#)

[Creating your first assessment](#)

[Assessment options](#)

[Finding an existing assessment](#)

[Inputting your assessment data](#)

[Assessment Reflection Questions](#)

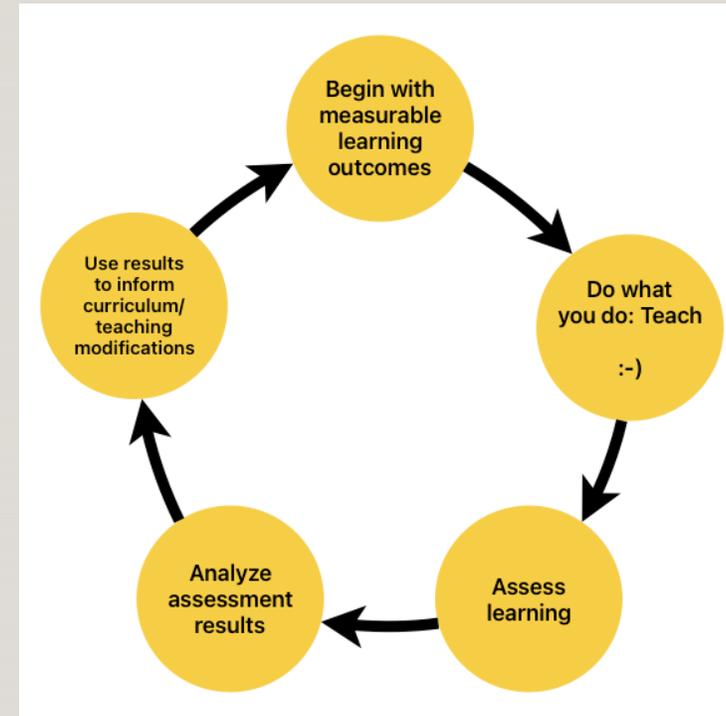
[Resources](#)

[Questions?](#)



PURPOSE OF ASSESSMENT

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

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

A screenshot of the eLumen login page is shown on the right. The page features a header with logos for Contra Costa College (CCC), DVC, and Los Medanos College. Below the header, there are two input fields: 'Username' with the placeholder text 'Enter your username' and 'Password' with the placeholder text 'Enter your password'. A 'Show password' checkbox is located below the password field. At the bottom of the form, there are four blue buttons: 'Login', 'Forgot Password?', 'Lookup Username', and 'Set Password'. The background of the login page shows a blurred outdoor scene with trees and a building.

Your First Assessment: Faculty view

The screenshot shows the top navigation bar of the Los Medanos College system. The header includes the college name and a silhouette of graduates. Below this, the user's profile is shown as 'Nidia Gonzalinajec as Faculty' in the 'LMC Mathematics - MATH' course, with a 'Proxy Enabled' status. Navigation links include 'Inbox', 'Account Settings', 'Support', and 'Log Out'. A secondary menu contains 'Courses' (set to 'Fall 2020'), 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'.

