

eLumen Basic Training

Faculty Resource Guide

Accessing and Navigating PCC's eLumen Platform

Entering and Submitting Scores

Recording Reflections and Feedback

Reviewing Assessment Results

And More!

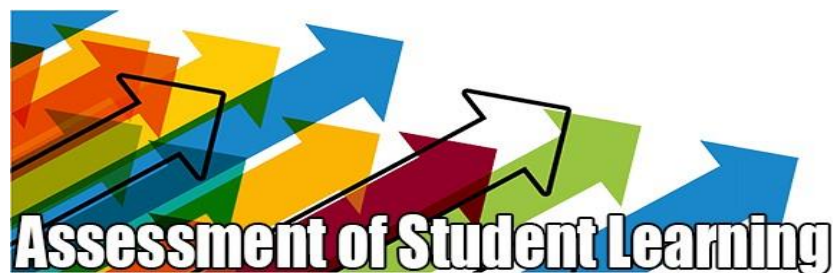


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Module 1: Logging In

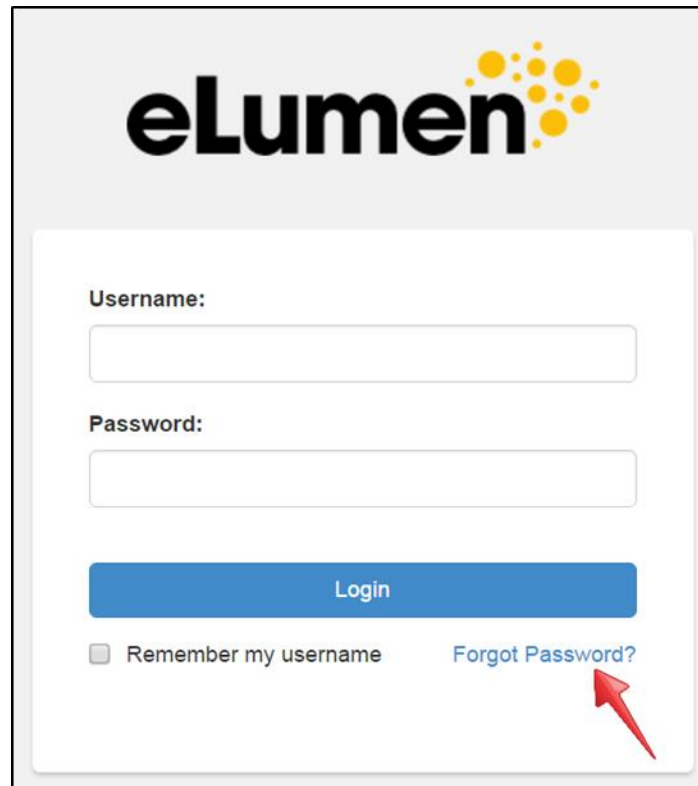
1.1 Access PCC's eLumen Platform

Go to pueblocc.elumenapp.com - this is the stable URL for access to PCC's eLumen platform at any time.

- Enter the URL directly into your browser's address bar
- Do not include "www" or "http://"
- The recommended browsers for the eLumen platform are Mozilla Firefox and Google Chrome - Internet Explorer, Microsoft Edge, Safari, etc. do not work well with eLumen.

1.2 Create Password

Here is what the eLumen login page looks like:

A screenshot of the eLumen login page. At the top, the eLumen logo is displayed in black text with a cluster of yellow dots to its right. Below the logo, there is a white rectangular box containing the login form. Inside this box, the label "Username:" is followed by a text input field. Below that, the label "Password:" is followed by another text input field. A blue rectangular button with the word "Login" in white text is positioned below the password field. At the bottom of the white box, there is a checkbox labeled "Remember my username" and a blue hyperlink labeled "Forgot Password?". A red arrow points to the "Forgot Password?" link.

