

Rubrics - Assessment Methodologies in eLumen

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What's Covered Today

Learn more about the role of scorecards & rubrics

- < Using Outcomes-Oriented Scorecards
- < Using Activity-Oriented Rubrics
- < How to Create Both

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Quick Review

- SLOs are broad statements about what students will think, know, feel or be able to do as a result of an educational experience.
- SAOs are statements about either what students (or campus folk) will experience, receive, experience or learn as a result what the unit provides as a service.
- SLOs and SAOs are assessed regularly in a three year cycle - and both can reside in eLumen

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Why Outcomes Assessment?

- To improve student learning!
- Provide evidence that learning occurred
- Institutional, program-level, and course-level outcomes are clear both externally and internally – to the public and campus constituents
- Program needs might use outcomes assessment to make informed decisions during the integrated planning and budgeting process

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Some General Terminology...

Course Student Learning Outcome

CSLO

Program Student Learning Outcome

PSLO

Institutional Student Learning Outcome

ISLO

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Some eLumen Terminology

Roles of Faculty *in eLumen*

- Division Coordinator – Your SLO Division Representative on the SLOA Committee
- Program Coordinator – a department coordinator
- Course Coordinator – course lead or course liaison
- Faculty/Evaluator – Faculty is typically the faculty of record for a course section. An evaluator is some assigned to input data for a faculty member with their approval.

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- Orgs – organization (i.e. department or area) may be an instructional or non-instructional entity
- Context/Setting– same as course/section
- Action Plan – a course improvement plan
- Reflection – faculty findings and recommendations or interventions for a course assessment
- Term – a semester

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How do I Log on eLumen?

- To access eLumen, log on to MyGateway.

The screenshot shows a 'Faculty Links' window with the following content:

WebStar Faculty menu
Consolidated Courses
DegreeWorks SSO

FYI: Banner provides the ability to link a web page with a person through the GOAEMAL (E-mail Address) form. There is an e-mail type of 'WEB' which is indicated as a URL. Web pages for faculty and staff can be added to GOAEMAL in Banner (whoever in the department with Banner access can perform this function). This will populate the class schedule.

Fullerton College

- Campus Map
- Centennial
- CollegeBuys Discount Software
- Blackboard
- CurricUNET
- FC Email
- My Groups
- MSDNAA
- Staff Development
- Staff Directory
- Workforce Center SSO
- DegreeWorks SSO
- eLumen SSO (TEST) *(red arrow)*
- eLumen SSO (PROD) *(red arrow)*






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Do I use the Test or Prod Link?

- There are two links: Test and Prod
- The test site is a practice site. You can try out different types of assessment modes here. If you create a rubric and score it, it cannot be deleted. Always try out what you are doing on the test site first.
- Prod is the production site. This will contain your official assessment records that the college will use to aggregate data and provide as evidence for accreditation. **Don't use the production site until you have had some practice on the test site first!**




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Two Icons in eLumen to Differentiate


CHEM103 F - Chemistry in a Changing World - 12284     

Course Coordinator(s): Janice Chadwick, Samuel Foster


Find Assessment
Add Assessment

Name	Description	Scorecards
Example Assessment 103	desc	 
Lab Experiment	4-level rubric weighted with criterion and descriptors along with a reflection template	

Scorecard icon



Rubric icon



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Rubrics in eLumen

Used by:

- Folks on campus that normally use rubrics for assessment
- Folks changing assessment methodologies

In eLumen, these are named Activity-Oriented

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Two Types of Rubrics

- Holistic rubrics
 - Are used for creative work, written or oral work.
 - The work is based on proficiency or overall quality and there is no correct answer.
 - There is a large number of summative assessments involved.

Holistic rubrics are **outcomes-oriented** rubrics in eLumen because they have no criterion and they are not weighted.

