

LANEY COLLEGE MIDTERM REPORT

MARCH 2025



Submitted by:

Laney College

900 Fallon Street
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Submitted to:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges



Laney College
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Certification

To: Accrediting Commission for Community and Junior Colleges

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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

 <small>Rudolph Besikof (Dec 10, 2024 10:07 PST)</small> President	12/10/24
 <small>Leslie Blackie (Dec 10, 2024 11:52 PST)</small> Faculty Senate President	12/10/24
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Writing this report was a college-wide endeavor. Preparation began in spring 2024, when the Institutional Effectiveness Committee led an examination of the College's Institution Set-Standards and Stretch Goals. This examination included input from the Laney Career Technical Education Committee, Department Chairs, and the College Council.

In fall 2024, a Mid-Term Report Kick-Off session was held early in the term during which the College community held meaningful discussions of student outcomes data and of the Mid-Term Report template. After collecting that data, the Institutional Effectiveness Committee took the lead on writing and vetting the report. The Senior Researcher compiled data and drafted section B, and the Learning Assessment Committee drafted section C. Feedback was incorporated for faculty, classified professionals, and the management team. The draft report was approved by the Institutional Effectiveness Committee on October 31, 2024, the Faculty Senate on November 5, 2024, the Associated Students of Laney College on November 25th, and the College Council on December 11, 2024.

Thank you to the many Laney people who participated in the creation of this report. A special thank you to Karen Tellegen, who assisted with the evidence gathering and formatting.

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

A1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Laney College submitted its last *Institutional Self-Evaluation Report* in December 2020, nine months into the COVID-19 pandemic. This event transformed the world and the college. Three areas where the college is now excelling were all directly influenced by the event.

Instructional Innovation

Being forced to move instruction online early in the pandemic taught the College that it can effectively teach and support students in all modalities. Now, instruction is offered face-to-face, online asynchronously and synchronously, and in hybrid formats. To improve online instruction, the Distance Education Committee offers professional development opportunities to faculty in 4-week classes and workshops. Classes include *Introduction to Teaching with Canvas*, *Humanizing Online Teaching*, *Accessibility Training*, and *Introduction to Course Design*. Workshops include *Best Practices for the Start of the Semester*, *Top 5 Accessibility Practices*, *Advanced Canvas Techniques*, a *Peer Online Course Review (POCR) Showcase*, and more ([A1a](#), [A1b](#), [A1c](#)). One outcome has been the increased use of the course management system, Canvas, in classes across all modalities. The Distance Education Committee with the DE Coordinators have led Peer Online Course Review cohorts, resulting in quality badges for courses that go through the process ([A2](#)). Laney recently became a teaching college in the CVC-OEI course exchange. These efforts to improve instruction have had a positive impact on course quality.

Instructional improvements have been done in response to California's AB 705/1705 mandates in math, English, and in English for Speakers of Other Languages (ESOL). The ESOL department developed new classes and self-placement guidance. Math and English developed new support class as co-requisites for transfer level courses. Disaggregated data on student outcomes in the new courses show positive improvements in student outcomes ([A3](#)). These departments have instructor communities of practice which discuss pedagogy and share successful course activities with each other.

Instructional Support Innovation

The College is committed to providing quality instructional support for students and to meeting student economic needs. The high cost of course materials is a barrier for some students, so the Faculty Senate created a subcommittee focused on encouraging faculty to use open-source educational materials and zero cost textbooks. This subcommittee, the Affordable Instructional Materials Committee, is working with faculty to identify materials they can adopt for courses and is working with departments to create zero-cost degree pathways ([A4](#)).

Preliminary analyses indicate higher fill rates in courses utilizing zero-cost textbooks compared

to those that do not. While these initial findings are not yet conclusive due to variations in course offerings, they suggest a positive student response to the adoption of affordable instructional materials ([A5](#)). The OER Cohort program was established in collaboration with the College's Guided Pathways work and was offered between Spring 2022 and 2023 ([A6](#)). Faculty in the program created new materials and open-licensed textbooks. The California Community College Chancellor's Office awarded ZTC grants to support the conversion of course materials in the Commercial Music AA Degree and the Video Production for Video, Broadcast, and Digital Cinematography Certificate of Achievement ([A7](#)).

Some students face the barrier of not having access to a personal computer, so the College created a Chromebook lending library which checked out 2548 Chromebooks over the last three years ([A8](#)).

