 

**Core Planning Team**

**Agenda**

**Facilitator:** Lauren Sosenko **Recorder:** Lauren Sosenko

**Date:** April 26, 2023

**Time:** 1pm-2pm

**Location:** Zoom

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| **Vision:**  Compton College will be the leading institution of student learning and success in higher education. |
| **Mission Statement:**  Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment. |

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| \_\_ Richette Bell  X Sheri Berger  X Rebekah Blonshine  X Carol DeLilly  X George Diaz  \_\_ Roza Ekimyan  X Paul Flor  \_\_ Amber Gillis  \_\_ Katherine Marsh  X Hoa Pham | \_\_ Gayathri Manikandan  X Airek Mathews  \_\_ Jose Martinez  X Hawk McFadzen  \_\_ Jesse Mills  X Minodora Moldoveanu  X Abiodun Osanyinpeju  \_\_ Miguel Ornelas  X Linda Owens Jackson  \_\_ Jasmine Phillips | \_\_ Kendahl Radcliffe  \_\_ Don Roach  \_\_ Stephanie Schlatter  X Lauren Sosenko  \_\_ Juan Tavarez  \_\_ Shirley Thomas  \_\_ Lynell Wiggins  \_\_ Lynda Wilkerson  \_\_ Valerie Woodward  X Abdirashid Yahye |
| * Review College Goals   + A- Continue partnering with Achieving The Dream   + B- remove the “evaluate” wording for distance education as it singles out one program   + C- keep this goal as is   + D- keep this goal as is   + E- keep this goal as is   + F- remove “evaluate” language for Guided Pathways. Add “Strengthen. Change wording to define what aspect of GP is to be strengthened.   + G- Keep this goal as is   + H- Keep this as is   + I- remove “Cooperative”   + J- keep this goal as is   + Objectives:     1. does “accessibility” specifically focus on tech or also facilities?     2. Keep DE     3. Climate Survey: NACCC will be going out to non-instructional faculty   + 2- Keep as is   + 3- Keep as is   + 4- Add “Visual” to Performing Arts Complex; housing plan has been finalized, so “begin demolition/construction Fall 2023”; How to establish a transparent cleaning schedule that is not to be used against employees, send it over to facilities committee to come up with recommendations   + 5- remove “opt-out scheduling;” add “Establish an HSI Grant”;   + 6- Keep as is   + 7- Keep as is   + 8- move letter “A” up to number 7, specifying that this is a FCMAT activity; delete the rest of 8 * What are we missing?   + Expand Open Educational Resources, Zero Textbook Cost   + Culture of Cleanliness and compliance (facilities)   Committee agrees to send this plan to Consultative Council | | |
| **Next Meeting: May 24, 2023** | | |

