

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence, which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: March 13, 2013

Institution's Name: Laney College

Name and Title of Individual Completing Report: Karolyn van Putten, Ph.D. & Tina Vasconcellos, Ph.D.

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510.981.6992

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Elnora Webb, Ph.D.

Signature: , Ph.D. (e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 703
- b. Number of college courses with defined Student Learning Outcomes: 697
Percentage of total: 99%
- c. Number of college courses with ongoing assessment of learning outcomes: 263
Percentage of total: 37%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 45
- b. Number of college programs with defined Student Learning Outcomes: 44;
Percentage of total: 97%
- c. Number of college programs with ongoing assessment of learning outcomes: 22;
Percentage of total: 49%

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 14
- b. Number of student learning and support activities with defined Student Learning Outcomes: 12; Percentage of total: 86%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 10; Percentage of total: 71%

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 5
- b. Number of institutional learning outcomes with ongoing assessment: 5

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Numbers and percentages detailed in section 1 represent data in TaskStream. There is currently a discrepancy between data in CurricUNET, which the College uses to maintain and store active course outlines and the data in TaskStream. The College is in the process of reconciling the information so both are in agreement. Currently CurricUNET indicates the College has 1047 active courses and 90 programs. TaskStream's data has changed over time. The College is in the process of addressing what occurred so that it doesn't happen again and taking corrective action to bring both databases into alignment such that they reflect the same information.

As indicated, there is ongoing assessment occurring in many programs and courses across the College. Additionally, assessment results have been used to improve instruction and service delivery. More details about this are in subsequent sections of this report.

The College developed ILOs in Fall 2012. They are in TaskStream and courses and programs are currently being mapped to them, as well as to each other. Originally the College developed GE outcomes, but later took a different approach. Instead of using GE outcomes, ILOs were established for mapping ease of CTE, and GE, courses and programs as well as Student Affairs Programs.

The College is in the process of reviewing its institutional planning processes to ensure SLO Assessment is embedded throughout, including in program reviews.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

There is ongoing dialogue across the College in academic and student affairs about assessment results, gap identification, and use of assessment results. Several programs have changed curriculum, pedagogy or service delivery based on assessment results.

More specifically, ESL and Mathematics, two of our largest departments, restructured curriculum in response to assessment data analysis. After extensive analysis of student success rates from 2008 to 2010, ESL faculty determined students were not achieving the desired integration of reading and writing, speaking and listening skills that were taught in separate classes (ESL Program Review, Table of Evidence). Based on these outcomes, ESL faculty members (in collaboration with the Peralta ESL Advisory Council - PEAC) realized students would benefit by integrating reading with writing and speaking with listening into a sequence of courses that allow students to accelerate from beginning to advanced. Since Laney ESL students commonly take ESL courses at several of the Peralta colleges,

ESL departments district-wide adopted the new curriculum. (PEAC presentation to the District Education Committee, Table of Evidence).

The Learning Assessment Committee organized and facilitated a ILOs Launch Party to formally introduce the College ILOs. Faculty members, classified staff, administrators and students interacted across discipline and service area boundaries to identify places where ILOs are demonstrated in courses and programs. (<http://www.laney.edu/wp/assessment/photo-gallery-of-assessment-events/the-ilo-launch-party/>).

Planned events for increasing widespread dialogue across the College include expanding flex day department meetings by one hour to focus solely on assessment dialogue, an annual program assessment fair, and an annual ILO Dialogue Day.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

The College is in the process of reviewing its governance structure and program review format to ensure decision-making and resource allocation are aligned with SLO assessment results as well as with district-level strategic goals and directions. First, the College is in the process of strengthening unit planning and program review forms to include specific areas for assessment results, plans for improvement and resource needs. The College is also actively reviewing its participatory governance structure to ensure that the results of assessment are embedded throughout and that each governance body (resource committees, institutional effectiveness, budget advisory committee, college council, etc) that makes recommendations to the President reviews and engages in dialogue about assessment results when making decisions. Once revisions are complete, a flow chart will be developed along with specific charges for each participatory governance body on how to utilize assessment in their decision-making and recommendations.

While the formal process of embedding SLO assessment in decision-making across the college is underway, programs referenced in the narrative for Rubric Statement 2 have undergone complete revisions and therefore funds were allocated to support the changes.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

As referenced in narrative 3, the College is reviewing its participatory governance structure to ensure appropriate resources are allocated. Beginning Fall 2013, the College will adopt a new structure that includes SLO assessment. A review of the structure will be conducted at the end of the academic year.

