



## Compton College Student Learning Outcomes Report December 15, 2021

The purpose of this report is to provide an update to the Compton Community College District Board of Trustees on student learning outcomes (SLO) work at Compton College over the spring and fall 2021 semesters.

### 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. Over the last two years, the College worked to implement the schedule. Data collection started strong and then fell off in more recent terms, as described in the [September 2020 Letter update to the Board](#).

In the [2017 External Evaluation Report](#), the accreditation visiting team gave the College a recommendation for improvement on Standard 1.B.6 which states, “The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.” Furthermore, the CCCD Board of Trustees has inquired several times since the 2017 accreditation visit as to the progress on meeting this accreditation standard completely and what steps the College is taking to support the academic success of subpopulations of students that may be struggling.

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 two ways: 1) establishing an assessment committee with regular professional development and 2) changing the data collection platform to eLumen from Nuventive to disaggregate data.

### **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. In spring 2022, the College will continue to support faculty assessment of SLOs and ramp up Service Area Outcome assessment (SAOs) with the non-instructional departments across the campus.

The SLO Coordinator drafted SLO updates for the campus in spring 2021 as the eLumen implementation rolled out. Finally, the Outcomes Committee hosted multiple eLumen trainings throughout fall and spring 2021 to support data entry into the new system.

### **Changing the Data Collection Platform to eLumen**

The College implemented the assessment portion of eLumen in spring 2021 (see the appendix for the implementation action plan). The change to eLumen allows the college to disaggregate data by ethnicity, gender, and modality (e.g., online or in-person). The Outcomes Committee has developed desired outcomes, worked with faculty to realize a new data collection system that collects census data instead of sample data, and considered how to implement an equity lens with student learning outcome assessment.

#### *Outcomes*

As the Director of Institutional Effectiveness and SLO Coordinator considered the tasks associated with the implementation of the eLumen outcomes platform, as well as the needs of Compton College around outcomes assessment via recommendations made by the ACCJC External Evaluation Team in 2017 and the CCCD Board of Trustees, the following were considered:

1. What the necessary steps are necessary to complete the preliminary implementation of eLumen at Compton College;
2. Identifying areas of need related to the successful preliminary implementation of eLumen at the College;
3. Establishing a timeline that clearly identifies:
  - a. Concrete tasks for completion,
  - b. Persons associated with the completion of tasks, and
  - c. Deadlines for task completion;
4. Identifying characteristics of successful assessment practices at the College.
5. What faculty conversations around diversity, equity, and inclusion student assessment (DEISA)-focused assessment need to occur; and
6. How and where will faculty conversations around DEISA-focused assessment need to occur.

At this time, the Office of Institutional Effectiveness (OIE) and the Compton College Outcomes Committee (CCOC) have identified the following desired outcomes to support the work of a successful preliminary implementation of eLumen and changes in academic outcomes assessment at the College:

- Outcome #1: Complete the preliminary implementation of eLumen.
- Outcome #2: Increase the communication between the Office of Institutional Effectiveness (OIE), the Outcomes Committee, and campus constituent groups.
- Outcome #3: Transitioning all data collection to eLumen.
- Outcome #4: Train faculty and staff on eLumen use.
- Outcome #5: Refreshing the assessment cycles for SLOs and PLOs by department
- Outcome #6: Transitioning Compton College from a culture of compliance to a culture of meaningful and measure assessment using eLumen.
- Outcome #7: Increasing SLO and PLO data collection with eLumen to meet ACCJC Standard I.B.6<sup>1</sup> though:
  - a. Establishing practices for a 100% data collection
  - b. Establishing practices to disaggregate findings by multiple criteria<sup>2</sup> that will inform student learning and program review narratives.
- Outcome #8: Revise academic outcomes assessment process through:
  - a. Establishing and implementing assessment rubrics for both class-level learning (SLO) and program-level learning (PLO) outcomes.
  - b. Sharing classroom best practices where teaching faculty map classroom activities and coursework to SLO, PLO, and ILOs.
  - c. Reviewing existing learning outcomes to reflect culturally-relevant pedagogy and anti-racist, abolitionist work.

