

eLumen Assessment Instructions

Quick Notes

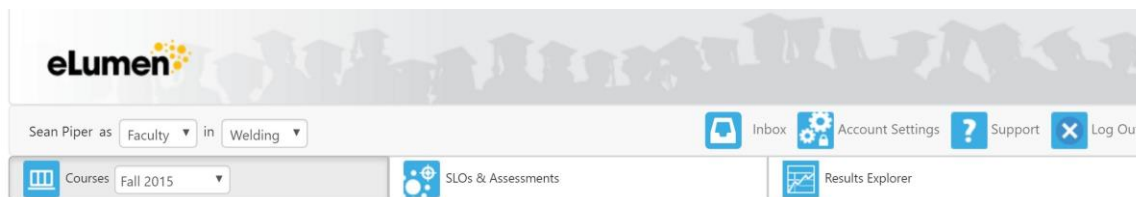
At Glendale College we use a single-sign on method. Username and password are the same as your GCC email credentials. Use either link below to access the eLumen tab and Glendale portal.

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

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

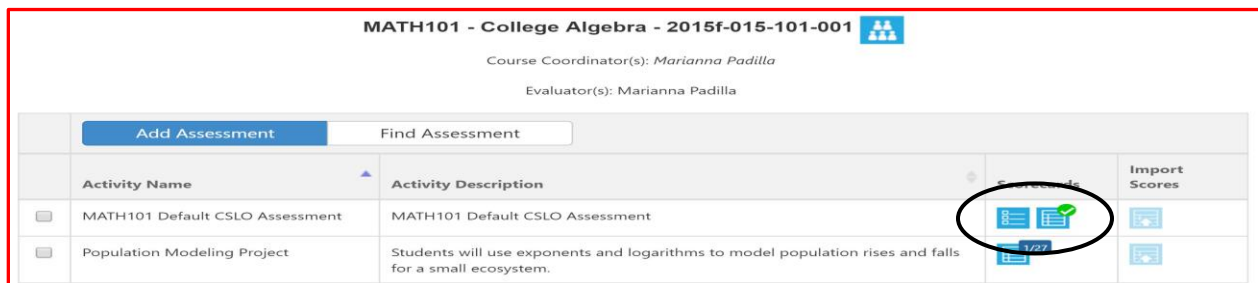
How to Submit Assessment once in eLumen





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



***If you log in and DO NOT see a course listed, your class is not scheduled to be assessed or has not yet been created for assessment.**

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

The screenshot shows the assessment interface for 'MATH101 - College Algebra - 2015f-015-101-001'. The course coordinator is Marianna Padilla. There are two buttons: 'Add Assessment' and 'Find Assessment'. Below is a table with two rows of assessment activities. The first row is 'MATH101 Default CSLO Assessment' with a description 'MATH101 Default CSLO Assessment'. The second row is 'Population Modeling Project' with a description 'Students will use exponents and logarithms to model population rises and falls for a small ecosystem.' To the right of the table is a 'Scorecards' column with a green checkmark and a '1/27' indicator. Below the scorecards are two blue icons: a document with a checkmark and a document with a plus sign. To the right of the table is an 'Import Scores' column with a plus icon.

Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> MATH101 Default CSLO Assessment	MATH101 Default CSLO Assessment	 1/27	
<input type="checkbox"/> Population Modeling Project	Students will use exponents and logarithms to model population rises and falls for a small ecosystem.		

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

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

Scorecard for General Chemistry I: 001

[Download](#)
 Blank Scorecard
 Completed Scorecard
[Switch to Rubric View](#)

Activity: Quiz on stoichiometric method
Description: Given a defined problem, determine the chemical quantities through stoichiometric equations
Type: Course Ending Assessment

		Exceeds expectations			Meets expectations			Does not meet expectations		
SLO		5	4	3	2	1	N/A			
Abdullah, Alta	Solve chemical quantities using stoichiometric methods.	5	4	3	2	1			<input type="checkbox"/> Attach Student Evidence	
Alzez, Amiah	Solve chemical quantities using stoichiometric methods.	5	4	3	2	1			<input type="checkbox"/> Attach Student Evidence	

- Rubric View show each student individually. In this view you will need to click on **SAVE** and **NEXT**, to assess the next student.

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

Assessment Name: MATH101 Default CSLO Assessment
Assessment Description: MATH101 Default CSLO Assessment
Assessment Type: Default Course-Ending Assessment
Scoring: Alsop, Ian

Students	SLO:	Performance Ds:	Exceeds expectations			Meets expectations			Does not meet expectations			N/A
			4	3	2	1	0	0	0			
Alsop, Ian												
Bower, Abigail												
Buckland, John	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"/>	
Cameron, Penelope	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"/>	
Churchill, Una												
Clarkson, Abigail												
Dickens, Harry												
Duncan, Sophie												
Ellison, Heather	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"/>	
Forsyth, Simon												
Glover, Terry												
Hughes, Sophie												
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"/>	
Lee, Emily												

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

Reflection Questions

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

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

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

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

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

Optional

1. In what ways can I support my colleagues and encourage a collaborative culture focused on student learning?
2. Are there any other needs based off your assessment that could help improve student learning? A few examples are:
 - equipment,
 - updated technology,
 - updated facilities,
 - increased number of services for students.