



# Assessment Handbook

Rev. January, 2026

## Table of Contents

### **INTRODUCTION**

Compton College Mission Statement.....	3
Accrediting Commission for Community and Junior Colleges(ACCJC) Standards.....	3
Overview of Student Learning Outcomes at Compton College.....	3
What are SLO's.....	3
How are SLO's Developed.....	3
Why are SLO's Assessed.....	4
How are SLO's Assessed.....	4

### **INSTITUTIONAL EFFECTIVENESS COMMITTEE**

Compton College Institutional Effectiveness Committee Overview.....	4
Compton College Institutional Effectiveness Committee Role and Function.....	4
Compton College Assessment Committee.....	4
Compton College SLO Team.....	5

### **STUDENT LEARNING OUTCOMES AND PLANNING**

Role of Student Learning Outcomes in Institutional Planning.....	5
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### **STUDENT LEARNING OUTCOMES RESOURCES**

Student Learning Outcomes Assessment Cycles.....	6
SLO Data Input Guide.....	8
SLO Course Report Guide.....	11
SLO Completion Report Instructions (for SLO Facilitators).....	14

### **APPENDICES**

Appendix A: Compton College Mission and Strategic Initiatives.....	18
Appendix B: Compton College Course Report Template.....	19

# **Introduction**

## **Compton College Mission Statement**

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

## **ACCJC Standards**

Compton College is currently accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC). Numerous accreditation standards address student learning outcomes (SLO's). Compton College SLO policies and processes are informed by these standards. Compton College strives to develop sophisticated data collection and analysis processes which contribute to the following standards:

**2.2.** The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students.

**2.9.** The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students.

## **Overview of Student Learning Outcomes at Compton College**

### **What are SLO's and SAOs'?**

According to the ASCCC, student learning outcomes are “the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate.” (ASCCC SLO Glossary 2019, p. 7). Service area outcomes (SAO's) are the equivalent, measurable outcomes that student services areas such as the library, work towards meeting.

### **How are SLO's developed?**

Faculty members, when reviewing or developing new course curriculum, create or modify SLO statements. These learning statements stem from the course outline of record, and specifically the course objectives. Faculty take the most integral course concepts, and use them to generate SLO's, which are specific, measurable and involve analysis, synthesis and potentially the development of knowledge. Faculty are advised to consult Bloom's taxonomy when generating learning statements.

## **Why are SLO's assessed?**

According to the ASCCC, “assessment” refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessment efforts provide faculty with the opportunity to look honestly at courses and programs, evaluate the relevance of course content, conduct self-evaluation of teaching and evaluation methodology, and decide whether the vision of a course or program is resulting in success of the program.

## **How are SLO's assessed?**

Faculty members develop an assessment tool, which can consist of multiple choice questions, an essay exam, term paper, lab activity, class presentation, or any other method deemed appropriate by the department. During the course of the semester, all instructors administer the assessment, and individual student results are entered into our enterprise resource planning system (ELumen). SLO's are assessed on an ongoing basis, every Fall and Spring. Every four years, the semester before program review is due, programs conduct a “course report” for each of their courses. The course report is a long form document which analyzes student performance on each SLO for the previous four years (see appendix D). Because SLO assessment data is entered for every student every semester, faculty authors have a wealth of disaggregated data to analyze in the course report. Authors identify trends in success, and examine demographic variables as they relate to student mastery of SLO's. Faculty then reflect on their successes and the ways they can improve their courses to foster higher SLO success rates.

# **Institutional Effectiveness Committee**

## **Compton Collee Institutional Effectiveness Committee**

Pursuant to Title 5 of the Administrative Code of California (Section 53200), assessment of student learning outcomes is one of the “10+1” areas within the purview of the Compton Community College District (CCCD) Academic Senate. The CCCD Academic Senate acknowledges the SLO process as overseen by the Institutional Effectiveness Committee, through its sub-committee, the Assessment Committee. As a standing committee of the Consultative Council, the IEC is a collaborative delegation by which policies and procedures related to program review and campus assessment are developed and revised. The CCCD Academic Senate must vote on and approve substantive changes to the IEC processes. According to CCCD Board Policy 2520, the Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5.

## **IEC Role and Function**

The IEC has a few major tasks: (1) to review and provide recommendations about each of the District's program reviews in order to strengthen and support programs and program analysis; (2) to oversee and direct the assessment process on campus (SLO's, PLO's and ILO's), through its sub-committee, the assessment committee; (3) to play a role in campus planning, by reviewing planning document.

## **Assessment Committee**

The Assessment Committee consists of the Student Learning Outcomes Coordinator, Student Learning Outcomes Facilitators, the director of Institutional Effectiveness and members of their office, select classified staff and members of administrative offices. The committee meets once a month to develop and evaluate processes of campus assessment. Among its current tasks are: (1) continue the implementation of ongoing SLO assessment data recording, (2) oversee program completion of

“course reports” (the long form discussion/analysis of SLO data over the previous 4 years), (3) direct the mapping of learning outcomes (SLO-ILO and SLO-PLO), (4) direct the assessment of PLO’s and ILO’s, (5) develop processes for rigorous evaluation of SAO’s for student service and business offices, (6) provide training opportunities for faculty, staff and administrators in assessment practices, (7) develop training materials for faculty, staff and administrators in assessment practices.