Recent changes to tutoring services and to the student information technology helpdesk focus on enhancing academic and technological support to promote student success and equity. The Tutoring Services Hub was built in 2023, providing a collaborative space where students feel welcomed, get the help they need, and have a sense of belonging and pride as evident by the steadily increased use of the facility by students and instructors alike ([A9](#)). A tutor training class has been implemented, where tutors are trained in how to work with other students on course material as well as how to assist with information on student services. All tutors are now trained to provide technology assistance, including support with single sign-on, password recovery, and navigating online resources. This cross-training ensures that students can receive both academic and technical help, enhancing digital literacy alongside their educational progress ([A10](#)). A proactive onboarding program has been implemented to help new and returning students become familiar with online courses and technological tools, ensuring a seamless start to their learning experience ([A11](#)). An ongoing series of "First Friday Workshops" offer practical strategies for succeeding in online and in-person classes while creating networking opportunities for students, enhancing student retention and building a supportive community ([A12](#)). The total hours of tutoring have increased dramatically over the last two years ([A13](#)).

The student IT helpdesk provides comprehensive technological support, acting as the first point of contact for students facing digital challenges. The helpdesk assists students with navigating the learning management system, solving issues related to accessing courses, submitting assignments, using discussion boards and the use of other features. It assists with enrollment, offering technological support during the registration process, ensuring students can smoothly enroll in classes and access necessary systems. The helpdesk plays a key role in ensuring equitable access to technology resources, particularly for students with limited technical skills or access to advanced devices ([A14](#)). By offering support across multiple communication channels, the helpdesk helps break down barriers, fostering a more inclusive and accessible academic environment.

Student Support Innovation

In 2022-2023 and 2023-2024 the College was innovative in its use of HEERF and Covid-19 Block Grant dollars and was able to provide two years of free college for all students who completed their Federal Application for Financial Aid or their Dream Act Application. Student fees and course material costs were entirely covered by the College. Transportation vouchers,

Chromebook to check-out, and wi-fi hot spots were provided. Free lunch was provided four days a week and in collaboration with local food banks, students were able to take home pantry items. Since 2021, a total of 206,626 free meals have been served to students ([A15](#)). In the semester since the funds have been spent, the College continues to provide as many free basic needs supplies as possible in the newly created Eagle's Nest.

The Eagle's Nest has emerged as a post-pandemic haven for students who are unable to meet their basic needs. The one-stop hub boasts a variety of services that connect students with resources on the campus and with partners in the external community. Service highlights include a free monthly lunch to engender a sense of community on campus, Clipper transit cards which provide free transportation, a clothing closet for students requiring personal and professional attire, free hygiene kits, and a food pantry for those in need of meals ([A16a](#), [A16b](#), [A16c](#)). There is an abundance of support opportunities for Laney's students.

Growing out of the College's work on Guided Pathways, in 2022 the College created a Student Onboarding, Assistance, and Retention (SOAR) team. This Welcome Center program creates a unique student-centered space where classified professionals provide focused support to students to help them successfully onboard into the College, manage enrollment, and learn about resources both at the College and within the community ([A17](#)). The team runs workshops and sends regular newsletters to students to keep them informed about enrollment dates, campus events, and instructional programs ([A18a](#), [A18b](#)). They partner with Counseling, Admissions & Records, and learning communities to participate in outreach events at OUSD high schools ([A19a](#), [A19b](#), [A19c](#)). The SOAR team conducts direct student outreach to potential students to assist in their enrollment and does outreach to existing students to assist them in completing their financial aid documents ([A20](#)).

The Undocumented Community Resource Center (UCRC) was founded in 2023 with to serve students of undocumented status, mixed-status families, and allies. It provides invaluable support to some of Laney's most vulnerable students. The vibrant center serves as a safe space for students facing uncertainty while navigating the college experience ([A21a](#), [A21b](#)).

The Math, Engineering, Science and Achievement (MESA) program was launched in 2024 and has gained broad support within the Laney community. Program leads have initiated recruitment of current STEM majors from historically underrepresented and marginalized populations, initiated the MESA Center's design, developed well thought-out foundational components, actively expanded the program's professional network, and worked to ensure that MESA is in alignment with the College's *Equity Plan* to bolster STEM student achievement ([A22a](#), [A22b](#)).

The College continues to innovate to meet student needs and to improve educational quality.

