



CURRICULUM COMMITTEE MEETING MINUTES

Facilitator: Sean Moore – Curriculum Committee Chair

Recorder: Jennifer Hill / Time Keeper: Susan Johnson

**Date: June 1, 2021 / Time: 2:00 p.m. - 3:30 p.m. / Location: Via Zoom -
<https://cccconfer.zoom.us/j/98274239232>**

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.

Present: Fazal Karim Aasi, Shay Brown, Corina Diaz, Hassan Elfarissi, Harvey Estrada, Amber Gillis, Jennifer Hill, Charles Hobbs, Susan Johnson, Todd Kler, Don Mason, Melain McIntosh, Jose Martinez, Maya Medina, Sean Moore, Brittany Olayele, Hoa Pham, Kendahl Radcliffe, David Turcotte, and Abdirashid Yahye.

Guests: Sheri Berger

Meeting was called to order at 2:05 p.m.

1. Approval of Agenda:

- Todd made a motion to approve the agenda with minor changes; Amber seconded. Approved.

2. Approval of Minutes:

- Shea made a motion to approve the May 18, 2021 minutes. Susan seconded. Approved.

3. Reports:

a) VP of Academic Affairs

- Sheri commended Sean for his outstanding efforts in getting a mountain of CORs moved through the outline system as well as the entire committee for its hard work.
- Maya and Sheri submitted the required annual prerequisite survey to the Chancellor's Office detailing all prerequisite changes made to our courses this year.
- We are finalizing the college catalog and hope to have it published by the end of July, including updated course and articulation information.

Articulation End of Spring 2021 Update

University Articulation Updates

- UC Davis - Department (Course) Agreements and Major Agreements are published.
- Compton College articulation agreements and publication in ASSIST:
 - All 9 UC campuses have published 2020-2021 Compton College Articulation Agreements by Major.
 - Some CSU campuses have not yet published Compton College articulation agreements in ASSIST. However, all of Compton College's surrounding universities (CSULA, CSULB, CSUDH, CSUN, CPP, Channel Islands) have published 2020-2021 Articulation Agreements by Major in ASSIST; Fullerton has published Department (Course) Agreements.

CSU GE: Effective Fall 2021

Submitted 20 courses (3 for CSU Area F); received approvals for 18 (1 for CSU Area F)

Courses	Approved Area
PE 158, PE 159, PE 162, PE 163, PE 164, PE 165, PE 167, PE 168, PE 170, PE 171, PE 177, PE 178, PE 180, PE 181, PE 183, PE 184	Area E: Lifelong Learning and Self-Development
ESTU 103 The Chicano in Contemporary United States Society	Area F: Ethnic Studies (New GE Area)
PSYC 122 (Reapproval due to requisite changes)	Area D: Social Sciences

Additional Updates and Reminders

- C-ID: now able to include a tag in TES to identify C-ID approved courses.
- [Compton College Program Mappers with CSU Dominguez Hills](#)
- There is now a single, Local General Education Pattern (18 Units)

Articulation Requests, Approval & Calendar

All courses must receive **all** the following approvals, **prior** to articulation request submissions: Curriculum Committee, Academic Senate, Board, CCC Chancellor's Office (State). *Reminder: new courses require Two Reads.*

Articulation Submission Calendar for Courses

ASSIST Effective Term	Last Board Approval Month
Fall, current year	April, current year
Spring, the following year	October, the current year

Important Notes:

- UC, CSU General Education (GE) & IGETC articulation requests are submitted only once a year, and effective only in the Fall term. GE submissions submitted this Fall, becomes effective for the following Fall.
- Distance Education (DE) approval is not required prior to articulation submissions.
- These dates **do not** include Catalog production deadlines, which may be earlier.
- Sufficient time must be available to ensure the Curriculum Analyst is able to submit courses in a timely manner for State approval.
- Approved Course Outline of Records (CORs) must comply with articulation guidelines/policies such as Textbook recency (at least 1 text), Methods of Evaluations, Methods of Instruction, etc.; therefore, it is **highly recommended** that you meet with the [Articulation Officer](#) prior to submitting courses in the system for approval.

b) Articulation Officer

- Melain said that UC Davis approved our transfer agreements/CORs with a couple of small outstanding denials. All nine UC campuses have published agreements with Compton College by major in the ASSIST system, but not all CSUs have published our agreements. Unfortunately, we are subject to their timelines, and there are technical issues that are causing a backlog.
- See the attached document on articulation through the end of Spring semester 2021 for additional details.
- Melain said that we are going to make a concerted effort to meet course approval deadlines next term. They must have board approval no later than April for fall semester; October for spring term. See the attached document on articulation for details.

c) DEFC

- DEAC and DEFC have had their final meetings for the semester. There is some discussion about changes to some Title Five language, but this is a developing situation. [See details on this and other end-of-term matters here.](#)

d) SLOC

- Amber reported that our eLumen platform production site is live. You should be able to click on the eLumen tile in MyCompton and access your courses. If you notice any problems with SLO or PLO information, please contact Amber via email. See attached for lab schedule/instructions.

4. Consent Agenda Items: Amber made a motion to approve. Susan seconded. Approved

- a) *Course Inactivation:* CHEM 122 - Survey of Organic and Biochemistry; CHEM 210 - Organic Chemistry I; CHEM 212 - Organic Chemistry II; and ENGL 200 - Shakespeare's Plays - Tragedies and Romances.
- b) *Course Review - Update Course Hours:* CHEM 104H - Honors Beginning Chemistry; and NURS 103 Nurse Assistant.
- c) *Course Review - Update Prerequisites:* MATH 110 - Structures and Concepts in Mathematics; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; and MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MTT 201 – Introduction to Aerospace Fastener Technology; and MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments.
- d) *Course Review - Update Course Description:* MATH 110 - Structures and Concepts in Mathematics; and MATH 115 - Probability and Statistics for Prospective Elementary School Teachers.
- e) *Course Textbook Update:* MTT 201 - Introduction to Aerospace Fastener Technology; and MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments.
- f) *Year CTE Course Review:* ACR 95 - Cooperative Work Experience Education; ACR 99 - Independent Study; ACRP 130 - Basic Automotive Painting - Refinishing; MTT 201 - Introduction to Aerospace Fastener Technology; MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments; NURS 103 - Nurse Assistant; NURS 230 - Mental Health Nursing; NURS 234 - Pediatric Nursing; NURS 238 - Nursing Skills Practicum II; NURS 247 - Advanced Medical-Surgical Nursing I; and NURS 248 - Advanced Medical-Surgical Nursing II Preceptorship.

