Laney College

Institutional Self-Evaluation of Educational
Quality and Institutional Effectiveness
Spring 2015

Peralta Community College District

Submitted to the Accrediting Commission for Community and Junior Colleges
of the Western Association of Schools and Colleges

LANEY COLLEGE
900 FALLON STREET OAKLAND, CA 94607

Laney College

This page has been left intentionally blank

Laney College

District and College Leadership

Board of Trustees of the Peralta Community College District

Meredith Brown, Esq., President

William "Bill" Riley, Ed.D., Vice President

Bill Withrow

Linda Handy

Nicky González Yuen, J.D., Ph.D.

Cy Gulassa

Julina Bonilla

Carl Oliver, Student Trustee

Jeramy Rolley, Student Trustee

Peralta Community College District Administration

José Ortiz, Ed.D., Chancellor

Susan Rinne, Vice Chancellor of Finance and Administration

Sadiq Ikharo, Ph.D., Vice Chancellor for General Services

Michael Orkin, Ph.D., Vice Chancellor for Educational Services

Laney College Administration

Elñora T. Webb, Ph.D., President

Lilia Celhay, Interim Vice President of Instruction

Trudy Walton-Keys, Vice President of Student Services

Phyllis Carter, Director of Business and Administrative Services

Laney College Academic Senate

Lisa R. Cook, President

Tamika Brown, Vice President

Laney College Classified Senate

James Blake, President

Associated Students of Laney College

Carl Oliver, President

Acknowledgments

Laney College

To: Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges

From: Laney College
900 Fallon Street Oakland, California 94607

Date: December 10, 2014

The Institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.
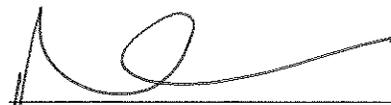
Meredith E. Brown, President, Governing Board of Trustees, Peralta Community College District
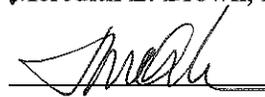
José Ortiz, Ed.D., Chancellor, Peralta Community College District
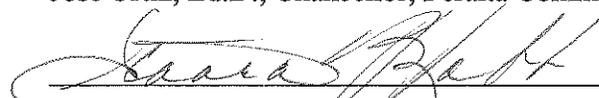
Elñora T. Webb, Ph.D., President
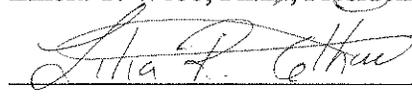
Lilia R. Celhay, Interim Vice President of Instruction, Accreditation Liaison Officer
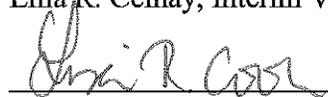
Lisa R. Cook, President, Faculty Senate
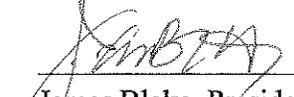
James Blake, President, Classified Senate
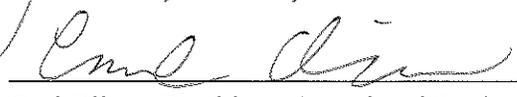
Carl Oliver, President, Associated Students of Laney College
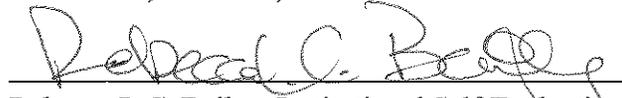
Rebecca L.C. Bailey, Institutional Self-Evaluation Co-Chair
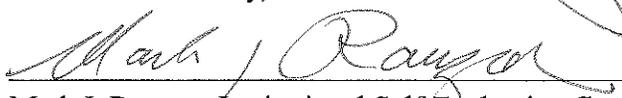
Mark J. Rauzon, Institutional Self-Evaluation Co-Chair

CONTENTS

Laney College

History of Laney College

Laney College is the largest of the four Peralta Community College District campuses, serving approximately 20,000 students annually. The flagship of Peralta, Laney College stretches across sixty acres in the center of downtown Oakland, one of the most diverse cities in America. Laney is also situated next to Chinatown and conveniently located near major transportation networks. It is also one of the oldest community colleges in the nation, celebrating 61 years in 2014.

The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont; it also draws from the Greater Bay Area because of its reputation for diversity and technical training. At the heart of Oakland, Laney College reflects and embraces the tremendous human and cultural variety that characterizes its location.

Over the past six years, on average, the single largest ethnic group on campus consists of Asian and Asian Americans, including Pacific Islanders and Filipinos, with 30 percent of the student population. African-American students form the next largest contingent, representing 26 percent of the study body. Whites and Latinos make up 16 percent and 13 percent, respectively. Approximately 500 international students attend Laney College, speaking no fewer than 30 different languages on campus every day. Women represent 52 percent of the student body, and men 43 percent; 6 percent did not report gender. The average Laney student is about 30 years old; approximately 44 percent of our students are of "traditional" college age (16-24).

Laney College offers associate degrees in more than 20 liberal arts and science fields; a significant number of our graduates go on to four-year schools, including campuses in the University of California and California State University systems, local and out-of-state independent institutions, and historically Black colleges and universities. In addition to its commitment to academics, Laney continues to make career and technical education and career development critical parts of its mission, offering a wide variety of certificate programs and short-term courses.

Joseph C. Laney and the Development of Vocational Education in Oakland

The college takes its name from Joseph C. Laney (1880-1948), a journalist, businessman, and former president of the Oakland Unified School District Board of Education. In honor of his major contributions to the city's vocational education programs, the Board created the Joseph C. Laney Trade and Technical Institute in 1953. Since 1970, when classes first met at its current location, Laney College has stood alongside the Oakland Museum of California and the Henry J. Kaiser Convention Center, just a few blocks from Lake Merritt. Bay Area Rapid Transit (BART) and AC Transit provide convenient public transportation to the college, while Highway 880 is adjacent to the college parking lot.

Laney College and the Four-College District to Which It Belongs

When it created the city's first public trade school in 1915, the Oakland Unified School District (OUSD) held that "the modern school system should serve the needs of all the children of all the people." Oakland's Vocational High School, perhaps the first recognizable ancestor of the Peralta Community College District, was OUSD's attempt to modernize its educational offerings.

Starting its sixth decade, the Peralta Community College District remains true to OUSD's original commitment to service. Even more, the Peralta colleges have evolved into first-rate academic institutions, and are tremendous educational resources for people of all ages, interests, and backgrounds.

Long-time East Bay residents remember the Part-Time School and Central Trade and Technical Institute. It was not until July 1953, however, that the Oakland Board of Education began to shape its higher education facilities into what, in retrospect, appear to be clear antecedents of the modern Peralta schools: Oakland City College was founded, with Laney set up as its vocational campus and Merritt as its business campus. A year later, Merritt added a liberal arts division; by 1955 it began granting associate degrees. Laney and Merritt soon became known collectively as Oakland City College.

The residents of Alameda, Albany, Berkeley, Emeryville, and Piedmont voted in November 1963 to join with Oakland to establish a separate junior college system, and the Peralta Community College District (PCCD) was officially formed on July 1, 1964 (in 2014, PCCD celebrated its 50th anniversary). Taking its name from Luis Maria Peralta, the Spanish soldier to whom the 44,800 acres on which the six cities of the modern district lie were granted in August 1820, the Peralta Community College District determined to make each of its campuses a comprehensive college, offering vocational, occupational, and liberal arts courses. The district's principles are expressed in its mission statement:

Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected universities;
- Achievement of associate degrees of arts and science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundation skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future.

Strategic Goals

- Advance student access, equity, and success
- Engage and leverage partners
- Build programs of distinction
- Strengthen accountability, innovation and collaboration
- Develop and manage resources to advance our mission

While the language and emphasis of the district's mission statements[1] have changed over the course of the last century, the ideals they point to remain constant. Throughout its history, the Peralta Community College District has dedicated itself to creating opportunities for the people it serves—and it will continue to do so.

Laney College is ideally situated in downtown Oakland, the geographical center of the East Bay region. It is a higher educational gateway in a city in which 20 percent of the population is under 18

years of age. Approximately 81 percent have obtained a high school or higher level of education, according to the 2013 U.S. Census. The USA Today Diversity Index ranks Oakland as one of the two most diverse cities in the United States. In 2013, Oakland's population of 406,228 (up 4 percent since 2010) was 25 percent African American, 17 percent Asian, 27 percent Hispanic/Latino, 26 percent White, and 5 percent others (US Census Bureau). Twenty-six percent of Oakland's residents in 2013 were foreign born, and 39 percent spoke a language other than English at home.

This Institutional Self-Evaluation cycle coincides with the greatest economic recession since the Great Depression of the 1930s. Approximately 18 percent of residents in Laney College's service area live below the poverty line, and 10 percent of the working populations are unemployed, according to 2012 U.S. Census data. The Great Recession began in 2007 and officially ended in 2009, but has had long-term ramifications on our student population as well as for the institution, with falling incomes, lost revenues, and loss of support services.

Lack of state monies had severe impacts on the Peralta budget, engendering deep cuts. At the same time, annual enrollments in the district grew 21 percent from 2007 to 2009. This was also reflected at Laney College, which showed increasing annual headcounts of 14 percent during that time. Laney College rose to resource challenges with increased productivity levels, which grew 15 percent between 2008 and 2009. Although some of the previous funding levels returned in 2012, current productivity levels remain 1.5 percent higher than in fall 2008.

As the largest city in Laney's service area, several sociologically challenging events in Oakland influenced the campus environment and community. These events included the tragic death of Oscar Grant at a nearby BART station, Oakland as ground-zero for the Occupy Movement, problems of the Oakland Police Department being understaffed, and ensuing safety and violence issues in the surrounding community leading to the deaths of several Laney community members. Despite such traumatic events, Laney's campus remains a bright spot for transformative growth in an area whose population has been affected by a variety of economic and social challenges.

During this assessment cycle, a special effort has been made to increase the number of graduates earning degrees and certificates. Counseling and proactive efforts to alert students about their completion of credits have contributed to increased graduation rates. Degrees and certificates awarded increased approximately 33 percent, from an average of 468 graduates per year in the last five-year cycle to 821 in the current cycle.

This section reports the following demographic information, along with data analysis: service area demographics, student demographics, enrollment data, course offerings data, and staff demographics.

Service Area Demographics

The largest ethnic groups in the Laney College service region (Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont) are White (35.2 percent) and Latino (20.1 percent); African American (19.8 percent) and Asian (19.5 percent) represent the third- and fourth-largest ethnic groups.

Recent estimates of poverty and unemployment rates indicate that the Great Recession has had a greater impact on the cities in Laney College's service area, as compared to the broader regions of Alameda and San Francisco Counties. The percentage of individuals living below the poverty line is approximately 5.4 percent higher here than in Alameda and San Francisco Counties combined, while the unemployment rate is approximately 1 percent higher. According to the Association of Bay Area Governments (2013), job growth is expected; however, the majority of these new jobs will occur in fields that require a college degree, such as the professional services and health and education fields. These projections underscore the need to provide viable educational pathways to future employment opportunities in communities that demonstrate high levels of unemployment. As discussed in the following section on student enrollment, the proportion of Laney students seeking a four-year college degree has grown by approximately 12 percent since 2008.

Student Demographics

The following pages chart the college's demographic and enrollment trends since its last accreditation cycle.

The college served 19,620 students in 2013-14, down from 24,122 in 2009-10, (11,989 in fall, 11,993 in spring and 4,522 in summer, according to CCCCO). More than 50 percent of our students self-identify as women, slightly over 40 percent as men and approximately 6 percent choose not to self-identify by gender. In fall 2013, approximately 63 percent of Laney students were under the age of 29. This reflects a growing number of students in the 19-24 year-old category, which has grown 5 percent since fall 2008.

In fall 2013, African American and Asian students comprised the largest ethnic groups at the college (26 percent each), followed by White/Non-Latino (16 percent) and Latino/Hispanic (13 percent). Students identifying with the multiple race/ethnicity-category have grown more than four times since fall 2008, comprising 11 percent in fall 2013. Hispanic enrollment in fall 2013 was up 1 percent from 2008, while the Asian and African-American populations declined 21 percent and 11 percent, respectively. The decrease in the number of African-American students may be partially explained by the fact that the

African-American population of Oakland has declined by 25 percent over the last decade. To address the equity gap for historically under-served students, Laney is actively developing and implementing plans to increase success for these groups. As a recent example, Laney College partnered with the White House to host a conference in June 2014 to strategize ways to increase educational opportunities for African-American men in particular. Outreach to the Latino community is also critical to increasing their enrollment to levels of participation in education equivalent to their demographic levels in Oakland. In the 2010 census, Latinos represented 25.4 percent of the Oakland population, but only 11 percent of Laney's enrollment.

In fall 2008, approximately 38 percent of Laney's students were pursuing a college degree; 28 percent stated that their educational goal was to transfer; 11 percent were supplementing a four-year college curriculum. By fall 2013, the proportion of Laney students pursuing college degrees had increased to 51 percent; 36 percent intended to transfer to a four-year college, while 15 percent were supplementing a four-year college curriculum.

	Laney Service Area*	% of Total	Laney Student Headcount (Fall 2013)	% of Total	Alameda County	% of Total	San Francisco County	% of Total
Total Population	618,736			12,775		1,515,136		807,755	
Race/Ethnicity								
Asian**	120,877	19.5	3,519	27.5	397,475	26.2	268,548	33.2
African American	122,561	19.8	3,340	26.1	181,711	12.0	46,293	5.7
Latino	124,484	20.1	1,702	13.3	339,441	22.4	121,628	15.1
Native American	1,649	0.3	29	0.2	4,318	0.3	2,044	0.3
Pacific Islander	3,335	0.5	70	0.5	12,442	0.8	3,422	0.4
White	218,041	35.2	1,999	15.6	516,580	34.1	337,443	41.8
Multiple	24,956	4.0	1,368	10.7	57,750	3.8	25,199	3.1
Other	2833	0.5	748	5.9	5,419	0.4	3,178	0.4
Gender								
Men	299,271	48.0	6,449	50.0	742,993	49.0	409,803	51.0
Women	319,465	52.0	5,565	44.0	772,143	51.0	397,952	49.0

Table DIT-1. Source: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates; Peralta Community College District Office of Institutional Research. *Laney Service Area includes: Alameda, Albany, Berkeley, Emeryville, Oakland & Piedmont.**Asian includes Asians and Filipinos, other than Pacific Islanders

Laney College

	Service Area*	% of Total	Alameda County	% of Total	San Francisco County	% of Total
Educational Attainment						
Population 25 yrs. and over	53,125		1,025,190		624,779	
Less than 9th grade	2603	4.9	76,889	7.5	52,188	8.4
9th - 12th grade (no diploma)	1937	3.6	64,587	6.3	35,835	5.7
HS graduate (includes equivalency)	8562	16.1	199,912	19.5	85,628	13.7
Some college (no degree)	10447	19.7	192,736	18.8	92,510	14.8
AA degree	4491	8.5	69,713	6.8	33,912	5.4
Bachelor's degree	15534	29.2	249,121	24.3	198,019	31.7
Graduate or professional degree	9551	18.0	172,232	16.8	126,687	20.3
Foreign Born						
Total population	205178		1,515,136		807,755	
U.S. native	154,758	75.4	1,051,240	69.4	519,409	64.3
Foreign born	50,420	24.6	463,896	30.6	288,346	35.7
Language Spoken at Home						
Total (5 yrs. & Older)			1,416,951		771,944	
Only English			809,794	57.2	422,923	54.8
Not only English			607,157	42.8	349,021	45.2

Table DIT-2. Source: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates; Peralta Community College District Office of Institutional Research. *Laney Service Region includes: Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont.
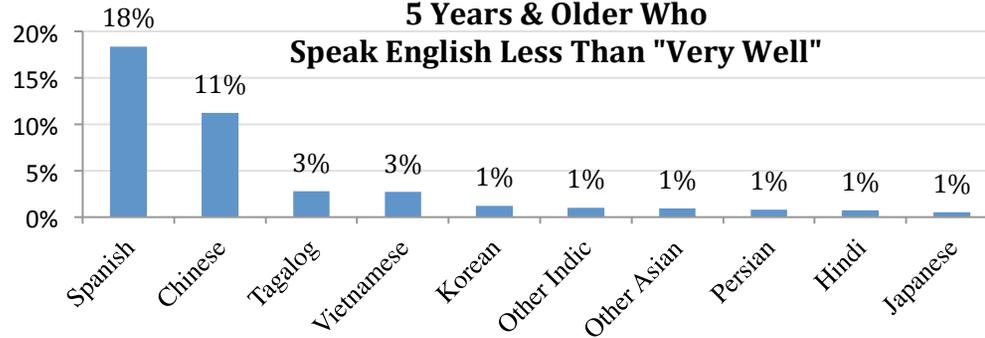
Chart DIC-1. Source: U.S. Census Bureau, 2008-2012 American Community Survey for Alameda County.

Notably, the proportion of students who were undecided about their educational goal dropped 8 percentage points, from 21 percent in 2008 to 13 percent in 2013.

Enrollment Data

Laney College's fall semester headcount has decreased 7 percent since the last accreditation cycle, from 13,771 in fall 2008 to 12,775 in 2013. Annual enrollment across the Peralta Community College District decreased by 9 percent over the same period, while the proportion of the district that Laney College serves increased from 43 percent in fall 2008 to 44 percent in fall 2013. Meanwhile, the population in Laney's designated service area increased by approximately 2 percent between 2007 and 2010, according to the U.S. Census five-year estimates.

Approximately 5 percent of Laney College students are "Special Admits," 29 percent are first-time students, and 66 percent are returning or continuing. Just over 80 percent of all Laney students attend part-time—that is, take fewer than 12 units—while 18 percent carry loads greater than 12 units. Since fall 2008, the proportion of Laney College students enrolling in at least one distance education course has increased 8 percent, from 18 percent to 25 percent.

Between fall 2008 and fall 2013, Laney College experienced an 8 percent full-time equivalent students (FTES) decline, in response to state budgetary constraints and mandated workload reductions. Annual and fall student headcounts decreased as well over the same period, 7 percent and 14 percent respectively, while duplicated fall enrollment counts decreased by 19 percent. The

Laney College Service Area: Poverty and Unemployment Rates, 2005-2012									
	2005-2009		2006-2010		2007-2011		2008-2012		
% Below Poverty	%	Total N	%	Total N	%	Total N	%	Total N	% Pt. Change
Alameda County	10.9	1,429,094	11.4	1,450,546	11.8	1,469,027	12.0	1,487,888	1.1
San Francisco County	11.5	788,169	11.9	780,677	12.3	786,847	13.2	795,816	1.7
Laney Service Area	16.2	590,595	17.0	591,628	17.5	597,043	17.8	602,294	1.7
% Unemployed									
Alameda County	7.7	766,203	8.5	779,414	9.2	788,376	9.9	802,800	2.2
San Francisco County	6.6	473,111	7.1	477,479	7.5	481,696	8.0	487,586	1.4
Laney Service Region	8.3	317,794	9.0	317,664	9.5	321,537	10.1	327,106	1.8

Table DIT-3a. Source: U.S. Census Bureau, 2005-2009, 2006-2010, 2007-2011, 2008-2012 American Community Survey; Laney Service Area includes Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

Bay Area Employment by Sector, 2010–2040, Ranked by Job Growth				
Employment Sector	2010	2040	Change	%
Professional Services	596,7	973,600	376,900	63
Health and Education	447,7	698,600	250,900	56
Leisure and Hospitality	472,9	660,600	187,600	40
Construction	142,3	225,300	82,900	58
Government	499,0	565,400	66,400	13
Retail	335,9	384,400	48,500	14
Finance	186,1	233,800	47,700	26
Information	121,1	157,300	36,300	30
Transportation and Utilities	98,70	127,400	28,600	29
Manufacturing/Wholesale	460,2	456,100	-4,100	-1
Agriculture/Natural Resources	24,60	22,700	-1,900	-8
ALL Jobs	3,385	4,505,200	1,119,900	33

Table DIT-3b. Source: Association of Bay Area Governments, 2013.

Laney College Gender, 2013 Fall

No Gender Stated 6.0%
Female, 50.5%
Male, 43.6%
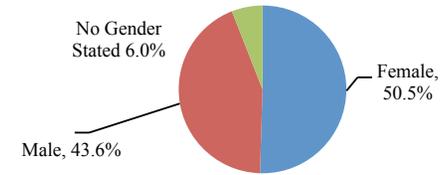
DIC-2a

Laney College Ethnicity, 2013 Fall

Pacific Islander, 0.5%
White Non Hispanic, 15.6%
Unknown/Non-Respondent, 5.6%
American Indian/Alaskan Native, 0.2%
Asian, 25.6%
Other Non white, 0.2%
Multiple, 10.7%
Hispanic, 13.3%
Filipino, 1.9%
Black/African American, 26.1%
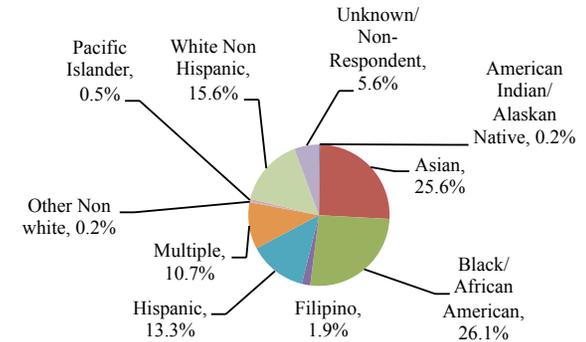
DIC-2b

Laney College Age Group, 2013 Fall

65 & Above, 2%
Under 16, 2%
55-64, 4%
35-54, 20%
30-34, 11%
25-29, 17%
16-18, 7%
19-24, 38%
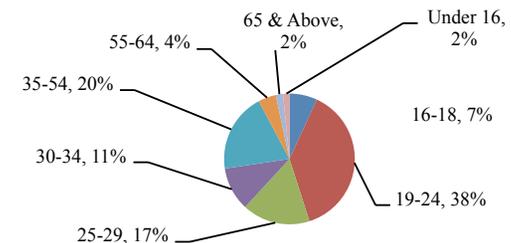
DIC-2c

Charts DIC-2a, b, c. Source: Peralta Office of Institutional Research.

Laney College

Laney Fall Headcount by Gender

DIC-3a

Laney Fall Headcount by Age

DIC-3b

Laney Fall Headcount by Race/Ethnicity

DIC-3c

Charts DIC-3a, b, c. Source: Peralta Office of Institutional Research.

college remains 18 percent below its peak FTES levels in 2009-2010 and 7 percent below its highest head count in fall 2009. Loss of State and local funding led to discretionary spending cuts and staff layoffs, which have provided an opportunity to review all priorities and resulted in more efficient use of resources. Our 2015 Accreditation Report details these increased efficiencies, as well as the limitations for the student population that Laney College serves.

Course Offerings Data

Given the state-imposed reduced workload, the number of sections offered has decreased by 8 percent since fall 2008. Over the same period, full-time equivalent students (FTES) have also declined 8 percent. Sections have maintained equivalent levels of enrolled students, with FTES/section increasing 13 percent in fall 2011 before returning to fall 2008 levels in fall 2013.

Consistent with lower enrollments due to workload reductions, weekly student contact hours (WSCH) have decreased 8 percent since fall 2008, while full-time equivalent faculty (FTEF) have decreased 9 percent. As a result, overall load efficiency (WSCH/FTEF) has increased slightly (1.5 percent) over the same period.

Laney Annual Headcount (Unduplicated)
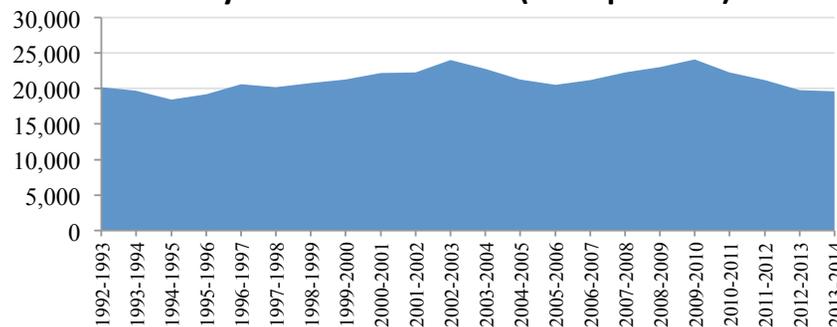
Chart DIC-3d. Source: CCCCO Datamart. The unduplicated annual headcount includes credit and noncredit students actively enrolled in at least one of the terms who meet the full-term reporting criteria in at least one of the terms. Students enrolled in multiple terms are counted only once for the academic year.

Laney College

Laney College Headcount	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	6-Yr. Δ	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	6-Yr. Δ
All Students (% of District)	13,711	15,381	14,043	12,556	12,663	12,775	-7%	43%	43%	43%	45%	45%	44%	1.3%
Race/Ethnicity														
American Indian/ Alaskan Native	65	67	59	44	40	29	-55%	0.5%	0.4%	0.4%	0.3%	0.3%	0.2%	-0.2%
Asian	4,134	4,144	3,706	3,556	3,427	3,272	-21%	30.2%	26.9%	26.4%	26.2%	27.1%	25.6%	-4.5%
African American	3,737	4,005	3,773	3,699	3,160	3,340	-11%	27.3%	26.0%	26.9%	27.3%	25.0%	26.1%	-1.1%
Filipino	274	260	269	229	242	247	-10%	2.0%	1.7%	1.9%	1.7%	1.9%	1.9%	-0.1%
Latino/Hispanic	1,682	1,527	1,529	1,571	1,573	1,702	1%	12.3%	9.9%	10.9%	11.6%	12.4%	13.3%	1.1%
Multiple	256	354	793	1,016	1,171	1,368	434%	1.9%	2.3%	5.6%	7.5%	9.2%	10.7%	8.8%
Other/ Non-White	203	190	115	95	56	28	-86%	1.5%	1.2%	0.8%	0.7%	0.4%	0.2%	-1.3%
Pacific Islander	106	92	89	67	74	70	-34%	0.8%	0.6%	0.6%	0.5%	0.6%	0.5%	-0.2%
White Non-Latino/Hispanic	2,025	1,845	2,045	1,981	2,028	1,999	-1%	14.8%	12.0%	14.6%	14.6%	16.0%	15.6%	0.9%
Unknown/ Non-Respondent	1,229	2,897	1,665	1,298	892	720	-41%	9.0%	18.8%	11.9%	9.6%	7.0%	5.6%	-3.3%
Gender														
Women	7,412	8,037	7,425	7,022	6,486	6,449	-13%	54.1%	52.3%	52.9%	51.8%	51.2%	50.5%	-3.6%
Men	5,830	6,585	5,871	5,716	5,478	5,565	-5%	42.5%	42.8%	41.8%	42.2%	43.3%	43.6%	1.0%
Unknown Gender	469	759	747	818	699	761	62%	3.4%	4.9%	5.3%	6.0%	5.5%	6.0%	2.5%
Age														
16-18	937	993	911	890	952	880	-6%	6.8%	6.5%	6.5%	6.6%	7.5%	6.9%	0.1%
19-24	4639	5713	5471	5230	4830	4875	5%	33.8%	37.1%	39.0%	38.6%	38.1%	38.2%	4.3%
25-29	2281	2507	2250	2167	2155	2147	-6%	16.6%	16.3%	16.0%	16.0%	17.0%	16.8%	0.2%
30-34	1426	1531	1478	1442	1385	1380	-3%	10.4%	10.0%	10.5%	10.6%	10.9%	10.8%	0.4%
35-54	3090	3294	2885	2816	2429	2500	-19%	22.5%	21.4%	20.5%	20.8%	19.2%	19.6%	-0.3%
55-64	701	750	663	573	529	562	-20%	5.1%	4.9%	4.7%	4.2%	4.2%	4.4%	-0.7%
65-&-Above	290	352	250	217	214	229	-21%	2.1%	2.3%	1.8%	1.6%	1.7%	1.8%	-0.3%
Unknown Age		1	1		1		0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Under 16	347	240	134	221	168	202	-42%	2.5%	1.6%	1.0%	1.6%	1.3%	1.6%	-0.9%
Disability Status														
Not Disabled	13396	15079	13751	13264	12273	12318	-8%	97.7%	98.0%	97.9%	97.8%	96.9%	96.4%	-1.3%
Disabled	315	302	292	292	390	457	45%	2.3%	2.0%	2.1%	2.2%	3.1%	3.6%	1.3%

Table DIT-4. Source: Peralta Office of Institutional Research.

Staff Demographics

Overall, the number of Laney College women instructors on faculty is equivalent to the statewide average; however, women are 1 percent over-represented among adjunct faculty and 1 percent under-represented among full-time faculty. Fifty-one percent of Laney's faculty is White, below the statewide average of 65 percent; 59 percent of the faculty is older than 50 years of age, which is above the statewide average of 55 percent. Among full-time faculty, 64 percent are above 50 years of age, 4 percent higher than the statewide average. This has raised our awareness of the need to recruit part-time and hire full-time faculty as a large number of faculty are becoming eligible for retirement.

Laney College Students' Educational Goals

DIC-4a

- Obtain AA-Transfer to 4 year
- Undecided on goal
- Obtain 2yr AA w/out transfer
- Prepare for new career
- Improve basic skills(Eng,Rd,M)
- 4yr coll stdnt taking courses
- Transfer to 4yr without AA deg
- Advance in current job/career
- Educational Development
- Earn voc cert or deg w/o transfr
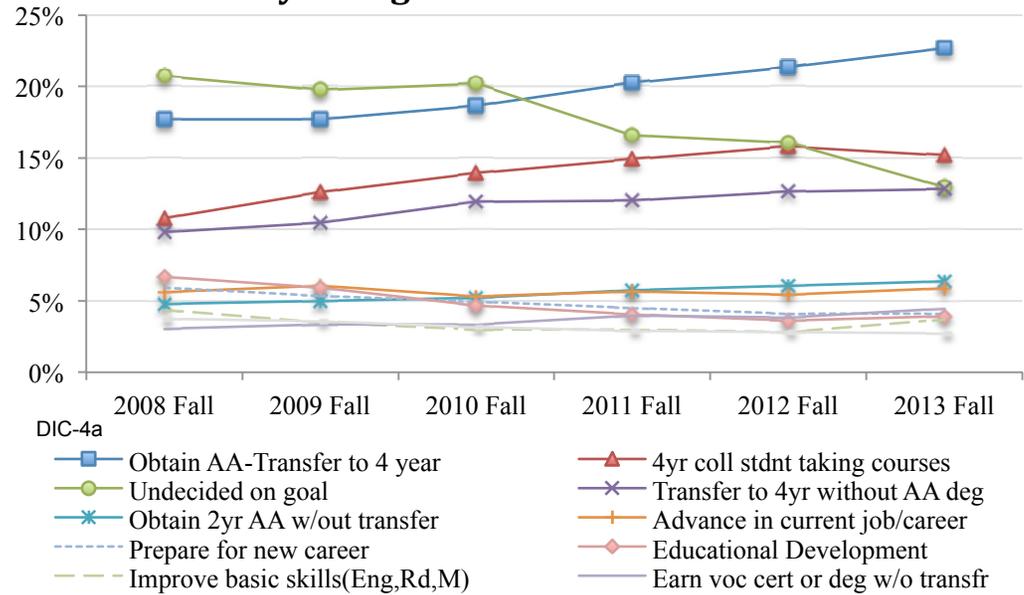
Laney College Education Goal, 2013 Fall

- Undecided on goal, 12.9%
- Uncollected / unreported, 1.6%
- Transfer to 4yr without AA deg, 12.8%
- Prepare for new career, 4.1%
- Obtain AA-Transfer to 4 year, 22.7%
- Obtain 2yr Vocational Degree w/out transfer, 1.3%
- Obtain 2yr AA w/out transfer, 6.4%
- Move from noncred to Cred Crse, 0.1%
- Maintain certificate or license, 1.6%
- Improve basic skills, (Eng,Rd,M), 3.7%
- Educational Development, 3.9%
- Earn a voc. certificate w/out transfer, 3.1%
- Discover career interests, 2.7%
- Complete credits for HS Dpl/GED, 2.0%
- Advance in current job/career, 5.9%
- 4yr college student taking courses, 15.2%

DIC-4b

Charts DIC-4a, 4b. Source: Peralta Office of Institutional Research.

Laney College

Laney College Enrollment Status											
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full Time*	2,727	3,125	2,592	2,549	2,289	2,345	19.9%	20.3%	18.5%	18.8%	18.1%
Part Time (<12 units)	10,984	12,256	11,451	11,007	10,374	10,430	80.1%	79.7%	81.5%	81.2%	81.9%
Continuing Student	5,706	6,848	6,498	6,470	6,010	6,183	42%	44.5%	46.3%	47.7%	47.5%
First Time Transfer	1,117	1,192	1,219	1,086	900	864	8%	7.7%	8.7%	8.0%	7.1%
First-Time Student	3,390	3,852	3,236	2,803	2,777	2,773	25%	25.0%	23.0%	20.7%	21.9%
Returning Student	2,654	2,685	2,458	2,366	2,278	2,281	19%	17.5%	17.5%	17.5%	18.0%
Special Admit	678	549	545	558	592	622	5%	3.6%	3.9%	4.1%	4.7%
Unknown	166	255	87	273	106	52	1%	1.7%	0.6%	2.0%	0.8%
Distance Ed. Status **	N/A	N/A	2,497	3,256	3,008	3,257	N/A	N/A	17.8%	24.0%	23.8%
Total	13,711	15,381	14,043	13,556	12,663	12,775					

*A student enrolled in 12 or more units on or after census day (in classes offered by college) is considered full-time.
**A student enrolled in at least one Distance Education (DE) class.

Table DIT-5

Fall Headcount: Laney College and Peralta District
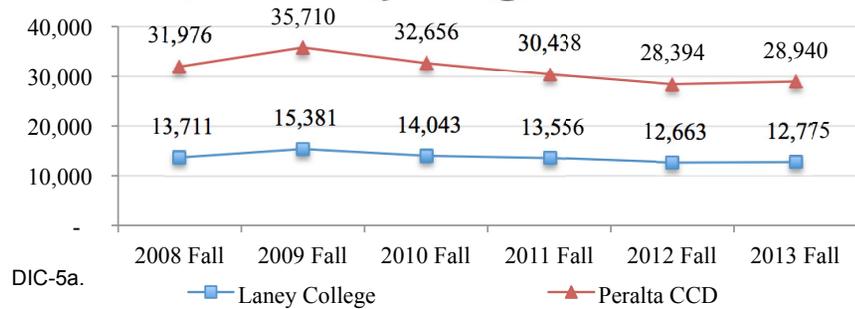
DIC-5a.

Fall Enrollment (Duplicated Count): Laney College and Peralta District
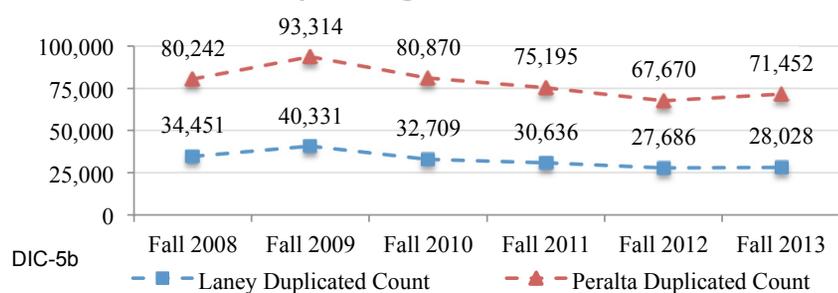
DIC-5b

Table DIT-5. Charts DIC-5a, 5b. Source: Peralta Office of Institutional Research.

Longitudinal Student Achievement Data

Awards

The total number of degree and certificate awards increased 33 over the past six years, from 705 in 2007-08 to 938 in 2013-14. Associate degree awards increased by 15, while certificate awards increased by 65.

Overall, the associate degree award data suggest that Laney is improving its success with diverse age groups. Over the last six years, students between the ages of 19 and 24 accounted 39 percent of associate degrees (1,308 of 3,355). While this age group accounted for the largest proportion of associate degrees, the number of associate degrees awarded decreased 15 percent since 2007-08. Meanwhile, the number of associate degrees awarded to 35-54 year olds and to 55-64 year olds accounted for 27 percent of all associate degrees awarded and increased, 51 percent and 63 percent, respectively, over the past six years. Students aged 30-34 years old accounted for 11 percent of associate degrees awarded

at Laney, and showed a 19 percent increase in associate degrees over the past six years.

Growth in the number of certificates awarded was observed in nearly all age groups; with the exception of students age 55-64. Students age 55-64 accounted for 8 percent of certificates awarded and showed a 17 percent decrease in certificates awarded over the past six years. Enrollments among this age group also declined 20 percent over the past six years. Although enrollments of students aged 35 to 54 decreased 19 percent over the past six years, students in this age group still accounted for 39 percent, the highest proportion of certificates awarded over the past six years, (848 of 2,191), and also showed a 44 percent increase in the number of certificates awarded over the same time period. The second largest number of certificates awarded over the past six years went to students age 19-24, who accounted for 20 percent (432 of 2,191) and showed 116 percent growth in the number of certificates awarded. Students aged 25-29 year olds accounted for nearly as many certificates (18 percent), and showed the greatest growth, with a 118 percent increase in the number of certificates awarded over the past six years.

Overall, certificate and associate degree awards earned by men increased by more than three times the rate of growth among women. Between 2007-08 and 2013-14, the number of associate degrees awarded to men increased by 141 percent, while the number of associate degrees awarded to women increased by 45 percent. Meanwhile, the number of certificates awarded to men increased by 334 percent, while the number of certificates awarded to women increased by 105 percent. These increases are an indication that male students are closing the achievement gap that has been observed for over a decade.

