EVALUATION REPORT

Laney College
Oakland, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Laney College from March 9—12, 2009

Sandra Serrano
Chair

Visiting Team Roster, March 9—12, 2009

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Peralta Community College District

DATES OF VISIT: March 9—12, 2009

TEAM CHAIR: Sandra Serrano

A ten-member accreditation team visited Laney College from March 9 through 12, 2009, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, team members attended an all-day training session on February 4, 2009, conducted by the ACCJC and studied Commission materials prepared for visiting teams. Team members read carefully the college's self study report, including the 14 recommendations from the March 2003 visiting team, and assessed the evidence provided by the college.

Prior to the visit, team members completed written evaluations of the self study report that was prepared for the spring 2009 visit and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent the afternoon discussing their views of the written materials provided by the college, reviewing evidence provided by the college, as well as other materials submitted to the commission since its last comprehensive visit, including the Interim Visit Report, and all Progress Reports and Focused Midterm Reports completed by the college since March 2004 and through and including April 2008.

During the visit, the team met with numerous faculty, staff, administrators, members of the governing board, and students. The team chair met with members of the governing board, the president of the college, the district chancellor, and various district administrators. The team also conducted two open meetings to allow for comment from any member of the campus or local community.

The college was well prepared for the accreditation team visit. The visiting team was welcomed by a friendly and engaged college community. College and district staff members were very accommodating to team members and available for interviews and follow-up conversations.

The team felt that the self study report was an accurate assessment of the college's educational quality as set forth in the ACCJC Four Standards of Accreditation and the Commission policies. Those who attended the open forums with the visiting team spoke highly about the quality of educational opportunities and the dedication of faculty, classified staff, and administrators.

Recommendations

After carefully reading the self study report, examining evidence, interviewing college personnel and students, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the team offers the following recommendations to Laney College.

Recommendation 1. *Student Learning Outcomes*
The team recommends that the college continue its work, with a specific focus on assessment and the use of results from assessment, in order to achieve the proficiency level of implementation by the Commission's 2012 deadline (II.A.1c, II.A.2a, II.A.2f, II.A.3, II.B.1).

Recommendation 2. *Library Funding*
The team recommends that to improve the level of services the college identify a long-term funding source for library technology and periodical and collection upgrades to ensure the ongoing quality of its library resources and services (II.3.1, II.C.2).

Recommendation 3. *Management Systems*
The team recommends that the district immediately resolve the functional issues associated with the implementation of the districtwide adopted software management information systems for student, human resources, and financial aid administration (II.B.1, III.C.1.a, IV.B.3.b).

Recommendation 4. *Technology Resources*
The team recommends that the college ensure that adequate information technology support is provided for software, hardware, and networking in order to improve institutional operations; and that additional training is provided to staff for the effective use of technology in order to improve effective application (III.C.1.a-b).

Recommendation 5. *Financial Accountability and Controls*
The team recommends that the district take immediate corrective action to implement all appropriate controls and necessary MIS system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance, in order to assure financial integrity and accountability. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion (III.D.1.a-b, III.D.2.a).

Recommendation 6. *Board and District Administration*
The team recommends that the district assess the overall effectiveness of its service to the college and provide clear delineation of functional responsibilities and develop clear processes for decision making (IV.B.1).

Recommendation 7. *Governance and Consultation*
The team recommends that all college leadership groups participating in district governance strive to clarify and strengthen the individual and collective understanding and adherence to

appropriate consultation practices and defined decision-making processes and authority in order to meet the standard (IV.B.1.d-e).

ACCREDITATION EVALUATION REPORT
FOR
LANEY COMMUNITY COLLEGE

Introduction

Laney College is one of four colleges of the Peralta Community College District. Founded in 1953, the college relocated to its current campus site in 1970. The college is located on sixty acres in the center of resurgent downtown Oakland. Its location is easily accessible by public transportation, Bay Area Rapid Transit and AC Transit, as well as by private motor vehicle by way of highway 880, which serves the East Bay region.

The Laney College service area includes the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. Laney serves and embraces the diverse human and cultural variety that characterizes its geographic location. The largest single ethnic group on campus is made up of Asians and Asian Americans, who represent about 32 percent of the overall student population. African American students form the next-largest contingent, at 29 percent, while white non-Hispanic and Latinos make up 16 percent and 13 percent, respectively. Nearly 500 international students attend Laney College, and at least 30 different languages are spoken on campus. Women represent 56 percent of the student body. The average age of the student population is 31 years old; and only about 40 percent of Laney College students are "traditional college age" (16-24). Just over half of all Laney students enrolled in fewer than six units, and nearly a quarter carry loads greater than twelve units.

Laney College is the largest of the four Peralta Colleges, with a student body headcount of approximately 13,000. Enrollment has declined since the last accreditation visit in 2003, when nearly 14,000 students were enrolled. The college provides training and career development in a variety of certificate programs and short-term courses and offers associate degrees in more than twenty liberal arts and science fields. Many of its graduates go on to four-year schools, especially the local campuses in the University of California and California State University systems.

The Peralta Community College District (PCCD) was officially formed on July 1, 1964. The mission of the Peralta Community College District is to provide accessible, high-quality adult learning opportunities to meet the educational needs of the multicultural East Bay community. While the language and emphasis of the district's mission statements have changed over the course of the last century, the ideals they point to remain constant.

The members of the accreditation visiting team commend the Laney College and Peralta Community College District for their earnest engagement in the accreditation process and especially for their cooperation with the visiting team members. The team identified several noteworthy accomplishments:

- The general atmosphere of commitment and collaboration across the college among all constituent groups

- The high level of campus engagement in improving basic skills instruction by integrating both The Basic Skills Collaborative grant project and the state basic skills initiative funding and activities
- The resourcefulness of staff in receiving external grant funding
- The faculty leadership in implementing and assessing student learning outcomes and assessment
- The visible community engagement and putting community into community college
- The cultivation of workforce and economic development via advisory committees to enrich programs such as the Career Advancement Academy, Gateway to College, and the Culinary Arts Program

Also, the Peralta Community College District is commended for developing a culture of collaboration and collegiality in addition to promoting improvement through venues such as districtwide retreats and listening sessions.

The team found evidence of extensive planning at all levels at the district and at Laney College. Additionally, the team found evidence that planning efforts are being integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.

Evaluation of Institutional Responses to Previous Recommendations

The Accreditation Evaluation Team confirmed that Laney College and the Peralta Community College District have appropriately addressed the recommendations made in 2003 through 2008. The 2003 visit concluded with 14 recommendations based on ten standards to assess institutional quality and effectiveness. Accreditation was reaffirmed with an Interim Visit and subsequent Progress Reports and Focused Midterm Reports. During the last six years, Laney College worked intently to meet the expectations of ACCJC.

Recommendation 1: The team recommends that the college complete the revision of its mission statement in a timely fashion that will allow the new mission statement to drive the next college planning cycle. (Standards 1.3, 1.4)

The Laney College mission statement was reviewed in fall 2008 and revised in spring 2009 using a process of participatory governance. The revised mission statement, which was reviewed on an established three year cycle, was received by the Peralta CCD Board of Trustees at a regularly scheduled meeting in February 2009. Framed by the college's vision and values, the Laney College mission statement continues to guide the plans and operations of the college. The team confirms that the college has resolved this recommendation.

Recommendation 2: The team recommends that the college develop and publicize a clear policy on academic integrity, and delineate the processes for adjudicating issues that arise in these areas for both students and faculty. (Standard 2.5)

The college established the Academic Integrity Task Force, which included faculty and administrators charged with developing a policy on academic integrity and procedures for adjudicating related issues for both students and faculty. The task force, in collaboration with the faculty senate, studied the practices of other colleges and universities and surveyed the college community to determine its priorities, concerns, and recommendations. The adopted policy and procedures are aligned with longstanding policies on academic freedom and freedom of speech, as well as the student code of conduct. The college publicized the policy and procedure with clearly delineated processes for adjudicating academic integrity issues that arise for students and faculty alike. The team confirms that the college has resolved this recommendation.

Recommendation 3: The team recommends that the college assign the highest priority to completing and substantially implementing an effective, meaningful, systematic, and comprehensive institutional strategic master plan. The plan must incorporate educational, fiscal, technological, physical and human resource components, linked together with research efforts and closely integrated with the college mission statement. It should also identify short- and long-term directions for the College, timelines for implementation, individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes. (Standards 3.A.1, 3.A.2, 2.A.3, 3.A.4, 3.B.1, 3.B.2, 3.B.3, 3.C.2, 3.C.3)

Laney College and the Peralta Community College District have made significant progress toward implementing a meaningful, systematic, and comprehensive strategic plan, which is used to guide the college educational master plan and allocation of resources to and within the college. The college remains steadfast in its efforts to involve all stakeholders in planning processes that are guided by the college mission statement and informed by annual unit plans and regular program review, which are used to develop institutional priorities that direct the allocation of institutional resources. The leadership of Laney College continues to improve its strategic master planning processes and is transitioning from the proficient level of planning to the level of sustainable continuous quality improvement. The team confirms the college has resolved this recommendation.

Recommendation 4: The team recommends that a districtwide plan and an implementation process be created that are strategic and systematically integrate the educational, financial, physical, and human resources of the district. All planning processes should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis.

It is recommended that the districtwide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the district. (Standards 3.B.1, 3.B.3, 3.C.1, 3.C.3, 10.C.1, 10.C.6)

Districtwide strategic planning and implementation processes were created, and planning has become an ongoing process that systematically integrates the educational, financial, physical, technological, and human resources of the district. Driven by the needs of the community and the four colleges, the governing board established strategic planning priorities. The districtwide strategic plan was developed based on both internal and external environmental scanning of the four colleges and the communities they serve. The districtwide strategic plan is being used to guide the Laney College's educational plan and its component plans, all of which are integrated into a comprehensive plan. In turn, the college master and component plans are being used to develop the districtwide educational master plan and component plans for the allocation of resources. Institutional outcomes and performance measures were established to determine the progress of the college and the district. The district and college are engaged in an ongoing, integrated planning process with a process for evaluation. As recommended, the chancellor ensures that the districtwide plan and the ongoing planning processes are communicated throughout the district through various means. To facilitate a clear, consistent, and valuable exchange of information related to planning and performance, the district facilitates the engagement of district leaders and the governance leadership of each of the four colleges on a districtwide planning committee. These leadership groups are central nodes in the institutional network, providing essential links and direct influences throughout the colleges and district. Additionally, the chancellor publishes a newsletter to provide strategic and time-sensitive information to all stakeholders throughout the district. The team confirms that the college and district have resolved this recommendation.

Recommendation 5: The team recommends that the college determines ways to increase the use of technology to improve teaching and learning, a goal already specified under Strategic Direction V: Electronic Access, Automation and Technology and included in Laney College's Institutional Goals for 2000- 2005. To this end, the college needs to address related infrastructure and institutional equipment needs, and faculty and staff training. (Standards 4.A.4, 4.D.5, 7.A.1, 7.C.1, 8.4)

An increasing number of faculty rely on technology in their instructional programs to aid learning and for course management. Local bond revenue is being used to supplement limited instructional equipment funds designated to upgrade technology across the college. Two smart classrooms (i.e., classrooms equipped with a computer and audiovisual equipment) are fully operational. All career technical education has been updated with state-of-the-art equipment. All full-time instructors received new desktop or laptop computers, and a replacement cycle is scheduled. Additionally, the college has expanded student access to computer laboratories and learning resources. The college added a network coordinator and increased the number and skill levels of the computer technicians in its instructional labs. Also, an administrative information system was implemented. Training opportunities are available to faculty, staff and students although significantly more training is needed. The team confirms that the college has resolved this recommendation.