### **Compton College SLO Team**

The SLO team consists of the SLO coordinator and SLO facilitators. Each guided pathway division is assigned a facilitator, to aid in carrying out the duties of the coordinator. The SLO coordinator is responsible for the overall workings of the SLO, PLO, and ILO program and will serve as a liaison between administrators and instructors. The coordinator’s duties include:

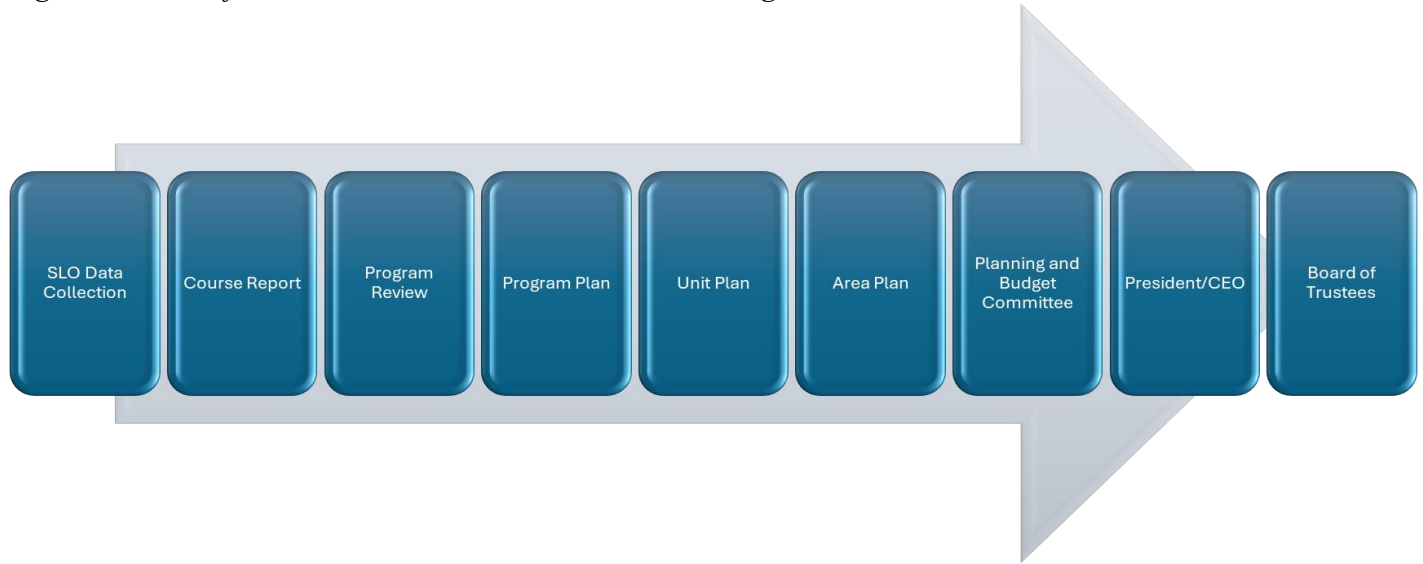
- Oversee, direct, and coordinate the day-to-day functions of the SLO, PLO, and ILO programs.
- Maintain current knowledge and understanding of learning assessments, support services, policies, laws, and regulations as mandated by Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of School and Colleges.
- Provide leadership as Chair of the Compton College Assessment of Learning Committee.
- Develop the SLO newsletter and end-of-year reports for Compton College.
- Oversee all aspects Course Management System (CMS) systems related to SLO assessment.
- Provide on-going training to faculty, staff, and management on SLOs, PLOs, and ILOs.
- Responsible for maintaining records and assisting in preparing reports and budget as may be required for the SLO, PLO, and ILO programs.
- Evaluate support personnel and make staffing recommendations to the assigned academic Dean.
- Assess and evaluate the progress and benefit of the SLO, PLO and ILO programs.
- Regularly update the Compton College SLO website.
- Develop a list of duties for review and approval by the assigned Dean on an annual basis.
- Perform assigned committee work and attend meetings called by the District, as long as such obligations are considered reasonable

## **Student Learning Outcomes and Planning**

### **Role of Student Learning Outcomes in Institutional Planning**

SLO assessment is an integral part of the planning process at Compton College. Institutional policy directs programs to write their course report (see appendix D) the semester prior to the completion of their program review. This allows programs to reflect on the results of their assessments, and include these insights in their program review. Department/program needs are identified as a result of this process. Programs then include their requests in their annual program plans, in which programs set annual goals, and identify resource needs. Those plans are funneled into unit plans and area plans, where they are eventually reviewed by the planning and budget committee and approved by the president/CEO and board of governors (Figure 1).

Figure 1: Role of SLO Assessment in Institutional Planning



## Student Learning Outcomes Resources

### Student Learning Outcomes Assessment Cycles

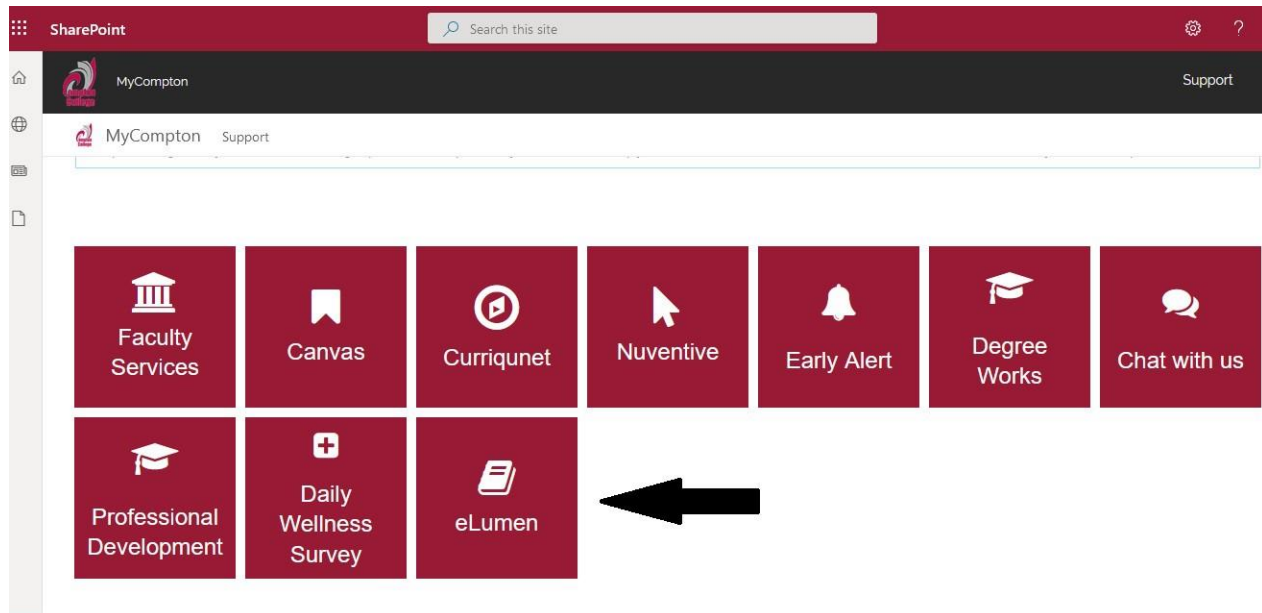
<b>Compton College</b> <b>Student Learning Outcome Course Report Timelines</b> 2025-2036					
All academic programs course report due date: end of Spring semester of year indicated.					
Academic Program	Division	CTE	Course Report Due		
Administration of Justice	HEPS	Yes	2026	2030	2034
Art	FACH	No	2025	2029	2033
Auto Collision Repair and Painting	BIST	Yes	2025	2029	2033
Auto Technology	BIST	Yes	2025	2029	2033
Business	BIST	Yes	2025	2029	2033
Chemistry	STEM	No	2026	2030	2034
Child Development	SSCI	Yes	2028	2032	2036
Communication Studies	FACH	No	2028	2032	2036
Computer Information Systems	BIST	Yes	2025	2029	2033
Cosmetology	BIST	Yes	2027	2031	2035
Dance	FACH	No	2025	2029	2033
Theater	FACH	No	2025	2029	2033
Earth Science	STEM	No	2026	2030	2034
English	FACH	No	2028	2032	2036
English as a Second Language	FACH	No	2028	2032	2036
Heating, Ventilation, A/C and Refrigeration	BIST	Yes	2025	2029	2033