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**Core Planning Team**

**NOTES**

**Facilitator:** Lauren Sosenko **Recorder:** Lauren Sosenko

**Date:** October 26, 2022

**Time:** 1pm-2pm

**Location:** Zoom

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| **Vision:**  Compton College will be the leading institution of student learning and success in higher education. |
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| **AGENDA:**   * Review Notes from September 2022 * Review of the Equity Plan 2022-2025- Reviewed limited highlights about target groups and Action Steps. The Equity Plan was reviewed and approved by the Board in November 2022. https://go.boarddocs.com/ca/compton/Board.nsf/files/CLAV3S7ED0B3/$file/11.18.22\_Compton\_College\_2022-2025\_SEAP.pdf * Adult Strategic Enrollment Management Plan- Gave presentation   + Provide campuswide events to connect students to resources in the Little Theater, model after the new nursing student orientation (Carol DeLilly)   + Spring survey will provide critical information for scheduling. We need to know what programs to schedule and when. Offer short programs of study that can lead to employment (Rashid Yahye)   + Adult SEM was reviewed and approved by the board in December 2022: https://go.boarddocs.com/ca/compton/Board.nsf/files/CLV4GA7ED87D/$file/Adult\_Learner\_SEM\_Plan\_112822.pdf * Accreditation Happy Hour – November 10, 2022, 2:30-4pm   + Everyone is invited. Music, cupcakes, and games. * Annual Plan Update   + Trainings are available on 10/29, 11/2, and 11/7. See Lauren’s email to authors * eLumen Update   + Data issues and Lauren is working on them with eLumen. Hope to have new reports out in a month   + Extending timeline for fall 2022 assessment to spring 2022.   + Faculty can now define their assessment timeline. New because we are now doing one course at a time.   Resources:   * Environmental Scan Draft: [2022 Environmental Scan Report Compton College\_10042022.docx](https://comptoncollege-my.sharepoint.com/:w:/g/personal/tmurata_compton_edu/EduJVa5n_LBIg8XUcmmIhJQBrFFEEkVxf1cBUQMTUV6JHA?e=GYjnL2) * Presentation from Tai Murata: [Housing Demographics Presentation Compton College May 2022.pptx](https://comptoncollege-my.sharepoint.com/:p:/g/personal/tmurata_compton_edu/EXdefyCcWetNkTxUBwB-FwgB-WuDmIwxctCnemdoeWs5AA?e=HPRY1i) * Notes about environmental scan teams: <https://comptoncollege-my.sharepoint.com/:w:/g/personal/lsosenko_compton_edu/EQGUwswVgUZKso4WX8ZTdXkBvcbon-LPr33nz1JJASzJWw?e=DmvDnR> * Finalized 2022-2023 College Goals: [2022-2023 Compton College Goals](https://www.compton.edu/facultystaff/Documents/College-Goals_2022-2023.pdf) | | |
| **Next Meeting: January 25, 2022 1pm** | | |

## **QFE Draft**

### Introduction

The Quality Focus Essay (QFE) provides Compton College with an opportunity to identify and advance a project intended to improve student learning and achievement. Through the ISER writing process, the Accreditation Steering Committee (ASC) considered topics related to areas that the college seemed to have more opportunities to improve that would enhance student learning and achievement. Although outcomes assessment has been an area of focus of a long time, the ASC considered it as the implementation has been inconsistent, and several delays have hindered the well-intentioned assessment efforts of faculty and staff.

Once ASC identified outcomes assessment, the leadership team shared the idea with the campus as the fall 2022 mandatory Professional Development Day. Kevin Bontenbal of the ACCJC, joined Compton College accreditation leadership, including Lauren Sosenko, the Accreditation Liaison Officer (ALO); Sheri Berger, the Vice President of Academic Affairs; and, Amber Gillis, the Accreditation Faculty Coordinator, for a presentation on the fall 2022 professional development day. This presentation, entitled Y*ou and the Quality Focused Essay (QFE)*, described the QFE purpose and proposed topic of assessment with all campus administrators, faculty, and staff. This presentation outlined the importance of both student learning outcomes and service area outcomes related to improving student learning and achievement. During the presentation, 145 faculty, staff, and administrators described their level of knowledge and understanding of assessment:

60% reported that they participated in the assessment of outcomes before, while 40% said they have not done so;

9% said they were extremely knowledgeable, 40% said they were knowledgeable; and 38% said they were somewhat knowledgeable of measuring outcomes, while 13% said they were not knowledgeable at all;

43% said they were knowledgeable about how to access data about outcomes, while 57% said they did not know; and,

8% said they were extremely knowledgeable, 32% said they were knowledgeable; and 34% said they were somewhat knowledgeable of what to do with outcome data, while 25% said they were not knowledgeable at all.

While the college has established processes and institutional knowledge around assessment, there is room for improvement in this area, especially with the adoption of a new student learning outcome platform (i.e., eLumen) and re-engagement efforts around service area outcomes across the campus.

The ASC and the Assessment Committee established these QFE goals:

Improve the student experience (e.g., entry, progress, and completion phases of Completion by Design) inside and outside of the classroom by using outcomes assessment.

Drive more systematic program improvement by assessing and reflecting on outcomes.

Create stronger links among outcomes, recommendations, and resource allocation.

This QFE will provide the background of the outcomes assessment work, describe the work-to-date, and provide next steps for this work across the campus.

### Background

Through becoming an independent college, Compton College established a rigorous schedule of student learning outcome assessment and sample data collection using a platform called Nuventive. From 20XX-2020, the College worked to implement the schedule and use the data to identify gaps in student performance, as well as allocate resources to mitigate those gaps. The Board of Trustees has tracked the work on outcomes assessment and what steps the College is taking to support the academic success of subpopulations of students that may be struggling. Faculty leadership for outcomes assessment also has been hindered by turnover, with three Faculty Student Learning Outcome Coordinators over the last three years.