Recommendation 6: The team recommends that the College articulate a process for learning outcomes assessment and begin its implementation. (Standards 4.B.3, 4.B.5, 4.B.6)

Commencing in 2004, concerted efforts were taken to develop awareness and understanding of learning outcome assessment. By 2005, a governance body, the Learning Assessment Committee, was formed. With the leadership of an appointed faculty coordinator, communications and training among faculty, staff, and administrators commenced in 2006, including collegewide SLO and assessment training, collaboration with the college curriculum committee, form revision and development to facilitate the implementation of processes, and data collection. The overall process followed a timeline for developing course, program, and institutional general education outcomes. The college completed the development of a process for assessing learning outcomes in spring 2007 and began assessing outcomes in fall 2007. Commencing in spring 2008, departments began reporting assessment results and corresponding improvements. The team confirms that the college has resolved this recommendation.

Recommendation 7: The team recommends that the college take steps to ensure that courses it offers through distance education meet the same standards of rigor, quality, and educational effectiveness as courses offered on campus. (Standards 4.D.2, 4.D.6, 4.D.7)

Laney College has taken steps to ensure that all courses it offers through distance education meet the same standards of rigor, quality, and educational effectiveness as courses offered on campus. The Laney Curriculum Committee requires a distance education addendum to

course outlines for all existing and new courses, which must be reviewed and approved before any Laney course can be delivered through distance education. The addendum includes information on type of distance education; justification; plan for instructor-student contact; SLO, assessment, and assignments, with comparisons with the on-campus version of course; modes of instruction; technical issues; accommodations for students with disabilities; and additional resource needs. Curricula and program review are formalized and institutionalized in the college's curriculum and planning procedures. The team confirms that the college has resolved this recommendation.

Recommendation 8: The team recommends that the college and district jointly address filling interim and temporary positions as quickly as possible to provide administrative stability for the college. As part of its comprehensive planning process, the college should develop short-term and long-term staffing goals. (Standards 7.A.1, 9.A.1, 10.B.3)

College and district leadership are more stable than they have been in years although as of this writing, the essential position of district chief information officer remains vacant. Noteworthy is the development of a Laney professional development program for administrators, which includes strategic contextual information, educational priorities of the college, participatory governance structure, policies and procedures, rights and responsibilities, operational resources and insights, district and college educational, technological, and fiscal resources and plans. Increased communication, better planning, and new resources have contributed to improved morale and collegiality among administrators, faculty, and staff. The improved climate and employee relations are expected to increase the likelihood of long-term stability. The team confirms that the college has resolved this recommendation.

Recommendation 9: The team recommends that the college and district clarify and communicate their respective responsibilities for the hiring process and that the process be revised and streamlined for all categories of academic and classified staff. (Standards 7.A/1, 7.A.2, 7.A.3, 7.D.3, 10.B.3, 10.B.4, 10.C.3, 10.C.4, 10.C.5)

The college reports and is satisfied that the legal and administrative responsibilities of the college and district have been clarified and are communicated among appropriate professionals to ensure the smooth functioning of the hiring process. Following the work of the governance groups at the college, prioritized recommendations to fill positions are forwarded to the college president. The president reviews the recommendations and makes his recommendations to the chancellor. The recommendations are assessed by a cabinet of the college presidents and senior district administrators using established criteria, and decisions are made to support institutional priorities. This approach ensures that the college determines its hiring needs through procedures whereby the college president requests approval from the chancellor; dialogue between college and district officials informs the decision; decisions are timely, understood, and communicated; and the Office of Human Resources processes the approval for hiring by the college. The college staff affirmed that the process and communication is better than it had been. The team confirms that the college and district have resolved this recommendation.

Recommendation 10: The team recommends that the college and district immediately explore acceptable short-term solutions to fill in the gap in information posed by the district's current fiscal computer infrastructure. (Standards 9.B.1, 9.B.2, 9.B.3, 9.B.4, 9.B.5, 9.B.6)

District and college leaders explored acceptable short–term solutions and implemented a long-term solution to fill the information gap. They continue their efforts to enable the effective and efficient use of the fiscal computer information system infrastructure. District leadership implemented a long-term solution for ensuring the capacity of the college to plan strategically in an integrated way that ties planning, evaluation, and resource allocation. The implementation of a fairly new integrated computer information system is not fully operational and therefore causing frustration. Laney College leadership and support staff are using a combination of computer based and manual reporting to analyze finances and to inform improvements to the system. The district is in the process of hiring a Chief Information Officer to implement a plan to improve the system integration and to expand staff end-user training. Immediate action to fully implement all modules of a computer information management system is essential to provide improved operations and access to reliable information. The team confirms that the college and district have resolved this recommendation. However, the team recommends that the district immediately resolve the functional issues associated with the implementation of the districtwide adopted software management information system (II.B.1, III.C.1, IV.B.3).

Recommendation 11: The team recommends that Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by healthcare benefits. (Standard 9.C.1)

With the authorization of the Peralta Board of Trustees, the district—in a move applauded by the *Wall Street Journal* as innovative and fiscally responsible—sold $153 million in OPEB bonds as a first step toward financing future retiree healthcare costs. This transaction was completed in January 2006. The revenue generated from the sale of the bonds was invested and is expected to yield annual interest to cover the projected increased costs of healthcare benefits provided for Peralta Community College District current employees and retirees, as well as allow the district to meet its long-term liability costs in the future and be compliant with General Accounting Standards Board (GASB) standards. The team confirms that the college has resolved this recommendation.

Recommendation 12: The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district for recommendations affecting the organization of the district as well as the hiring, retention and termination of all categories of district and college staff. The team further recommends that the Board of Trustees ensure that the district is continuously led by a chancellor as its chief executive officer. Finally, the team recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that

the appropriate responsibility and authority are specified and related accountability standards are established. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.2, 10.C.3, 10.C.5)

The November 2006 Laney College Focused Mid-term Report noted that the Board of Trustees adheres to "its appropriate policy role and in establishing stable leadership in the District Chancellor." Since this finding and conclusion was made, Laney leadership has not observed any behavior inconsistent with this finding. In November 2008, three trustees were reelected. All trustees participate in special training sessions at the conclusion of board meetings. Additionally, the Peralta Board has new policies that delineate its governance role. The team confirms that the college has resolved this recommendation.

Recommendation 13: The team recommends that the Board of Trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further recommends that the Board of Trustees direct the new chancellor to make stability of both college and district administrative personnel a priority." (Standards 10.C.1, 10.C.2)

The incumbent chancellor was appointed in 2004 by the Peralta Board of Trustees. The incumbent Laney College President began his tenure in 2006. This new leadership swiftly filled key administrative positions, thereby decreasing personnel turnover among administrative, faculty, and classified staff at the district and the college. Stability of college and district administrative personnel has been accomplished. The team confirms that the college has resolved this recommendation.

Recommendation 14: The team recommends that the purpose and function, membership, and responsibility of district and college governance committees and structures be clearly defined. The team further recommends that college governance committees be linked to appropriate college and district governance structures. Furthermore, it is recommended that significant administrative and other constituent representatives from each of the district colleges be included, by policy, in the decision-making processes of key direct-wide organizational and governance committees." (Standards 10.B.5, 10.B.9, 10.C.3, 10.C.5, 10.C.6)

Laney's permanent membership on district organizational and governance structures is consistent with the priorities of the college and its functional operations. The governance structure is in alignment with the related college level committees, and ensures a direct link between relevant college and district structures. Laney leadership continues to work earnestly with district leadership to ensure a consistently effective nexus between district and college planning, resource allocation, and budgeting. Nonetheless, the many changes to policies, procedures, and decision making processes are not clearly understood by all stakeholders. The college and the district will benefit from a map that delineates college and district functions and authority for decision making. The team confirms that the college and district have made significant progress to resolve this recommendation. However, the team recommends that the district assess the overall effectiveness of its service to the college and provide clear delineation of functional responsibilities and develop clear processes for decision-making to meet this standard (IV.B.1).

Eligibility Requirements
For Accreditation Certification of Continued Compliance

The members of the accreditation visiting team affirm that Laney College continues to be in compliance with the eligibility requirements for accreditation. Compliance with these requirements was validated during the visit to Laney College, March 9 through 12, 2009.

1. AUTHORITY
Laney College is a public two-year community college, established in 1970 under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Peralta Community College District. The college is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2. MISSION
The Laney College mission statement was last amended in February 2009, upon acceptance by the Peralta Community College District governing board. The Laney College mission statement is aligned with the Peralta Community College District's educational mission statement. The mission statement is subject to a three-year cycle of review.

3. GOVERNING BOARD
The district is governed by an elected seven-member Board of Trustees and two non-voting student trustees. The seven members serve staggered four-year terms.

The governing board is an independent policy-making body and operates in accordance with California Education Code. The board is responsible for the quality and integrity of the institutions that comprise the four college district. The Board has adopted a Code of Ethics and conducts a self-evaluation at regular intervals.

4. CHIEF EXECUTIVE OFFICER
The president of Laney College is appointed by the Peralta Community College District Board of Trustees and reports to the district chancellor. The chancellor is appointed by and reports to the Board of Trustees. The incumbent president was appointed in 2006. The incumbent chancellor was appointed in 2004.

5. ADMINISTRATIVE CAPACITY
Laney College has a sufficient number of academic and support-services administrative staff with appropriate preparation and experience to deliver the administrative services necessary to support the college's mission and purpose.

6. OPERATIONAL STATUS
Laney College employs qualified personnel with appropriate experience to support the college mission and assure the quality and integrity of programs and services. The college has managed to meet its operational needs; however, the college's planning documents identify the need to hire additional full-time faculty. There is evidence that most

administrative vacancies have been filled, new classified positions have been created and filled, and several new faculty have been hired.

7. DEGREES
Laney College serves about 13,000 students. Most are pursuing associate degrees, transferring to four-year institutions, or seeking career technical education certificates. The college offers Associate of Arts and Associate of Science degrees and three types of certificates in 45 areas of study. The college awarded 264 certificates and 524 associate degrees for the academic year 2007—08.

8. EDUCATIONAL PROGRAMS
The Laney College curriculum and program review processes ensure that degree and certificate programs support the mission of the college; comply with state laws and regulations; have a coherent design; and are characterized by appropriate length, breadth, depth, and course sequencing. Associate degree programs require a minimum of 60 units, including 19 units in general education. Most degree programs are designed for completion within two years of full-time study. The college's programs and services adhere to levels of quality and rigor appropriate to the degrees and certificates offered.

9. ACADEMIC CREDIT
Laney College awards academic credits based on accepted practices. Detailed information about academic credits is published in the college catalog and class schedules. Criteria for the evaluation of student learning and the awarding of credit are stated in official course outlines and course syllabi. The college uses the Carnegie Unit of credit, which is consistent with standard practice in American colleges and universities.

10. STUDENT LEARNING AND ACHIEVEMENT
Each degree program at Laney College has its educational objectives listed in the college catalog. Course objectives are described in course outlines, which are maintained and kept on file in the Office of Instruction. Student Learning Outcomes appear both on course outlines and course syllabi and further ensure assessable student learning and achievement.

11. GENERAL EDUCATION
All degrees require a minimum of 19 units of general education, which includes courses from the following areas: natural science, social and behavioral sciences, humanities, language and rationality, and ethnic studies. In addition, one unit in computer literacy is also required. Students must demonstrate competency in writing and mathematics to receive an associate degree. All courses identified as fulfilling general education requirements are approved by the Laney College Curriculum Committee, the district Council for Instructional Planning and Development, as well as the Board of Trustees.

12. ACADEMIC FREEDOM
Laney College faculty and students are free to explore and test all knowledge appropriate to their discipline or area of major study as determined by the wider academic and educational communities. The college cultivates an atmosphere of intellectual freedom and

independence. District policies exist that address Student Academic Integrity, Freedom of Speech, and Intellectual Freedom.

13. FACULTY
Laney College has qualified faculty members with full-time responsibility to the institution sufficient to support the institution's educational programs. Faculty meet the teaching and minimum qualifications for the discipline they teach and the area they serve. Faculty has primary responsibility for curriculum and other academic and professional matters.