- g) *6-Year Course Review*: ENGL 228 - Images of Women in Literature; FILM 113 - Screenplay Analysis; JOUR 112 - Mass Media and Society; MUSI 112 - Music Cultures of the World; MUSI 180 Fundamentals of Electronic Music; MUSI 285 - Songwriting for Commercial Music; PHIL 101 - Introduction to Philosophy; RE 119 - Real Property Management; and THEA 103 - Theatre Appreciation.
- h) *CSU GE/IGETC Articulation Review*: ANTH 101- Introduction to Physical Anthropology; ANTH 102 - Introduction to Cultural Anthropology; ANTH 103 - Introduction to Archaeology; ANTH 104 - Language and Culture; ANTH 106 - Native Peoples of North America; ANTH 107 - Native Peoples of South America; ANTH 108 - Ancient Civilizations of Mesoamerica; ANTH 109 - Women, Culture, and Society; ANTH 111 - Anthropology of Religion, Magic and Witchcraft; ANTH 112 - Ancient Civilizations of the Old World; ART 141 - Digital Art Fundamentals; CHEM 104H - Honors Beginning Chemistry; ECON 101- Principles of Economics: Macroeconomics; ECON 102 - Principles of Economics: Microeconomics Theory; ECON 105 - Fundamentals of Economics; ENGL 102 -Literature and Composition; ENGL 102H - Honors Literature and Composition; ENGL 227 - Children's Literature; ENGL 241 - American Literature II; ENGL 243 - African American Literature; ENGL 244 - The Literature of American Ethnic Groups; HIST 101H- Honors United States History to 1877; HIST 102H - Honors United States History from 1877 to the Present; HIST 112- History of The Chicano in The United States; HIST 114 - History of the Asian American in the United States; HIST 122 - United States Social History: Cultural Pluralism in America; HIST 128 - History of California; HIST 145- History of World Religions; HIST 154- A History of Mexico; HIST 175- History of Asian Civilizations to 1600; HIST 176 - History of Asian Civilizations from 1600 to the Present; MATH 140 - Finite Mathematics for Business and Social Sciences; MUSI 116 - History of Rock Music; PE 103 - Boot Camp Fitness Training; PE 104 – Basketball; PE 107 - Baseball; PE 130 - Beginning Soccer; POLI 101 - Governments of the United States and California; POLI 101H - Honors Governments of the United States and California; PSYC 116 - Lifespan Development; PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; SOCI 115 - Sociology of Death and Dying; SOCI 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; and SPAN 105 - Advanced Spanish I.
- i) *Distance Education Online*: ACR 95 - Cooperative Work Experience Education; ACR 99 - Independent Study; ANTH 101 - Introduction to Physical Anthropology; ANTH 102 - Introduction to Cultural Anthropology; ANTH 103 - Introduction to Archaeology; ANTH 104 - Language and Culture; ANTH 106 - Native Peoples of North America; ANTH 107 - Native Peoples of South America; ANTH 108 - Ancient Civilizations of Mesoamerica; ANTH 109 - Women, Culture, and Society; ANTH 111 - Anthropology of Religion, Magic and Witchcraft; ANTH 112 - Ancient Civilizations of the Old World; ART 141 - Digital Art Fundamentals; AS 60 - Strategies for Success in Distance Education; CHEM 104H - Honors Beginning Chemistry; ECON 101 - Principles of Economics: Macroeconomics; ECON 102 - Principles of Economics: Microeconomics Theory; ECON 105 - Fundamentals of Economics; ENGL 228 - Images of Women in Literature; ENGL 102 - Literature and Composition; ENGL 102H - Honors Literature and Composition; ENGL 227 - Children's Literature; ENGL 241 - American Literature II; ENGL 243 - African American Literature; ENGL 244 - The Literature of American Ethnic Groups; ESL 22A - Reading and Vocabulary- Level 1; ESL 23 - Pronunciation and Conversation - Level 1; ESL 24 - Pronunciation and Conversation- Level 2; ESL 25 - Pronunciation and Speaking- Level 3; FILM 113 - Screenplay Analysis; HIST 101H - Honors United States History to 1877; HIST 102H - Honors United States History from 1877 to the Present; HIST 112 - History of the Chicano in the United States; HIST 114 - History of the Asian American in the United States; HIST 122 - United States Social History: Cultural

Pluralism in America; HIST 128 - History of California; HIST 140 - History of Early Civilizations; HIST 141 - History of Modern Civilizations; HIST 145 - History of World Religions; HIST 152 - History of Latin America Through Independence; HIST 154 - A History of Mexico; HIST 175 - History of Asian Civilizations to 1600; HIST 176 - History of Asian Civilizations from 1600 to the Present; JOUR 112 - Mass Media and Society; LAW 104 - Legal Environment of Business; LAW 105 - Business Law; LIBR 110 - Library Research Using the Internet; MATH 110 - Structures and Concepts in Mathematics; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MATH 140 - Finite Mathematics for Business and Social Sciences; MTT 201 – Introduction to Aerospace Fastener Technology; MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments; MUSI 103A - Theory and Musicianship I; MUSI 112 - Music Cultures of the World; MUSI 116 - History of Rock Music; MUSI 180 - Fundamentals of Electronic Music; MUSI 285 - Songwriting for Commercial Music; POLI 101 - Governments of the United States and California; PHIL 101 - Introduction to Philosophy; POLI 101H - Honors Governments of the United States and California; PSYC 116 - Lifespan Development; PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; RE 119 - Real Property Management; SOCI 115 - Sociology of Death and Dying; SOCI 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; SPAN 102 - Elementary Spanish II; SPAN 103 - Intermediate Spanish I; SPAN 104 - Intermediate Spanish II; SPAN 105 - Advanced Spanish I; and THEA 103 - Theatre Appreciation.

- j) *Distance Education - Hybrid Only*: NURS 103 - Nurse Assistant; NURS 234 - Pediatric Nursing; NURS 238 - Nursing Skills Practicum II; NURS 247 - Advanced Medical-Surgical Nursing I; and NURS 248 - Advanced Medical-Surgical Nursing II Preceptorship.
- k) *Distance Education EFOMA*: ACRP 130 - Basic Automotive Painting – Refinishing; NURS 230 - Mental Health Nursing; PE 103 - Boot Camp Fitness Training; PE 104 – Basketball; PE 107 – Baseball; and PE 130 - Beginning Soccer.
- l) *Distance Education Addendum Only*: RE 111 - Real Estate Principles; RE 113 - Real Estate Practice; RE 114 - Real Estate Finance I; RE 116 - Real Estate Economics; RE 140 - Real Estate Appraisal; and RE 141 - Advanced Real Estate Appraisal.

