147 Surveys Received

Circle one: Full-time Faculty (53) 36%   Part-time Faculty (38) 26%   Classified (8) 5%

Administrator (1) 0.7%   Student (14) 10%   Other (1) 0.7%

Not stated (32) 22%

Laney College Assessment Inventory Results

Does your college have . . .		Yes	No	Don't know
1.	An assessment philosophy?	29 20%	14 10%	100 68%
	Is it communicated clearly and to the whole college community?	10 7%	67 46%	59 40%
	Has it been approved by the Academic Senate?	5 3%	14 10%	117 80%
2.	An outcomes/assessment coordinator with reassigned time or a stipend?	6 4%	21 14%	115 78%
3.	An institutional researcher?	49 33%	8 5%	85 58%
4.	A committee responsible for coordinating assessment/outcomes?	56 38%	6 4%	82 56%
	If so, does it have specific goals or a stated charge?	22 15%	4 3%	88 60%
5.	An assessment website?	19 13%	19 13%	103 70%
6.	A list of assessment/outcomes FAQ's?	7 5%	19 13%	116 79%
7.	A writing program or writing across the curriculum?	50 34%	18 12%	73 50%
8.	A teaching/learning center?	62 42%	29 20%	50 34%
Does your college . . .		**Yes**	**No**	**Don't know**
9.	Provide support for faculty who work on assessment, for example, developing course or program outcomes? [stipends, etc.]	19 13%	30 20%	94 64%
10.	Use any standardized or homegrown survey instruments?	36 24%	11 7%	95 65%
11.	Use assessment for placing students in English, math, or reading classes?	114 76%	1 0.7%	28 19%
12.	Have a budget line item for student outcomes and assessment?	10 7%	14 10%	119 81%

More Questions . . . (Write answers in spaces below next to questions, or check "Don't know")	Don't know
13. **Can you identify which departments have taken the lead in developing student learning outcomes and performing assessment?** No/none (2) Apprenticeships (1) Biology (10) Chemistry (10) Co-op (1) Cosmetology (5) Division III (1) Geography/Geology (2) English (10) EOPS (1) ESL (12) HVAC (1) Machine Tech (2) Math (9) Music (2) Student services/Counseling (3) Tutorial (2) Vocational programs (3)	**102 (69%)**
14. **Is your department struggling with developing student learning outcomes and performing assessment?** • Yes (36) 24% • No (26) 18% • Not working on it (3) • Instructional Program learning outcomes have been established. • Listed in our Program Review – SLO's • Probably so. • No, Co-op Ed. Is entirely based on SLO's and performance assessment • We are working on it • In the chemistry department, we have always known exactly what the learning outcomes of all courses should be (that is, we know exactly what students are supposed to learn) and we know how to accurately assess the extent to which each student has achieved these outcomes: we give tests and grade lab reports. • Not sure where to start, or what sort of data I should collect • Overworked, too few FT faculty to divide up the work fairly • I think so • I don't think so. We have course outlines for every level of every CORE class: writing, reading, grammar, speaking • Probably, but don't know • Always	**53 (36%)**

- Not enough staff
- We really aren't struggling – but we need to start paying attention to it
- Time and objectives (clarification)
- Somewhat
- We are ahead of schedule
- Not really doing much yet (2)
- Working, maybe not struggling
- We haven't discussed it.
- We constantly do assessment and look at "learning outcomes"
- Counselors monitor overall progress of students
- Yes, but we are working well
- Examining methods that will produce substantive results.