A2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

The *Peer Review Team Report* in response to the College's *2020 Institutional Self-Evaluation Report* was received on March 1, 2021 ([A23](#)). The report included one Recommendation to Improve Quality:

“In order to increase institutional effectiveness, the team recommends the College Improve its processes to ensure that all learning outcomes are consistently assessed, and the results of the outcomes are used to consistently inform program improvement” (I.B.2; II.A.3; II.A. 11).

This recommendation was included in the June 28, 2021, *Action Letter* from the ACCJC, which noted that the recommendation did “not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to these recommendations and the advice contained in the *Peer Review Team Report*. In the *Midterm Report*, the College will include actions taken in response” ([A24](#)).

The College has continuously improved its assessment processes and its use of the outcomes. Assessment processes provide accountability, support, and incentives, plus there is a College commitment to dedicate institutional time to doing assessment. To ensure accountability, in 2019 the Curriculum Committee and Academic Senate approved a Resolution on Assessment Compliance which in part states:

“The Laney College Curriculum Committee will not review or approve new courses or programs in departments that have courses and/or programs that are not current and/or not adequately assessed, unless the Curriculum Committee is satisfied that the department has a viable plan for achieving compliance, and sufficient progress has been shown in the implementation of the plan” ([A25](#)).

To implement the resolution, in 2022 the Curriculum Committee and Academic Senate approved a detailed process for how departments are placed on and ultimately move off the “No New Curriculum” list ([A26](#)). The process is incorporated in the annual program review process, which is where departments articulate future plans for building new curriculum. In the fourth year of the review process, the Assessment Coordinators evaluate and provide feedback on departmental processes and assessment when the departments are in the Comprehensive Program Review year ([A27](#)).

The Learning Assessment Committee (LAC) provides robust support opportunities to increase assessment literacy. Video training is available on its webpage along with supportive how-to documents ([A28](#)). The LAC holds professional development workshops throughout the year and provides specialized training for department chairs during the Program Review process ([A29](#)) and faculty can request meetings with the Assessment Coordinators at any time. While the College still struggles to get every one of its 3188 SLOs assessed, the improved processes have increased assessment to the point where it is now unrealistic for the Assessment Coordinators to review and approve every single assessment submitted. Due to this, the LAC established a spot-checking process, where committee members review recent sample assessments from each department ([A30](#)). Generally, once per year, the Assessment

Coordinators provide feedback from the spot-checking to departments ([A31](#)).

To further integrate assessment into the culture of the College, stipends are paid to part-time faculty who conduct assessments and both the Learning Assessment Committee and the Academic Senate passed a resolution on providing institutional time for assessment in 2021 ([A32a](#), [A32b](#)).

The Learning Assessment Committee is currently developing a process for evaluating and providing feedback on Program Learning Outcomes assessment.

Examples of how assessment outcomes are used to inform program improvement are provided in section C of this report.

A3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

The actions described above illustrate that Laney College is actively and deliberately working to live up to its Mission Statement, which is “to empower our community and to promote student success and social justice. We welcome and embrace Laney’s diversity through serving the community’s needs by providing certificates, degrees, transfer pathways, career education, and lifelong learning opportunities.” The College is aware of student needs and has evolved in instruction, student services, and administrative units to meet them. The College has deepened its practices of consistently examining student data and assessing how much they are learning.

At the College level, the most significant example of how the College is committed to serving students is the two years it provided free instruction and basic needs support for students in the “Fall/Spring Are Free” campaigns. This comprehensive program was an all-college effort that helped rebuild student enrollment after the pandemic. Even though funding for the program has expired, the College continues to integrate student support into the daily practice of the institution to fulfill its Mission.

Evidence

- A1a Professional development opportunities for faculty webpage screenshot, 2024
- A1b Distance education training participation, 2022-2023
- A1c Distance education training participation, 2023-2024
- A2 Peer Online Course Review (POCR) data and badged course list
- A3 AB705 1705 English Math Presentation, Spring 2022
- A4 Affordable Course Materials Committee webpage screenshot, 2024
- A5 AIM ZTC Enrollment Success Retention, October 2024
- A6 Open Educational Resource cohort professional development course rosters SP22, FA22, SP23
- A7 ZTC implementation grant plans
- A8 Chromebook checkouts, 2022-2024
- A9 Tutoring information for faculty
- A10 Tutor training materials