5. Action Items:

- a) *First and Second Read*: Curriquet course review proposal and new course proposal revised templates.
 - Corina made a motion to approve the revised template and new courses. Todd seconded. Approved.
- b) *First Read - New Courses*: CIS 161 - Introduction to Application Development Environment: Swift; CIS 162 - Programming Fundamentals I; CIS 163 - Programming Fundamentals I: AppleSwift I; CIS 164 - Programming Fundamentals II: Apple Swift II; CIS 165 – Advanced Application Development Swift; CSCI 108 - Foundation of Data Science; CSCI 114 - Computer Programming in Python; CSCI 117 - Computer Programming in MATLAB; COSM 126 - Cosmetology Applications and Theory; and MUSI 184 – Music Technology Production and Sound Design.
 - Rashid reports the CIS courses listed above are already offered as non-credit courses.
 - Sean reports that the COSM 126 is designed to be offered during shorter terms in the evening.

- Charles moved to close. Shea seconded. Moved.
- c) *Second Read - New Courses*: ESL 22A - Reading and Vocabulary- Level 1; ESL 23 - Pronunciation and Conversation - Level 1; ESL 24 - Pronunciation and Conversation- Level 2;and ESL 25 - Pronunciation and Speaking- Level 3.
- These are popular non-credit courses designed to give students comparable opportunities that they would receive at other CCCs.
 - Rashid made a motion to approve. Todd seconded. Approved.

7. Information Items:

- a) One Curriculum, Distance Education, and Student Learning Outcome Open Labs are available for Professional Development from 3:30 p.m. – 4:30 p.m. on 6-1-21 and this is the [direct Professional Development Curriculum, SLO, and DE Addendum link to locate the Zoom meetings](#).
- b) An email update was sent to deans, division chairs, and responsible faculty course originators on 5-27-21, regarding courses needing to be launched in spring for either Distance Education, CSUGE/IGETC – Articulation, or both, that are either in draft mode or have not had course review proposals created. The courses are listed [on pages 4-7 of today's agenda here](#).

8. Discussion Items:

- Melain encouraged senators to attend our last senate meeting on Thursday so we have quorum in order to approve our curriculum items.
- Sean thanked the committee for its hard work this term.

9. Public Comment: None

Rashid made a motion to adjourn at 2:47 p.m. Corina seconded. Approved.

Articulation End of Spring 2021 Update

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Spring 2021 SLO Assessment Update #4 June 1, 2021

With just two short weeks left in the semester, the Outcomes Committee would like to wish everyone an early happy summer!

In this issue, we will provide information on the following:

1. eLumen implementation updates,
2. Important spring 2021 student assessment data entry due dates, and
3. Handouts: Changes in Assessment & eLumen Navigation Guide (at the end of this guide).

eLumen Implementation Updates

Our eLumen production site is LIVE! That means when you click on the eLumen tile in MyCompton, you will see your courses, students, and SLOs. From this point on, you may now enter your assessment data (Fig. 1).

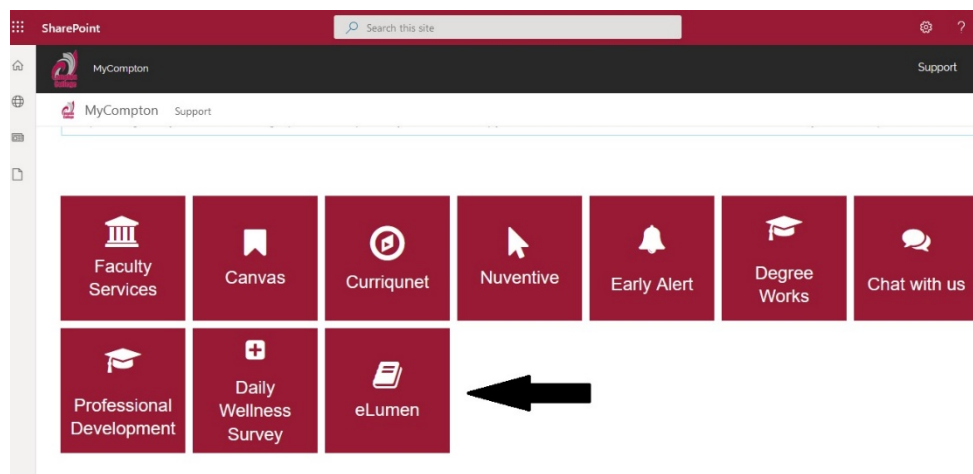


Figure 1: MyCompton Dashboard

As a reminder, the College has moved from random sampling and on to census data collection. This means that you will need to enter holistic student performance data for

each student in each class, even if you're not assessing a particular SLO that semester. For more information about what this is, how this works, and why we need it, please see the document, "Changes in Assessment," later in this update.

The Outcomes Committee would also like to extend a sincere thank you to the Office of Institutional Effectiveness, the eLumen Project Managers, and to everyone that was able to attend our eLumen launch week May 10-13, 2021.

Important Student Assessment Data Due Dates

Spring 2021 Assessment Data Due Date: Please be advised that all student assessment data will be due into eLumen no later than **Thursday, June 18, 2021**. SLO Facilitators will be available to assist faculty with their assessment data input through the last day of the spring 2021 semester, Friday, June 11, 2021. The SLO Team recommends that all faculty enter their assessment data no later than Friday, June 11, 2021.

What if I need extra help? SLO Facilitators and the SLO Coordinator will be available via Zoom on the following dates:

Zoom Information: <https://us02web.zoom.us/j/85437575115>

Monday, June 7th, 2021: 10am-12pm & 3pm-5pm
 Tuesday, June 8th, 2021: 10am-12:00pm & 2pm-4pm
 Wednesday, June 9th, 2021: 9am-11am & 3pm-5pm
 Thursday, June 10, 2021: 10am-12pm & 1pm-3pm
 Tuesday, June 15, 2021: 10am-12pm & 1pm-3pm

If these dates do not work for you and you need one-on-one help, please reach out to your individual SLO Facilitator to see if they are available to set up a time to meet. Contact information for all SLO Facilitators is listed at the end of this document.

Have Questions? Need a Shoulder? Contact the Outcomes Committee!