In terms of ethnicity, between 2007-08 and 2013-14, 39 percent of associate degrees went to Asian students, 24

Total FTES, Fall

DIC-6a

Resident FTES
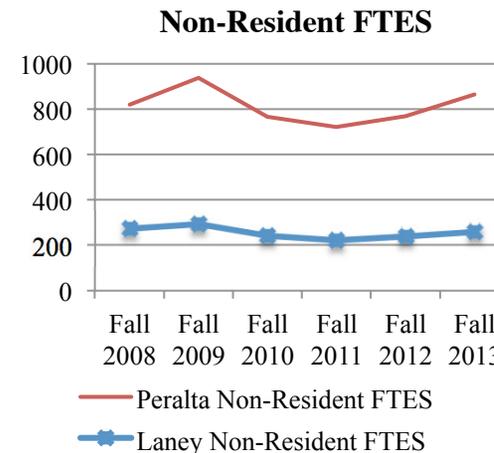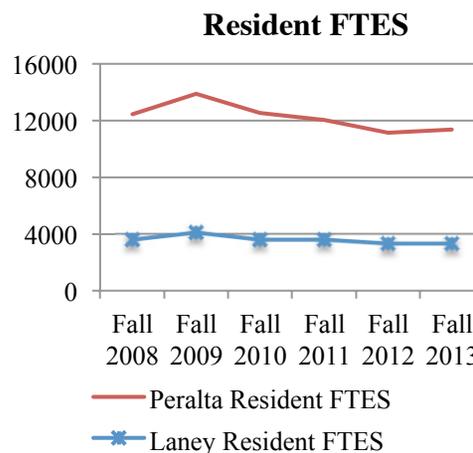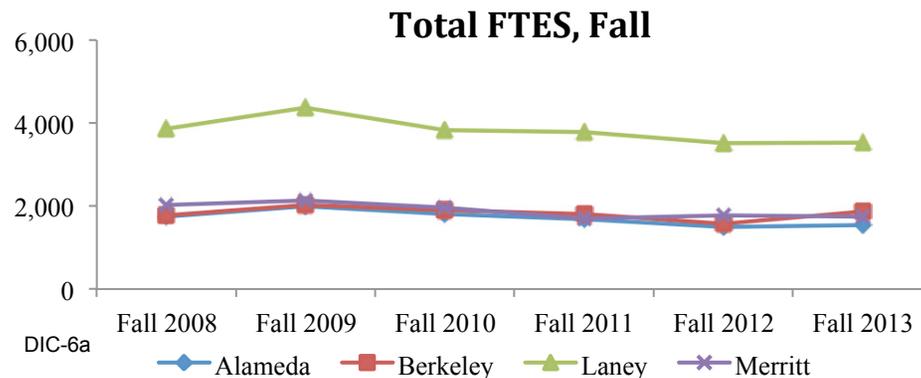
Non-Resident FTES

Full Time Equivalent Students (FTES): Laney College and Peralta CCD						
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Laney FTES	3858.1399	4350.3004	3827.4364	3790.2119	3530.3506	3546.7732
Resident FTES	3587.5168	4060.1944	3587.2195	3570.0451	3293.9174	3288.9684
Non-Res. FTES	270.6231	290.106	240.2169	220.1668	236.4332	257.8048
Peralta FTES	9400.2804	10477.7472	9472.1011	8978.9352	8366.5471	8694.9479
Resident FTES	8851.937	9831.0398	8944.9493	8478.1926	7833.9726	8088.4971
Non-Res. FTES	548.3434	646.7074	527.1518	500.7426	532.5745	606.4508

Charts DIC-6a, 6b, 6c. Table DIT-6. Source: Peralta Office of Institutional Research.

Sections, Fall

961   970   847   833   805   886

Alameda — Berkeley — Laney — Merritt

DIC-7a

Total FTEF, Fall

237   232   210   208   200   215

Alameda — Berkeley — Laney — Merritt
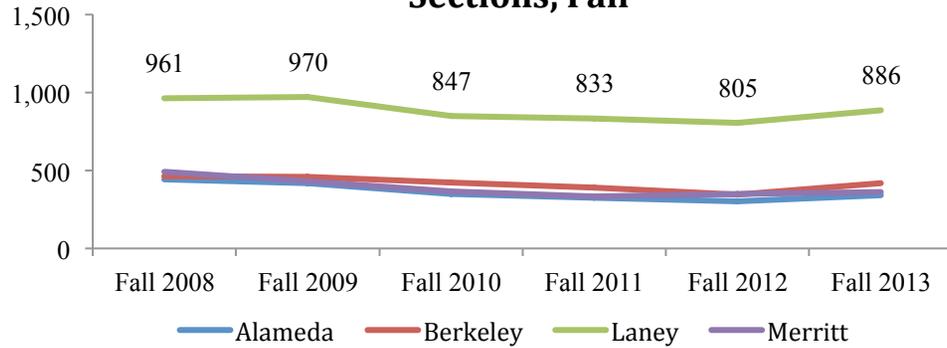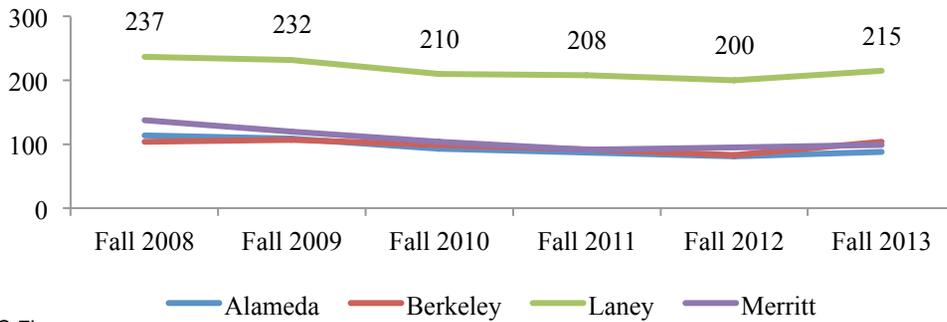
DIC-7b

Total Weekly Student Contact Hours (WSCH), Fall

2,025,523   2,283,908   2,009,404   1,989,861   1,853,434   1,862,056

Alameda — Berkeley — Laney — Merritt
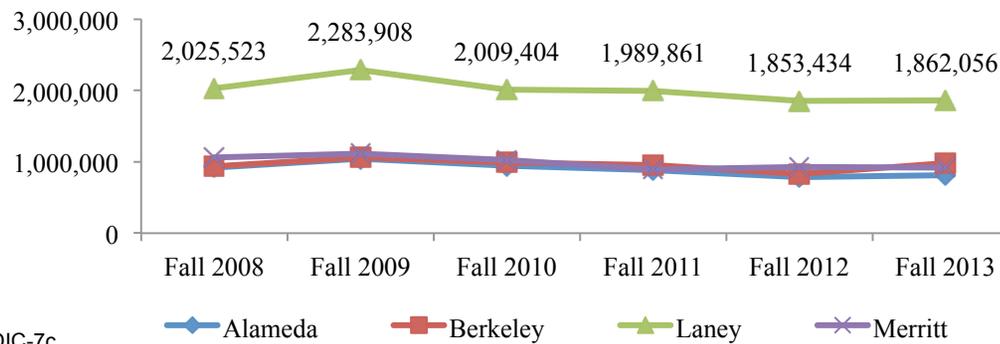
DIC-7c

Charts DIC-7a, 7b, 7c. Source: Peralta Office of Institutional Research.

percent of associate degrees went to African-Americans students, and 14 percent went to students who did not self-identify with an ethnicity. Similarly, over the same period, Asian students earned 32 percent of the certificates we awarded, African-American students earned 26 percent and students who did not self-identify with an ethnicity earned 15 percent. The number of AA degrees awarded to Latino students nearly doubled over the past six years, while the number of certificates awarded to Latino/Hispanic students increased by nearly three-fold. The number of associate degrees awarded to White/Non-Hispanic increased 254 percent over the past six years, while the number of certificates increased seven-fold. Overall, the greatest growth in awards occurred among students of multiple ethnicities, who accounted for 4 percent of all awards over the past six years and whose total number of awards grew by 436 percent. This growth in awards is keeping pace with growing enrollments among students of multiple ethnicities, which grew by approximately 400 percent over the same period. Total awards, including certificates and associate degrees, grew by approximately 410 percent among students of White/Non-Hispanic ethnicity over the past six years; however, enrollments among this group declined by 1 percent over the past six years, suggesting that growth in awards is outpacing growth in enrollments. Meanwhile, growth in total awards among Latino students over the past six years was 167 percent and also outpaced growth in enrollment, which was 1 percent over the past six years.

Overall, the number of career and technical education (CTE) awards nearly doubled, from 299 in 2007-2008 to 596 in 2013-14, while non-CTE awards declined by 9 percent, from 371 in 2007-08 to 339 in 2013-14. The number of CTE associate degrees we awarded increased by 149 percent, while certificates we awarded increased by 84 percent. By comparison, the number of Non-CTE associate degrees we awarded decreased 9 percent. The number of Non-CTE certificates we awarded increased from 1 in 2012-13 to 2 in 2013-14, as this is a newly emerging program.

Transfers to the UC system have increased 10 percent over the last six years of available data, between 2007-2008 and 2012-13; transfers to CSU decreased 19 percent; and transfers to in-state private and out-of-state colleges also decreased 10 percent.

Course Completion and Success Rates

Overall course success rates at Laney College increased 2 percentage points, from 65 percent in fall 2008 to 67 percent in fall 2013. Course completion increased by 1 percent, from 80 percent in fall 2008 to 81 percent in fall 2013. Course completion rates among Asian students consistently approached 90 percent, while course completion rates among African-American students varied from 74 percent to 76 percent over the past six years, with fall 2010 and fall 2012 being peak years for both groups. Between fall 2008 and fall 2013, course completion rates among Latino/Hispanic students decreased one percent. Over the same period, course

Laney College Faculty by Gender, Ethnicity and Age									
	Total Faculty			Full-Time Faculty			Adjunct Faculty		
	N	%	State %	N	%	State %	N	%	State %
Gender									
Women	233	53	53	60	53	54	173	54	53
Men	203	47	47	53	47	46	150	46	47
Race/Ethnicity									
African American	85	19	5	21	19	6	64	20	5
American Indian/ Alaskan Native	2	0	1	1	1	1	1	0	1
Asian	57	13	9	16	14	9	41	13	9
Hispanic	35	8	13	14	12	14	21	7	12
Multi Ethnicity	4	1	1			1	4	1	1
Pacific Islander	0	0	1			1		0	1
Unknown	30	7	7	2	2	5	28	9	7
White Non-Hispanic	223	51	64	59	52	64	164	51	65
Age									
18 to 34	45	10	11	2	2	5	43	13	14
35 to 39	37	8	10	7	6	9	30	9	11
40 to 44	52	12	12	17	15	13	35	11	12
45 to 49	45	10	12	15	13	14	30	9	11
50 to 54	49	11	13	18	16	15	31	10	12
55 to 59	56	13	14	20	18	18	36	11	13
60 to 64	68	16	13	20	18	16	48	15	12
65 to 69	52	12	9	12	11	8	40	12	9
70+	32	7	6	2	2	3	30	9	7

Table DIT-7. Source: CCCCO Datamart.

Laney College: Number of Transfers
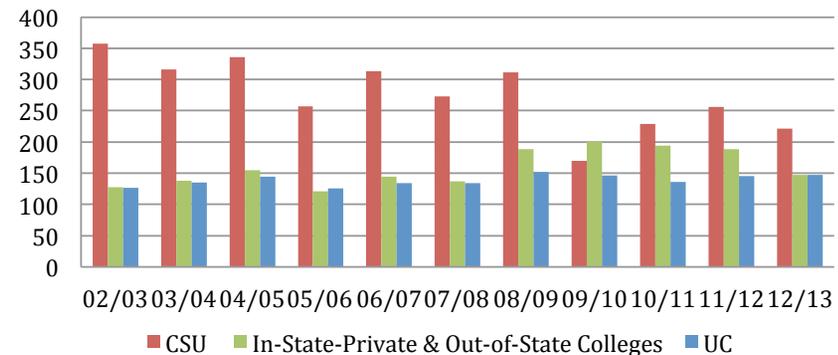
Chart DIC-8. Source: Peralta Office of Institutional Research.

Laney College

Laney College Course Completion Rate by Ethnicity

DI-9a

Legend: Asian · Black/African American · Hispanic · White Non Hispanic
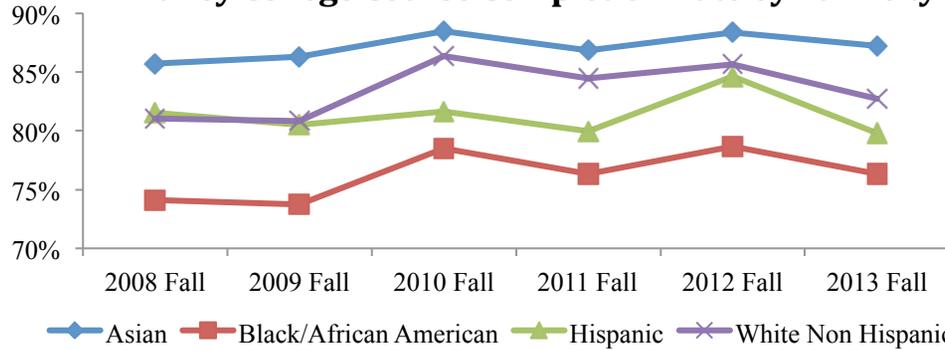
Laney College Success Rate by Ethnicity

DIC-9b

Legend: Asian · Black/African American · Hispanic · White Non Hispanic
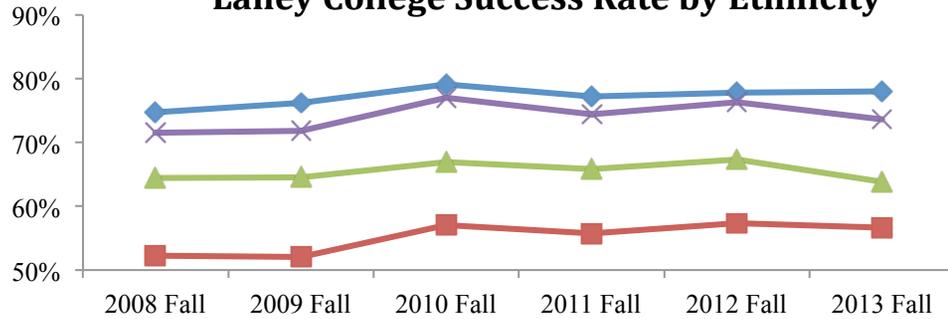
Laney College Course Completion Rate by Age Group

DIC-9c

Legend: 16-18 · 19-24 · 25-29 · 30-34 · 35-54 · 55-64 · 65 & Above
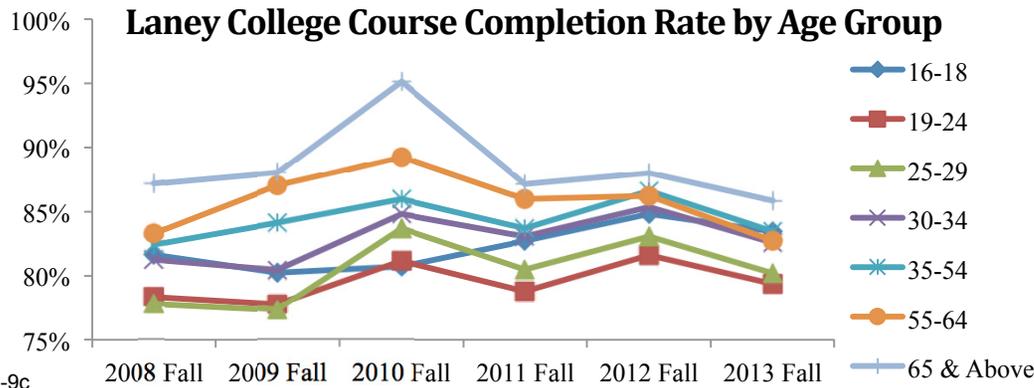
Charts DIC-9a, 9b, 9c. Source: Peralta Office of Institutional Research. The Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W). The Completion Rate is defined as the percentage of students who do not withdraw from class and who receive a valid grade. Numerator: A, B, C, CR, D, F, I, NC, NP, P, RD; Denominator: A, B, C, CR, D, F, FW, I, NC, NP, P, RD, W).

completion rates among White and Asian students increased 1 percent and 2 percent respectively. Course success rates show the same pattern as completion rates over the past six years: Asian students consistently approached rates of 80 percent, while success rates among African-American students varied between 52 percent and 57 percent, showing a 5 percentage point increase. Success rates among Latinos remained consistent, varying between 64 percent and 67 percent, while success rates among White students increased slightly, from 72 percent to 74 percent.

Rates of course success and course completion tended to increase with age: students aged 65 years and older showed the highest completion and success rates. The largest age group attending Laney College is the late teen to early-twenties age group; yet, they have the lowest success rates of all age cohorts, ranging between 61 percent and 64 percent in course completion and 61 percent to 64 percent in course success. Although the late-teen to early-twenties age-group accounts for the majority of AA degree awards, the number of AA degrees awarded to this group decreased by 15 percent between 2008 and 2013, while the number AA awards increased among every other age-group. The next largest age group at Laney is the 35-54 years-olds, who are generally returning to school with some life experience. Course success rates for these students range between 69 percent and 71 percent, while their course completion rates range between 81 percent and 83 percent. 2010 was a peak year for achievement by all students, but especially for the most mature, those age 35 and above. Interestingly, the youngest age group, 16-18 year-olds, showed better success than the 19-24 year-olds.

In fall 2013, men, women, and students who do not self-identify demonstrated approximately equivalent course completion rates of around 81 percent, with peaks in 2010 and 2012. In terms of course success rates, students who do not self-identify gender showed strong growth, up nearly 9 points from fall 2008. Generally, students who do not self-identify gender outperformed men and women, while women generally showed higher success rates than men during all years evaluated. Success rates for all gender categories peaked in 2010.

Success rates in foundational skills courses have decreased from 52 percent in fall 2008 to 47 percent in fall 2013. Success rates in math and English foundational skills courses peaked in fall 2010 at 63 percent and 61 percent, respectively. Math declined to its lowest level, 40 percent, in fall 2013 while English increased to 58 percent in fall 2013.

The implications are ESL acceleration.

Career and technical education (CTE) course success rates increased four percentage points, from 65 percent in fall 2008 to 69 percent in fall 2013. Non-CTE courses increased 1.5 points over the same period, from 65 percent to 66.5 percent. CTE course success rates also consistently outperformed non-CTE course success rates in each fall semester over the past five years. Distance education (DE) course success rates decreased six percentage points over the period for which data are available, from 59 percent in fall 2010 to 52 percent in fall 2013; while face-to-face courses decreased only one point, from 69 percent to 68 percent, over the same period. Course success rates for

Laney College Success Rate by Age Group

Laney College Course Completion Rate by Gender

Laney College Success Rate by Gender

Laney Foundation Skills Course Success Rates
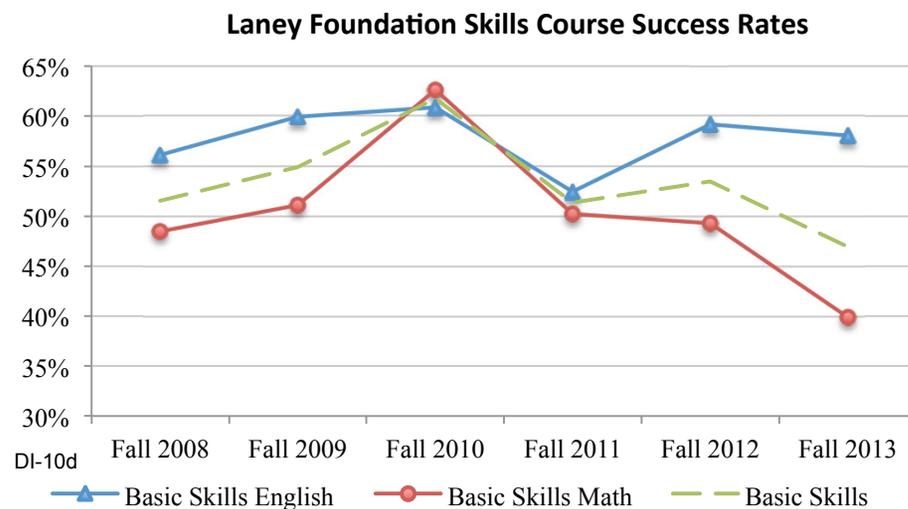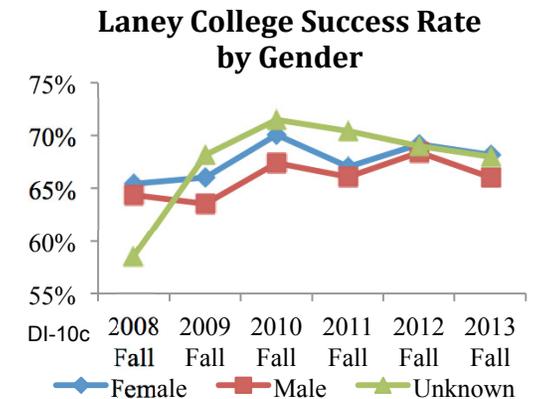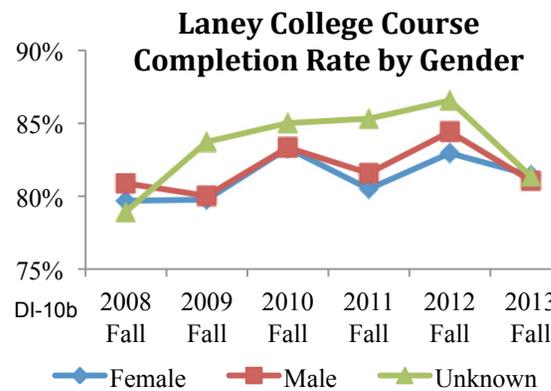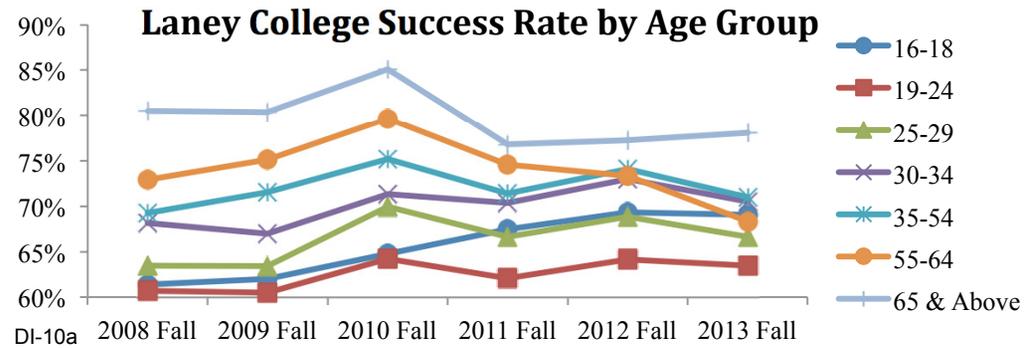
Charts DI-10a, 10b, 10c, 10d. Source: Peralta Office of Institutional Research. The Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, IA, IB, IC, IPP, P. Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W). The Completion Rate is defined as the percentage of students who do not withdraw from class and who receive a valid grade. Numerator: A, B, C, CR, D, F, I, NC, NP, P, RD; Denominator: A, B, C, CR, D, F, FW, I, NC, NP, P, RD, W).

Associate (AA) Degree Awards by Gender, Ethnicity & Age								Demographic Composition of AA Degree Awards							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	6-Yr. Δ	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	6-Yr. Δ
All students	451	491	454	517	481	442	519	15%								
Age																
16-18	2	6	5	2	17	4	2	0%	0%	1%	1%	0%	4%	1%	0%	0%
19-24	205	204	142	244	187	151	175	-15%	45%	42%	31%	47%	39%	34%	34%	-12%
25-29	78	117	111	85	106	112	107	37%	17%	24%	24%	16%	22%	25%	21%	3%
30-34	59	57	57	54	40	46	70	19%	13%	12%	13%	10%	8%	10%	13%	0%
35-54	90	94	115	116	105	108	136	51%	20%	19%	25%	22%	22%	24%	26%	6%
55-64	16	10	21	11	21	18	26	63%	4%	2%	5%	2%	4%	4%	5%	1%
65 & Above	1	3	3	5	5	3	3	200%	0%	1%	1%	1%	1%	1%	1%	0%
Gender																
Women	194	278	268	307	303	264	282	45%	43%	57%	59%	59%	63%	60%	54%	11%
Men	93	196	167	203	165	168	224	141%	21%	40%	37%	39%	34%	38%	43%	23%
Unknown	164	17	19	7	13	10	13	-92%	36%	3%	4%	1%	3%	2%	3%	-34%
Race/Ethnicity																
Native American		3			1	3			0%	1%	0%	0%	0%	1%	0%	0%
Asian	114	200	181	228	192	187	212	86%	25%	41%	40%	44%	40%	42%	41%	16%
African-American	84	152	137	129	123	84	113	35%	19%	31%	30%	25%	26%	19%	22%	3%
Filipino	10	4	12	14	5	17	8	-20%	2%	1%	3%	3%	1%	4%	2%	-1%
Latino/Hispanic	21	41	36	40	35	31	41	95%	5%	8%	8%	8%	7%	7%	8%	3%
Multiple	11	14	6	9	18	19	38	245%	2%	3%	1%	2%	4%	4%	7%	5%
Other/Non-White	6	3	4	12	9	8	1	-83%	1%	1%	1%	2%	2%	2%	0%	-1%
Pacific Islander	1	3	10	7	6	2	4	300%	0%	1%	2%	1%	1%	0%	1%	1%
Unknown	191	47	36	37	56	44	56	-71%	42%	10%	8%	7%	12%	10%	11%	-32%
White/Non-Hispanic	13	24	32	41	36	47	46	254%	3%	5%	7%	8%	7%	11%	0%	0%

DI-8a

DI-11a

Laney College: Count of Awards by CTE Status							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Awards	**670**	**726**	**736**	**825**	**836**	**774**	**935**
CTE	299	328	401	415	498	478	596
Non-CTE	371	398	335	410	338	296	339
Associate Degree	**443**	**491**	**454**	**517**	**481**	**442**	**516**
CTE	72	93	119	107	143	147	179
Non-CTE	371	398	335	410	338	295	337
Certificate	**227**	**235**	**282**	**308**	**355**	**332**	**419**
CTE	227	235	282	308	355	331	417
Non-CTE							1	2

DI-8b

Tables DIT-8a, 8b. Charts DI-11a, 11b, 11c, 11d. Source: Peralta Office of Institutional Research.
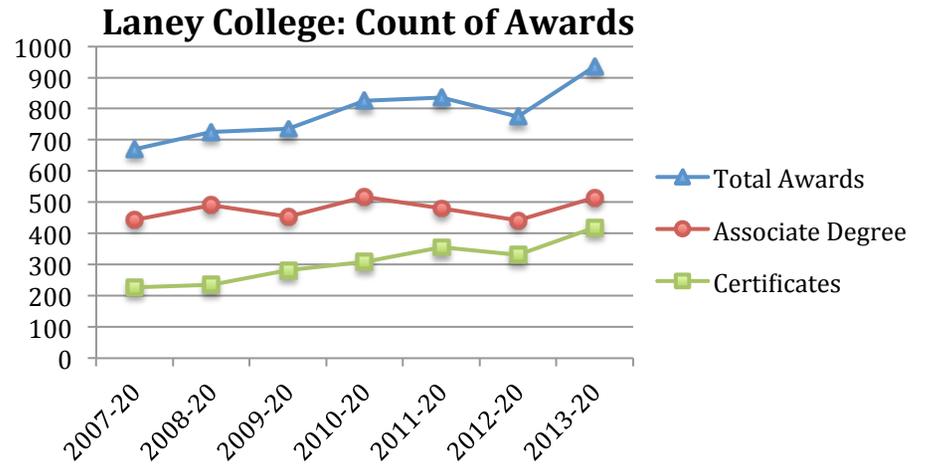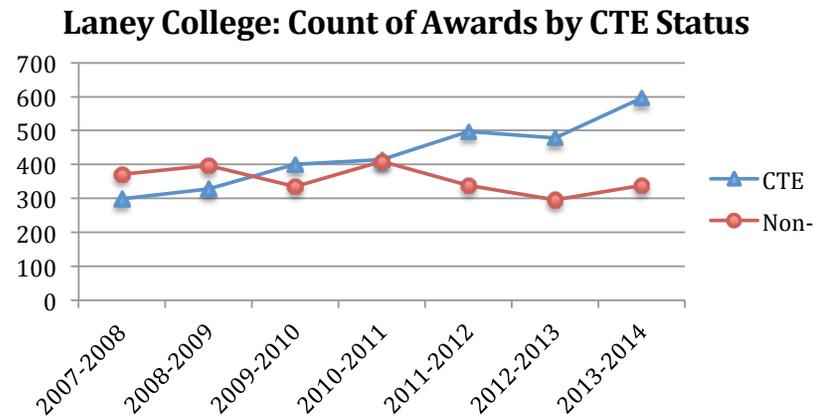
DI-11b
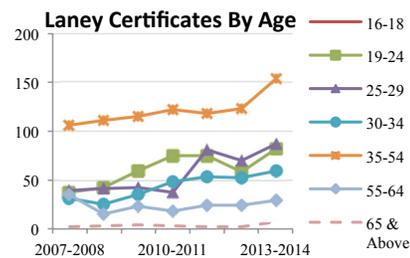
DI-11c
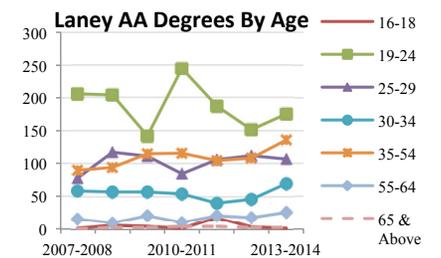
DI-11d

| Certificates by Gender, Ethnicity & Age								Demographic Composition of Certificate Awards							
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	6-Yr. Δ	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	6-Yr. Δ
All Students	254	241	282	308	355	332	419	65%								
Age																
16-18				2					0%	0%	0%	1%	0%	0%	0%	0
19-24	38	43	60	75	75	59	82	116%	15%	18%	21%	24%	21%	18%	20%	5%
25-29	40	42	43	38	81	70	87	118%	16%	17%	15%	12%	23%	21%	21%	5%
30-34	32	26	36	49	54	53	60	88%	13%	11%	13%	16%	15%	16%	14%	2%
35-54	106	111	115	122	118	123	153	44%	42%	46%	41%	40%	33%	37%	37%	-5%
55-64	36	16	24	19	25	25	30	-17%	14%	7%	9%	6%	7%	8%	7%	-7%
65 & Above	2	3	4	3	2	2	7	250%	1%	1%	1%	1%	1%	1%	2%	1%
Gender																
Women	98	138	152	148	181	194	201	105%	39%	57%	54%	48%	51%	58%	48%	9%
Men	44	95	103	139	142	115	191	334%	17%	39%	37%	45%	40%	35%	46%	28%
Unknown Gender	112	8	27	21	32	23	27	-76%	44%	3%	10%	7%	9%	7%	6%	-38%
Race/Ethnicity																
Native American		2		1	1	2			0%	1%	0%	0%	0%	1%	0%	0%
Asian	57	81	94	111	109	123	134	135%	22%	34%	33%	36%	31%	37%	32%	10%
African American	52	87	85	77	99	68	95	83%	20%	36%	30%	25%	28%	20%	23%	2%
Filipino	1	4	9	6	12	10	13	1200%	0%	2%	3%	2%	3%	3%	3%	3%
Latino/Hispanic	12	27	26	37	28	30	47	292%	5%	11%	9%	12%	8%	9%	11%	6%
Multiple	3	3	4	3	19	19	37	1133%	1%	1%	1%	1%	5%	6%	9%	8%
Other/Non-White		4	1	3		2			0%	2%	0%	1%	0%	1%	0%	0%
Pacific Islander	1		3	3	4	1	4	300%	0%	0%	1%	1%	1%	0%	1%	1%
Unknown	121	16	36	36	39	38	33	-73%	48%	7%	13%	12%	11%	11%	8%	-40%
White/Non-Hispanic	7	17	24	31	44	39	56	700%	3%	7%	9%	10%	12%	12%	13%	11%

DIT-9a

face-to-face courses are consistently higher than DE courses, by an average of 14 percentage points.

Persistence: Overall, fall-to-fall persistence rates at Laney College showed no change between fall 2008 and fall 2013, maintaining at 48 percent across all students, and among men and women. Although only 110 students chose not to self-identify their gender in fall 2013 (up from 72 in fall 2008), this group showed strong gains in fall-to-fall persistence, increasing from 28 percent in fall 2008 to 46 percent in fall 2013.

Among Asian students, fall-to-fall persistence decreased by three percentage points between fall 2008 and fall 2013. Fall-to-fall persistence also decreased slightly, 1 percent, among Black/African-American students. Fall-to-fall persistence increased most among Latino/Hispanic students, by six percentage points; and also increased slightly among White students, by one percentage point.

Among age groups, fall-to-fall persistence decreased most among students aged 55-64, from 52 percent in fall 2008 to 49 percent in fall 2012; while the largest gains in fall-to-fall persistence occurred among students aged 30-34, up from 39 percent in fall 2008 to 43 percent in fall 2013. The largest age group of students, those between 19-29, showed decreases of

Laney Certificates By Race/Ethnicity

DIC-12a

Laney AA Degrees By Race/Ethnicity
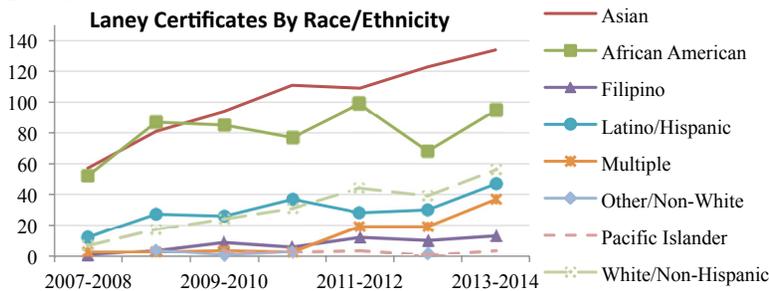
DIC-12b

Tables DIT-9a. Charts DI-12a, 12b. Source: Peralta Office of Institutional Research.

Laney College
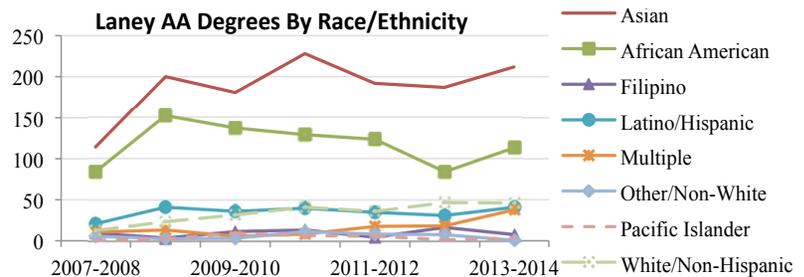
Laney Career Technical Education Course Success Rates
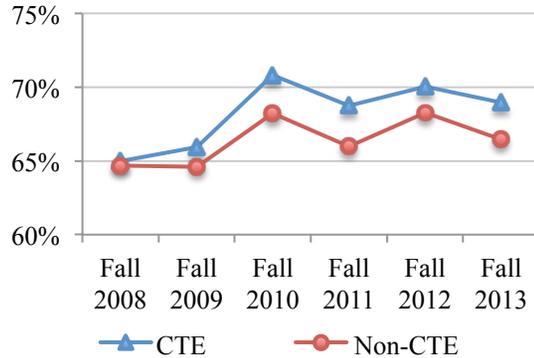
DIC-13a

Laney Distance Education (DE) Course Success Rates
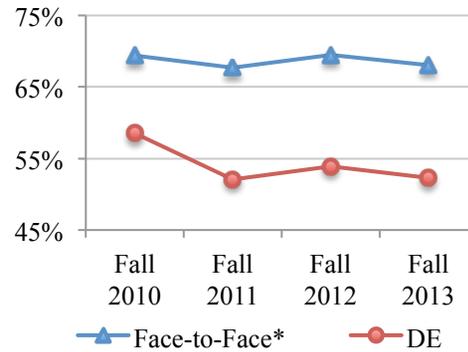
DIC-13b

Charts DIC-13a, 13b. Source: Peralta Office of Institutional Research. 100PCT = 100% Online; GTE51PCT = Greater than 51 percent online; LT51PCT = Less than 51% Online; Non-DE = Non-Distance Education (Face-to-Face). The Success Rate is defined as the percentage of students who received a passing/satisfactory grade (Numerator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W). The Completion Rate is defined as the percentage of students who do not withdraw from class and who receive a valid grade. Numerator: A, B, C, CR, D, F, I, NC, NP, P, RD; Denominator: A, B, C, CR, D, F, FW. I. NC, NP, P, RD, W).

Laney College Persistence (Fall to Fall) by Ethnicity
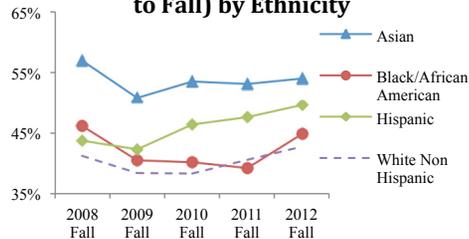
DIC-13c

Laney College Persistence (Fall to Fall) by Gender
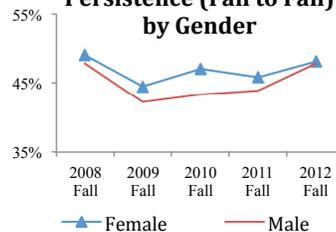
DIC-13d

Charts DIC-13c, 13d, 13e. Source: Peralta Office of Institutional Research. Fall-to-Fall Persistence is defined as the percentage of students, who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

Laney College Persistence (Fall to Fall) by Age Group

DIC-13e

two percentage points between fall 2008 and fall 2013, from 52 percent to 50 percent among 19-24 year-olds, and from 43 percent to 42 percent among 25-29 year-olds.

Full-time students at Laney consistently demonstrate fall-to-fall persistence rates that are approximately 19 percent higher on average than those of part-time students. Surprisingly, students who enrolled in at least one distance education (DE) course showed rates of fall-to-fall persistence that were on average two percentage points higher than students who were not enrolled in any distance education courses. However, this gap appears to have narrowed, from two points in fall 2010 to one point in fall 2012, coinciding with a 20 percent increase in the number of DE students. Continuing students showed the highest rates of fall-to-fall persistence overall, though decreasing from 58 percent in fall 2008 to 54 percent in fall 2013. The largest gains in fall-to-fall persistence occurred among first-time students, which increased from 40 percent in fall 2008 to 45 percent in fall 2012.

