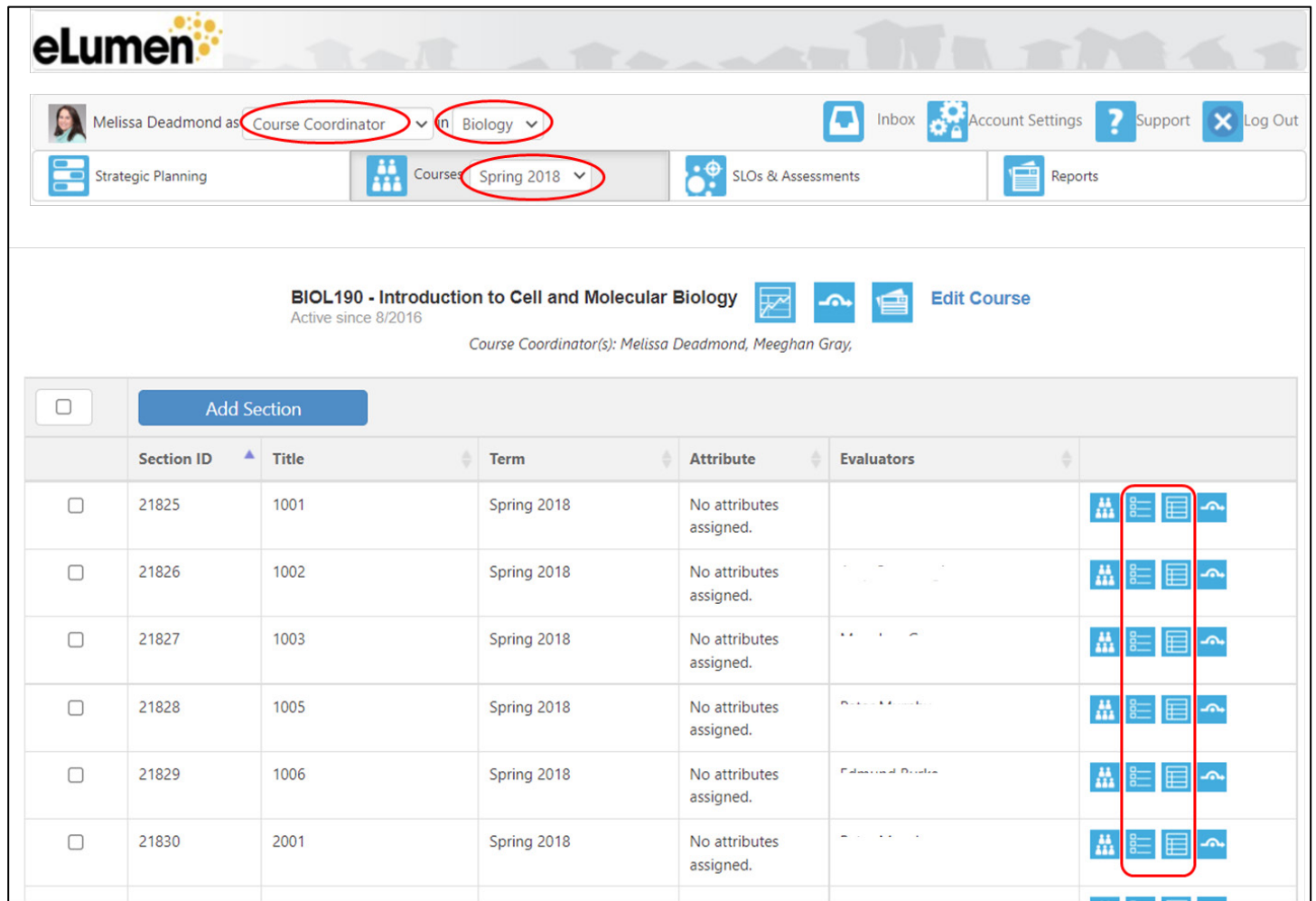


COMPLETING ASSESSMENT SCORECARDS

Completing Assessment Scorecards In The Course Coordinator Role

Assessment scorecards capture student-level assessment data for each course section. They can be completed in either the “Faculty” or “Course Coordinator” roles. The “Course Coordinator” role allows a faculty member to complete assessment scorecards and view data for all sections of any course that they have been assigned to manage. This role is typically given to department chairs or directors, or a lead faculty responsible for a course’s student learning outcomes (SLO) assessment. The follow-up Action Plan, step 2 of the assessment reporting process, describes the assessment methods used, analysis of results, and plans for continuous improvement. Action Plans are addressed in a separate set of instructions.