In fall 2020, College leadership initiated a change in the assessment culture necessary to enhance the usefulness of the data for improvement. The College has undertaken this change of culture in three ways: 1) establishing an assessment committee with regular professional development, 2) changing the data collection platform to eLumen from Nuventive to disaggregate data, and 3) re-establishing an annual SAO assessment schedule.

*Assessment Committee with Regular Professional Development*

The College has engaged an SLO Faculty Coordinator and SLO Faculty Facilitators for each Guided Pathway Division. In spring 2021, this team launched the new eLumen platform and established themselves as a sub-committee to the Institutional Effectiveness Committee to integrate into the College Collaborative Governance structure.

The Outcomes Committee hosted the first college-wide Academic Assessment Summit in October 2021. During this summit, faculty leaders presented on effective SLO data use for improvement. In addition, participants discussed their own experiences using student learning outcome data for improvement and ways to improve assessment in the future. The Committee is hosting another summit in March 2023 that will focus on ILO assessment, the SLO/PLO assessment process and schedule, and suggestions for strengthening the outcomes assessment process.

The Outcomes Committee hosted multiple eLumen trainings throughout 2021 and 2022 to support data entry into the new system. In spring 2023, the Committee will host additional training about SLO and PLO assessment and navigating eLumen. The Committee members also will participate in eLumen training to know how to effectively run reports and make updates.

*Changing to eLumen*

The College implemented the assessment portion of eLumen in spring 2021. The change to eLumen allows the college to disaggregate data by ethnicity, gender, and modality (e.g., online or in-person), but requires census data collection (i.e., outcome data collected for all students in all classes) rather than a select sample that the College did in the past. The Outcomes Committee has trained faculty to collect census data instead of sample data and considered how to implement an equity lens with student learning outcome assessment.

The transition from eLumen to Nuventive was difficult and resulted in limited access to historical assessment results. This has produced gaps in assessment that will be addressed in spring 2023. Further, the transition to eLumen highlighted ways that student learning outcomes could be strengthened, such as reviewing SLO statements for accuracy with approved outcomes on the course outline of record (COR), improving SLO to PLO and SLO to ILO alignment, and re-establishing a robust assessment schedule, which are described in the next steps below.

The College assigned an Instructional Specialist to manage the eLumen content. While this staff member, is currently updating current alignments between SLOs to PLOs and SLOs to ILOs, the Instructional Specialist also will monitor new curriculum updates to ensure that eLumen student learning outcome statements are updated, reports are run and provided to faculty. Training about the intricacies of the eLumen platform for the Instructional Specialist will be paramount in next steps to ensure seamless information is available to faculty in eLumen.

Faculty have been tasked with collecting SLO data for all students in all classes each term. This more robust data collection is strengthening the validity and reliability of the findings of future data analysis. To date, faculty participation in this data collection ranges from 39%-98%. Faculty participation is either very high (e.g., BIST), or with marked improvement over the three terms (e.g., HEPS, FACH, STEM, and SSCI). The faculty participation rates are presented in the table below by term and Guided Pathway Division (by section with at least 20% submission reported from fall 2021-spring 2022):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Spring 2021** | | **Fall 2021** | | **Spring 2022** | |
|  | **Total sections** | **Sections reporting** | **Total sections** | **Sections reporting** | **Total sections** | **Sections reporting** |
| BIST | 62 | 58 (94%) | 49 | 48 (98%) | 54 | 50 (93%) |
| FACH | 125 | 90 (72%) | 105 | 88 (84%) | 122 | 100 (82%) |
| HEPS | 107 | 42 (39%) | 95 | 46 (48%) | 98 | 80 (81%) |
| STEM | 105 | 87 (83%) | 107 | 94 (88%) | 116 | 98 (84%) |
| SSCI | 105 | 80 (76%) | 102 | 75 (74%) | 92 | 80 (87%) |

Each division was going to do a Fall 2022 SLO Assessment for the courses listed below. When the SLO team tried to generate an SLO report by gender, ethnicity, or mode of instruction, the report had data issues. Dr. Sosenko is working to resolve issues with eLumen to solve the problems. Due to these issues, the SLO team moved the SLO assessments to March 30, 2023.