	Total Graded							Success Rate						
Laney College Course Success By Age, Gender, Race, Distance Education and CTE Status														
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	6-Yr. Δ	Fall	Fall	Fall	Fall	Fall	Fall	6-Yr. Δ
All students	29,212	32,576	29,210	29,189	26,920	27,619	-5%	65%	65%	69%	67%	69%	67%	2%
Age														
16 & under	339	248	138	231	171	205	-40%	91%	96%	93%	99%	98%	97%	5%
16-18	2,433	2,492	1,999	1,978	2,060	1,966	-19%	61%	62%	65%	67%	69%	69%	8%
19-24	11,786	13,827	12,558	12,186	11,057	11,309	-4%	61%	60%	64%	62%	64%	63%	3%
25-29	4,345	4,777	4,417	4,372	4,271	4,414	2%	63%	63%	70%	67%	69%	67%	3%
30-34	2,799	2,911	2,789	2,998	2,764	2,739	-2%	68%	67%	71%	70%	73%	70%	2%
35-54	5,886	6,589	5,709	5,928	5,140	5,320	-10%	69%	72%	75%	71%	74%	71%	2%
55-64	1,173	1,289	1,231	1,139	1,115	1,284	9%	73%	75%	80%	75%	73%	68%	-5%
65 & Above	451	443	369	357	342	382	-15%	80%	80%	85%	77%	77%	78%	-2%
Gender														
Women	15,527	16,326	15,148	14,791	13,386	13,462	-13%	65%	66%	70%	67%	69%	68%	3%
Men	12,868	14,861	12,683	12,660	12,058	12,541	-3%	64%	64%	67%	66%	68%	66%	2%
Unknown Gender	817	1,390	1,380	1,738	1,477	1,616	98%	59%	68%	71%	70%	69%	68%	9%
Race/Ethnicity														
Native Amer.	129	141	132	107	67	64	-50%	49%	55%	52%	50%	57%	53%	4%
Asian	9,091	8,989	8,001	7,687	7,369	7,380	-19%	75%	76%	79%	77%	78%	78%	3%
African- American	9,172	9,321	8,559	9,140	7,600	8,065	-12%	52%	52%	57%	56%	57%	57%	4%
Filipino	500	457	468	418	448	498	0%	67%	65%	71%	73%	68%	65%	-1%
Hispanic	3,394	2,941	2,868	2,999	3,049	3,354	-1%	64%	65%	67%	66%	67%	64%	-1%
Multiple	551	743	1,693	2,355	2,647	3,012	447%	58%	57%	62%	62%	66%	64%	6%
Other	416	371	221	193	99	46	-89%	67%	62%	72%	73%	79%	72%	5%
Pacific Islander	332	260	257	173	212	210	-37%	66%	65%	62%	69%	63%	56%	-11%
White	3,481	3146	3,483	3,477	3,640	3,622	4%	72%	72%	77%	74%	76%	74%	2%
Unknown	2,146	6208	3,529	2,640	1,790	1,368	-36%	67%	66%	73%	69%	73%	72%	5%
Program														
Basic Skills	1,310	1,302	1,031	938	761	818	-38%	52%	55%	62%	51%	54%	47%	-5%
Basic Skills English	524	566	467	490	323	317	-40%	56%	60%	61%	52%	59%	58%	-2%
Basic Skills Math	786	736	564	448	438	501	-36%	39%	49%	51%	63%	50%	40%	-9%
Distance Education (D.E.)*			258	482	475	363	40%			59%	52%	54%	52%	-6%
Face-to-Face*			27,795	27,290	25,327	25,904	-6%			69%	68%	69%	68%	-1%
CTE	7,069	8,882	8,356	8,958	8,094	7,859	11%	65%	66%	71%	69%	70%	69%	4%
Non-CTE	22,143	23,695	20,855	20,231	18,827	19,760	-11%	65%	65%	68%	66%	68%	66%	2%

Table DIT-10. Source: Peralta Office of Institutional Research. Full-time student is defined as a student enrolled in 12 or more units. DE Student is defined as a student enrolled in at least one Distance Education (DE) class. Fall-to-Fall Persistence is defined as the percentage of students, who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

Authority

Laney College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Peralta Community College District. Laney College is accredited by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges, an institutional body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Mission

The Peralta Board of Trustees approved the current mission statement in January 2010 following review by key college constituents on an established three-year cycle. The statement is posted on the college website[2] and is included in the 2010 Educational Master Plan.[3] The mission statement printed in the 2013-2015 college catalog is not the current, approved mission statement, which will be rectified in the printing of a new catalog in the coming year. In the 2012-2013 academic year, the faculty, staff, students and administrative representatives on the College Council reviewed the 2010 mission statement and determined it still defined the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. As no revisions were recommended, planning for further publication of the 2010 mission statement ensued. The mission statement is widely posted across the campus. Faculty, staff and students view large posters highlighting our mission and values in almost every campus building, gathering area and office. The mission statement regularly appears on key college documents distributed by the president such as agendas for the College Council and communiqués with faculty and staff.

Governing Board

Laney College is one of four colleges in the Peralta Community College District (PCCD). PCCD is governed by a board of trustees that consists of seven community-elected trustees and two student trustees, responsible for the quality and integrity of the four colleges in the district and for ensuring that the institution's mission is being carried out. The community-elected trustees represent the entire district and are elected for four-year staggered terms. The student trustees, elected by the students, serve one-year terms, with a maximum of two years. The board of trustees is an independent, policy-making body in accordance with California Education Code. The function of the board is to determine policies, establish rules, regulations, and procedures, and oversee the use of financial and other resources to provide a sound educational program consistent with the mission and goals of the District.

Chief Executive Officer

The chief executive officer of the Peralta Community College District is the chancellor, Dr. José Ortiz, who has served in this position since July 2012. His full-time responsibility is to the institution and to administering the Peralta Community College District with its four colleges in accordance with board policies and district administrative procedures.

The chief executive officer of Laney College is the president, Dr. Elñora Webb, who became president in January 2010. As president, her primary responsibilities are to provide effective leadership to the college, to complete the Institutional Self-Evaluation process, to maintain a balanced college budget, to ensure that the institutional

learning outcomes guide college action plans, and to increase student access and success. The college president represents the college to the district chancellor and the board of trustees.

Administrative Capacity

The 17 administrative staff members (with 12 positions under general funded and 5 categorical-funded positions) of Laney College support the services necessary to carry out the institution's mission, vision, values and purpose. Their preparation and experience is reviewed through management employment selection and evaluation procedures. Academic administrators meet State minimum qualifications and additional qualifications defined for specific positions as developed by the college and approved by the district Office of Human Resources. Classified administrators meet appropriate qualifications for their position. The college's administrative staff works together to ensure the success of students and the fulfillment of the college's mission, vision, values, and strategic goals.

Operational Status

Laney College has been in continuous operation since 1953 and is celebrating its 61st anniversary in 2014.

Degrees

Laney College currently offers 93 degrees and certificates that are approved by the State. This consists of 44 associate degree programs, including 10 associate degrees for transfer (ADT). We have 41 certificates of achievement. All programs are approved by the State Chancellor's Office for California Community Colleges. The college also offers 13 certificates of proficiency of less than 12 units, which have been approved by the local governing board. The listing of degrees and certificates can be found in the college catalog.

Educational Programs

Laney College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and

Laney College Persistence (Fall to Fall) by Full or Part-Time (College)
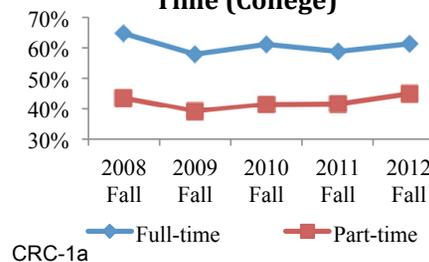
CRC-1a

Laney College Persistence (Fall to Fall) by Distance Ed. Status
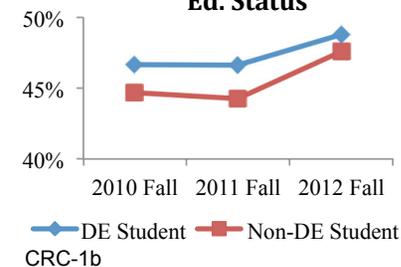
CRC-1b

Laney College Persistence (Fall to Fall) by Enrollment Status
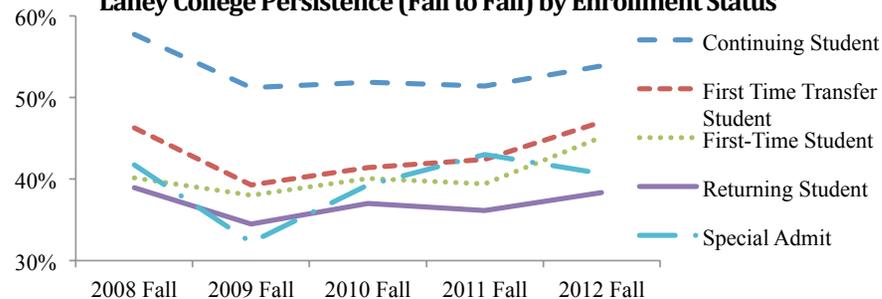
CRC-1c

Charts CRC-1a, 1b, 1c. Source: Peralta Office of Institutional Research. Full-time student is defined as a student enrolled in 12 or more units. DE Student is defined as a student enrolled in at least one Destance Education (DE) class. Fall-to-Fall Persistence is defined as the percentage of students, who are enrolled on or after first census date in the fall term of the subsequent academic year, (Numerator: Enrolled in at least one course on or after first census date. Denominator: Enrolled in at least one course on or after census date in the baseline term).

length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Laney College strives to provide a learner-centered education with an emphasis on academic excellence.

Academic Credit

Laney College awards academic credit using the Carnegie unit, in accordance with the California Community Colleges Chancellor's Office requirement under California Code of Regulations and Title 5, section 55002.5.

Laney College

Student Learning and Achievement

Courses and programs offered at Laney College have defined and measureable student learning outcomes. These student and program learning outcomes are assessed by a variety of methods. The college has defined institutional learning outcomes. Courses across all modes of delivery and locations follow the course outline of record and the defined student learning outcomes.

As part of the program review process, the Student Learning Outcome Assessment Coordinators (SLOAC) work with faculty and staff to define program and course student learning outcomes, identify appropriate assessment methods, develop timelines and assessment plans for all program and course student learning outcomes, and implement assessment.

General Education

Laney College defines and incorporates into all of its degree programs a substantial component of general education in keeping with Title 5 of the California Education Code and the Peralta Community College District Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates. General Education subject areas and eligible courses are published in the college catalog. General education is designed to ensure breadth and knowledge and promote intellectual inquiry. Course additions for the general education requirements, natural sciences, social and behavioral sciences, humanities, language and rationality (English composition, math, computer literacy, oral or written communication, or literature), and ethnic studies, are reviewed annually by a subcommittee of the district Council on Instruction, Planning, and Development and approved by the board of trustees. Students who complete an associate degree for transfer must either follow the CSU General Education pattern or the Intersegmental General Education Transfer Course pattern.

Academic Freedom

Laney College maintains an atmosphere in which intellectual freedom and the freedom to test and examine existing knowledge are supported both by existing culture, board policy, and union contract. Board Policy 4030 Academic Freedom approved December 11, 2012 begins with the assertion that "Intellectual Freedom is to be guarded as a basic right of all citizens in a free society."

Faculty

Laney College employs approximately 125 full-time faculty, 18 of whom are non-instructional faculty (counselors and librarians). Laney College faculty must meet the minimum qualifications for service established by the Board of Governors of the California Community Colleges. Faculty duties and responsibilities are outlined in Article 11 of the Peralta Federation of Teachers' union contract. In addition to teaching, faculty carry out comprehensive program reviews every three years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract.

Student Services

Laney College provides students with a wide variety of student services, both in general and specific needs of special student populations as defined by the community and by the mission of the college. General student services include: admissions and records, counseling, orientation, assessment testing, financial aid, transfer information, student government advisement, student educational planning, and follow-up services particularly for at-risk students. Special student services include: Program and Services for Students with Disabilities (PSSD/DSPS), CALWorks/CARE, TRiO, and Extended Opportunity Program and Services (EOPS).

Admissions

Laney College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about admissions

requirements is available in the college catalog, in the schedule of classes, and on district and college websites.

Information and Learning Resources

Laney College provides access to sufficient information and learning resources and services to support its mission and educational programs. Library materials include a reference and circulating book collection, a print and electronic periodical collection, and a reserve collection. Registered students, faculty, and staff can access the periodical databases and catalog onsite and remotely. Students also are provided opportunities for tutoring and areas in the college for group study.

Financial Resources

The Peralta Community College District is funded by local property taxes and state apportionment. The district annually develops a budget, which is board-approved. Using a district allocation process (Budget Allocation Model, based on SB 361) the district allocates a portion of the district funds to Laney College, and the college independently develops an operating budget to support and improve student learning and services.

Laney College also identifies and pursues outside funding sources, including federal and state grants, to support student learning programs and services identified in college planning. The college/district has been fortunate that the State voters approved Proposition 30 in November 2012, and local voters approved the Measure B Parcel Tax in June 2012, both of which have increased the annual amount of funds allocated to the college.

College financial resources and resource allocation are reviewed by the College Council for Planning and Budget.

Financial Accountability

The Peralta Community College District, on behalf of Laney College and its sister colleges, contracts with an outside certified public accountant to conduct annual external financial audits. The accountants present and explain the audit to the board of trustees at a regularly scheduled governing board meeting. The audit also is presented to the district Planning and Budgeting Council. Management is required to review and compare actual expenditures to budgets on a periodic basis to ensure the financial viability of programs and services.

Institutional Planning and Evaluation

Laney College practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional mission, vision, values, goals, and strategic priorities. The college engages in ongoing and systematic cycles of planning, implementation, and evaluation in order to maximize effectiveness in promoting academic excellence and student success.

Public Information

The Laney College Catalog is published biannually and provides accurate and current information that describes its purpose and objectives, admission requirements, rules and regulations affecting students, programs and courses, degrees and degree requirements, costs and refund policies, grievance procedures, and academic credentials of faculty and administrators. Much of this information also is provided in the schedule of classes that is published each semester and posted on the Laney College website.

Relations with the Accrediting Commission

Laney College, under the oversight of the Peralta Community College District Board of Trustees, adheres to the eligibility requirements, accreditation standards, and policies of the Commission (ACCJC), communicates any changes in its accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Policy on Distance Education and on Correspondence Education

Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

Laney College has procedures to ensure that distance education courses and programs take place within the institution's total educational mission. Courses that are requested to be offered through distance education must go through a distance education review at the college curriculum committee and a district-level curriculum committee. Courses to be offered through distance education must adhere to the same course outline of record as the face-to-face course, and assure that student learning outcomes and course content are the same. In keeping with the institution's total mission, distance education courses are offered for transfer and career technical education courses. The college has chosen not to offer correspondence education courses.

Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

All distance education courses are required to go through an approval and review process to ensure that they meet the same standards, rigor, and learning outcomes as traditional face-to-face courses. Distance education courses are reviewed both at the college curriculum committee and at a district-level curriculum committee. The college Distance Education Coordinator provides oversight of the implementation of the courses and Moodle, the distance education learning management system. Faculty who teach distance education courses are evaluated to ensure academic quality. The expectation

is that instructors assigned to teach distance education courses must have received training in how to effectively teach through the distance education modality.

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

The college and the district require that all distance education courses have the same student learning outcomes and use the same course outline of record as when the course is offered face-to-face. During the curriculum review process, all courses, including distance education, are required to have clearly defined and appropriate student and/or program learning outcomes.

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

Laney College assesses distance education courses through program review. The four colleges in the Peralta Community College District share a common Learning Management System, Moodle, which is fully integrated with the PeopleSoft/Passport enterprise management system for easy registration and tracking of student enrollment and performance. Faculty who teach distance education courses are required to either have a certificate in online education or equivalent teaching experience and academic background. The district provides regular training for instructors who want to teach online, and offers an Online Teaching Certificate for faculty who want to gain more in-depth training in distance education. In addition to the @ONE Project and Merritt College's Certificate Program in Online Teaching, the

Peralta Community College District provides advanced and specialized teaching workshops for faculty, staff, and administrators. There is a District Distance Education Committee consisting of the four college distance education coordinators. This team provides basic technical support to faculty teaching online courses and pedagogical advice for distance education. Also the district's IT Help Desk provides assistance to online students.

Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process.

Laney College programs are regularly reviewed to determine whether 50 percent or more of any degree or certificate is offered through Distance Education.

Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via distance education.

Laney College does not currently have any academic programs in which 50 percent or more of the courses are offered via distance education.

Institutions which offer distance education must have processes in place through which the institution established that the student who registers in a distance education course and is awarded academic credit.

Students who enroll in online classes are provided a specific login ID for authentication when they access the online Learning Management System (LMS).

District policies and procedures regarding academic honesty and acceptable use of information technology services includes penalties for unauthorized use of another student's name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these polices/procedures the first time they login to the district LMS (Moodle). This approach provides a pedagogical focus rather than a punitive approach to academic honesty. This is an approach to educate students as to the consequences of academic dishonesty.

Complete information about "Academic Dishonesty, Due Process, and Conduct" is posted on the shared district online education site.[4]

Students also are authenticated through sufficient interaction between students and instructors, which contributes to verifying a student's identity. Instructors can require proctored examinations which can serve as another method of authentication.

The district Office of Educational Services, working collaboratively with the four college distance education coordinators and information technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student's identity.

The district has also implemented Administrative Procedure 4105,[5] which specifically addresses various topics regarding distance education.

Policy on Institutional Compliance with Title IV

As part of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV and of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

Federal regulations require that first-time borrowers of direct loans receive entrance counseling. Entrance counseling, which is conducted at the Federal Student aid website,[6] informs the student how the master promissory note works, emphasizes the importance of repaying the

loan, describes the consequences of default, and shows borrowers simple monthly repayment amounts. Laney College collects contact information about borrowers during the file completion process in order to facilitate future contact, if needed. This ensures more knowledgeable, responsible borrowers, and results in fewer defaulters as well.

Laney College provides exit counseling to students who are leaving their program of study. Exit counseling is done at the Federal Student aid website.[7] The college views exit counseling as an effective way to prevent defaults and understands that it is often the last opportunity that borrowers have to work with someone at the college regarding their loans. Exit counseling provides in-depth advice that focuses on fully explaining repayment plans and choices that fit the borrower's needs. It also is an opportunity to clear up any misconceptions students may have about their loan obligations and to reemphasize the consequences of default.

Laney College recognizes that timely and accurate enrollment reporting to NSLDS or the guarantor is required by regulation, and promotes school and student success. The college also believes that there is a correlation between late or inaccurate enrollment reporting and loan defaults. Accurate reporting activity ensures that borrowers receive their full grace period and further ensures that contacts from the loan servicer, such as correspondence and telephone calls, occur in the appropriate timing and sequence. Laney College's Default Management Plan assures timely and accurate reporting of changes in enrollment status as is required. Laney College adheres to the required schedule of reporting changes in enrollment status and always tries to expedite timelines.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

Laney College utilizes the college catalog and the schedule of classes as outreach tools. These are available in both printed and electronic formats. Both of these publications are focused primarily on course and education program information, along with regulatory and enrollment information related to educational programs.

In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Laney College lists all occupational/career technical education programs in the college catalog. Programs leading to licensure in the Cosmetology and Electricity/Electronics departments can be found in the catalog, with additional information in program brochures.[8,9]

Policy on Institutional Degrees and Credits

Accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

Laney College conforms to the commonly accepted minimum semester program length of 60 semester credit hours to earn an associate degree.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

Units of credit at Laney College are standardized in accordance with State Title 5 regulations and the California Community College Chancellor's Office Program and Course Approval Handbook, which require three hours of student learning per week throughout the semester for each unit of credit. This requirement is cited in the Peralta

Community College District Administrative Procedure 4020: Program, Curriculum, and Course Development.

Program in which credits and degrees are awarded based solely on successful student demonstration of expected competencies, and not through credit or clock hours, are defined as direct assessment programs.

Laney College has no direct assessment programs.

Policy on Institutional Integrity and Ethics

An accredited institution will uphold and protect the integrity of its practices.

Laney College protects the integrity of its practices through the mission, vision, and values, board policies, and compliance with the California Education Code.

An institution applying for eligibility, candidacy, or extension of candidacy, accreditation, or reaffirmation of accreditation, provides the Commission with information that is readily available.

Laney College complies with all Commission reporting requirements.

The institution assures the clarity, accuracy, and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services and tuition and fees. The institution reports accurately to the public its accreditation status.

Laney College publishes information related to mission statement, educational programs, student services, accreditation status, tuition and fees, through the college catalog, the college class schedule, and online postings available on the college website.[10]

The institution has policies to ensure academic honesty, accuracy in the hiring process, and policies and procedures that provide due-process protection. These policies are reviewed regularly, posted on the college website and are widely available to the institution and to the public.

A process for reviewing district policies and administrative procedures is in place and regular review of policies and administrative procedures occurs through the participatory governance process.

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services.

The Peralta Community College District's "Board Policy 7380: Ethics, Civility, and Mutual Respect," ensures the professional and respectful behavior of all employees and areas of service.

The institution provides information about its accreditation status, its transfer of credit policies and whether successful completion of its courses qualifies students to receive, to apply and/or to take licensure examinations.

Laney College's accreditation status is posted on the college website and included in print publications such as the catalog and class schedule. Transfer-of-credit policies are included in the 2013-15 College Catalog in both print and electronic versions as well as its licensure program in cosmetology. The 2015-17 College Catalog will also reflect the newest licensure program in electricity/electronics technology.

The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are resolved.

Laney College makes widely available through the college catalog, online, and other means to all students, staff, and faculty the student rights and responsibilities, and academic standards. Pertinent procedures

include: (1) the Prohibition of Harassment, Discrimination, and Sexual Assault Procedure; (2) Student Standards of Conduct, Discipline Procedures and Due Process (AP 5500); and (3) Students Rights and Grievance Procedure (AP 5530).

The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies.

Laney College holds accreditation activities as a priority and ensures that the college community is prepared for all accreditation requirements throughout the year.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining and evaluating significant matters and relationships involving related entities that affect accreditation requirements.

Laney College has no contracts with non-regionally accredited organizations.

If an institution is part of a district/system with shared facilities or processes, the institution may use documents prepared by district/ system in its report to the Commission.

Laney College is one of four colleges in the Peralta Community College District. There are various centralized services provided through the district office. Specific documents used in reports to the Commission include: Board Policies and District Administrative Procedures, procedures in student services and instructional areas, and planning and budget integration at the district-level.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES
Evidence

1. http://www.laney.edu/wp/archives/files/2010/11/laney-tower-3-13-1975-Joseph-Laney.pdf
2. Mission statement: http://web.peralta.edu/strategicplan/
3. Laney mission statement: http://www.laney.edu/wp/about-laney/
4. 2010 Master Plan: http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/
5. Academic Dishonesty, Due Process & Conduct: http://web.peralta.edu/de/for-students/what-is-academic-dishonesty/
6. AP 4105: http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf
7. Federal Student Aid: www.studentloans.gov
8. Federal Student Aid: https://studentloans.gov/myDirectLoan/index.action
9. Cosmetology website: http://www.laney.edu/wp/cosmetology/
10. Electrical Licensure brochure: http://www.laney.edu/wp/accreditation-status/files/2014/12/Electrical-licensure-brochure.pdf
11. Laney College Website: http://www.laney.edu/wp/

Laney College

Synopsis of College's & District's Responses to the ACCJC
2009-2012 Recommendations (Including the ACCJC 2009 Visiting Team)

Laney College's 2015 Institutional Self-Evaluation Report is submitted after six years of continuous leadership and quality improvement efforts carried out by a host of faculty, classified staff, and administrators, including district leaders; with the authority granted by the governing board, and informed directly by the needs of students and the greater community served by Laney College.

From 2009 to the present, the college has responded annually to a series of recommendations, initially from the 2009 ACCJC visiting team as affirmed by the Commission, and subsequently via the Commission's 2010, 2011, and 2012 recommendations[1] and a complete set of documents with timelines and responses, including support materials.[2]

While the ACCJC's recommendations were primarily focused on Standards III.D and IV, they also addressed particular sub-standards within Standard II and four eligibility requirements, namely 3 (Governing Board), 5 (Administrative Capacity), 17 (Financial Resources) and 18 (Financial Accountability). Importantly, Laney College addressed all of the recommendations to assure the integrity of the college's operations, quality of educational programs and services, and the overall effectiveness of the institution.

Laney continues to use the recommendations to improve the educational programs and services of the college and to improve district functioning and governance. This aligns with the district's use of these recommendations to ensure board oversight and to anticipate and resolve any deficiencies.

In response to Laney College's last comprehensive self-evaluation in 2009, the ACCJC re-affirmed the college's accreditation, but with conditions. In 2010, the college was placed on probation. This was changed to warning status in 2011, where it remained until June 2013, when the commission deemed that Laney College and the Peralta

Community College District had fully addressed the outstanding recommendations in the following areas:

- OPEB Liability (#1 District);
- Outstanding Audit Findings of 2008 and 2009 (#2 District);
- Long-term Fiscal Stability, collective bargaining (#3 District);
- Management Systems (#3 District/College);
- Board Policies and Administrative Procedures (#4 District);
- Financial Accountability and Controls (#5 District/College);
- Fiscal Capacity to Adequately Support Student Learning Programs and Services (#5 College/District); and
- Board and District Administration (#6 District/College).

This synopsis consists of three sections which provide the specific sets of recommendations and brief updates of the responses that were required by both the college and district during the last six-year period. The first section reflects the 2009 ACCJC visiting team's recommendations. It is followed by the chronology of college and district reports and commission actions between 2009 and 2013. The last section reveals the responses to the district recommendations from the most recent educational quality and institutional effectiveness review.

2009 ACCJC Visiting Team's Recommendations

ACCJC June 2009 Decision: Reaffirmed with conditions

Next Step: Submit Follow-Up Report March 15, 2010

The ACCJC Visiting Team received the Laney College Institutional Self-Evaluation Report of 2009,[3] and visited the college and district during March 9-12, 2009. They deemed 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," and recommended reaffirmation of the college's accreditation status. The commission's actions were consistent with this recommendation.

This visiting team commended the college on several noteworthy accomplishments, including:[4]

- 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's implementation and assessment of student learning outcomes and assessment;
- the visible community engagement and for putting "community" into community college; and
- 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.

In addition, they commended the Peralta Community College District for "developing a culture of collaboration and collegiality in addition to promoting improvement through venues such as district-wide retreats and listening sessions." Further, they highlighted the fact that they "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."

Importantly, they identified seven specific recommendations in their Report.[5] Several were college-specific; four were specific to the district; all required cooperation and collaborative work among the college, district, and all other sectors of the district to ensure a robust and sound joint college and district response.

The seven recommendations are listed below. Laney addressed the recommendations in one or more of the Follow-Up Report of 2010, Follow-Up Report of 2011, Midterm Report, and/or the college/district Follow-Up Reports of springs 2012 and 2013.

Recommendation (Commission Concern) **1**. *Student Learning (College). 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.1.c, II.A.2a, II.A.2f, II.A.3, II.B.1)*

The Commission notes: The first report, March 2010, "should also address the Commission's concern regarding the college's mission statement which should be revised to include the intended population and the college's commitment to student learning as expressed in Standards I.A, I.A.1 and I.A.4. In addition, the report should address the commission's concern that the college accelerates the assessment and analysis of the data from student services as expressed in Standards II.B.1 and II.B.4."

Response*: The college maintains its core student learning outcome (SLO) assessment and took steps to revise its mission statement immediately during the fall 2009 term. By spring 2010, the Board of Trustees approved the final revision that is now published on-line,[6] in college publications and in classrooms and offices throughout the campus facilities. All constituents of Laney are reflected in this statement, which reads, "Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career-technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness."

The college maintains its core student learning outcome (SLO) assessment practices and assures continuous improvements as a result. The Learning Assessment Committee, now very mature and fully integrated within the college, serves as the repository of the training and faculty leadership for the college's assessment efforts. SLO/Assessment

coordination has been permanently expanded from a .5 FTE to a 1.0 FTE. Two faculty members, one from the chemistry department and the other from English-as-a-Second-Language, currently share this role. One hundred percent (100%) of the courses and programs have SLOs, and the college has institutional learning outcomes (ILOs). Assessment is on-going and, as a continuous cycle, ensures quality improvements to strengthen courses, programs, and services in order to facilitate student learning and success and overall institutional effectiveness.

Recommendation (Commission Concern) **2**. *Library Funding (College). 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.C.1, II.C.2)*

Response*: Laney College developed and implemented its plan to fund the library and ensure an increase in ongoing contributions, as reflected in its sizeable collection of books, audiovisual materials, e-books, periodical subscriptions, and electronic databases. This reflects the annual earmarks that support the system network as part of ensuring a sound district-wide infrastructure. The plan going forward is to continue leveraging instructional equipment and library material funds at up to $50,000 annually; general fund discretionary funds; bond funds as appropriate, which have been in excess of $40,000 annually; and seek alternative sources of new funds, i.e., a new local bond to ensure that the college maintains essential support that the core library material needs.

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

Response: See the response below for 2009 District Recommendation 2 (technology) in the third section, "Responses To District Recommendations From The Most Recent Educational Quality And Institutional Effectiveness Review."

Recommendation 4. *Technology Resources (College). 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)*

Response: Laney College has made significant investments to ensure adequate information technology (IT) support; i.e., software, hardware, and networking were provided that markedly improved institutional operations. The college went further by restructuring its operations and providing the technology team with the training and resources to ensure the continuous improvement to the IT infrastructure and support of the college.

This team is led by the college's first senior IT lead: the senior college information systems analyst. All pre-existing and new IT and related staff report to this lead.[7] This new staffing structure is complemented by a systems approach to addressing the technology needs of the college. Locally, the college maintains a help desk to ensure 24/7 support and a maximum 72-hour response to work orders. In addition, a line item was added to the college's budget during the 2012-13 academic year to address specific technology needs. To date, approximately $2.5 million has been allocated to improve employee access to computer upgrades, student use of effective computing technology, and software for instructional purposes.[8] Now, the college is devoting additional dollars to secure Adobe site licenses, Turnitin instructional software, instructional classroom wireless access, digital signage, server upgrade, a mobile application project, and instructional media carts to expand SMART classrooms—all to improve the infrastructure of the college.

In fall 2014, the college president assigned an initial general fund budget of $50,000 per year to support the annual discretionary needs within the IT unit. This is complemented by the long-standing bond funds via Measure A that have allowed the college to establish SMART classrooms and to address other infrastructure needs of the institution. Annually, local in-service training is provided to team members to ensure that they are able to train faculty and staff in the use of SMART technology and administrative systems, as appropriate.

Recommendation 5. *Financial Accountability and Controls* (District). *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 students, 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)*

Response: In 2011, the district created administrative accountability and support via the hiring of permanent personnel, including the director of Enterprise Services. As well, the district upgraded the PeopleSoft (Oracle) Enterprise PROMT computer information management system (IMS), including the modules for student, financial aid, human resources and finance, which has allowed for a more integrated approach. Further, the district created and addressed a series of financial controls that were illuminated in its Corrective Action Matrix. This reflects progress in addressing each of the audit findings, including the financial accounting system procedures, information systems, Bursar's office and Trust fund activity reporting, accounts payable/purchasing functions, and use of the Associated Student Body fund to account for general fund revenues. Together, this progress, along with the other accomplishments, helped ensure that the college and district could manage their resources effectively: for it ensured that the college had the resources to carry out its essential administrative, instructional, and student support services while also assuring a significant increase in the level of financial integrity and accountability. Expected corrective action and system testing has been completed. During this period, the governing board was provided regular updates on process and, ultimately, achievements. The governing board continues to receive regular updates via the district Office of Information Technology.

See below for a more complete response to **2009 District Recommendation 3 (financial resources)** in the third section, "Responses To District Recommendations From The Most Recent Educational Quality And Institutional Effectiveness Review."

Recommendation 6. *Board and District Administration* (District). *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, IV.B.3.a.b.c.f.g)*

See response below for 2009 District Recommendation 1 below within the third section on "Responses to District Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review.

Recommendation 7. *Governance and Consultation* (College/District). *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)*

Response: The college and district have strengthened and continue to clarify the individual and collective understanding of consultation practices and the decision-making processes and authority. Deliberate steps have been taken at all levels to ensure this outcome. They included elimination of the board committees, as the lack of refinement in their efforts had led to confusion about the scope of the work of the board and locus of leadership for the operation of the district service centers and colleges. Roles and responsibilities of the governing board and the chancellor were clarified in writing through annual training and in listening sessions. Functional maps and other documents were disseminated to reveal responsible parties and how planning and budgeting are integrated at the district and college levels. Administrative procedures were separated from the board policies as part of a complete updating of the board policies and administrative procedures. The framework for district-wide participatory governance was updated and disseminated widely. The agendas and minutes are now maintained on websites for review by all stakeholders.

See also the response below to (January 2011) Recommendation 1: *The team recommends that the 2010 Recommendation 5 be revised to include the following language: The Team additionally recommends*

Laney College

that the Board of Trustees continue to redefine the appropriate roles of the board and its relationship to the chancellor. The Board of Trustees should also refine and change the roles and charges of the Board Committees so that they also reflect an appropriate role for the board. (Standard IV.B.1, 3)

Chronology of College/District Reports & Commission Actions Between 2009 - 2013

Specific ACCJC recommendations were highlighted in the Commission's June 30, 2009, letter to the college president.[9] The Commission expected Recommendation #6 (and its concern #1 regarding student learning) to be resolved by 2010. The Commission also expected the institution to provide its status towards resolution of Recommendations #3 and #5 by 2011 and to demonstrate this in the March 15, 2011, Follow-Up Report. This would be followed by a visit of Commission representatives, with the expectation that resolution of Recommendations #3 and #5 would be demonstrated.

College/District Response to the 2009 ACCJC Recommendations.

Laney College commenced work on all of the recommendations and concerns. It submitted documents[10] to the Commission, including its March 15, 2010, Follow-Up Report.[11] In addition, the district submitted to ACCJC a special report regarding independent audit findings on April 1, 2010.[12] Together, these documents addressed Recommendations #6, #3, and #5, as well as the two concerns highlighted by the Commission that reflected the 2009 visiting team's Recommendation #1.

The Commission cancelled a scheduled visit to the college by a 2010 visiting team because the recommendations to be addressed "dealt exclusively with district issues." Instead, the district received a visit that resulted in a "Special Visit Report" from the April 19, 2010, visiting team. [13] In this report, they detailed the lack of clarity about whether or not Recommendation #6 (which they identified as #1) had been fully addressed; the investigative and initial improvement stage of addressing deficiencies in the management systems for Recommendation #3 (which they identified as #2); and the compromised fiscal integrity of the district for Recommendation #5 (which they identified as #3).

They also responded to reporting requirements that were outlined in a November 18, 2009, letter to then-Chancellor Elihu Harris wherein the visiting team had recommended a set of eight (8) additional recommendations due to insufficiencies in the areas of Other Post-Employment Benefits (OPEB) liabilities; the district's internal control structure; adherence to policies and procedures for personnel selection; proper placement of the inspector general within the district's organization hierarchy; clarifying the roles and responsibilities of the governing board and the district managers, including through the use of training and "regular review of the code of ethics to ensure understanding and application of its intent"; board reliance on the chancellor to carry out policy set by the board; and a strong reminder that the "board and district adhere to their appropriate roles…assuring that the college presidents can operate their institutions effectively."

After reviewing all of the documents from the college, district, and the visiting team, the Commission responded with its recommendations.[14] Their actions demonstrated an acceptance of the Laney College Follow-Up Report of March 15, 2010, and immediate placement of the college on probation for the significant deficiencies identified by the 2010 special visit team to the Peralta Community College District. Thus, the college had responsibility for working with its district to correct each deficiency. Recommendations 3 Management Systems (District), 5 Financial Accountability and Controls (District), and 6 Board and District Administration (District) remained, necessitating resolutions and follow-up reports by spring 2011.

The 2011 College/District Response to the 2010 ACCJC Recommendations

ACCJC June 2010 Decision: Placed the College on Probation.

Next Step: Submit Follow-Up Report March 15, 2011

The ACCJC president sent an action letter to the chancellor on January 31, 2011,[15] detailing the expectations of the district in terms of what must be addressed in its March 15, 2011, Follow-Up Report (see the recommendations below). This letter was succeeded by the informational and action letters to the college president on March

10, 2011;[16] they confirmed the dates of the visit by the ACCJC visiting team, April 11-13, 2011; and referenced the details sent to the chancellor. On April 1, 2011, the district submitted the Follow-Up Report on behalf of its four colleges, including Laney, to the ACCJC, WASC.[17] It was a nearly 150-page response, detailing concrete actions that the district, in concert with its colleges, was taking to resolve each recommendation. It highlighted new processes, training, status updates, and provided a corrective action matrix for each of the recommendations.

Together, the March 10th and the April 1st documents addressed each of the concerns below.

Laney College Follow-Up Report, March 15, 2011

(included a letter submitted on March 10th with much of the details submitted via the district's Follow-Up Report of April 1, 2011)

Recommendation 3. Management Systems (District)

Recommendation 5. Financial Accountability and Controls (District)

District Follow-Up Report, March 15, 2011
(received extension; submitted on April 1, 2011)

Recommendation 1. Rev.2010 #5 BOT Roles & Charges Board Committees. *The team recommends that Recommendation 5 be revised to include the following language: the team additionally recommends that the Board of Trustees continue to redefine the appropriate roles of the board and its relationship to the chancellor. The Board of Trustees should also refine and change the roles and charges of the Board Committees so that they also reflect an appropriate role for the board. (IV.B.1,3)*

Recommendation 2. Monitor Corrective Action Matrix & Address OPEB Bond. *The team recommends that the district continue to monitor its progress toward meeting the issues listed in the corrective action matrix. In particular, the district needs a plan to address the OPEB bond and to be evaluated on keeping to its 2010-11budget (III.D.1.2.3).*

Recommendation 3. BOT Board Policies & AP. *The team recommends that the Board of Trustees develop and implement a plan to review all board policies so that the policies reflect only policy language and that the operational processes for these policies be reflected in a system of administrative regulations (IV.B.1.e, IV.B.3).*

Recommendation 4. Address Recommendation from 2009, 2010 (Nov.2010). *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent on the district to ensure that these efforts continue and are institutionalized within the district.*

The Commission also expected updates on the status of:

- Status of PeopleSoft update on financial modules.
- *Status of OPEB liabilities and a copy of the consultant KNN report on the OPEB.*
- *Status of corrective action plans to **all** audit recommendations and federal awards delegated to the "new" chancellor as referenced in the CAM.*
- *Status of new chancellor search and the district response to sustain leadership continuity in the chancellor position.*
- *Status on the training of the Governing Board in terms of financial roles & responsibilities delegated to new chancellor in the CAM.*

The ACCJC visiting team made their scheduled April 11-12, 2011, visit, and provided to the Commission their findings. They recognized significant progress made by the district. In fact, they found that the district had met all of the recommendations, 1-4. Still, they conveyed the need for the Peralta Community College District to "…continue to be open and direct about its progress, …[ensure] self-evaluation and periodic review…, and otherwise continue on its path to improvement that has now been charted."

On June 20, 2011, the ACCJC president issued her action letter to the college president.[18] It reflected the Commission's actions of June 2011, which were to accept the Peralta Community College District Follow-Up

Report of April 1, 2011, and remove the "Probation" from the status of the college and replace it with a "Warning" status. This change was due to the significant progress made. Deficiencies still remained in several areas, specifically:

Recommendation 1. OPEB Bond Liability. *The District has identified several options to address the OPEB liability without stating which option it intends to pursue. In accordance with Standard III.D.1, b and c, and Eligibility Requirement 17, the district needs to identify the amount of obligation that currently exists as a result of the activities related to the OPEB loss and establish a plan and timeline that show the District will pay off any liability that may have resulted form the OPEB bonds.*

Recommendation 2. Outstanding Audit Findings. *In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18,the district needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to audit control number (CAN) 09-2009-10795. That letter identifies the findings for each of the four colleges as those findings related to Department of Education areas of funded programs including Title IV and financial aid. Additionally, the district should resolve all audit findings in the Varinek, Trine, Day & Co., LLP, Certified Public Accountant's audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.*

Recommendation 3. Long-Term Fiscal Stability. *While evidence identifies progress, the district has not achieved compliance with Standard III.D. and Eligibility Requirement #17. Specifically, the district has not achieved long-term fiscal stability related to resolution of collective bargaining agreements on compensation and post-retirement benefits. Therefore, in order to meet the Standards and Eligibility Requirements, the district must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.*

Recommendation 4. Board Policies and Administrative Procedures. *While evidence identifies progress, the district has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the district has not completed the evaluation of board policies to the end of maintaining policies that are appropriate to policy governance and establishing policies that inappropriately reflect administrative operations. Therefore, in order to meet Standards and Eligibility Requirements, the district must evaluate all board policies and implement actions to resolve deficiencies.*

Recommendation 5. Fiscal Capacity to Adequately Support Q Student Learning Programs and Services. *While evidence identifies progress, the district has not achieved compliance with Standard III.B. and Eligibility Requirements #5 and #17. Specifically, the district/colleges do not demonstrate the fiscal capacity to adequately support quality student learning programs and services. Therefore, in order to meet Standards and Eligibility Requirements, the district/colleges must evaluate the impact of financial decisions on the educational quality and implement actions to resolve any deficiencies.*

These recommendations superseded any previous recommendations assigned to the Peralta Community College District. The Commission required the college/district to remedy each of these matters with Follow-Up Reports.