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Two Types of Rubrics

2. Analytic rubrics

- Are used for multi-section courses when several faculty are sharing and using the same assessment.
- Identifying very specific strengths and challenges.
- Scoring is quantitative and a number is assigned as a grade for the assessment.

Analytic rubrics are **activity-oriented** rubrics in eLumen because they have criterion and they are weighted.

Activity-oriented rubrics in eLumen

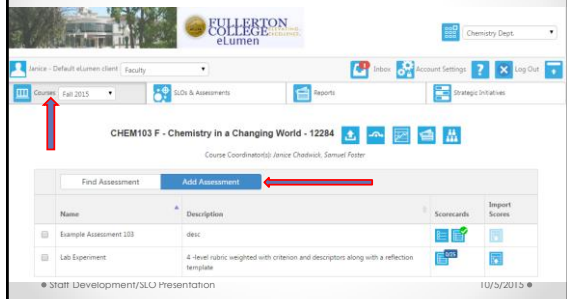
- Multiple criterion and selection of levels
- Elaborate descriptions to define requirements to reach each level on the rubric
- Weight the criterion
- Multiple SLOs
- Multiple rubrics

Lab Write-up in Notebook Rubric Example

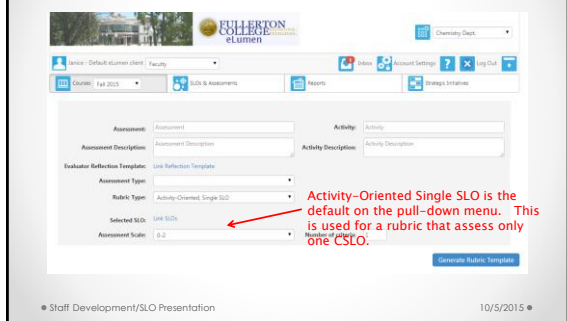
Criterion	Exceeds Expectations =3	Meets Expectations =2	Needs Improvement = 1	Unacceptable = 0
Ability to complete experiment using safe practices	The experiment was conducted with safe practices to completion.	The experiment was conducted with safe practices to completion but some glassware was broken in the process.	The experiment was conducted with safe practices to completion but lab bench was not cleaned up.	The experiment was not conducted with safe practices to completion.
Ability to conduct experiment ethically and responsibly.	The lab experiment was conducted and no dry-lab or copying from others occurred.	Descriptor	Descriptor	The student used data not obtained during class and did not complete write-up on their own.
Ability to complete experiment	The lab experiment was conducted to completion.	The lab experiment was conducted with most trials completed.	The lab experiment was conducted with few trials completed.	The lab experiment was conducted but the student could not complete the experiment.
Ability to organize an essay effectively	The lab write-up is organized according to the instructions.	The lab write-up is largely organized according to the instructions.	The lab write-up's organization needs considerable improvement.	The lab write-up's organization is unacceptable.
Ability to present results in a graphical format	The results are presented clearly in a graphical format.			The results are NOT presented clearly in a graphical format.
Accuracy of results	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Clarity of writing in results and discussion section	Communicates clearly and effectively.	Communicates clearly but not completely effectively.	Communicates somewhat clearly.	Communication lacks clarity and is ineffective.

How to Create a Rubric

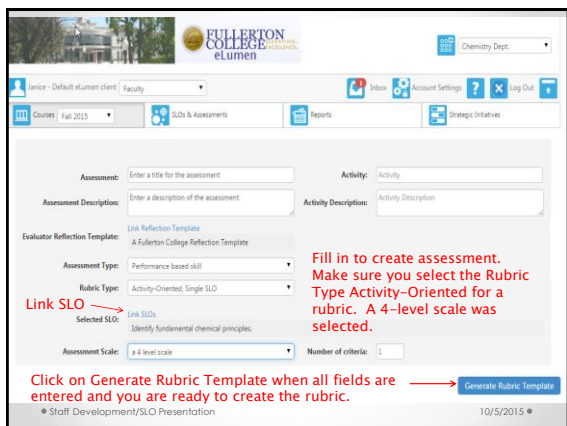
1. Click on Add Assessment in Courses



The Create Assessment Screen for Scorecard Selection



Activity-Oriented Single SLO is the default on the pull-down menu. This is used for a rubric that assess only one CSLO.