- A11 Onboarding tutoring and technology flier
- A12 Tutoring lab fliers and workshops
- A13 Program Review snapshot of tutoring hours, 2024
- A14 Student tech support center webpage screenshot, 2024
- A15 Food distribution data, 2021-2024
- A16a Eagle's Nest newsletter, spring 2024
- A16b Basic needs services, fall 2024
- A16c Eagle's Nest presentation to Board of Trustees, April 2024
- A17 SOAR Student Onboarding and Retention webpage screenshot, 2024
- A18a SOAR monthly newsletter examples
- A18b SOAR information sessions, fall 2024
- A19a OUSD high school outreach, spring 2024
- A19b Laney Enrollment push-in, 2024
- A19c OUSD Virtual Enrollment Event, April 2024
- A20 Outreach Enrollment follow up, January 2024
- A21a Undocumented Student Center webpage screenshot, 2024
- A21b Undocumented Student Center Wrap-Up, Fall 2024
- A22a MESA Program webpage screenshot, 2024
- A22b MESA Program Wrap-Up, Fall 2024
- A23 *Peer Review Team Report*, March 2021
- A24 Action Letter, Laney College, June 28, 2021
- A25 Approved Resolution on Assessment Compliance, May 2019
- A26 Resolution on Assessment Coord Process on Assessment Compliance, April 2022
- A27 Comprehensive program review validation rubric, 2024-2025
- A28 Training materials learning assessment webpage
- A29 Laney Assessment Committee professional development training webpage screenshot, 2024
- A30 Assessment spot checking guidelines
- A31 Feedback to departments from spot checking
- A32a Laney Assessment Committee stipends for part-time faculty
- A32b Laney Assessment committee resolution on institutional time for assessment

B1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Standard Review and Update

The Institutional Effectiveness Committee (IEC) is responsible for the continuous and systematic evaluation of college planning, working to refine key processes and improve student learning. In March 2024, the IEC reviewed the Institution Set Standards and stretch goals to ensure they were sufficiently rigorous and aligned with the post-pandemic realities of the student population ([B1a](#), [B1b](#)). In April 2024, the IEC collaborated with the Career and Technical Education Advisory Committee, to evaluate current job placement standards. Subsequently, each career education department reviewed and updated their Standards based on recent job placement data ([B2a](#), [B2b](#)).

2024 ACCJC Annual Report

The 2024 ACCJC Annual Report shows that Laney College is meeting its Institution-Set Standards for nearly all metrics ([B3](#)). However, the College still has work to meet the stretch goals and reduce equity gaps within some metrics.

Course Completion

In 2022-2023, the College's course completion rate was 71%. This meets the Institution-Set Standard of 69% but falls short of the stretch goal of 73%. The course completion rate has consistently remained around 70% each academic year. A significant increase to 75% in 2020-2021 was due to the large number of Excused Withdrawal (EW) grades issued during the height of the pandemic, which were excluded from the calculation.

Certificates

In 2022-2023, the College awarded 345 certificates of achievement (16 units or above), exceeding the Institution-Set Standard of 295 but not meeting the stretch goal of 415. The College did not meet its certificate floor standard in 2020-2021 or 2021-2022, largely due to difficulties in holding necessary career education classes during the pandemic. However, the number of certificates has grown significantly since the College began offering more in-person classes. The College awarded 418 certificates of achievement in 2023-2024, exceeding the stretch goal of 415.

Degrees

The College awarded 641 associate degrees and associate degrees for transfer in 2022-2023. This meets the Institution-Set Standard of 530 but does not reach the stretch goal of 790. The College has consistently met its floor standards for associate degrees. Notably, the number of associate degrees awarded increased significantly to roughly 730 in 2023-2024, partly due to a growing student population from 2022 to 2024 and pent-up demand for degree completion following the height of the pandemic.

Transfer

Transfer data from 2021-2022 shows that 1,342 Laney students transferred to four-year institutions, exceeding the stretch goal of 1,320. Transfer data is collected over a two-year

period to include enrollment information from community colleges and four-year institutions. The College is awaiting 2022-2023 data to assess trends and determine whether the set floor standard and stretch goal need to be reevaluated.

Career Technical Education Examination and Job Placement

The review of CTE examination and job placement standards revealed that the previous goals no longer reflected current realities. In April 2024, the CTE Advisory Board reviewed and revised these standards. The updated standards will be used in the *2025 ACCJC Annual Report*.

B2. When you disaggregate the data for the institution set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e. equity gaps?) What patterns or trends excite you? What patterns or trends concern you?