14. STUDENT SERVICES
Laney College provides comprehensive student services for its diverse student population. Counseling, Health Services, Extended Opportunity Programs and Services (EOPS), CalWORKs, Disabled Students Programs and Services, Financial Aid, and Student Employment Services are among the many support services and programs offered. Student development programs such as the Associated Students of Laney College, student clubs, student publications, and student performance opportunities are consistent with the college's institutional mission.

15. ADMISSIONS
Laney College adheres to admission policies consistent with its mission as a public California community college and in compliance with state laws and governing board policy.

16. INFORMATION AND LEARNING RESOURCES
Laney College provides sufficient print and electronic information and learning resources through its library and learning resource centers to support its mission and educational programs.

17. FINANCIAL RESOURCES
Laney College, in conjunction with the Peralta Community College District, publicly documents its funding base, financial resources, and plans for financial development adequate to support the college's mission and educational programs and to assure financial stability. The college's budget allocation is derived primarily by enrollment measured in full time equivalent students (FTES). The district maintains reserves at levels significantly in excess of prudent levels recommended by the California Community College system office.

18. FINANCIAL ACCOUNTABILTY
The Peralta Community College District regularly undergoes and makes available an external financial audit for the district and its colleges by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and government auditing standards issued by the comptroller general of the United States. A review of the audited financial statements revealed material weakness and significant findings. The audit was certified and any exceptions were explained.

19. INSTITUTIONAL PLANNING AND EVALUATION
The college has a clear and ongoing comprehensive planning process. Program review and unit plans are carried out systematically and form part of the integrated strategic and master

planning that are performed congruently by Laney College and the Peralta Community College District. The college and district have a comprehensive planning process with all of the components of a master plan.

20. PUBLIC INFORMATION

Laney College publishes in its catalog, on its college web site, and in other appropriate places accurate, up-to-date information that describes its purposes and objectives, admission requirements and procedures, rules and regulations that directly affect students, programs and courses, degree offerings and requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the college and withdrawing from it.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The Peralta Community College District and Laney College provide assurance that Laney College adheres to the eligibility requirements and accreditation standards and policies of the commission, describes the college in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities.

Thematic Overview

Laney College provided a thematic overview of the central elements demonstrating educational quality and institutional effectiveness. The team evaluated the status of the college in these areas.

Institutional Commitment

Laney College demonstrates a commitment to its mission to develop human potential and create educational opportunities that respond to the needs of the local and global community. This commitment is demonstrated by the programs and services being offered to address the needs of a diverse population of students. Commitment to institutional effectiveness is also demonstrated by the collegial climate of the institution, which has been fostered by improved governance processes, communication, and comprehensive planning that is used to direct the use of resources.

Evaluation Planning and Improvement

Laney College, as part of its planning and self evaluation processes, reviewed its mission, vision, and values statements; and revised its mission statement. The college is demonstrating a continuous commitment to conducting ongoing planning and evaluation processes that includes external surveying and internal unit and program review. All evaluation is performed to ensure that Laney meets its overarching mission of student learning and achievement. The college made steady progress in developing and implementing a comprehensive planning process comprised of strategic planning, educational master planning, unit review, and program review. Next, college attention will focus on evaluating planning outcomes and effecting improvement.

Student Learning

The college is acutely aware of the academic under-preparedness of many of its service-area communities. Addressing this challenge is integral to improving student success indicators and institutional effectiveness. In addition, providing students with adequate instructional support will have the added benefit of improving retention and persistence, as well as stabilizing the institution's funding base. Thus the college has developed an agenda for improving its ability to provide developmental education without sacrificing its transfer rate or the number of degrees and certificates awarded.

New educational programs were designed to respond to community needs for career technical skill building and to simultaneously improve English and mathematics skills. Three signature programs, which address basic skills through contextual learning, include Carpinteria Fina Wood Technology, Peralta After-School Pathways Initiative, and the Career Advancement Academy. Other programs use a similar cohort model to reach specific underrepresented at risk groups (e.g., UBAKA, Puente, and Gateway to College). These programs are in direct response to the college's commitment to basic skills education.

Laney College was one of eleven campuses participating in the three-year project "Strengthening Pre-Collegiate Education in Community Colleges" supported by the Carnegie Foundation. Using reflective inquiry, eight faculty members from four departments (English,

mathematics, English as a Second Language, and Project Bridge) reviewed and critiqued innovative classroom action research projects. In December 2008, Laney's president participated in an afternoon of retrospection and analysis of the project findings held at the offices of the Carnegie Foundation in San Francisco.

Laney started exploring student learning outcomes and their assessment in 2003-04. Its Learning Assessment Committee was formed in 2004. It is expected the SLOs will be part of every course outline as curriculum is developed or reviewed using the curriculum review process. General education outcomes are identified and the assessment of these outcomes is commencing. All of the college's work on student learning outcomes and assessment is available on the college web site.

Organization
Laney College opened in 1970 in the urban community of Oakland, California. With a student population of roughly 13,000 headcount, it is the largest of four colleges that comprise the Peralta Community College District. The students are a broadly diverse group reflective of its service area communities. The single largest ethnic group is made up of Asians and Asian Americans.

Faculty and administrative hiring has been stabilized since 2006, beginning with the hiring of a new college president. Since then, in spring 2008, the college acquired a new vice president of student services after years of interim staffing. In fall 2008, the college successfully hired 13 new full-time contract faculty members, including counselors and a librarian. Filling these positions was critical to the success of several programs. The faculty hiring prioritization committee concluded in December 2008 that the college still has an urgent need for eight more full-time faculty although current economic conditions make it unlikely that hiring those eight positions will be approved.

The president commenced an aggressive facility renovation initiative in 2006. A 60, 90, and 120-day plan to identify and renovate facilities projects was developed and implemented. In 2007-08 nearly all classrooms were renovated with new paint, flooring, lighting, window coverings, and furniture. Construction commenced on a state-of-the-art culinary arts program kitchen and restaurant and an athletic field house will be constructed on the playing fields. These projects and the renovation of restrooms, installation of lighting, and the formation of a Welcome Center have made the campus more attractive, welcoming, and safer. The positive impact to campus climate is evident. This initial quick-start facility improvement plan has transitioned to long-term facility planning guided by the educational plan.

Dialogue
The college fosters broad-based communication and dialogue throughout a variety of processes and practices. In order to improve information dissemination both internally and to the wider community, the president publishes a monthly newsletter, "The Eagle Flies," with updates about campus events and conditions, which is distributed to all faculty and staff via email, as a flyer, and posted on the home page of the college web site. Also, every semester,

the president's welcoming remarks are distributed similarly, as are agendas and minutes of college governance bodies.

Official governance bodies, such as the College Council and the Laney College Policy Advisory Committee (LAPC), offer formal opportunities for productive collegial dialogue. The use of information and the conduct of self-reflective dialogue have been at the core of developing of planning and programmatic improvement. For example, the following institutional improvements resulted from effective discourse: basic skills offerings, technology innovations, student learning outcomes, facility planning, and a myriad of other institutional plans, programs and services. The self study process itself—with its town hall meetings, flex-day review sessions, and virtual workshops—further benefited the college's firm commitment to the exchange of ideas to promote understanding and support decision-making. Laney has made progress in developing a culture of open collegial dialogue focused on evidence, even when substantial differences in opinion exist.

Institutional Integrity
The college community represents itself honestly and transparently within the institution and into the communities it serves. The college strives to ensure that its processes and publications are clear, accurate, and accessible.

Class schedules, a primary source of information about the college and its offerings, are published in hardcopy and online each semester, and the catalog is reviewed each year by the Office of Instruction and department chairs to verify that clear and complete information about courses, degrees, programs, certificates, etc., is presented to students.

The college has clear policies on academic integrity and academic freedom. Its commitment to academic honesty and integrity has been strengthened considerably since the last accreditation visit. The college convened an academic integrity task force to develop a clear statement on the policies to guide general institutional thinking.

STANDARD I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

General Observations

Laney College maintains an on-going, collegial, and self-reflective dialogue through broad-based involvement in retreats, professional development, and best practices workshops spread throughout the academic year.

In 2007-2008 thoughtful discussions and feedback took place with faculty, classified staff, and administrative leadership on the relevance of the mission statement to student learning (1.A.1). As a result of these efforts, the new mission statement was presented to the board in February 2009 (I.A.2).

> Laney College is a diverse, urban, learner-centered community college. Our college creates quality educational opportunities that respond to the needs of the local and global community.

Findings and Evidence

The college's mission statement was accepted by the governing board at its February 2009 meeting. The college reports that it will review the mission statement at least every three years (I.A.3). Laney's use of the consultative process in the development and adoption of the college mission is commendable. The new college mission statement appears on the college website and on fliers posted throughout the campus. Faculty and administrators attest to extensive formal, constituency-based review of drafts leading to the final iteration (I.A.3).

In interviews conducted with faculty and staff, the mission does not appear to drive institutional planning despite the fact it is often mentioned in documents and the newly revised mission statement is prominently posted throughout the college (I.A.4). The goal of the mission statement is to serve as the foundation to all planning. Accordingly, Laney College is urged to publicize its new mission statement widely and use it to guide all of its planning and decision-making processes.

Conclusion

The college meets the requirements of Standard I.A. Institutional Mission.

Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning

General Observations

The college uses its governance process to engage in dialogue for continuous institutional improvement and student learning during a number of proceedings. Examples of these events include: January 2008 participatory workshop for faculty and staff on improvement of retention, student success, facilities, communication and education; March 2008 collegewide discussion on the Educational Master Plan; June 2008 retreat to establish strategic educational priorities for 2008-09 as well as "Best Practice Fairs" and the Basic Skills Learning Collaborative discussions.

Program review processes are in place and implemented every three years. Both unit plans and program review are used to help the institution achieve its stated goals (I.B.2). Unit plans and program review use quantitative and qualitative data to inform their processes (I.B.3). Results of program reviews are integrated into institution-wide planning for improvement, informed decision-making, and resource allocation. The three-year cycle is a direct result of the evaluation of the college's previous six-year process. As a result of the self study, the college became more aware of all planning processes and the need to continually evaluate those processes.

Institutional goals are established through a collaborative process. Throughout the process of development, the president sought input on goals during various retreats, meetings, and faculty development day events. From these discussions, a set of strategic directions to guide the educational master plan was formulated. The college has established seven strategic directions with supporting goals. In addition, the college president's executive team, working with district personnel, finalized the 2007-2008 budget allocation plan.

The college and district have been involved in broad-based planning, offering opportunities for input at all levels (I.B.4). The college has dedicated and talented students and staff interested in Laney's future.

The Progress Report submitted March 15, 2007, detailed planning efforts such as hiring a consultant to conduct an environmental scan. An internal and external scan was conducted by

an outside agency. The results are being used for institutional planning. In addition, the district hired a consulting firm to create a districtwide facilities master plan. The Human Resources office is completing the model equal employment opportunity plan. Resource planning is occurring with the Budget Advisory Committee, Facilities Planning Committee, Technology Planning Committee, Instructional Equipment Committee, and the Faculty Prioritization Committee. Although slow and sometimes cumbersome, the integration of planning committees and activities continues to progress.

The self study (p. 55) provided a detailed outline of the planning process, responsibility centers, and time horizons. The following is a partial list of some of the planning efforts that have taken place since March 2007:

- Board approved Districtwide Educational Master Plan
- Second edition of board-approved (March 2008) Strategic Plan
- Major work accomplished on the Facilities Master Plan, the Laney Educational Master Plan, Districtwide Program Reviews, unit plans from Laney College, Plan of Action/Implementation Matrix, 2007-2008
- Framework for Long-term Institutional Objectives, Annual Planning, and Budget Integration.

Documented assessment results are used to communicate matters of quality assurance such as the COMPASS assessment tests, student performance measures, and various results of enrollment data (I.B.5). Laney is committed to becoming a data-informed institution as evidenced by the work of the Learning Assessment Committee and the research office.

