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 qual[...] evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into s[...] representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Ins[...] Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of th[...] Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a [...] narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in pl[...] mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the templa[...] not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence, which might be included for each of t[...] characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the k[...] evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteris[...] 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. [...] must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as define[...] 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., S[...] Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission re[...] 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.
Telephone Number and E-mail Address: kvanputten@peralta.edu & tvasconcellos@peralta.edu 510.981.6992

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

Name of CEO: Elnora Webb, Ph.D.

Signature: *Elnora T. Webb*, Ph.D. (e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN [...] 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 stud
services), and institutional level outcomes are in place and assessed. Documentation on institutional planning pr
demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions co
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 r
        __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 SL
        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 be
in CurricUNET, which the College uses to maintain and store active course outlines and the data in TaskStream.
is in the process of reconciling the information so both are in agreement. Currently CurricUNET indicates the C

1047 active courses and 90 programs. TaskStream's data has changed over time. The College is in the process o
what occurred so that it doesn't happen again and taking corrective action to bring both databases into alignment
they reflect the same information.

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

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

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

**PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMEN
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
outcome data analysis and description of how the results were used. Descriptions could include examples of ins
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 ident
use of assessment results. Several programs have changed curriculum, pedagogy or service delivery based on ass
results.

More specifically, ESL and Mathematics, two of our largest departments, restructured curriculum in response to
data analysis. After extensive analysis of student success rates from 2008 to 2010, ESL faculty determined stude
achieving the desired integration of reading and writing, speaking and listening skills that were taught in separat
(ESL Program Review, Table of Evidence). Based on these outcomes, ESL faculty members (in collaboration w
Peralta ESL Advisory Council - PEAC) realized students would benefit by integrating reading with writing and
with listening into a sequence of courses that allow students to accelerate from beginning to advanced. Since La
students commonly take ESL courses at several of the Peralta colleges, ESL departments district-wide adopted t
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 C
Faculty members, classified staff, administrators and students interacted across discipline and service area boun
identify places where ILOs are demonstrated in courses and programs. (http://www.laney.edu/wp/assessment/photo-
assessment-events/the-ilo-launch-party/).

Planned events for increasing widespread dialogue across the College include expanding flex day department me

one hour to focus solely on assessment dialogue, an annual program assessment fair, and an annual ILO Dialogu

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSME PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STU 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 assessm with program review, college-wide planning and resource allocation, including evidence of college-wide dialogu

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

The College is in the process of reviewing its governance structure and program review format to ensure decisio and resource allocation are aligned with SLO assessment results as well as with district-level strategic goals and First, the College is in the process of strengthening unit planning and program review forms to include specific a assessment results, plans for improvement and resource needs. The College is also actively reviewing its particip governance structure to ensure that the results of assessment are embedded throughout and that each governance (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 decisi revisions are complete, a flow chart will be developed along with specific charges for each participatory governa 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, pro referenced in the narrative for Rubric Statement 2 have undergone complete revisions and therefore funds were a support the changes.

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

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 planni resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

As referenced in narrative 3, the College is reviewing its participatory governance structure to ensure appropriat are allocated. Beginning Fall 2013, the College will adopt a new structure that includes SLO assessment. A revie 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 SL release time for two faculty members to serve as assessment consultants who provide one-on-one assistance for staff. While the SLOAC and assessment consultants have provided invaluable support for faculty and staff resul increased assessment activities across the college, the release time needs to be increased. The College also alloca available annually to support part time faculty involvement in ongoing assessment. This year, $16,000 has been

this purpose.

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

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AN 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 cyc 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 ma and accuracy of information, the system provides an online evidence room in a database format for all assessmer across the college.

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

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

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE S 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 Description could include curriculum mapping or other alignment activities. Samples across the curriculum of i 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 aligne

course level, program level and institutional learning outcomes. The college recently began using this mapping which was demonstrated during a flex day session designed to focus on institutional learning outcomes (ILOs) a staff person's work roles are aligned with our ILOs (http://www.laney.edu/wp/assessment/photo-gallery-of-asses events/the-ilo-launch-party/). Another flex day session was devoted to assisting attendees in using the TaskStrea workspace to map program and course level outcomes to ILOs. (Examples of TaskStream-generated mapping r 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 CO 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 outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program a 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. T evidenced in CurricUNET. In addition, many faculty include SLOs on their course syllabi. While this is inconsis 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 Educati website (http://www.laney.edu/wp/cte/). Web pages and course outlines for a sample of CTE programs are include Table of Evidence
(http://www.laney.edu/wp/biomanufacturing/, http://www.laney.edu/wp/environmental_control_tech/, http://www.laney.e Laney College has hosted several CTE events that introduce programs to students, including the CCC Energy Ef HVAC Symposium (http://www.laney.edu/wp/environmental_control_tech/ect-nsf-initiative/energy-efficiency-s the annual CTE fair the ECT Summer Program (http://www.laney.edu/wp/environmental_control_tech/ect-nsf-i 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 surve Survey Monkey) and college hour activities to broaden awareness and assess student knowledge regarding SLO The College is in the process of developing a mandatory orientation that will include ILO review as well as how use a syllabus including SLOs. Faculty will also be encouraged to give syllabi quizzes to assess student knowled

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

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	**YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHA SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEC WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NE IMPROVEMENTS?**

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

Based on the requirement to embed assessment throughout the decision-making and resource allocation processe participatory governance structures at the College, Laney is between development and proficiency. SLO Assessm increased in momentum over the past year with several areas functioning at the proficiency level with regards to There are many programs including but not limited to Math, ESL, Biology, Media, and Biomanufacturing that a of assessment informed decision-making, dialogue and resource allocations. The College however is at the devel 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 improving institutional effectiveness, decision-making, and resource allocation. In addition to plans previously r the College will hire a Director of Research and Institutional Planning. This position will serve to integrate SLO program review, and institutional planning. This position will be directly involved in the LAC as well as the Inst effectiveness committee and sit on other participatory governance committees to ensure SLO assessment is utiliz effectively in decision making and resource allocation. This position is further evidence of the College's commit assessment as an integral component of the College's processes and procedures. The College anticipates it will b proficiency level with direct SLO assessment as well as integrated planning and budgeting grounded in assessme 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-e 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/wat GRme0LTEeI&feature=youtu.be)
- "*Entering Assessment Findings Into TaskStream*" Screen Cast Tutorial Image (http://www.youtube.com/wa 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-ev 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-in physics-for-building-science-summer-program/)
- MACH Program Event-Reshoring Website Image (http://www.laney.edu/wp/machine_technology/events/)

Accrediting Commission for Community and Junior Colleges (ACCJC)

10 Commercial Blvd., Suite 204, Novato, CA 94949

Telephone: 415-506-0234 ◊ FAX: 415-506-0238 ◊ E-mail: accjc@accjc.org