Concerning Trends

Evaluation of disaggregated metrics has revealed significant and persistent equity gaps within the Latinx and Black/African American populations—the College’s largest and third-largest student ethnic groups, respectively. The results of 2024 disaggregation of Institution-Set Standards continue to reflect this. To evaluate course completion rates, the College examined the rates for each IPEDS ethnicity group against the Institution-Set Standard and against the College averages. A two-tailed z-test was then applied to determine whether such gaps represent real differences or normal variation. Significant gaps were identified for Latinx and Black/African American students, with completion rates 2% and 7% below the standard, respectively. Equity data also highlighted gaps in fall-to-spring persistence for Latinx and Black/African American students ([B4](#)).

The achievement of associate degrees and certificates was examined by establishing an expected minimum standard and stretch goal for each ethnic group based on our demographics. Actual achievements were measured against these expected values. Latinx students did not meet the standard for associate degree attainment. However, despite lower course completion and persistence rates, both Latinx and Black/African American students met the standard for certificates in 2022-2023. Black/African American students also exceeded both the standard and stretch goals for associate degree attainment in 2022-2023.

Equity gaps are also prevalent within the Foster Youth population, with disproportionately low achievement in all five key equity metrics. While this is a smaller portion of the student population, the College continues to address this as part of the *Student Equity and Achievement Plan* ([B5a](#), [B5b](#), [B5c](#)).

Exciting Trends

During the pandemic, overall enrollment at the College decreased dramatically. An exciting trend from the last two years is it has experienced a turnaround in that trend. From 2021-2022 to 2023-2024, College enrollment increased by 2,057 students, or 14%. Within the same period, Hispanic/Latinx enrollment increased by over 900 students, or 24%. The percentage of Hispanic/Latinx students has increased such that the College just passed the threshold to be a Hispanic Serving Institution ([B6](#)).

Another exciting trend is that the College is seeing an increase in the number of degrees and certificates awarded (B7). The College awarded 21% more degrees and certificates in 2023-2024 than in 2021-2022, largely driven by a 45% increase in certificates of achievement.

B3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

Planning Process Actions

Laney College continually disaggregates Institution-Set Standards and other meaningful metrics to ensure equitable student achievement. Throughout its planning processes, groups examine student outcomes and make recommendations and changes based on them.

The College created its *2022-2025 Student Equity and Achievement Plan* in fall 2022 (B8). As part of this process, disaggregated student achievement data—covering access, persistence, English and math completion, transfer, and degree and certificate completion—was shared with the campus community through multiple presentations to the Student Success and Equity Committee, Institutional Effectiveness Committee, Strategic Enrollment Management Committee, Classified Senate, and others (B9a, B9b, B9c).

In spring and fall 2023, the College went through a deep planning process in the writing of the *2023-2028 Educational Master Plan (EMP)*. A series of college-wide workshops and committee meetings were held which examined disaggregated student achievement data to set the goals in the plan (B10a, B10b, B10c, B10d, B10e). Following the finalization of the *Educational Master Plan*, the College created a new *2023-2028 Strategic Enrollment Management Plan* which specifies activities the College is working on to meet the broad goals of the *EMP* (B11). Activities identified in the *SEM Plan* are monitored by the Strategic Enrollment Management Committee and updates are shared with the College Council (B12a, B12b).

In fall 2024, after reviewing the Institution-Set Standards and stretch goals in the spring, the college researcher disaggregated ACCJC standard data to examine college-wide achievement gaps within these metrics. The findings were shared with department chairs, the Institutional Effectiveness Committee, and were discussed during the “Mid-Term Report Kick-Off” session (B13a, B13b).

On an ongoing basis, the College monitors student achievement data through its program review process. The process includes a comprehensive program review by all units every four years and an annual update in the other three years (B14). Both reviews require instructional departments to disaggregate student data, most notably course completion, to identify any equity gaps. In the comprehensive review, departments specifically disaggregate course completion by modality, age, ethnicity, gender, foster youth status, disability status, low-income status, and veteran status (B15a, B15b). Student Services and administrative departments use disaggregated data when applicable (B16a, B16b). The California Chancellor’s Office Vision Aligned Reporting initiative will allow for greater disaggregation of data in service units beginning in 2024-2025. After reviewing data in their program review, all

units articulate goals and activities that they will undertake to address equity gaps.

Programmatic Actions

The College continually disaggregates metrics as part of ongoing analysis of its strategic efforts. For example, the Affordable Instructional Materials Committee recently examined enrollment and student success metrics for courses with zero- or low-cost instructional materials. This included disaggregation of course completion rates by gender and ethnicity to determine if the cost of instructional materials had disparate impacts on different populations (B17). Similar disaggregated metrics have been evaluated for Peer Online Course Review efforts (POCR), as well as English and math completion (AB705/1705), and others (B18a, B18b, B18c, B18d).