The College continues to analyze practices and allocate resources for SLO assessment. Currently there is a .5 SLOAC and release time for two faculty members to serve as assessment consultants who provide one-on-one assistance for faculty and staff. While the SLOAC and assessment consultants have provided invaluable support for faculty and staff resulting in increased assessment activities across the college, the release time needs to be increased. The College also allocates funds as available annually to support part time faculty involvement in ongoing assessment. This year, \$16,000 has been allocated for this purpose.

The College plans to increase the SLOAC to a minimum of 1.0 beginning Fall 2013 to further support ongoing assessment.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

The College uses TaskStream as its SLO Assessment data system. While there have been issues with content management and accuracy of information, the system provides an online evidence room in a database format for all assessment activities across the college.

The Learning Assessment Committee (LAC), a standing committee of the Laney College Faculty Senate, regularly offers work sessions, flex day updates, database training, and one-on-one consultation to guide faculty through the complete cycle of assessment. Using department-specific course and program workspaces, all SLOs, assessment data and reports are housed on the college TaskStream website. College-wide At-A-Glance and workspace management reports are available on demand showing departmental status at each phase of the cycle. These reports are generated from the data that faculty put into TaskStream every semester to document the development of SLOs, assessment plans, action plans and status reports, thereby providing real-time and continuous assessment reports updating. (Examples from Biology, Chemistry and Mathematics are included in the Table of Evidence.)

Complete information about how to use TaskStream to accomplish specific assessment reporting tasks is available on the LAC web pages (<http://www.laney.edu/wp/assessment/> and <http://www.laney.edu/wp/assessment/lac-home/>). That information covers every phase of the SLO assessment cycle and includes a series of on-demand, how-to, screen casting video tutorials (<http://www.laney.edu/wp/assessment/taskstream-tutorials/>). (Screen shots of these resources are included in the Table of Evidence.)

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

Using TaskStream workspace mapping features, all Laney College degree and certificate programs can be aligned with course level, program level and institutional learning outcomes. The college recently began using this mapping capability, which was demonstrated during a flex day session designed to focus on institutional learning outcomes (ILOs) and how each staff person's work roles are aligned with our ILOs (<http://www.laney.edu/wp/assessment/photo-gallery-of-assessment-events/the-ilo-launch-party/>). Another flex day session was devoted to assisting attendees in using the TaskStream workspace to map program and course level outcomes to ILOs. (Examples of TaskStream-generated mapping reports for course and program-to-institutional level learning outcomes are included in the Table of Evidence.)

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Through the curriculum review process (3-year cycle), all course outlines are updated in part to include SLOs. This is evidenced in CurricUNET. In addition, many faculty include SLOs on their course syllabi. While this is inconsistent across the College, plans are being made to ensure all course syllabi include SLOs.

All CTE programs provide descriptions of program purposes and outcomes on the Career and Technical

Education Home website (<http://www.laney.edu/wp/cte/>). Web pages and course outlines for a sample of CTE programs are included in the Table of Evidence (<http://www.laney.edu/wp/biomanufacturing/>, http://www.laney.edu/wp/environmental_control_tech/, <http://www.laney.edu/wp/green/>). Laney College has hosted several CTE events that introduce programs to students, including the CCC Energy Efficiency and HVAC Symposium (http://www.laney.edu/wp/environmental_control_tech/ect-nsf-initiative/energy-efficiency-symposium/), the annual CTE fair the ECT Summer Program (http://www.laney.edu/wp/environmental_control_tech/ect-nsf-initiative/ect-physics-for-building-science-summer-program/), a Manufacturing Re-shoring Conference (http://www.laney.edu/wp/machine_technology/events/).

The College will implement a student-centered campaign in Fall 2013 including ILO awareness as well as surveys (using Survey Monkey) and college hour activities to broaden awareness and assess student knowledge regarding SLO assessment. The College is in the process of developing a mandatory orientation that will include ILO review as well as how to read and use a syllabus including SLOs. Faculty will also be encouraged to give syllabi quizzes to assess student knowledge.

The College is in the process of seeing whether an SLO assessment section can be added to the Online Orientation currently used. Students receive information and then take a test on each section. This will provide students with valuable information and simultaneously assess their knowledge of SLOs.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?
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SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

Based on the requirement to embed assessment throughout the decision-making and resource allocation processes and participatory governance structures at the College, Laney is between development and proficiency. SLO Assessment has increased in momentum over the past year with several areas functioning at the proficiency level with regards to assessment. There are many programs including but not limited to Math, ESL, Biology, Media, and Biomanufacturing that are examples of assessment informed decision-making, dialogue and resource allocations. The College however is at the development stages in integrating assessment with wide spread decision-making and resource allocation.