History	SSCI	No	2029	2033	2037
Human Development	HEPS	No	2026	2030	2034
Kinesiology and PE (First Aid, Kinesiology, Physical Education, Recreation)	HEPS	No	2025	2029	2033
Languages (American Sign Language, Spanish)	FACH	No	2026	2030	2034
Library and Library Science	FACH	No	2028	2032	2036
Life Sciences	STEM	No	2028	2032	2036
Machine Tool and Manufacturing Technology	BIST	Yes	2027	2031	2035
Mathematics	STEM	No	2026	2030	2034
Music (*Commercial Music, Music)	FACH	*Yes	2025	2029	2033
Nursing	HEPS	Yes	2025	2029	2033
Physics/Astronomy	STEM	No	2026	2030	2034
Political Science	SSCI	No	2028	2032	2036
Psychology	SSCI	No	2026	2030	2034
Social Media and Film/Video					
Social Science (Anthropology, Economics, Ethnic Studies, Sociology, Women's Studies)	SSCI	No	2028	2032	2036
Welding	BIST	Yes	2025	2029	2033

## Student Learning Outcomes Data Input Guide

### *How to log into ELumen:*

Log into Elumen from the MyCompton portal. Simply click on the ELumen tile (Table 1). Alternately, you can also access ELumen using this web address: <https://compton.elumenapp.com>.



(Table 1)

### *How to find your courses to evaluate:*

Once you are logged into ELumen, you will see the homepage. It should look like this (table 2). All courses due for assessment will be at the bottom of the page.

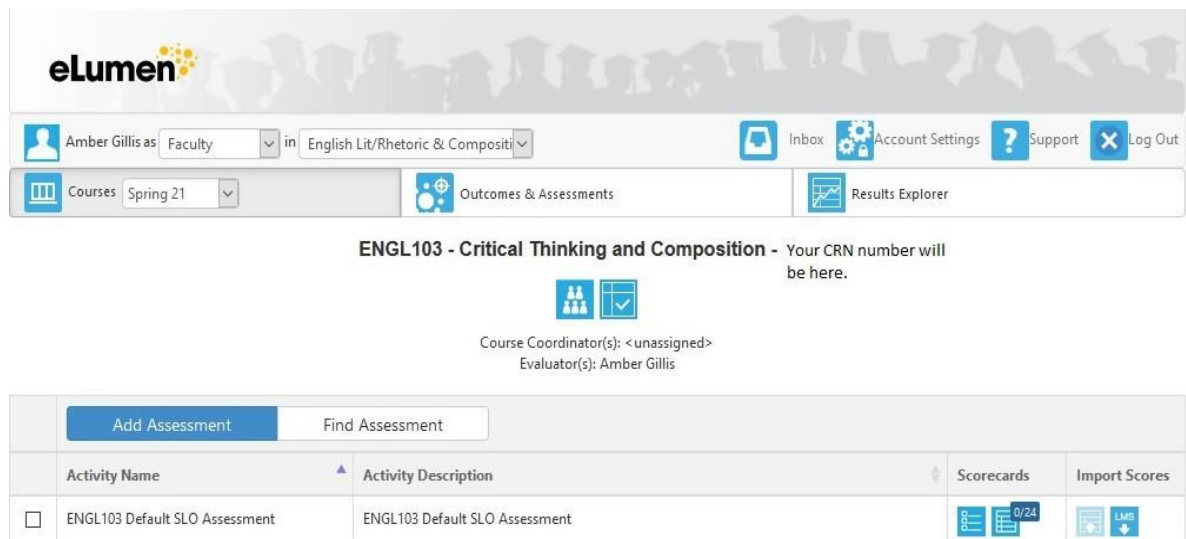


Table 2

***How to enter your assessment data:***

From the homepage, click on the course for which you want to enter assessment data. Please note that if you teach in more than one discipline, you will need to click on the drop-down arrow next to your name and faculty designation (Table 3). On the right, you will see “scorecards.” Click on the tile on the left to enter your assessment data in “scorecard” view (Table 4).