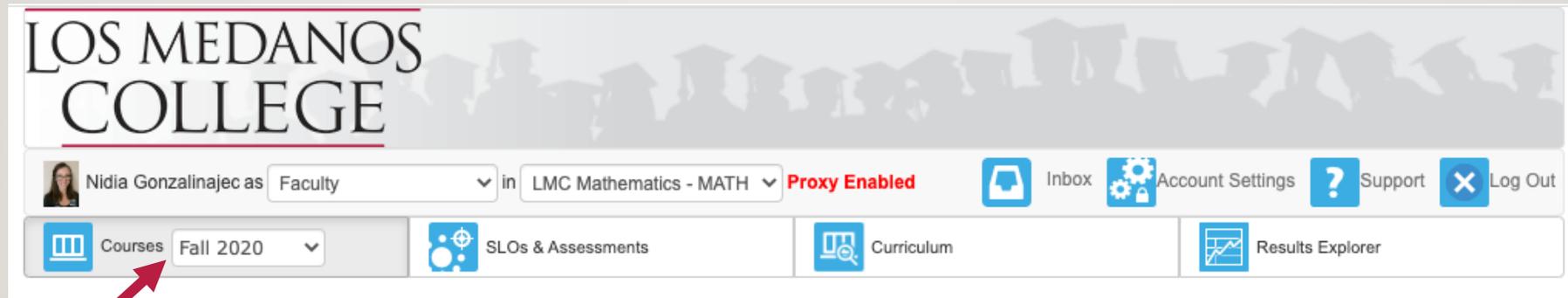
LOS MEDANOS COLLEGE

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

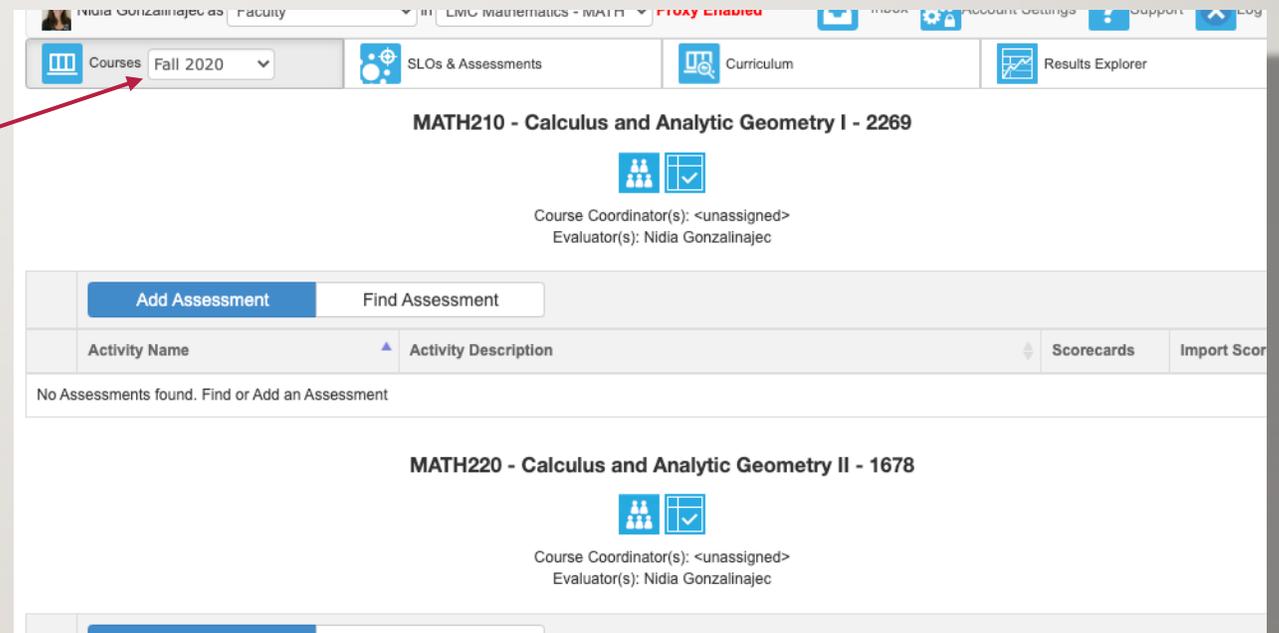


The screenshot shows the top navigation bar of the Los Medanos College system. On the left, the college name "LOS MEDANOS COLLEGE" is displayed above a row of graduation cap silhouettes. Below this, the user's profile is shown as "Nidia Gonzalinajec as Faculty" with a dropdown arrow, followed by "in LMC Mathematics - MATH" and a "Proxy Enabled" status indicator. To the right are icons for "Inbox", "Account Settings", "Support", and "Log Out". A secondary navigation bar contains icons and labels for "Courses" (with a "Fall 2020" dropdown menu), "SLOs & Assessments", "Curriculum", and "Results Explorer". A red arrow points to the "Courses" dropdown menu.