Compton College 2021-2022 SLO Team

SLO Coordinator	Amber Gillis	agillis@compton.edu
BIS SLO Facilitator	Jesse Mills (Interim) or Amber Gillis	jmills@compton.edu agillis@compton.edu
HPS SLO Facilitator	Amber Gillis	agillis@compton.edu
FACH SLO Facilitator	Juan Tavarez	jtavarez@compton.edu
SocSci SLO Facilitator	Jesse Mills	jmills@compton.edu
STEM SLO Facilitator	Miguel Ornelas	mornelas@compton.edu



Changes in Assessment Using eLumen – Spring 2021 Outcomes Committee

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 groups. Therefore, in order for us to be able to disaggregate student assessment data by demographic groups, a census data collection approach is needed. Further, 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.

This change is tempered by the new data collection platform, eLumen, that is designed to be easier for faculty to enter their student learning outcome data than our previous Nuventive system.

Who is asking for this disaggregate student data?

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.

What can we do with this kind of disaggregate data?

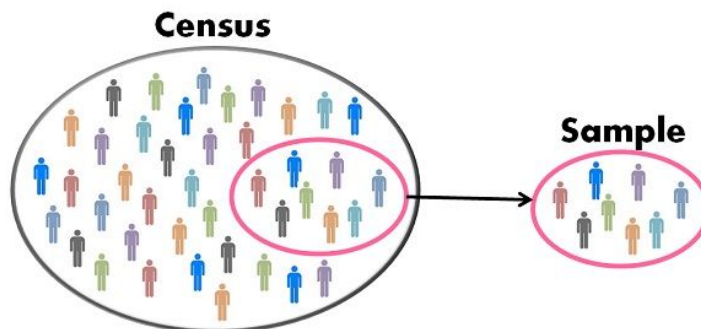
With a census, faculty can accurately study subpopulations of our overall student population based on various demographic characteristics such as first generation, part-time vs. full-time, men of color, athletes, or course modality. Faculty can then use their SLO assessment outcomes to identify gaps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

How is assessment changing?

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

Assessment Then (Using Nuventive):

- Faculty members have used simple random sampling, where the work of 10% or 10 students (whichever number was greater) in any given course were assessed.
- 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 and their narrative into Nuventive and then create action plans to improve student learning.



Assessment Now (Using eLumen):

- Faculty will be collecting assessment data only, using a census approach, where SLO assessment data is collected from every student in their course(s).
- 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, an SLO can be assessed where the assessment data is analyzed and a narrative identifying trends and other anomalies is written.

Example of the Change in Assessment Process:

Assessment Then (Using Nuventive):

- SLO #1 needs to be assessed for Math 180.
- The math department has three sections of Math 180.
- Three math faculty use a common assessment (test) and administer to all students.
- Each math faculty teaching Math 180 randomly sample 10% or 10 of their students (whichever is greater).
- The Math 180 faculty lead collects the data from the other two 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):

- 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 for spring 2021, fall 2021, and in spring 2022.
- At the end of each semester, each math faculty enter their own assessment data for every student taking Math 180 for *all three SLOs*. The student class rosters and faculty assignments are all pre-loaded 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 their future classroom pedagogies, SI and tutoring opportunities, and their 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.



Training Guide Spring 2021

About this Guide

This eLumen Training Guide provides you with general navigation directions within eLumen and will assist you in entering assessment data for the students in your courses. As the Office of Institutional Effectiveness and the Outcomes Committee continue the College's eLumen implementation and begin using additional features, such as the Canvas integration tool, the Outcomes Committee will expand this guide to include instruction on these features.

Please note that this Training Guide is for internal use only and is subject to change. If you are unsure about the version, please contact your SLO Facilitator or the Outcomes Committee to ensure that you are using the most current version.

For additional support, questions, or to report an error with this training guide, please contact your SLO Facilitator.

Thank you.

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Logging into eLumen

Logging into eLumen can be done one of two ways. The first way is through your MyCompton portal. Simply click on the “eLumen” tile pictured below (Figure 1).

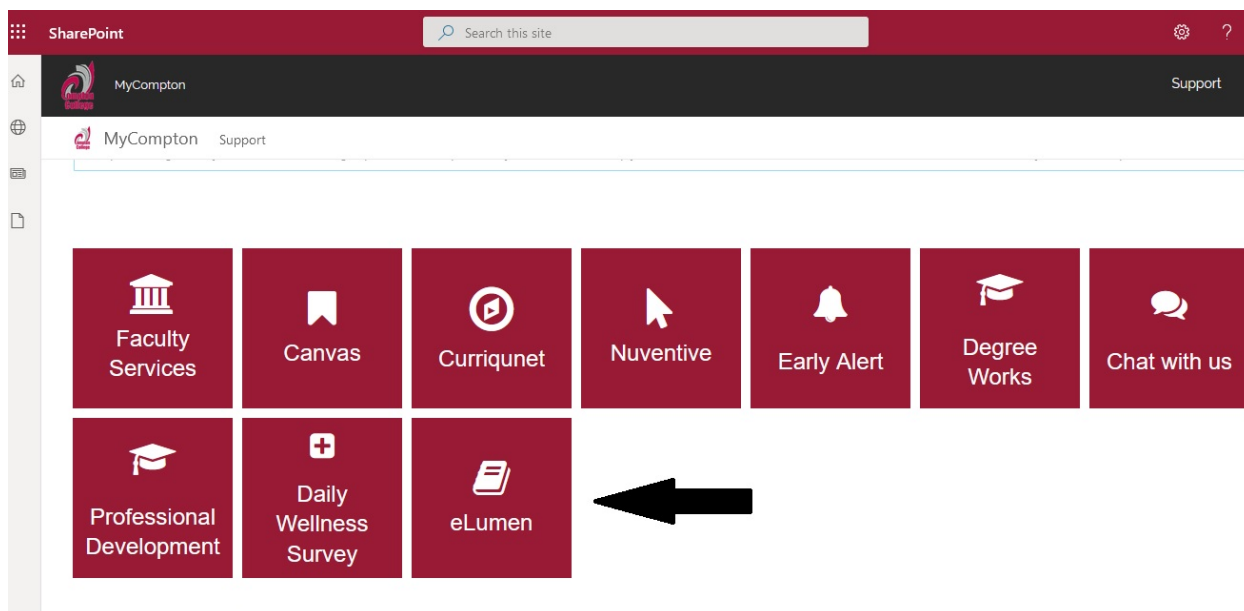


Figure 1

The second way to log in is via your web browser at the following link:

<https://compton.elumenapp.com>

If you encounter an error through MyCompton for any reason, please contact your SLO Facilitator.

eLumen Homepage

Once you have accessed the eLumen application, you will automatically be taken to your homepage. This homepage will contain the following information (Figure 2):

- Each class that you are teaching for that term, along with CRN.
- Buttons to add or complete an assessment.
- Scorecard Tiles that take you to different views of assessment scoring/data entry.
- Other tabs that will be used at a later date, depending on your desire to create additional assessments or rubrics for your courses.
- Results Explorer tab which will generate data reports and graphics that you can use to track SLO Assessment data by semester or semester over semester.

eLumen

Amber Gillis as Faculty in English Lit/Rhetoric & Composition

Courses Spring 21 Outcomes & Assessments Results Explorer

ENGL103 - Critical Thinking and Composition - Your CRN number will be here.