ACCJC's June 2011 Decisions: Removed "Probation" status and placed the College on "Warning" status while identifying a new set of 5 recommendations.

Next Step: Submit Follow-Up Report March 15, 2012

The 2012 College/District Response to the 2011 ACCJC Recommendations

By March 15, 2012, Laney College submitted its Midterm Report and the PCCD submitted its Follow-Up Report.[19] Together, they addressed each of the above recommendations. At its June 6-8, 2012, meeting, the Commission decided to keep the college on warning with the expectation that it would correct all deficiencies and report those results in its Follow-Up Report of March 15, 2013.

While the Commission accepted the reports, the Commission's July 2, 2012, letter signaled the need to be more explicit in addressing what the college (and district) had done to ensure it had the fiscal capacity to adequately support quality student learning. They sought more than principles and practices employed in addressing fiscal reductions. Regarding Recommendation 5, the Commission expected more details about the "specific impact the reductions and changes had and what the future impact of those reductions and changes would be."

As well, they required more analysis of staff sufficiency and the quality of

educational programs and services before and after budget reductions, with "sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the college…and how it intends to deal with any resulting negative impact." Further, the Commission communicated an urgency to remedy the other outstanding district-level recommendations in order to fully meet Standards III and IV; and the appropriate Eligibility Requirements, numbers 18, 17, and 3 with Recommendations 2 (resolve all audit findings), 3 (demonstrate fiscal stability for the long-term and assess the impact of the new revenue achieved through the passage of the parcel tax), and 4 (complete the review and revision of all board policies, respectively, and as highlighted above).[20, 21]

2013 College/District Response to the 2012 ACCJC Recommendations

Laney College submitted its Follow-Up Report,[22] in advance of the March 15, 2013, deadline. Significantly more comprehensive than the 2012 Midterm Report, this 2013 Follow-Up Report highlighted in more concrete detail the actions of the college during its previous three-plus years of working systematically to address institutional needs and fill resource-related gaps, given the extreme fiscal conditions with which it had had to deal in order to ensure that the college had the fiscal capacity to adequately support quality student learning programs and services (Recommendation #5). These conditions were rendered more challenging due to the significant decrease in general fund budget allocations to the college, in addition to other challenges. However, the college was able to leverage the innovative intelligence of its human resources and find alternative sources of funding, including facilities bond funds, to mitigate many of the challenges. This was systematically revealed in a stepwise analysis of the impacts of financial decisions on faculty, classified and administrative staffing, and the impact on the quality of educational programs and services. The latter was detailed with an overview of the budget context prior to and after budget reductions, and discrete analyses of the impact of budget reductions on academic affairs (instruction) and student affairs (student support services). As well, the college presented its evaluation of the impact of financial decisions on student success, i.e., progress and achievement, success and retention rates, degree and certificate completion, and CSU and UC transfers. This was followed by a plan for ensuring quality educational programs and services, an analysis of the impact of fiscal changes on district-provided services with district/college solutions, evidence of meeting eligibility requirements, and ensuring staff sufficiency.

Further in the college's Report, the district demonstrated how we systematically focused via the administrative and participatory (shared) governance structures on addressing the outstanding audit findings (Recommendation #2) and its long-term fiscal stability and collective bargaining matters (Recommendation #3). As well, the district, in collaboration with its colleges, resolved Recommendation #4 about the board policies and administrative procedures primarily by adopting the framework provided by the Community College League of California.

The leveraging of administrative and participatory governance structures to resolve the outstanding recommendations set the stage for institutionalizing sound practices that will help ensure that the district and the college can systematically and continuously improve their policies, practices and overall effectiveness.

On July 3, 2013, the college president received an e-mail communiqué from the ACCJC president to "regional CEOs, ALOs and Interested Officers" regarding its report on the June 5-7, 2013, commission meeting[23] removing Laney College from "Warning" status on the basis of its Follow-Up report with visit. Subsequently, the college president received the commission's July 3, 2013, action letter[24] affirming the ACCJC team's findings, which were that "Peralta Community College District had addressed all prior year audit findings from 2008-09, 20010-11, and new findings for 2011-12"; …"district has taken its significant budget problems seriously and intently, with the result that the district is in healthy financial condition. It has also completed its review of board policies, making revisions as necessary. The visiting team found that Laney College has maintained the educational quality of its programs and services. Any negative impacts resulting from past budget reductions have been minimized so that the college remains focused on its mission."

Responses to District Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review (as of October 1, 2014)

The responses to district recommendations include not only those from the 2009 Institutional Self-Study Report, but to all district recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC) since June 30, 2009. Given their number, the district recommendations are grouped into categories and responses are provided accordingly.

Board and District Administration

2009 District Recommendation 1: Board and District Administration

The team recommends that the district assess the overall effectiveness of its service to the college(s) and provide clear delineation of functional responsibilities and develop clear processes for decision making. (Standard IV.B.1, IV.B.3.a.b.c.f.g)

Response: Central to addressing this recommendation was the implementation in fall 2009 of the Planning and Budgeting Integration Model (PBIM) and the district-level committee structure comprised of the District Technology Committee, the District Facilities Committee, the District Education Committee, and the higher-level Planning and Budgeting Council, which reports directly to the chancellor. Each of these four committees includes the appropriate district office vice chancellor or associate vice chancellor; appropriate district and college administrators; faculty; and staff from the four colleges and district office service centers. What was noted in 2009, and has proven to be true, is that these committees and their membership are able to actively address district services and, through well-designed meeting agendas, are able to focus on collaboration between the district office service centers and the colleges to provide a greater focus on those "services" which are centralized. This structure has provided much clarity regarding district versus college functional responsibilities and provides a clear process for decision making, with all final decisions being made by the chancellor. It should be noted that the Chancellor's Cabinet, which is comprised of the four college presidents and lead district administrators, serves as a forum to discuss key issues and possible solutions.

As noted previously, when this process was implemented five years ago, it was agreed that college planning is the foundation of the Planning and Budgeting Integration (PBI) process, since the colleges are closest and most responsible for the educational needs of the students and who are charged with ensuring student success. The first element of the PBI requires the colleges to conduct program reviews every three years, to provide an annual program update, and to develop annual educational and resource planning priorities. These efforts are in alignment with the five district strategic planning goals and the annual institutional objectives/outcomes. The colleges integrate the results of their "subject matter" committees into college planning, e.g., technology committees, curriculum committees, facilities committees, etc. During the annual institutional planning process, the colleges develop plans addressing instructional and student services programs, staffing priorities, fiscal priorities, IT and equipment, facilities, and marketing. It has been established that the planning of the four colleges must drive district planning, which then drives the provision of district services or those services which are centralized.

The roles of the Education Committee, Technology Committee, and Facilities Committee are to support the colleges in coordinating their efforts and resolving issues. These committees also provide subject matter expertise in their respective areas by including college and district representatives with relevant knowledge, responsibility, and experience. These committees are responsible for communicating with their counterpart committees at the colleges (including possible cross-membership).

As stated when this process began in 2009, these district committees are charged with developing district-wide recommendations that best serve students and the community by using evidence-based processes and criteria. Further, the overarching Planning and Budgeting Council is charged with making recommendations to the chancellor. The council often receives draft policy initiatives from the chancellor in his effort to seek input and recommendations before the taking any significant action.

The Planning and Budgeting Council (PBC) is responsible for providing oversight on the implementation of strategic planning and annual institutional objectives/outcomes. In fact, each of the four committees is required to set annual objectives aligned with the strategic planning goals. The Planning and Budgeting Council also insures accountability.

The PBI process begins each year with an all-day off-site summit wherein all committee members gather and hear from the chancellor the key issues that need to be addressed during the year. Opportunity is provided for the committees to begin setting their annual objectives and to review the previous year's objectives. The summit has proven to be a key reminder of the need for district office service centers and the colleges to work collaboratively, transparently, and accountably—which addresses functional responsibility and decision-making.

It is clear that the PBI process provides clarity about decision-making and addresses functional responsibilities. One can access committee agendas, minutes, documents, the results of the annual assessment of the PBI process, and other key materials on the Planning and Budgeting Integration web site.[25]

In addition to the PBIM process, there is a Chancellor's Cabinet (prior to July 2012, called the Strategic Management Team), which meets weekly. The Chancellor's Cabinet is comprised of the chancellor; the four vice chancellors (educational services, finance and administration, human resources and employee relations, and general services); the associate vice chancellor of Information Technology and the associate vice chancellor of student services; general counsel, the director of public information, communication and media; and the four college presidents. (It should be noted that at the time this response was written, the position of deputy chancellor and chief operating officer was open. Once hired, this individual would be involved in the Chancellor's Cabinet as well as the PBI process.) The cabinet also has clarified functional responsibilities and processes for decision-making. The Chancellor's Cabinet reviews the work and actions of the PBI committees, and addresses topics which may be sent to the PBI committees for input/feedback. It goes without saying that the ongoing weekly interaction among these cabinet members facilitates open dialogue regarding all aspects of district planning and district operations.

It should also be noted that during the process of updating board policies and district administrative procedures, two administrative procedures relevant to this recommendation were approved. AP 2430 Delegation of Authority to the chancellor's staff details the roles and responsibilities of district managers who report directly to the chancellor. AP 3250 Institutional Planning details decision-making through the district committee process.

The district has continued to address this recommendation regarding a clear delineation of functional responsibilities and having clear processes for decision-making. The district/colleges meet the standards associated with this recommendation.

***

(2010) Recommendation 2: *In order to meet the Standards, the team recommends the district evaluate the reporting structure with regard to the inspector general so that the position is properly placed in the hierarchy of the district organization. (Standard IV.B.1.j)*

(2010) Recommendation 7: *In order to meet the Standard, the visiting team recommends a change in the reporting relation of the inspector general from the Board of Trustees to the chancellor. (Standard IV.B.1.j)*

Response: As reported in the October 15, 2010, Follow-Up Report, at the July 19, 2010, board meeting it was unanimously agreed that the inspector general position would report directly to the chancellor. On January 5, 2011, the individual serving in this position resigned from the district. At that point in time, the position was discontinued.

This recommendation is fully resolved and the associated accreditation standards are met.

(2010) Recommendation 3: *In order to meet the Standards, the team recommends the district clarify the role of the board members with respect to the work of the district managers. This would include a review of reporting structures, methods for board inquiries, distinction between board policy setting and oversight, and management, leadership, and operational responsibilities for the district. (Standards IV.B.1.d, IV.B.1.j)*

(2010) Recommendation 4: *In order to meet the Standard, the team recommends the district provide ongoing and annual training for board and management on roles and functions as it relates to district policy*

and operations. (Standard IV.B.1.f)

(2010) Recommendation 5: *In order to meet the Standard, the team recommends the district engage in ongoing discussion about the role of the board and how it serves its trustee role for the good of the district. The role of the board should be reviewed regularly with each board member. (Standard IV.B.1, IV.B.1.j)*

(January 2011) Recommendation 1: *The team recommends that the 2010 Recommendation 5 be revised to include the following language: The Team additionally recommends that the Board of Trustees continue to redefine the appropriate roles of the board and its relationship to the chancellor. The Board of Trustees should also refine and change the roles and charges of the Board Committees so that they also reflect an appropriate role for the board. (Standard IV.B.1, 3)*

(2010) Recommendation 8: *In order to meet the Standard, the visiting team recommends a regular review of board roles to assure that the board is relying on the chancellor to carry out the policy set by the board. (Standard IV.B.1.j)*

(2010) Recommendation 9: *The team recommends the Board of Trustees and district adhere to their appropriate roles. The district must serve the colleges as liaison between the colleges and the Board of Trustees while assuring that the college presidents can operate their institutions effectively. Meanwhile, the board must not interfere with the operations of the four colleges of the district and allow the chancellor to take full responsibility and authority for the areas assigned to district oversight. (Standards IV.B.3.a-g)*

Response: 2010 Recommendations #3, #4, #5, #8, and #9 and 2011 Recommendation #1 addressed the roles and responsibilities of a community college Board of Trustees. The recommendations stressed the need for the board to focus on its role as a policy-making body and that the board act in a manner consistent with its policies and bylaws; that the board has a means for board development; that the board hires the chancellor and delegates full responsibility and authority to him/her to implement and administer board policies without board interference; and that all other personnel, especially the college presidents, report

to the chancellor and not to the board. Further, it was stated that Board Committees, which existed at that time, needed to stay within the scope of work of a board of trustees and not become involved in the operations of the district service centers and the colleges.

In 2010, the members of the Board of Trustees engaged in intensive training provided by the Community College League of California (CCLC). The training focused on the roles and responsibilities of the board and on ACCJC Standard IV.B. Of the seven current elected board members, six went through this training. As a result of the training, the board adopted the CCLC document, "Board and CEO Rules: Different Jobs, Different Tasks (2000)." The board was clear in stating that the board has authority only to hire and evaluate the chancellor, and that it assigns the chancellor responsibility for the operation of the district and the hiring and evaluation of all administrators.

As the board updated board policies per an ACCJC recommendation, there were four specific policies adopted in 2011 and one in 2012 that demonstrated the board's knowledge of their function, purpose, role, and responsibilities. In so doing, the board demonstrated compliance with accreditation Standard IV.B and full resolution of any previous deficiencies.

Board Policy 2200: Board Duties and Responsibilities references accreditation Standard IV.B.1 and California Education Code section 70902; in so doing the policies delineate the responsibilities of the board, especially that the board "respect[s] the authority of the chancellor by providing policy, direction, and guidance only to the chancellor who is responsible for the management of the district and its employees, and delegate[s] the authority to the chancellor to issue regulations, and directives to the employees of the district."

The board eliminated board committees that had previously existed. When revising and updating board policies, they adopted a policy on the board's ability to meet as a Committee of the Whole (BP 2220) to "gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the board for further discussion and action."

The board adopted a very detailed policy regarding Delegation of Authority to the Chancellor (BP 2430) and a very clear policy on Board Education (BP 2740).

On November 12, 2013, the board held a special workshop which continued to demonstrate their ability to work within their official role of working directly with and delegating full responsibility to the chancellor. The agenda for the special workshop covered strategic planning, board/chancellor relations, the chancellor's goals, and the board's goals and professional development.

The minutes from this meeting provide insight into how the board continues to meet and even exceed accreditation Standard IV.B. The board spoke about "the open lines of communication they have had with the chancellor and even thanked the chancellor for bringing leadership and a sense of calmness to the district leadership." They looked "forward to continuing to move in a positive direction." The chancellor stated that he "appreciates board members calling [him] before board meetings with any questions they have about the board agenda which streamlines board meetings and (fosters) open communication."

At this November 12, 2103, meeting the board addressed the fact that "accreditation is fundamental to how we operate." In keeping with accreditation standards, board members noted that the focus must be on best practices in the areas of institutional integrity, teaching and learning processes, student support systems, resources, and governance. A trustee alerted his fellow trustees to read through the ACCJC "Guide to Accreditation for Governing Boards." This focus on accreditation demonstrated how far the board had come in their willingness and commitment to meeting and even exceeding standards in an effort to provide for the good of the community and to ensure student success.

In terms of board development at this November 12, 2013, meeting, the board addressed the "number of workshops and conferences that board members can attend to achieve trustee excellence." The newest member of the board, who currently is its vice president, "spoke about the board's interest in the Excellence in Trusteeship program presented by the Community College League of California (CCLC). She felt (that) this program was important for the board to be involved in…. (since)

it has a direct relationship in their role as trustees." To date each of the seven elected board members has been very active in in the CCLC Excellence in Trusteeship program.

At this same meeting, the board began its annual self-evaluation.

As noted, the board continues to take seriously the accreditation standards and those standards which address the role of the board of trustees. The board continues to demonstrate that these previous recommendations continue to be resolved and that accreditation standards are met.

***

(2010) Recommendation 6: *In order to meet the Standards, the team recommends the board consider regular review of the code of ethics to assure thorough understanding and application of its intent. (Standard IV.B.1,e; IV.B.1.h)*

Response: In addressing this recommendation in 2010, the board conducted a review of the code of ethics and conflict of interest code; and reviewed pertinent ACCJC accreditation standards, the California Government Code, and California Education Code. In September 2010, the board agreed that within the annual board self-evaluation they would evaluate themselves in keeping with the code of ethics.

During the updating of board policies and administrative procedures, the code of ethics and conflict of interest were reviewed and significantly updated. BP 2715 Code of Ethics and Standards of Practice was finalized by the board at the end of 2012, and AP 2710 Conflict of Interest Disclosure also was approved. At the beginning of 2013, the board finalized BP 2710 Conflict of Interest and AP 2712 Conflict of Interest Code. All four went through a first and second reading at the meeting, and it was clear that the board took these quite seriously.

This recommendation continues to be resolved, and the associated accreditation standards are met.

***

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response: This recommendation has been appropriately placed in each section of the district recommendations where there are recommendations from 2009 and 2010. The responses in each area continue to show that the Peralta Community College District continues to address all recommendations, including those from 2009 and 2010, as the district assists the colleges in meeting and exceeding the accreditation standards.

***

(January 2011) Recommendation 3: *The team recommends that the Board of Trustees develop and implement a plan to review all board policies so that the policies reflect only policy language and that the operational processes for these policies be reflected in a system of administrative regulations (procedures). (Standard IV.B.1.e, IV.B.3)*

(June 2011) Commission Recommendation 4: *While evidence identifies progress, the district has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the district has not completed the evaluation of board policies to the end of maintaining policies that are appropriate to policy governance and excluding policies that inappropriately reflect administrative operations. Therefore, in order to meet Standards and Eligibility Requirements, the district must evaluate all board policies and implement actions to resolve deficiencies.*

(2012) Commission Recommendation 4: *[In the June 2011 action letter, ACCJC stated the following:] While evidence identifies progress, the district has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the district has not completed the evaluation of board policies to the end of maintaining policies that are appropriate to policy governance and excluding policies that inappropriately reflect administrative operations. Therefore, in order to*

meet Standards and Eligibility Requirements, the district must evaluate all board policies and implement actions to resolve deficiencies.

[In the July 2, 2012 letter, ACCJC updated the recommendation:] The district has revised a significant number of its board policies. This project needs to be completed so that all policies are reviewed and revised as necessary by March 15, 2013.

Response: As reported in the March 15, 2013, Follow-Up Reports filed by the four colleges, the district has reviewed and revised all Governing Board policies and district administrative procedures. The district, under the leadership of the Governing Board and the chancellor, adopted a comprehensive approach to policy and procedure review through the utilization of the Community College League of California (CCLC) framework for policies and procedures. This approach involved renumbering and transitioning the existing District Board Policy Manual to the CCLC framework, eliminating any unnecessary policies and procedures, as well as adopting some new policies and procedures. It should be noted that 68 of the 72 California community college districts use the CCLC approach to board policies and district administrative procedures.

Since the submission of the March 15, 2013, Follow-Up Report and the review by an ACCJC evaluation team in April 2013, the Peralta Community College District continues to use the CCLC approach to updating and revising board policies and district administrative procedures. With update #22 (June 2013), the district revised/updated four policies and ten administrative procedures. With update #23 (October 2013), the district revise/updated seven policies and six administrative procedures. Additional administrative procedures have been updated, given the many procedural changes in keeping with California Community Colleges Student Success and Support Act. At the time this response was being written, the district had engaged in reviewing and updating the specific policies and procedures associated with CCLC update #24 (April 2014). It is anticipated that there will be an update #25 (October 2014), which the district will work with.

This recommendation continues to be resolved; there is an ongoing process now for reviewing and updating board policies and district

administrative procedures; the standards continue to be met.

***

Technology

2009 District Recommendation 2: Management Systems *The team recommends that the district immediately resolve the functional issues associated with the implementation of the district-wide adopted software management systems for students, human resources, and financial administration. (Standards III.C.1.a, III.C.1.c, III.C.1.d, and IV.B.3.b)*

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response: This management systems recommendation initially was addressed in the college Follow-Up Reports submitted March 15, 2010, (and the number assigned to the recommendation differed in the college letters) and was further addressed in the district Follow-Up Report submitted October 15, 2010. This clearly was a district-level recommendation since the district Office of Information Technology was and is responsible for the management of the enterprise management system, PeopleSoft.

The PeopleSoft system was purchased in 2004/2005; and while various financial modules were implemented in 2005, the student administration system and other non-finance modules were implemented in November 2007. Because of the experience in implementing various financial modules, the district hired RWD Technologies to provide a change management strategy to assist in the move from the legacy system to PeopleSoft. RWD provided a successful approach and provided a method to address problems experienced by front-end users as the transition was made. As noted in 2010, the move from a "data storage" system to a "process control" system created a major shift for end users.

However, when RWD Technologies services were discontinued, their process was not maintained or continued in an effective manner. This led to frustration and complaints, since it was not always clear who was in charge. RWD had used a clear project governance system, defined leadership roles and expectations, structured leadership to own projects across the colleges, and provided clear reporting on project status. And so to address this accreditation recommendation, a decision was made to implement a structure in keeping with the RWD process and to communicate this widely throughout the district as a means of addressing functional issues and implementation of additional non-financial modules.

The PeopleSoft Resolution Team (PRT) was established and is currently chaired by the director of enterprise services. The PRT is the coordinating body that identifies critical implementation functions. PRT members are kept up-to-date on the implementation of new PeopleSoft modules. The PRT meets monthly and is thus provided monthly updates and an opportunity to give monthly input to the director of enterprise services. The PRT's essential charge is to identify and prioritize the ongoing and new functionality issues or needs, monitor the resolution of identified issues, and receive status reports from the office of information technology. Within the current Planning Budgeting Integration (PBI) Model, the PRT provides regular status reports to the District Technology Committee.

There is a PeopleSoft resolution team.[26] On the front page of the web site it notes that "The PeopleSoft Resolution Team offers an institutional forum to facilitate discussion and deliberations related to the district's PeopleSoft database and associated applications. An expression of shared governance practices, the PRT's administrative procedures are outlined below (PRT Administrative Procedures). The team also serves as a repository for all of the projects and issues handled by numerous functionality teams whose documents appear in the navigation on the left."

There also is a Footprints ticket method now for submitting online requests needing tech support.[27] As noted on this web page, one can submit, edit, and check on the status of each tech support request. Also, the help desk puts out a weekly report on completed projects, which is posted on the web page.

Increased staffing to assist with PeopleSoft modules and PeopleSoft issues has been important. There is a director of enterprise services; two application software analysts; two senior application software analysts; one senior PeopleSoft database administrator; one enterprise resource planning project manager; and five analysts in specific areas who review specific PeopleSoft modules (research, student finance, curriculum, financial aid, and admissions and records).

It is to be noted that during the 2013-2014 academic year, there was a specific emphasis on moving from the financial aid module in the legacy system to the financial aid module in the PeopleSoft system. The project was assisted by a consultant. There was active involvement of appropriate financial aid staff. The PeopleSoft financial aid module was implemented successfully, and ongoing review and training will be provided.

The issues related to this 2009 recommendation remain resolved and the standards are met.

***

Human Resources

(2010) Recommendations 1: *In order to meet standards at all times, all personnel selection actions must adhere to the established policies and procedures. (Standard III.A.1.a)*

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response: This 2010 recommendation came as a result of the creation of the inspector general position, which reported to the board (and has since been eliminated); and the creation of the vice chancellor of human resources position, which caused confusion among constituencies about the process of creating a new position. As noted by the visiting team, "Direct operational control of the district should be handled by the chancellor rather than by members of the board acting individually as though they speak for the entire board."

As reported in the October 15, 2010, Follow-Up Report, in July 2010 the interim chancellor was extremely clear with the board that he and he alone reported to the board, that the board had a limited role in personnel selection, and that board training (which happened) would be essential to help them better understand their role and responsibilities. The current chancellor and the board have an effective working relationship, and the chancellor is the only employee who reports to the board.

With the review and updating of board policies and district administrative procedures, all personnel or human resources policies and procedures were updated. These board policies and district administrative procedures are being adhered to. Those pertinent to this 2010 recommendation are listed below; more information can be found by visiting the board's website. [28, 29, 30, 31, 32, 33, 34, 35, 36]

> Board Policy 7120 Recruitment and Hiring
> Board Policy 7210 Academic Employees
> Board Policy 7230 Classified Employees
> Board Policy 7240 Confidential Employees
> Board Policy 7250 Academic Administrators
> Board Policy 7260 Classified Managers
> Administrative Procedure 7121 Faculty Hiring
> Administrative Procedure 7123 Hiring Procedures for Regular Academic Administrators and Classified Managers
> Administrative Procedure 7125 Hiring Acting and Interim Academic and Non-Academic Administrators

This recommendation remains resolved and the accreditation standards are met.

***

Financial Resources

2009 District Recommendation 3: Financial Resources and Technology: *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 students, 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 (Standards III.D.1.a, III.D.1.b, and III.D.2.a).

(January 2011) Recommendation 4: *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response: This recommendation was last responded to in the April 1, 2011, district Follow-Up Report. The April 2011 visiting team noted that hiring a director of enterprise services to manage the PeopleSoft system was key to resolving this recommendation. This position has been sustained and, as noted by the April 2011 visiting team, the director of enterprise services focused on the issues identified by the 2009 visiting team. The Commission viewed this recommendation as having been fully resolved.

The district continues to upgrade and support the modules within PeopleSoft to allow for accurate and timely financial reporting. During the last fiscal year, the human resources and student finance module were upgraded and the student financial aid module was implemented. The full implementation of the student financial aid module was completed in August 2014. This module has been welcomed by students and by those who work in the Office of Financial Aid at the district and at the four colleges. Another improvement to the PeopleSoft system is the use of the electronic personnel action request, since it provides for position control and electronic oversight of the financial transactions associated with the requested position. The electronic content management feature is being implemented and is important to the work of accounts payable. Trust and agency funds have been moved from the legacy system to the PeopleSoft system, which provides a better method of oversight and management of these funds.

The colleges have the ability to access and run all of their financial information, as all of the college business managers have the capacity to run their financial statements at any time during the fiscal year. The college business managers have access to the general ledger to allow

for inquiry and report processing as needed. The vice chancellor of finance and administration, the college business managers, and the associate vice chancellor of information technology meet on the first Thursday of every month for ongoing assessment of the PeopleSoft financial management functions, providing for an ongoing discussion of how to improve the system and continue the dialogue regarding effective electronic budget management. These monthly meetings will be important as the district moves to upgrade the financial management modules to PeopleSoft version 9.0 during the 2014-2015 academic year. It should be noted that this upgrade is a priority in the district information technology strategy plan.

This recommendation remains resolved and the associated accreditation standards continue to be met.

<center>***</center>

(January 2011) Recommendation 2: *The team recommends that the district continue to monitor its progress toward meeting the issues listed in the corrective action matrix. In particular, the district needs to plan to address the OPEB bond and to be evaluated on keeping to its 2010-2011 budget. (Standard III.D.1.2.3)*

(June 2011) Commission Recommendation 1: *The district has identified several options to address the OPEB liability without stating which option it intends to pursue. In accordance with Standard III.D.1, b and c, and Eligibility Requirement #17, the district needs to identify the amount of obligation that currently exists as a result of the activities related to the OPEB loss and establish a plan and timeline that reflects how the district will pay off any liability that may have resulted from the OPEB bonds.*

(Special Report 2013) *The district shall provide a report that clearly states the district's plan for funding its OPEB obligations, including an assessment of the OPEB bonds and the increasing debt service required. (Accreditation Standard III.D.3.c)*

Response: Two previous district recommendations required that the Peralta Community College District address OPEB obligations and the liabilities associated with the district OPEB bonds. Further, in 2013

the Peralta Community College District was required to file a special financial report that provided the district's plan for funding its OPEB obligations.

The special financial report which was filed with ACCJC on April 1, 2013,[37] provided details from the OPEB Substantive Plan (December 2012; updated September 2014).[38] Both documents should be referenced for details that demonstrate that the district has been addressing and continues to address OPEB obligations and liabilities as well as the district OPEB Bonds. The OPEB Substantive Plan fully addresses the issues that were cited by ACCJC. The district has a Retirement Board[39] which meets regularly to provide oversight of OPEB bonds and planning and to review investment portfolio updates.

Beginning in fiscal year 2011, the district made substantial and critical changes on how it valued and funded its OPEB liabilities and debt. In order to manage and reduce liabilities, the district: successfully negotiated with collective bargaining units to place maximums or caps on district paid health benefit plans, implemented a OPEB charge that brought new revenue into the OPEB trust, changed the investment policy statement so that it matches the targeted rate of return with the OPEB liability, and restructured the program oversight to one that provides more transparency and accountability. As a direct result of these accomplishments, the actuarial value of the OPEB liabilities had decreased $39 million by April 2013; trust assets had increased by $50 million; and related debt service had been held to approximately 5% of the unrestricted general fund. It was determined that over time all debt service would be funded out of trust assets that are in excess of the actuarial liabilities. The current actuarial determined liability is $174,703,920, compared to trust assets of $218,549,849. A new actuarial study will begin in November 2014 and will be completed by March 2015. Over time as the difference between the liabilities and trust assets widens, the assets in excess of the liabilities will be used to fund partially or fully the related debt service. As the evidence to date suggests, the district's plans have been successful, and over the next 25 years are projected to fully fund all associated liabilities. Please refer to Standard III.D.1.c and III.D.1.d for additional information.

This recommendation remains resolved and the associated accreditation standards continue to be met.

***

(Special Report, November 2009) The district was required to file a report by March 15, 2010, requiring responses to specific audit findings in the 2008 audit: OPEB liabilities, Oversight and Monitoring (2008-1), Financial Accounting System Procedures (2008-2), Information Systems (2008-3), Bursar's Office and Trust Fund Reporting Changes (2008-8), Accounts Payable/Purchasing Functions (2008-11), and Using Associated Student Body Fund to Account for General Fund Reserves (2008-18).

(June 2011) Commission Recommendation 2: *In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the district needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to audit control number (CAN) 09-2009-10795. That letter identifies the findings for each of the four colleges as those findings relate to Department of Education areas of funded programs including Title IV and financial aid. Additionally, the district should resolve all audit findings in the Vavrinek, Trine, Day, & Co. LLP, Certified Public Accountants' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.*

(2012) Commission Recommendation 2: *[In the June 2011 action letter, ACCJC stated the following:] In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the district needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to audit control number (CAN) 09-2009-10795. That letter identifies the findings for each of the four colleges as those findings relate to Department of Education areas of funded programs including Title IV and financial aid. Additionally, the district should resolve all audit findings in the Vavrinek, Trine, Day, & Co. LLP, Certified Public Accountants' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.*

[In the July 2, 2012 letter, ACCJC updated the recommendation:]

Although the district has resolved a significant number of the audit findings from prior audits, a number of audit findings remain unresolved. The remaining audit findings need to be resolved by March 15, 2013.

(Special Report 2013) *The district shall provide excerpts from the 2011/12 audit report showing that the district has addressed the multiple 2010/11 audit findings, especially those that were repeated from prior years. If the report shows that the district has not resolved the persistent findings, the district should submit a plan that demonstrates how the findings will be resolved. (Accreditation Standard III.D.3.c)*

Response: These recommendations address audit findings. The focus is the requirement that specific audit findings be resolved and that the district should have a plan for resolving audit findings.

In November 2009, the Peralta Community College District was required to submit a special report addressing seven specific audit findings: OPEB liabilities (which became a separate recommendation as noted above); district internal control structure (internal control system, oversight and monitoring, financial accounting system procedures, information systems, bursar's office and trust fund activity reporting changes, accounts payable/purchasing functions) and Associated Student Body Fund to account for general fund revenues. All of these audit findings were from the June 30, 2008, independent audit report, some of which were repeated from the 2007 audit report. The Peralta Community College District filed the report with ACCJC on April 1, 2010. It was with this report that the Peralta Community College District began a corrective action matrix approach to addressing audit findings. As the visiting team in November 2010 reported, "the matrix is a detailed plan which lists the corrective actions….for audit findings… The matrix lists the responsible party, due date, status, and related systematic integration." All of these audit findings have been and continue to be resolved.

The Peralta Community College District Office of Finance continues to use a corrective action matrix (CAM) as a plan of action/method for addressing any and all audit findings. As noted by the November 2010 visiting team, for each audit finding the CAM lists the needed corrective Action, the Responsible Point Person for resolving the audit finding, the expected due date for resolving the audit finding, a listing of the status of the resolution of the audit finding (which is updated until resolved), and the Systematic/Source Integration.

A Commission recommendation in June 2011 (which was repeated as a Commission recommendation in June 2012) required that all audit findings to that date in time be resolved by March 15, 2013. Further, the Peralta Community College District was required to submit a Special Financial Report on April 1, 2013. The Special Financial Report essentially was similar in content to the June 2011/June 2012 Commission recommendations. The visiting team report dated April 2013 reported that "the number of audit findings has been reduced from 53 as of 6/30/2009 to 8 as of 6/30/12. Of those 8, only four are from the prior year. The remaining 49 finding have been cleared." The July 3, 2013, Commission action letter noted, "the Peralta Community College District has resolved most of the 53 audit findings and is well on the way to resolving the remaining few. The District has also developed and implemented a plan to fund the Other Post-Employment Benefits (OPEB) Obligations." Of those eight (8) audit findings from June 30, 2012, five (5) were repeated in the June 30, 2013, findings: Time and Effort Reporting, Financial Reporting (one program), Equipment Management, Concurrent Enrollment, and CalWORKS Reporting. As of the time of the writing of this response, these five (5) have been resolved and the June 30, 2014, audit report will substantiate this conclusion.

Detail regarding independent audits and that "responses to external audit findings are comprehensive, timely, and communicated appropriately" can be found in Standard III.D.2.a and Standard III.D.2.b of this Institutional Self-Evaluation. Independent audit reports are available for review.[40] The most current corrective action matrix (September 21, 2014) is available.[41] At the time of the March 2015 site visit, the 2014 independent audit report will be available, as well as an

updated corrective action matrix.

These recommendations are resolved and the associated accreditation standards continue to be met.

***

(June 2011) Commission Recommendation 3: *While evidence identifies progress, the district has not achieved compliance with Standard III.D and Eligibility Requirement #17. Specifically, the district has not achieved a long-term fiscal stability related to resolution of collective bargaining agreements on compensation and post-retirement benefits. Therefore, in order to meet the Standards and the Eligibility Requirements, the district must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.*

(2012) Commission Recommendation 3: *[In the June 2011 action letter, ACCJC stated the following:] While evidence identifies progress, the district has not achieved compliance with Standard III.D and Eligibility Requirement #17. Specifically, the district has not achieved a long-term fiscal stability related to resolution of collective bargaining agreements on compensation and post-retirement benefits. Therefore, in order to meet the Standards and the Eligibility Requirements, the district must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.*

[In the July 2, 2012 letter, ACCJC updated the recommendation:] The district has secured modifications to the collective bargaining contracts resulting in a soft cap on retiree benefits. The district must demonstrate its ability to maintain its fiscal stability over the long term (beyond three years) and assess the impact of the new revenue achieved through the passage of the parcel tax.

Response: In the March 15, 2013, College Follow-Up Reports, the Peralta Community College District was able to report that the district had maintained fiscal accountability, stability, and solvency for fiscal years 2010-11, 2011-12, and 2012-13. This now also is true for fiscal year 2013-14.

The 2013 reports emphasized various strategies that were key to fiscal stability, and those continue to be foundational to ongoing fiscal stability.

- The district negotiated with all three collective bargaining units a variable rate cost cap on district paid medical and health care benefits.
- The district has in place a monthly financial reporting process through which monthly financial reports are disseminated and thus provides the district with the capability to continuously monitor and assess its fiscal capacity. In fact, since March 2013, each college has been able to run its own financial reports and monitor funds.
- The district implemented new board policies and district administrative procedures that establish minimum standards and accountability for budget preparation and funding.
- The district has a revised district budget allocation model (BAM) that was initially implemented in fiscal year 2012-2013. It continued to be reviewed and addressed in fiscal year 2013-14, and will be monitored again in 2014-15.
- The district successfully had voter support to pass the Measure B parcel tax which provides additional revenue for eight years: $7,682,155 (2012-13) and $8,053,384 (2013-14); and for 2014-2015, $8,055,785 has been budgeted.
- The district continues to build a strong reserve which was at 12.36% at the beginning of fiscal year 2014-2015. The district is doing so to offset the parcel ax when it expires. In 2012-2013, $2.8 million was added; $1.3 million was added in 2013-2014.

As can be seen, the district is taking the issue of fiscal accountability, stability, and solvency seriously and engaging in all possible methods to address this need.

This recommendation remains resolved and the associated accreditation standards continue to be met.