The first time you log in, click the “Forgot Password?” link at the bottom right of the login screen, then enter the following information:

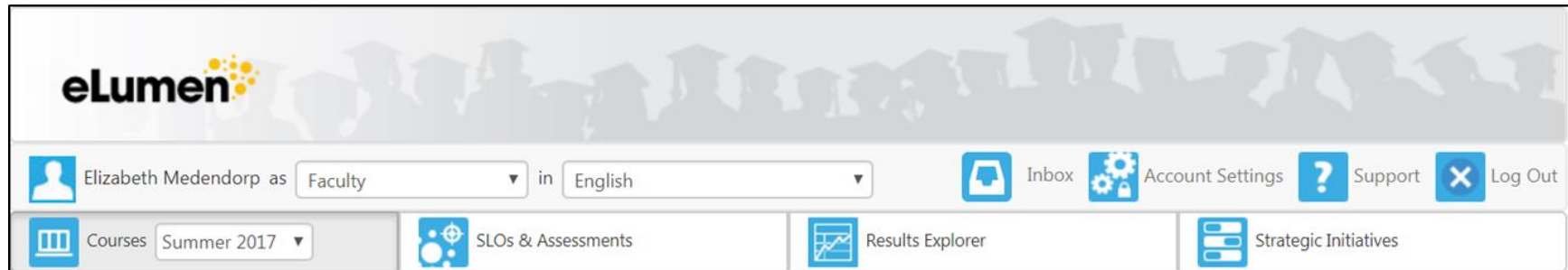
- Username: your S number
- Email: your @pueblocc.edu address
- You will receive a message through your official college email account with a link to reset your password
 - If you need to access your PCC email from a web browser, go to owa.cccs.edu and enter "pcc\" followed by your S number as your username and your usual password.
 - When setting your new eLumen password, note that the system requires at least one special character (e.g. !, &, \$, etc.) for passwords.

You will now be able to log into eLumen using your S number and newly created password. If you forget your password or need to reset it at any time, you can go through the "Forgot Password?" process at any time to do so.

Module 2: Navigation

2.1 Top Menu

Here is what the navigation bar looks like in eLumen:

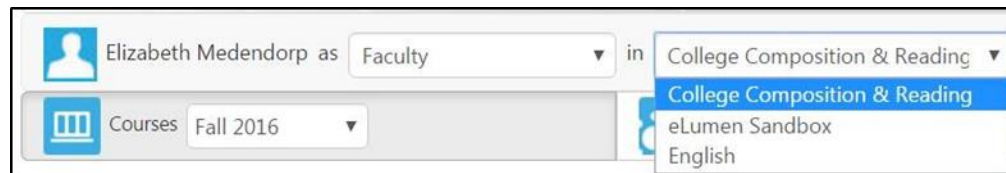


The Top Menu portion of the navigation bar contains the following items:



1. **Role:** If you have been assigned multiple roles in eLumen, you can switch between them using the first drop-down in the top menu. You will primarily be working in the "Faculty" role (see image below).
2. **Organization:** If you teach for more than one program at PCC, you can switch between them using the second dropdown in the top menu. Make sure to have the desired Role and Organization selected before beginning any task (see image below).

Note: Be sure to verify that the desired Role and Organization are selected before beginning any task in eLumen.



3. **Inbox:** If your Department uses eLumen's internal notification options, any messages, reminders, or tasks that you must complete will be available in your Inbox. The number of new messages will be indicated in the small red circle over the Inbox icon.
4. **Account Settings:** You can change basic information such as your password by clicking the "Account Settings" icon.

5. **Support:** The question mark icon will take you to eLumen's Knowledge Base where you can search for support guides.
- The Knowledge Base is a great place to go to find support documentation containing guidance on any of the features related to the Faculty role.
 - Note that the “contact support” feature on this page will message eLumen directly - instead, you should contact eLumenSupport@pueblocc.edu with any questions or requests for assistance.

2.2 Navigation Tabs

Here are the primary Navigation Tabs in eLumen:



1. **Courses:** The basic functions of eLumen that you will be using for institutional assessment can be found in the "Courses" tab - this will be your *"Home Base"* in eLumen. Note that there is a drop-down menu embedded in this tab that will allow you to select the desired term as well.
2. **SLOs & Assessments:** The "SLOs & Assessments" tab contains listings of the course-, program-, and institution-level student learning outcomes and any associated rubrics already loaded into the system - you can ignore these for now!
3. **Results Explorer:** The "Results Explorer" tab contains charts of the scores you have recorded for your own course sections - this tab can largely be ignored until we have collected more scores!
4. **Strategic Initiatives:** We are not yet using the Strategic Initiative tools and features available in this tab - note that this tab may not appear for all users and roles.