Course Coordinator(s): <unassigned>
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

Figure 2

Entering an Assessment (Using Rubric View)

1. 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 (Figure 3).

eLumen

Amber Gillis as Faculty in English Lit/Rhetoric & Composition

Courses Spring 21 Outcomes & Assessments Results Explorer

ENGL103 - Critical Thinking and Composition - Your CRN number will be here.

Course Coordinator(s): <unassigned>
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

Figure 3

2. Select the class that you would like to enter assessment data for by clicking on the bold course header (“Engl 103 – Critical Thinking and Composition” in the image below). Keep in mind that each section will have its own header. Once you click on a course to enter data into, you will see your class title followed by “Default SLO Assessment” (Figure 4). This is the assessment that you will be entering data under.

ENGL103 - Critical Thinking and Composition - Your CRN number will be here.

Course Coordinator(s): <unassigned>
Evaluator(s): Amber Gillis

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

Figure 4

3. On the right, you will see “Scorecards.” Click on either tile to enter your assessment data. Both options will allow you to enter data for each student; however, there are two views available to you. One view is called the “rubric” view and the other is called “scorecard” view (Figure 5). The “rubric view” tile will always be the tile with the number of assessments needing to be completed. Please see the separate section on scorecard view further down in this training guide, beginning on page 10.

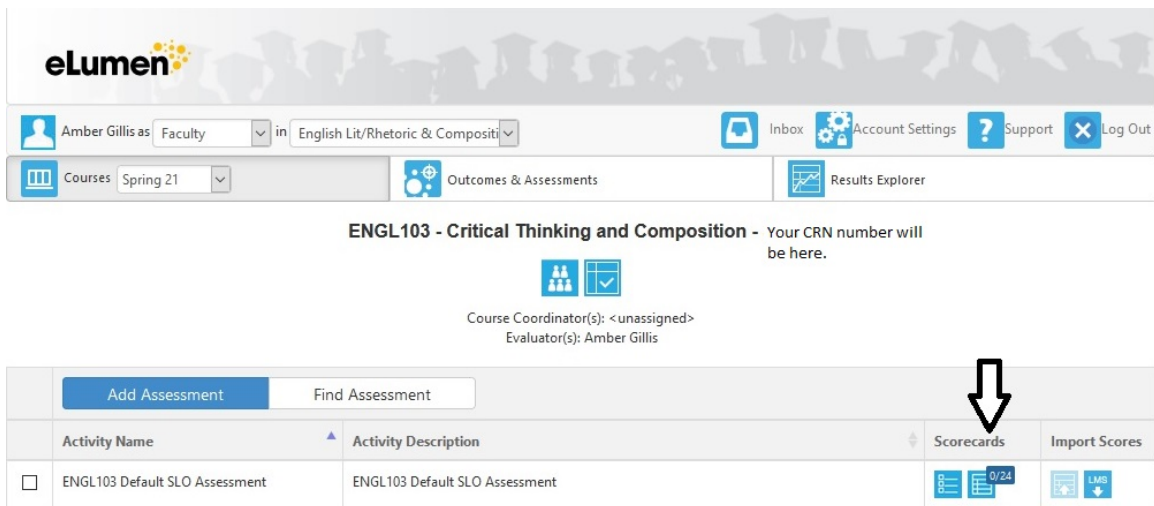


Figure 5

The rubric view allows you to see each SLO statement next to each student name, along with default rubric descriptors (called “Performance Ds”). Student names (hidden in the image below) will appear on the left-hand side of the screen (Figure 6).

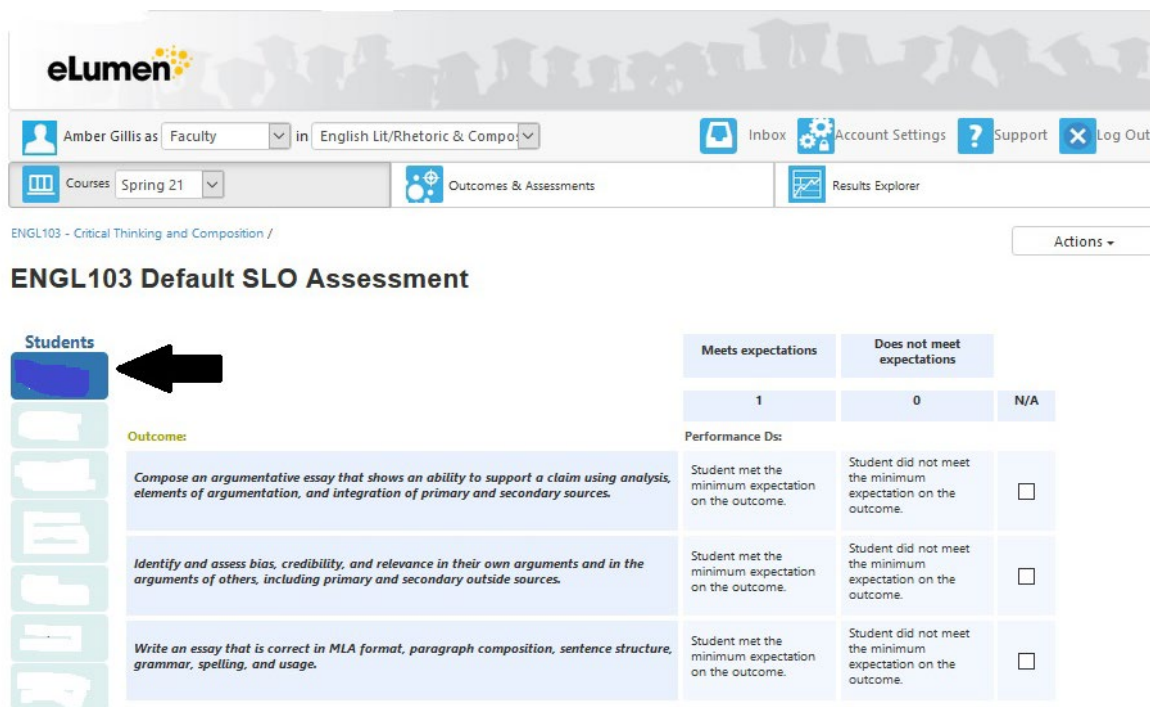


Figure 6

4. Enter data by clicking on the appropriate tile for each SLO for each student (Figure 7). **Select N/A if the student withdrew or was dropped from the course.**