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 a faculty dashboard interface. At the top, there is a navigation bar with a user profile (Nidia Gonzalinajec), a dropdown menu for 'Faculty', and a course selector for 'LIMC Mathematics - MATH'. Below this, a 'Courses' section is active, showing a dropdown for 'Fall 2020'. The main content area lists two courses: 'MATH210 - Calculus and Analytic Geometry I - 2269' and 'MATH220 - Calculus and Analytic Geometry II - 1678'. Each course entry includes a 'Course Coordinator(s): <unassigned>' and an 'Evaluator(s): Nidia Gonzalinajec'. Below the course listings, there are buttons for 'Add Assessment' and 'Find Assessment', and a table header for 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Score'. The table currently shows 'No Assessments found. Find or Add an Assessment'.

Your First Assessment: Faculty view

Click on “Add Assessment”
under the appropriate
course.

The screenshot displays the LMC Mathematics - MAT 111 Faculty view interface. The user is logged in as Nidia Gonzalinajec. The interface shows the course details for MATH210 - Calculus and Analytic Geometry I - 2269. The course coordinator is <unassigned> and the evaluator is Nidia Gonzalinajec. Below the course details, there are two buttons: "Add Assessment" and "Find Assessment". The "Add Assessment" button is highlighted with a red arrow. Below the buttons, there is a table with columns for Activity Name, Activity Description, Scorecards, and Import Score. The table is currently empty, displaying "No Assessments found. Find or Add an Assessment". Below the table, the course details for MATH220 - Calculus and Analytic Geometry II - 1678 are visible, with the same course coordinator and evaluator information.

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 creation interface. At the top, the user is identified as Nidia Gonzalinajec as Faculty in LMC Mathematics, with Proxy Enabled. The interface includes navigation tabs for Courses (Spring 2023), SLOs & Assessments, Curriculum, and Results Explorer. The 'Assessments' tab is active, and the 'Select the Assessment Type' section is highlighted. Two options are available: 'Individual Student Scorecard & Rubric' (selected) and 'Collective Student Score Entry'. Below this, 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). There are also checkboxes for 'Make this assessment formative' and 'Allow Faculty Annotations'. A blue link 'Add Reflections Template' is present, with a selected option 'Assessment Quality & Improvement Reflection' and a red 'x' icon. A blue link 'Upload Evaluator Assessment Guide' is at the bottom.

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' interface for 'LMC Mathematics'. The user is 'Nidia Gonzalinajecas' (Faculty) and 'Proxy Enabled' is active. The interface includes navigation tabs for 'Courses' (Spring 2023), 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. The 'Assessments' tab is active, showing a 'Select the Assessment Type' section with options for 'Individual Student Scorecard & Rubric' and 'Collective Student Score Entry'. 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

Additional options include:

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

There is a link for 'Add Reflections Template' with a dropdown menu showing 'Assessment Quality & Improvement Reflection' and a red 'X' icon. A link for 'Upload Evaluator Assessment Guide' is also present at the bottom.

Assessment Options

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

The second “Assessment Type” option is here.

This impacts institutional reporting.

The screenshot shows the 'Define this Assessment' section of the LMC Mathematics interface. The 'Assessment Type' dropdown is set to 'Summative Assessment'. The 'Assessment Name' is 'Math 210 - Generic template for training purposes' and the 'Assessment Description' is 'This assessment was created for training purposes.' There are checkboxes for 'Make this assessment formative' (unchecked) and 'Allow Faculty Annotations' (unchecked). A red arrow points from the text 'The second “Assessment Type” option is here.' to the 'Assessment Type' dropdown.

Select the Assessment Type

Individual Student Scorecard & Rubric | **Collective Student Score Entry**

Define this Assessment

Assessment Name* Math 210 - Generic template for training purposes

Assessment Description* This assessment was created for training purposes.