***

SYNOPSIS
Evidence

1. Commission 2010, 2011 and 2012 Recommendations: see http://www.laney.edu/wp/accreditation-status/
2. Documents, Timelines and Support Materials: http://web.peralta.edu/accreditation/
3. Laney College Institutional Self Evaluation, March 15, 2009, Submitted to ACCJC, WASC: http://www.laney.edu/wp/accreditation-status/files/2014/03/ACCJC-Evaluation-Report-Recd-March-2009.pdf
4. ACCJC Visiting Team Evaluation Report, April 2009, Based on April 9-12, 2009 Visit, Submitted to Laney College: http://www.laney.edu/wp/accreditation-status/files/2014/03/ACCJC-Evaluation-Report-Recd-March-2009.pdf
5. ACCJC Visiting Team Evaluation Report, April 2009, Based on April 9-12, 2009 Visit, Submitted to Laney College: http://www.laney.edu/wp/accreditation-status/files/2014/03/ACCJC-Evaluation-Report-Recd-March-2009.pdf
6. Mission and Goals: http://www.laney.edu/wp/mission-2/
7. Job Description of Senior College Information Systems Analyst: http://web.peralta.edu/hr/files/2012/10/Sr-College-Information-Systems-Analyst-JD.pdf
8. See Laney College Information Technology Expenditures, 2011-2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/Laney-College-Information-Technology-Expenditures.pdf
9. CCJC President Barbara A. Beno's Action Letter to President Frank Chong June 30, 2009: http://www.laney.edu/wp/events/files/2009/08/Accreditation-Status-Letter-June-2009.pdf & http://web.peralta.edu/accreditation/files/2010/03/ACCJC-District-and-College-Action-Letters-June-30-2009.pdf
10. Special Letter sent to ACCJC President Barbara A. Beno, March 13,2010: http://www.laney.edu/wp/accreditation-status/files/2010/03/Cover-Letter-Follow-Up-Accreditation-Report-15-March-2010.pdf
11. Laney College Follow Up Report, March 15, 2010, Submitted to ACCJC, WASC: http://web.peralta.edu/accreditation/files/2010/04/Laney_020910.pdf
12. Peralta Community College District's Special Report Regarding Independent Audit Findings Submitted to ACCJC, April 1, 2010: http://web.peralta.edu/accreditation/files/2010/04/ACCJC-Special-Report_040110-.pdf
13. ACCJC Visiting Team's Special Visit Report, April 19, 2010, Submitted to Peralta Community College District: http://www.laney.edu/wp/accreditation-status/files/2014/12/Special-Visit-Report-for-April-2010-Visit-Attachment-to-June-2010-Letter.pdf
14. ACCJC President Barbara A. Beno's Action Letter to President Elñora Webb June 30, 2010: http://www.laney.edu/wp/accreditation-status/files/2011/07/ACCJC-Action-Letter-to-President-June-30-2011.pdf
15. ACCJC President Barbara A. Beno's Action Letter to Chancellor Wise Allen January 31, 2011: http://www.laney.edu/wp/accreditation-status/files/2011/03/Accreditation-Correspondence-to-Chancellor-3.10.11.pdf
16. ACCJC President Barbara A. Beno's Letter to President Elñora Webb March 10, 2011: http://www.laney.edu/wp/accreditation-status/files/2010/02/Accreditation-Correspon-dence-to-Laney-President-3.10.11.pdf
17. Laney College/Peralta Community College District Follow Up Report, April 1, 2011, Submitted to ACCJC, WASC: http://web.peralta.edu/accreditation/follow-up-report-documentation-april-1-2011/
18. ACCJC President Barbara A. Beno's Action Letter to President Elñora Webb June 30, 2011: http://www.laney.edu/wp/accreditation-status/files/2011/07/ACCJC-Action-Letter-to-President-June-30-2011.pdf
19. Laney College Mid-Term Report, March 15, 2012, Submitted to ACCJC, WASC, http://www.laney.edu/wp/midterm-report-appendices/ & http://web.peralta.edu/accreditation/follow-up-report-and-documentation-march-15-2012/
20. ACCJC President Barbara A. Beno's Action Letter to President Elñora Webb July 2, 2012: http://www.laney.edu/wp/accreditation-status/files/2010/03/ACCJC-Action-Letter-7.2.2012.pdf
21. ACCJC President Barbara A. Beno's Action Letter to Chancellor José Ortiz July 2, 2012: http://web.peralta.edu/accreditation/files/2010/03/ACCJC-Peralta-Action-Letter-July-2-2012.pdf
22. Laney College Follow Up Report, March 15, 2013, Submitted to ACCJC, WASC: http://www.laney.edu/wp/accreditation-status/files/2014/03/Laney-Follow-Up-Report-Due-3.15.13-FINAL-SUBMITTED-REPORT.pdf
23. Regional CEOs, ALOs and Interested Officers, July 3, 2013, Subject: Report on the June 5-7, 2013 Commission Meeting: http://www.laney.edu/wp/accreditation-status/files/2014/12/ACCJC_Memo_To_Field_Commission_Actions_On_Institutions_07_03_2013.pdf
24. ACCJC President Barbara A. Beno's Action Letter to President Elñora Webb July 3, 2013: http://web.peralta.edu/accreditation/files/2010/03/ACCJC-letter7-3-13-Laney-College-Removed-from-Warning.pdf
25. Planning and Budgeting Integration Home: http://web.peralta.edu/pbi/
26. PeopleSoft Resolution Team web site: http://web.peralta.edu/prt/
27. Footnotes: http://helpdesk-dit/footprints/customer.html
28. Board Policy 7120 Recruitment and Hiring: http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf
29. Board Policy 7210 Academic Employees: http://web.peralta.edu/trustees/files/2011/04/BP-7210-Academic-Employees1.pdf
30. Board Policy 7230 Classified Employees: http://web.peralta.edu/trustees/files/2011/04/BP-7230-Classified-Employees.pdf
31. Board Policy 7240 Confidential Employees: http://web.peralta.edu/trustees/files/2011/04/BP-7240-Confidential-Employees.pdf
32. Board Policy 7250 Academic Administrators: http://web.peralta.edu/trustees/files/2011/04/BP-7250-Academic-Administrators.pdf

33. Board Policy 7260 Classified Managers: http://web.peralta.edu/trustees/files/2011/04/BP-7260-Classified-Managers.pdf

34. Administrative Procedure 7121 Faculty Hiring: http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf

35. Administrative Procedure 7123 Hiring Procedures for Regular Academic Administrators and Classified Managers: http://web.peralta.edu/trustees/files/2011/04/AP-7123-Hiring-Procedures-for-Regular-Academic-Administrators-and-Classified-Managers1.pdf

36. Administrative Procedure 7125 Hiring Acting and Interim Academic and Non-Academic Administrators: http://web.peralta.edu/trustees/files/2011/04/AP-7125-Hiring-Acting-and-Interim-Academic-and-Non-Academic-Administrators.pdf

37. Special Report to ACCJC: http://web.peralta.edu/accreditation/files/2010/03/Peralta-4-1-13-Special-Report-to-ACCJC-Final.pdf

38. OPEB Substantive Plan: http://web.peralta.edu/trustees/files/2011/08/Substantive-Plan-SR.pdf

39. Retirement Board: http://web.peralta.edu/trustees/board-committees/retirement-board/

40. Independent Audit Reports: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

41. Corrective Action Matrix September 21, 2014: http://web.peralta.edu/business/files/2014/09/PCCD-CAM-June-30-2013-to-September-21-2014.pdf

Laney College always strives for continuously improving our service to students and to our community. The institutional self-evaluation process is the means by which we measure our success in improving service. Preparation for the spring 2015 visit from the ACCJC began immediately after the 2009 institutional self-study, and entailed a systematic review to ensure that the college strengthened its overall efforts. Some of these actions included:

- A dynamic Laney College Educational Master Plan;
- A college planning and budgeting process that is fully integrated with the District's planning and budgeting process;
- The annual process of student success-focused goal setting and evaluation;
- Substantive improvements in development of the curricula, evaluation and enhancements to core programs;
- An updated resource planning process; and
- Adaptive management to sustain the college during the Great Recession and ensuing fiscal exigencies especially during 2010-2014.

A timeline for the Laney College Institutional Self Study (ISE) was developed by early spring 2014 by the college president and previous executive vice president. By September 2014, the interim vice president of instruction and the college president had revised the timeline. Jointly, they also developed the charges of the accreditation liaison officer (ALO), the steering committee co-chairs, and the standards working groups.

In October 2013, The Peralta College Community College District called all ISE teams together for specific training and review of changes to the requirements of the 2014 ISE. Throughout the process, The district ISE team consistently provided guidance and input crucial to the thoroughness of the final document.

During fall 2013, the ISE steering committee co-chairs, standard co-chairs, and writing team members were identified. Based on recommendations from the college president, the interim VPI (ALO) requested select faculty to serve as co-chairs of the ISE Steering Committee and the individual standards working groups. Once confirmed, those members and key governance leaders worked with the interim VPI to involve additional faculty as well as classified staff and students to work on each Standard. When necessary, this team of individuals helped to identify co-chairs for each standard workgroup, which included an administrator and a faculty.

The ISE Steering Committee consisted of the ALO, two faculty co-chairs, and 17 standards co-chairs (eight administrators, eight faculty and one classified staff member). Charged with fine-tuning the process, reviewing drafts, identifying gaps, and discussing actionable improvement plans, the Steering Committee began its bimonthly meetings in September 2013.

The accreditation liaison officer served as the overall lead person for the ISE Steering Committee. The ALO was charged with identifying lead persons for the various groups, providing prior self study documents and college reports for review, providing direction and timelines for preparation of drafts, scheduling ISE Steering Committee meetings, helping to establish the agenda, securing support staff, and monitoring and maintaining progress of all groups. Additionally, the ALO provided updates and submitting drafts and the final document to the president and shared governance groups, and handled preparations for the ACCJC team visit. From fall 2013—spring 2014 the college had two short-term interim VPI/ALOs. On July 1st, 2014, Lilia Celhay was appointed interim VPI/ALO for one year, and saw us through the completion of the ISE document.

Two faculty institutional self-evaluation co-chairs were chosen in September 2013, and charged with facilitating ISE Steering Committee meetings and monitoring progress of the teams, leading group discussions to identify gaps in the standards, communicating analyses to the ALO and

others as appropriate, and conducting review of and compiling drafts. The ISE co-chairs also shared responsibility for updating department chairs and shared governance committees on the progress of the ISE.

The four standards were divided into nine sections, generally with an administrator and faculty member as co-chairs. The standards co-chairs were charged with serving on the ISE Steering Committee, identifying writing team members and assigning work, and advising writing team members in completion of various drafts according to the timeline developed by the steering committee. Standards co-chairs submitted completed work to the ISE co-chairs for review.

The writing team members were charged with gathering data and reviewing relevant documents, meeting with individuals/groups as appropriate, and preparing drafts of their standard, adhering to the timeline established by

the ISE Steering Committee. In addition to the prior efforts to identify team members, college wide invitations to participate on writing teams were extended via e-mail, at professional day activities, and at department chair and shared governance meetings throughout fall 2013 and the beginning of spring 2014.

In October 2014, additional ISE team members were hired to help with the final details. This included a researcher to fully develop the presentation of college data, a manager to help organize the final pieces of work, including integration of feedback from the campus community, and an editor to unify the final document.

Timeline of Major Events in ISE Process	
Early Spring 2013	Basic timeline established
Early Fall 2013	Begin to identify ISE and Standard Co-chairs, and writing team members
September 2013	Steering committee bimonthly meetings begin
October 2013	District ISE Team begins monthly meetings, attended by ALO and ISE Co-chairs
October/November 2013	Initial drafts or outlines submitted and reviewed by Steering Committee
Spring/Summer 2014	Additional drafts submitted by Standard Co-chairs and reviewed by ISE Co-chairs, editor begins reviewing drafts, begin to integrate district input into drafts
July 2014	ALO for remainder of ISE period and ACCJC visit hired
Early Fall 2014	District ISE meetings by standard begin, colleges share information and strategies for finishing drafts
October 8, 2014	Drafts made available to campus community for comment via Moodle
October/early November 2014	Campus community comments integrated into draft, facilitated by Project Manager
November 6, 2014	Complete draft submitted to Board of Trustees for first reading, to Faculty and Classified Senates for final review and approval
November 26, 2014	Draft submitted to Board of Trustees for approval

Tables OH-1.

Laney College Steering Committee			
Name	**Department**	**Title**	**Role in ISE**
Lilia Celhay	Office of Instruction	Interim Vice President of Instruction	Accreditation Liaison Officer (ALO)
Mark Rauzon	Geography	Faculty	Institutional Self Evaluation Co-chair
Rebecca Bailey	Biology	Biology Department Chair	Institutional Self Evaluation Co-chair
Lisa Cook	English as a Second Language	Faculty Senate President	Standard I Co-chair
Chuen Chan, Ph.D.	Office of Instruction	Dean of Liberal Arts	Standard I Co-chair
Cheli Fossum	Chemistry	Faculty	Standard IIA Co-chair
Denise Richardson	Office of Instruction	Dean of Mathematics & Sciences	Standard IIA Co-chair
Tina Vasconcellos, Ph.D.	Student Services	Dean of Student Wellness and Development	Standard IIB Co-chair
Marion Martin	Disabled Students Programs & Services	DSPS Coordinator	Standard IIB Co-chair
Phoumy SayavongPh.D.	Office of Instruction	Dean of Humanities, Social Sciences & Applied Technology	Standard IIC Co-chair
Evelyn Lord	Library	Head Librarian	Standard IIC Co-chair
Tamika Brown	Ethnic Studies	Ethnic Studies Department Co-chair	Standard IIIA Co-chair
Mildred Lewis, Ed.D.	Student Services	Dean of Community Leadership & Civic Engagement	Standard IIIA Co-chair
Kim Bretz	Kinesiology	Faculty	Standard IIIB Co-chair
Peter Crabtree	Office of Instruction	Dean of Career & Technical Education	Standard IIIB Co-chair
Antoine Mehouelley	IT Department	Senior College Information Systems Analyst Laney College	Standard IIIC Co-chair
Karolyn van Putten, Ph.D.	Social & Behavioral Sciences	Social & Behavioral Sciences Co-chair	Standard IIIC Co-chair
Phyllis Carter	Business and Administrative Services	Director of Business and Administrative Services	Standard IIID Chair
Suzan Tiemroth-Zavala	English as a Second Language	Faculty	Standard IV Co-chair
Trudy Walton-Keys	Student Services	Vice President of Student Services	Standard IV Co-chair

Table OH-2.

Laney College

Independent Auditors' Report

Vavrinek, Trine, Day & Co., LLP

Certified Public Accountants

VALUE THE DIFFERENCE

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees

Peralta Community College District Oakland, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the basic financial statements of Peralta Community College District (the District) as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated December 5, 2013.

As discussed in the Notes to the basic financial statements, the accompanying financial statements reflect certain changes required as a result of the implementation of GASB Statement No. 62 for the year ended June 30, 2013. These changes require a restatement of the beginning net position of the District as discussed in Note 18. Our opinion is not modified with respect to this matter.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying Schedule of Findings and Questioned Costs, we identified certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider the deficiencies described in the accompanying Schedule of Findings and Questioned Costs as items 2013-1 and 2013-2 to be material weaknesses.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance. We consider the deficiency described in the accompanying Schedule of Findings and Questioned Costs as item 2013-3 to be a significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the District in a separate letter dated December 5, 2013.

Peralta Community District's Responses to the Findings

The District's responses to the findings identified in our audit are described in the accompanying Schedule of Findings and Questioned Costs. The District's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the responses.

Purpose of This Reportx

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vavrinek, Trine, Day & Co. LLP

Rancho Cucamonga, California
December 5, 2013

72

Peralta Community College District Function Map

The Peralta Community College District (PCCD) Function Map is intended to illustrate how the four colleges and the district office manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

It was produced as the result of a collaborative process among the four colleges of the District, Berkeley City College, College of Alameda, Laney College, Merritt College, and the Peralta Community College District Office.

The Function Map includes indicators that depict the level and type of responsibility as follows:

Standard I: Institutional Mission and Effectiveness

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.

	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S

B. 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.

	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	**P**	**S**
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library 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.

Laney College

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.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	**P**	**S**
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S

	College	District
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approve course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	**P**	**S**
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	**P**	**S**
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT 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.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	**P**	**S**
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	**P**	**S**
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

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.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Legend:

P = Primary Resposibility
S = Secondary Responsibility
SH = Shared Responsibility

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. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

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.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH

	College	District
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	SH

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.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P

	College	District
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

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.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	**SH**
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	**SH**	**SH**

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 at both college and district/system levels in multi-college systems.

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	S	P

	College	District
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	**P**
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately	S	P
c. Appropriate financial information is provided throughout the institution, in a timely manner.	SH	SH
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P

	College	District
g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

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.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S

	College	District
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

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.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	S	P
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P

Laney College

c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d.	The district/system effectively controls its expenditures.	S	P
e.	The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

THEMATIC OVERVIEW

In this thematic overview, we highlight Laney College's continuous improvement in 11 major areas, from strengthening foundation skills education to updating our technology and training, making success ever more accessible to our students. The common goal is to increase the college's effectiveness. In drafting the Institutional Self-Evaluation response to the ACCJC's standards, the college community engaged in open dialogue; self-reflection; analyses of the college's instructional and student support services; and assessments of its human, physical, technological, and fiscal resources. They are all interwoven, informing the culture and leadership of the college. In this overview, we identify key efforts to ensure that we adhere to the mission, vision, and values of the college; the work that defines our goals and direction; and the commitments made by faculty, classified staff; and administrators.

Institutional Commitments

In its ongoing processes of college planning, sound use of resources to achieve student success outcomes, and institutional evaluation, Laney College annually reviews and revises its guiding mission, vision, values and goals statements, along with its operational objectives. As such, the college has devoted special attention to following areas:

- Foundation skills education;
- Career and technical education (CTE);
- Transfer education;
- Community partnerships and outreach services;
- Facilities improvements;
- Faculty, classified staff, and administrative hiring;
- Improving communication;
- Securing Laney College's "fair share" of district allocations;
- Student learning outcomes (SLOs) and assessment;
- Student success; and
- Technology enhancements.

Foundation Skills Education

Laney is committed to building robust foundation skills programming that is integrated throughout all of its educational programs and services. The college restructured its ESL program, and is in the

planning stages for an "accelerated" foundational skills programs.

As a result of the dialogue among Laney faculty and the Peralta ESL Advisory Council, we restructured the entire ESL program in order to address grammar, better speaking and listening skills, and creating contextualization for specific subject-area study. Most importantly, this restructuring created an accelerated pathway for ESL students, allowing them to integrate more quickly into college-level classes including career and technical classes of their choice. Preliminary results show improved student performance in reading comprehension and writing. The ESL Pathways Cohort provides a supportive learning community and tutoring workshops to improve their foundation skills and ensure student success.

As mandated by SB1456 in 2012, Laney College implemented Student Success and Support Programs (SSSP) for ESL, English and math. The college provides holistic placement assessment, a comprehensive orientation, and counseling year-round in order to support student success. Library orientations support foundation skills courses in English and ESL. Tutoring is available through the James Oliver Community Writing Center, the Math Lab, the Tutoring Resource Center, the Technology Center, and the High Tech Center for students with learning disabilities.

More students are enrolling at Laney College who are in need of better

preparation. The Foundation Skills Pathway Program, formerly Project Bridge, is a multi-disciplinary education program in math, English, and counseling to help students transition to college-level curricula, to transfer to accredited four-year colleges and universities, and to pursue careers successfully. The college has revitalized its program for basic skills and at-risk students, and is strengthening its efforts with research-based strategies to increase course success rates among students in foundational skills courses.

Career and Technical Education

Laney College is deeply committed to providing career and technical education training that meets industry standards through 20 programs ranging from industrial maintenance, the construction trades, biomanufacturing, culinary arts, and cosmetology to electronics, media communications, and welding. Our graduates are succeeding in the workplace, as evidenced by dramatic increases in their hourly wages after completing their studies here. In order to promote even more opportunities for our students, Laney proposes to offer a bachelor of applied science degree in sustainable facilities and management and operations.

Laney has pursued the financial, technical, and human resources necessary to ensure that the college is the epicenter of career and technical education. CTE faculty engaged in professional development, invested in state-of-the-art technologies, and welcomed industry partners to help strengthen the curricula. New state-approved CTE programs include an apprenticeship in electricity.

The department uses tools such as the Career Technical Education Outcome Survey and CTE Launchboard to help establish priorities and make recommendations. Respondents to the survey reported an 11.81% increase in their hourly wage after completing their studies at Laney College. This indicates that CTE programs effectively prepare students to succeed in the workplace.

This generation is highly concerned about restoring and maintaining the environment so that it will sustain many future generations.

This includes conditions in the workplace. In December 2014, Laney submitted a proposal to the California Community Colleges Chancellor's Office to offer a bachelor of applied science degree in sustainable facilities management and operations. In the "Need" section of the proposal, we stated that this bachelor's degree would fulfill an unmet need in the workplace to develop qualified people to manage facilities in an environmentally sustainable way.

Transfer Education

Prominent among our offerings and aligned with the Foundation Skills Education and Career and Technical Education is sound preparation for transfer education. During the last six years, the college witnessed significant increases in the number of students who transferred to four-year colleges and universities. This results from an aggressive online (via email) and on-campus campaign encouraging student to complete their educational requirements to graduate and transfer. It was an intentional "Completion Campaign" that was formalized more recently. It entailed ensuring that (a) greater numbers of students with 45 units or more were made aware that they could be within a semester or two of a college certificate and degree, (b) students' continued progress to achieve bachelors and even higher degrees was also within reach; and (c) achieving educational goals could help improve students' lot in life more immediately and in sustainable ways. Towards these ends, the college successfully developed AA-T degrees with ten (10) approved by the State Chancellor's Office.

Community Partnerships and Outreach Services

Due to its prominence in the community and in response to the imperative to prepare a segment of the future workforce in the local area, Laney College has developed and cultivated relationships and partnerships that connect the college and its students to opportunities. These partnerships have afforded the college many benefits, including collaborations with emerging industries, local employers, high schools, four-year institutions, municipalities, and community-based organizations.

Laney College has comprehensive and multifaceted educational programs that continuously reach out to high school students, business partners, and our diverse constituency; and make the college a center of educational and civic responsibility.

Ongoing outreach activities include breakfasts and advisory sessions with high school counselors and teachers concerning a diverse range of topics including the concurrent admission process, unique partnering opportunities and career and technical education (CTE) programs. Recruitment of students from diverse communities includes high school liaison relationships through the Laney College Counseling Department, outreach services of the learning communities (TRiO, APASS, Gateway to College), and Extended Opportunity Program and Services (EOPS). The Welcome Center coordinates high school visit programs, brings prospective students to campus, and supervises the Laney College outreach student ambassador program. The CTE Advisory Committee launched a tradition several years ago with the annual spring college-wide CTE Fair for youth from unified school districts, their parents, teachers and many business partners. It is a day filled with technical demonstrations and access to all CTE laboratories. Concurrent enrollment partnerships with UC Berkeley, Mills College, and CSU East Bay enable Laney students to experience the educational environment and workload of a four-year university while paying a community college's more reasonable student fees.

Educational partnerships with local social services and public agencies as well as businesses also serve as a source for educational referrals to Laney College. These cooperative efforts include liaisons with the Alameda County Welfare-to-Work Program and the Veteran's Administration. All CTE and many transfer programs ensure students ability to secure cooperative education, internships and jobs at a diverse set of employing organizations. For instance, Laney's Industrial Maintenance program graduates obtain internships and jobs at major utilities and industrial companies.

Beyond its outreach, Laney actively encourages the community it serves to leverage its on-campus resources. In response, the community participates in campus cultural and civic celebrations such as Cinco de Mayo, African-American History Month, Asian/Pacific Heritage Month,

Earth Week and other events like the Mayoral Candidate Summit, The Trial of the Century, Boys and Men of Color Summit, and the Ecofest Sustainability Conference. Additionally, Laney sponsors a speaker series, and guests have included noted poets, activists, judges, attorneys, elected officials, humanitarians, social justice experts, environmentalist, CEOs, faith based leaders, agency and community-based organizational leaders. Those guest include: Educator/Activist Angela Davis, Attorney John Burris, the Congresswoman Barbara Lee, Olympian John Carlos, Urban Farmer/Educator Novella Carpenter, U.S. Peace Corps Director (nominee) Carrie Hessler-Radelet, E³ Executive Director Dr. Juan Carlos Arauz, Deputy Assistant Secretary Department of Commerce Ro Khanna and a host of others who illuminate the learned, diverse and progressive values Laney sustains. In June, 2014, Laney hosted a "White House Summit on Educational Excellence for African Americans."

Cultural exchange programs, such as the Dance Department's educational trips to Cuba and Ghana and other study-abroad opportunities, enable students and staff to learn from and about people from other countries and serve as ambassadors for our college and greater community.

Facilities Improvements

In 1970-71, Laney College began serving the community at its 10th and Fallon Street site. More than forty years later, the age, size, and open nature of this highly-accessible urban campus (members of the public often use the bathrooms for personal hygiene) present challenges unique among the Peralta District colleges to maintaining effective, secure, clean, and attractive facilities. The Laney College Facilities Planning Committee (FPC) prioritizes and recommends upgrade and maintenance projects. Peralta's District Office of General Services (DGS) is responsible for the maintenance and security of the campus, as well as the design and construction of new buildings and major renovations. Together, they have initiated and completed many projects over the last five years. However, much remains to be done to keep Laney a place that promotes student success.

To accomplish that goal, the FPC and DGS, in consultation with the college, expects to:

- develop a comprehensive program to address outstanding deferred maintenance;
- implement a preventative maintenance program;
- replace the antiquated work order system with a web-based one;
- determine and recommend our full engineering and maintenance staffing needs;
- prepare and implement measures to fully fund short- and long-term infrastructure renovations;
- address and ensure campus security and safety policies and procedures;
- consult with college stakeholders in establishing procedures for developing capital projects;
- promote the passage of the proposed line-item budget resolution to fund deferred maintenance; and
- develop, adopt, and implement a building renovation policy that fully funds all facilities work.

Laney prioritizes capital improvement projects in accordance with its Educational Master Plan and the district's Strategic Plan. Led by the Facilities Planning Committee Laney evaluates, ranks, and recommends college-wide repairs, maintenance, and new construction or renovation projects.

Since the 2009 Institutional Self Study, the college has successfully undertaken at least 18 major projects that improved its safety and effectiveness. These include:

- a multi-year renovation of the administrative offices in the Laney Tower;
- renovating the Welcome Center, Assessment Center, and other offices in the A Building;
- the construction of an 18,000 square-foot Athletic Field House;
- repairing damage to several buildings caused by water leaks;
- the installation of smart technology in classrooms across campus; and

- bringing several buildings into compliance with ADA regulations.

DGS is working on or planning at least two dozen new projects. Among them are:

- upgrading or repairing hot water pumps, boilers, and other equipment and systems;
- installing ventilation for chemistry labs;
- remodeling the childcare center;
- replacing the stage floor and renovating the counterweight system in Laney's Odell Johnson Theatre;
- repairing blue emergency phones and other security systems;
- building a new three-story library with dedicated space for learning resource support; consolidating scattered tutoring services in one place; a solid technology infrastructure; enhanced study space; a new Listening and Viewing Center; and a new circulation desk;
- retrofitting fixtures with energy-efficient LED lighting; and
- designing the new STEM Center.

Although Laney College is making great progress in updating its facilities, daunting challenges remain because of their overall age (over forty years at this site), the open nature of the campus, understaffing of its custodial department, and the delays in deferred maintenance. In Standard III.B, the administration makes recommendations for funding facilities upgrades and maintenance in the long term, thus increasing the value of the properties and reducing liabilities.

Faculty, Classified Staff and Administrative Hiring

Laney College was adversely affected by significant fiscal cuts that occurred in 2010-2013, which led to staffing reductions. As a result, key faculty, staff, and administrative positions were eliminated. To continue to operate in an efficient manner and to be able to meet the demands of the student population, consolidation of administrative and staff positions took place. Many funds for vacancies were eliminated from the budget. Additionally, alternative funding in the form of grants allowed the college to offer programs and services to alleviate the

negative impact of the shortfall. In general, the solutions employed by the college were largely effective; many efforts lead to increases in student progress and success. Nonetheless, it is important to point out that the college is functioning at a deficit in certain areas where key personnel is needed in communications, IT, facilities, research, outreach, counseling and in instruction, especially in departments that function with only one or two full-time faculty.

Laney is strongly committed to achieving greater staff diversity and the principles of equal employment opportunity. Board Policy 7100 Commitment to Diversity recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The college will have the opportunity to do so in particular areas including Counseling and DSPS.

Currently, there are 8.0 FTEF contract general counselors. The college anticipates two hires for the 2014-2015 academic year, including a transfer counselor and a career counselor. Disabled Student Programs and Services (DSPS) staffing was greatly reduced in 2010 due to state categorical budget reductions. Current staffing includes a 1.0 FTE counselor/coordinator, a counselor, a LD specialist, an adaptive technology specialist, a .75 FTE lab technician and hourly office staff, tutors, interpreters, and test proctors.

During the last two years, primarily due to a locally-approved parcel tax measure and the State-approved Proposition 30, the college has been able to recover more than 35 of the 70-plus positions that were lost due to budget reductions. Now, in order to meet its staffing requirements per its 2010 Educational Master Plan, the college needs to fill a number of key faculty, classified staff, and administrative positions.

Recently, the college hired 11 faculty members in fall 2014, and four additional hires will be finalized for spring 2015. In the spring 2015, we will focus on the recruitment and hiring of additional classified staff.

In our efforts to recover essential positions to allow the college to function efficiently and effectively, the college will continue to seek district support in hiring key positions, including full-time contract faculty and permanent classified staff, an institutional research and planning officer, and a public information officer/webmaster.

Improving Communication

Laney College maintains an environment of open communication. Campus-wide dialogue about teaching and learning tools, as well as what constitutes a good learning environment, is ongoing. College hour brown bags, speakers, student activities, and collaboration between instructional staff and student services all contribute to a fertile learning environment. At the core of such an environment is dialogue and collaboration towards the goal of participatory governance.

Information is shared in several ways and in various venues including:

- department chairs' meetings
- faculty and classified senate meetings
- the President's brown-bag lunch informational conversations
- the President's emailed newsletter
- flex-day informational presentations
- biannual state-of-the-campus workshops in the Laney Bistro
- articles in the *Laney Tower* newspaper
- faculty presentations during regular departmental meetings
- college informational forums

The Faculty and Staff Campus Survey that we conducted in January 2014 indicated that we have been effective in disseminating the message that all curriculum efforts must be in alignment with our vision, mission, values and goals. The college leverages its own research and analytical work and that of the district to study trends and more, via student surveys and macro institutional data analysis. As well, the college partners with external entities such as the Research and Planning Group of the CA Community Colleges to study Laney College students to determine what they articulate as their learning needs. The results of these efforts are shared college-wide to inform and to prepare for deeper analyses and sound use in order to strengthen practices.

CTE programs are using tools such as the Career Technical Education Outcome Survey to make recommendations and establish priorities.

Students also provide yearly feedback via the Community College Survey of Student Engagement (CCSSE) and the Laney Student Surveys. The college has used the CCSSE as an assessment tool to provide information on student learning and college quality.

Securing Laney College's "Fair Share" of District Allocations

Laney College was founded in 1927 as Central Trade School. In September of 1948, it was renamed in honor of the late school board member and journalist Joseph C. Laney. The college opened the current campus at 10th and Fallon Street in 1970. Since then, it has been a major educational resource essential to developing the future workforce in supporting the growth, economic prosperity, and health of the greater East Bay. While Laney remains a formidable community learning center and a significant asset to the Peralta Community College District, bringing in an average of 41% of the district's revenue, it has not received its equitable proportion of the funding from the district.

Laney College continues to provide a high level of education to its local community, stimulating innovation and providing equal access to a higher education, career training, transfer education preparation, and lifelong learning. However, Laney cannot continue serving in this role of community catalyst for learning without its "fair share" of allocated assets in order to support its operations. This share should be consistent with the state's concept of funding a community college education and based on dollars per FTES. The current district Budget Allocation Model (BAM) is supposed to be driven by RES FTES and founded on the principles of SB361. As such, Laney should be able to annually anticipate its allocation and plan a budget to generate RES FTES accordingly, while still focusing on how best to strengthen its student learning and success rates overall.

During the 2010-2012 fiscal years, before the implementation of the current BAM model, the district lost significant levels of state general unrestricted funding. This continuing situation had led to discretionary spending cuts, decreased class offerings, and increased staff layoffs. The effect was further exasperated by local fiscal retrenchments due to other funding constraints. These events provided an opportunity for the college to review all of its priorities, and resulted in the more efficient use of fewer resources. The Laney College 2015 Accreditation Report details these increased efficiencies as well as the resulting limitations imposed upon the student population that Laney serves.

During the state financial crisis and budget cuts, the Measure A parcel tax and Proposition 30 helped to limit the fiscal reductions significantly, allowing the district and its colleges to at least temporarily recover some funding (for up to eight years). The college district must prepare now for the loss of those special sources of funding within the next few years, and identify a stable funding source. As the economy improves and funding is restored, stable line-item budgets for particular areas such as library materials and technology will need to be established.

For Laney, the loss of funding has been dramatic when compared to its sister colleges in the district and across the state because of the partially implemented BAM; therefore, Laney College students receive an unfair allocation. To address this inequity, the college community of students, faculty, and staff have joined forces to advocate via the district Planning and Budget Council to move toward full implementation of the budget allocation model in order to ensure equitable allocation of resources to each college and its students. Our hope is that a fully-implemented BAM will give Laney students equal access to a fully-funded education that is on par with their peers in California.

Student Learning Outcomes (SLOs) and Assessment

Laney College has strengthened its commitment to increase and improve assessment efforts throughout various departments, units and disciplines in the college. Assessment is one of the prominent college goals and is a topic in many participatory committees and meetings. This year, assessment is a standing agenda item in the department chairs' meetings.

Understanding the importance of assessment, the college requires that all courses, programs, certificates, and degrees develop learning outcomes. At the course level, instructors develop student learning outcomes (SLOs) which are common for all sections of the course, including DE sections; and they are expected to appear in course syllabi. SLOs are reported as addenda in the course outlines in CurricUNET.

They also appear in TaskStream, the software program that Laney uses to compile our assessment information.

Each instructor is required to submit a syllabus with a generally approved format that lists SLOs. The SLO coordinator or designee reviews the course/program SLOs. The department chair reviews the course for appropriateness to ensure that it fits with the mission statement of the college, is a sound addition to the department offerings, and that consultation with discipline colleagues within the district occurred when necessary.

To further support the quality of our programs, student progress toward these SLOs is assessed by faculty, department chairs, and division deans on an ongoing basis. Assessment results are collected by faculty members and entered into Taskstream, an online assessment database. As detailed in our response to Standard II.A.1.c, departmental chairs and division deans review SLO data in order to assess how programs and curricula can better address diverse students' learning needs.

Faculty throughout the college are engaged in the process of assessing SLOs. Instructors for each course in a department, including DE courses, collaborate to assess at least one SLO in each course each academic year.

The Learning Assessment Committee meets twice a month to discuss and encourage the proactive use of SLO assessment to improve the quality of instruction.

Student Success

In 2012, a California Community College task force defined "student success" based on metrics involving the percentage of students who complete their educational goals or earn certificates or degrees, the number of students who transfer or achieve transfer-readiness to four-year institutions, and the number of degrees and certificates they earned. They acknowledged the value of monitoring intermediate measures of student progress, such as successful completion of courses and of the

first fifteen and thirty semester units.[1] To ensure student success, Laney College has a comprehensive network of support programs and services that include:

- outreach and recruitment;
- campus and library orientations;
- a Welcome Center staffed by student ambassadors and personnel specialists fluent in many different languages;
- financial aid;
- EOPS, b2b, CALWorks, and DSPS programs
- learning communities such as TRiO, APASS, UBAKA, the Easy Bay Career Advancement Academy, and Gateway to College;
- cooperative liaisons with the Alameda County Welfare-to-Work Program and the Veterans Administration;
- district-wide and internal initiatives such as the Student Success and Support Plan (SSSP);
- surveys such as the Laney College Student Survey and Community College Survey of Student Engagement (CCSSE) to gather and respond to student input;
- the development and implementation of student learning outcomes (SLOs), program learning outcomes (PLOs), and institutional learning outcomes (ILOs);
- transfer workshops and partnerships with nearby four-year institutions;
- counseling, tutoring, DSPS and adaptive technology services
- assessment services and foundation skills programs;
- technology labs;
- shared governance through the Associated Students of Laney College; and
- award-winning athletics programs.

The key contributors to student success are the faculty, staff, and administration at Laney College. They have the responsibility of delivering a world-class education to a diverse community of learners.

---

1   Advancing Student Success in the California Community Colleges; Recommendations of the California Community Colleges Student Success Task Force, http://www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentsuccesstaskforce/sstf_final_report_1-17-12_print.pdf

The hiring, evaluation, and continual development of our abilities keeps us in the pedagogical forefront so that we can help students go beyond the metrics and achieve their goals.

During this assessment cycle, a special effort has been made to increase the number of graduates earning degrees and certificates. Counseling and proactive efforts to alert students about their completion of credits have contributed to increased graduation rates. Degrees and certificates awarded increased approximately 40%, from an average of 468 graduates per year in the last five-year cycle to 789 in the current cycle. Additionally, transfers to the UC system have increased 10% over the last six years of available data, between 2007-2008 and 2012-13.

In accordance with SB1456, the college implemented the Student Success and Support Program (SSSP), focusing on mandated services for all new students. The target population for SSSP counseling services includes all new and continuing students. The SSSP services' focus is on delivery of services to all new, non-exempt students who intend to enroll at Laney. SSSP staff schedules testing for all non-exempt students.

Learning communities such as the Asian and Pacific American Student Success (APASS) program help students achieve their educational goals by providing counselors and instructors to assist them in transferring to a four-year university or attaining an AA degree or certificate. Students who participate in a learning community become part of a group or cohort who take classes together.

The college developed and submitted an SSSP Plan and is currently finalizing the 2014-2015 Student Equity plan for submission to the State Chancellor's office in January 2015. All components of the SSSP will be reviewed and analyzed for efficacy, and planning agendas will be developed as needed.

The college engages in annual unit planning as well as a three-year program review cycle and SLO assessments of all areas of student services in order to assess effectiveness and efficacy of programming and services in supporting student success. The increased demand due to SSSP provides a unique challenge for all student services units. With the increased SSSP allocation for the 2014-2015 academic year, the college will hire counseling faculty and staff to support that mandate.

In addition to the multiple initiatives and programs to increase student success, faculty have been active in the development of pathways to allow students to complete their educational goals in a seamless and time efficient manner. As of fall 2014, the college had 10 transfer degrees; by the end of the academic year, this number will increase to 15 or more.

Technology Enhancements

Over the last six years, Laney has implemented multiple technology-based projects, which have had a positive impact in the college's ability to serve students in and out of the classroom. In two years and by 2013-14, a minimum of $2.5M in Measure A bond funds were spent primarily to upgrade technology laboratories, secure faculty computing tools, secure instructional media carts to increase the number of smart" classrooms (technology equipped), and provide instructional technology support tools for faculty to facilitate timely learning support for students.

Instructors use technology to deliver and enhance student success, in both traditional and online courses. Moodle shells are available to all instructors for all classes. More and more instructors are taking

advantage of this content management system (CMS) for both classroom and online teaching. It has provided an opportunity for instructors to broaden their scope of online pedagogy due to the ease of access and readily available tutorial resources.

Moodle "boot camps" and other online resources allow students to access assignments and provide feedback. Blogs let students share their discoveries. Smart classrooms with in-class WiFi access to online resources, computer lab training, smartphone apps, and YouTube videos all cater to a variety of student needs.

The library offers access to a variety of electronic resources, including the library catalog, full-text databases, e-books, and locally-developed web pages designed to provide research guidance and enhance instruction. Walk-in users have full access to online resources whenever the library is open. The library also provides students and faculty off-campus access to the online resources through remote authentication. The Peralta Community Colleges share an online library catalog system. Users can view holdings from all four PCCD college libraries.

In addition to computers, the Listening and Viewing Center houses a collection of audiovisual materials and equipment. Instructors may borrow AV materials; students may use them in-house. Audiovisual equipment is available for instructor pick-up; AV equipment delivery service to classrooms, which was cut a few years ago, has recently been restored.

Computers are available for students on the main floor of the library and in the Listening and Viewing Center. In total, the library has 44 computer workstations available for drop-in use by students, including four Americans with Disabilities Act (ADA)-compliant stations. Additionally, 665 additional computers are accessible for students' use via eleven (11) instructional labs, with five open labs, throughout the campus.

Standard I: Institutional Mission and Effectiveness

None

Standard II.A: Student Learning Programs and Services

II.A.1.b **The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

Evaluation

The college meets the standard.

Actionable Improvement Plan

In anticipation of further increase in demand for online offerings, to continue to meet the standard, Laney is strengthening a strategy and is executing a plan to align with best practices in DE in regard to policy, instructor certification, professional development and quality assurance.

II.A.1.c **The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of these outcomes; and uses assessment results to make improvements.**

Evaluation

The college meets the standard.