1. [Login to eLumen](#) with your TMCC username and password. Use Chrome or Firefox as your browser.
2. Select “Course Coordinator” next to your name and the discipline of the course you want to score. Click on the Courses tab and select the semester that your course was (is being) taught.
3. At this point you should see the courses in the selected discipline that are available for scoring and all of the course sections. To score the students in a course section, click on one of the two blue “Scorecards” icons.



The screenshot shows the eLumen interface for a Course Coordinator. The user is logged in as Melissa Deadmond. The role is set to "Course Coordinator" and the discipline is "Biology". The semester is set to "Spring 2018". The course is "BIOL190 - Introduction to Cell and Molecular Biology". The table below shows the course sections available for scoring.

Section ID	Title	Term	Attribute	Evaluators	Actions
21825	1001	Spring 2018	No attributes assigned.		Scorecards, Scorecards, Reports, Refresh
21826	1002	Spring 2018	No attributes assigned.		Scorecards, Scorecards, Reports, Refresh
21827	1003	Spring 2018	No attributes assigned.		Scorecards, Scorecards, Reports, Refresh
21828	1005	Spring 2018	No attributes assigned.		Scorecards, Scorecards, Reports, Refresh
21829	1006	Spring 2018	No attributes assigned.		Scorecards, Scorecards, Reports, Refresh
21830	2001	Spring 2018	No attributes assigned.		Scorecards, Scorecards, Reports, Refresh

4. After clicking on one of the Scorecard icons, click on the area below the Name and Description to open the Scorecard.

Assessments of Introduction to Cell and Molecular Biology: 1001

Select to Scorecard

Name	Description
BIOL 190: Introduction to Cell and Molecular Biology	BIOL 190: Introduction to Cell and Molecular Biology

Close

The left-most Scorecard icon connects you to the "Scorecard view." Here you will see your students and the scoring scale. There will be no definitions or descriptors for each of the scale categories. If you have already assessed your students according to the scale category descriptors outside of eLumen, this view will be the quicker one to use.

BIOL 190: Introduction to Cell and Molecular Biology (Scorecard View)

SLO	Exemplary	Proficient	Marginal	Unacceptable	N/A
1. Students will describe the processes of cellular transport, signaling, metabolism, photosynthesis, cell division (mitosis and meiosis), heredity, gene expression and gene regulation and explain their significance to the functioning of biological systems and the context of evolution.	4	3	2	1	<input type="checkbox"/>
2. Students will explain fundamental concepts associated with atomic structure, chemical bonding, water chemistry, and pH, and apply these concepts to the functioning of biological systems.	4	3	2	1	<input type="checkbox"/>
3. Students will identify the basic structures and describe the functions of biological macromolecules and cellular structures, including eukaryotic organelles and membranes.	4	3	2	1	<input type="checkbox"/>

The right-most Scorecard icon connects you to the "Rubric view". Here you will see you students and the entire scoring rubric that includes the definitions or descriptors for each of the scale categories. If you have not yet assessed your students according to the category descriptors, this view is best.

BIOL190 - Introduction to Cell and Molecular Biology / 2003 Actions ▾

BIOL 190: Introduction to Cell and Molecular Biology (Rubric View)

Students	Exemplary	Proficient	Marginal	Unacceptable	
					4
	SLO:				
	Performance Ds:				
	The student demonstrated mastery.	The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>
	The student demonstrated mastery.	The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>
	The student demonstrated mastery.	The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>

Student Evidence

You can toggle between these two views by selecting the alternate view under "Actions," located on the upper right area of the page. The alternate view will be at the bottom of the drop-down list:

The screenshot shows the eLumen interface for a course coordinator. The user is Melissa Deadmond, Course Coordinator in Biology. The course is BIOL 190: Introduction to Cell and Molecular Biology / 2003. The 'Actions' dropdown menu is open, showing options like 'Go to Action Plan', 'Go to RFI Responses', 'Go to Results Explorer', 'Download Blank Rubric', 'Download Completed Rubric', and 'Switch To Scorecard View'. The 'Switch To Scorecard View' option is highlighted with a red circle.

5. Click on a score for each CSLO to assign it to a student. To complete your scoring, every student must receive a score (or "N/A" if the student was absent or was no longer enrolled in the course) for every CSLO. Every row that contains a scoring button must have one button selected for your scoring to be complete. If you leave anything blank, eLumen will think you took a break and are coming back to finish the scoring later!

The screenshot shows the 'Scorecard View' for the course. The table below displays the scores for three SLOs across five performance levels: Exemplary, Proficient, Marginal, Unacceptable, and N/A. The scores are: Exemplary (4), Proficient (3), Marginal (2), Unacceptable (1), and N/A. The '3' scores for the first two SLOs and the '4' score for the third SLO are highlighted with red boxes.