Assessment Type* Summative Assessment

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](#)

Assessment Quality & Improvement Reflection ✖

[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 'Define this Assessment' section of the eLumen interface. The 'Assessment Name*' is 'Math 210 - Generic template for training purposes' and the 'Assessment Description*' is 'This assessment was created for training purposes.' The 'Assessment Type*' is set to 'Summative Assessment'. Below these fields, there are two checkboxes: 'Make this assessment formative' (unchecked) and 'Allow Faculty Annotations' (unchecked). A red arrow points from the text on the left to the 'Allow Faculty Annotations' checkbox. At the bottom, there are links for 'Add Reflections Template' (with a dropdown menu showing 'Assessment Quality & Improvement Reflection'), and 'Upload Evaluator Assessment Guide'.

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 displays the 'Assessments' configuration page. At the top, the user is identified as Nidia Gonzalinajecas, Faculty, in the LMC Mathematics course, with 'Proxy Enabled' status. Navigation links include 'Courses', 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. The 'Assessments' section is active, showing two tabs: 'Individual Student Scorecard & Rubric' and 'Collective Student Score Entry'. The 'Define this Assessment' form 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
- 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 of the form, there is a blue link 'Add Reflections Template' which has opened a dropdown menu. The dropdown menu shows 'Assessment Quality & Improvement Reflection' with a red 'x' next to it, indicating it is the selected or default template. Below the dropdown is a link 'Upload Evaluator Assessment Guide'.