Actionable Improvement Plan

To exceed the standard, we have identified and are in the process of purchasing software that will allow us to unite, in the technical sense, the inherently connected processes of assessment and curriculum improvement. A single system for curriculum inventory, program review, and the management of SLOs, assessment information, and data will enable us to streamline college and district processes, efficiently keep track of changes between cycles, and provide the easiest possible access of information to faculty and administrators. We are maintaining the processes that have worked well historically—collaborative assessment by faculty,

use of sound assessment tools, and reflection on and discussion of results.

Standard II.B: Student Learning Programs and Services

None

Standard II.C: Library and Learning Support Services

None

Standard III.A: Human Resources

III.A.2 **The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

Evaluation

The college partially meets the standard.

Actionable Improvement Plan

The College will continue to seek district support to hire full-time faculty and classified staff, an institutional research and planning officer, public information officer/webmaster, instructional assistants and lab technicians, custodians, and other essential professionals. In consultation with Laney College, the district's Human Resources Department should develop a comprehensive plan to address the need to improve the process of recruitment and hiring.

Standard III.B Physical Resources

III.B **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.**

Evaluation

The college partially meets the standard.

Actionable Improvement Plans

To meet the Standard, the college will fully address the Actionable Improvement Plans in III.B.1.a and III.B.1.b.

III.B.1 **The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

Evaluation

The college partially meets the standard.

Actionable Improvement Plans

To fully meet the Standard, the College will address the Actionable Improvement Plan III.B.1.a.

III.B.1.a **Laney College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Evaluation

The college partially meets this section of the standard.

Actionable Improvement Plan

In consultation with Laney College, including its Facilities Planning Committee (FPC), District General Services (DGS) should develop and work toward full implementation of a comprehensive maintenance program that would include: a plan with schedule to address outstanding deferred maintenance; an explicit preventative maintenance program; and replacement of the antiquated work order system with a web-based system. It shall include a study to determine the full engineer and maintenance staffing needs for Laney College with an analysis of deferred maintenance requirements.

In consultation with Laney College, DGS will prepare, ensure full funding for, and execute an updated and comprehensive plan to address, in the short term, major infrastructure renovation needs, including sewer and drain pipe replacement, air handling units and related equipment replacement, air balancing and air volume correction and repair, upgrade of undersized chiller plant, and electrical and gas systems replacement. DGS will adopt a written policy that any renovation work on campus buildings and systems should, to the maximum extent possible, address any and all deferred maintenance items associated with that building or system as part of the contractor scope.

III.B.1.b **The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evaluation

The college partially meets this section of the standard.

Actionable Improvement Plans

In close consultation with college leaders, DGS will complete a comprehensive review of campus security policies and procedures as well as safety and security systems and execute a plan to systematically address all recommendations and findings including policies and procedures for hiring security firms and personnel, replacement of stolen equipment and supplies, and scheduled maintenance procedures for carrying out repairs, safety and security system installations, and calibration of all safety-related devices.

The college business and administrative services office will complete an analysis to determine an appropriate custodial staffing level and supply budget for the college to ensure consistent cleanliness on campus. Once determined, the Director of Business and Administrative Services, in collaboration with the president and shared governance entities, will ensure that proper staffing level is achieved. The district will be tasked with ensuring that funding is available to support the appropriate staffing level.

III.B.2 **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evaluation

The college partially meets the standard.

Actionable Improvement Plans

To fully meet the Standard, the College will address the Actionable Improvement Plan III.B.2.a.

III.B.2.a **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Evaluation

The college partially meets the standard.

Actionable Improvement Plans

Long-term capital planning and on-going facilities development practices will be reviewed, revised, and improved by DGS collaboratively with the college. DGS will address specific matters as part of this effort:

    a.   institute a set of robust DGS/college stakeholder consultation procedures for capital projects;

    b.   develop a viable plan and funding to fully address the college's infrastructure needs including outstanding long term deferred maintenance;

    c.   the college will work closely with DGS and the District Facilities Committee to assure the proposed resolution to create a permanent budget line item for Deferred Maintenance is allocated annually in the General Unrestricted Revenue Budget;

    d.   ensure that Total Cost of Ownership cost principles are incorporated for facilities planning at the college in partnership with the district including the operation of physical plant and managing all physical resources; and

    e.   develop, adopt, and implement a building renovation policy that fully funds the full scope of renovation work including affected building systems such as plumbing, drains, air handling systems, electrical, and exterior doors.

Standard III.C: Technology Resources

None

Standard III.D: Financial Resources

III.D.1.b **Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evaluation

Laney College only partially meets the requirements of standard III.D.1.b due to structural funding constraints sustained by funding practices of the District as reflected above and in III.D.1.a and Standard III.A.2.

Actionable Improvement Plan

Adopt and implement a budget planning and allocation process to ensure that Laney College receives 100% of its budget allocation model (BAM) funding as specified in the BAM and reflected in the Board approved budget annually beginning Fiscal Year 2015-16. In addition, Laney will advocate for the recovery of $4.5 M of funding not received due to the partial implementation of the BAM.

Standard IV: Leadership and Governance

None

STANDARD I.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.

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 on 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.

I.A   Mission

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

I.A.1   The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

Description

The Laney College mission states that:

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Every publication of the mission is prefaced with the Laney College vision statement and followed by the Laney College Values:

Our Vision

Laney College is a dynamic, diverse environment where all are encouraged to become responsible community members, leaders and world citizens.

Our Values

Respect

We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the worth of each individual and his or her ideas and treat each other and those we serve fairly, with compassion and with esteem.

Diversity

We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering and embracing the diversity of our staff, faculty and student body.

Appreciation

We demonstrate recognition in the value of the work efforts put forth by all of our faculty, staff, administrators and students. We will foster employee growth and performance levels through professional and personal development opportunities.

Competence

We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching, learning, student achievement, administrative practices and delivery of support services.

Integrity

We are committed to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics.

Accountability

We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.

Innovation

We encourage and support creativity, collaboration and risk-taking. We foster and promote innovation in the design, development, support, delivery and management of all programs and services.

Collaboration

We work cooperatively in a shared governance environment and value individual ability and diversity in thinking as essential to promote open communication, active participation, exchange of ideas and collaborative decision-making.

The Laney mission statement states that the college's educational purposes are to:

- provide access to quality transfer education;
- provide access to quality career technical education;
- provide foundation skills;
- provide support services;
- respond to the cultural, economic, social and workforce needs of the greater Bay Area;
- increase community partnerships; and
- increase global awareness.

All of these purposes are appropriate to an institution that facilitates higher learning as we demonstrate recognition of students' goals and needs in connection with opportunities in the workforce, communities, and the global arena.

Serving a Diverse Community. Our vision, mission and values reflect the diversity of our student population, which in turn reflects East Bay demographics; our 495 international students contribute to our global diversity. Laney College students come to the college with varied academic preparation.

The college educates an urban population of approximately 20,000 students annually, including: Asian (30%), African American (26%), White (15%), and Hispanic (12%). Women represent 52% of the Laney College student body, men, 43%, and 5% did not report gender. The average Laney student is about 30 years old; approximately 44% of our students are of "traditional college age" (16-24). Assessment testing gives the college information about students' educational preparation. On average, 64% of students taking a placement test in English receive a score that places them in a course below college level, while 85% of students who take a placement test in math place into a course below college level.

In order to determine the college's intended population, the Laney administration and shared-governance constituencies analyze and continually discuss the following:

- Data for planning and reporting purposes analyzed and delivered by the Peralta Office of Institutional Research[1], which generates reports and statistical analyses that inform management, faculty, staff, government agencies, and the general public about Peralta's academic programs, students, personnel, and services, including:

- Peralta Facts by Topic 2013
- Peralta Demographic Profiles
- Awards and Transfers
- Equity Reports
- Success
- Retention
- Employee Fact Books by College
- Basic Skills Tracking
- Cohort Tracking
- Accountability Reporting for the Community Colleges (ARCC 2010, 2011, 1012)
- Research Data

- Enrollment
- Program Review
- Annual Program Updates
- Surveys
- Definitions
- Peralta BI Tool
- Matriculation
- Gainful Employment
- External Databases
- Historical Databanks
- Pre-PeopleSoft Data
- Data Bank Archives
- Key college documents, including the Laney educational master plan, student equity plan, basic skills plan, and facilities plan
- Student and faculty surveys

The identified population is a match for Laney College's location, resources, and role in higher education.

Location. Laney College, the largest of the four colleges of the Peralta Community College District serving northern Alameda County, is ideally situated at the geographical center of the district. Its location, resources, and role in higher education are described on the Laney College website.[2]

Located in the heart of vibrant, multicultural downtown Oakland, Laney features the cosmopolitan atmosphere and human energy of a big-city university. Across the street from the Oakland Museum of California, blocks from historic Chinatown, and a pleasant stroll from both Lake Merritt and the Oakland estuary, Laney gives its 14,000-plus students per semester ready access to the city's formidable intellectual, cultural, and natural resources. With renowned programs in such fields as journalism, culinary arts, mathematics, machine technology, and ethnic studies, Laney has been a leader in academic and vocational education for decades. A talented faculty and dedicated staff, not to mention a new state-of-the-art technology center, ensure that Laney will remain at the forefront of Information Age community education for years to come.

The college mission statement directly expresses a strong commitment to student learning in the first line, describing the college as *learner-centered*. The college fosters its commitment to student learning through both college and unit-level activities.

College and Unit Activities

Central to the work of all college committees, programs, and governance bodies is fostering a college-wide commitment to student learning, which is essential to creating a learner-centered institution. The way in which this commitment is fostered is not static, but strategic, as administrators, faculty, staff, and students continually improve upon and develop new processes to engage one another in college-wide planning retreats; shared governance meetings; departmental, program, and unit operations; and professional development activities.

Each year begins and ends with a college-wide planning retreat. The first retreat informs the college goals, benchmarks and action plans for the year; the second assesses our progress and effectiveness. It is through shared-governance meetings that are held throughout the year that our efforts are carried out to actualize our plans and achieve our goals to maximize student learning. For example, assessment is a standing agenda item for the Administrative Leadership Team, which maintains a constant dialogue to assess the efficacy of our efforts. The Learning Assessment Committee itself presents workshops on aspects of learner-centered instruction and leads a book group for faculty focused on student engagement techniques. Moreover, the Laney College Faculty Senate, with the support of the college president, offered three "lunch and learn" events in spring 2014 for faculty, students and staff to engage in rich dialogue around three of the success factors highlighted in the RP group report "Student Success (Re)defined"; nurtured, engaged and connected. In these meetings, faculty and staff had the opportunity to learn not only from each other but also from the Associated Students of Laney College (ASLC) student leaders and other students from biology and philosophy courses at the invitation of their instructors. Reports detailing the ideas shared in these meetings were distributed campus wide via the Laney faculty and staff listserv and are posted on the senate website.[3,4,5]

Learning Assessment Committee

The Learning Assessment Committee[6] was formed in 2005 to work on the college's assessment-related issues. The committee of 10 faculty members and one dean meets twice a month to plan for and implement student learning outcome (SLO) and institutional learning outcome (ILO) assessment throughout the college. The committee offers workshops on a variety of assessment topics, including assessment orientations and help sessions on how to enter assessment information into Laney's assessment database. The chair(s) of the committee also helps individuals and departments develop rubrics and plans for assessing learning outcomes in their courses. The committee sponsors professional development opportunities that focus on improving instruction. For example, in 2013-2014, the Learning Assessment Committee led a book group that discussed *Student Engagement Techniques* by Elizabeth Barkley.

In spring 2014, the college assessed its institutional learning outcome "No.4: Global Awareness, Ethics and Civic Responsibility: Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity."

Some faculty members assessed an SLO from a course that directly mapped to ILO No.4, and the information and findings were used for both course SLO and ILO assessment. In fall 2014 during professional development days, a few of the participating instructors were chosen to present to the college what they had done, found, and learned that was surprising from this ILO/SLO assessment. This was followed by a college-wide discussion on the implications of these results for the college.

The College Council

The College Council,[7] composed of faculty, staff, administrators and students, reviews and provides input on the college goals. In line with the stated commitment to student learning in our mission statement, Goal No.1 for the 2013-2014 academic year is student success. The Council engages in dialogue around the college goals at every meeting, and lead deans regularly provide updates on improvements being made. The measurable outcomes during 2013-14 for "Goal No.1: Student Success" are to (1) significantly improve students' success in terms of program completion, transfer, certification exams, employment, orientation attendance,

assessment, and education plans; (2) ensure that students receive financial aid disbursements within 60 days of completing their files; (3) adapt college programs in order to meet the needs of the community. The College Council maintains a strong focus on improving student learning.

Foundation Skills Committee

The Laney College Foundation Skills Committee,[8] whose membership also consists of faculty, staff, students, and an administrator, also plays a role in building a learner-centered culture. The committee meets bi-weekly, with a focus on improving instruction and flow-through rates in our basic skills sequences. Over the last two years, to increase student success, the committee has developed and piloted three scalable pathway programs uniquely designed to meet the goals and needs of specific populations of students who assess below college level in English, ESL, and math. The committee has also funded projects using basic skills monies to support the learning of foundation skills across the curriculum, such as the SmartPen Project and a semester-long academy for faculty across the curriculum on reading and writing methodology. In order to widen the impact of coordinated, contextualized instruction, the committee is developing three "colleges" for professional learning in English and ESL to be implemented in spring 2015. These collegial groups are modeled after the design of the ESL Acceleration College, which was implemented in Fall 2014. In English, there will be Student Success and Engagement Colleges composed of approximately 10 instructors at both the 201 and 1A levels; in ESL, there will be an ESL Acceleration College composed of approximately 8 instructors at the High-Intermediate level. In total, 750+ students will benefit from the coordination of instruction and development and use of materials focused on depth and engagement in these colleges.

Alignment of Distance Education (DE) with the Mission

The college mission is to "provide access to quality transfer and career technical education, foundation skills and support services." This line of the mission statement relates to the college's commitment to DE. The 57 sections of online course offerings for fall 2014 and winter intersession 2014/5 include transfer, foundation skills, and counseling courses. A full list of PCCD online course offerings is available on the distance education website.[9,10]

As online course offerings grow, the college review of the mission statement will include discussions of adding a statement that directly express the college's commitment to DE as a mode of access to quality courses and services. The DE courses are intended to allow students to have 24/7 access to comparable resources had they enrolled in the same course on-campus. The college supports faculty training to ensure that the DE-assigned instructors use effective practices to help ensure the success of DE students, such as:

- creating opportunities for interaction and communication between students and their instructor;
- providing skill practice in both technology use and human interface in a Web-based environment;
- emphasizing application of course concepts to the students' real-world situations;
- increasing opportunities for synchronous activities; and
- setting student expectations.

In order to prompt deeper reflection on and an objective determination of student preparation for DE classes, we are considering the completion of surveys covering their computer skills, distance education suitability, and learning style before they enroll in DE classes.

Evaluation

The college meets the standard.

In a faculty and staff survey administered in January 2014, 79% of faculty and staff agreed or strongly agreed that "the college's learning programs and services are aligned with its purposes, character and student populations."

Actionable Improvement Plan

None

I.A.2 **The mission statement is approved by the governing board and published.**

Description

The Peralta Board of Trustees approved the current mission statement (see I.A.1) in January 2010, following review by key college constituents on an established three-year cycle. The College Council reaffirmed the mission in 2012-13. The statement is posted on the college website and is included in the 2010 Educational Master Plan. The mission statement printed in the 2013-2015 college catalog is not the current, approved mission statement; that is being rectified in the printing of the new catalog in the coming year. The mission statement is widely posted across the campus. Faculty, staff, and students view large posters highlighting our mission and values in almost every campus building, gathering area, and office. The mission statement regularly appears on key college documents distributed by the president, such as agendas for the College Council and communiqués with faculty and staff.

Evaluation

The college meets the standard.

The college deems its mission statement "clear and publicized," and believes it identifies the college's educational objectives. Eighty-seven percent of faculty and staff agreed or strongly agreed with this statement in the faculty and staff survey[11] administered in January 2014. Our vision, mission, values, and institutional learning outcomes are visible to every faculty, staff, student, and visitor to the Laney campus through large posters mounted on the wall in every gathering area.

Actionable Improvement Plan

None

I.A.3 **Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

Description

In the 2009 Evaluation Report, it is stated that the mission statement is reviewed on a three-year cycle. The current mission has been in place since it was approved by the Board of Trustees in January 2010, after

being revised in December 2009 to include the college's commitment to providing "access to quality transfer and career technical education, foundation skills and support services." This process and the vote taken are reflected in a series of memos distributed by Dean Linda Sanford in December 2009.[12] During 2012-13 in the Laney College goals (distributed to the College Council at every meeting), Dean Denise Richardson was assigned to "develop a sound plan for fall 2013 implementation of a careful and continuous study of Laney College's mission." During the 2013-14 academic year, the faculty, staff, student, and administrative representatives on the College Council reviewed the 2010 mission statement and determined it still defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. As no revisions were recommended, planning for further publication of the 2010 mission statement ensued and new posters highlighting the college mission, vision and values were created and posted across the campus in spring 2014.

The current Laney College mission statement was developed and approved in a democratic, open process by which all constituents could review the data that informed it and provide input on its emphasis and wording to be sure it spoke to the college stakeholders and the community that we serve. Once the college reviewed the draft statement and approved it in shared-governance meetings, the last step in the process was to obtain approval from the District Board of Trustees. This was done in an open board meeting[13,14] which included time for comments from the public.

Once approved, the college published the mission on its website, planning documents, and posters mounted in gathering areas across the campus. Faculty and staff responses on the faculty/staff survey conducted in January 2014 indicate that the way the mission statement is communicated is effective (87% agree or strongly agree that the mission is "clear and publicized"). The college planning cycle will prompt future changes, if needed, to the mission statement as well as continuous institutional review of processes to create plans for student equity, institutional effectiveness and the student success and support program (SSSP).

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

I.A.4   The institution's mission is central to institutional planning and decision-making.

Description

As the mission statement regularly serves as a starting point in all college planning documents and retreats, it is central to the choices the college makes. The statement expresses the college's focus on student learning and providing access to quality instructional programs and student services. Moreover, it describes the college as learner-centered. All college planning documents reflect an assessment of these priorities, and they in turn drive our goals and action plans. For example, program review and annual program update templates require faculty to assess their programs and units according to the mission, vision, and values of the college as well as progress on student success and assessment efforts.[15,16,17] The information on student learning provided by departments and programs in these planning documents are used to prioritize resource allocation decisions. The college also has plans aligned with its mission, including the Educational Master Plan[18] and the Institutional Effectiveness Plan.[19] The Institutional Effectiveness Committee[20] works to ensure that the college is in fact following these plans in its decision-making process.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

STANDARD I.A
Evidence

1. The Peralta Office of Institutional Research: http://web.peralta.edu/indev/
2. Laney College website: http://www.laney.edu/wp/mission-2/
3. Report 1:Faculty Senate Brown Bag Sessions on Student Success Factors: http://www.laney.edu/wp/faculty-senate/files/2013/10/Report-1-How-do-you-let-students-know-that-you-care-about-their-success_.pdf
4. Report: 2nd Faculty Senate Brown Bag Sessions on Student Success Factors: http://www.laney.edu/wp/faculty-senate/files/2013/10/Report-2-How-do-you-enage-students_.pdf
5. Report: 3rd Faculty Senate Lunch and Learn Session on Student Success Factors: http://www.laney.edu/wp/faculty-senate/files/2013/10/Report-3-How-do-you-help-students-feel-connected_.pdf
6. Learning Assessment: http://www.laney.edu/wp/assessment/
7. College Council: http://www.laney.edu/wp/collegecouncil/
8. Foundation Skills Committee: http://www.laney.edu/wp/foundation-skills/
9. Spring 2015 Online Courses—Part 1: http://web.peralta.edu/de/campus-directory/spring-2015-online-courses-part-1/
10. Fall 2014 Online Courses—Part 2: http://web.peralta.edu/de/campus-directory/spring-2015-online-courses-prt-2/
11. Faculty/Staff Survey, p.4: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf
12. Mission Statement Task Force Memo Dec. 2009: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.3-Mission-Statement-Task-Force-Memo-Dec.-2009.pdf
13. Video Board of Trustees Meeting—January 12, 2010-Jan 12th 2010: http://peraltaccd.granicus.com/MediaPlayer.php?view_id=&clip_id=265&meta_id=23907
14. Minutes: http://web.peralta.edu/trustees/meetings-votelog/
15. APU Template Draft: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-APU-template-draft.pdf
16. APU Forms A, B, C draft: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-APU-Forms-A-B-C-Draft.pdf
17. Program Review Template 2012: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-Program-Review-template-2012.pdf
18. 2010 Master Plan: http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/
19. Proposed Institutional Effectiveness Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-Proposed-Institutional-Effectiveness-Plan-11-22-14.pdf
20. Institutional Effectiveness: http://www.laney.edu/wp/institutionaleffectiveness/

STANDARD I.B
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 allocated 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.

I.B   The institution maintains ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes.

Description

Laney College structures its ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes through shared governance committees, professional development activities, operational meetings, planning groups and college-wide forums. Central to this dialogue is a focus on our college goals and the resulting strategic initiatives to achieve them. The priorities of the college, 1) student success (2) accreditation (3) assessment and (4) resource management, have remained consistent since they were laid out in the 2010 Educational Master Plan,[1] with only the aligned college targets/benchmarks increased each year. The strategic institutional initiatives to achieve our goals include:

- developing new and strengthening existing interventions and strategies to increase students' access and success;
- ensuring a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's unconditional accreditation;
- ensuring completion of the assessment cycle for SLOs and PLOs;

and

- increasing, developing, and managing the college's resource capacity in the areas of facilities, technology, personnel, finances, and public and private partnerships and grants in order to advance the quality of education provided.

This consistency in focus furthers our ability to embrace and understand the purpose of the dialogue, thereby strengthening it.

Each of these initiatives is discussed in the regularly scheduled operational meetings held by college committees, councils, working groups, department chairs and program coordinators, associated students and other shared-governance bodies, as well as during administrative leadership council meetings. The college also holds two retreats and four professional development days each year. Following are examples of where and when structured dialogue about the improvement of student learning and institutional processes has occurred.

The Laney College President's Retreat

A campus-wide retreat including administrators, faculty leaders, researchers, student leaders, and support staff from instructional and student services was held on May 30, 2014, just after the end of the spring term.[2] The overarching goal of the retreat was to review a three-year snapshot of college persistence, success, and completion, as well as student equity, access, and success dialogue and planning. The retreat began with a review of the 2013-2014 college goals bulleted above and accomplishments and updates on the measurable outcomes for each of them. Several documents were introduced to inform the dialogue, including:

- Charts of data from the California Community Colleges Student Success Score Card, Peralta Facts by Topic 2013 and the PCCD data warehouse, as well as a summary of them[3,4,5]
- Reports from the PCCD Department of Institutional Research:

- analyses of achievement gaps for African American and Hispanic Students;
- successful programs that help close the achievement gaps;
- a sample of innovative and effective programs that work toward closing achievement gaps in post-secondary institutions; and
- student support programs at Peralta Colleges.[6,7,8,9]

Participants engaged in focused discussion on three areas: English and math foundation skill success; college as a whole fall-to-fall persistence; and college certificate, degree, and transfer completion. The discussion was structured to begin with a review of the data to look for disproportionate impact as well as success in the elements of age, gender and ethnicity. Consideration was given to the aggregate number of students in all data elements. Participants responded to thought and action prompts individually and in small groups, and mapped their ideas out on large sheets of paper to be shared with the whole group. (All of the prompts were informed by the student success and equity planning agendas).[10] The discussions that resulted from building understanding of the data were rich in self-reflection and resulted in many sound suggestions for improvement.

College Council

Monthly meetings of the College Council[11] typically begin with a discussion of the activities related to the college goals for the year, with an update on the accomplishments related to each goal from the administrative team, faculty chairs/coordinators/leaders and staff leaders/representatives and discussion by the council. This year, the Faculty Senate and Classified Senate presidents led the council in an effort to strengthen the participatory governance structure of the college with recommendations provided by the shared governance task force. Their presentation prompted meaningful dialogue about council membership and effective participation, including the overall size of the council and the number of student representatives. The council determined the need for further discussion in the coming year, as several different perspectives were shared.

Institutional Effectiveness Committee

The mission of the Institutional Effectiveness Committee (IEC) is to recommend to the College Council and president data that shows the health of the college and information to inform decision-making. These actions will result in higher quality programs and services, thereby improving campus quality and increasing student success.

Curriculum Committee

Instructional, counseling, and library faculty, and administrative leads, review proposals for new and updated courses and programs to align with educational plans and departmental goals as stated in program reviews. They meet bi-monthly, relying on a host of evaluation criteria that includes but is not limited to departmental justifications, appropriateness of course content to the community college, compliance with articulation guidelines, career technical education departments' advisory board support, departmental faculty support, and interdisciplinary coordination. The process supports continuous improvement in the curricula offered in all forms, on campus and via distance education. It requires dialogue among the faculty within the discipline and among the members of the committee. The committee has been working diligently on the associate transfer degrees, achieving 100% of target. The online CurricUNET process helps facilitate this dialog, as instructional leaders are prompted to ensure the efficacy of all new and updated courses and programs. While the college has limited DE course offerings, it has increased its focus on strengthening existing offerings. It has entailed reviewing model practices and new federal regulations. The DE coordinator reviews all DE addenda to check that course content will be equivalent to a face-to-face course. The academic support services specialists (ASSS) and faculty members of the Curriculum Committee ensure the appropriateness of the DE offering. Foremost, the members of this committee continuously seek integrity of all aspects of the DE efforts. Currently, the college/district provides ongoing training and certification, enhancements to the infrastructure for the DE portal, and knowledge of new options and requirements. Annually, college educators meet to keep abreast of new regulations. The ASSS and faculty attended the state-level/regional curriculum conference, where a significant focus was on DE.

Technology Committee

Laney College Technology Committee is committed to becoming a leader in educational technology. Guided by planning, prioritization and a belief in shared governance, we plan to implement state-of-the-art technology in a variety of areas, both college-wide and for individual departments

programs including:

- Facilities, Equipment, and Access to Computing
- Web Sites
- Distance Education
- Online Registration and Enrollment
- Enrollment Management Tools
- Biotechnology
- Instructional Labs
- Campus Network Solution
- Wireless Network Solution
- Computer and Printer Upgrade
- Audio Visual Solution
- Interactive Media Learning Technology
- Library Technology
- Security
- Technology Training

In order to plan and implement Laney's technology needs, we must prioritize. Although implementation of technology initiatives depends on budget availability, our long term goals are not driven by short-term financial constraints. We believe in a culture of evidence, our prioritization procedures are evidence-based and rely primarily on unit plans, campus-wide surveys, input from shared governance groups, and interviews with faculty, staff, and administrators. Technology Committee will systematically plan for the future to insure that Laney College becomes a leader in educational technology. The technology committee has been key in pushing forward resources and programs requested by faculty to improve student learning. Access to Turnitin is one example.[12]

Faculty Senate "Lunch and Learn"

Prompted by a discussion in the District Academic Senate about the need for more dialogue on student success, especially the factors highlighted in the RP Group report "Student Success (Re) defined," the Laney College Faculty Senate, with the support of the college president, offered three "lunch and learn" events in spring 2014. Faculty, administrators, students, and staff engaged in rich dialogue and shared strategies for making sure that our students feel nurtured, engaged, and connected, the three success factors highlighted in the report most closely related to our institutional

learning outcomes. Perhaps most importantly, ASLC leaders and other students shared what mattered to them in terms of their experience to make them feel more nurtured, engaged and connected. The dialogue among faculty/staff/administrators and students included powerful exchanges in which questions were posed and different perspectives from the point of view of students and instructors were shared about improving student learning. Reports detailing the ideas shared in these meetings were distributed campus-wide via the Laney faculty and staff listserv on February 25th, March 18th, and May 14th of 2014, and are posted on the faculty senate.[13,14,15]

Learning Assessment Committee

The Learning Assessment Committee (LAC)[16] meets to engage on annual and continuous SLO assessment planning for the college and provides ongoing professional development activities for faculty and staff. Examples of workshops for faculty and staff include the creation of rubrics and student engagement techniques. In a further effort to make Laney a more learner-centered college, the LAC sponsored a discussion group focused on the book *Student Engagement Techniques: a Handbook for College Faculty* by Elizabeth Barkley. This book, which offers college instructors over one hundred tips, strategies, and techniques proven to help teachers from a wide variety of disciplines to motivate and connect with their students, served as a springboard for discussions in monthly meetings throughout the 2013-2104 school year. The LAC consistently highlights the effective efforts of faculty, in part through having individuals and groups discuss details of how to assess and use the results to strengthen practices and student learning outcomes. This is reflected in monthly LAC newsletters and at all-college professional development day sessions, as well as during the workshop series. The college began ILO assessment in spring 2014 based on the philosophy of assessing an "ILO of the Year." The college assessed ILO No. 4 (Global Awareness, Ethics and Civic Responsibility) during 2013-2014, and is currently in the process of assessing ILO No. 1 (Communications) during 2014-2015. College-wide activities to promote this assessment have included presentations at retreats, professional development activities on spring and fall flex days, and ongoing workshops and dialogue sessions.

Foundation Skills Committee

In fall 2012, the Foundation Skills Committee[17] began discussions to

improve the processes by which it operates. First, the committee elected a co-chair/coordinator to work alongside the administrative co-chair. To improve the process for reviewing proposed projects and expenditures of basic skills allocations the committee adopted a new project proposal form that requires a comprehensive plan aligned with the goals of the basic skills plan and best practices, a detailed budget, and a plan for assessment. The committee engages in dialogue with each applicant to receive clarification, and then makes recommendations to improve proposals as needed. Most of the proposals approved in 2013-2014 focused on the development and implementation of a comprehensive foundation skills effort called the Laney College Pathways program. It currently includes four learning communities dedicated to improving student learning based on their goals and assessment results: the Foundation Skills Pathway program, which has scaled up to two cohorts of first-year students who assess below college level in foundation skills; the ESL Pathway program for first-year students who assess below the high-beginning level of English as a second language; the CTE Off Ramp Pathway program, which provides contextualized gateway courses in English and math for CTE students; and the CTE On Ramp Pathway program, providing contextualized English and math courses and a CTE survey course for first-year students.

Learning Communities Work Group

In line with the college goal of developing new and strengthening existing interventions and strategies to increase students' access and success, a work group was created to address the need for improved college processes in regard to the development and delivery of learning communities. First was the creation and publication of a definition of learning communities; which is included on p. 45 of the 2013-2015 Laney College Catalog[18], along with a list of learning communities. In fall 2014, the learning community work group will create a set of standards for learning communities to both maximize their efficacy and communicate the quality of their efforts to the college and community.

Student Success and Support Program Planning and Implementation

The college began SSSP transition planning in 2012. A committee began by reviewing SB1456 and the Title 5 changes regarding matriculation, the shift in funding structure, and program mandates. Based on the changes, an integrated student services working group was established in spring 2012. The college engaged in phased implementation of core services beginning

in fall 2013 and continues to evaluate and enhance services as well as capacity to meet student needs. Currently, there is an interdisciplinary SSSP group where representatives from across the college engage in dialogue and planning particularly related to online services, early alert, and enhanced CTE and ESL core services. Additionally, the small workgroup continues to meet semimonthly to ensure quality and timeliness of SSSP core services. In addition to local efforts, college representatives serve on the Peralta SSSP work group and committee to assure continuity of services across the district and to support enhanced IT infrastructure, including the development of the academic advising and student equity planning (SEP) modules and upgraded MIS reporting.

Student Equity Planning

Laney is engaged in the ongoing assessment of programs and services across the college regarding access, equity, and success. A shared governance committee including faculty, staff, students, and administrators began reviewing and analyzing data; and are currently drafting the 2014-2015 Laney College Student Equity Plan. They established subcommittees to study college access, ESL and basic skills, course completion, degree and certificate completion, and transfer completion. The plan will be submitted to the State Chancellor's Office in January 2015. Ongoing data analysis and planning agenda updates will occur annually.

Institutional Self-Evaluation (ISE)

From the first meeting of the Steering Committee in September 2013, and continuing throughout bimonthly meetings during the self-evaluation period through fall 2014, self-reflective dialogue regarding student assessment and institutional processes shaped our approach. The Steering Committee for the ISE consisted of the ALO, two faculty co-chairs, and 17 Standards co-chairs (eight administrators, eight faculty and one classified staff member). Charged with fine-tuning the process, reviewing drafts, identifying gaps, and discussing actionable improvement plans, the Steering Committee began its bimonthly meetings in September 2013.

Professional Development Days

On January 16, 2014, the professional development day activities at Laney included several key discussions on improving student learning and institutional processes.[19,20] Following up on the discussion initiated

by Dr. Darla Cooper in her presentation on the district professional development day, *Six Success Factors that Help Students Succeed*, faculty, administrators and staff engaged in further dialogue with each other and a panel of students focused on how to expand our capacity to help our students succeed. In another session, the Associated Students of Laney College collaborated with faculty to plan programs and classes and connections with students to help them succeed. The Laney panel of students was focused on their experiences in specific classes. Another workshop that day was organized for a smaller interested group of instructors interested in encouraging students to complete their classes and degrees. Discussions ensued about how best to plan events that engage more faculty and students. The learning assessment coordinators led a workshop on developing rubrics to provide quality feedback on student learning. Department meetings were extended by an hour so that the department would have time to discuss assessment of SLOs. This discussion could have included planning assessment activities for the coming semester and/or discussing assessment results and action plans from the previous semester. Several departments participated and submitted their meeting notes to the Learning Assessment Committee.[21]

CTE Advisory Committee

The Laney CTE Advisory Committee comprised of CTE instructors and administrators. The purpose of the committee is to advise the college on the needs and concerns of CTE programs and services, such as the funding of CTE programs through the college budget, government and private grants and community and business partnerships; the maintenance of CTE facilities, the faculty, classroom, clerical and technical support for CTE programs; the planning and implementing short-term and long-range goals for college wide CTE programs; review proposals for new CTE courses and programs, course and program revisions and deactivations; and cultivating and sustaining a regionally recognized and student friendly environment for CTE students that includes outreach and recruitment, enrollment assistance, individual program/course counseling, assessment, skills training for job seekers, internship and job placement, and other support. Regular meetings are held twice a month during the academic year.[22]

ASLC Town Hall Discussion Series

The Associated Students of Laney College (ASLC) town hall discussion series was an idea created to provide a consistent environment for civic engagement on campus. To create a more participatory environment, the ASLC created a structure that allowed the panelists to speak, attendees to ask questions of the panelists, and the audience to voice their views of the topic.

The ASLC held a workshop during professional development day to collaborate with faculty and brainstorm topics for the discussion series. The goal was to come to a consensus on topics that would pique student interest and allow faculty to bring their classes to discussions that would engage them with other students on campus. Along with brainstorming dates and topics, students and faculty provided a list of knowledgeable potential panel members. After the workshop, they finalized the following dates and topics:

- 01/29- Campus Resources/ Shared Governance

- 02/12- State Issues in Education

- 02/26- Black Leadership in the 21st Century

- 03/12- Trends in Higher Education

- 03/26- Student Power Then and Now

- 04/09- Food Consciousness

- 04/23- Sustainability Movements

- 05/24- Preparing for the New Economy

ASLC Leadership Development Initiative

The purpose of the ASLC Leadership Development Initiative is for student leaders to receive transferrable credits while taking various independent study courses, plus a small stipend as an incentive to improve the campus life and student activities on campus. Through this initiative, TEAM Laney, led by the Publicity Commissioner of the ASLC, which is an essential part of connecting the student body with various resources and activities, was created as a marketing team to inform students about the resources on campus. Their work includes distributing flyers in the quad, making classroom announcements, and updating social media sites. TEAM Laney

also receives support from photography, graphic arts, journalism, and media communications students enrolled in independent study courses pertinent to their fields, who create visuals to disseminate to the Laney College student body.

In the summer 2014 session, the ASLC met with the vice-president of instruction and faculty members from various departments to plan the details and address concerns about the project. Through collaboration with administration, faculty, and students, the ASLC leadership development initiative began in fall 2014, allowing for more effective communication around campus. The implementation of this program enables us to fulfill a part of the Laney College master plan by developing an "integrated marketing plan" working towards enhancing general awareness, promoting academic excellence, cultivating internal pride, nurturing displaced workers, and increasing online presence.

Evaluation

The college meets the standard.

The results of a recent faculty and staff survey confirm what is illustrated above: 73% of 278 respondents either agreed or strongly agreed that our college maintains ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes.[23] This dialogue has had a significant impact on student learning. There is evidence that has led to the following constructive results:

- a college definition of learning communities, as well as the development and expansion of new learning communities;
- continuous improvement of courses and programs, and related actions within departments based on the rigorous review and sound leadership provided by the curriculum committees; and
- Team Laney, a student led team by ASLC, to connect students with college resources, to improve campus life and student activities.

Actionable Improvement Plan

None

I.B.2 **The institute sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals**

and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

Laney College sets goals to improve its effectiveness that are consistent with its mission as a "diverse, urban community college committed to student learning" and as a "learner-centered college" that "provide[s] access to quality transfer and career- technical education, foundation skills and support services" in response to "the cultural, economic, social, and workforce needs of the greater Bay Area [to] increase community partnerships and global awareness."

During the last four years, the Laney president has approved the institution's goals consistent with those collegially established locally as reflected in the Laney College Educational Master Plan (EMP); at the district level; and based on the recommendations derived through all college meetings, shared governance and administrative processes. (The district goals are: A. Advance student access, equity, and success; B. Engage our communities and partners; C. Build programs of distinction; D. Create a culture of innovation and collaboration; and E. Develop resources to advance and sustain our mission.)

The college's goal-setting process continues to entail (1) surveying the stakeholders, (2) reviewing the findings from the planning processes (e.g., program reviews, unit plans), (3) analyzing institutional data to determine the unmet needs of students, (4) determining the gaps in performance in key areas of the college, and (5) considering the external and internal constraints imposed on the college.

In 2010-2011, the college was hard at work to address the priorities revealed in the Laney College Educational Master Plan.[24] The college goals reflected efforts essential to advancing the educational agenda to increase transfers to 4-year baccalaureate institutions, achievement of certificates and associate degrees, career placements in businesses and industries, and partnerships with educational institutions. The resulting priorities were: (1) assessment, (2) accreditation, (3) student performance, and (4)

resource management. According to the college president in her September newsletter,[25] "Indirectly embedded in the foundation of these goals [was] a focus on curriculum, instruction, student services, administrative (business) services, and shared governance. Using the college mission as a guide, achievement of these goals [would] enable the college community to *actualize* a more robust, active, extra-ordinary learning community where *...all are encouraged to become responsible community members, leaders and world citizens*."

In 2011-2012, the goals established resulted from a continued focus on reaching the level of institutional effectiveness laid out in the educational master plan. The priorities continued to be (1) student success, (2) outcomes assessment, (3) accreditation, and (4) resources.

In 2012-2013, about 150 of the approximately 500 college employees and over 40 student leaders actively participated in college retreats, listening sessions, and small forums from which benchmarks were chosen to pursue the same four areas: student success, accreditation, assessment, and resources. These goals were disseminated to faculty and staff in the September president's newsletter and were continuously reviewed and discussed in College Council meetings.