2.3 Course Listing


Once you have ensured that the correct (1) Role and (2) Organization have been selected, (3) click on the Courses tab/icon to view to your course listing; (4) use the drop-down menu on this tab to change the selected term if needed.

The "Courses" page is your "home base" in eLumen - return here if you are ever unsure where to go. From this page, you can view a list of your current courses as well as any assessment rubrics that have been sent to them.

In the example below, (5) section 100 of TST101 is listed, and it has been sent (6) the PCC Textual Literacy rubric.

Elizabeth Medendorp as Faculty **1** in eLumen Sandbox **2** | Inbox | Account Settings | Support | Log Out

3 Courses Summer 2018 **4** | SLOs & Assessments | Results Explorer | Strategic Initiatives

5 TST101 - Sandbox for eLumen Training - 100 

Course Coordinator(s): <unassigned>
Evaluator(s): Liz Medendorp







Find Assessment			
Activity Name	Activity Description	Scorecards	Import Scores
Add Activity	PCC Textual Literacy 6		

If you encounter any errors or omissions in the course list, contact eLumenSupport@pueblocc.edu for assistance.

2.4 View Assigned Assessments

From the Courses tab, any assessments that have been assigned to you will be listed below the corresponding course section. Be sure to check for courses in other prefixes by selecting any other “Organizations” for which you teach from the drop-down menu in the top navigation (see Module 2.1).

In the example below, the course section has been sent three assessments to complete, and each assessment is at a different stage of completion.

Find Assessment				
	Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/>	Final Research Paper (Communication)	This assessment uses the PCC Effective Communication Rubric to evaluate students' writing skills upon completion of the course, using the final essay assignment, which is a researched argument, to assess mechanics/organization, purpose/focus, use of genre conventions, and audience-driven stylistic choices.	 	
<input type="checkbox"/>	Final Research Paper	This assessment uses the PCC Textual Literacy Rubric.	 	
Add Activity		PCC Professionalism & Social Consciousness		

The sample activity information and scoring progress for each of the three assessments distributed to this section are outlined below:

1. Final Research Paper (Communication)

- Activity information added with clear Name that includes the assignment and rubric used as well as a specific Description of the relevant assignment requirements
- Assessment **completed** (indicated by green check mark on the Rubric View icon)

2. Final Research Paper

- Activity Name and Description entered, but non-specific regarding the actual assignment or activity assessed - should be revised
- Assessment **in progress** (3/5 students scored, indicated by counter on the Rubric View icon)

3. PCC Professionalism & Social Consciousness

- No Activity specified: click “Add Activity” to enter Name and Description
- Assessment **not started** (activity must be added before scores can be entered)

Module 3: Adding Activity Information

3.1 Add Activity

Before any scores can be entered, information regarding the assessed activity (assignment, project, demonstration, exam, etc.) will need to be recorded. Only after both the Activity Name and the Activity Description have been added to an assessment will the Scorecard icons will appear.

To add this information, click on the “Add Activity” link for the course section and assessment rubric desired.

<input type="text" value="Find Assessment"/>				
	Activity Name	Activity Description	Scorecards	Import Scores
	Add Activity	PCC Textual Literacy		

The “Define Assessment Activity” window will open:

Define Assessment Activity

Title *

Description *

B *I* U \times_2 \times^2 I_x Size

Description

Cancel

Save

3.2 Define Assessment Activity

Here are the pieces of information you will need to provide about the assignment or activity you are using to assess students, along with some guidelines and advice for what kind of information will be most useful to include:

1. Title

Enter a title for the assessed activity. It is recommended that Activity Titles contain the following information:

- The type of activity or assignment administered (e.g. Midterm Exam, Presentation, Final Paper)
- The SLO assessed through the activity (e.g. Quantitative Reasoning, Critical Thinking, Professionalism).

Note: When you Add an Activity to an assessment, it will replace the name of the rubric (e.g. PCC Textual Literacy), so it is recommended that you include not only the name of the assignment but also the rubric you are using to assess it when entering activity Names and Descriptions (both are required).