### *Census Data Collection*

While there are benefits to using sampling in assessment, sampling also has challenges, including limited representation among a diverse student body and limited data availability. At Compton College, we want to have a more holistic understanding of our student learning outcomes and to be able to differentiate these outcomes for specific student groups. Therefore, to disaggregate student assessment data by demographic groups, the College is implementing a census data collection approach. Furthermore, this new approach to data collection will provide faculty with more robust data to cyclically analyze and to make more sound decisions about how to improve the student experience at Compton College.

Ultimately, the goal of the Compton College Outcomes Committee is to create a faculty-driven, student-centered approach to assessment. As a result, these changes in assessment are tempered partly by the new data collection platform, eLumen, that is designed to streamline data collection, reporting, and action planning for faculty to enter their student learning outcome data. Ultimately, this data collection will drive us toward the goal, but it just is taking some time to get enough data to support improved assessment. Further the

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<sup>1</sup> ACCJC Standard I.B.6 states: “The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.”

<sup>2</sup> Spring 2021 disaggregate markers will be 1) student ethnicity, 2) age, 3) gender, and 4) mode of instruction. Future semesters will see a greater number of disaggregate markers implemented, pending College constituent group discussions.

Outcomes Committee is undertaking a series of conversations around the reimagining of outcomes assessment that will advance the College's culture from one of compliance to that of a deep understanding of the student's classroom learning experiences and how these experiences facilitate academic achievement.

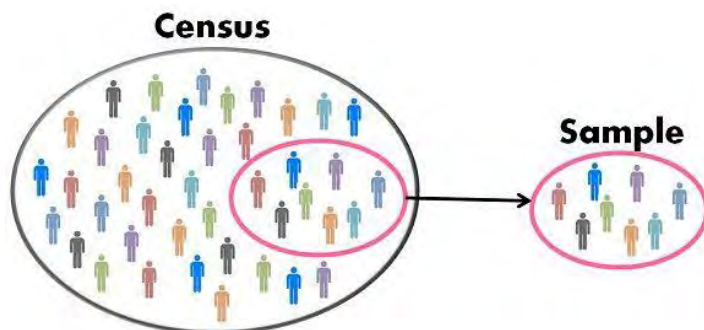
With a census data collection, faculty can accurately study subpopulations of our overall student population based on various demographic characteristics and course modality. In the future, we may also add new disaggregation characteristics, such as first generation, part-time vs. full-time, men of color, and athletes. Faculty can then use their SLO assessment outcomes to identify gaps in make informed decisions about student learning and programmatic needs.

Below is a brief explanation of how faculty were conducting SLO assessments using sampling with Nuventive and how assessment has changed using census data collection with eLumen.

*Assessment Then (Using Nuventive):*

- Faculty members used simple random sampling, where the work of 10% or 10 students (whichever number was greater) in any given course were assessed only for the specific courses and individual SLOs scheduled for assessment (every 3-7 years).
- Faculty members that were teaching the same course that semester would each sample 10% or 10 students and then write a collective narrative.
- Faculty leads would input this data, consider the meaning, and their narrative and action plans to improve student learning, all in the same term. For example, the Math 180 faculty lead collects data from two other faculty and now has SLO#1 assessment data for a total of 30 randomized students.

Based on data analysis it is determined that 82% of students successfully completed the assessment. An action plan is then formulated to improve the outcomes of SLO #1 in future semesters.



*Assessment Now (Using eLumen):*

- Faculty collect assessment data only, using a census approach, where SLO assessment data is collected from every student in every course.
- Individual faculty members will login to eLumen and enter SLO assessment

data for each student.

- After a course has been taught for at least two semesters and meets a minimum threshold of students (determined by discipline faculty and the Office of Institutional Effectiveness based on number of course offerings, average student headcounts, and frequency of course offering), an SLO data will be analyzed and a narrative identifying trends will be written.
- For example, SLO #1 is scheduled to be assessed for Math 180 in spring 2022. The math department has 3 sections of Math 180 in spring 2021, 4 sections in fall 2021, and 3 sections in spring 2022. The math faculty use the same common assessment in all sections of Math 180. At the end of each semester, each math faculty enter their own assessment data for every student for *all three SLOs*. Institutional Effectiveness pre-loads all student class rosters and faculty assignments into eLumen. The individual faculty members log in and access their own class rosters. Faculty simply select “yes” or “no” if a student met each SLO. At the end of spring 2022, math faculty teaching Math 180 now have assessment data for approximately 300 students to inform their SLO #1 assessment narrative. Using demographic information, faculty are able to identify subpopulations of students in eLumen that are struggling and/or those that are successful and can use this data to inform future classroom pedagogies, SI and tutoring opportunities, and program review. The faculty also have data for all SLOs of Math 180 at the same time to look at the class holistically in relation to how students are reaching the identified outcomes.