Throughout this report the College indicated plans in process or to be implemented to improve SLO assessment and its use in improving institutional effectiveness, decision-making, and resource allocation. In addition to plans previously mentioned, the College will hire a Director of Research and Institutional Planning. This position will serve to integrate SLO assessment, program review, and institutional planning. This position will be directly involved in the LAC as well as the Institutional effectiveness committee and sit on other participatory governance committees to ensure SLO assessment is utilized effectively in decision making and resource allocation. This position is further evidence of the College's commitment to assessment as an integral component of the College's processes and procedures. The College anticipates it will be at the proficiency level with direct SLO

assessment as well as integrated planning and budgeting grounded in assessment by the end of 2014.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

Table of Evidence

Response to Rubric Statement 1:

- TaskStream Status Reports

Response to Rubric Statement 2:

- ESL Annual Program Update 2011
- ESL Program Review 2012 (Assessment Section excerpt)
- New-Peralta-ESL-Curriculum-ED-Committee-Presentation
- ILO Launch Party Web page Image (<http://www.laney.edu/wp/assessment/photo-gallery-of-assessment-events/the-ilo-launch-party/>)

Response to Rubric Statement 3:

- ESL Program Review 2012 (Assessment Section excerpt)

Response to Rubric Statement 4:

- Future activity, no past evidence.

Response to Rubric Statement 5:

- Laney Learning Assessment Website Image (<http://www.laney.edu/wp/assessment/>)
- Learning Assessment Committee Website Image (<http://www.laney.edu/wp/assessment/lac-home/>)
- Biology Assessment Cycle 2008-2011 TaskStream Report
- Biology 1A Assessment Findings 2010-11 TaskStream Report
- Chemistry Assessment Cycle 2008-2011 TaskStream Report
- Chemistry 1A Assessment Findings 2011-12 TaskStream Report
- Mathematics Assessment Cycle 2008-2011 TaskStream Report
- Mathematics 13 Assessment Findings 2010-11 TaskStream Report
- Mathematics 200A Assessment Findings 2010-11 TaskStream Report
- “Starting TaskStream” Screen Cast Tutorial (<http://screencast.com/t/miVWMSokqf>) Image
- “Entering SLOs Into TaskStream” Screen Cast Tutorial Image (<http://www.youtube.com/watch?v=OcIKO1rKKRU&feature=youtu.be>)
- “Entering An Assessment Plan Into TaskStream” Screen Cast Tutorial Image (<http://www.youtube.com/watch?v=-GRmeOLTeeI&feature=youtu.be>)
- “Entering Assessment Findings Into TaskStream” Screen Cast Tutorial Image (<http://www.youtube.com/watch?v=n-4CkKZBk0A&feature=youtu.be>)
- “Entering An Action Plan Into TaskStream” Image

(<http://www.youtube.com/watch?v=5tBNgiJ3YKo>)

- “Mapping ILOs In TaskStream” Screen Cast Tutorial Image
(<http://screencast.com/t/u9QfywPQeQn>)

Response to Rubric Statement 6:

- ILOs Launch Party Website Image (<http://www.laney.edu/wp/assessment/photo-gallery-of-assessment-events/the-ilo-launch-party/>)
- TaskStream Course to ILO Mapping Report
- TaskStream Program Curriculum Map Report

Response to Rubric Statement 7:

- CHEM 001A General Chemistry
- CHEM 001A General Chemistry SLOs
- ESL 052A Advanced Reading and Writing
- ESL 052A Advanced Reading and Writing SLOs
- ESL 050A Advanced Listening and Speaking
- ESL 050A Advanced Listening and Speaking SLOs
- ESL 232B Intermediate Listening and Speaking
- ESL 232B Intermediate Listening and Speaking SLOs
- ESL 217A Advanced Grammar
- ESL 217A Advanced Grammar SLOs
- ESL 215B Intermediate Grammar
- ESL 215B Intermediate Grammar SLOs
- Career and Technical Education Home Website Image (<http://www.laney.edu/wp/cte/>)
- ECT Program Website Image (http://www.laney.edu/wp/environmental_control_tech/)
- Biomanufacturing Program Website Image (<http://www.laney.edu/wp/biomanufacturing/>)
- Green Jobs Education Program Website Image (<http://www.laney.edu/wp/green/>)
- CCC Energy Efficiency and HVAC Symposium Website Image
(http://www.laney.edu/wp/environmental_control_tech/ect-nsf-initiative/energy-efficiency-symposium/)
- ECT Summer Program Website Image
(http://www.laney.edu/wp/environmental_control_tech/ect-nsf-initiative/ect-physics-for-building-science-summer-program/)
- MACH Program Event-Reshoring Website Image
(http://www.laney.edu/wp/machine_technology/events/)

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