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| SLO Assessment | | | | | |
|  | BIST | FACH | HEPS | SSCI | STEM |
| 1 | ARC121 | AS60 | AJ100 | ANTH101 | ANAT130 |
| 2 | ARC123 | ART101 | AJ103 | CDEV103 | ASTR120 |
| 3 | ACRP101 | COMS100 | CH101 | CDEV104 | BIOL100 |
| 4 | ACRP102 | COMS120 | FTEC101 | EDUC101 | BIOL101 |
| 5 | ATEC101 | DANC101 | FAID101 | EDEV29 | BTEC101 |
| 6 | ATEC111 | DANC103 | HDEV101 | ESTU101 | CHEM102 |
| 7 | BUS101 | ENGLRWA | HDEV110 | HIST101 | GEOG101 |
| 8 | BUS102 | ENGL101 | MEDT101 | LAW104 | GEOL101 |
| 9 | CIS102 | ENGL101S | NURS143 | POLI101 | MATH73 |
| 10 | CIS113 | ESL15 | NURS144 | PSYC101 | MATH110 |
| 11 | COSM101 | ESL16 | NFOO110 | SOCI101 | MATH150 |
| 12 | CSCI101 | HUMA101 | PE102 | WSTU101 | MICR133 |
| 13 | ECON101 | JAPA101 | PE103 |  | PSCI25 |
| 14 | ENGR101 | JOUR101 |  |  | PHYS101 |
| 15 | ETEC110 | LIBR101 |  |  |  |
| 16 | MTT101 | MUSI101 |  |  |  |
| 17 | MTEC170 | PHIL101 |  |  |  |
| 18 | RE111 | SLAN101 |  |  |  |
| 19 | RE113 | SPAN101 |  |  |  |
| 20 | WELD101 | THEA103 |  |  |  |

*Re-establishing an Annual SAO Assessment Schedule*

In summer and fall 2022, the College re-established an annual SAO assessment schedule with non-instructional departments. Departments completed an SAO report if they had established SAOs, or completed the first part of their report defining their SAOs and creating a data collection plan for 2022-2023. Through this engagement, the departments received direction that this assessment will occur annually, and the findings should then be integrated into the program review process. These reports are housed on the Assessment Sharepoint site. Moving forward, the Office of Institutional Effectiveness will build the assessment report into eLumen and train responsible faculty and staff to disaggregate findings.

### Next Steps

The QFE will include three areas of focus to accomplish the established goals: 1) course, program, and institutional student learning outcomes and assessment; 2) service area outcomes; and 3) assessment outcome data use for improvement. The table below outlines the QFE activities, responsible parties, the metric used to assess outcomes of the QFE, and the timeline for completing these activities. These activities will be integrated into the College’s Action Plan for quarterly tracking by the SLO Faculty Coordinator.