The screenshot shows the eLumen homepage. At the top left is the eLumen logo. Below it is a navigation bar with a user profile for Amber Gillis as Faculty in English Lit/Rhetoric & Composition. To the right are links for Inbox, Account Settings, Support, and Log Out. Below the navigation bar are three main tiles: Courses (Spring 21), Outcomes & Assessments, and Results Explorer. The Outcomes & Assessments tile is selected, showing the course title 'ENGL103 - Critical Thinking and Composition' and a note: 'Your CRN number will be here.' Below this, it lists 'Course Coordinator(s): <unassigned>' and 'Evaluator(s): Amber Gillis'.

Add Assessment		Find Assessment	
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ENGL103 Default SLO Assessment	ENGL103 Default SLO Assessment	0/24	LMS

Table 3

This screenshot is identical to the one above, showing the eLumen homepage with the Outcomes & Assessments tile selected. A white arrow points to the 'Scorecards' column in the table below.

Add Assessment		Find Assessment	
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ENGL103 Default SLO Assessment	ENGL103 Default SLO Assessment	0/24	LMS

Table 4

Next to each student's name, you will see each SLO, and three boxes ("meets expectations," "does not meet expectations" and "N/A"). Click on the appropriate box for that student, on each SLO. If a student was dropped or did not complete the assignment measuring the SLO, click "N/A." Once you click on a box, it will become dark blue (Table 5). Click "save" at the bottom of the page once you have entered data for all students (Table 6).

Courses Spring 21 Outcomes & Assessments Results Explorer

ENGL103 - Critical Thinking and Composition / Actions

### ENGL103 Default SLO Assessment

		Meets expectations	Does not meet expectations	
	Outcome	1	0	N/A
[Redacted]	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
[Redacted]	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
[Redacted]	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>

Table 5

	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
<b>Score total:</b>		<b>5</b>	<b>4</b>	<b>0</b>

Clear all scores from this scorecard

Cancel Save

Table 6

## SLO Course Report Guide

The SLO course report is a 4-year, comprehensive analysis of the department’s SLO data. The course report templates are currently housed in eLumen. The course report consists of three major sections: (1) Assessment information and method description, (2) results, and (3) action plan. Instructions for how to complete the report are as follows.

### How to Locate your Program Data:

Navigate to the assessment webpage on the Compton College website (Table 8). Use the search function to search “assessment.” It can be found at this web address: <https://www.compton.edu/academics/faculty/assessment.aspx>.

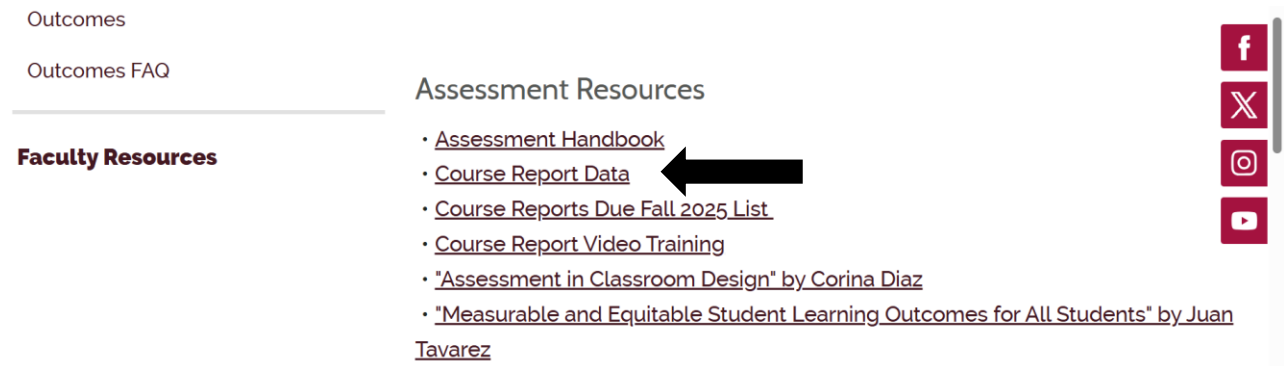


Table 8

Once on the assessment webpage, click “Course Report Data.” Then find your discipline from the list (Table 9).

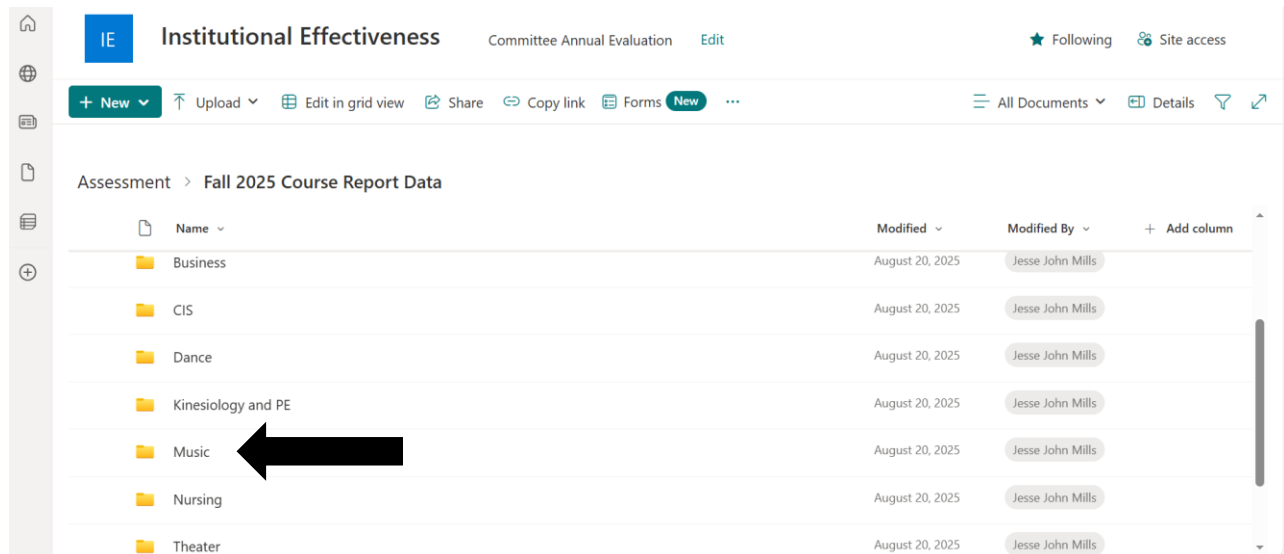


Table 9

Once you have clicked on your discipline, then select the course number you wish to gather data for (Table 10). Remember to gather both the “demographics” and “mode” data.