	Exemplary	Proficient	Marginal	Unacceptable	N/A
SLO	4	3	2	1	N/A
1. Students will describe the processes of cellular transport, signaling, metabolism, photosynthesis, cell division (mitosis and meiosis), heredity, gene expression and gene regulation and explain their significance to the functioning of biological systems and the context of evolution.	4	3	2	1	<input type="checkbox"/>
2. Students will explain fundamental concepts associated with atomic structure, chemical bonding, water chemistry, and pH, and apply these concepts to the functioning of biological systems.	4	3	2	1	<input type="checkbox"/>
3. Students will identify the basic structures and describe the functions of biological macromolecules and cellular structures, including eukaryotic organelles and membranes.	4	3	2	1	<input type="checkbox"/>



BIOL 190: Introduction to Cell and Molecular Biology (Rubric View)

Students

- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]
- [Redacted Student Name]

SLO:

1. Students will describe the processes of cellular transport, signaling, metabolism, photosynthesis, cell division, (mitosis and meiosis), heredity, gene expression and gene regulation and explain their significance to the functioning of biological systems and the context of evolution.

2. Students will explain fundamental concepts associated with atomic structure, chemical bonding, water chemistry, and pH, and apply these concepts to the functioning of biological systems.

3. Students will identify the basic structures and describe the functions of biological macromolecules and cellular structures, including eukaryotic organelles and membranes.

	Exemplary	Proficient	Marginal	Unacceptable	
	4	3	2	1	N/A
Performance Ds:					
The student demonstrated mastery.		The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>
The student demonstrated mastery.		The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>
The student demonstrated mastery.	The student demonstrated mastery.	The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>

Student Evidence

NOTE: If you want to score your students by uploading their scores on a spreadsheet (so you don't have to enter student scores individually), here is a [video](#) to assist you.

6. If you would like to upload examples of student work (approximately 3-4 per section) as artifacts of assessment, you can do so by clicking on the "Student Evidence" folder in either the Scorecard or Rubric View.

BIOL190 - Introduction to Cell and Molecular Biology / 2003

BIOL 190: Introduction to Cell and Molecular Biology (Scorecard View)

SLO	Exemplary	Proficient	Marginal	Unacceptable	
	4	3	2	1	N/A
1. Students will describe the processes of cellular transport, signaling, metabolism, photosynthesis, cell division (mitosis and meiosis), heredity, gene expression and gene regulation and explain their significance to the functioning of biological systems and the context of evolution.	4	3	2	1	<input type="checkbox"/>
2. Students will explain fundamental concepts associated with atomic structure, chemical bonding, water chemistry, and pH, and apply these concepts to the functioning of biological systems.	4	3	2	1	<input type="checkbox"/>
3. Students will identify the basic structures and describe the functions of biological macromolecules and cellular structures, including eukaryotic organelles and membranes.	4	3	2	1	<input type="checkbox"/>

BIOL190 - Introduction to Cell and Molecular Biology / 2003

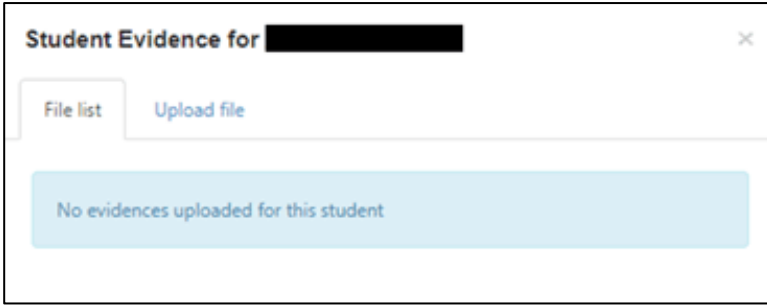
BIOL 190: Introduction to Cell and Molecular Biology (Rubric View)