As noted in the exciting trend section above, the College has now reached the enrollment threshold of Hispanic/Latinx students to be a Hispanic Serving Institution. The College is making efforts to serve this group of students by enhancing support for the Puente learning community, hiring a full-time specialist to support undocumented and AB 540 students, creating an Undocumented Resource Center, and hiring full-time Spanish speaking employees in the Financial Aid Office. A Latinx Taskforce is working to address the needs of Latinx students, and the College is supporting the Taskforce by allocating funds for a faculty lead reassignment position. The College has joined the Volare Project from the Hispanic Association of Colleges and Universities, which is a cohort-based learning program to assist colleges in applying for grants. The College began a MESA program in spring 2024, which will support students in math and science programs.

To address equity gaps in student achievement for Black/African American students, the College hired a full-time, tenure-track counselor to support and grow the Umoja Program. Mental Health Services hired an African American intern to support outreach and provide one-on-one therapy to student athletes. The Umoja Program created a student newsletter to inform them about campus resources, important dates, monthly workshops, and featuring alumni and staff spotlights. The Umoja program participated in high school outreach with Oakland Unified School District to support graduating seniors enrolling at the College and hosted and led groups of students on HBCU tours during the spring semester (B19).

The College will continue to monitor student achievement data and is hopeful that the programmatic activities being undertaken will result in improvements over the next few years.

Evidence

- B1a IEC committee minutes, March 7, 2024
- B1b IEC report on institution set standards, March 7, 2024
- B2a Laney CTE Advisory Committee minutes, April 8, 2024
- B2b Laney CTE Advisory Committee minutes, May 13, 2024
- B3 2024 Annual Report to the ACCJC
- B4 Data presentation on Institution Set Standards, fall 2024
- B5a *Student Equity Plan* overview deck, Fall 2022
- B5b *Student Equity Plan* progress, 2023-2025
- B5c *Student Equity Plan*, 2022-2025
- B6 Student headcount by ethnicity data, fall 2024

- B7 Laney Board of Trustees Presentation, October 22, 2024, page 16
- B8 *Student Equity Plan, 2022-2025*
- B9a Institutional Effectiveness Committee minutes, October 20, 2022
- B9b Strategic Enrollment Management Committee minutes, May 4, 2022
- B9c Classified Senate agenda, October 27, 2022
- B10a Educational Master Plan presentation, September 9, 2022
- B10b Educational Master Plan presentation, October 7, 2022
- B10c Educational Master Plan feedback, April 15, 2023
- B10d Educational Master Plan, final presentation, April 19, 2023
- B10e *Educational Master Plan, 2023-2028*
- B11 *Strategic Enrollment Management Plan, 2023-2028*
- B12a College Council agenda, April 17, 2024
- B12b Report to College Council, update on Strategic Enrollment Management Plan activities, April 17, 2024
- B13a Data presentation on Institution Set Standards, Fall, 2024
- B13b Institutional Effectiveness Committee minutes, September 5, 2024
- B14 2024-2025 Program Review Cycle
- B15a Biology Department Annual Program Review 2024
- B15b Math Department Comprehensive Program Review 2024
- B16a EOPS Annual Program Review 2023
- B16b CTE Administrative Office Program Review 2024
- B17 AIM ZTC Enrollment Success Retention, October 2024
- B18a AB705 1705 English Math, Spring 2022
- B18b Laney POCR Pre-Post Part1, April 24, 2023
- B18c Laney POCR Pre-Post Part2, November 1, 2024
- B18c Laney Professional Development Day Agenda, August 15, 2024
- B19 Equity Plan Progress, 2024

C. Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

- 1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

The College systematically reviews student outcomes in three ways: assessment of student learning outcomes, assessment of institutional learning outcomes, and through the assessment of student success outcomes established in the College's Institution-Set Standards.

Student Learning Outcomes (SLOs)

Student learning outcomes assessments are part of the College's annual Program Review process. As described in section A2 of this report, this assessment is fully integrated into existing processes and is required before departments are allowed to propose curriculum.