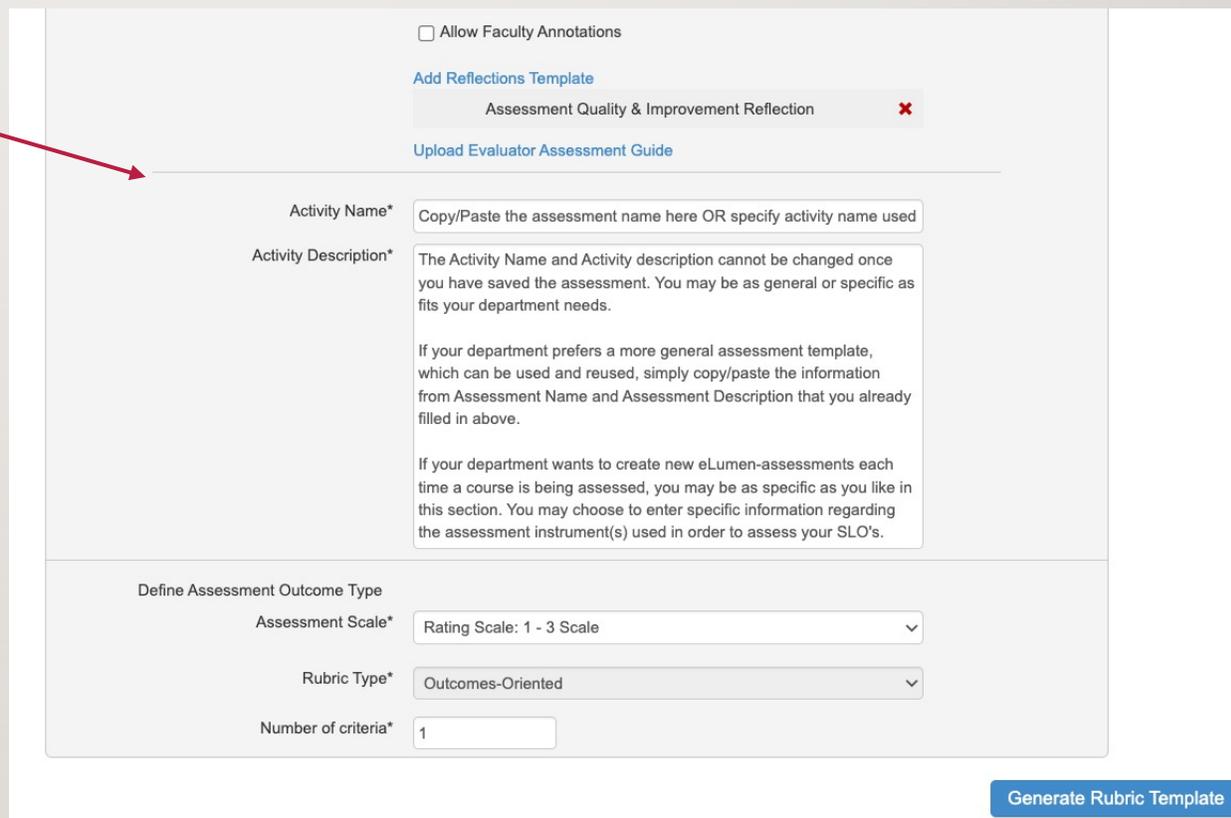
Assessment Options

- 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](#)

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*

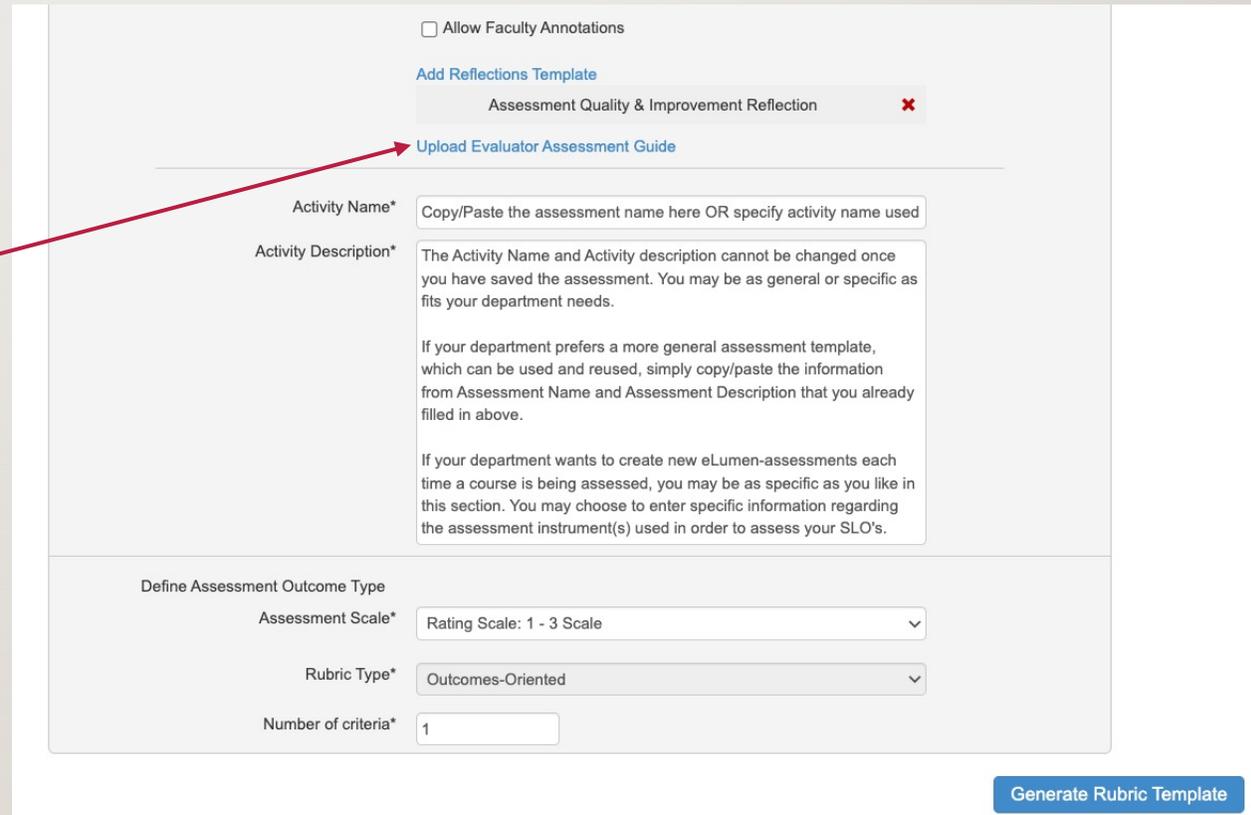
Number of criteria*

[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](#)