What problems are you having?   **41 (28%)**

- Time (9)
- Time, energy
- Time and students reading
- Not enough time to develop
- Time to focus & people to work on it (a plan for at minimum)
- Integrating student services and instruction
- We have not, as yet, developed and implemented appropriate assessment strategies.
- No standardized assessment tools. Lots of suggestions for tools culled from professional literature and workshops
- Getting to the info on the web
- Getting everyone PT & FT on board about it
- Unclear on where to start
- ESL students without sufficient skills who counsel themselves into classes above their skill level
- Numerous – discussing dept. exam
- Training
- Does assessment provide valid outcomes?
- I am pretty much on my own in the way how I assess and evaluate student outcomes and performance, but that is not really a problem for me.
- We want to assure that student have correct initial placement, meet standards as they move through the program, and will be able to transition to mainstream classes. These are difficult things to measure.
- Determining how learning outcomes are different from exit skills
- Program coordination within program, as well as across the district
- Low Budget
- Need more input on level of detail to include
- Reaching consensus at college & across the district
- Need Measurable Outcomes/Some area subjective (2)
- Format Into Course outline
- Getting some people to participate is ideal
- None so far (2)

- Actually, our dept organized workshop
- No chair for 8 months
- No administrator or stability
- Not certain about specific definitions of "assessment" and "learning outcomes"
- Input from everyone (especially other part-timers) and being responsive to widely differing pedagogical styles and methods (some are philosophically against multiple choice, others think that skill is essential)
- Assessing different levels of ability
- I can't take more than one assessment test. After two or more years the assessment people will not allow me to take more than one test.
- We do not have any direction in this area and are waiting for it. We have addressed this issue in the past and used State Program Review assessments.
- Students need more help
- Students have high expectations of our program and depend too much on program
- Dept. standards
- Feed back from adjuncts
- Just Beginning
- Policy on challenge tests
- Lack of guidelines
- What do SlO's look like
- Only 1 FT faculty, PT unable to participate.
- Assessing students entering English 201 and 1A

15.	**Do any disciplines have course level outcomes?** • Yes (24) 16% • No (4) • Biology (1) • CIS (1) • Chemistry (1) • Cosmetology (1) • English (2) • ESL (5) • I identify course objectives on my syllabus • In my opinion, all voc. classes have always had clear outcomes. They may need to be written. • I think so	**100** **68%**
	Are they included on syllabi? • Yes (26) 18% • No (4) • Sometimes (3) • I include them on mine • I think so • I do in mine • They are not clear on syllabi and the instructor change all the time and give	**93** **63%**

	to student late • How many syllabi are that detailed?	
	Are they included on course outlines of record? • Yes (21) 14% • No (3) • We are currently revising course outlines to be consistent with syllabus. • Yes, but not as "outcomes" – the term "objectives" is used. • Yes, Student Learning Outcomes • Sometimes • Working on that now • I think so • Our department is hoping to do that soon • For the courses I teach—as far as I know • They should be	**89** **61%**
16.	**Do any programs or service areas have program outcomes?** • Yes (6) • No (1) • Yes but not written • Real estate (I think), but not this campus • Not as far as I know • Haven't heard • Goals identified in accreditation reports • Yes-degrees awarded • Assume music and bio • French	**125** **85%**
	If so, how were they developed? • Through an assessment workshop • In a committee through discussions • As part of the integrated planning effort • Hard work and time consuming effort! • Based on nationwide standards CACTFL guidelines • When safety curriculum was developed.	**108** **73%**
	How are they disseminated? • During a subsequent workshop • Among the full time faculty • Forwarded to division dean • Course syllabus • When instructors are trained at UC as each module is completed.	**111** **76%**

	How have they affected the program? • positively • Streamline French 1A, 1B, 2A • Focus on what student is hearing and what they can take back to work	**101** **69%**
17.	**Are any of your programs professionally accredited?** • Yes (16) 11% • No (7) 5% • I think so (2) • Maybe • Cosmo? • I assume so • Probably but I don't know about Voc. Programs • ? • I think some of the trades at Laney are, but not ESL. • Certificates/degrees • ESL assessment for writing placement • Is that different than the college being accredited?	**Don't** **know** **92** **63%**
	What are they? • Production, composition, rhythmic analysis, history of dance, jazz, Haitian, modern, ballet • Vocational programs are. • The skilled trades, refrigeration, etc. • Math, Transfer courses to UC , Safety classes by UC and State Workers Comp, • Is college accredited or are programs? • Accounting, Business • Meet requirement CCCCO • All of them • HVAC, Cosmetology, Culinary Arts, Machine Tech? Carpentry • Not in Psychology but I think Construction, Culinary Arts and Cosmetology • Culinary • Carpentry Certificate (2) • Carpentry Degree • Contractors Lic. • ECT • Cosmetology	**70** **48%**