Name	Modified	Modified By
Music - Music 101 Course Report Fall 2025 - Demographics - 07_16_2025 19_47_49.pdf	August 20, 2025	Jesse John Mills
Music - Music 101 Course Report Fall 2025 - Mode - 07_16_2025 19_49_09.pdf	August 20, 2025	Jesse John Mills
Music - Music 111 Course Report Fall 2025 - Demographics - 07_16_2025 22_00_21.pdf	August 20, 2025	Jesse John Mills
Music - Music 111 Course Report Fall 2025 - Mode - 07_16_2025 22_00_47.pdf	August 20, 2025	Jesse John Mills
Music - Music 112 Course Report Fall 2025 - Demographics - 07_16_2025 20_39_34.pdf	August 20, 2025	Jesse John Mills
Music - Music 112 Course Report Fall 2025 - Mode - 07_16_2025 20_40_24.pdf	August 20, 2025	Jesse John Mills

Table 10

Save the reports or view them online. You will use the data to complete the course report.

### How to Log into eLumen:

Log into Elumen from the MyCompton portal. Simply click on the ELumen tile (Table 1). Alternately, you can also access ELumen using this web address:

<https://compton.elumenapp.com>.

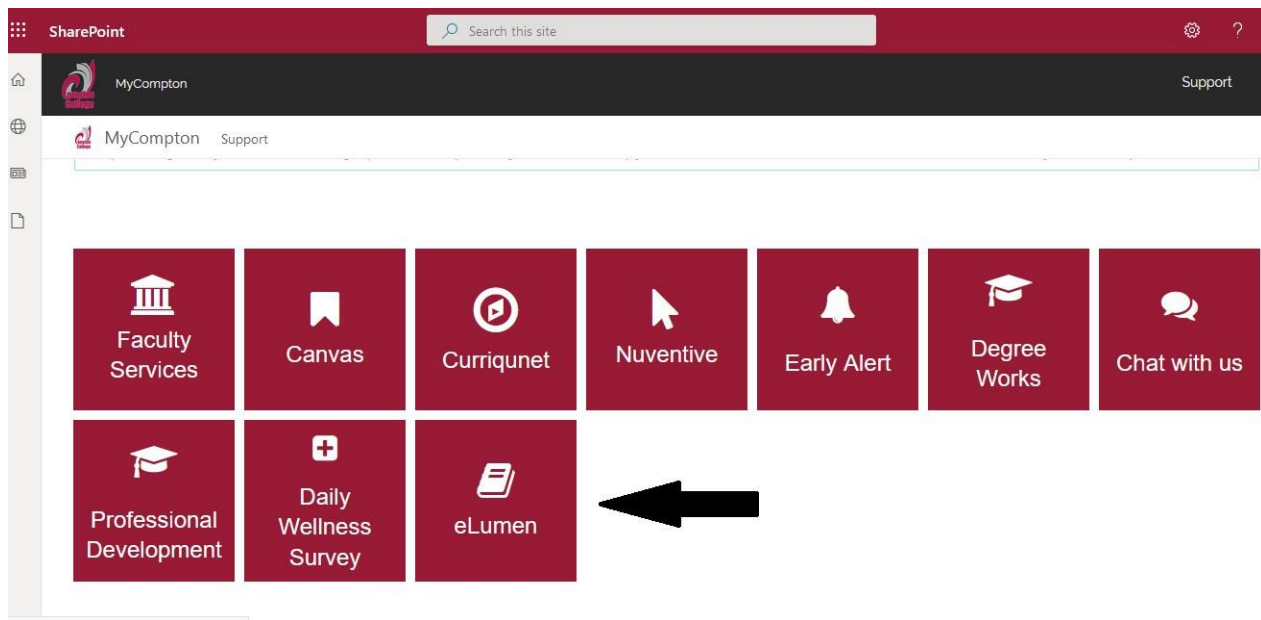


Table 1

## How to Find the List of Course Reports Due:

Enter eLumen and click “strategic planning” then “initiatives” (Table 11). Scroll down to see the list of course reports due (Table 12).

The screenshot shows the eLumen user interface. At the top, the user is logged in as 'Jesse Mills as Data Steward' in the 'Music' organization. The main navigation bar includes 'Strategic Planning', 'Outcomes & Assessments', 'Org Management', 'Reports', and 'System Settings'. Below this, a secondary navigation bar has 'Dashboard', 'Planner', 'Initiatives', 'Assessments', 'Action Plans', and 'RFI'. The 'Initiatives' tab is selected and highlighted with a black arrow. Below the navigation, there are filters for 'Cycles' and 'Budgets', and a dropdown menu for 'Annual Planning' with 'Fall 25' selected. A table of terms is shown with columns for 'Fall 25', 'Spring 25', 'Fall 24', 'Spring 24', 'Fall 23', and 'Spring 23'. The 'Spring 24' column is highlighted with a blue bar labeled '2024-2025 Annual Planning'. Below the table are filters for 'Organization' (Music), 'Type' (None selected), and 'Included in this term' (None selected). At the bottom, there is an 'Add Cycle' button and a table with columns 'Name' and 'Description'. The table contains one entry: 'Academic Program Review Template (All Music) 2025'.

Table 11

<input type="checkbox"/>	Academic Program Review Template 2-Yr CTE Questions (Commercial Music Only 2025)	
<input type="checkbox"/>	Course Report - MUSI 101	
<input type="checkbox"/>	Course Report - MUSI 111	
<input type="checkbox"/>	Course Report - MUSI 112	
<input type="checkbox"/>	Course Report - MUSI 113	
<input type="checkbox"/>	Course Report - MUSI 131A	
<input type="checkbox"/>	Course Report - MUSI 131B	
<input type="checkbox"/>	Course Report - MUSI 181A	
<input type="checkbox"/>	Course Report - MUSI 215A	
<input type="checkbox"/>	Course Report - MUSI 215B	
<input type="checkbox"/>	Course Report - MUSI 284	
<input type="checkbox"/>	Course Report - MUSI 285	

Table 12

## How to Complete the Course Report:

Fill out all forms according to the template in *Appendix A*, analyzing differences between groups.