Examples

- Final Art Portfolio: Professionalism ISLO
- Midterm Exam: Textual Literacy ISLO
- Group Research Paper: Communication ISLO

2. Description

Enter a brief description of the assessed activity. It is recommended that Activity Descriptions contain the following information:




- The task students are asked to complete (e.g. scholarly research, group project, skills demonstration).
- The content covered by the activity (e.g. scientific notation, pediatric patient care, stress management).
- The parameters of the activity and its requirements (e.g. number/type of sources, presentation format).
- The method by which students were assessed (e.g. faculty observation, test question scores, peer assessment).

Example

At the end of CCR094, students compile a Writing Portfolio containing process work completed throughout the semester (e.g. topic proposals, brainstorming worksheets, planning documents such as outlines, peer feedback) as well rough drafts and final essays. Students also compose an introductory letter reflecting on their own writing processes, especially how they have (or have not) changed as writers since the beginning of the course, and what they learned from the process of compiling their portfolios.

3.3 Edit Activity

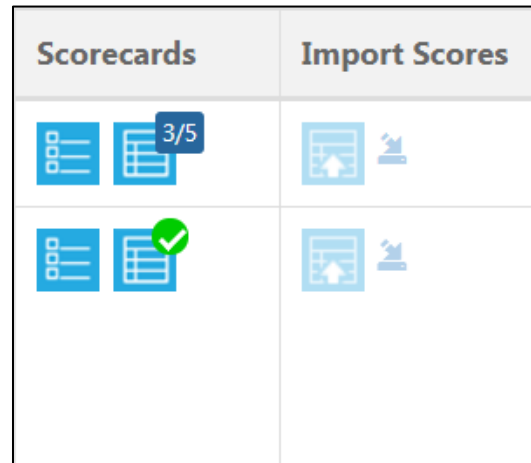
Activity Titles and Descriptions can be updated at any time by first selecting the activity on the Courses page and then clicking the blue “Edit Activity” button that appears at the top of the list of assessments.




<div>Edit Activity</div>				
	Activity Name	Activity Description	Scorecards	Import Scores
<input checked="" type="checkbox"/>	Writing Portfolio: Professionalism ISLO	At the end of CCR094, students compile a Writing Portfolio containing process work completed throughout the semester, such as topic proposals, prewriting/brainstorming worksheets, planning documents such as outlines, peer review feedback, as well as draft and final essays. The portfolio also includes an introductory letter in which students reflect on their own writing processes, especially how they have (or have not) changed as writers since the beginning of the course and what they learned from the process of compiling their portfolios.	  0/5	

Module 4: Entering Scores

4.1 Open Scorecards

Once Activity information (Name and Description) has been saved, a "Scorecards" column will appear. From here, you can track your progress on assessments, open two different views for entering scores, or upload an Excel spreadsheet of your scores (see Module 5.3: Import Scores).



Icon	Details
	Scorecard View: Click the left icon to enter scores for all students on your roster from one view. It is recommended that you only use the Scorecard View after you have sufficiently familiarized yourself with the rubric.
	Rubric View: Click the icon on the right to view the full rubric and enter scores for one student at a time. It is recommended that you use the Rubric View first to gain familiarity with the rubric.
	Track Completion: The Rubric View icon also lets you track your progress on the associated assessment. The counter on the icon indicates the number of students scored out of the total on the roster (e.g. 0/5); when the assessment is complete, the counter changes to a green check mark.

4.2 Enter Scores in Rubric View

The Rubric View opens the complete rubric on its own page for each student:

Scoring: Banner, Bruce

Students

- Banner, Bruce
- Jones, Jessica
- Murdoch, Matt
- Parker, Peter
- Wilson, Wade

Exemplary	Accomplished	Developing	Beginning		
4	3	2	1	N/A	
Performance Ds:					
P&T - Time Management	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class/college or university policies except institutional excuses.	Late to class only once or twice; almost never misses a class; no unexcused absences. Generally takes responsibility for material and work missed; no more than one deadline missed; does not seek exceptions from class/college or university policies except institutional excuses.	Late to class more than once every month and regularly attends class; misses two deadlines; seeks exceptions to class/college or university policies not including institutional excuses.	Late to class more than once/week and does not regularly attend class; demands exceptions to class/college or university policies not including institutional excuses.	<input type="checkbox"/>
P&T - Respect	Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire).	Exhibits behavior that distracts others once or twice during the semester; rarely uses unapproved electronic devices in class; is almost always consistently respectful.	Recurring behavior that distracts others; recurring use of unapproved electronic devices; is not consistently respectful.	Is asked to leave class due to behavior that distracts others; is often extremely disrespectful to peers.	<input type="checkbox"/>

5

1

2

3

4

SLO:

Navigating the Roster

The complete roster appears at the left of the screen, and you can navigate between students using this list.