The college reviews and modifies, as appropriate, its ongoing planning and resource allocation processes (I.B.6). Reviews of unit plans occur at various levels—from department heads to the vice presidential area—throughout the college. The development of a master plan has had numerous iterations as it continues to evolve. Laney assesses its evaluation mechanisms with a systematic review of its effectiveness. For example, curriculum reviews are carried out at the course and departmental levels and then scrutinized at the committee level. Program reviews are written at the department level and reviewed at the dean and vice presidential levels.

Findings and Evidence

Effective planning is broad-based and offers opportunities for input, which leads to institutional improvement (I.B.4). The college promotes its planning with an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes (I.B.1). The team was impressed by the extent of dialogue, planning, and progress made by the college since its last self study.

Since 2007, annual unit plans are relied upon by the college as its primary component to the planning process. Program review, which was shortened from a six-year to a three-year cycle, serves as another component of planning, yet to a lesser degree as the primary

planning vehicle. Interviews with college personnel often referred to, and relied on, unit plans to drive decision-making.

The college has usable data related to demographics, transfer, educational goals, degrees and certificates (I.B.5). Data are incorporated into both the unit plans and program reviews.

The development of the educational master plan, coupled with the district interface, have produced planning efforts that are labor-intensive, time consuming, and complicated. Flow charts, drafts of plans, and meeting summaries abound in various documents. Despite the involvement of governance committees and planning retreats, the self study acknowledged the lack of understanding of the planning model among some segments of the college. Interviewers found that the college is determined to complete and align its planning processes with those of the district. However, there is an expressed desire for a clear and simple model to be adopted for planning and implementation, as well as the related consultation governance process.

Laney College, according to the ACCJC "Rubric for Evaluating Institutional Effectiveness, Part II: Planning," is at the proficiency stage of implementation and transitioning to an institution that is characterized at the sustainable level. It has a well documented, ongoing process for evaluating itself, analyzing and publishing the results of planning and implementing improvements. The institution assesses progress toward achieving its education goals over time. Similarly, the college meets the rubric for program review proficiency level. Specifically it uses the results of program review and unit plans to improve educational, instruction, and support services.

Conclusions

The college meets the requirement of Standard I.B. Improving Institutional Effectiveness.

Laney is part of a multi-college district. As a result, it must coordinate its planning efforts with the district. Both entities have engaged in labor intensive efforts to refine and integrate educational planning. The increasing stability of leadership at the district and the college has contributed to progress in meaningful and relevant strategic and educational master plans. Nonetheless, a simple system for planning and implementation would be welcomed by everyone involved.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

General Observations

Laney College has the appropriate framework of instructional programs in academic, vocational, and basic skills education. The instructional programs meet the college mission statement and uphold its integrity through a wide range of educational offerings. The college catalog, schedule of classes, and other documents distributed to students provide a clear guide to requirements for degree and certificate programs. Laney provides a variety of educational modes, including hybrid, online, distance, travel abroad, day/evening, and weekend learning opportunities (II.A.1).

Instructional programs go through an approval process that includes curriculum and program review to ensure all courses align with the college mission. The program review cycle occurs every three years and links to a district planning process through the Districtwide Educational Master Planning Committee. The integration of these two processes is intended to generate recommendations for resource allocations. Both the district and college processes are relatively new and yet to be fully understood by college employees (II.A.1, 2.e).

The program review process provides department chairs with data to respond to students' needs that affect their learning. The college has also administered editions of the Community College Survey of Student Engagements (CCSSE) to identify student enrollment and interest. The data collected from CCSSE are not currently being used to make program decisions or adjustments. Additionally, assessment results of student learning outcomes (SLOs) are not widely available to use in Laney's planning efforts (II.A.1a).

The processes to ensure the quality of courses and programs apply to all collegiate, developmental, and pre-collegiate courses. Laney has a large number of students who assess

at the developmental level or as needing pre-collegiate courses; 82 percent of its matriculating students need basic skills courses, and 60 percent lack basic English skills. The college has a number of courses to respond to the needs of this population embedded in each division. The size of the population needing basic skills courses was so large, a group formed and developed the Basic Skills Learning Collaborative. The college has assigned an administrator to coordinate the work under the auspices of Basic Skills. Although there appears to be significant attention paid to the needs of students at the developmental level, the efforts appear to be segmented and fractured (II.A.2).

Laney College has spent considerable time developing and assessing student learning outcomes. In 2004 Laney created the Learning Assessment Committee (LAC), which works with Laney faculty and staff to develop and assess SLOs. Laney reports it has made significant progress in its development and assessment of SLOs in the past two to three years. The faculty has been and is heavily involved in the SLO process. Laney offers .5 release time to an SLO coordinator and pays stipends to faculty to encourage active involvement in the SLO process Laney intends to have all programs and services engaged in the cycle of assessment by the end of the 2008-09 year. While Laney is still in the process of developing SLOs and related assessment, it continues to encourage more faculty to participate in this process by providing financial incentives to faculty completing SLOs and related assessment (II.A.1c, 2a).

SLOs and their assessment are now required for courses, certificates, and programs, including general and vocational education degree programs. At the college, 51 percent of total courses have SLOs. The college is in the early stages of using data generated from SLO assessment for changes and improvements (II.A.2f).

The Curriculum Handbook outlines the process for course approval. The process requires originators to engage in departmental discussions regarding all areas of the course outline. All departments are required to submit an SLO assessment plan. All new and updated courses are required to submit SLOs as a part of the curriculum approval process. Laney reports that between 44 and 48 percent of its disciplines have submitted an assessment plan for at least one course. Although the curriculum committee considers the alignment of SLOs with exit skills, each faculty member has primary responsibility for evaluating student learning (II.A.2h).

Laney reports it evaluates its course delivery methods for effectiveness through assessment of student learning outcomes, student evaluations, needs assessment conducted within departments, tests, hands-on projects in the lab, and other methods. As a result of these assessment methods, department chairs report they have made improvements in their course offerings, including changing teaching methods. These assessment processes appear to lack consistency throughout the divisions and departments of the college. While Laney reports that 51 percent of its total courses have SLOs identified, there appears to be some difference of opinion about how many of these courses have assessment practices aligned with the SLOs.

To identify competency levels and measurable student learning outcomes for career technical programs, the college's multiple measures include Cal-PASS tracking. The faculty in the career technical programs have formed Learning Communities to address the comprehensive needs of students served by its programs. The majority of students enrolling in career technical programs assess at a seventh to ninth grade level of competency and comprehension. Advisory committees both on and off campus play a key role in ensuring the quality of the curriculum and improving instructional courses and programs (II.A.2a).

Industry advisory boards are consulted regarding vocational program curricula creation, updates, and expansion. Five departments (Machine Technology, Graphic Arts, Computer Information Systems, Environmental Control Technology, and Culinary Arts) have changed or updated all their courses in the last two years, sometimes due to advisory committee advice. While the college has the means to assess vocational students' preparation for job readiness, these means vary from one program to the next. There is a plan to work with the college research office to standardize the collection and analysis of placement and other data (II.A.5).

Laney has written general education SLOs and is in the process of piloting their assessment. General education requirements for the Associate of Arts and Associate of Science degrees have board approval (II.A.3).

Laney awards degrees and certificates based on completing a prescribed sequence of courses. Degree and certificate level SLOs are under development; departments are in the process of establishing SLOs. At this time SLOs are not an integral part of degree and certificate program completion (II.A.2i).

Laney's classroom instruction includes a limited amount of technology-infused delivery. Some instructors and administrators report a desire for additional resources and training related to technology and distance learning (II.A.1b).

Most courses at Laney are delivered on campus, with a limited number offered through distance education. Laney reports that its distance education courses undergo the same level of assessment and evaluation as its traditional courses. Courses are offered during the day, late afternoon, evening, and weekends to address the needs of working members of the community. The college provides a variety of delivery modes and teaching methods in the classroom although it offers limited courses using technology. The college provides services and learning communities to address the diverse needs and learning styles of its students including Disabled Student Programs and Services and Project Bridge, a learning community for basic skills and at-risk students, where teachers collaborate across subject areas (II.A.2d).

Laney provides current and prospective students with information about courses, programs, transfer policies, and other related subjects through its website, college catalog, schedule of classes, and other documents and materials (II.A.6).

Findings and Evidence

A large portion of matriculating students enters at the developmental level of English and math. For many students English is not their primary or secondary language. The college has recently assigned an administrator to coordinate the work of programs and services directed toward this population. The faculty and staff working with students at the developmental level have been successful in generating external funds and partnerships to assist them in responding to and addressing the needs of these students.

The work with these populations includes coordination with faculty and staff in the career tech programs of the college. Both groups work in Learning Communities, which have taken a holistic approach to student success, similar to that used by Disabled Students Programs and Services and Extended Opportunity Programs and Services. The work being done under the auspices of the Basic Skills Learning Collaborative plays an important part in the success of students served by courses and programs developed for basic skills students. Examples of programs and services aimed at meeting the needs of basic skills students are East Bay Career Advancement Academy, Strengthening Pre-collegiate Education in the Community Colleges, Project Bridge, and the Basic Skills Initiative (II.A.1a).

Although Laney has assigned an administrator to coordinate these programs and services, it was not possible to find a plan that addresses issues of resource allocation and institutional commitment to this population. The Basic Skills Learning Collaborative might be more effective if its goals were incorporated into the planning efforts of the college, which might also serve as a way of identifying on-going resources to meet the needs of basic skills students (II.A.2).

The college is doing extensive work in the area of career and vocational education. The material in the evidence room, interviews with career tech faculty, interviews with members of advisory teams, and a meeting with representatives of the East Bay Career Advancement Academy indicate the college has very strong programs and partnership in the career tech area. Members of advisory committees expressed support and appreciation for the career tech programs at Laney and thought they were excellent feeders into the industries they represent (II.A.2a).

The District Distance Education Coordinator has a 1.0 FTE reassigned time to assist in the coordination and delivery of distance education. Each college now has a college distance education coordinator with 0.25 FTE reassigned time. The District Distance Education Coordinator reports to the Associate Vice Chancellor of International Affairs and works collegially with the college coordinators. The district is making a strong effort to increase the number of classes and the availability of training to faculty. There is room for improvement and growth in distance education, including increased use of technology to enhance the delivery of instruction and to provide support services. The majority of online courses are general education courses; the district may want to consider ways to get faculty to develop and offer a degree or certificate program of study online (II.A.2d).

Laney has placed a great deal of emphasis and importance on developing SLOs and assessment practices. The Learning Assessment Committee plays an important role in determining the direction and action plans related to SLOs both in instruction and student services. Although the college has made successful strides in developing and assessing SLOs, there is still work to be done. The college knows the task in front of it and is actively engaged in conversations on what has been done, as well as planning what needs to be done to meet the requirements related to SLOs (II.A.1c).

Laney reports that 51 percent of all courses and 19 percent of all programs in instruction and student services have SLOs attached to them. People involved in the SLO process report different numbers of courses and programs with SLOs. The college does not appear to have a widespread culture of evidence as it relates to accessing and using data for assessment. The college could benefit from defining its research and data needs related to SLOs and assessment and ensuring that these are clearly articulated to all involved in developing and assessing SLOs (II.A.2f).

Conclusions

The college partially meets the requirements of Standard II.A. Instructional Programs. Standard II.B is partially met. The college is at the development stage of student learning outcome implementation and assessment.

Laney is clearly committed to the educational success of its students. The staff, faculty, and students interviewed expressed satisfaction and support for Laney's commitment to students. The college is doing great work in the area of career tech and should be looked to as a model for assessment and improvement using evidence and community input. Laney has made good progress in addressing issues related to the link between program reviews, unit plans, and institutional planning. Additionally, the college has honestly approached SLOs and assessment as a priority of the college. The Academic Senate has exercised essential leadership in the SLO work of the college, as have a number of administrators. What was not evident was how the topic of SLOs is assimilated into the institutional dialogue although it was obvious there was a great deal of formal and informal conversation. The president may want to consider how his involvement in the SLO work of the college will add to accountability concerns and the willingness of individuals to invest in doing the work.