At the instructional departmental level, there are several examples of how observed patterns and trends caused improvements and innovations. For example, Social Sciences and Humanities identified the need to further develop student critical thinking and research skills. The development of a research methods class was mentioned to address this need. English for Speakers of Other Languages identified the need for a focus on developing writing skills. Ethnic Studies noted that assessment data and discussion of that data has resulted in pedagogical redesigns of their classes. For example, they noted that they have engaged in flipping the classroom and that by doing more homework in the classroom they are seeing better results and outcomes. Biology noted that the greater emphasis on critical thinking in courses that traditionally rely on memorization has increased how many students attempt certain challenging questions, as well as in increased ability of students to explain concepts. In Biology, providing students with incorrect statements to then have them corrected resulted in more students having the confidence to attempt the questions used for assessment, instead of leaving blanks. Overall, it seemed a very effective way to have students describe their knowledge, and more instructors were inspired to try this technique.

Some departments noted that engaging in the study of their assessment data caused them to revise their Student Learning Outcomes and some departments identified a need for clearer rubrics, particularly in their online classes.

Institutional Learning Outcomes (ILOs)

The College uses surveys to assess how students feel they are meeting the College's Institutional Learning Outcomes. The surveys are designed to work with any assignment in any course that covers an aspect of an ILO. Instructors may use the surveys as part of their own course assessment, or simply contribute to the College data, which are reviewed periodically by the Learning Assessment Committee. The surveys are flexible enough to be used for events,

student clubs, professional development workshops, and services. The data summarized below are based on surveys of the ILOs, with a total of 2614 responses, and reflect data collected from 2019 through June of 2023.

Institutional Learning Outcome	Survey Results
#1 Communication: Students will effectively express and exchange ideas through various modes of communication.	
	Writing: majority of students felt they significantly improved their ability to express and exchange ideas, most of the rest said somewhat; students mostly agree/strongly agree they learned the elements of the rubric.
	Oral Presentation: most students felt they significantly or somewhat improved their ability to express and exchange ideas, some supported their current abilities a few no change; most students felt they improved in the elements of the rubric; students enjoy the challenge, and many crave more interaction with other students; students appreciate a supportive instructor that works with them.
#2 Critical Thinking and Problem Solving: Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.	
	Critical Thinking: About half of students felt they significantly improved, many felt they somewhat improved, a couple did not feel they learned to think critically.
	Problem Solving: data from many departments, mostly STEM but also ENGL; vast majority felt they significantly or somewhat improved ability to problem solve; about 7% felt the assignment supported current abilities, 2% did not feel they improved; some students struggle with publisher-created learning resources; modality of labs is important for learning, student interaction critical in any modality.
#3 Career Technical Skills:	

Students will demonstrate technical skills in keeping with the demands of their field of study.	
	The vast majority felt their technical skills significantly improved; significant improvement in safety skills particularly notable.
#4 Global Awareness, Ethics and Civic Responsibility: Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.	
	Global Awareness: The strongest change was in awareness of issues, but lots of changes in attitude and values/behavior as well.
	Ethics: strongest change in awareness, a few in other categories.
	Civic Responsibility: strongest change in awareness changed, but lots of change in attitude and values/behavior as well.
	Environmental Responsibility: strongest change in awareness, but lots of change in attitude and values/behavior as well; several changes in commitment or involvement; in the comments students specifically mention changes in specific habits and household practices.
	Social Justice: strongest change in awareness, but lots of change in attitude and values/behavior as well; many (50) changed in commitment or involvement (C1).
	Cultural Diversity: strongest change in awareness, a few in other categories.

Institution-Set Standards

As described in section B of this report, the College examines student success outcomes, program completion data, transfer data, and job placement data every year in the annual Program Review process. At the department level, these metrics are disaggregated for gender, ethnicity, and course modality as appropriate.

- 2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning?**

What patterns or trends excite you? What patterns or trends concern you?

Disaggregated student data are regularly examined through the assessment of student success outcomes established in the College's Institution-Set Standards and looked at in assessment processes and during all program reviews. These data are shared widely across the College in multiple ways, including in administrative meetings, meetings with department chairs, and department meetings (C2). Equity gap data are examined their results are used in writing Laney College *Equity Plans, Strategic Enrollment Management Plans, Distance Education Plan, and the Educational Master Plan.*

While disaggregated data by course modality is widely available and considered in multiple processes throughout the year, disaggregated data by modality for student learning outcomes is not easily available in our system. Student learning outcomes assessment disaggregation at the student level is also not possible within the existing enterprise system. However, at the department level, there is review of existing data on success and conversation about how modality impacts student learning outcomes.