The College is investing in eLumen to strategically increase the usability of the data. This in turn will encourage faculty buy-in to the data collection. For the first term, faculty completed **296 of 457 sections of data collection (65%)**. Institutional Effectiveness will continue to track data collection rates, and the SLO coordinators and facilitators will work with faculty to complete the assignments. Finally, IE is working with the Manager of Distance Education to integrate eLumen data collection into the Canvas Learning Management System to make data collection easier for faculty to complete as they complete their semester grading.

#### *Integrating the Equity Lens in Assessment Data*

The disaggregated data will allow faculty to identify equity gaps in performance. As the data becomes available, the SLO coordinator and facilitators will focus on faculty professional development to enhance outcome data use to inform classroom practice improvement.

#### **SLO, PLO, and ILO Assessment Schedule, and SAOs**

The [current outcome alignment and assessment schedule](#) for SLOs and PLOs was delayed in spring 2021 with the transition to eLumen. Faculty re-started assessment in fall 2021, but the schedule still needs to be refreshed. The Outcomes Committee has started this conversation with faculty in fall 2021 and will prioritize this update in spring 2022. IE has also re-established an ILO assessment schedule that it will complete, assessing ILO #1 and #2 in spring 2022, ILO #3 in fall 2022, and #4 in spring 2023. Then, IE will assess one ILO in each subsequent year. Finally in spring 2022, the SLO Coordinator will focus on refreshing an annual assessment cycle of Service Area Outcomes (SAO) in all non-instructional departments.

## Appendix

### Timelines

The living timeline below has been established to realize the successful completion of the project outcomes.

<b>Spring 2021</b>			
<b>Date of Completion</b>	<b>Activity/Task</b>	<b>Participants/Project Leads</b>	<b>Outcome Alignment</b>
March 29, 2021	Email/Handout- Assessment Update #2: <ul style="list-style-type: none"> <li>• all the training date information</li> <li>• feature C. Diaz and her story about using learning outcome data</li> </ul> Present at all Division Meetings on 4/6/21	Amber Gillis	2, 6
March 29, 2021	Complete eLumen uploads: <ul style="list-style-type: none"> <li>• section attributes</li> <li>• student attributes</li> <li>• SLOs</li> </ul>	Sean Whaley, Lauren Sosenko	1, 3, 7
March 31, 2021	Establish campuswide central email with ITS that goes to SLO Coordinator/ Outcomes Committee. assessment@compton.edu	Amber Gillis (Tabled for now)	2, 6
March - June 2021	Assessment Open Labs	Amber Gillis	1, 2, 4, 6, 7
April 2021	Collecting vignettes about strong assessment and “closing the loop” in learning outcomes use.	Amber Gillis; Lauren Sosenko; Corina Diaz; Jesse Mills; Juan Tavarez; Miguel Ornelas	2, 6
April 2021	Learning Outcome: Train-the-Trainer (Amber to calendar)	Amber Gillis; Lauren Sosenko; Sean Whaley; Mahmut Gundogdu; Miguel Ornelas; Juan Tavarez; Jesse Mills; Cristian Markovich	1, 2, 3, 6
April 2021	Create training videos that will be posted online	Amber Gillis; Miguel Ornelas; Juan Tavarez; Jesse Mills	2, 3, 4, 6, 7