Recommendation 1:

The team recommends that the college continue its work, with a specific focus on assessment and the use of results from assessment, in order to achieve the proficiency level of implementation by the Commission's 2012 deadline (II.A.1c, II.A.2a, II.A.2f, II.A.3, IIB.1).

B. Student Learning Programs and Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway

through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

General Observations

Laney College is committed to providing services to support students' pursuit of their educational, personal, and career goals. Students have a range of services to support their learning. Laney has a Welcome Center that serves as the primary point of contact for entering students. Laney has an outreach program that includes a full-time outreach specialist and ten student ambassadors who work with area schools, community-based groups, and faculty. The current application materials are in English only although the college employs student ambassadors who are proficient in several languages. Laney is considering remodeling a building to create a one-stop location for student support services (II.B.1).

The vice president of student services and a dean of student services, both recently hired, supervise student services. Prior to the two positions being filled, the college experienced a great deal of turnover in the positions, which resulted in a lack of stability and continuity of leadership for support services.

Student services programs are evaluated by programs reviews and unit plans. Both processes inform college planning, decision-making, and resource allocation. The Educational Master Plan does not include student services plans although it is intended that all institutional planning will be incorporated into the Educational Master Plan. The areas in student services are in the process of defining SLOs and implementing assessment. This process appears to have been delayed due to the turnover in student services leadership (II.B.1).

Official college information, requirements, and major policies affecting students are available in hard copy in the college catalog, the schedule of classes, and online. Information in the catalog and schedule of classes is printed in multiple languages to respond to the needs of its diverse student body. Catalogs and class schedules are distributed to students free of charge during assessment and orientation and "College Success" classes. The college systematically reviews all materials in its publications for accuracy and currency. Many instructors also publish college policies in their course syllabi (II.B.2).

Through the college admission process, students declare their initial learning needs and an educational goal, even if only to identify themselves as undeclared. Student responses at the time of matriculation help identify the types of services needed. Students are encouraged to meet with instructors, see a counselor, or seek help if they are experiencing difficulties. Annual unit plans and department program reviews, as well as student equity plans and the Community College Survey of Student Engagement (CCSSE), include research regarding learning support needs. Laney also relies on verbal feedback from students to assist in identifying student needs.

Laney offers day, evening, and weekend services to meet the needs of all its students equitably. Students with disabilities receive assistance and can arrange for accommodations when needed. Each unit in student services provides an annual report that summarizes the unit's programs and services, the number of students served, the types of services provided, the unit's accomplishments for the year, and future plans and actions (II.3.Ba).

Counseling services are provided on campus through general counseling services as well as in the context of specific programs, such as Equal Opportunity Programs and Services, Disabled Students Programs and Services, and the programs for international and career tech students. Counseling services at Laney are evaluated through the program review and unit plan process (II.B.3c).

Laney assesses students for placement in mathematics, English as a Second Language, and English classes, using approved instruments in accordance with the college Matriculation Plan. The college has not updated its Matriculation Plan since the 2002-03 year. Assessment instruments are used along with clearly defined multiple measures to determine appropriate placement. No single test score or assessment measure is used to place students in courses. Students may apply for exemption to this requisite component of matriculation. The computerized test most frequently used for assessment by the college, the ACT Compass, is due for a six-year validation renewal (II.B.3e).

Student records are stored securely although the college does not have a scanning system in place to make adequate electronic record backups. The district is responsible for maintaining records and has recently experienced difficulties related to the migration to a new computer system. The PASSPORT program, in the new system, is planned to standardize access to student records (II.B.3f).

Laney student support services programs conduct program reviews every three years and develop annual unit plans to evaluate services for adequacy in meeting identified student needs. Student support services also use data from the Student Equity Report and CCSSE (II.B.4).

Findings and Evidence

The college offers high quality programs and services, advertises those programs and services accurately and comprehensively, and provides support to a diverse student body. The college is committed to providing services to support students' educational goals. Student services programs are evaluated by use of program reviews and unit plans. These plans are intended to link to the college's decision-making and resource allocation process. The college has a Welcome Center that is intended to be the first point of contact for students coming on to campus. The college has a number of documents that are printed in multiple languages to meet the needs of the diverse students served by the college. Recent outreach efforts have raised awareness of the importance of continuing to print materials in multiple languages and expanding the range of documents available in Spanish in particular (II.B.1).

Laney has experienced significant turn over in key student services leadership positions. The college has made great strides in filling vacant administrative positions with permanent staff, which is well received by members of student services. The lack of consistent leadership appears to have hindered student service programs and services effort to develop SLOs and assessment practices (II.B.1).

The college offers a full range of services that respond to the matriculation requirements of the State Chancellor's office although the college has not revised its matriculation plan since the 2002-03 year.

The college has a full range of counselors providing counseling services to general and program-specific populations (EOPS and DSPS). The college uses a number of survey instruments to identify the needs of its students. This collection of data will be useful in developing assessment processes for student services SLOs. Official information, requirements, and major policies affecting students are available in hard copy in the college catalog, the schedule of classes, and online. The college systematically reviews all materials in its publications for accuracy and currency (II.B.2, II.B.3a, II.B.3c).

Students interviewed report their needs for various types of support services are met by the college. They expressed overall satisfaction but had specific concerns related to the Financial Aid office, the Bookstore, and communication between college administrators and students. The students expressed having a good relationship with administrators but did not feel the college communicated important information in detail and broadly to all students affected by a problem. They cited the recent example related to technological difficulties in issuing financial aid awards that delayed awards to many students. The district and college have taken aggressive steps to fix this problem; as a result, the college is back on its regular time frame for awarding financial aid checks to students. Students also expressed a desire for the college to put in a communication system that would alert all students in the event of a major crisis or disaster. The college does not have an emergency preparedness plan although the college recently conducted emergency preparedness training (II.B.3, II.B.3a).

The college and district have appropriate control and security of student records although recent difficulties related to the migration to a new system have caused concern by staff, related to service delivery. The materials reviewed and people interviewed indicated a need for clarification and transparency of the decision-making process related to technology implementation (II.B.3f).

Conclusions

The college meets the requirements of Standard II.B. Student Learning Programs and Services.

Laney provides appropriate and essential services to the diverse student population it serves. The college has plans for moving support services to a new building because of the concern of some faculty, staff, and students that the current location of support services is not always convenient for students to access.

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C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

General Observations

Laney provides consistent, quality services, resources (print, electronic, and media), equipment, and facilities in support of the college's occupational, basic skills, transfer, and lifelong learning curricula. Laney's library offers services that are consistent with the mission statement of the college and district.

Laney's library services encourage and facilitate the development of information competency skills related to independent inquiry and information retrieval to enhance student learning outcomes in all curricular areas. In spring 2008 Laney approved Information Competency as a college general education outcome (Area 4a: English Composition). Laney points to this action as recognition of the library's contribution to student learning and success. The college uses Measure A bond funds to support the acquisition of a variety of items, including books, media, furniture, and equipment. For two years there has not been any general fund money for books or media. This action has created concern about long-term budgeting of the library to support the core material needs such as books and periodicals. Recently, the state approved funding—with matching funds from Peralta District—for a new library building. The librarians are working with a team of architects and have developed a plan for the new facility (II.3.1).

Laney's learning support services are located across the campus. Two of the sites, the Math Lab and James Oliver Community Writing Center, support their respective skills emphases across the curriculum.

The library has conducted an annual analysis of the age of collection by decade. The results show that the percent of pre-1980 books in the collection has declined from 72 percent in 2001 to 66 percent in 2007.

Linkages between library acquisition and course-and program-level needs are made when new and/or revised courses and programs are presented to the College Curriculum Committee for approval (II.3.1).

The library has adapted the ACRL Information Literacy Standards and Program Guidelines, the Santa Rosa Junior College Information Literacy Standards, and the CSU/CCC

Information Competencies Checklist for Lower Division and Upper Division Students to maintain integrity and consistency in information literacy program and course content. The library provides ongoing instruction—courses, orientations, and drop-in labs – to deliver following competencies:

- o Determine relevance and reliability of print, online, and web sources, using evaluative criteria.
- o Construct print, online, and web citations, using the appropriate documentation style for specific disciplines.
- o Identify main concepts for research topic to formulate search statements for online catalog, database, and World Wide Web searches.
- o Identify appropriate resources to meet specific information needs.
- o Formulate search strategies and conduct effective searches using computer-based information.
- o Utilize resources, including the online catalog, databases, and the Internet.

Librarians access listservs, attend conferences and workshops, and examine professional literature for information and ideas to improve and increase content, presentation, and assessment tools (II.C.1b).

The library is open six days a week, for a total of 72 hours. The library offers access to a variety of electronic resources, including the library catalog, full-text databases, and locally-developed web pages designed to provide research guidance and enhance instruction. Full access to the library collection and online catalog are available to walk-in library users whenever the library is open. Remote access to the databases is available via the Internet with the use of passwords provided at the reference desk. Access to the library collection through a computer system called Horizon is being discontinued. A new access system (Symphony) is being investigated. Concern exists related to the loss of functionality during the migration to a new system. District liaison has been appointed to assist the librarians in finding an appropriate system (II.C.1c).

The library has developed service outcomes, realigned its instructional outcomes, created an assessment plan, collected assessment data, and made recommendations for improvement. The library used a self study report, program review, and unit plan for ongoing planning, development, and implementation of services and instruction. The library distributed four surveys to its patrons: a general student survey, an in-house student survey, a faculty survey, and a distance education faculty survey. Discussions generated by survey results have included ways to improve retrieval of books and increase librarian-student contact.

The library reports the most useful information about the degree of user satisfaction with the collection, services, and staff was found in the comments section of the survey. Users praised the library staff and said they want more space, better lighting, higher security for themselves, a more attractive and clean environment, and other similar comments. A large number of faculty and staff said they wanted more print and non-print media resources and wanted the library to examine its order processes (acquisitions). However, the library may only order from publishers and suppliers on the district's approved list (II.C.2).

Findings and Evidence

Based on the team's observations and discussion with students, faculty, and staff during this visit, library and learning support services are appreciated and well-used by the college community. Information competency is a new initiative, and students are provided with materials and opportunities to acquire information competency skills. Some students report the material in the library does not meet their research needs for some classes, and reference materials are incomplete and limited (II.C.1).

The library is open sufficient hours to meet the needs of students although some students have expressed concern about library access in the summer (II.C.1).

Students surveyed expressed a need for additional study space, computers, and increased safety in the library. The library has included these concerns in the program review and unit plan and intends to address them in future plans for the library. The library staff has expressed concern related to the long-term funding for book and periodical acquisition. Currently the book and periodical acquisition is funded out of the college's bond, Measure A (II.C.1c-d).

Conclusions

The college meets the requirements of Standard II.C. Library and Learning Support Services.

The college provides an appropriate depth and breadth of library and support services for faculty and students. The library is frequently used by students and has appropriate materials to support student learning although there is some concern regarding the age of some library books. The college reports that 66 percent of the books in the library were purchased before 1980.

The team found that the library and learning support services fulfill the good practices outlined in this standard in all areas. The library does a good job of using program review, unit plans, and surveys in its planning efforts.

Recommendation 2:

The team recommends that to improve services the college identify a long-term funding source for library technology and periodical and collection upgrades to ensure the ongoing quality of its library resources and services (II.3.1, II.C.2).

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STANDARD III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

General Observations

Laney College employs qualified personnel to support college operations and to achieve its educational purpose in support of student learning. All hiring at Laney College adheres to Peralta Community College District policies and ensures that qualified individuals are hired and that personnel records are secure. The administrative operation of Human Resources is centralized at the district office as a service to each of the four district colleges, including Laney College.