18.	**Has your college developed college level outcomes?**	**110 75%**
	• Yes (13) 9% • No (14) 10% • Don't think so (3) • I believe it has • For individual courses • Student Services should have	
	How were they developed?	**93 63%**
	• By college wide committee • In committees (4) • Strategic Planning (2) • As part of the integrated planning effort • Program Review • Accreditation • I think they are in the process of being developed • Flex meetings (2) • Being processed at this time	
	Have they been evaluated? • No (2) • Percentage graduation or transfer • Not Yet	**95 65%**
19.	**What dialogue has occurred on your campus about outcomes and assessment?**	**75 51%**
	• Yes • Professional Development workshops (26) 18% • Brown Bag lunch discussions (15) 10% • Faculty senate (2) • Assessment Committee (6) 4% • Academic senate, department meetings, and probably Dept. Chair meetings • We began discussions after last accreditation review – in dept. and division meetings • Lots: 1. PD at PCCD hired someone for lots of $ who gave us crayons. 2. Our Dean is working hard on this with several dedicated faculty members • Professional development day, concern about accreditation based on assessment • I do know there's a committee but don't know the details • The only dialogue that has occurred seems to be on placement assessment. • There have been meetings – I have not had time to attend. • At the senate in our department • Lots, mostly meaningless • Not part time faculty	

	• Not much I fear • Math teachers constantly discuss student course preparation. • Planning, curriculum update and course outlines • Just starting to • Workshops • Meetings now beginning • Dialogue has just begun • Matriculation Committee meetings and other meetings including Dept Chair meetings • At department meetings • Committee meetings • Several workshops during professional development days, presentations during faculty senate meetings, creation of an Assessment/SLO Committee, that has initiated a series of brown bag discussions to help move initiative forward. • None that I'm aware of • I have had wonderful philosophical discussions with colleagues about authentic assessment • Curriculum Committee in preparation of course outlines • Conversations with colleagues • Workshops (4) • Discussion in Faculty Meeting-(3) • Critical of Assessment • One or two meetings • Survey • Vocational Advisory Committee • My dept. is working on these for all of our courses	
20.	**What data do you collect in your classes?** • None (19) 13% • ? (2) • None – all perceptive and visual • Test scores (19) • Attendance (11) • Participation (5) • Pretest or assessment (6) • Background survey (6) • Completion (1) • Grades (3) • Student Evaluations (3) • Written assignments, lab reports, and/or homework (5) • Library usage statistics • classes (courses) orientations delivered • Coop ed collects: student major, career goal, workshop objectives, steps/plan on how to achieve goals, measures of completion of goals • Test data based on learning objectives for the course • Not much. I collect student results for certain experiments so that I can	**44** **30%**

keep track of what results are reasonable.