Fill in to create assessment. Make sure you select the Rubric Type Activity-Oriented for a rubric. A 4-level scale was selected.

Click on Generate Rubric Template when all fields are entered and you are ready to create the rubric.



Assessment: Activity:

Assessment Description: Activity Description:

Evaluator Reflection Template: [Link Reflection Template](#)
A Fullerton College Reflection Template

Assessment Type:

Rubric Type:

Selected SLO: [Link SLOs](#)
Identify fundamental chemical principles.

		Meets expectations			Does not meet expectations
		4	3	2	1
1.000	Criteria	highly successful	successful	developing, but not successful	unsuccessful

+ add Row

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Once you click on Generate Rubric Template, you can select as many rows as needed by clicking on add Row. Fill in your rubric including the weighting, the criteria, and edit descriptors if appropriate.

Assessment: Activity:

Assessment Description: Activity Description:

Evaluator Reflection Template: [Link Reflection Template](#)
A Fullerton College Reflection Template

Assessment Type:

Rubric Type:

Selected SLO: [Link SLOs](#)
Identify fundamental chemical principles.

		Meets expectations			Does not meet expectations
		4	3	2	1
0.33	What is graded for the first component of the rubric.	highly successful	successful when the student achieves ...	developing, but not successful	Not successful when the student ...
0.33	What is graded for the second component of the rubric.	highly successful	successful when the student achieves ...	developing, but not successful	unsuccessful
0.34	What is graded for the third component of the rubric.	highly successful	successful when the student achieves ...	developing, but not successful	unsuccessful

+ add Row

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Each row was weighted. What is scored is added as criteria. What the student needs to achieve is added as a descriptor.

Two rows were added. This rubric has three parts weighted equally (must add up to 1.00).

How do I get more training?

1. Schedule to assess/collect the data.
2. Assess your class and collect the data.

-Talk with your SLOA Division rep about training or go to a training session

-or bring in your data during a drop-in session and I will help you enter the data (but you need data)

Let me know when you will drop-in or let's make an appointment!

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Assessment: **Activity:**
Assessment Description: **Activity Description:**
Evaluator Reflection Template:
Assessment Type: Performance based skill
Rubric Type: Activity-Oriented, Single SLO
Selected SLO: L4- SLOs
 Identify fundamental chemical principles.

2. You can share with others teaching this course and they can elect to use it if you click on add to Shared Library.

The Shared Library is listed under the SLO & Assessments Tab.

		Meets expectations			Does not meet expectations
		4	3	2	1
0.32	What is graded for the first component of the rubric.	highly successful	successful when the student achieves ...	developing, but not successful	not successful when the student ...
0.33	What is graded for the second component of the rubric.	highly successful	successful when the student achieves ...	developing, but not successful	unsuccessful
0.34	What is graded for the third component of the rubric.	highly successful	successful when the student achieves ...	developing, but not successful	unsuccessful

1. When fields are entered, click on Save for only your personal viewing

Cancel Save Save and add to Library of Shared Assessment

1. To access the Shared Library, click on SLO & Assessments.
 2. Click on Assessment Library

Explanation of Distributions and Cloning is another training presentation. Drop-in and I will show you how!

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In the Shared Assessment Library faculty can:

1. View a Shared Assessment to see if it is appropriate for your section of the course.
2. Clone (i.e. make a copy, change the name and link to a different or same SLO for the course.
3. Distribute – Ship the assessment out to other sections of the course.

Note: What is in the Shared Library are items for only courses you teach in the selected semester. You will not see all course assessments shared in your department and you can only share within a course, not across courses.

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Questions?



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