In Program Reviews, departments are prompted to examine course completion equity gaps and make plans for changes to address them. Some examine curricular processes. For example, Chemistry examined the impact of pre-requisite classes in student success in Chemistry 1A (C3). Instructional departments examine student learning outcomes assessment as well and write action plans within the reviews (C4a, C4b, C4c, C4d). A complete spreadsheet of the assessment action plans for 2023-2024 provides many examples (C5). For example, ESOL noted that completion rates in their asynchronous classes tended to be lower than other modalities. Biology noted that with well-designed Canvas shells in hybrid courses and as support for face-to-face instruction, faculty gained time to focus on student work and provide more feedback. This has broadly resulted in better student learning, and in some cases, conceptual learning improved. For example, in three different Biology courses, recent hybrid/online modality assessments were compared to previous face-to-face sections, with the learning outcomes achieved equally or even a bit better in hybrid/online semesters.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Student Learning Outcomes: Departments develop action plans based on their student learning outcome assessments. Departments often modify course pedagogy and curriculum offering based on the results. Ongoing monitoring of the results is done by the Learning Assessment Committee and the Assessment Coordinators, via the Comprehensive Program Review validation process where they apply a rubric to evaluate department progress on assessment. Year to year, departments and programs can compare previous outcome data to current data and assess if actions taken have positively impacted outcomes.

Institutional Learning Outcomes: The Learning Assessment Committee (LAC) created

multiple action plans in spring 2024 based on the ILO survey data. The action plans were approved through the shared governance process by the Curriculum Committee, Faculty Senate, Institutional Effectiveness Committee, and the College Council ([C6a](#), [C6b](#)). The action plans are to 1) encourage more faculty to build their own open educational resources, 2) Create, Identify, and/or Publicize opportunities for community involvement on Laney's campus, 3) Combining student learning outcome assessment data and student course success data to examine learning in different modalities. The LAC and Assessment Coordinators will monitor the items directly related to the work of that committee, and the Assessment Coordinators are working with the Institutional Effectiveness Committee to monitor the remainder.

Evidence

- C1 ILO Social Justice Survey example, October 2024
- C2 Department Chairs & Program Coordinator agendas, August and October 2024
- C3 Chemistry Program Review 2023-2024
- C4a Culinary Arts Comprehensive Review 2023-2024
- C4b English Program Review 2023-2024
- C4c Machine Tech Comprehensive Review 2022-2023
- C4d Photography Program Review 2023-2024
- C5 PR Assessment tab reports September 2024
- C6a Learning Assessment Committee ILO Action Plans, April 2024
- C6b College Council minutes item 5.3, Approval of ILO Action Plan, May 15, 2024

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Most impactful factor

Like other institutions of higher education, the College has been experiencing declining enrollment over the last ten years. The pandemic sped the rate of decline. Although gains have been made since the pandemic, the College has not fully recovered its enrollment numbers to where they were before, and the overall trend line is down (D1). The College will soon emerge from “hold harmless” and that plus inflationary pressure on expenses is looming on the near horizon. The resulting budget pressures are the most significant factor facing the College today and into the near future.

The College and the Peralta District are grappling with this changing context and are working to make changes. The College realizes that it cannot be the same as it always has been, only smaller. Areas of effort now include increasing efficiencies, increasing enrollment, and supporting existing students to remain and succeed.

Instruction opportunities

The experience of the pandemic encouraged the College to improve instruction in all modalities. Faculty have completed professional development and have improved their use of instructional technology which impacts all modalities of classes. Some departments continued to teach on-campus during the pandemic, and now the College has returned a majority of its classes to campus. Students are seeing the value of face-to-face learning and are returning. Over the next few years, the College will continue to evaluate student success outcomes by modality. Professional development for faculty who use technology to teach will continue as will the College’s improved efforts to assist students with technology onboarding.

Student Service opportunities

The College is committed to its holistic approach to student support, including meeting their basic needs in the Eagle’s Nest Basic Needs Center. The College is growing learning communities and is creating new spaces that create community for students. The Student Services Division continues to improve processes. For example, Financial Aid and Admissions and Records are working to move forms online directly into the student information system and to implement an automatic degree awarding process. The next two years will bring improvements that will assist students throughout their educational journey.

Overall

The College has a commitment to Oakland and to meeting student needs. It has an ongoing history of adaptation and continuous improvement. While challenges are on the horizon, Laney College is deeply committed to rising to meet them.

Evidence

D1 Chart of enrollment over 10 years