Students

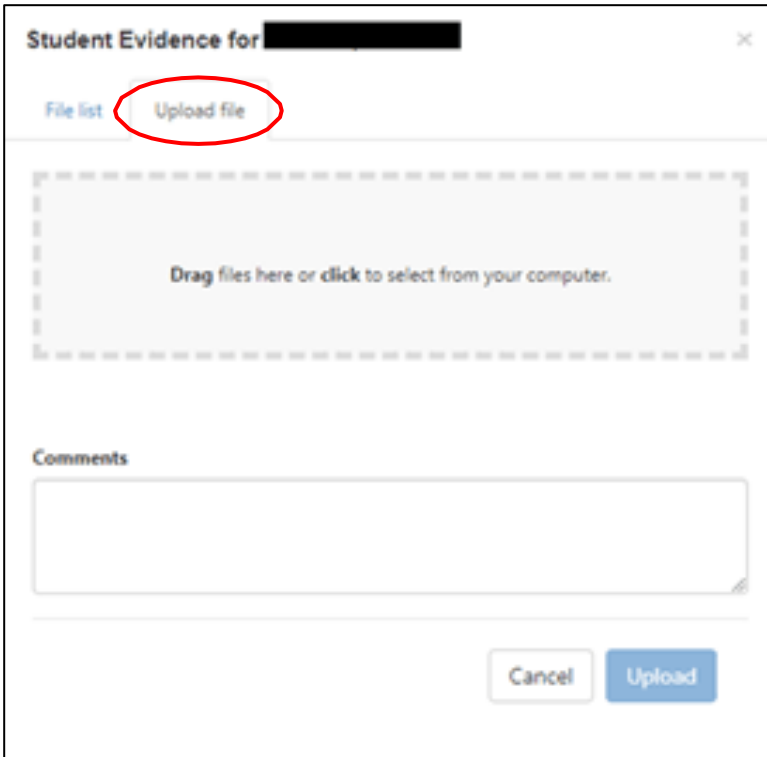
	Exemplary	Proficient	Marginal	Unacceptable	
	4	3	2	1	N/A
SLO:	Performance Ds:				
1. Students will describe the processes of cellular transport, signaling, metabolism, photosynthesis, cell division (mitosis and meiosis), heredity, gene expression and gene regulation and explain their significance to the functioning of biological systems and the context of evolution.	The student demonstrated mastery.	The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>
2. Students will explain fundamental concepts associated with atomic structure, chemical bonding, water chemistry, and pH, and apply these concepts to the functioning of biological systems.	The student demonstrated mastery.	The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>
3. Students will identify the basic structures and describe the functions of biological macromolecules and cellular structures, including eukaryotic organelles and membranes.	The student demonstrated mastery.	The student has demonstrated proficiency but has not achieved mastery.	The student is making progress toward but has not yet achieved mastery.	The student has not demonstrated any mastery.	<input type="checkbox"/>

Student Evidence

You will first see this prompt. Click on the Upload file tab.

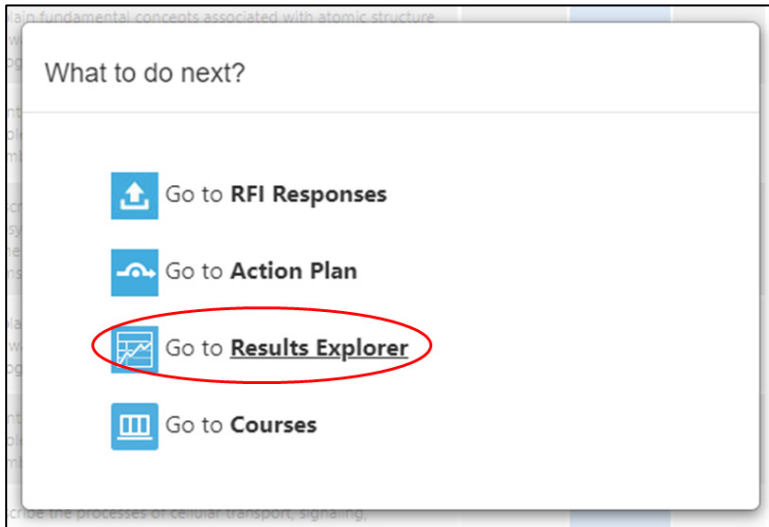


You can either drag and drop your file or use your computer file directory to attach your .pdf, .jpg, .docx, .xlsx, or .pptx file. To upload more than one file per student, click on the file folder for that student again and upload another file. You can also make comments about what you are uploading. When you have, click "Upload" and you are done! You should now see the folder highlighted in blue next to the student's name in the scorecard.



NOTE: You can upload more than one file per student. Just click on the file folder for that student again and upload another file!

7. Once you have completed your scorecard click on "Save". Make sure all the students have a score or N/A for each CSLO even if you did not assess that student learning outcome. Mark N/A if a student was not assessed or is no longer attending the class.
8. You can go to the Results Explorer to see the percentage of students who achieved it.



9. You can go back to the Courses page to verify that your scorecard is complete. You will see a green checkmark in the Scorecards section if you successfully completed your assessment scorecard. If you do not see a green check mark you will need to click on the scorecard to review and verify that all the students enrolled in the course has been scored.

If you have questions or need assistance, please contact the Assessment and Planning Office:

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