May 1, 2021	Email/Handout- Assessment Update #3: <ul style="list-style-type: none"> <li>eLumen Kick-off</li> <li>Data <u>collection</u> versus assessment</li> <li>Data collection for all SLOs every term.</li> <li>Data <u>assessment</u> on a schedule starting in spring/fall 2022.</li> </ul>	Amber Gillis	1, 2, 4, 5, 6, 7, 8
May 4, 2021	Update and Present at all Division Meetings	Amber Gillis; Miguel Ornelas; Juan Tavarez; Jesse Mills	2, 6, 8
May 10-14, 2021	eLumen Launch Week: <ul style="list-style-type: none"> <li>eLumen campuswide training</li> <li>Accessing and Entering Data into eLumen</li> </ul>	All faculty invited. Flex credit Monday, 9am-10am, 4-5pm Tuesday, 2-3pm, 3-4pm Wednesday, 11-12pm, 4-5pm Thursday, 9-10am, 10-11am, 4-5pm Amber Gillis; Miguel Ornelas; Juan Tavarez; Jesse Mills; Pilar Huffman	1, 2, 3, 4, 6, 7, 8
June 1, 2021	Email/Handout- Assessment Update #4	Amber Gillis	1, 2, 4, 5, 6, 7
June 18, 2021	All eLumen data entry is due by June 18, 2021	All faculty	1, 3, 6, 7
<b>Summer 2021</b>			
June-July 2021	<ul style="list-style-type: none"> <li>Discuss additional section and student attributes</li> <li>Fall 2021 assessment schedule</li> <li>Fall 2021 assessment training</li> <li>Fall 2021 Academic Assessment Summit Planning</li> <li>Spring 2022 ILO Assessment Project Planning</li> </ul>	Campuswide; Lauren Sosenko; Amber Gillis	3, 5, 6, 7, 8
Summer 2021/2022	Canvas Pilot- Data entry into Canvas	Amber to coordinate five (5) faculty to participate in the pilot. (Tabled to Summer 2022)	1, 3, 7
<b>Fall 2021</b>			
Fall 2021	Discuss and strategize Canvas/eLumen integration process and potential roll out timeline.	Lauren Sosenko; Amber Gillis; IT Department; VP Berger; Dr. Mathews	1, 3, 6, 7

October 22, 2021	First Annual Academic Assessment Summit <ul style="list-style-type: none"> <li>• Two Presentations</li> <li>• Two Breakout Discussion Sessions</li> </ul>	Amber Gillis; Miguel Ornelas; Juan Tavarez; Jesse Mills; Corina Diaz	2, 3, 5, 6, 7, 8
November 29 – December 8, 2021	eLumen Open Labs	Amber Gillis; Jesse Mills; Miguel Ornelas; Lynda Wilkerson	1, 2, 3, 4, 6, 7, 8
<b>Winter 2022</b>			
January – February 2022	Website remodel	Amber Gillis; Lauren Sosenko	1, 2, 6, 8
January – February 2022	Finalize Academic Outcomes Assessment Handbook rough draft	Amber Gillis; Lauren Sosenko	2, 6, 7, 8
<b>Spring 2022 (More Tasks TBA)</b>			
February 2022	Outcomes Committee to Review Academic Outcomes Assessment Handbook draft and Collaborative Governance process/timeline for Handbook approval.	Amber Gillis; Jesse Mills; Miguel Ornelas; Lynda Wilkerson; Juan Tavarez; VP Sheri Berger; Lauren Sosenko; Minodora Moldoveanu (Academic Senate); Sean Moore (Curriculum Chair); Paul Flor (Co-Chair IEC); Division Deans and Chairs; all faculty.	2, 6, 7, 8
March 2022	Review SLO/PLO Assessment Schedule with Faculty	Outcomes Committee	5
March – May 2022	Learning Outcomes Series: <ul style="list-style-type: none"> <li>• Strategies for writing strong SLOs</li> <li>• Closing the loop with Assessment Data</li> <li>• Revising SLOs to Reflect Culturally-Relevant Pedagogies</li> <li>• How to Revise SLOs in CurricuNet</li> <li>• More Topics TBA</li> </ul>	Amber Gillis; Jesse Mills; Miguel Ornelas; Lynda Wilkerson; guest lecture/workshop presenters	2, 5, 6, 8
March-May 2022	SAO Assessment Meetings	Lauren Sosenko; Amber Gillis	
May 2022	Assessment of ILO #1 and #2	Lauren Sosenko; Amber Gillis	8
<b>Fall 2022 (More Tasks TBA)</b>			
November 2022	Assessment of ILO #3	Lauren Sosenko; Amber Gillis	8
<b>Spring 2023</b>			

**(More Tasks TBA)**

May 2023	Assessment of ILO #4 (After this assessment, one ILO will be assessed annually in May of each year; #1 in 2024, #2 in 2025, #3 in 2025, and #4 in 2026)	Lauren Sosenko; Amber Gillis	8
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