- 1) The name of the student currently being scored appears above the rubric and is also highlighted in **dark blue** in the roster.
- 2) Students highlighted in **medium blue** are those for whom scores have already been recorded.
- 3) Students who still need to be scored are highlighted in **light blue**.

Recording Scores

To record scores, simply click on the boxes that most accurately describe the student's level of performance for each criterion. When selected, the box will be highlighted. Scores must be entered for all rows of the rubric before you can proceed to the next student.

Note that the **N/A (Not Assessed)** option is available as a last resort and should only be used in specific circumstances:

- The activity/assignment does not offer students the opportunity to demonstrate the skill described. If the opportunity exists but the student offers no evidence of an attempt to demonstrate it, a score of 1 should be assigned.
- The student did not submit the assignment or participate in the activity, or the student dropped/withdrew from the course.

Saving Scores

Once you have entered scores for all rows of the rubric, select “Save and Next” to continue to the next student in the roster.



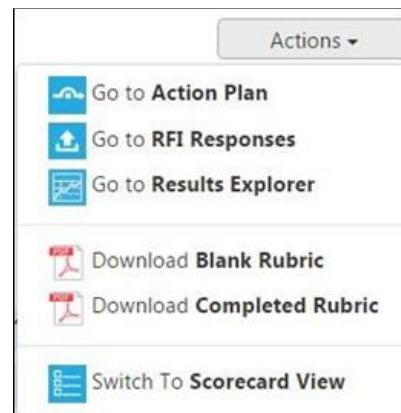
At any time, you can also select “Save and Continue to Reflection” to enter feedback and enter suggestions for future rubric revisions. These comments can be saved at any time in the scoring process and should be submitted once scoring is complete (see Module 4.5: Respond to Reflections).

4.3 Switch Scoring Views

At the top of the page, detailed information about the assessment and associated rubric can be found (1), as well as an “Actions” menu (2) that will allow you to switch between views and select other actions.



The Actions menu includes the following options:



- Most of these options do not currently apply to us, such as Action Plan, RFI Responses, and Results Explorer.
- The **Download Blank Rubric** option (or **Download Blank Scorecard**, if accessing the Actions menu from the Scorecard View) will allow you to save a printable PDF of the Rubric or Scorecard if you prefer to score by hand.
- The **Download Completed Rubric** option (or **Download Completed Scorecard**, if in Scorecard View) will allow you to save a PDF of saved scores for your own records.
- Once you are familiar with the rubric and feel confident in your ability to assess without the full language listed, you can select **“Switch to Scorecard View”** to enter scores for all students in one view.

4.4 Enter Scores in Scorecard View

The Scorecard View allows you to enter scores for all students on all rubric criteria from one page. Since the descriptions for each level of mastery are omitted, this view is primarily useful once you have become familiar with the specific language of the rubric as well as for quickly entering scores recorded by some method outside of eLumen (if you prefer to keep a separate record of your students' scores, for example).

Scorecard for eLumen Training Sandbox: 100						
Assessment Name:		FA16 Professionalism & Teamwork				
Assessment Description:		This assessment uses the provisional rubric developed for FA16 institutional assessment at Pueblo Community College.				
Assessment Type:		Course-ending review of overall student achievement				
	SLO	Exemplary	Accomplished	Developing		
Banner, Bruce	P&T - Time Management	4	3	2		
	P&T - Respect	4	3	2		
	P&T - Preparedness	4	3	2	1	<input type="checkbox"/>
	P&T - Quality of Work	4	3	2	1	<input type="checkbox"/>
	P&T - Teamwork	4	3	2	1	<input type="checkbox"/>
	P&T - Appearance	4	3	2	1	<input checked="" type="checkbox"/>
Jones, Jessica	P&T - Time Management	4	3	2	1	<input type="checkbox"/>
	P&T - Respect	4	3	2	1	<input type="checkbox"/>
	P&T - Preparedness	4	3	2	1	<input type="checkbox"/>
	P&T - Quality of Work	4	3	2	1	<input type="checkbox"/>
	P&T - Teamwork	4	3	2	1	<input type="checkbox"/>
	P&T - Appearance	4	3	2	1	<input checked="" type="checkbox"/>
Murdoch, Matt	P&T - Time Management	4	3	2	1	<input type="checkbox"/>