The screenshot shows the eLumen interface for 'ENGL103 - Critical Thinking and Composition'. The user is Amber Gillis, Faculty, in the English Lit/Rhetoric & Composition course for Spring 21. The page title is 'ENGL103 Default SLO Assessment'. On the left, there is a 'Students' sidebar with a grid of student tiles. The main area shows a table for assessment data. The table has three columns: 'Meets expectations', 'Does not meet expectations', and 'N/A'. The 'Meets expectations' column has a value of '1', 'Does not meet expectations' has '0', and 'N/A' is empty. Below the table, there are three rows of assessment data for 'Performance Ds'. Each row has a description of the outcome, a 'Meets expectations' column with the text 'Student met the minimum expectation on the outcome.', a 'Does not meet expectations' column with the text 'Student did not meet the minimum expectation on the outcome.', and an 'N/A' column with a checkbox. A large black arrow points to the 'Meets expectations' column.

Figure 7

5. As you begin to enter your assessment data, the student tile will switch from light blue to dark blue. To enter assessment data for another student, click on “Next Student” (Figure 8).

The screenshot shows the eLumen interface for 'ENGL103 - Critical Thinking and Composition'. The user is Amber Gillis, Faculty, in the English Lit/Rhetoric & Composition course for Spring 21. The page title is 'ENGL103 Default SLO Assessment'. On the left, there is a 'Students' sidebar with a grid of student tiles. The main area shows a table for assessment data. The table has three columns: 'Meets expectations', 'Does not meet expectations', and 'N/A'. The 'Meets expectations' column has a value of '1', 'Does not meet expectations' has '0', and 'N/A' is empty. Below the table, there are three rows of assessment data for 'Performance Ds'. Each row has a description of the outcome, a 'Meets expectations' column with the text 'Student met the minimum expectation on the outcome.', a 'Does not meet expectations' column with the text 'Student did not meet the minimum expectation on the outcome.', and an 'N/A' column with a checkbox. Below the table, there is an 'Assessment Comments' section. It shows a comment from Amber Gillis dated 04-29-2021 16:44:48 with the text 'Great job! Please keep working on your formatting for other classes.' Below the comment is a rich text editor with a toolbar containing buttons for Bold, Italic, Underline, Text Color, Background Color, Text Color, Bulleted List, Numbered List, Link, Unlink, Undo, and Redo. A large black arrow points to the 'Next student' button at the bottom right of the page.

Figure 8

NOTE: When you are in either the rubric view or scorecard view, you might notice a light “faculty annotation” button. Please keep in mind that this comment is forward-facing and viewable to a student if you hit “Publish comment” (Figure 8 above). You can use this feature to provide a note in the future; however, please do not enter anything into this field at this time while training in the test site.

6. When you get to the last student on your roster, the blue “Next Student” button will convert to a blue “Save” button. Press it to complete your assessment. Once you click “Save,” eLumen will give you some navigation options (Figure 9).

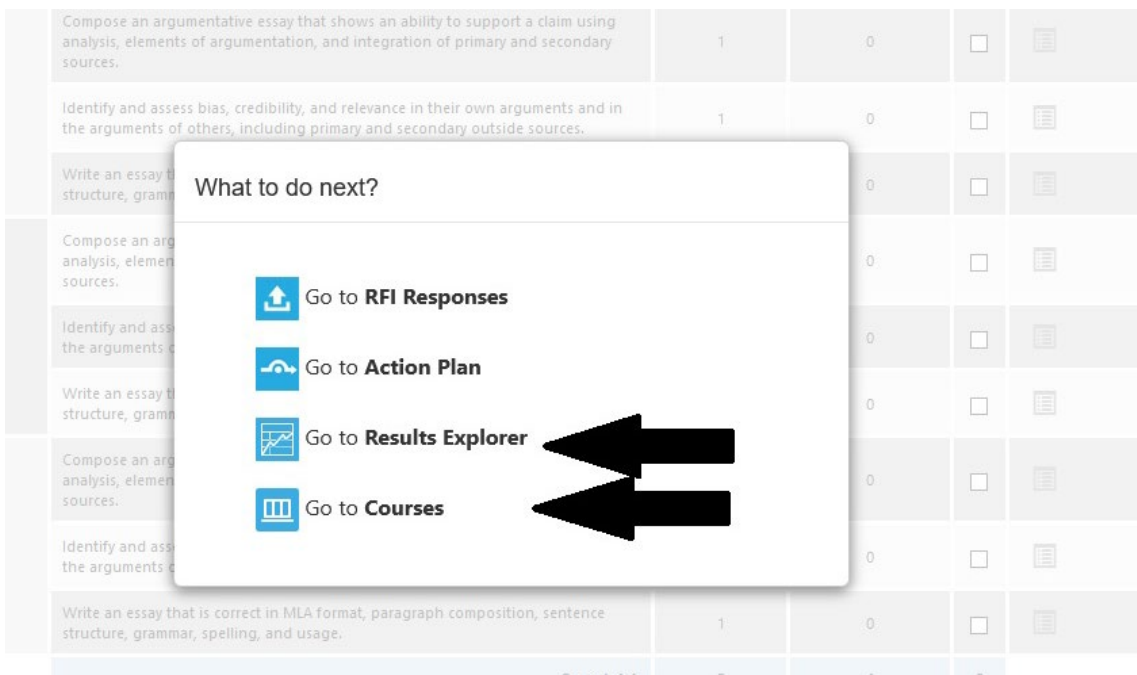


Figure 9

NOTE: If you are in rubric view and entering assessment data for a single student (perhaps you missed a student), you still need to scroll down to the last student and click on their name to change the “next student” option to the “save” option.