- We just started administering a standardized chemistry exam to see where our students are, nationally
- The Eng 1A exit exams
- Lots – pre-post tests, interviews reflections
- Quizzes, writing assignments, journal entries, needs analysis at the beg.
- Weekly written assignments for portfolio, 5-6 1-hr. tests, 1 2-hr final test
- Writing assignment data (writing samples)
- I don't collect data. I do assess each assignment based on grading rubrics I create that include whatever I have taught (and thus expect the students to know.)
- Information about their previous studies in ESL, their educational and work backgrounds, their family situation, their countries of origin.
- Writing assessments
- Progress assessed via testing, writing samples
- Question them about needs, also check with them about their learning
- How students enrolled in the class, what other courses they have taken prior to our class. I also do writing samples for assessment. Also I do some pre and post testing in basic skills courses.
- Informal data on student success like transfers and media jobs
- Students performance in literacy, speaking, reading and writing abilities.
- Health in 10 dimensions
- Student input relative to their own learning objectives
- Student survey and post test using commission exam.
- In one class I collect pretest scores and info on prereqs, student background, future plans.
- I give an assessment test at the beginning of my comparative government class.
- Student backgrounds and goals
- Pretest scores
- What students want to learn
- Analysis of areas where students seem to be having the most problems meeting specified dimensions
- All VTEA Data-underrepresented, placement, state info—core indicators, dist info provided w/ program review, survey students re: reasons for dropping. Course evals, faculty evals.
- What students accomplish, colleges where they are accepted, professions they enter (2)
- Placement (2)
- Quantitative measurements
- Skills pre-test/post-test
- Evaluations
- Student success, retention and progress
- Student responses for the day
- Not clear - performance data on understanding concepts and ability to apply concepts
- Not sure what you mean? –success, grades, retention?
- Contact info, attendance, quiz & assignment (scores), special needs,

research project process & content
- Course assignments
- I collect an information sheet with name, phone, address, age range, places they lived and languages they speak, psychology & science classes they already have taken, their goals & motivation for taking the class and going to Laney, particular interests, abilities and disabilities
- Exam, lab reports, discussions with students

What do you do with your data?

**33
22%**

- Nothing (5)
- Not applicable (10)
- Grades (10)
- Use to change course delivery and requirements
- Sent ? batches to D.O. for student (2 separate semesters), demographics in courses delivered orientations, used for program review (library)
- File it, use it, make adjustments
- To assess and evaluate students' performances and skills
- Evaluate student success - store it, share it
- Adjust how I grade lab writeups. If students tend to get good results (close to the true value) I expect them to be able to get good results in future classes, so I might grade a future class <u>harder</u> on the precision part of the experiment.
- So far, just look at it and consider how to adjust our topic emphasis
- Use them to 1. Determine what grades to give students. 2. Evaluate how well students have learned what they're supposed to be learning (i.e., achieved outcomes)
- Use it during the semester to see where each individual student stands in the class and discuss it with him/her during the semester.
- Some info influences materials and focus of courses, based on students' needs and desires.
- Turn in to Eng. Dept.
- ?
- Assess students, my teaching, and program issues
- Modify syllabus, assess progress and assign grades
- Record them, students correct all errors in written assignments and tests, all students are informed of all scores of all tests in order to help them self-evaluate their performance in the class contest.
- Passed on to ESL admin (writing samples)
- Incorporate it into my lessons. (student background)
- Compare to entering scores (writing assessments)
- Provide students with feedback, adjust teaching plans, compute grades
- It affects my lessons and planning
- I review it to see if students are enrolled in the right place.
- Turn in grade records to A&R
- References to be used in course design
- Improve my class and share data with other faculty
- Determine areas to focus on with greater detail

	• Adjust class curriculum to help students grasp concepts so they can use their skills at work. • Get to know my students better. Observe relationships between student backgrounds, prereqs, and student success. • Determine how to cover the material based on student's performance. • Improve pretest, counsel students • Review (student background and goals) and try and apply to teaching approach. • (wish we had info on how students do as they progress in education) • For Teaching • Review & Revise test questions • Expand Study Guides and Worksheets Accordingly • Focus on Problem Area • Evaluate it • Adjust Course Presentation (4) • Think about it • Share it with colleagues on an informal basis and discuss it w/ counselors • Placement Center • Research info on where my students are needed • Evaluate students progress • Use it for student motivation & proof of progress due to class • Keep one semester, keep copies of roster & roll book • Use it to justify staffing and funding • Read—keep some, toss some • Contact students who miss classes; use for determining final grades, track progress toward specific goals, assess degree of student understanding for future adjustments • Try to tailor the lectures to the background experiences and knowledge of the class. Use it as a context for grading their homework and to get to know them individually • Record it. Use it to identify baseline & monitor progress in skill development for grading; for "next step" recommendations, revise assignments • Create new methods for teaching different concepts. Redesign lab exercises.	
21.	**What data does your program collect?** • None (9) • Utilization data, course enrollment and grades • Usage and service stats (library), survey data • Statistics for orientation attendance, and same for workshops • No • District retention & students final grade completion data • An in depth program review was completed including program and department issues, concerns, need s successes, etc. but the administration lost it. • Performance in proficiency in the topics given in general and organic chem.	**Don't Know** 77 52%