Go to Action Plan
Go to RFI Responses
Go to Results Explorer

Download Blank Scorecard
Download Completed Scorecard

Switch To Rubric View

You can save scores and return at any time. Once all scores have been entered, you should select “Save and Continue to Reflection” to enter feedback to inform future revisions and improvements to the rubrics (optional but strongly encouraged - see Module 4.5: Respond to Reflections):



4.5 Respond to Reflections

The Reflection Template linked to all institution-level assessments (ISLO rubrics) is a brief, 3-question survey (see the following page for a preview of the reflection questions).

Recording your reflections on the assessment process during or immediately after conducting the assessment offers many benefits - to the college, to assessment leadership, and to you personally as an instructor:

- The questions are designed to help us gain valuable **faculty feedback** on the institutional assessment process, the eLumen platform, and our common rubrics to inform future improvements.
- Completing this reflection is not mandatory but is strongly encouraged to ensure that faculty perspectives and voices are heard and used to **drive key decisions** about institutional assessment at Pueblo Community College.
- Reflection responses are **anonymous**, but faculty can return to reflections at any time to view their own responses.
- Recording your reflections in eLumen will allow you to **track documentation** that may be highly useful for Performance Planning and Evaluation as well as for Planning Improvements and changes to instruction/curriculum to “close the loop.”
- Reflections can be recorded and **saved at any point** in the scoring process using the “Save Draft” button, so whenever important insights or problematic discoveries arise, you can record them right away.

Once scoring is complete, be sure to “Submit” your reflection responses along with your scores.

Institutional Assessment Reflection (SP17)

Currently Not answered

Please take a few moments to complete this brief reflection after completing this assessment.

What elements of this rubric worked well or do you like?

Please complete this field..

What issues did you encounter with this rubric that we might need to address in future revisions?

Please complete this field..

Any other thoughts, comments, or specific suggestions for how we might improve the rubric to better reflect student learning across disciplines?

Please complete this field..

Save Draft

Submit and Share

Submit and Share Anonymously

Module 5: Additional Features

5.1 Link Additional Assessments

While the minimum expectation is to complete at least one assessment in one section of one course each semester, additional assessments are strongly encouraged and desired to help us more thoroughly understand our students' level of achievement on core learning outcomes in relevant courses. To link an additional assessment rubric to one of your course sections:

1. Ensure that the appropriate Role and Organization are selected and return to the Courses tab (see Module 2).
2. Under the desired course and section, click the “Find Assessment” button.

TST101 - Sandbox for eLumen Training - 100 

Course Coordinator(s): <unassigned>
Evaluator(s): Liz Medendorp

Find Assessment

Note: By default, only institution-level rubrics for ISLO assessments will appear in the list. To link program-level or course-level rubrics to your course sections, you will need to open the “Show Filters” menu at the top of the assessment listing and select the C/PSLOs linked to the desired rubric(s).

Contact eLumenSupport@pueblocc.edu for further assistance.

3. Select the rubric you wish to add to your course to be assessed and click the blue “Add to Section” button that appears. Note that if you teach multiple sections of the same course, you can also link the rubric to all of them with the "Add to All My Sections of this Course" button.

<div>Add to Section Add to All My Sections of this Course</div>			
<input type="checkbox"/>	Assessment Name ▾	Assessment Description ▾	Type ▾
<input checked="" type="checkbox"/>	PCC Quantitative Reasoning	This assessment adapts the CDHE Quantitative Literacy rubric to better align with Pueblo Community College newly approved ISLOs - it was successfully implemented in Spring 2017.	Course-ending review of overall student achievement

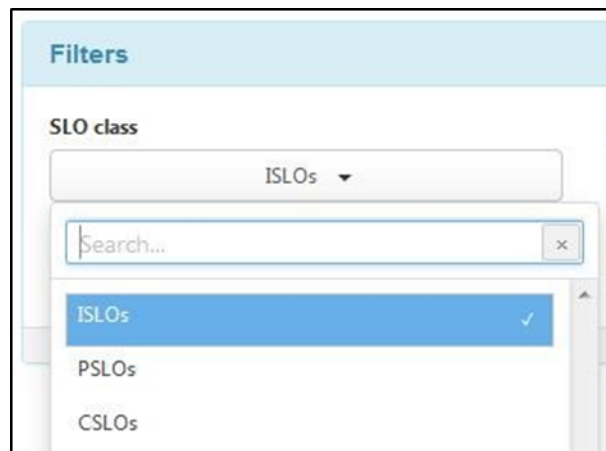
4. The selected ISLO assessment will now appear in the Courses tab and can be completed according to the same steps outlined in Module 4.