If you need to enter more assessment data, click on “Go to Courses.” If you have entered all of your data for a given section and want to view your quantitative data in graph format, click on “Results Explorer.” As you can see in Figure 10, the Results Explorer allows you to view your individual data. As you enter more data, you will be able to see semester over semester trends, and you will be able to disaggregate student data by preset demographic markers in the near future.



Figure 10

Entering an Assessment (Using Scorecard View)

1. 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 (Figure 12).

The screenshot shows the eLumen interface. At the top, the user is logged in as Amber Gillis, Faculty, in English Lit/Rhetoric & Composition. A large black arrow points to the course selection dropdown menu. Below the navigation bar, the course "ENGL103 - Critical Thinking and Composition" is selected, and the user's CRN number is displayed. The course coordinator is listed as "unassigned" and the evaluator as Amber Gillis.

Below the course information, there is a table with two buttons: "Add Assessment" and "Find Assessment". The table below shows the list of assessments:

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

Figure 12

- Select the class that you would like to enter assessment data for by clicking on the bold course header (“Engl 103 – Critical Thinking and Composition” in the image below). Keep in mind that each section will have its own header. Once you click on a course to enter data into, you will see your class title followed by “Default SLO Assessment” (Figure 13). This is the assessment that you will be entering data under.

The screenshot shows the eLumen interface for a course. At the top, the eLumen logo is on the left, and user information 'Amber Gillis as Faculty in English Lit/Rhetoric & Compositi' is on the right. Below this is a navigation bar with 'Courses Spring 21', 'Outcomes & Assessments', and 'Results Explorer'. The main header reads 'ENGL103 - Critical Thinking and Composition - Your CRN number will be here.' Below the header, it says 'Course Coordinator(s): <unassigned>' and 'Evaluator(s): Amber Gillis'. A table below has two columns: 'Activity Name' and 'Activity Description'. The first row contains 'ENGL103 Default SLO Assessment' in both columns. To the right of the table are 'Scorecards' and 'Import Scores' buttons. A white arrow points to the 'Add Assessment' button above the table.

Figure 13

- On the right, you will see “Scorecards.” Click on the tile on the left to enter your assessment data in “scorecard” view (Figure 14).

This screenshot is similar to Figure 13, showing the same eLumen interface. However, a white arrow points to the 'Scorecards' button in the table's right-hand column, indicating the next step in the process.

Figure 14

While entering assessment data in the scorecard view does allow you to see the SLO statement beside each student name, the rubric descriptors are not present (Figure 15). Since we are using a default rubric at this time, you might find this option slightly faster.

Please note that the student names have been removed from the image below. Your student names will appear on the left-hand side column.

		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"/>
[Redacted]	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"/>
[Redacted]	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"/>
[Redacted]	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"/>
[Redacted]	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"/>
[Redacted]	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"/>
[Redacted]	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>

Figure 15

3. Begin entering your assessment data for each student. Once you have finished, select “save” at the bottom of the page (Figure 16).

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"/>	
Score total:	5	4	0	

Clear all scores from this scorecard

Figure 16

4. If you need to enter more assessment data, click on “Go to Courses.” If you have entered all of your data for a given section and want to view your quantitative data in graph format, click on “Results Explorer” (Figure 17).

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"/>	
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"/>	
Score total:	5	4	0	

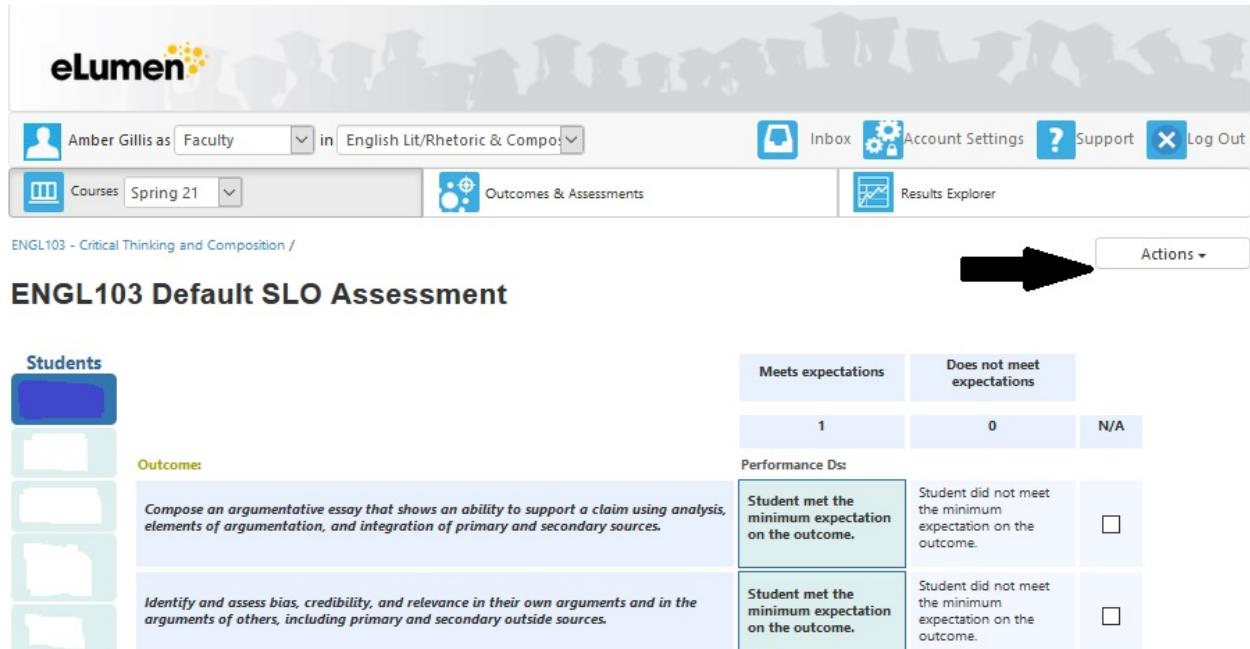
What to do next?

- Go to **RFI Responses**
- Go to **Action Plan**
- Go to **Results Explorer**
- Go to **Courses**

Figure 17

Switching Between Rubric View and Scorecard View

Switching between assessment data scoring views is possible by clicking on the “Actions” drop-down tab (Figure 18).