The hiring priorities at Laney College are determined through established planning and evaluation mechanisms. The annual unit plans and regular program review documents inform the human resource needs for all college programs and services. Each year, the departments submit requests to hire positions. These requests require justification based on college priorities and programmatic measures to demonstrate need.

Requests for faculty hiring are received and reviewed by the Faculty Prioritization Committee. The Executive Council of college vice presidents, the business manager and the president reviews the justifications for administrators and classified staff. Each of these groups forwards a set of priorities that are then reviewed for input by governance groups and bargaining units. Ultimately, the vetting process informs the president's decision, and the college's recommendations are submitted to the Chancellor. The chancellor's decision is informed by the district's Strategic Management Team. This team includes the chancellor, four college presidents, and district vice chancellors. Selected positions are approved for advertising by the college president and chancellor.

The many administrative vacancies that existed six years ago have been filled, and 13 new faculty were hired for the 2008-09 academic year. The ratio of full-time faculty to part-time faculty is approximately 37 percent, according to the fall 2008 college staffing report. However, the self study notes that "in spite of the limited fiscal resources available, the college has maintained a sufficient number of qualified faculty members..." and "Laney has nearly the optimal number of administrators and classified staff..." (III.A.1.c).

All employees are evaluated regularly and provided opportunities for professional development. The diversity of the staff and their genuine commitment to student learning are notable and laudable.

Governing board policy provides the context for meaningful evaluation of college personnel. Administrators are evaluated on an annual basis in accordance with the Management Handbook. Classified staff evaluations are conducted by supervising administrators. Faculty evaluation procedures are established for tenure track, tenured, and adjunct faculty. The current faculty evaluation forms do not explicitly include student learning outcomes, but faculty report that they include that information in their "self–evaluation report form," and administration reports that they include it in the administrative evaluation of each faculty member (III.A.1.c).

The college conducts an impressive and extensive list of professional development programs, which include leadership succession training, a manager's college, a classified academy (planned and currently being reviewed for approval and implementation), a professional development day series, and faculty conferences. They also include free enrollment for classified and faculty for personal improvement and professional development. These programs have aided the college in its efforts to fill positions and establish their stability (III.A.4.a).

Findings and Evidence

The team reviewed policy and procedure, evaluation handbooks and materials, visited Websites, and interviewed the staff responsible for Human Resources operations, as well as employees in order to validate with evidence the college's compliance with the components of Standard III.

The college has established policies and procedures to ensure that all personnel are qualified in education, training, and experience. The college has an established hiring procedure for each classification of employee. From the receipt of a personnel request through the approval of the chancellor to proceed with hiring, the requests are reviewed and prioritized by several stakeholder and governance committees. These committees served by collegewide representation analyze, prioritize, and evaluate each position request against the needs of the college, the strategic master plan, and mission statement. The process for hiring is operating successfully (III.A.1.a).

Positions are recruited in national publications and advertised on the college website and in industry or discipline-specific publications. There are established guidelines for recruitment, hiring committees, the development of the job description, equivalency, and screening processes (III.A.1.a).

Administrative evaluations are conducted on an annual basis as stated in the Management Evaluation Handbook. The evaluation process follows specific guidelines, which are provided both in hard copy and electronically to those responsible for the evaluation. Faculty

and staff evaluations are detailed and comprehensive as described in the various administrative procedures and in collective bargaining agreements (III.A.1.b).

Faculty leadership has directed the implementation of student learning outcomes. The Learning Assessment Committee (LAC), a faculty governance committee, evaluates the effectiveness of the SLOs and monitors the assessment of SLOs. Faculty are indirectly evaluated about the use of student learning outcomes as part of the established faculty evaluation. The current faculty evaluation forms do not explicitly include student learning outcomes, but faculty report that they include that information in their "self–evaluation report form," and administration reports that they include it in the administrative evaluation of each faculty member (III.A.1.c).

Whether Laney College maintains a sufficient number of full-time faculty is uncertain based on staffing reports. According to the college's stated priorities in the 2008-2009 Educational Master Plan, "Laney must increase its base of 129 full-time instructors to a minimum of 160." Thirteen new faculty were hired to commence the 2008-09 academic year. Based on interviews, reports, and student testimonials, the team concluded that Laney does maintain a sufficient number of qualified full-time faculty to support the educational programs; yet the stated priorities of the college should be fulfilled as institutional financial conditions improve (III.A.2).

Based on document review and verification from the Human Resources Director, the college has written policies and guidelines that are available for information and equitably administered. Equitable administration is ensured through training provided for members of screening and hiring committees. Employee records are kept confidentially in a secure place within the Human Resource Department located at the district office (III.A.3, III.A.3.a-b).

Diversity is integral to the values of Laney College. This value is documented in policies and planning such as the Laney College Educational Master Plan, Laney College Equity Plan, and board policies. The District Faculty Diversity Internship Program helps recruit and mentor interns with diverse backgrounds to develop a more diverse group of trained employees for advancement (III.A.4, III.A.4.a).

The college, through district operations, follows Equal Employment Opportunity policy in all of its hiring practices and procedures. All facets of the hiring process are monitored to ensure equity and to prevent discrimination. The efficacy of its processes to support employment equity and diversity is measured by the demographics of each employee classification. Laney College is commended for its commitment to diversity as reflected in its employee demographics and as observed by the team in its meetings and interviews conducted across the campus (III.A.4.b).

Through representative bodies, the college has established avenues for advocacy for each employee group. Integrity in the treatment of all constituents is encouraged by district policy. Moreover, the college's commitment is evident in daily human interactions and general campus climate. For example, the team observed during the open forums, while walking across the campus, and even while riding the elevator, that the human interaction

was friendly and respectful. Even public comments and reports reflected the strengths and weaknesses of processes or services with a tone of candor and civility (III.A.4.c).

The college provides extensive offerings of professional development opportunities for all employee groups. Examples of the varied professional development programs include year-long training for new faculty; participation at regional conferences and workshops; training sessions and retreats relating to SLOs; a Leadership Succession Program; Manager's College; and Classified Academy. Additionally, employees receive fee waivers when enrolling in college instruction. Professional development programs are evaluated at their conclusion and used to enhance future programs. Statistical data tracking employee participation is maintained by the district (III.A.5, III A.5.a-b).

Established planning and assessment processes inform plans for human resources and are integrated into institutional plans. The cycles of unit planning, program review, and educational master planning include a component related to human resources plans. The cyclical process of planning, consultation, prioritization, budgeting, implementation, assessment, and improvement ensures the effective use human resources (III.A.6).

Conclusions

The college meets the requirements of Standard III.A. Human Resources.

Limited resources constrain the college's ability to hire as many staff as requested. Nonetheless, the human resources of the college are adequate in number to provide a broad educational program and support services. The staff reflects the demographics of the population of the service area, they are qualified, and they are professionally supported with opportunities for continuing education.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

General Observations

The Laney College campus is an arrangement of two-story reinforced concrete and brick buildings set in quads around small, landscaped courtyards. Campus security is provided by the Alameda County Sheriff's Office.

Laney College recently invested fiscal resources to improve facility and grounds maintenance. The college assesses the condition of its physical plant each year through examination of unit plans and program review. However, soon after the incumbent president was hired, a fast-track 60, 90, 120-day facility improvement plan was initiated. Classrooms

were painted, new lighting was installed, and restrooms were renovated. Many staff and community members commented about the renewed athletic facilities, such as the swimming pool, tennis courts, and plans to build a new athletic field house. The Culinary Arts Program will soon enjoy a new dining venue in addition to the new kitchen and demonstration area already being used for instruction.

The numerous campus improvements made the college welcoming and safer. Health and safety concerns were the first priority to be addressed as short-term renovation projects. These projects were funded by the local voter-approved safety, repair, and facility improvement bond. Next, the college commenced its long range planning and developed a Laney College Facilities Master Plan, which was received by the governing board in February 2009. After additional vetting, consultation, and development by college constituents, the college facilities master plan will be integrated into districtwide educational master plans and facility plans. The components of college planning informed the development of the college's Educational Master Plan. In turn, the Educational Master Plan guided the development of the college facility plan. This plan will be used to prioritize the districtwide list of future projects to be funded with either or both California capital outlay revenue or local safety, repair, and improvement bond revenue (III.B.1, III.B.1 a-b; III.B.2, III.B.2 a-b).

Instructional equipment and resources are planned using the established institutional processes as described for planning and assessing human resource and facility needs. Each fall the instructional equipment and resources identified in unit plans and program review summaries are evaluated by the Instructional Equipment and Library Materials Advisory Committee and prioritized for acquisition. The recommendations made by this committee are vetted through the governance and decision making processes of the college and the district (III.B.2, III.B.2 a-b).

Findings and Evidence

The Laney College facilities are safe and secure. Campus security is provided by contract with the Alameda County Sheriff's Office. The recent upgrades to classrooms, restrooms, and lighting promote a healthy environment conducive for learning and working (III.B.1.a).

Based on interviews with staff, including members of governance groups regarding physical resources, it is apparent that there was a concerted effort to involve all of the constituents of the college in the development of the Laney College Facilities Master Plan. Feedback was received through a number of venues such as collegewide retreats, newsletters, and participatory governance groups such as the Faculty Senate, the Classified Senate, and Administrative Leadership Council.

Departmental unit plans include identified facility needs. Annually, the needs identified in the unit plans are compiled for vetting and prioritization for the facility and equipment planning, budgeting, and procurement processes. Some constituents state that there was not adequate vetting of the recent Laney College Facility Master Plan, which was developed by consultants based on input from college constituents. The Integrated Educational and

Facilities Master Plan was received by the governing board but returned to the college for additional consultation. Faculty members assert that the Laney Facilities Committee must be more active in the planning process and the development of recommendations for the Facilities Master Plan (III B, III.B.2, III.B.2.a-b).

A review of meeting minutes and interviews with college staff confirm that annually each fall semester, the instructional equipment and resources identified in unit plans and program review summaries are evaluated by the Instructional Equipment and Library Materials Advisory Committee and prioritized for acquisition. Equipment requests that are not approved for acquisition using general fund revenue are directed to apply for funding using local safety, repair, and improvement bond revenue (III.B.2).

Conclusions

The college meets the requirements of Standard III.B. Physical Resources.

The team concluded that the college and district are working collaboratively to develop educational master plans that link to the facility master plan and the allocation of resources to support the college mission. This conclusion was reached based on a review of minutes, reports, and plans, and confirmed during interviews.

The constituents of Laney College are satisfied with the processes established at the college to evaluate, plan, and prioritize for the effectiveness of physical resources. The Integrated Educational and Facilities Master Plan that was developed by consultants hired by the district did raise concern with the adequacy of engagement by the college community; however, the district extended the vetting period to ensure adequate consultation. To minimize misunderstanding of process or authority, the college will be served by the development of a chart identifying clearly delineated functional responsibilities and designated authority for decision making at both the college and district levels. Moreover, the college and district constituents are urged to strengthen their understanding and adherence to polices and procedures regarding effective consultation (see Standard IV, Team Recommendations 6 and 7).

The college community is pleased with the facility and equipment upgrades and renovations. Funds for instructional equipment are available, and instructional equipment upgrades are evident across the campus. The processes of planning and budgeting for instructional equipment seem to be understood and satisfactory.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

General Observations

There is general satisfaction that technology has been updated and improved since 2006 due to the passage of a local safety, repair, and improvement revenue bond. The college is using established planning processes to develop its technology agenda in order to expand the effective use of technology to support student learning and institutional operations. College constituents are satisfied with the input they are able to provide to inform the planning, acquisition, and uses for technology. The college and district planning for technology is facilitated by a group of district and college constituents. Members express a sense that input to create a district technology committee to develop a district technology plan is well-received.

The college provides varying levels of support for technology. Departments such as Business and Computer Information Systems (CIS) claim to have adequate support services. Other areas such as those in the career technical education programs stress their need for additional support for the effective use of software, hardware, and networks.