- We keep records on pass/fail rates for our Eng. 1A department exam, a proficiency exam near end of freshman comp.
- From Dept. English exam
- Pass/fail rate of Dept English exam
- 1A Exam Passage rates
- 1A Dept Exam
- Writing (overall) this semester
- Writing samples
- Grades
- Ethnicity, age, gender
- Writing assessment
- Writing assessment and placement data
- Evaluations of classes by students, evaluation by peer teachers
- 1A test scores
- State of media, use of technology in communications, state of journalism programs in other Ca. community colleges.
- I'm assuming you mean personal data, income level, gender, education, history etc.
- We used to collect and organize data on student success, number students enrolled, retention rates, number of sections, number of day evening sections etc.
- Safety class – Data to instructor during class to adjust post test to Commission and others. Action plans for follow up post class. Others instructor
- All courses in Physics and Astronomy do assessment of student understanding and skills
- Pre/post data, surveys
- I try to collect my retention rate (overall and for men in child psychology) and make changes to increase it
- Not collected as in kept. Collected and immediately put towards altering the courses and syllabi- so immediate adjustments
- Demographics, units completed
- Data is collected through the MIS system, standardized surveys and surveys developed within the program
- Information such as disability entered in computer. Extensive information on each student in each student file
- Student data, majors, courses taken, grades
- Times and content of student's subject matter
- As a department?
- Job/Work Placements (4)
- N/A
- Name, SSN,# of counseling contacts per student (4)
- Records of students contacted and counseled (4)
- AA/Certificate recipients (2)
- Transfer to 4 yr schools (2)
- # of students who participate in college assessment, orientation, counseling (2)
- Cumulative Inspection Results per dimension and Project

- Same as above (2)
- Gender
- Retention

How does the data affect the program?

	66 **45%**

- Yes/good/helps (3)
- Not much (3)
- Is used to assess needs and justify services
- Helps when we've requested an additional librarian, and when we requested computers, etc. for our classroom
- No
- We are able to develop an average discipline completion assessment of our classes
- Unknown! Decisions don't appear to be <u>data driven</u> but rather political.
- Primarily affects choice of exam materials
- No affect
- They lead to many philosophical discussions about the (Eng 1A) exam's purpose
- Helps determine what to teach in 1A, 201
- Levels checked
- Students with failing scores may repeat the course once
- Helps refine placement
- Not sure yet.
- Done to revalidate placement tool
- Teachers are observed
- Not at all
- Recruitment, course substance, course outlines
- In some cases points out to a teacher which students may need or want additional tutoring or services.
- Our data enabled us to plan our schedule effectively to maximize enrollment and serve as many students as possible.
- Has enabled us to have safety curriculum on the cutting edge. Working on getting info from instructor to the Dept.
- For grouping of students, for "next step" recommendations, program planning
- I try to improve it
- The program is in a constant state of adjustment
- Data results indicate which students are in compliance with the program & who will continue receiving EOPS services
- Determines the level of state funding. It is also, used for program planning and service development.
- Helps determine needs of program to meet accommodations of students
- Reports
- Generates and supports funding
- Jobs