## How to Generate SLO Completion Reports (For Facilitators)

### Log into eLumen

Log into ELumen from the MyCompton portal. Simply click on the ELumen tile (Table 1). Alternately, you can also access ELumen using this web address: <https://compton.elumenapp.com>.

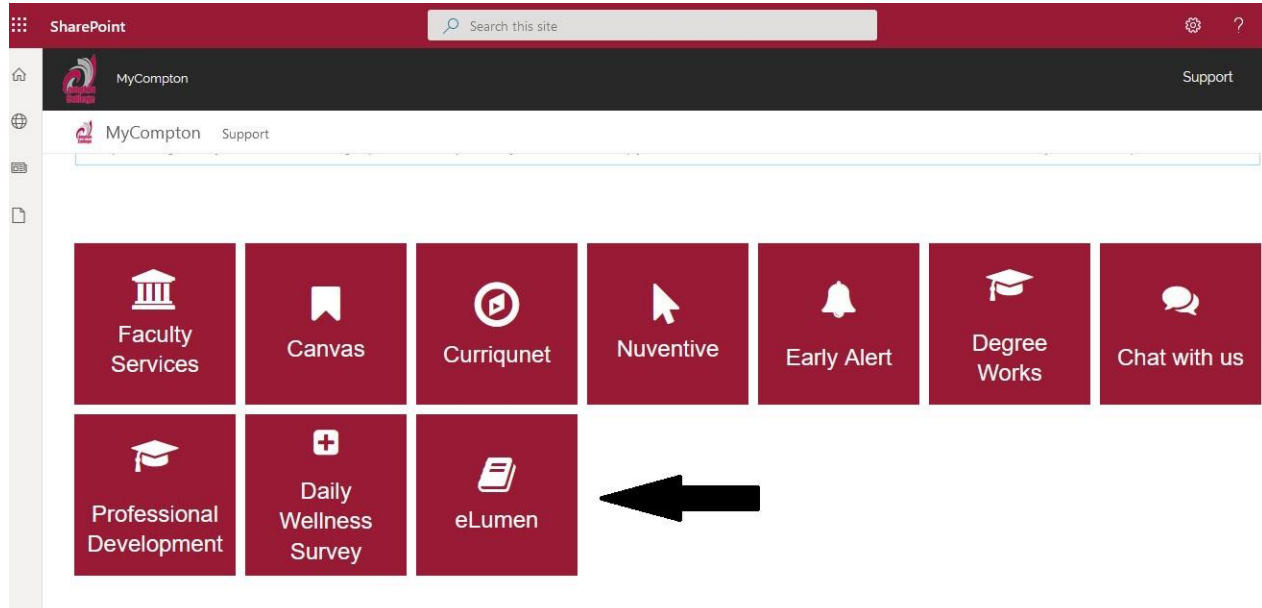


Table 1

### Select SLO Facilitator credentials for your division

At the top of the screen, click on the box just to the right of your name and select “division coordinator.” In the box to the right of that, select your division (Table 13).

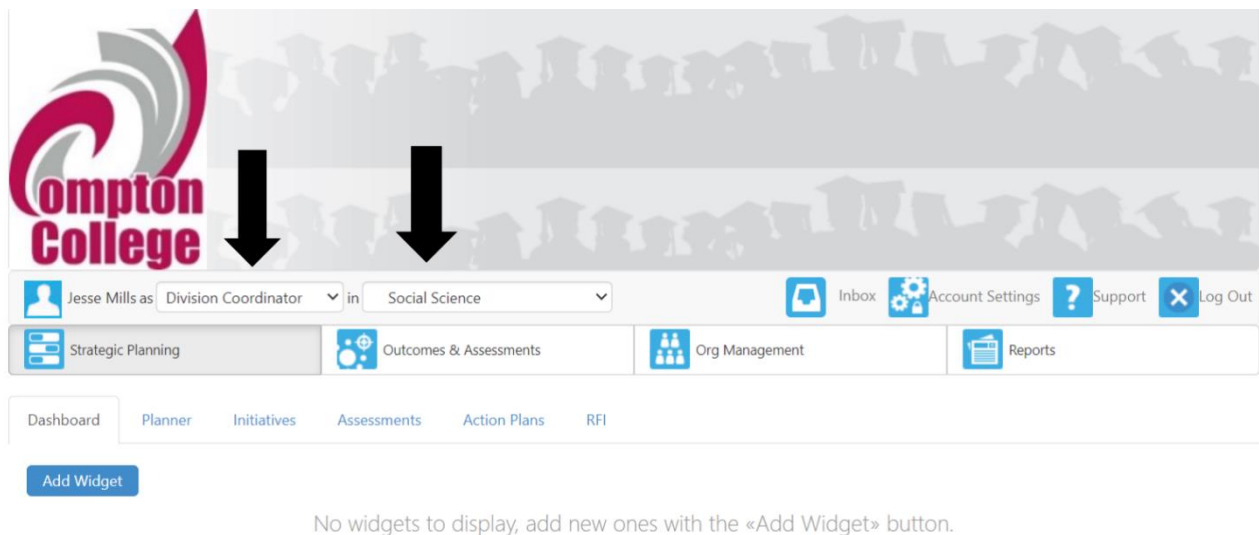
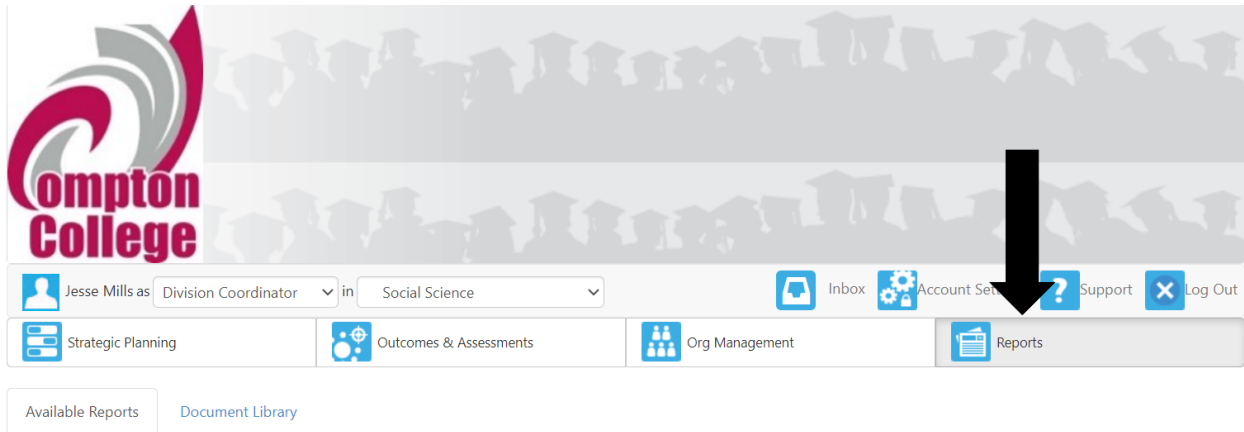