Distance education uses the Moodle course management system. The distance education program provides both technical and pedagogical training to faculty teaching online. Faculty who teach online seem to be satisfied with the implementation of Moodle and the training in its use.

The implementations of new student and human resource management systems and other software used to manage financial aid have been problematic. The persistently negative effect on operational function has raised considerable frustration for staff and students. Although staff and system user training has occurred, additional training is requested.

Findings and Evidence

Based on interviews with individuals and groups at the college and district and the review of several plans, the team found that Laney College uses its planning and budgeting process to determine its need for the effective use of technology. Planning for technology is supported with information collected from a technology survey. The survey was administered online to department chairs, program coordinators, and those responsible for the daily support of the college's technology resources. The 29-question survey had a 72 percent response rate from a sample of 46 people. The survey response indicates that a majority rate the availability of technology to be at least fair. The survey results indicate that among the total sample of respondents, 70 percent of departmental instructional computers have Internet connectivity, and 56 percent do not believe departments have sufficient financial resources to obtain software to meet instructional need. The effective use of technology is hindered by the fact that 76 percent of respondents stated that there is not sufficient IT support (III.C.1, III.C.1.a-b).

Examples of the technology improvements implemented at Laney College to support student programs and services and to improve institutional effectiveness are: LCD screens in two student common areas that disseminate time-sensitive college information; a Welcome

Center furnished with many computers to facilitate student matriculation, two smart classrooms, a writing skills center, and math skills lab. Also, college and district websites and the Moodle open source online classroom management system provide access to support services and instructional programs (III.C.1, III.C.1.a).

Student admission and financial aid are supported with software tools, CCCApply, a student administration system (PeopleSoft Passport), and a new financial aid system (Regent). An integrated information management system, also a PeopleSoft product, PROMT, is used for human resources. There is unanimous opinion that the migration from a legacy system to the PeopleSoft system has been problematic. Critically important to the effectiveness of the management systems is the need to fully and immediately implement the modules of the system. Equally important is providing ongoing staff training for system users. Despite some training provided to users, they repeatedly asserted a desperate need for training. Until the systems are effectively implemented and staff users are sufficiently trained, problems will continue to impact routine functionality and operations, but moreover, service and support to students (III.C.1, III.C.1.a-b).

The Laney College Technology Planning Committee, a governance body, contributes the coordination and delivery of technology acquisition, allocation, and support. A districtwide group was convened to discuss standards and policies and to resolve technology issues. These and other taskforces, established planning processes, and leadership groups facilitate the evaluation of effective use of technology resources and promote the distribution and utilization of technology resources to support the college's programs and services (III.C.1.c-d; III.C.2).

Many of the college's technology needs have been met with the funding from the local bond approved by the voters in 2006. Bond revenue was used for major infrastructure upgrades to computer labs, networks, smart classrooms, the campus wireless project, and to support the replacement of approximately 300 computers in computer labs that support math, computer information systems, and business instructional programs. Since the passage of Measure A, the technology has been improved and older equipment replaced. Additional technology training needs to be developed by both the district and the college for faculty, staff, and students (III.C.1.a-d).

Conclusions

The college partially meets the requirements of Standard III.C. Technology Resources.

Laney College has completed significant work to improve the technology resources available to support student learning programs and services. Technology planning is integrated with institutional planning and linked to the allocation of resources. The introduction of new technology has created a need for additional technical and training support for the effective use of technology.

The implementations of new integrated technology systems to administer college operations in student services and human resources have created much frustration for staff and students.

Continuing issues related to implementation and training prohibit the effective use of this technology. These challenges need to be addressed promptly.

Recommendation 3:
The team recommends that the district immediately resolve the functional issues associated with the implementation of the districtwide adopted software management systems for student, human resources, and financial aid administration in order to meet the standard (II.B.1, III.C.1.a, IV.B.3.b).

Recommendation 4:
The team recommends that the college ensure that adequate information technology support is provided for software, hardware, and networking in order to improve institutional operations; and that additional training is provided to staff for the effective use of technology in order to improve effective application (III.C.1.a-b).

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

General Observations

The financial planning for Laney College annual operations is based upon a conservative assessment of district resources. The college budget for the current fiscal year is $31.7 million dollars. These resources are adequate to support the college mission through the comprehensive offering of educational programs and services.

As one of four colleges in the multi-college Peralta Community College District, Laney College's fiscal resource allocation is dependent upon the finances and allocation model of the district. The primary source of funding for the Peralta Community College District (PCCD) is based on apportionments received from the State of California. The primary basis of this apportionment is the calculation of full-time equivalent students (FTES). The revenues from state apportionment represent approximately 80 percent of unrestricted operating funds. Other state and local revenue contribute approximately another 7 percent to unrestricted funds. Additionally, PCCD receives restricted revenue from federal, state and local agencies to fund specific programs and services. Theses restricted revenues represent approximately 13 percent of operating revenues.

The district is in the process of implementing a revised budget allocation model that was adopted in fall 2008. The anticipated implementation is for fiscal year 2009-2010. The

revised model is primarily driven by full-time equivalent student enrollment. However, the model uses a factor that is referred to as an "economy of scale" to determine the college allocation. The test of the revised allocation model indicated that a revenue shift will occur to "equalize" funding among the colleges. This model is expected to shift revenue from Laney College to the other three colleges of the district based on the factor of "economy of scale." During the first year of implementation, the intent is to hold harmless any college that would otherwise receive a reduced allocation.

In its planning framework, financial planning at Laney College is linked with the educational master plan. The college acknowledges that the college must improve its financial planning and annual budget development process. The college planning is conducted in tandem with district financial planning. Based on discussions with college and district staff, it appears that Laney College relies on the district process to guide its financial planning and budget process.

Findings and Evidence

Laney's financial planning process is one component of its integrated planning process that is used to allocate resources through an annual budget. The college's financial plan is linked with the educational master planning process that is informed by annual unit plans and regularly scheduled program review outcomes. The college president uses the priorities identified in the Educational Master Plan and the annual unit plans to develop long term financial plans and the annual college budget. The Laney College financial planning and budget process are aligned with district financial planning and budget processes (III.D.1, III.D.1.a-b).

All Laney College financial planning is done within the parameters of identified goals which are aligned with the Peralta Community College District's five district-level strategic planning goals: Student Access, Success and Equity, Community Partnerships and Engagement, Programs of Distinction, Culture of Innovation and Collaboration, and Develop Resources to Advance and Sustain our Mission.

Laney College follows its guidelines and processes for financial planning and budget development, providing all constituent groups with the opportunity to participate in developing institutional plans and budgets through established governance groups. Laney has a budget advisory committee to review and make recommendations for the allocation and expenditure of resources (IIID.2, 2a, 2c). The District Budget Advisory Committee (DBAC) is a district-wide committee representing all constituencies at the four colleges. The District-wide Educational Master Planning Committee (DWEMPC) also is a district-wide committee representing faculty, administration, and classified staff of all four colleges. Both committees use an annual budget calendar that was developed in early 2008 (III. D.1).

A final college budget is developed using the guidelines adopted by the District Finance Department, and is approved by the college president following college wide development and consultation. The budgeting process is conducted utilizing a time schedule (III.D.1.d).

The district utilizes a financial administrative software system developed by PeopleSoft. There have been significant issues associated with the implementation of this software. The implications of the implementation are far reaching and resulted in findings of material weaknesses in the district's financial management system. These issues are clearly outlined in the district's audit report, Schedule of Findings and Questioned Costs, which cites findings of material weakness associated with 2007-2008 and 2006-2007. Several weaknesses pertain to controls, reporting, and transactions processing that have resulted in a qualified opinion on the District's Financial Statements for the last two fiscal years (II.D.2.a).

The issues associated with the implementation of the financial system software have also made internal financial reporting cumbersome and therefore difficult to use for planning purposes. The reporting has been further complicated by the financial data residing in two different systems. The district and college have temporarily overcome and improved to some extent some of the internal reporting issues with training and deployment of assigned IT resources to the college; however, a high level of frustration continues to exist.

Financial payroll activity is being integrated into the administrative system, PeopleSoft, in the spring 2009. It is anticipated that this migration of information will simplify the financial reporting processes for the college and district.

Another example of the ramifications of the ineffective financial system reporting capability is related to the effective oversight of the local bond revenue expenditure. The reporting of bond expenditure activity is incomplete and confusing, thereby generating complaints from a Bond Oversight Committee representative (III. D.2.b).

The district's purchasing is complex and difficult for budget managers to utilize. There are significant delays in the processing of requisitions to the encumbrances being reflected in the financial system. College concerns have been raised regarding significant delays in processing the receipt of materials, supplies, and equipment from district warehousing operations. The primary issue appears to be the inability to easily monitor the status of requisitions processed thought the financial management system (III.D.2.b).

Many of the 2006-2007 audit findings were repeated in the 2007-08 audit report. District Finance indicated that due to the late issuance of the audit report there was not adequate time to respond to the findings. The district finance group is working with the information technology department to resolve the issues of internal controls as reported in the audit (III.D.2.a-b).

The district business manager updates the college community on changes that affect the budget or financial conditions, including state budget changes. The college business officer provides budgetary information for use in the college-wide program planning process. The college's unit budget managers have access to accounts, both restricted and unrestricted, for which they are responsible. Unfortunately, the issues associated with the financial management system are too cumbersome for creating regular reporting for use by the college's unit budget managers. In addition, the college has limited access to its own operational data in the system thereby limiting comparative fiscal analysis. Contributing to

the challenges of effective financial management and planning at Laney College is the turnover of the college business officer. Over a five year period, four people have served as the business officer. With the appointment of a permanent business officer in 2007, this should improve the stability of college financial planning and reporting (III.D.1.d, III.D.2.b).

The district maintains reserves at levels significantly in excess of the prudent levels recommended by the California Community College system office. The reserves provide a buffer against cash flow fluctuations as well as offset over expenditures at year end budget closing. Another measure of effective fiscal oversight and management is the district's resolution of future post employment benefits. Also, the district successfully participated in the Tax Revenue Anticipation Note (TRAN) short-term financing program to further meet cash flow needs (III.D.2.c).

The district office Risk Management Department actively manages the district and college risk. The district participates in a Joint Powers Agreement for its general property, liability, and workers' compensation insurance.

Oversight of the district's finances is complicated by the issues associated with the PeopleSoft program. The annual audit cites several issues associated with the processing of categorical, financial aid, and grant reporting. The Department of Education 2005-06 audit of the Financial Aid Department found significant deficiencies. The districts 2008 audit indicates that deficiencies remain to be resolved (III.D.2.d).

Financial resources from auxiliary, fund-raising efforts, and grants are used to support Laney College in achieving its mission and goals. Contractual agreements with external entities are consistent with the college mission and goals, and contain appropriate provisions to protect the college from any adverse events beyond their control. Contracts review indicated that requirements of public contract code are being met (III.D.2.e-g).

Although hindered by the constraints imposed by the district financial management system, Laney College monitors its financial processes and evaluates its financial management processes. The improvement of the financial management system is contingent on the college providing the sustainable leadership of a college business officer, as well as the district taking corrective action to implement all necessary system modifications to achieve access to a fully integrated computer information management system. The college is hopeful that with full implementation of the PeopleSoft financial system, this will enable it to monitor and access financial data, produce reports, and make improvement to the management systems (III.D.2.g, III.D.3).

The development of a new districtwide budget allocation model focused upon the allocation of unrestricted fund resources between the district's colleges and centralized operations. A task force was formed to develop a revised model for allocating district resources among the four colleges. Over a three-year period, the district completed a thorough process to review and revise the planning process, which includes a detailed financial process along with timelines. The information is now outlined in various documents campus wide. The Budget Advisory Committee completed its review of the allocation process in fall 2008. This

process of review of the current model provided an opportunity for a comprehensive evaluation of the district's allocation of unrestricted fund resources. The model, which was developed with district and college participation, had not been adopted by the time of the accreditation visit, but it was being discussed (III.D.3).