Note: Any assessments that you link to your own courses by following these steps can also be removed from the Courses tab by selecting the assessment and clicking the “Remove” button that appears above it.

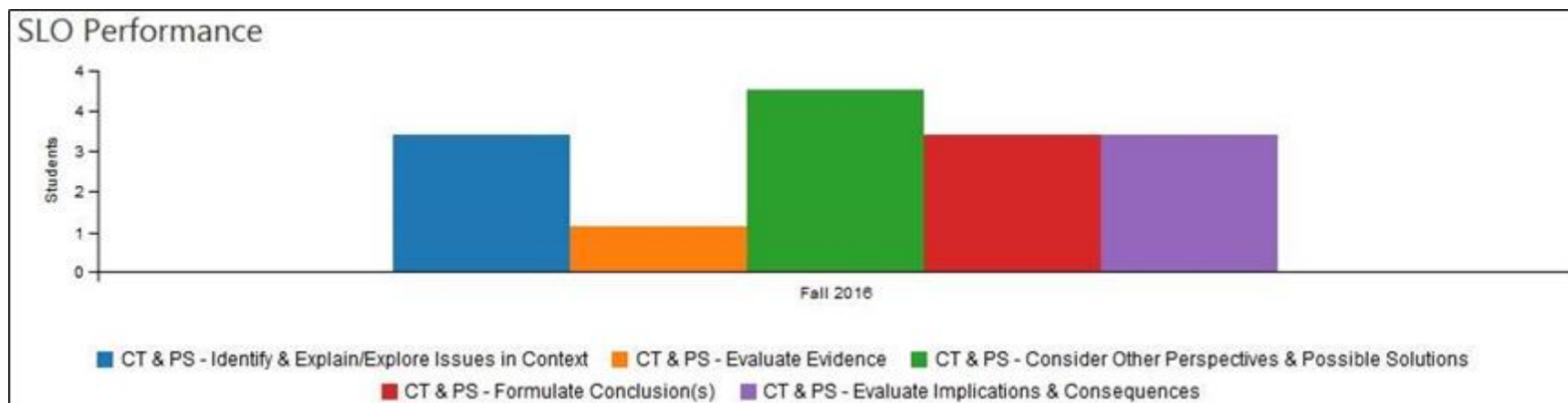
5.2 View Results

All assessment data in eLumen is confidential. Assessment scores are completely anonymous, and users with higher permissions (Department Chairs and Coordinators, Administrators, Data Steward) are unable to identify any data with individual faculty or students. eLumen maintains these strict confidentiality requirements because the goal is to improve **student learning**, not to evaluate faculty performance. In your Faculty role, you can view results for **your classes only**.