	• Determine who we serve and adjust program to be inclusive • Gives insight on how to serve students in a counseling environment • Effects service offerings, number of part-timers, schedule • Not a lot—need help w/ knowing what data to look at & how to interpret and use for planning • Dimensions consistently missed are evaluated, rethought and taught differently • Not nearly as much as basic skills in English, reading, logic teamwork	
22.	**What data does your college collect?** • Demographics (3) • Enrollment, course completion, degrees granted • Demographic data is available at the district's office of research, etc. Can be searched by college. • District retention & course completion data • A&R collects student basic data including age, gender, ethnicity, residency status, primary language, need for tutoring, financial need, educational goal, major, etc. Assessment collects scores of skill level uses to determine placement recommendation. • Drop out rates, completion rates, demographic figures • Lots at PCCD • Ethnicity, age, gender • Ethnicity, age, gender, retention, class size • Summary of college students – races/ages/finances • Retention, persistence, student success rates • Enrollment & Retention Data-xx • The dist collects most of the colleges data, I believe. • Student's Personal Information (i.e. SSN) (2) • Educational Goals • Under institutional Development dist web site there is a massive amount of data. • Assessment Scores • Notes from Counselors • Same as above • (District) student success, retention, persistence, course advancement, demographic (ethnicity, age, sex, etc, EOPS, DSPS, financial aid) • All kinds • Student enrollment stats, language/reading/math achievement levels (for placement), retention, persistence, attrition data, course offerings, class sizes • There is a wide range of data collected by the District I don't know if the college collects any data of its own.	**116** **79%**

		97 66%
	What does it do with the data? • Evaluate program • Not sure (Puts it on the web!) • Publishes a fact book • Use for program reviews and faculty position justification • Keeps it, uses it for grants and reports • Little—it is not centralized • Talk about it • Try to improve retention • MIS reporting • Stores it on the mainframe • I know some areas use it, can't respond for entire college • Make it available as needed, publish it on paper & website • Not much at least with the faculty. Chabot College has excellent data collection and dissemination to all faculty and offers to help individual faculty with research and grant writing. • Hopefully, make decisions about student success support, course offerings, instructor hires, budgetary needs etc. • Used to project trends and plan outreach. • Anticipate demand and allocate resources (I hope)	

23.	**Has your college had any guest speakers or workshops on outcomes and assessment?** Don't know: 22 (15%)	**Yes** **88** **60%**	**No** **27** **18%**
	Did you attend any of these workshops? • N/A • I signed up but was disinvited • Only one; I teach part-time in four different institutions and have unfortunately little time to attend workshops given outside my reg. teaching time.	**56** **38%**	**65** **44%**
	Was the information useful? Don't know: (6) • N/A (9) • maybe • mostly • ? (2) • Somewhat • Very useful. I tried to incorporate it into my syllabus right away. • Very helpful • Not much • The college level workshops I went to were frustrating so I did my own w/in dept.	**42** **29%**	**33** **22%**

24.	Have you attended off-site conferences on outcomes and assessment? • Yes. For several years my main professional associations have and continue to offer workshops, conferences, updates on SLOs and assessment.	**Yes** **30** **20%**	**No** **109** **74%**
	Which conferences? • N/A (7) • CATESOL (ESL) (3) • TESOL (teaching ESL) (2) • Catesol & I teach an ESL teacher training course: Pedagogical Grammar & Testing & Assessment & Otcomes • FACCC-DVC 2004 (3) • California Community College League, California Curriculum Institute • Too numerous to list. Only non-librarian organization conference I attended is CCC Research & Planning Groups Conference (Nov. 2003) • SRJC a few years ago. It was good. • Assuring Improvement In Student Learning – San Mateo, Feb 2005 • Conference at Santa Rosa JC 2 years ago • Master Cam Ver Update- • March 2005 workshop sponsored by CCC Chancellor's Office • One 3 day seminar near San Jose • EOPS • CC League • California Tutor Association • DVC spring 2005 • Chabot College • CSUH faculty workshops • Los Positos • Puente Project • CMC	**1** **0.7%**	**27** **18%**

25.	Has your college applied for any grants to support the assessment process? • I think so. • Assessment is included as part of evaluation process for grants we have applied for	**Yes** **5** **3%**	**No** **6** **4%**	**Don't know** **131** **89%**