***Project 1: Course, Program, and Institutional Student Learning Outcomes and Assessment***

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| **Activity** | **Responsible Party** | **Metric** | **Timeline for Completion** |
| Complete mapping of SLOs, PLOs, and ILOs in eLumen | SLO Coordinator, SLO Facilitators, and Discipline Faculty | Mapping complete. IE runs the ILO report that is provided to the campus for the Marsh 2023 Assessment Summit. | Winter 2023 |
| Complete the outcomes assessment planning calendar for each course and program based on an established template, post to the college website | SLO Coordinator, discipline faculty | Finished calendars for each course and program to give the college a clear idea of when we need to do the SLO reports. | Spring 2023 |
| Update the SLO Handbook: The SLO team recognizes the need to write and/or update an SLO Handbook, with screenshots, on how to run reports for future facilitators and faculty to report to divisions. The handbook would serve as an operational guide to be used by the SLO coordinator and facilitators. Create written instructions and tutorial videos teaching faculty how to use eLumen and CurricUNET to retrieve and update outcome content. The videos also will instruct future facilitators how to do the following:  Enter SLO data  Run an SLO Report  Run an SLO Disaggregated Report  Create, edit, archive, and/or remove SLOs  Upload an SLO assessment report in eLumen. | SLO Coordinator | Updated SLO Handbook | Summer 2023 |
| Train faculty to complete course and program assessment reports, use disaggregated data for improvement. Faculty training specifically to complete course and program learning outcome assessment reports (completed in word in spring 2023 and then in eLumen thereafter) | SLO Coordinator, Facilitators | Faculty complete assessment reports | Spring 2023, ongoing |
| Build course assessment report in eLumen that allows for multiple authors, and completion and storage on the online platform | Director of Institutional Effectiveness | Faculty complete reports in eLumen | Fall 2023 |
| Build program assessment report in eLumen that allows for multiple authors, and completion and storage on the online platform | Director of Institutional Effectiveness | Faculty complete reports in eLumen | Fall 2023 |
| Develop a process to maintain existing SLOs and PLOs in eLumen that aligns with Curriculum Review processes | SLO Coordinator, Director of Institutional Effectiveness, Instructional Specialist, Curriculum Committee | Curriculum changes are reflected in eLumen | Spring 2023 |
| Develop a process to review existing SLO and PLO content and tips and tricks to strengthen outcome statements | SLO Coordinator, Facilitators | Faculty know how to update and strengthen their SLOs, PLOs | Fall 2023 |
| Develop a process to enter in SLOs and PLOs in eLumen for new courses and programs that is aligned with the Curriculum Review process | SLO Coordinator, Director of Institutional Effectiveness, Instructional Specialist, Curriculum Committee | Curriculum changes are reflected in eLumen | Spring 2023 |
| Integrate a SLO-PLO and SLO-ILO alignment review in the curriculum review process | Curriculum chair, SLO Coordinator | Updated alignments available in eLumen | Spring 2023 |

***Project 2: Service Area Outcomes and Assessment***

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| **Activity** | **Responsible Party** | **Metric** | **Timeline for Completion** |
| Integrate SAO representatives into the Assessment Committee membership | Director of Institutional Effectiveness | Non-instructional representatives on Assessment Committee | Spring 2023 |
| Build SAO assessment template in eLumen | Director of Institutional Effectiveness | Completed SAO assessment report template available for use in eLumen | Summer 2023 |
| Non-instructional faculty, staff, and directors to use SAO assessment template in eLumen | Non-instructional Faculty, Staff, Directors | Completed SAO assessment reports in eLumen | Fall 2023 |
| Create a process to update SAOs in eLumen | Director of Institutional Effectiveness | Updated SAOs in eLumen | Spring 2024 |
| Develop a process for student-facing offices to disaggregate SAO data | Director of Institutional Effectiveness | Group differences identified and plans implemented to address differences in annual SAO reports and program reviews | Spring 2024 |
| Develop SAO Handbook to support ongoing data collection, assessment, and use | SLO Coordinator, Director of Institutional Effectiveness | Completed SAO Handbook | Spring 2024 |

***Project 3: Data Use and Training***

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| **Activity** | **Responsible Party** | **Metric** | **Timeline for Completion** |
| Train faculty on how to update and/or strengthen SLOs and PLOs | SLO Coordinator and Curriculum Committee Chair | Increase participant knowledge about how to write and measure learning outcomes | Fall 2023 |
| Train non-instructional faculty, staff to update and/or strengthen SAOs | Director of Institutional Effectiveness | Increase participant knowledge about how to write and measure service area outcomes | Fall 2023 |
| Train non-instructional faculty, staff, and directors on using eLumen for SAO assessment | SLO Coordinator | SAO assessment reports completed in eLumen | Fall 2023 |
| Train faculty, staff on using disaggregated data to make intentional interventions to close equity gaps | Professional Development Manager, Director of Institutional Effectiveness | Increased participant knowledge about how to use disaggregated data to identify gaps | Spring 2024, ongoing |
| Create an annual showcase for faculty and staff to share with colleagues how they have used outcome data to make changes to their practice to improve student learning and achievement and address equity gaps | Professional Development Manager, Director of Institutional Effectiveness, SLO Coordinator and Facilitators | Increased use of outcomes data across the campus | Fall 2024 |