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

The screenshot shows a web form for defining assessment outcome types. At the top, there is a checkbox for 'Allow Faculty Annotations' and a link for 'Add Reflections Template'. Below this, a template is selected: 'Assessment Quality & Improvement Reflection', with a red 'x' icon to its right. A link for 'Upload Evaluator Assessment Guide' is also present. The form is divided into two main sections. The upper section is for 'Activity Name*' and 'Activity Description*'. The 'Activity Name*' field contains the text 'Copy/Paste the assessment name here OR specify activity name used'. The 'Activity Description*' field contains a large block of text explaining that the activity name and description cannot be changed after saving and providing instructions on how to use general or specific templates. The lower section is titled 'Define Assessment Outcome Type' and contains three fields: 'Assessment Scale*' with a dropdown menu set to 'Rating Scale: 1 - 3 Scale', 'Rubric Type*' with a dropdown menu set to 'Outcomes-Oriented', and 'Number of criteria*' with a text input field containing the number '1'. A blue button labeled 'Generate Rubric Template' is located at the bottom right of the form. A red arrow originates from the text 'Click “Generate Rubric Template” when you have made your selection' and points directly to this button.

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
 Link SLO	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 web-based interface for selecting SLOs for assessment. At the top, there are buttons for 'Add Reflections Template', 'Assessment Quality & Improvement Reflection', and 'Upload Evaluator Assessment Guide'. Below these is a section titled 'Pick SLOs for Assessment' with a checkbox for 'Display all versions of SLOs'. Underneath is a dropdown menu for 'Course' set to 'MATH220 - Calculus and Analytic Geometry II'. The main area is titled 'Available CSLOs' and contains a list of assessment criteria. A red arrow points to the first entry: '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...'. Other entries include 'CSLO 2: Strategies for finding the anti-derivative of functions', 'Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes...', 'Integrating at infinity and asymptotes (PSLOs 3 and 4) CSLO 4: Evaluate improper integrals...', and 'Modeling with Sequences and Series (PSLOs 2, 3 and 4) CSLO 5: Apply convergence tests to sequences and series...'. A 'Close' button is at the bottom right of the list. Below the list is a table with columns for 'Link SLO', 'expectations', and 'expectations', and a 'Cancel' button.

Assessment Options

- Linking SLO's

Select the first SLO listed

The screenshot shows a web-based interface for selecting SLOs. At the top, there are buttons for 'Add Reflections Template', 'Assessment Quality & Improvement Reflection', and 'Upload Evaluator Assessment Guide'. Below these is a section titled 'Pick SLOs for Assessment' with a checkbox for 'Display all versions of SLOs'. Underneath is a dropdown menu for 'Course' set to 'MATH220 - Calculus and Analytic Geometry II'. A list of 'Available CSLOs' is shown, with the first one selected. A tooltip on the right side of the screen displays the text for the selected SLO: '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...'. At the bottom of the interface, there are buttons for 'Cancel', 'Save', and 'Save and add to Library of Shared Assesment'.