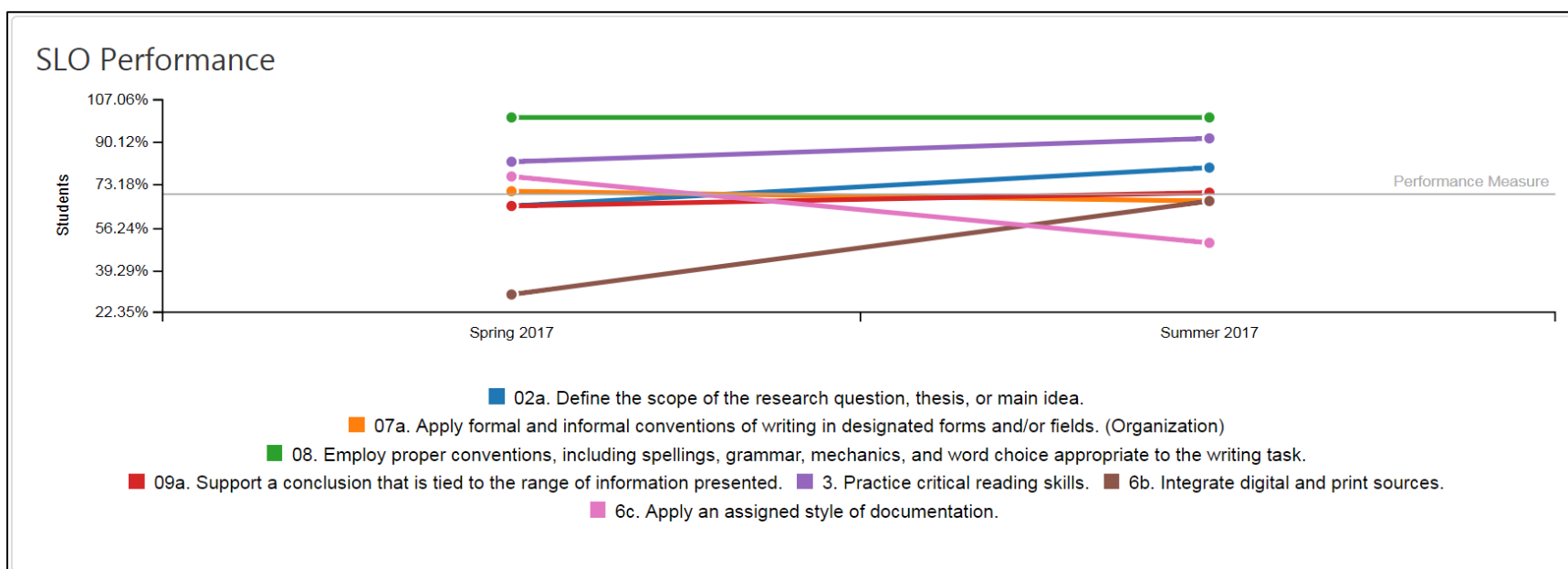
1. Select the desired department/program from the “Organization” drop-down (see section 2.1)
2. Open the “Results Explorer” tab
3. In the “Filters” box, desired assessment level (“SLO class” menu) and assessment rubric from the list



4. Explore the different options for viewing results: **Chart View** (hover over graphic for numerical data) or **Table View**. The Chart View will generate graphic visualizations of student performance data for you, as in the example below:



After several semesters of data have been collected on the same assessment, the Results Explorer will also chart trends in student performance over time, as in the example below:



5. Use the Results Explorer to identify low-performance outcomes that may inform future changes to instruction and attempts to “close the assessment loop.” For example, noting the low scores on Evaluating Evidence in the example above might lead to the development of new activities targeting this skill for use in future semesters.

5.3 Import Scores

eLumen supports faculty in uploading scores for an assessment that was planned, found, or created for a section that uses either the Rubric or Scorecard scoring methods.

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 Criterion 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 any extra columns. The spreadsheet may have 1 or more header rows. The scores must be in the first spreadsheet in the Excel workbook. All students must have all SLO scores. The Import Scores feature supports N/A scores input as NA, N/A, na, n/a, -1, or blanks.

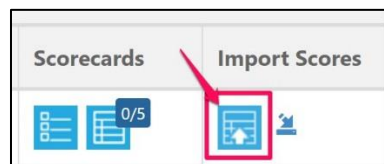
Tip: To obtain a list of all student names and IDs in a section, select the Roster icon on the Courses screen and copy all entries in the Roster table. Paste this table into an Excel spreadsheet.

Here is an example of a spreadsheet template:

A	B	C	D	E	F
Name	ID	SLO1	SLO2	SLO3	SLO4
Alsop, Ian	2267210	NA		n/a	-1
Bower, Abigail	2267226	2	1	1	2
Buckland, John	2267250	2	0	2	1
Cameron, Penelope	2267370	1	0	1	0
Churchill, Una	2267266	0	1	1	1
Clarkson, Abigail	2267338	1	0	2	1
Dickens, Harry	2267322	2	0	1	1
Duncan, Sophie	2267306	1	1	1	0

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.



Select **Choose File** and then select 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 Criterion, 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

B

Align selected column

Criteria:

Interpret

Align selected column

Infer

Align selected column

Analyze

Align selected column

Evaluate

Align selected column

Cancel

Import scores

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 or Scorecard View.