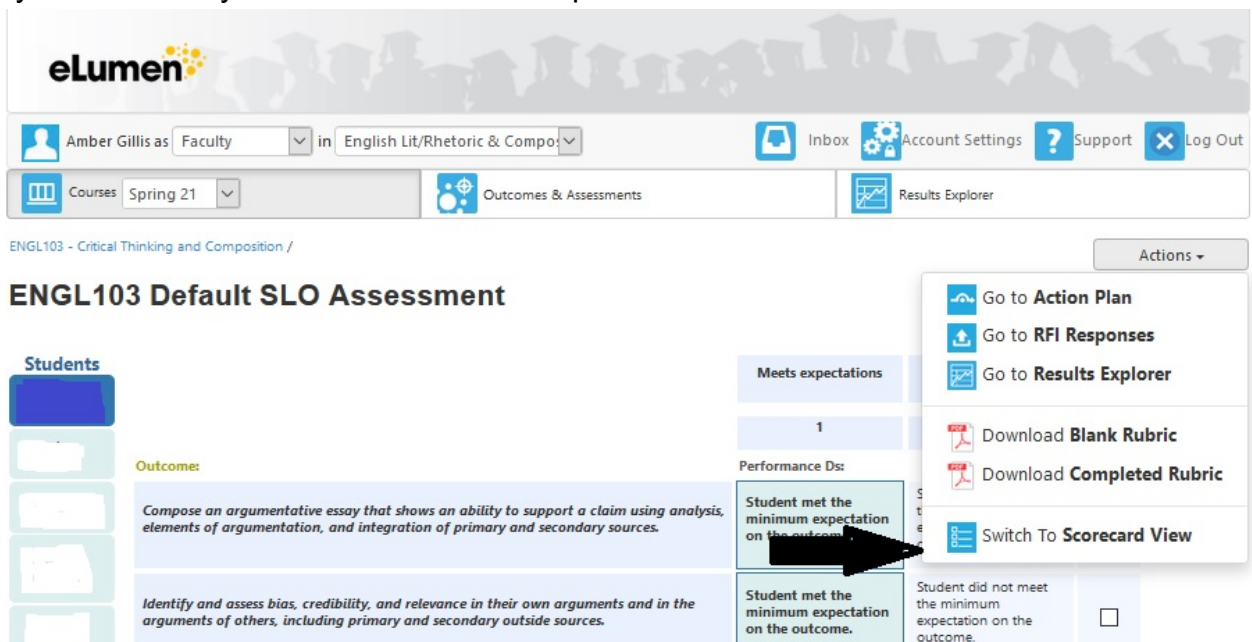


The screenshot shows the eLumen interface for a course titled "ENGL103 - Critical Thinking and Composition". The user is logged in as Amber Gillis, Faculty. The interface includes navigation tabs for "Courses" (Spring 21), "Outcomes & Assessments", and "Results Explorer". A large black arrow points to the "Actions" dropdown menu in the top right corner.

Meets expectations	Does not meet expectations	
1	0	N/A
Performance Ds:		
Student met the minimum expectation on the outcome.	Student did not meet the minimum expectation on the outcome.	<input type="checkbox"/>
Student met the minimum expectation on the outcome.	Student did not meet the minimum expectation on the outcome.	<input type="checkbox"/>

Figure 18

Once the drop-down menu appears, click on “Switch to Scorecard View” (Figure 19). If you are already in scorecard view the option to select will be “Switch to Rubric View.”



The screenshot shows the eLumen interface with the "Actions" dropdown menu open. A large black arrow points to the "Switch to Scorecard View" option in the menu.

Meets expectations	Does not meet expectations	
1	0	N/A
Performance Ds:		
Student met the minimum expectation on the outcome.	Student did not meet the minimum expectation on the outcome.	<input type="checkbox"/>
Student met the minimum expectation on the outcome.	Student did not meet the minimum expectation on the outcome.	<input type="checkbox"/>

- Go to Action Plan
- Go to RFI Responses
- Go to Results Explorer
- Download Blank Rubric
- Download Completed Rubric
- Switch To Scorecard View

Figure 19

Continue working as necessary.

Although eLumen is supposed to auto-save your work, the Outcomes Committee recommends that you please save your work before navigating to another page.

Frequently Asked Questions

Q: What should I enter if a student is on my eLumen roster but not on my official class roster?

A: Select N/A. Please do not enter “Did not Meet Expectations,” as this can affect scoring and data collection efforts. Student rosters have to be entered every semester and this occurs after census but before the drop date, so you will likely have some students on your eLumen roster that are not on your official class roster.

Q: What does entering “N/A” do to my results?

A: Entering N/A means that this student will not be included in your assessment data collection and will therefore not be counted when it’s time to complete an SLO assessment in a future semester.

Q. How do I know to enter “Met Expectations” or “Did not Meet Expectations”?

A: Historically, most programs have used the 70% mark as the threshold for deciding as to whether or not a student has met the SLO or not. This is the threshold that has been set in eLumen for the College at this time.

Q: I see a green checkmark next in my scorecard area. What does this mean?

A: A green checkmark tells you that you successfully entered assessment data for each student. That’s a symbol you want to see!

Q: Do I have to enter my assessment data in both the scorecard view and in the rubric view?

A: No. Using one or the other will record assessment data; no need to do double work.

Q: Not all of the classes I am teaching come up on my eLumen homepage. What do I do?

A: If you notice that you are missing a class, please let your SLO Facilitator and SLO Coordinator know immediately so they can correct the error. Please include the CRN and name of the course.

Q: There are classes on my eLumen homepage that I am not teaching. What do I do?

A: If you notice that you have classes that do not belong to you, please let your SLO Facilitator and SLO Coordinator know immediately so they can correct the error. Please include the CRN and name of the course that is incorrect.

Q: My SLOs or PLOs are wrong, they are misnumbered, out of order, or contain a typo. What do I do?

A: If you notice any errors in your statements, including ordination or typos, please let your SLO Facilitator know immediately so they can schedule an appointment with you to correct the error.

Q: My SLOs or PLOs are missing. What do I do?

A: We are still inputting some SLOs into the system, so they might not be present during training. If your SLOs or PLOs are missing entirely, please contact your SLO Coordinator to correct the problem immediately.

Q: I'm struggling with eLumen and need one-on-one help. Where can I find it?

A: The Outcomes Committee will be hosting a series of open labs/office hours to help you navigate eLumen and to walk you through entering your assessment data. Please check your email for more information soon.

Q: What is my eLumen login and password information?

A: Your login is your username@compton.edu, and your password is your MyCompton password.

Q: I can't log in. What should I do?

A: If you cannot log in, please send an email to your SLO Facilitator so they can assist you. Please keep in mind that while we can check eLumen profiles and permission settings, we cannot view or change your password for you; however, we can assist with making sure that your permissions are accurate and connect you to Compton or eLumen IT support.