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
 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

[+ add Row](#)

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

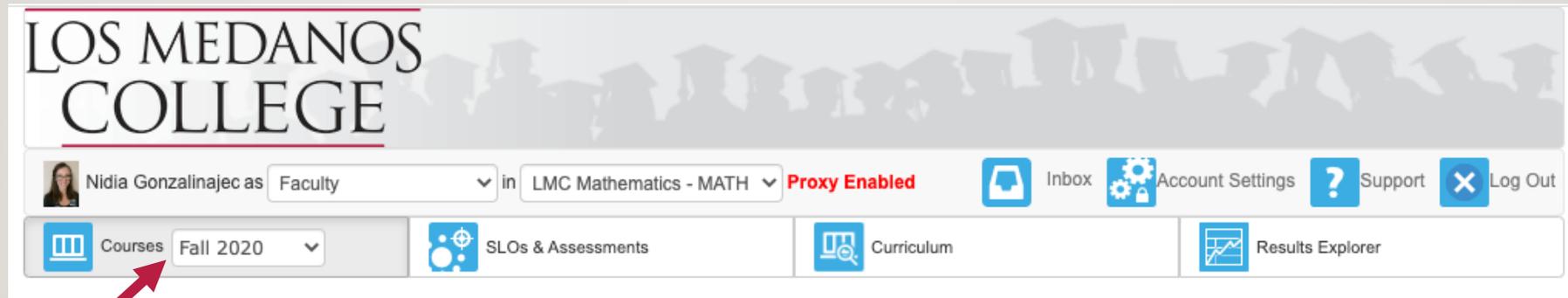
- Individual Student Scorecard & Rubric vs Collective Student Score Entry—This is Assessment Type (I)
- Activity Name and Description
- Assessment type (II): Please use **Summative**
- Optional: Allow Faculty Annotations
- Do not change the **Reflection Template**
- Optional: Evaluator Assessment Guide
- 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



LOS MEDANOS COLLEGE

Nidia Gonzalinajec as Faculty in LMC Mathematics - MATH Proxy Enabled

Inbox Account Settings Support Log Out

Courses Fall 2020 SLOs & Assessments Curriculum Results Explorer

A red arrow points to the 'Fall 2020' dropdown menu in the 'Courses' section.

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 interface for a course management system. At the top, there is a navigation bar with a user profile (Nidia Gonzalinajec), a dropdown menu for 'Faculty', and a dropdown for 'LWC Mathematics - MATH'. Below this is a secondary navigation bar with icons for 'Courses', 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. The 'Courses' dropdown is set to 'Fall 2020'. A red arrow points from the word 'that' in the text on the left to this dropdown menu.

The main content area displays two course entries:

- MATH210 - Calculus and Analytic Geometry I - 2269**
Course Coordinator(s): <unassigned>
Evaluator(s): Nidia Gonzalinajec
- MATH220 - Calculus and Analytic Geometry II - 1678**
Course Coordinator(s): <unassigned>
Evaluator(s): Nidia Gonzalinajec

Below the course details, there are two buttons: 'Add Assessment' and 'Find Assessment'. Below these buttons is a table with the following columns: 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Scores'. The table currently contains the text 'No Assessments found. Find or Add an Assessment'.

Finding an assessment

- 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

Add Assessment		Find Assessment	
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

Only show assessments used in offerings of this course

Add Assessment

<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

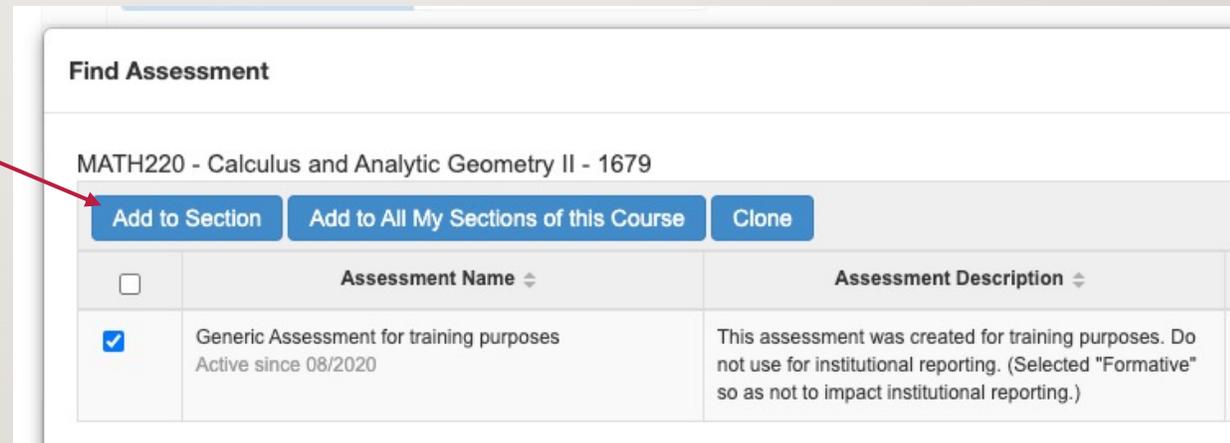
Your assessment will read, "Summative," here instead of, "Early Formative Assessment."