Table 13

## Navigate to “reports” then select “faculty Participation report.”

Near the top right of the screen click on “reports.” Then from the menu below, select the 3<sup>rd</sup> option, “faculty participation report” (Table 14).



The screenshot shows the Compton College dashboard. At the top left is the college logo. Below it, a navigation bar includes 'Strategic Planning', 'Outcomes & Assessments', 'Org Management', and 'Reports'. A large black arrow points to the 'Reports' icon. Above the navigation bar, there are utility icons for 'Inbox', 'Account Settings', 'Support', and 'Log Out'. A user profile for 'Jesse Mills' is visible on the left.

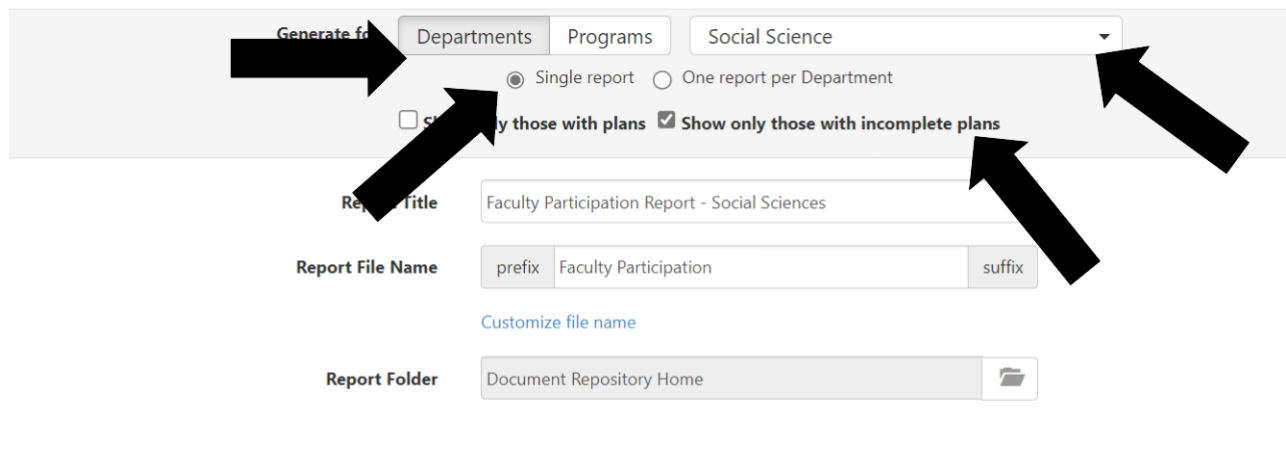
Please select one of the following reports

Report name	# in Library	Last run
Budget Report for Action Plan	0	
Course Statistics and Evidence	0	
Faculty Participation Report	53	11-05-2024 19:25:24
Institutional Statistics	0	

Table 14

## Design the Report

In the report form, begin at the top left, and select “Generate for Departments.” Then select your department. Immediately below that select “single report.” Then, select “show only those with incomplete plans” (Table 15).



The screenshot shows the 'Design the Report' form. At the top, there are tabs for 'Generate for' with 'Departments' selected. Below this, there are radio buttons for 'Single report' (selected) and 'One report per Department'. There are also checkboxes for 'Show only those with plans' (unchecked) and 'Show only those with incomplete plans' (checked). Below these are input fields for 'Report Title' (Faculty Participation Report - Social Sciences), 'Report File Name' (prefix: Faculty Participation, suffix: ), and 'Report Folder' (Document Repository Home). Black arrows point to the 'Generate for' tab, the 'Single report' radio button, the 'Show only those with incomplete plans' checkbox, and the 'Social Science' dropdown menu.

Table 15

Scroll down towards the bottom of the page, and under “show results for,” uncheck all boxes except “assessments.” Below that, click “show distributions for” to display the table, then uncheck all boxes except for the one in the top right corner. (Table 16). Finally, click “generate report at the bottom of the screen (Table 16).