In 2013-2014, the over-arching college goals remained consistent with descriptors added for clarification of focus for the year.

- Goal No. 1 Student Success: Develop new and strengthen existing interventions and strategies to increase students' access and success.

Table I.B 1

Type of Planning	Time Horizon & Organizational Unit	Informs, Informed by, and Integrates with…
Annual Program Review Update (APU/ Unit Plan)	Annual —Departments and Programs	Facilities planning, human resources planning, fiscal planning, strategic initiatives such as Basic Skills Initiative, Educational Master Plan, technology planning
Program Review	3-year —Departments and Programs	Unit plans, Curriculum Reviews, Educational Master Plan; fiscal, human resources, technology, and facilities plans
Educational Master Plan	6-year —Shared governance process led by the vice president of instruction — Intersects with district Education Planning Committee	Program reviews; unit plans; strategic initiatives; strategic opportunities and constraints; state, district and college-wide initiatives
Fiscal Plan	Annual budget cycle and multi-year projections — Shared governance led by Director of Business & Administrative Services and the Executive Council	Base budget, unit planning, district enrollment growth targets, district revenue and expense planning, college budgeting, human resources planning, district resource allocation plan
Human Resources Planning	Annual hiring cycle — Faculty Prioritization Committee, Executive Council — Classified Prioritization Committee	Core program funding, replacement scenarios for retirements, short-term and hourly hiring, program expansion plans
Technology Planning	Short and long term planning cycles — Technology Committee, Departments	Unit plans and program reviews, annual plans and cycles of technology adoption, long term IT infrastructure plans, bond fund planning
Facilities Planning	Short and long term planning cycles — Facilities Planning Committee, Departments, Executive Council	Unit plans and program reviews, Educational Master Plan, Facilities Master Plans, short term facilities upgrades, long term renovations, bond fund planning
Strategic College Planning, leads to developing the annual college goals and benchmarks	Annual — Shared governance process led by the college president, administrators, faculty, and campus leaders	Unit plans and program reviews, Educational Master Plan, appropriate analyses and aggregation of college-wide issues and themes, to inform college goals and priorities and aligned with district-wide goals and initiatives

Laney College

Figure I.B 1

Assimilated College and District Level Planning Processes
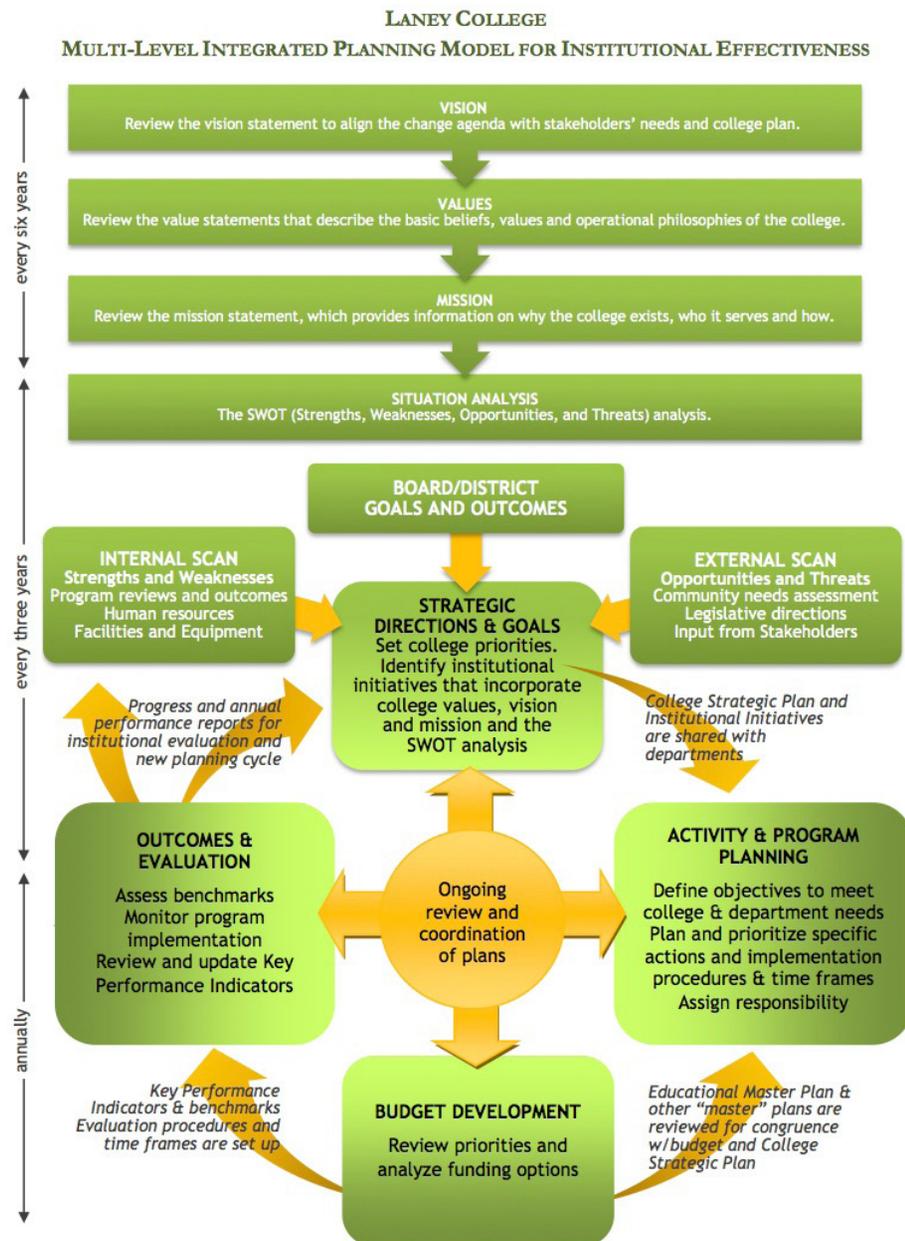
- Goal No. 2 Accreditation: Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's accreditation on an unconditional (non-warning) status.
- Goal No. 3 Assessment: Ensure completion of the assessment cycle for SLOs and PLOs.
- Goal No. 4 Resources: Increase, develop and manage the college's resource capacity in the areas of technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided.

Measurable outcomes are provided for each goal, and updates on progress have been given at college council meetings[26] and at the end-of-year college retreat.[27]

During these years, each set of goals was disseminated college-wide at the start of the school year so that all constituents could discuss how they could affect their achievement. Articulated by the college president and other Laney leaders in formal and informal settings, the goals included measurable benchmarks, the achievement of which was discussed in college-wide forums to allow for vetting, revising, and planning. At the start of each semester, the president updated the campus on the progress made for each goal in both her state-of-the-college address and newsletter.[28]

Evaluation

The college meets the standard.

In a recent survey, 58% of faculty and staff respondents agreed or strongly agreed that (1) the college develops goals with broad input and dissemination as well as using broad-based understanding of processes to implement them, and (2) the college regularly updates and publishes college-wide goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed in order to improve institutional effectiveness.[29]

The college goals over the last three years consistently and clearly focused on four areas: student success, accreditation, assessment, and resources; and the benchmarks to be achieved were raised each year. These goals

were disseminated both orally and in writing in several forums, thereby providing direction to the work of faculty, staff, and students as a college. At the beginning of each semester, the president provided the goals in her state-of-the-college address and newsletter. All shared governance groups—Faculty Senate, Classified Senate, Associated Students of Laney College, Foundation Skills Committee, CTE Advisory Committee, and resource planning advisory committees (i.e., budget, facilities, faculty prioritization, technology)—shared, discussed, and collaborated to reach the goals. The president also provided updates as to the progress made in newsletters and reports to the College Council and shared governance committees. For instance, in a newsletter dated November 2010,[30] the president restated the goal of working to secure $5 million in grants to increase college resources and reported that the college had "exceeded the half-way point by being awarded the AANAPISI ($1.67 million) and the TRiO grants ($1.1 million) from the United States Department of Education."

Actionable Improvement Plan

None

I.B.3   **The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

Description

Annually, Laney College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Laney College engages its planning process consistent with its focus on achieving mission-driven priorities. This planning process is informed by the second edition of the Peralta Community College District Strategic Plan,[31] which was approved by the Board in April 2008 after having been

developed through a collaborative district-wide process. Section II of the PCCD Strategic Plan describes how the district collaboratively designed and implemented an integrated educational master planning process. All colleges conduct program reviews as integral to the annual process for integrating planning and budgeting.[32] The results of this program review and related efforts at Laney informs the development of the Laney College Educational Master Plan (LCEMP), which then drives the development of the annual goals and provides the framework for specific planning and resource allocation priorities.

Systematically, Laney College established its planning process, and it continues to organize its planning agenda, including program review efforts, as outlined in the table below, in order to provide a clear path to integrating planning and budgeting as well as annual goal-setting. The type of planning, time horizons, and key players are listed in the Planning Overview. The broad-based participation and opportunity for input by college constituencies is apparent and extensive. The Instructional Program Review of 2012 and the spring 2014 Annual Program Update completed by all instructional units at the college are among the strongest examples of the extensive and broad-based participation in the planning process. These reports incorporated the program mission and description with analysis of core data on curriculum, instructional strategies, and program improvement needs, as well as community outreach and student success issues. Importantly, each type of planning by necessity has embedded an evaluation process.

Planning Overview

Evaluation of all aspects of planning is ongoing and embedded within each of the planning committees and workgroups. This is done to ensure that the college is clear about its priorities and can plan effectively to meet them. It is essential to continuously validate the plans that drive the college's efforts, especially the LCEMP, because budget resources follow the planning priorities.

The college establishes, through its planning committees and workgroups, evaluative sessions during which planning team members read, analyze, and make recommendations for resource-related priorities for the college. This occurs at least annually with most committees, including the Facilities Planning Committee, Faculty Prioritization Committee, and Technology

Planning Committee. The work of each group addresses the priorities revealed in the LCEMP, the central planning document that guides resource allocation decisions at the college.

The Figure I.B 1 reveals how Laney's planning process assimilates department-level, college-level, and district-wide shared-governance committees into the college and district planning processes. These committees include the College Council, Curriculum Committee, Budget Advisory Committee, Facilities Planning Committee, Technology Planning Committee, and the Faculty Prioritization Advisory Committee.

The all-college presidential retreats[33] offer another example of broad-based planning leading to improvement of institutional effectiveness. The participants in this event included all Laney administrators, support staff of instruction and student services administrative offices, department chairs/program coordinators, Faculty Senate and Classified Senate leaders, and Associated Students of Laney College leaders and other faculty and staff. Specific data that had been analyzed for ease of interpretation for greatest understanding by the college community was gathered and organized in reports. Institutional quantitative and qualitative data from the District Office of Research as well as specialized data collected at the college are used to achieve greater and shared understanding of the college's conditions and progress in achieving stated goals. The analyses that resulted from the discussions informs the directions taken at the college, especially planning and resource allocation decisions.

Evaluation

The college meets the standard.

The college uses an integrated planning and resource allocation process that is cyclical, and allows for formative assessments during the year leading to improvements via the College Council. Monthly updates are provided to shared governance and administrative groups to reveal progress in achieving the broad goals and specific objectives.

Actionable Improvement Plans

None

I.B.4   The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description

Laney College organizes its planning process to ensure that broad-based, active leadership and engagement help facilitate sound decision-making and continuous improvement to the effectiveness of the institution. The mechanisms used for college planning are the key groups, namely the Faculty Senate (FS), the Classified Senate (CS), and the Associated Students of Laney College (ASLC). Each works with the college president through their presidents to identify members of each planning-related committee. The governance bodies and other committees consist of the College Council, Institutional Effectiveness Committee, Budget Advisory Committee, Facilities Planning Committee, Technology Planning Committee, Learning Assessment Committee, and the Health and Safety Committee. Other planning-related committees include the Curriculum Committee and Faculty Prioritization Advisory Committee.

The composition of each planning committee requires that members reflect the faculty, classified staff, and students. At the beginning and end of each academic year, the Office of the President verifies the members of each planning committee as selected by FS, CS and ASLC presidents. The college president also makes her administrative assignments, typically in consultation with the Executive Council (or the lead VP or Director of Business and Administrative Services). The outcome is that we have planning committees and workgroups that are made up of each stakeholder group. The goal this year is that the charge, membership and schedule of meetings, along with the website, will be then sent to each member, along with access to the Participatory Governance and Organization Manual.[34]

A similar process is being developed for DE planning. Lead by the vice president of instruction (VPI), this effort will involve the DE Coordinator and other faculty identified by the FS president; staff who work within technology and on curriculum matters as identified by the CS president; and important participation by students, as identified by the ASLC president.

Overall, these groups typically reflect over 75 members representing all divisions of the college. They are complemented by at least another 75 who attend college planning forums and retreats. Broad involvement is encouraged because of the proactive efforts of leads calling on stakeholders to participate, continued review of the membership, announcements with incentives for participating to stakeholders, and ongoing reminders disseminated electronically to the entire community of faculty and staff about the planning meeting and agenda items being addressed that have relevance to them and Laney students. These resources are reinforced with funding to support engagements. For example, alternative source of funds (i.e., gifts and donations to the college) are used to buy computers, certificates of appreciation, achievement plaques, and other incentives to participate. General funds are used to purchase workplace technological tools, test new institution-wide WI-FI technology, and other tangible assets essential to improving communications and direct involvement in the planning process. Measure A bond funds are used to improve and render accessible facilities for planning and related purposes.

As part of widening and sustaining involvement among more stakeholders, the college is developing a formal process to assure the delivery of an orientation for new and returning members of planning committees and workgroups. This is a direct response to constructive assessment shared by the ASLC president and other members of the College Council during 2013-14.

The efforts of these planning committees have been remarkable. They ensured the development of the Laney College Educational Master Plan (LCEMP), the Laney College Facilities Master Plan (LCFMP), the annual updates of program reviews, the three-year comprehensive review of programs and service areas, and the annual establishing of the college's goals. Many changes have occurred as a result of the implemented plans and annual goal setting. They are:

Fundings:

- Secured additional funds from alternative (non-general fund) sources.
- Restored a significant percentage of the college's general funds.

Curriculum & Instruction:

- Significantly improved curriculum.
- Strengthened the quality of CTE programs.
- Secured national status as a National Science Foundation.
- Granted special status as a site for apprenticeship training for Electricity and Electronics Technology field—only one of two institutions in the State of California.
- Designed and implemented accelerated ESL instruction, with improved student achievement.
- Became a hub for energy efficiency training, with building automation education, and a manufacturing education hub with industrial, advanced, and bio manufacturing education.
- Adjusted class schedules to meet student demand for accelerated and late-start classes.

Student Service & Student Success:

- Ensured financial aid program achievements, and affected a marked improvement in service delivery. Financial aid students served in 60 days or less.
- Implemented efforts to further boost student success such as:
    - Developed on-line orientation in 2012-13.
    - Implemented learning communities to support student success including APASS, TRiO.
    - Restored the number of faculty, classified and administrative positions to increase the effectiveness of the institution and ensure our ability to support student learning and ensure student success.

Facilities & Equipments:

- Implemented some of the initial short-term priorities of the Facilities Planning Committee to markedly improve the college's facilities.
- Upgraded computers for faculty and staff, and added smart classrooms.

Evaluation

The college meets the standard.

Actionable Improvement Plans

None

I.B.5   **The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

Description

The college collects a wide range of assessment data at all levels of the institution, including course, program, unit, governance, and institutional. The data is intended to inform the needs and achievement of students and the degree to which they have met outcomes. Data collection begins with student demographics, enrollment (productivity), retention, persistence, and course success numbers; it continues with course and program-level outcome data. Faculty and staff amass the information in program reviews and annual unit plans; along with administrators, they analyze the data to measure student progress in key areas, such as establishing sound benchmarks, achieving learning outcomes, and seeking equity. The course and program level assessment data is collected and maintained primarily by faculty who use the details to inform course and program level improvements, including but not limited to changes in pedagogical approaches, contextualizing and accelerating the course content and program parameters, and pursuing greater collaboration to strengthen practice and improve student results.

For DE, the college uses a Moodle shell that contains exactly the same evaluation content as the paper evaluation that is administered to students to evaluate teachers in the college's on-site courses. As for the assessment of DE courses, they use the same SLOs as in regular courses.

Laney College makes public its institutional data and analyses internally and externally; it is accessible 24/7 online.[35] Frequently, this site is referenced and used for reviewing unit and program-level data, and it is highlighted in planning documents. Other data that are focused on

particular outcomes, courses, programs, and the ILOs are found on the Laney College website.[36] On the home page, the mission of assessment at Laney College is clearly stated: "Mission: to stimulate a culture of ongoing instructional improvement using assessment to facilitate student success." This website is a public site and includes all the ILOs for the college and SLOs from 56 departments on campus. This site is constantly being updated. The results of SLO assessment are discussed in department meetings and put into the database, TaskStream.

The college also makes public its data and analyses via department discussions, discipline meetings, college-wide meetings, published documents (i.e., institutional and resource plans such as the Educational Master Plan and Facilities Master Plan), and annual program review updates as well as three-year program reviews.

A diverse range of college constituents among the faculty, staff, and administrators rely on these sets of data to inform their work throughout the year. This access has ensured that assessment data continues to be used in curricula and program and resource-related planning. Also it encourages stakeholders to discuss ways to enhance the use of assessment data in order to increase the effectiveness of the college. This is reflected in annual improvements to planning and in review documents, including the program review form and the faculty prioritization request form. It is also reflected in the successful pursuit of grant and other alternative sources of funding due in part to the strength of the data. Additionally, this data allows for leaders at all levels of the college and district to create user-friendly information for the public, as reflected in the work of the Laney College Offices of Instruction and Student Services and the District Office of Educational Services. They make regular presentations to key stakeholders, including the district leaders and Board of Trustees, on Peralta TV. Such presentations are also sent out via electronic, means including social media and the district web site.

Where possible, Laney uses documented assessment results strategically to communicate matters of quality assurance to appropriate constituencies. These instances primarily consist of the following data sets:

- results from the COMPASS assessment tests for placement in English, ESL, and math classes, in addition to the CELSA and the 2007 validated writing sample for ESL;
- results of student enrollment data for providing productivity, student retention, and persistence information (by demographics) to faculty and staff; and
- results of student performance (grade success) to college stakeholders.

Given its priority to be a data-informed institution, Laney is building its base of assessment data and organizing to collect and document them so that it can communicate the following as it works to assure overall quality:

- perception of college climate by students and employees;
- student satisfaction survey;
- focus groups of students to discern what factors help them succeed and how the college can help them;
- performance on course- and program-level learning outcomes; and
- other data through sources such as the Community College Survey of Student Engagement, CalPASS, and Statewide ARCC (IB5-1).

In particular instances, Laney College assesses whether it is communicating information about institutional quality to the public using a process structured by criteria, reviewers, and a timeline. For example, the college relies on experts from among the faculty, classified staff, and administrative ranks to judge quality; the college reviews its published documents, including the college catalog, handbooks, brochures, and other publications. For example, the Office of Instruction sends out a formal letter to department chairs, program coordinators, and administrators requesting their critical review and feedback of sections of the college catalog in preparation for a substantive review by the Laney College Catalog Committee. In order to assure quality, their work is reviewed by the College Council, Administrative Leadership Council, and the president. Likewise, Laney employees obtain feedback through their service on local boards and committees; and through their participation in professional activities off campus, such as meetings of local school boards, nongovernmental and community-based organizations, union groups, and for-profit businesses. Laney also secures and reports on the feedback it receives from advisory committees and councils for its career technical education programs.

Evaluation

The college meets the standard.

Actionable Improvement Plans

None

I.B.6 **The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

Description

The college plan is to utilize the Institutional Effectiveness Committee (IEC), the Budget Advisory Committee, and the College Council to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation. During the last few years, the college has systematically reviewed and modified several aspects of its planning and resource allocation processes. In June 2012, we conducted a college-wide Institutional Effectiveness meeting to reflect upon, assess, and evaluate how effective the college was with the 2011-2012 Strategic Goals and Measurable Outcomes.[37] By spring 2013, we sought to evaluate the participatory (shared) governance process that informs planning. The College Council recommended to the college president changes to the charge, structure, and composition of some of the committees and ensured a more integrated way of facilitating the work of the IEC with the resource committees and the College Council. We subsequently drafted a new Participatory Governance and Organization Manual.[38] Further actions are occurring during fall 2014, including the proposed updated Institutional Effectiveness Plan,[39] with expected recommendations to the college president in January 2015.

During the same time period, constituents of the shared governance groups identified gaps in practices that made clear responses to the following questions:

- **Who reviews the shared governance efforts?**

  The Institutional Effectiveness Committee focused on different areas of operation in 2011-2012 and 2012-2013. In 2011-2012,

the committee reviewed data on student success and explored the impact of structural changes on success rates. In 2012-2013, the committee reviewed the charge, composition, activities and communications of college committees and Faculty Senate subcommittees central to college operations. The committee is currently revising its charge.

- **How are classified staff vacancies and new positions prioritized?**

  Solution developed: The College Council developed a new classified prioritization process. It is transparent as it leverages the shared governance processes in ways that heretofore had not been the case. Importantly, it is inclusive of input that may not have been provided through the program review, APU, or related unit planning efforts.

- **What can be done to ensure that we are better prepared to focus on the "right" needs of students and appropriately allocate resources to address those needs?**

  Solution developed: The annual retreats have morphed from basic reporting updates or progress reports of accomplishments of the previous year to being more focused and centered around planning for each academic year as it relates to the college's goals and measurable benchmarks. More specifically, these efforts entail responding to tailored student success and equity prompts with direct review and analyses of institutional data to inform the measurable objectives, strategies to employ, areas to improve and move the college's student success agenda and plan going forward.

- **How do we ensure a more robust annual planning and budgeting process?**

  Solution developing: Starting in spring 2015, the college will update its draft of procedures for evaluating institutional planning and implementation efforts as part of establishing a Planning and Budgeting Resource Allocation and Evaluation (PBRAE) strategy to ensure a more robust annual process. It shall include a survey to

be administered annually as part of gathering unit and college-wide feedback on the overall effectiveness of planning and resource allocation as perceived by all constituents. This process will help facilitate efficient improvements as needed.

The governance groups and all constituent groups are consistently informing all aspects of the college's planning process—what worked, what did not work, and what is required to ensure improvements in the future. As such, it is effective for fostering improvement.

Evaluation

The college meets the standard.

Actionable Improvement Plans

None

I.B.7   **The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

Description

Laney College uses a particular set of mechanisms to gather evidence about the effectiveness of programs and services. At the unit level, they entail curriculum reviews; unit and program reviews; faculty and staff evaluations; annual reviews of categorical and grant programs; and special consultancy research. An example is the library. It has service outcomes and conducts regular assessment. Assessment results are discussed at library staff meetings, and plans are developed to address areas needing improvement. In addition to regular analysis of a wide array of usage and collection reports, the library conducts satisfaction surveys of students and faculty.

At the mid-level, the assessment work of committees, shared governance groups and workgroups entails reviews of planning and resource allocation processes, the curricula, strategic and operational priorities, shared governance structures, and the achievement of goals and objectives.

At the institution level, via college forums, retreats, and committees such as the College Council and the Administrative Leadership Council, assessment consists of on-going reviews of aggregated and disaggregated data (i.e., on current and prospective students, economic and workforce demands, student achievement and outcomes). The sources of this information are diverse and include reviews of the data gathered, analyzed and used to improve efforts at the unit and middle levels of the institution. In addition, the college assesses program and institutional level outcomes by way of the program reviews every three years, program review updates annually, and educational master plans every six years. Further, the college administers satisfaction surveys[40,41] and institutional effectiveness review updates[42] annually with the help of the district. And the college conducts the comprehensive accreditation self-evaluation as part of its 6-year reviews and uses complementary surveys such as the Survey of Entering Student Engagement (SENSE, CCSSE), and locally developed faculty and staff surveys.

The college uses the same mechanisms for review of distance education (DE) learning programs and support services as it does for traditional programs and services, namely student evaluations, self-evaluation, faculty/classroom observation/evaluation, and administrative evaluation. The forms used to gather evidence about the effectiveness of DE instruction do not currently differ from those used for traditional instruction. However, the Office of Instruction and the District Academic Senate are currently reviewing mechanisms used at other institutions as well as the best practices presented by the ACCJC for review of DE programs to make recommendations for a set of evaluation forms (student, faculty, self and administrative) specifically for review of DE courses.

The evaluation process and results contribute significantly to improvements in programs and services. They have led to the strengthening of program offerings and otherwise ensured that the college is relevant to the communities it serves. During the last three years, more than 1000 courses have been updated, and 210 new courses have been added. During the last 5 years, the majority of the programs have been either updated slightly or completely revised to reflect the current requirements and demands of various business and industry partners, four-year colleges and universities, and state/industry licensure and accreditation (i.e., regional, state and federal requirements).

This on-going review process has also resulted in a clearer understanding of gaps and what the college requires to eliminate them through essential service offerings. In addition, this has informed the other sections of this self-evaluative report. Importantly, it has positioned the college to effectively request its fair share of district resources while continuously pursuing alternative sources of dollars. Already, it has led to partial restoration of faculty and staff positions, as well as discretionary funding and critical resources for tutoring and instructional support of the college. Similar insights are made regarding DE offerings. Even though the college does not have a DE program per se, its review of its DE course policies and practices has incentivized the faculty, staff, and administrative team to carry out concrete steps to enhance the existing offerings in support of student learning and success. It has also encouraged colleagues to consider pursuing the development of a comprehensive program to meet what can be a growing demand.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

1. 2010 Master Plan: http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/

2. Documents From Retreat: http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Student-Success-Goal-1-May-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Accreditation-GOAL-2-Status-Report-Aug-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Assessment-GOAL-3-for-5-30-14-Retreat.pdf

3. Scorecard: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=343

4. Peralta Facts: http://web.peralta.edu/indev/peralta-facts-by-topic/

5. Peralta BI Tools: http://web.peralta.edu/indev/peralta-business-intelligence-bi-tool/

6. Institutional Research: http://web.peralta.edu/indev/

7. Analysis of Achievement Gaps: http://web.peralta.edu/indev/achievement-gap/

8. Innovative Programs: http://web.peralta.edu/indev/achievement-gap/

9. Support programs: http://www.laney.edu/wp/student-services-2/

10. Student Success and Support Program and Student Equity Plans: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B-and-I.B.1-SSSP_Laney-11.21.14.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B-and-I.B.1-Laney-College-Student-Equity-Plan-2015-2018-final.pdf

11. College Council: http://www.laney.edu/wp/collegecouncil/

12. Technology Committee: http://www.laney.edu/wp/technologyplanningcommittee/technology-committee/

13. Report 1: Faculty Senate Brown Bag Sessions on Student Success Factors: http://www.laney.edu/wp/faculty-senate/files/2013/10/Report-1-How-do-you-let-students-know-that-you-care-about-their-success_.pdf

14. Report: 2nd Faculty Senate Brown Bag Sessions on Student Success Factors: http://www.laney.edu/wp/faculty-senate/files/2013/10/Report-2-How-do-you-enage-students_.pdf

15. Report: 3rd Faculty Senate Lunch and Learn Session on Student Success Factors: http://www.laney.edu/wp/faculty-senate/files/2013/10/Report-3-How-do-you-help-students-feel-connected_.pdf

16. Committee Minutes and Agenda: http://www.laney.edu/wp/assessment/lac-minutes-and-agendas/

17. Foundation Skills Committee: http://www.laney.edu/wp/foundation-skills/

18. Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

19. LAC Meeting Minutes: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B-and-I.B.1-LAC-Meeting-Minutes-1-31-14.pdf

20. Flex Day Workshop Proposal: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B-and-I.B.1-Flex-Day-Workshop-Proposal-S14.pdf

21. Examples of Department Notes to Learning Assessment Committee: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B-and-I.B.1-Examples-of-Department-Assessment-Discussion-Notes.pdf

22. CTE Advisory Committee Home: http://www.laney.edu/wp/cteadvisorycommittee/

23. Faculty/Staff Survey, p.4: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

24. 2010 Master Plan: http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/

25. President's Office: http://www.laney.edu/wp/president/

26. College Council Agendas and Minutes: http://www.laney.edu/wp/collegecouncil/

27. College Retreat Documents: Documents From Retreat: http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Student-Success-Goal-1-May-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Accreditation-GOAL-2-Status-Report-Aug-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Assessment-GOAL-3-for-5-30-14-Retreat.pdf

28. President's Newsletter Examples: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B.2-Laney-Presidents-Newsletter-January-2014.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B.2-Laney-Presidents-Newsletter-Feb-2013.pdf

29. Faculty/Staff Survey, p.5: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

30. President's Office: http://www.laney.edu/wp/president/

31. Peralta district wide strategic Plan: http://web.peralta.edu/strategicplan/files/2009/02/Strategic%20Plan%20SECOND%20EDITION%20-%20Final.pdf

32. Program Reviews: http://www.laney.edu/wp/institutionaleffectiveness/program-reviews/

33. College Retreat Documents: http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Student-Success-Goal-1-May-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Accreditation-GOAL-2-Status-Report-Aug-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Assessment-GOAL-3-for-5-30-14-Retreat.pdf

34. Draft of Participatory Governance and Organization Manual: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B.4-Laney-Participatory-Governance-Manual-updated-2014-12-rev.4.pdf

35. Peralta Colleges Institutional Research: http://web.peralta.edu/indev/

36. Learning Assessment Home: http://www.laney.edu/wp/assessment/

37. Institutional Effectiveness Report June 2012: http://www.laney.edu/wp/institutionaleffectiveness/report-2012/

38. Draft of Participatory Governance and Organization Manual: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B.4-Laney-Participatory-Governance-Manual-updated-2014-12-rev.4.pdf

39. Proposed Institutional Effectiveness Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-Proposed-Institutional-Effectiveness-Plan-11-22-14.pdf

40. Faculty/Staff Survey: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

41. Student Survey: http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

42. Proposed Institutional Effectiveness Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-Proposed-Institutional-Effectiveness-Plan-11-22-14.pdf

STANDARD II.A
Student Learning Programs and Services

II.A.1   **The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

Description

Laney College has a strong and ongoing commitment to academic integrity and serving the needs of its community. The vision, mission, values[1] and institutional learning outcomes (ILOs)[2] are widely circulated. Attention to these core elements is emphasized so that faculty, staff and administrators remain conscious of them as they create curriculum, support student success, and implement policy. The institution embraces the challenge to prepare students for a rapidly growing and increasingly integrated global society. Instruction transcends conveyance of existing methodologies to enable students to attain competence in their area of study. We emphasize adaptive learning, preparing students to keep up with rapid changes in technology and communication capabilities on a global level. Faculty are supported in this endeavor by professional development workshops which focus on the dynamic implementation of pedagogies.[3]

To ensure the quality of our programs, the college Curriculum Committee maintains a continuous schedule for reviewing all programs and courses. The committee provides clear instruction and resources for faculty on their website, including links to C-ID, Transfer Model curricula.[4,5,6,7,8] Faculty enter proposed changes into CurricUNET, the college curriculum software. The department chair, dean, librarian, assessment coordinator, technical reviewer and college articulation officer then conduct a review of submissions. Considerations for the review include: transferability, industry demand, adherence to college mission and values, complement to current programs, and faculty expertise.[9] This process ensures compliance with curriculum standards in community colleges throughout the state, and that all appropriate documentation for state level approval are included.

The instructors originating the change, and the Curriculum Committee itself, are held accountable for integrating the college principles into curriculum. Upon approval at the college level, the program is then forwarded to CIPD, the district-level Council on Instruction, Planning, and Development. District level approval is followed by approval of the Peralta Board of Trustees, and then changes are sent to the State Chancellor's Office for final approval. A full description of our curriculum approval processes to ensure high quality programs can be found under section II.A.1.b.

Maintaining faculty-driven curriculum development, enhanced by collaboration with outside faculty and community partners, helps ensure that the college satisfies the standard of meeting its mission and maintaining integrity. The college continues to add transfer degrees and other high-demand programs. Distance education (DE) addenda are appended to appropriate existing courses, allowing us to keep pace with the rising demand for online offerings as evidenced in new student enrollments. While the college does not offer CE courses, DE courses are required to be of comparable rigor and quality as the face-to-face versions of the course. In alignment with district policy, instructors who wish to teach DE courses are encouraged to take at least one online teaching course. To ensure the integrity of the delivery process and the course content, we evaluate our DE courses every semester. A DE equivalent of classroom evaluations is used to ensure high quality learning experiences in DE courses. Procedures and staff for evaluating distance education courses versus in-person courses are detailed under II.A.1.b. The college does not currently have any strictly DE programs.

Once a program has met the exacting standards for approval, it undergoes continuous evaluation. Department chairs write annual program updates (APUs), which inform the curriculum and program reviews, produced every three years. The Institutional Effectiveness Committee[10] maintains an ongoing review, using the department-level information (e.g., student

Table II.A 1

Maintaining Faculty-Driven Curriculum Development	
Curriculum Committee	Three-year cycle
DE Evaluation Committee	Annually
Institutional Effectiveness Committee	Continuous review
Departmental Program updates (APUs)	Annually
Program Reviews	Three-year cycle

success and persistence) from unit plans and program reviews, including student success information to make recommendations regarding educational and operational priorities and actions to the college president. The collective information is used for improvements at multiple levels, including delivery of instruction, student services, obtaining instructional equipment, and facilities upgrades.

The Faculty and Staff Campus Survey that we conducted in January 2014 indicated that we have been effective in disseminating the message that all curriculum efforts must be in alignment with our vision, mission, values and goals. The statement in the survey was: Instructional programs, regardless of location or means of delivery, address, and meet the mission of the institution and uphold its integrity.[11] Thirteen percent of respondents strongly agreed, 58% agreed, 14% disagreed, 1% strongly disagreed, and 14% didn't know.[12]

Evaluation

The college meets the standard.

A rigorous and integrated process of program approval, annual program updates, three-year cycles of intense departmental curriculum and program review, with oversight by the Institutional Effectiveness Committee, inform ongoing improvements to programs. Our processes assure that all instructional programs address and meet the mission of Laney College, while upholding its integrity.

Actionable Improvement Plan

None

II.A.1.a **The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Description

Every six years, Laney College carries out its comprehensive study including an external and internal scan of the demands of its greater community as part of the groundwork for the Educational Master Plan. In doing so, it verifies the universe of prospective and current students as well as the partners who rely on the students served by the college. This effort is an essential part of validating existing programs and determining what if any changes must be made to ensure congruence in meeting existing and anticipated needs that would necessitate changes or enhancements to the educational programs and/or services.[13]

Commensurate with this effort, the college intently examines student learning needs. Continuously, during each year, the college leverages its own research and analytical work and that of the district to study trends and more, via student surveys and macro institutional data analysis. As well, the college leverages external entities such as the Research and Planning Group of the CA Community Colleges to study Laney College students to determine what they articulate as their learning needs. The results of these efforts are shared college-wide to inform and to prepare for deeper analyses and sound use in order to strengthen practices.[14]

This is reflected in the college's review of its enrollment trends. Laney College's enrollment represents approximately 3% of the total adult population between the ages of 18 and 64 in the Peralta Community College District service area, which consists of six northern Alameda

County cities: Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont.[15] Demographically, the college is highly diverse, drawing nearly 30% of our student body from the Asian and Pacific Islander community; about 30% are Blacks/African Americans; approximately 16% are Whites; and 1% are Native Americans. Latinos represent 20% of the service area population, but only 13% of Laney's enrollment. In response, the college is actively engaged in outreach to the Latino community to ensure that their enrollment parallels our service area demographics. In response to these enrollment data and the student achievement data presented in the Introduction section, Laney is reinstating culturally-responsive programs to support African American and Latino students' learning needs from enrollment through completion. In the last three years, the college developed the Asian and Pacific American Student Success Initiative (APASS); and the TRiO tranfer initiative, which has a prominent Latino presence. These are a few of the examples of programs and services strategically developed to meet the needs of current and prospective students.

Laney has demonstrated its commitment to providing an innovative and competitive curriculum as evidenced by the new programs that have recently been developed and the numerous course updates that have occurred in the past few years. Conversely, we have also deactived courses and programs that are no longer in demand. Faculty and staff are encouraged to adopt innovate methods to address the learning needs of students. This was demonstrated when the college revamped its vocational programs and converted them to academic career and technical education programs. This is also what drove the English as a Second Language department to reduce the number of levels offered from 7 to 6, and eventually to 4, while enhancing the curriculum and support services. Already, these initiatives have netted many positive results. The Machine Technology department developed a summer intensive project learning program for high school dropouts who were later enrolled in continuation school. The college created the Gateway to College program to address the 16-22 year-olds who did not return to attain their high school diplomas. Learning communities were enhanced based upon evidence of their efficacy and effective practices. Technical mathematics and English courses were designed and developed through the collaboration of CTE, English and math faculty. This has ensured more relevant content and pedagogy. It has also facilitated greater student engagement and more successful learning experiences. Thus, cross-disciplinary activities have become a

common currency. Examples include Carpeterina Fina, Biomanufacturing, and CTE for Culinary Arts.

Students' learning needs are studied through other methods and directly inform improvement efforts at the college. For example, the Assessment Office's all-new Student Success & Support Program (3SP) schedules testing for all non-exempt students. This process also gives the college information about students' educational preparation. On average, 37% of first-time students take the Compass placement test for English; 41% take the math test. Of these, 64% who take the placement test for English and 85% who take the math placement test receive scores that place them in courses below college level. This is the basis of Laney's continued commitment to building robust foundation skills programming that is integrated throughout all of its educational programs and services.[16,17,18] In response to the course success rates among "Basic Skills" students presented in the Introduction, Laney is in the early stages of planning and implementing "accelerated" foundational skills programs. Acceleration has demonstrated measurable success at other Peralta colleges and in community colleges statewide, as documented by a 2014 study published by the RP Group. Laney implements a variety of personalized support to address students' learning needs, detailed in our response to II.A.2.d. It is worth noting here that the placement assessments for students taking DE courses are the same as for face-to-face students, and that Laney does not offer programs that are exclusively DE.

Department chairs and division deans review institutional research results about students during the annual program review process, including student success rates, retention rates, and persistence. These data are provided by the vice chancellor of educational services, the associate vice chancellor of institutional research and planning, and the Office of Instruction. To further support the quality of our programs, student learning outcomes (SLOs) have been developed; student progress toward these outcomes is assessed by faculty, department chairs and division deans on an ongoing basis. Assessment results are collected by faculty members and entered by them into Taskstream, an online assessment database. As detailed in our response to Standard II.A.1.c, departmental chairs and division deans review SLO data in order to assess how programs and curricula can better address diverse students' learning needs. The college has completed its 6th yearly assessment cycle as of the spring 2014 semester.

The completed program reviews, along with additional research (such as the college student equity plan, analysis of the Peralta Community and environmental scan) then inform the Laney College Educational Master and Strategic Plans. These college-specific documents are then used to inform the district-wide Strategic and Educational Master Plans.[19]

During the 2011-2012 academic year, the college student equity plan was updated. It responded directly to the values statement portion of the college mission statement. The plan identifies groups with comparably lower course completion, degree completion, and transfer rates; and then sets goals and specific strategies to enhance access, course completion, basic skills/ESL, degree and certificate completion, and transfer rates, particularly for African-American and Latino students. Responsible parties in student services, instruction, Disabled Students Programs and Services (DSPS), outreach, research and planning, and counseling are identified within the plan to carry out these goals and strategies. Funding for this will come from Foundation Skills and Student Success and Support Program Funds; and the college has initiated a biannual evaluation process to align with the ongoing strategic planning process.