Conclusions

The college partially meets the requirements of Standard III.D. Financial Resources.

The college has sufficient financial resources to support student learning, and distribution of financial resources supports the development, maintenance, and enhancement of programs and services. The college plans and manages its financial affairs prudently although regular monitoring and reporting of financial status would be beneficial.

The district has significant issues to resolve with its financial management and reporting system. This is creating problems with internal and external reporting controls and processing. The reporting difficulties are creating frustration for individuals required to provide financial oversight. These challenges are putting the district and colleges at risk for losing funding from outside agencies and have the potential to cause the institutions public embarrassment.

The district and college need to continue to develop and improve their assessment processes for financial management. This would include the development of standard budget status reports made available electronically or issued in monthly intervals in paper form to the college's unit budget managers. The district financial system should provide regular, timely budget information and reports to the college to facilitate better financial planning.

Recommendation 5:
The team recommends that the district take immediate corrective action to implement all appropriate controls and necessary MIS system modifications to achieve access to a fully integrated computer information management system, including modules for student, financial aid, human resources, and finance, in order to assure financial integrity and accountability. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion (III.D.1.a-b, III.D.2.a).

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

General Observations

The college has demonstrated a commitment to finding methods that enable planning and decision-making in the context of its agreed upon mission and goals.

The Laney College Policy Advisory Council and College Council (LPAC), both chaired by the college president, discuss issues brought forth by all constituent groups. Governance committee processes are summarized in the participatory governance and administrative structures policy document. Basic procedures and committee compositions are included. The commitment to carrying out processes to work in an ethical way for the good of the college seems readily apparent.

Findings and Evidence

Based on an extensive review that included meeting with college representatives, the team is impressed that the college took the recommendations of the last visiting team very seriously. The leadership team has worked diligently to develop effective governance and planning processes. The president sets the tone by demonstrating a value of inclusion. He promotes discussion through informal and formal meetings throughout the college, including monthly "joint presidents" meetings (with the Faculty Senate President), Town Halls, and over twenty governance committees. He appears to have brought stability to Laney. His efforts to communicate and receive constituent input have made a positive impact.

Upon his arrival, the president circulated a collegewide request to determine the three major issues of campus concern. The three issues identified by the college constituents—modernizing the campus, obtaining asset allocation equity, and basing college decisions on data—became his priority goals. In addition, the president filled several key senior administrator positions to support the college mission. The president's leadership is widely respected on campus. Campus surveys show that the majority of faculty and staff cite their confidence in the collaborative atmosphere at the college.

Planning and governance committees represent another area of focus for the college leadership team. The policy for collaboration is written in several documents, including the Participatory Governance Handbook, a recent (July 2008) Decision-Making chart, and the Master Plan. Two decision-making bodies are identified as central to the process: College Council and Laney College Policy and Advisory Committee (LCPAC). However, in practice the College Council and LCPAC have largely overlapping membership and responsibilities and are more "reporting" than "recommending," a problem noted at the campus retreat in summer 2008.

Decision-making appears to be informal at times and not written. Faculty noted that some major decisions, including the new budget allocation process and new program development, are formulated at district or upper management level and then circulated to governance groups for input and comments. These governance groups, such as the Academic Senate, express frustration at the lack of input during the initial planning stages. Although faculty and administrators are encouraged to voice their opinions, their roles are not yet clearly defined or understood. In spite of some lack of clarity and occasional confusion with the process, most faculty and staff feel that their voice is important, and many participate in some of the many governance committees noted in the written policy (IV.A.2, IV.A.2.a-b, IV.A.3).

The actual cycle of linked planning and budgeting is still in its formative stage and not yet fully understood since the planning processes are relatively new as changes develop to the planning and budgeting processes at the district level. Discussions about the need to conduct a review of these processes will soon be underway (IV.A.1).

Conclusions

The college meets the requirements of Standard IV.A. Decision-Making Roles and Processes.

The college is committed to operating within a framework of collegial governance. With the newness of its planning methods, confusion about how decisions are made exists. Work between and among faculty, staff, students, and administration is needed to ensure the changes are understood and consistent, as well as effective in helping the college make decisions as it strives to meet its mission. To this end, the college will benefit from ongoing assessment of the effectiveness of its planning and governance processes to clarify roles, increase effectiveness of constituent contributions, and strengthen confidence in the decision-making process.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

General Observations

Laney is part of a four-college district with a seven-member elected board which also includes two student trustees elected annually from all colleges. Trustees hold seats that serve designated regions in the district and work as a team to carry out overall district policies. The Board works with the chancellor, presidents, and senior executives to assure that the overall mission and the newly developed strategic goals are followed.

The district provides services to support college goals, programs, and services. Three years ago, a process was initiated to update all board policies, including a policy for hiring and evaluating the chancellor, a Board Policy Manual which includes bylaws and policies, and a Board Policy Committee which provides constituents with a vehicle to make input and propose policy revisions. A policy handbook that delineates expectations for board ethics and behavior and a self-evaluation process have also been implemented (IV.B.1.d, IV.B.1.f-h).

Within the last few years the district has implemented new software that has led to grave concerns about its ability to keep track of its finances. It has recently taken steps to improve this situation. This proves to be one of the biggest challenges facing the board, district leadership, and the college.

Five of the seven trustees have less than five years of experience on the board. Trustee seats are staggered to minimize disruption in leadership continuity with each election cycle. Training new trustees has been conducted through conference attendance and informal mentoring sessions with more seasoned members. The members of the governing board are urged to establish a topical schedule for professional development.

The chancellor, via his leadership council, uses a distributive model of leadership. In turn, the president also uses this model. As the president delegates responsibilities, he expects and receives professional accountability. The three key administrators who report to the president include: vice president of instruction (hired 2005), vice president of student services (hired July 2008), and manager of administrative and business services (hired 2007). Each is directly responsible for leading designated key areas: learning assessment, education planning, resource allocation, and management.

The president conducts summer retreats for college managers and faculty and classified staff leaders and meets monthly with faculty senate, classified senate, student leaders, and union leaders (IV.B.2.a-b).

The president cites a collaborative practice to guide budget planning and expenditures that is both "top down" and "bottom up." An example of this process at work occurred last year when he was required by the district to develop scenarios for 2, 4, and 6 percent budget cuts. Before asking for college input, he determined which budget cuts could actually occur, according to tenure, classified union rules, and other requirements. He then took recommendations from the college to craft the necessary budget scenarios for this year (IV.B.2.d).

The president cites his efforts to make Laney a vital member of the Oakland community. In particular, he notes a recent bond election in which the community voted a 70 percent approval. One way the college strengthens connections is to invite community groups, including art, theater, and sports groups, to use Laney's facilities. This inclusive atmosphere is to be commended as it extends the promise of higher education to the immediate locality (IV.B.2.e).

The college leaders understand the unique needs of its service area. They mesh together the district's rules and the community needs. This is done in the face of pending implementation of a new budget model designed to equalize resources across the district. The implementation of this new model is on hold for the current year but bodes serious cuts for the college once it is implemented. With shared governance processes, town halls, email updates, and other informal methods of communication, this pending change is being discussed.

The president looks to the chancellor and board for support and guidance. Leadership discussions take place regularly, and as computer systems become functional, data will be more useful in guiding decisions. Systems between the district and college are not consistent. In some instances, e.g. computer support and procurement, lack of expertise and personnel hampers effective operations. Clear delineation of functions documents seem lacking and are desired by college personnel. District leaders state a desire to serve the colleges, yet a satisfaction gap exists on the college side.

District controls on finances have been severely hampered due to software inadequacies brought about by a rocky enterprise system implementation. Satisfaction surveys seem lacking and frustration remains with regard to uneven district functions.

Findings and Evidence

The board members expressed a concern about staying in touch with all constituent groups on the campus. To provide opportunities for direct contact, they instituted listening sessions at each campus. This informal communication tool has served as a pressure valve release to address concerns in an atmosphere of collegial problem solving. Neither the college president nor the chancellor characterized this as micro-management. There is broad appreciation for the sessions (IV.B.1.a).

A review of board policies confirmed the board has an ethics statement (Policy 1.06) and an evaluation process (Policy 1.23). The board has completed its evaluation cycle each of the last two years. The instrument shows a thoughtful approach to addressing the role of the board. The trustees indicated that at this time the results of the evaluation process are discussed only in closed session and not shared with the district employees. As the trustees become more practiced at their process, they may want to consider sharing the results of their process (IV.B.1.g).

The district management acknowledged that its leadership challenge is to implement an effective computer system, which serves the needs of the college and district and provides the tools for accountability. Because human resources and technology services are districtwide, the district is primarily responsible for the software management system, PeopleSoft, which includes the PROMT (human resources) and PASSPORT (student administration) systems. Two key areas have been problematic: procurement services and technological services.

Procurement services are criticized as ignoring the overall needs of the college itself in favor of maintaining a bureaucratic process. Some college staff and faculty see the requirement of "forms" to take precedence over the business of the college, and so this district department is perceived as obstructing, rather than facilitating, college business. In addition, many of the new software systems appear to have created more problems than solutions, leading to an increase in employee dissatisfaction.

In particular, campus website development, led by a consulting agency, left end-users out of the initial process. After expressing dissatisfaction, faculty demonstrated the lack of user-friendliness in the new web site to the board. The district and college executive leadership then allowed them to create a website using open source software with the expertise of faculty and campus employees. The chancellor and the board listened and established mechanisms for communication, including "listening sessions" and a new planning model that incorporated feedback. Yet, the fundamental issue continues to exist, which is the initial involvement of key players and stakeholders in the planning process (IV.B.1, IV.B.3.b).

The districtwide ability to keep on top of district operations, provide useful data for decision making, and demonstrate confidence while doing so is shaky at best. The team recognizes that other organizations experience similar difficulties during the transition from one system to another; however, the level of risk for the district is significant and this must receive the highest priority. Plans are under development to restructure and improve this situation, but in the mean time the college is sometimes lacking needed data to operate more effectively (IV.B.2.b, IV.B.3.b).

At the same time the district has been struggling with the effectiveness of its management software, it has embarked on the development of a new budget allocation model. Laney is the sole institution to lose resources of 3 percent of its budget. A process of review is under way, and it is hoped that Laney's concerns will be answered with data and in-depth explanations that go beyond the "economy of scale" explanation (IV.B.3.c).

As Laney commits to active participation in district committees, faculty and management alike express frustration and confusion about the district committee structure and the decision making process. It is reported that committees start out with one purpose and then seem to evolve to another, leaving the participants with a sense of bewilderment. The districtwide educational master plan committee seems to be one such case. College members expressed a desire to be fully engaged in committee processes from start to finish, whether or not there is consultant involvement (Policies 2.20 and 2.23). Commitment and internal talent in the district and at the college is viable and should be utilized (IV.B.3.c, g).

Conclusions

The college partially meets the requirements of Standard IV.B. Board and Administrative Organization.

The district and the college faculty, staff and administration are caring, committed, and talented individuals who all share the common goal of making Laney a better place. They are frustrated about the lack of transparency with some of the district's processes and decisions. They find processes confusing at times and seek a clear, concise approach to governance and management of the district operations.

The governing board is commended for initiating college listening sessions. The use of these sessions as a means to hear directly from all campus constituent groups serves as one more vehicle to assure the district is in touch with its mission and serving the purpose of providing education to its community (IV.B.1.a).

Recommendation 6:
The team recommends that the district assess the overall effectiveness of its service to the college, and that the district and college provide clear delineation of functional responsibilities and develop clear processes for decision making (IV.B.1).

Recommendation 7:
The team recommends that all college leadership groups participating in district governance strive to clarify and strengthen the individual and collective understanding and adherence to appropriate consultation practices and defined decision-making processes and authority (IV.B.1.d-e).