**Score count method**  Include multiple assessment scores for same Outcome

---

**Show Inactive**  Include results for inactive Courses/Contexts  
 Include results for inactive Assessments

---

**Show results for**  Assessments  Planned Outcomes  Action Plans  RFIs  
 with Scores  with Responses  with Responses

[Show distributions for](#) **Assessments (Sections)**

	Divisions	Departments	Courses	Sections
Assessments				<input checked="" type="checkbox"/>
Outcomes				
Action Plans				
RFIs				

Table 16

[Show distributions for](#) **Assessments (Sections)**

	Divisions	Departments	Courses	Sections
Assessments				<input checked="" type="checkbox"/>
Outcomes				
Action Plans				
RFIs				

[Show Format and Share options](#)

**Generate Report**

Table 16



## ***Appendix A: Compton College Strategic Initiatives***

In order to fulfill the Compton College mission, the College has one overarching goal identified in the Compton College 2035 Comprehensive Master Plan. The goal is to accelerate completion while advancing equity and success, which is supported by three mission-centered areas of focus: Education, Student Equity and Achievement Plan, and Strategic Enrollment Management. Within these areas of focus, there are objectives (strategic initiatives) to support the attainment of the goal.

### **EDUCATION**

***Objective 1.*** Strengthen on-ramps to Compton College with increased focus on dual enrollment, GED, justice involved and justice-impacted, foster youth, disabled, English Language Learners, Veterans, students with dependents, working adults, and low-income students.

***Objective 2.*** Adopt holistic, systemic practices to retain students.

***Objective 3.*** Increase partnerships to provide students with clear, seamless pathways to noncredit and credit programs, credit-for-prior-learning, and customized educational and training opportunities (e.g., apprenticeships, internships, work-based learning) leading to living-wage employment opportunities.

### **STUDENT EQUITY AND ACHIEVEMENT PROGRAM PLAN**

***Objective 1.*** Increase successful enrollment of males of color students who enroll out of those who apply to the College.

***Objective 2.*** Increase the number of Black or African American and Latino/a/x students points who enroll in and complete transfer-level English and math courses by ensuring students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term.

***Objective 3.*** Increase the proportion of males of color students who enrolled in fall and spring terms in a selected year, excluding students who completed an award or transferred to a postsecondary institution.

***Objective 4.*** Increase the number of males of color students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term and resulting in enrollment in a four-year institution.

***Objective 5.*** Increase the completion rate (i.e., number of students who attained the Vision for Success definition of completion - degree or certificate - in the selected year) for Black or African American and Latino/a/x students.

### **STRATEGIC ENROLLMENT MANAGEMENT**

***Objective 1.*** Increase outreach to first-time students, including traditional and nontraditional students, particularly high school dual enrollment students and adult learners for both noncredit and credit courses and programs.

***Objective 2.*** Expand partnerships to increase access for first-time students, including traditional and non-traditional students.

***Objective 3.*** Expand student-friendly, equity-minded practices, policies, and procedures to support increased and equitable student connections, entry, progress, and completion.

***Objective 4.*** Set enrollment management goals, which support the Vision 2030 Goals, maximize the College's Student-Centered Funding Formula allocation, and align to the College's vision, mission, and goals.

*Appendix B: Compton College Course Report Template*

**ASSESSMENT INFORMATION & METHOD DESCRIPTION**

**Course Number:** \_\_\_\_\_ **Course Name:** \_\_\_\_\_

**List all SLO Statements:** \_\_\_\_\_

---

**Faculty Assessment Leader:** \_\_\_\_\_ **Faculty Contributing to Assessment:** \_\_\_\_\_

**Identify Assessment Method:** Choose the item(s) that most closely relates to your assessment method (mark the box next to Method with an **X**). You will be able to explain the assessment method(s) in more detail in the following section.

<input type="checkbox"/>	Case Study	<input type="checkbox"/>	Journal/Log	<input type="checkbox"/>	Presentation/Skill Demonstration
<input type="checkbox"/>	Essay/Written Assignment	<input type="checkbox"/>	Laboratory Project/Report	<input type="checkbox"/>	Project
<input type="checkbox"/>	Exam/Test/ Quiz	<input type="checkbox"/>	Multiple Assessments	<input type="checkbox"/>	Standardized/Licensing Exam
<input type="checkbox"/>	Fieldwork Internship	<input type="checkbox"/>	Performance	<input type="checkbox"/>	Survey/Focus Group
<input type="checkbox"/>	Homework Problems	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Term/Research Paper

**Assessment Method Description:** In a couple of sentences, describe the assessment.

**Standard and Target for Success:** Describe the standard you will use to determine success in your assessment. For context, the default assessment tool that we use in eLumen is set at 70%. If your department determines that success should be measured differently, such as those SLOs that are connected to a licensure or certification exam, please contact your SLO Facilitator and/or SLO Coordinator to discuss census data collection in future terms

**RESULTS**

**Assessment Data & Analysis Dates:** State the semesters that the assessment data covers. Please also indicate the number of sections included in your assessment. For example, if you are reviewing 360 students over 12 sections, please indicate that in your response.

**Assessment Data & Analysis:**

1. Summarize patterns observed in the disaggregated data by: a) mode of instruction, b) age, c) race/ethnicity and d) gender.

- What differences did you notice between these groups? When discussing this question, also consider student success metrics of a particular group between modalities (ex: online vs. face-to-face.)
2. What were the most important or unexpected findings from the data?

**Semester and Year Assessment Conducted:** Enter the semester and year the assessment was conducted.

**Standard Met?** Was the target you set in the “Standard and Target for Success” section met?

**Other Supporting Documents (Optional):** Include any related documents that you feel inform your assessment process or narratives.

## **ACTION PLAN**

**Describe Actions Needed to Improve Student Learning:** Address as many categories as needed. When planning for the future and selecting potential actions, consider developing a timeline to implement these action plan(s). This action plan should lay the foundation for your budgetary requests in both your annual plans and program review, your next course report in four years, and can be used to complete a few of the assessment narrative sections in your program review.

- **Teaching Strategies:** Needed changes to teaching strategies to improve student learning.
- **Curriculum Changes:** Needed curricular changes (pre-requisites, major topics, objectives, etc.).
- **Program/College:** Anything the program or college should do to support any of these changes.
- **SLO Assessment Process:** Needed changes to the SLO statement or assessment process based on results.

<p style="text-align: center;"><b>Action</b> (One action plan per row. Minimum of one action plan)</p>	<p style="text-align: center;"><b>Action Due Date</b></p>	<p style="text-align: center;"><b>Action Category</b></p>
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here