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

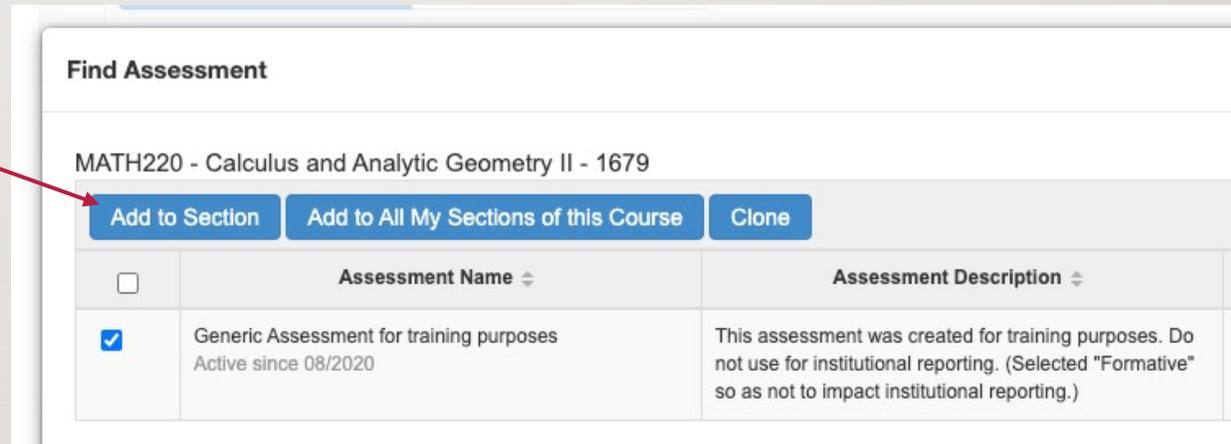
[Add to Section](#) [Add to All My Sections of this Course](#) [Clone](#)

<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

<input type="button" value="Add Assessment"/>		<input type="button" value="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

Add Assessment <input type="text" value="Find Assessment"/>			
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/>	<p>Generic Assessment for training purposes</p> <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

SLO	Exceeds expectations		Meets expectations		Does not meet expectations		N/A	Current/Total	Scored Students
	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.	<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"/>		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

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

SLO	Exceeds expectations		Meets expectations		Does not meet expectations		N/A	Current/Total	Scored Students
	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.	<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"/>		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**

SLO	Exceeds expectations		Meets expectations		Does not meet expectations		N/A	Scored Students
	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.	<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"/>	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

SLO	Exceeds expectations		Meets expectations		Does not meet expectations		Current/Total	Scored Students
	5	4	3	2	1	N/A		
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

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

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

Question 1

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

Assessment reflection questions

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

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

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

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

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

- [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 11:00 AM to Noon
on the following Fridays

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

QUESTIONS?

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



Spring 2024 Zoom Drop-in Hours
Always 11:00 AM to Noon
on the following Fridays

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

QUESTIONS?

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

<http://tinyurl.com/nidiagonzalinajeczoom>

