

Instructions for Faculty:

How to Input SLO Scores into eLumen

Courses are available in eLumen after Census has passed (2-3 weeks into the semester), and SLO scores can be inputted at any time after this point.

For SAOs, follow the same instructions.

Logging in to eLumen for the First Time

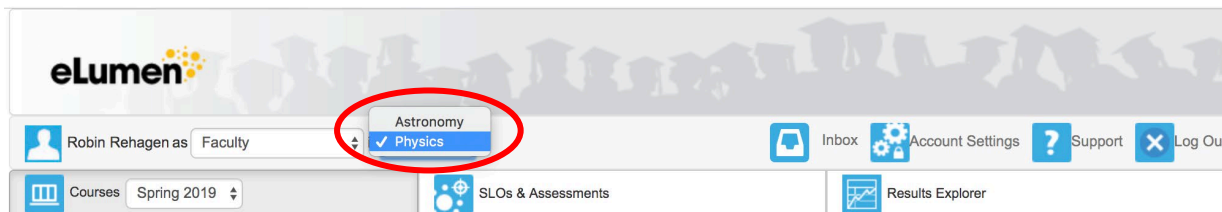
If you have never logged in to eLumen before, you will need to set up a username and password. Go to the eLumen Website: <https://laspositas.elumenapp.com/elumen/>

Login instructions:

- If you are logging into eLumen for the first time, click Forgot Password.
- Enter your username, which is the first letter of your first name, followed by your last name (example: gWASHINGTON).
- Enter your college email address
- Click Request.
- Check your college email account, and follow the instructions to log in.
- *Note: Google Chrome is the preferred browser for eLumen.*

Locating Course Assessments



If you teach in more than one department, then select the relevant department from the drop-down list (circled in the image below). If you only teach in one department, the correct department will already be listed.









After selecting the correct department, you will see a list showing all courses in that department that you are currently teaching. If you would like to view past courses, then change the semester in the drop-down menu (circled below).

The navigation bar includes the eLumen logo, a user profile dropdown for Robin Rehagen (Faculty), a course dropdown menu with Astronomy and Physics selected, and utility buttons for Inbox, Account Settings, Support, and Log Out. Below this is a secondary bar with a Courses dropdown (Spring 2019 circled in red), SLOs & Assessments, and Results Explorer.

Each course you teach should appear with a list of all the SLO assessments you need to enter data for that semester, as circled below:

PHYS1B - General Physics II - V01  



Course Coordinator(s): <unassigned>
Evaluator(s): JOHN DOE

<input type="button" value="Add Assessment"/> <input type="button" value="Find Assessment"/>		Scorecards	Import Scores
Activity Name	Activity Description		
<input type="checkbox"/> PHYS 1B - Content	PHYS 1B - Content	 0/23	
<input type="checkbox"/> PHYS 1B - Communication	PHYS 1B - Communication	 0/23	
<input type="checkbox"/> PHYS 1B - Experimentation	PHYS 1B - Experimentation	 0/23	







Never click the buttons that say “Add Assessment” or “Find Assessment”. If for some reason you do not see all the relevant assessments visible for your course, contact the SLO coordinator for your department. The number of CSLOs assessed each semester is determined by the department or service area, according to the 3-year plan.

Entering SLO Scores in eLumen

In order to enter SLO scores, click on one of the *left-hand* blue boxes (“scorecards”) located next to the assessments (circled below):

PHYS1B - General Physics II - V01  

Course Coordinator(s): <unassigned>
Evaluator(s): JOHN DOE

<input type="button" value="Add Assessment"/> <input type="button" value="Find Assessment"/>		Scorecards	Import Scores
Activity Name	Activity Description		
<input type="checkbox"/> PHYS 1B - Content	PHYS 1B - Content	 0/23	
<input type="checkbox"/> PHYS 1B - Communication	PHYS 1B - Communication	 0/23	
<input type="checkbox"/> PHYS 1B - Experimentation	PHYS 1B - Experimentation	 0/23	

Clicking on this scorecard will bring up a list of your students, as shown below. Click on a number to the right of each student's name to assign them a SLO score. When you have inputted all SLO scores, click the blue button labeled "Save and Continue to Reflection".

		Mastery	Above Average	Average	Below Average	No Demonstrated Achievement	
SLO		4	3	2	1	0	N/A
Bennett, Elizabeth	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Franklin, Rosalind	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Newton, Isaac	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Noether, Emmy	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Obama, Barack	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Pullman, Philip	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Slytherin, Salazar	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Solo, Han	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Tesia, Nikola	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Tolstoy, Leo	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Wiggin, Ender	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Zemlinsky, Alexander	Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.	4	3	2	1	0	<input type="checkbox"/>
Score total:		1	7	6	1	0	0

Clear all scores from this scorecard

Cancel Save **Save and Continue to Reflection**

This will take you to the **mandatory** reflection questions, shown below:

The screenshot shows a web form titled "LPC default template 2019" with a close button in the top right corner. Below the title, it says "Currently Not answered". The form contains four required text input fields, each with a placeholder text "Please complete this field..". The questions are:

- Name, Section (e.g., V01, 093), Semester (e.g., Fall 2019). (Required)**
- Briefly describe the assignments and/or activities used to prepare students for this topic and then type of assessment (e.g., final exam question(s), essay, project, etc.). (Required)**
- What were the most relevant findings from the assessment results? (Required)**
- How do you plan to use your assessment results for continuous improvement? Include any actions taken so far. (Required)**

At the bottom of the form, there are three buttons: "Save Draft", "Submit and Share", and "Submit and Share Anonymously".

These questions should be filled out with brief responses (a few sentences). They provide a framework to reflect upon student achievement and your own pedagogical techniques and will be used by each department to discuss SLO results in a department meeting and on the annual program review.

Note: Your SLO scores WILL NOT COUNT AS SUBMITTED if you do not complete all four reflection questions!

Example responses to the reflection questions are given below. The SLO used in the example is the “science communication” SLO for an introductory physics course.

Question 1: Name, Section, Semester.

“John Doe, Physics 1B V01-V02, Fall 2019”

Question 2: Briefly describe the assignments and/or activities used to prepare students for this topic and then type of assessment (e.g., final exam question(s), essay, project, etc.).

“The communication SLO was assessed as part of the students’ lab report grade. The communication score was assessed independently on each of three lab reports, and averaged at the end of the semester. Before assigning the first lab reports, I showed examples of scientific papers, had students examine the organizational structure of the papers, and then had them find information within one of the papers. I gave detailed instructions as to what content goes in each section of a scientific paper, how data is displayed visually in different types of plots, and how the tone of scientific papers differs from writing in different disciplines. After their first lab report, I gave detailed written comments on their papers and then devoted 1.5 hours of lab time to teaching students how to effectively edit their own sentences and write concise, scientifically accurate statements.”

Question 3: What were the most relevant findings from the assessment results?

“Very few students show mastery at this SLO. The first lab report in each class tends to have the lowest scores, with improvement throughout the semester as students get used to writing scientifically. However, only a few students make it to the mastery level by the end of class.”

Question 4: How do you plan to use your assessment results for continuous improvement? Include any actions taken so far.

“I will stress that communication between lab partners and editing is essential to creating a well-written final product. Additionally, because many students have trouble identifying which plots to include in their reports, I will take time with each group before they leave lab class to make sure they have really thought about how they plan to display the relevant information.”

After filling out the reflections, click “Submit and Share”.



You have now completed one scorecard. The scorecard icon on eLumen will have a green check mark by it once it is complete. When you have completed all scorecards and their corresponding reflection questions, you are done.