During the program review process, department chairs identify services and resources that are needed to improve student learning. For CTE programs, the review includes a labor market analysis and a review of job placements. CTE programs are also using the new tools being developed by the Community College Chancellor's Office, such as the Career Technical Education Outcome Survey and the CTE Launchboard, to make recommendations and establish priorities. This report is forwarded to the division dean for review and then to the vice president of instruction. As detailed in Section II.A.5, Laney's CTE program has demonstrated measurable success in meeting the learning needs and employment goals of CTE students as well as the workforce needs of industry partners.

Advisory boards are required for Bay Area community colleges to obtain the endorsement of the Bay Area Community College Consortium (BACCC). These advisory boards are consulted in business and CTE programs. Members of the boards are employed in the relevant industry. The boards help to identify student educational needs, informing faculty of the skills required to make students employable and identifying trends in the industry. This information is also useful to faculty as they create program outcomes, establish assessment tools, suggest changes and additions to the curriculum, and make decisions regarding new equipment.[20,21] Industry advisory boards also play a key role in developing internships, employing students, and donating materials and equipment that play a key role in training students to industry standards.

The Laney College Faculty and Staff Accreditation Survey (January 2014) included the following statement: "The college relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes."[22] Ten percent of respondents strongly agreed, 43% agreed, 18% disagreed, 1% strongly disagreed, and 28% didn't know. These results indicate that while a majority of faculty and staff agree with the statement, the college can more clearly demonstrate reliance on research to identify learning needs of students.

Evaluation

The college meets the standard.

At the unit levels, the college relies on faculty and staff to systematically assess learning outcomes and to employ and adapt learning models to meet students' learning needs. This is revealed in numerous changes to curricula, with over 1200 updates in the last four years alone. It is also reflected in changes to pedagogical practices revealed via classroom observations and in the results of the campus faculty/staff accreditation survey.

Faculty were successful in gaining more direct access to student data, such as persistence, student success, and completion rates when the college acquired faculty/staff access to the BI (Business Intelligence) tool. Training sessions are scheduled so that instructors can learn how to acquire this data for themselves. The college also utilizes the district researcher to secure more complex data in the effort to better serve students. Acquiring an institutional researcher would further enhance this effort and would be helpful for accessing other data, such as CCCO DataMart and CTE Launch board.

Actionable Improvement Plan

None

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

Laney College uses several methods to determine that the delivery of instruction fits the objectives and content of its courses. The primary method used to insure that the courses meet objectives and content is through curriculum review by departments, a process that occurs every three years for all modes of delivery. Curriculum and program review comes under the purview of the department chairs and deans. Departments entering the process of program review update curriculum through CurricUNET. To comply with Title 5 and CSU/UC requirements, the Curriculum Committee recommends that departments and instructors review the Course Outline of Record (COR) for their courses every three years. The COR reflects the currency and quality of our curriculum.

CurricUNET is the college's official course and program management system housing active and historical courses and programs, transfer degree templates, ASSIST documentation for transfer degrees, and documentation for state approval of both courses and programs. CurricUNET offers an easy method for updating and deactivating course outlines, modifying existing programs, and creating new course outlines and programs. CurricUNET is used for the college's curriculum approval process.[23]

Curriculum passes through the Curriculum Committee to be reviewed for content, formatting and currency of texts. However, it is the department chairs and instructors who ensure currency of the discipline-specific approach, relevance of courses/programs, and that student needs are met. The instructors and department chairs also check the depth, breadth, and rigor of the course to ensure that transfer students have the academic preparation necessary to be successful in future educational pursuits. During this process, department members have the opportunity to discuss the mode of delivery and modes of instruction. This is often the time for choosing new textbooks, discussing course standards, and deciding if

courses can be taught as online, hybrid, or traditional lecture courses.

The process of curriculum approval starts with the instructor and is clearly stated on the Curriculum Committee website.[24, 25, 26] The SLO coordinator or designee reviews the course/program SLOs. If the SLOs are reasonable, the department chair reviews the course for appropriateness to ensure that it fits with the mission statement of the college, is a sound addition to the department offerings, and that consultation with discipline colleagues within the district occurred when necessary. The next step is review by the articulation officer, librarian, and dean. The articulation officer reviews courses for general education, transfer, articulation, and C-ID standards. The librarian ensures that supportive materials are available for the class. The division dean's review is optional, and verifies the fit of the course within the division. The lead technical reviewer then checks that the form adheres to state standards. After all individuals have had the opportunity to read the course outline, the COR goes back to the instructor for any necessary refinements.

Finally, the Curriculum Committee reviews the course, asks questions about the changes, and offers any appropriate guidance. Voting members of the Curriculum Committee include the vice president of instruction, the articulation officer, a librarian, a counselor, and a variety of faculty from GE areas 1-5, basic skills, learning communities, and two representatives from CTE. One of the faculty is a member of the learning assessment committee. Along with committee members, an academic support services specialist and several deans assist in making sure that courses and programs align with the Laney College mission statement.[27] Once the committee approves the course, the final step is approval through the Council on Instruction, Planning, and Development (CIPD); the Board of Trustees; and the State Chancellor's Office.

Distance education (DE) courses must follow the same rigorous approval process, with an addendum submitted with the COR. The addendum is the first level used to make sure that the COR, student performance objectives, assignments, level of the course, and assessments are the same for the DE course and the face-to-face class. If there is a difference, the originator of the course must explain how the difference fits the course objectives and content. The addendum also verifies the method of delivery and the required technology, the type of DE course, the availability to DSPS students, and any additional resources needed to support students. Laney offers support for hybrid and distance learners through media centers and

the library, both equipped with computers that can access inter- and intranet platforms. The addendum also describes how often and the type of contact the DE instructor plans to have with their students throughout the semester. DE courses must meet the same quality standards that apply to traditionally taught courses.[28]

This process ensures that courses and programs follow state guidelines and provide educational excellence for our students. The Laney Curriculum Committee is highly productive; faculty members actively initiate changes, with encouragement from faculty leads and administrators.[29]

Bi-yearly district-wide discipline meetings have led to alignment of curriculum across the district. During these discussions, faculty review textbooks and testing methods, discuss department standards, and share success stories about effective teaching methods. Depending on the course and the pedagogy of the instructor, classroom activities could include a myriad of approaches, such as student portfolios, PowerPoint, or multimedia projects. There are 27 smart classrooms on the Laney College campus, which lend themselves to creative and innovative teaching methods. Instructors using the smart classroom are required to have training in the available technologies.

Every semester, instructors are required to submit a syllabus with a generally approved format that lists the course description, SLOs, assignments, and policies. Tenured faculty, part-time faculty, and staff also undergo an evaluation process every three years. This includes classroom observation with attention to delivery systems and modes of instruction. This aspect of evaluation is also a key part of tenure-track faculty review.

For all faculty members, students evaluate the instructor/course as part of the process via a set of standardized questions, which include rating aspects such as presentation and explanation of subject matter. Students are also asked to provide additional feedback on the back of the form, if they desire. The self-evaluation asks faculty to describe their activities in relation

Table II.A 2a

Examples of Curriculum Improvements Based On SLO Assessment Results		
Department/ Program	**Assessment Results**	**Curriculum Updates**
Biology	In the introductory biology course for non-majors, instructors felt that although assessment criteria were being met across the course, they were not completely satisfied with student performance. In the biology major courses, the students were meeting assessment criteria, but the instructor felt that the communication of expectations could be improved.	Instructors collaborated on the creation of a new laboratory manual for Biology 10. The lab exercises are more focused on the areas found lacking in assessments. More time is allowed for particular activities, critical thinking is emphasized, and microscope skills are explicitly tested. The course outline was updated to reflect changes in time spent on particular topics and in the new lab manual. [36] Instructors collaborated on new lab manuals for Biology 1A and 1B. The new manuals more clearly communicate to students what they are expected to learn. Course outlines are in the process of being updated to reflect the changes.[37,38]
Biomanufacturing	Students met the criteria for knowing the advantages and disadvantages of using different types of organisms in biomanufacturing, but the instructor felt they would benefit from greater knowledge of this basic topic. In a variety of the biomanufacturing certificate courses, instructors noted students would benefit from more specific instruction on how to apply their basic skills and knowledge to biomanufacturing.	The Biology 76 lecture on the topic was given more emphasis and contextualized to job interview skills and knowledge. Instructors across the biomanufacturing program developed certificates and degrees, and continue to update them with an emphasis on contextualized learning.

to improvement of their ability to communicate course content, and to specify adjustments they have made based on previous feedback. The faculty member performing the evaluation meets with the instructor to review all feedback. Instructors are accountable to their department chairs and deans, and are expected to meet standards of excellence. The Summary Report brings together all sources of information; the instructor receives one of the following: does not meet requirements, does not consistently meet requirements, meets all requirements, surpasses requirements, or exemplary. Ratings are used in staffing considerations.[30, 31] To enter into the Preferred Hiring Pool, a part-time instructor must attain at least "surpasses requirements," and thereafter maintain at least "meets requirements" to stay in the pool.[32]

The college uses the same methods of evaluation for online and face-to-face courses and instructors. Administrative Procedure 4105 section VI[33] specifies that DE instructors must be trained in a Learning Management System such as Moodle, have successfully completed a course in online teaching, use Peralta e-mail, and must provide a link from a Laney webpage to the course. The policy includes several additional recommendations for maintaining currency in the process of distance education. These include keeping up with online teaching technologies and pedagogy, obtaining an online teaching certification, collaboration with other DE instructors, and performing ongoing assessment of SLOs. The DE Coordinator is facilitating the creation of evaluation procedures that adhere to this policy.

Students have a wide choice of available formats for courses. Some courses are best taught face-to-

Table II.A 2b

Examples of Curriculum Improvements Based On SLO Assessment Results		
Department/ Program	**Assessment Results**	**Curriculum Updates**
Chemistry	Several semesters of instructor observation and discussion with chemistry majors revealed a variety of issues with the laboratory manual.	Some of the experiments in Chemistry 1A, 1B, and 30A are being revised. A series of handouts for Chemistry 1A has been developed by one instructor, which changes the order of the activities performed, and emphasizes key concepts and critical thinking.
ESL	Instructors noted through assessment of SLOs in various courses that students had trouble reading at the appropriate level and applying what they learned in essay format.	Instructors engaged in dialogue at the college and with the Peralta ESL Advisory Council, and ultimately restructured the entire ESL program. The new curriculum combines reading and writing at a variety of levels; aligns courses to address grammar, speaking and listening more effectively; and creates contextualized courses for reading in specific areas of study. Preliminary results show improved student performance in reading comprehension and writing skills. Course outlines were updated for all ESL courses.
Machine Technology	Students did not understand the basic coding system well enough to apply the information to machine functions.	The instructor, department chair, and Machine Tech Industry Advisory Committee engaged in dialogue and formed a plan to better prepare students for application of course material. The Machine Tech 30[39] course was changed to include more time spent on basic coding. Syllabi have been updated, and a course outline update is in progress.
Math	In the self-paced elementary and intermediate algebra courses, students underperformed on several SLOs, and completion rates were low.	Math instructors collaborated to give the course more structure. The format was changed to increase the DE component, and online homework was made mandatory to allow the instructor a basis upon which to customize student interaction and help establish deadlines for self-paced progress. The course outlines for Math 210 A-D and 211 A-D were updated. [40,41,42,43]
Welding Technology	Students had trouble remembering the details of proper use of a cutting torch. Students had difficulty with the proficiency test for manual oxy-fuel cutting.	The instructor created an additional handout and gave the topic additional lecture time, as well as administering a quiz prior to assessment. The course outline for Welding is in the process of being updated. Instructor added more instructional and skill practice time on this topic, eliminated the written exam question, and restructured the midterm into a practical exam. The course outline for Welding was updated.

face, such as courses with a strong laboratory component. Other courses do well online or as a hybrid. A hybrid course includes both online and face-to-face instruction. Laney offers three options for distance education courses. Courses can be less than 50%, greater than 50%, or 100% online. Of the 120 DE courses which Laney offers, the majority are hybrid, with a very high percentage of each course taught online.

Instructors may enroll in classes to participate in improving curriculum and developing new DE classes through the Peralta District. Currently, Merritt College offers a certificate in educational technology. This certificate includes six online classes that cover different aspects of teaching online using Moodle. All Laney instructors have access to the Moodle platform, an open-source online classroom environment, to structure assignments, for testing, and to promote the achievement of student learning outcomes.

As the option of cost-effective, quality distance education (DE) through community colleges becomes more widely known, we anticipate a corresponding increase in DE enrollment and demand. Currently, less than 10% of our course offerings during a given semester are online; the deans are responsible for ensuring the online teaching competence of faculty assigned to DE courses. Deans identify whether instructors have prior experience teaching online; they direct instructors without prior experience to take EDT 2—Introduction to Using Online Courseware (Moodle).

Laney College administered a Student Accreditation Survey in spring 2014. One of the questions was "Do you AGREE or DISAGREE that Laney College has provided the resources that meet your needs as a student in the following areas?" One of the items listed was "laboratory equipment." A total of 512 students responded to this question. Twenty-two percent agreed, 37% strongly agreed, 6% disagreed, 4% strongly disagreed, and 30% didn't know or the question didn't apply. It's likely that the 156 students that "didn't know" were not taking any laboratory classes. When these percentages were recalculated to include only the students who had an opinion, 85% either agreed or strongly agreed; 15% of them disagreed or strongly disagreed. This shows that the vast majority of students who take lab classes feel that the lab equipment at Laney College meets their needs.

The Student Accreditation Survey (spring 2014) asked, "Do you AGREE or DISAGREE that Laney College has provided the resources that meet

Table II.A 3

Examples of Curriculum Improvements Based On SLO Assessment Results		
Department/ Program	Assessment Results	Curriculum Updates
Machine Technology	Students in the Industrial Maintenance Cohort Program were performing below standards and behind in other engineering drawings classes. Too many IMM students were dropping and failing the class because of poor spatial reasoning skills.	In fall 2014, a new class was added to the IMM cohort schedule. The class (WDTEC 211[44]) focuses on the use of digital drafting techniques to teach spatial reasoning skills.

your needs as a student in the following areas?" One of the items listed was "places to study." Five hundred and ten (510) students responded to this question; 35% strongly agreed, 46% agreed, 10% disagreed, 3% strongly disagreed, and 6% didn't know or the question didn't apply to them. This means that 81% either agreed or strongly agreed, and 13% of students disagreed or strongly disagreed. Therefore, most students at Laney are satisfied with the available places to study on campus.

The Laney College Student Accreditation Survey from spring 2014 also asked students to respond to the statement: "Communicating with my instructors using email has been effective." A total of 504 students responded to this question; 36% strongly agreed, 50% agreed, 9% disagreed, 2% strongly disagreed, and 3% didn't know or the question didn't apply. This means that 86% either agreed or strongly agreed and 5% of students disagreed or strongly disagreed. This indicates that 86% of students were satisfied with the email communication with their instructors.

Evaluation

The college meets the standard.

Laney College uses delivery systems and modes of instruction that meet the objectives of the curriculum and the current and future needs of our students. Strict standards are ensured by the multi-level processes of curriculum review, program review, syllabus review, peer and student evaluations of instructors, and the broad oversight by department chairs and deans.

Moodle shells are available to all instructors for all classes. Realizing the

importance of their own advancement and knowledge of instructional developments, more and more instructors are taking advantage of this content management system (CMS) for both classroom and online teaching. It has provided an opportunity for instructors to broaden their scope of online pedagogy due to the ease of access and readily available tutorial resources.

The support and enhancement that Moodle provides for traditional classroom courses has inspired greater instructional creativity, enhanced student/instructor communication capacity and updated grade-keeping methods. Significantly, this growing familiarity with Moodle is also increasing the number of instructors with the capability of both teaching and evaluating online classes.

Some aspects of distance education need improvement. The college is working on establishing clear, uniform policies and best practices in regard to certification, peer evaluations, and student evaluations of DE instructors.

Actionable Improvement Plan

In anticipation of further increase in demand for online offerings, to continue to meet the standard, Laney is strengthening a strategy and is executing a plan to align with best practices in DE in regard to policy, instructor certification, professional development and quality assurance.

II.A.1.c   The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of these outcomes; and uses assessment results to make improvements.

Description

Laney College requires that all courses, programs, certificates, and degrees develop learning outcomes. At the course level, instructors involved in teaching the course develop student learning outcomes (SLOs). The SLOs are common for all sections of the course, including DE sections, and they are expected to appear in course syllabi. At the program/certificate/degree level, instructors, program coordinators and department chairs develop program learning outcomes (PLOs). The Curriculum Committee recommends that PLOs be directly linked to the more advanced, final courses of a program. SLOs and PLOs are reported as addenda in the course outlines in CurricUNET. They also appear in TaskStream, the software program that Laney has used since 2008 to the present to compile our assessment information. In addition, some departments have used other methods, such as Excel spreadsheets, to document SLOs and assessment.

Validation of SLOs is part of the curriculum approval process. SLOs for each new or revised course in CurricUNET are examined and approved by one of the chairs of the Learning Assessment Committee.

When reviewing assessment efforts, members of the Learning Assessment Committee perform an additional review of SLOs, and send them back for revision, if necessary. In order to be approved, most of the SLOs for college-level courses must involve higher-level thinking skills such as analysis, synthesis, and evaluation. SLOs are also checked to see if they are assessable, and if they demonstrate broad, overarching skills and/or knowledge.

Beginning in 2008, instructors were encouraged to use TaskStream to enter assessment plans, assessment findings, and action plans for each course they assess. The assessment plan describes how to assess the SLO, defines criteria for successful performance, and identifies the target percentage of students that should successfully achieve the outcome. Yearly status reports from each department give the Learning Assessment Committee an update on how changes or improvements cited in the previous year's action plan are working.

In the process of assessment, instructors describe their process and findings, including how many instructors and class sections participated. The assessment tool/rubric, percentage of students achieving success criteria, and what the instructors ascertained about student learning are reported. The assessment tool or rubric is electronically uploaded to the report. It is recommended that all instructors teaching the class that semester collaborate; develop a common assignment, assessment tool or rubric together; administer the assessment in their classes; combine the results from all sections; and discuss the results and report on what they

learned.[34] After reflection and dialogue among the instructors who took part in the assessment, an action plan is determined. Instructors decide what changes or improvements will be implemented in courses, based on what they learned from the assessment. During the next cycle of curriculum review, the Curriculum Committee approves appropriate changes.[35]

Within the last few years, there have been many examples from across the college of instructors using assessment results to improve curriculum. This work ranges from increasing the emphasis on certain topics to giving new assignments, developing new/alternative manuals and texts, and completely overhauling programs. Many of these changes necessitated an update to the course outline. As begun in fall 2013, the Curriculum Review Checklist for departments includes noting when assessment has led to changes.[35]

Laney College has five Institutional Learning Outcomes (ILOs):

1. **Communication:** Students will effectively express and exchange ideas through various modes of communication.
2. **Critical Thinking and Problem Solving:** Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.
3. **Career Technical Education:** Students will demonstrate technical skills in keeping with the demands of their field of study.
4. **Global Awareness, Ethics and Civic Responsibility:** Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.
5. **Personal and Professional Development:** Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.

All of the courses we teach at Laney map to at least one of these ILOs. We assess one ILO per academic year, on a rotating basis. Instructors in each program or area that has courses that map to the ILO being assessed give an assignment to students in those courses that directly relates to that outcome. Once all of the assessment findings have been collected, we hold a college-wide discussion on flex day to talk about the assessment, how it worked, what it showed us about what students are learning about the topics and skills included in the ILO, and how we need to improve in our

teaching of those topics and skills in the courses that participated.

In January 2014, faculty were given a survey in which they were asked to respond to the following statement: "The college identifies and publishes student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements." Seventy percent of the respondents believed this statement about SLO assessment to be true, 15% disagreed with the statement, and 15% didn't know. The results indicate a relatively high degree of awareness of SLO assessment among faculty and staff.

Evaluation

The college meets the standard.

We use processes that work well—collaborative assessment by faculty, use of sound assessment tools, and reflection on and discussion of results. Curriculum is improved based on assessment results.

Actionable Improvement Plan

To exceed the standard, we have identified and are in the process of purchasing software that will allow us to unite, in the technical sense, the inherently connected processes of assessment and curriculum improvement. A single system for curriculum inventory, program review, and the management of SLOs, assessment information, and data will enable us to streamline college and district processes, efficiently keep track of changes between cycles, and provide the easiest possible access of information to faculty and administrators. We are maintaining the processes that have worked well historically—collaborative assessment by faculty, use of sound assessment tools, and reflection on and discussion of results.

II.A.2   **The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

Description

The college assures the quality of all its courses and programs regardless of type, mode of delivery, or location through a deliberate and detailed review process. This process applies to all courses, including collegiate, developmental, and pre-collegiate courses, as well as study abroad programs, short-term training courses, and DE courses. The Curriculum Committee reviews all revisions, new courses, and programs for compliance with Title 5 regulations, district policies, and procedures. The committee examines the relationship of the content, course objectives, modes of instruction, instructional materials, and course assessment methods and student learning outcomes. Validation of prerequisites, co-requisites, and recommended preparation is also part of the review process.[36] Upon approval by the Curriculum Committee, a proposal is considered by the district Council for Instructional Planning and Development (CIPD).[37] Following state approval, the college may immediately (or soon thereafter) offer the new course or program. To further ensure quality and improvement, all programs conduct program reviews every three years, accompanied by a Curriculum Review. These reviews are conducted by faculty in each area, with oversight by department chairs, program coordinators, and other lead faculty. The process involves use of a variety of measures to evaluate and improve courses and programs. Enrollment data and SLO assessment data inform evaluation of effectiveness. Changes in scheduling, staffing, adding/dropping sections or courses, and adapting delivery modes occur as warranted. In these reviews, if courses/programs no longer meet standards of high quality or no longer serve the mission of the college, they are deactivated.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.2.a **The institution uses established procedures to design, identify, approve, administer, deliver, and evaluate learning outcomes for courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

Description

The Curriculum Committee and the Learning Assessment Committee are subcommittees of the Faculty Senate and are composed primarily of faculty members. The charge of these committees is to coordinate the curriculum and assessment efforts of the faculty. Faculty within each department or program establish objectives and learning outcomes for courses and programs, to ensure that appropriate curriculum is taught in the classroom. Both the Curriculum Committee and Learning Assessment Committee evaluate and approve learning outcomes, but the Curriculum Committee has the responsibility of approving new courses and programs or changes to existing ones.

The approval process for new courses and changes in existing courses are posted on the Laney College Curriculum Committee website.[38] The approval process begins with a submission of the course through CurricUNET by the faculty of the department. There are several key people who review the course during the approval process: the SLO Coordinator, department chair, articulation officer, librarian, dean, and the lead technical reviewer. After this process, the course documents are returned to the originating faculty/department for modifications as needed. Finally, the originators meet with the entire Curriculum Committee, which includes the vice president of instruction, to address questions and comments. The Curriculum Committee also makes sure that the format of the course documents aligns with the state education code so that it will be approved by the State Chancellor's Office. After the course outline is approved by the majority of the committee members, it moves forward to CIPD for district-level approval.

In the case of career and technical programs, faculty meet with their industry advisory board and the CTE Advisory Committee to provide information about plans for the program and to receive input. The Curriculum Committee or the CTE Advisory Committee will make initial recommendations on how to move the program forward, including an outline of the steps in the approval process and the necessary forms. The faculty and dean form a program advisory committee of college faculty and others who are supporting and/or impacted by the program. CTE advisory committees include members of the business community as well. Program Learning Outcomes (PLOs) are checked by a member of the Curriculum

Committee for correct language and format. If changes are needed, the program proposal goes back to the originator of the program.

The curriculum review process can be found on the Laney College Curriculum Committee website. The website directs departments to use the "Curriculum Review Planning Checklist"[39] to list all courses and programs and the date of the last update for each. It also asks departments if the course is in the current catalog and state inventory, and to include notes as to when it should be updated or whether it should be deactivated. To ensure courses are up-to-date and of high quality, the curriculum review process requires a review by department faculty at least once every three years. The curriculum review process requires departments to critically evaluate and certify that each course and major within the department is current and meets the local standards (based on Title 5). The process includes verification that all instructional materials used in associate degree-applicable courses are college-level, and that transfer-level courses meet CSU and UC standards (II.A.2.a-2, II.A.1-7).

All courses, including DE courses, programs, certificates and degrees, are required to have both learning outcomes and course objectives, which are generally written by the instructors of those particular courses/programs. New and updated courses are required to include SLOs as part of the curriculum approval process. Faculty throughout the college are engaged in the process of assessing SLOs. Instructors for each course in a department, including DE courses, collaborate to assess at least one SLO in each course each academic year. The assessment process involves faculty discussing which SLO to assess, developing an assessment plan with an appropriate assessment tool, reporting on assessment findings/results, and establishing an action plan that documents faculty dialogue about the results and the changes that will be implemented to the course as a result of these discussions. The assessment of SLOs may influence course and program modifications. Curriculum changes as a result of assessment are documented in CurricUNET.

The Curriculum Committee ensures that student learning outcomes and/or program learning outcomes are identified for all items. The faculty initiating the curriculum process provide a rationale for any additions or changes. Instructors are asked if and how assessment informed their decision to change course SLOs, books used, content covered, or pedagogy. The Curriculum Committee compares SLOs and/or PLOs, exit skills and content to make sure they align. As part of the curriculum

approval process, the Learning Assessment Committee (LAC) approves the SLOs of a new or revised course. The LAC coordinator reviews the SLOs, checks format and wording, and assures they are written at the appropriate level of Bloom's Taxonomy. The appropriateness of the SLO/PLO is evaluated by referring to the course title, the course objectives and the course content.

Course syllabi should include SLOs that describe the knowledge, skills, and/or abilities that students can expect to acquire as a result of taking the course. All courses (regular semester, summer session, and intersession as well as distance education courses) must have syllabi. Faculty members have primary responsibility for the development of course syllabi based on the official course outline of record. Distribution to all enrolled students and the appropriate department chair and division dean is required (II.A.2a).

Each proposed or existing course, or portion of a course, that is offered in distance education mode is reviewed and approved separately by the Laney College Curriculum Committee.[40] DE courses are approved under the same conditions and criteria as all other courses. Course proposals are then sent to CIPD for district-level review. For each course taught via DE, an addendum is submitted to the Curriculum Committee for approval. The addendum asks if the student performance objectives, the assignments and/or the assessments for the DE version of the course differ from the course outline of record. If the answer is yes, the originator is asked to explain those differences.

Evaluation

The college meets the standard.

Laney College has procedures in place to design, identify, approve, administer, deliver and evaluate outcomes for courses and programs. Faculty feature prominently in this role as instructors are central to all procedural levels, including the Curriculum Committee, Learning Assessment Committee, and CIPD.

Actionable Improvement Plan

None

II.A.2.b **The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

Description

During development or revision of course outlines, instructors with experience teaching in the subject identify SLOs and competency levels. As the central members of the Learning Assessment and Curriculum Committees, faculty have primary responsibility for approval of levels and outcomes. At Laney College, competency levels are called "learning objectives" or "performance objectives."

To determine competency levels for a course, instructors examine and discuss the content of the course and develop objectives for each chapter or section. Upon reflection on these objectives (competency levels), a small number of measureable student learning outcomes (SLOs) are developed. These SLOs are the broad, general, overarching concepts and skills that students must be able to demonstrate by the end of the course. DE classes have the same SLOs and objectives/competency levels as the corresponding traditional classes. For a program, certificate, or degree, instructors examine and reflect on the content, objectives/competencies, and learning outcomes of each course in the program, and then they develop a small number of broad, overarching program-level outcomes (PLOs). These describe what skills and knowledge students should be able to demonstrate by the end of the program.

The relationship between competency levels, SLOs and PLOs is straightforward. Competency levels are found in the course outlines as a basic, itemized list of things students will learn to do in a class. Course SLOs are aligned with competencies, and are higher-level, overarching skills for a course. Program outcomes encompass the SLOs for the more advanced courses leading to the degree or certificate.

Students have a clear path to achieving the student learning outcomes required of a course, program, degree, or certificate. For traditional and DE courses, the learning outcomes align with the content and skills learned

in the course. For a degree or certificate, the required courses will allow students to gain skills to demonstrate the program learning outcomes by the time students complete the program. Degrees and certificates lay out a template of study; by taking the required courses, students will have a clear pathway to gain needed skills and demonstrate achievement of the learning outcomes. Laney does not have any programs taught entirely in DE mode.

Industry advisory boards (IAB) are required for Career Technical Education (CTE) programs. Faculty in CTE departments develop course and program level outcomes with input from their IAB. Industry advisory boards describe the outcomes they want to see from Laney students, and CTE instructors translate that into SLO/PLO language. Course outlines and outcomes for new courses are informed by the advisory boards. Each CTE department meets with its IAB regularly. The IABs validate the currency, value, and appropriateness of the curriculum. They also evaluate the equipment present in the department. The boards provide feedback to the department on the quality of the former Laney students in the workforce.[41,42] When a new program or certificate is developed in a CTE department, the Laney College Technical Education Advisory Committee (LCTEAC) must approve the program/certificate proposal and its corresponding PLOs before it goes to the Curriculum Committee.

Student progress in achieving the outcomes is assessed regularly. The expectation at Laney College is that every outcome for every course and program should be assessed at least once every three years. The college maintains ongoing assessment cycles for courses and programs.

The Laney College Faculty and Staff Accreditation Survey (January 2014) posed the following statement: "The college relies on faculty expertise and the assistance of advisory committees to identify competency levels and measureable student learning outcomes."[43] Twenty-two percent of respondents strongly agreed, 54% agreed, 8% disagreed, 2% strongly disagreed, and 14% didn't know. These results show that there is a widespread understanding among faculty and staff of the process of developing objectives and SLOs for courses and programs.

The Laney College Student Accreditation Survey from spring 2014 asked students to respond to the statement: "The preparation I need in English, math, science, and other core subjects is adequate to meet my needs." A total of 386 students responded. Twenty-eight percent strongly agreed, 52% agreed, 5% disagreed, 2% strongly disagreed, and 13% didn't know

or the question didn't apply. This means that 80% either agreed or strongly agreed, and 7% of students disagreed or strongly disagreed. This indicates that 80% of students are satisfied with the quality of the core subject classes at Laney College.[44]

Evaluation

The college meets the standard.

Faculty have primary responsibility for development of competency levels, SLOs, and PLOs. For CTE programs, the LCTEAC and advisory boards provide input and oversight. Assessment is regular and ongoing, with significant support from the Learning Assessment Committee and other faculty leads.

Actionable Improvement Plan

None

II.A.2.c **High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

Description

Faculty experts in each discipline maintain responsibility for setting standards of quality, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Traditional courses and distance education are subject to the same standards and processes. The processes begin with development of curriculum by faculty, followed by approval by the Curriculum Committee,[45,46] which is a standing subcommittee of the Faculty Senate. As a member of the Curriculum Committee, the vice president of instruction has ultimate responsibility to ensure the high quality of all of our programs. Every three years, departments submit a curriculum review checklist[47] to the Curriculum Committee to confirm the quality of all aspects of the course offerings. This is followed by a comprehensive program review, which departments submit to their deans. Ongoing evaluations of faculty by students, peers, and deans support the maintenance of high quality. On a semester basis, instructors submit syllabi to department chairs and deans for review and verification. Students also provide critical feedback. In addition to student evaluation of instructors,

they provide yearly feedback via the Community College Survey of Student Engagement (CCSSE) and the Laney Student Surveys that provide information on student engagement and a broad array of educational experiences at the college.

Institutional dialogue regarding best practices enhances the quality of instruction at Laney College. This dialogue occurs at many levels, with input and participation from a range of faculty, including DE instructors. The Faculty Senate meets every two weeks to discuss and make recommendations with respect to academic and professional matters. The senate's purview includes all matters of curriculum, degree and certificate requirements, grading policies, program development, and processes for program review and institutional planning. The Learning Assessment Committee meets twice a month to discuss and encourage the proactive use of SLO assessment to improve the quality of instruction. On a semester basis, dialogue occurs at both the division and departmental levels during professional days. On a yearly basis, discipline meetings during professional days help maintain standards of quality across the district.

The Laney College Faculty and Staff Accreditation Survey (January 2014), asked if "[t]he college offers high-quality instruction with appropriate breadth, depth, rigor, characterized in all programs." Twenty-three percent of respondents strongly agreed, 50% agreed, 12% disagreed, 2% strongly disagreed, and 13% didn't know. This shows that 73% of faculty and staff agree that Laney's instruction is of high quality.[48]

Evaluation

The college meets the standard.

All Laney College programs are characterized by high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Faculty members are central to designing and maintaining standards of excellence for programs, courses, and syllabi. Regular evaluations of courses, programs and instructors ensure all aspects of the standard are met.

Actionable Improvement Plan

None

II.A.2.d **The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

Description

Laney faculty and staff assess learning styles of students in a variety of ways. The description below applies to both traditional and distance education (DE). (Note: Laney College does not offer correspondence education [CE] courses.) The Counseling Department provides comprehensive services[49] beyond educational and career planning. Counselors also advise students on personal enrichment and other concerns, which include individual needs and learning styles. Laney's Disabled Students Programs and Services (DSPS) office is responsible for determining and providing required academic accommodations for students with disabilities. Students are invited to complete an orientation and placement test in order to determine how we can best support their success. The college has used the CCSSE[50] as an assessment tool to provide information on student learning and college quality. In order to improve our institutional effectiveness in serving our diverse student body, Laney faculty took the Community College Faculty Survey of Student Engagement (CCFSSE) in May 2014.

Instructors have the ultimate responsibility for recognizing and providing for the different needs and learning styles of students. Faculty members are responsible for keeping up with current pedagogical approaches. To supplement that learning, the college provides workshops and guest speakers during pre-semester "flex days." For example, in January 2014, Dr. Darla Cooper of the RP Group presented to the Laney faculty six success factors that emerged from their "Student Support (Re)defined" research. Faculty members also prepare presentations and share best practices during departmental and division meetings. Another example, Dean Peter Crabtree (CTE) facilitated a discussion that led to collaboration among multiple departments within his division. This in turn yielded robust learning and student engagement, culminating in a dramatic theatre presentation. During their bi-weekly meetings, English Department faculty members shared examples of using music to reach and involve learners; and how rigorous writing and editing practice in Eleni Economides' courses has led to the publication of student essays in the local press. Therefore, through institutional, divisional, departmental and individual efforts, faculty keeps abreast of current pedagogy.

By establishing student-centered, collaborative learning communities, instructors engage students and encourage their participation. They create a familial atmosphere by learning students' names, incorporating their input in real time, and by being available outside of office and class hours. They also emphasize the human element in their delivery modes and methodologies by injecting humor, fun, positive energy and passion into the lessons; and by demonstrating personal humility and honesty. Instructors set clear expectations by establishing and, throughout the semester, referring to the student learning outcomes (SLOs). They provide clear written and oral instructions, and model the concepts. Administering frequent quizzes enables instructors to more regularly and effectively track student progress. Instructors use technology to deliver and enhance student success, in both traditional and online courses. Moodle "boot camps" and other online resources allow students to access assignments and provide feedback. Blogs let students share their discoveries. Smart classrooms, with in-class WiFi access to online resources, computer lab training, smartphone apps and YouTube videos all cater to a variety of student needs. Laney instructors use many dynamic and creative modes and methodologies to maximize student engagement, including hands-on demonstrations and activities to emphasize process; field trips, guest speakers from the community; study topics relevant to student interests and social justice; and preparing and publishing student essays in the *Oakland Tribune* and *Oakland Post*. Other ways that faculty and staff meet the diverse needs and learning styles of our students include peer tutoring, group projects, lab exercises, and interdepartmental collaboration. These provide multiple ways for students to achieve success. One example of a program that uniquely meets the learning needs of a diverse student population is Dance, which sponsors department trips to perform abroad. In the spring of 2014, they went to Cuba.

Through its learning communities, the college provides supportive environments for students "to create and share new knowledge" (Laney College 2013-2015 Catalog). These learning communities include:

- APASS[51]—language and math cohorts for Asian and Pacific Islander students
- Athletics[52]—men's and women's sports in the Bay Valley Conference

- b2b[53]—a two-year program to support the success of former foster youth
- Gateway to College[54]—helps students earn both high school diplomas and college credit
- Carpentería Fina[55]—a bilingual machine technology program teaching real-world skills
- Cooperative Agencies Resources for Education (CARE)[56]—a multi-support service for single parents
- Disabled Students Programs and Services (DSPS)[57]—programs for students with disabilities
- Extended Opportunity Programs & Services (EOPS)[58]—services and benefits for non-traditional students
- Foundation Skills Pathway Program[59]—formerly Project Bridge, a multi-disciplinary education program to help students transition to college and careers
- Industrial Maintenance Training Program[60]—provides training in the repair and maintenance of technical equipment
- TRiO[61]—counseling, tutoring and enrichment services for first-generation low-income students and those with disabilities
- UBAKA—part of statewide Umoja initiative to increase success of African-American students, a math and English learning community
- Workforce Development/CalWORKS[62]—helps students transition from welfare to work
- ESL Pathways Cohort[63]—provides ESL students with supportive learning community that emphasizes grammar, reading and writing. Tutoring workshops are also an important element of this program.

Other programs and services include:

- The Welcome Center
- Assessment
- Financial Aid
- Admissions & Records
- Student Activities/Campus Life
- Men's Center[64]—services and programs to help male students meet their academic goals and persist in college

In addition, Laney is considering other interventions and programs to support enrollment and academic success among Latino students, including re-instating Puente, to parallel the service area demographics and close the achievement gap revealed in the introduction. The college is also working to strengthen culturally relevant and personalized supports for African-American students to help close the achievement gap in course success rates discussed in the introduction.

A measure of the effectiveness of the institution's teaching methodologies is seen in degree and certificate awards and in course success and completion rates, presented in the Introduction. Although the college has experienced a slight drop in enrollment, total awards increased 40% over the past six years, between 2007-2008 and 2013-14; associate degree awards increased by 15%, while certificate awards increased by 65%. Overall Course Success rates at Laney College increased two percentage points, from 65% in fall 2008 to 67% in fall 2013. Course completion increased by one point, from 80% in fall 2008 to 81% in fall 2013. (See the sections on Longitudinal Student Achievement Data and Course Completion and Success Rates in the Introduction.)

The college administered a Faculty and Staff Accreditation Survey in January 2014 to see if the delivery modes and teaching methodologies that we use adequately reflect our students' diverse needs and learning styles. Seventy percent of the respondents agreed that the "college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students."[65]

The student accreditation survey asked the following question: "Do you agree or disagree that Laney College has provided the resources that meet your needs as a student in the following areas?" One of the areas listed was "Providing services and instruction online." A total of 511 students responded to this part of the question. Twenty-six percent strongly agreed, 40% agreed, 11% disagreed, 6% strongly disagreed, and 16% didn't know or the question didn't apply.[66]

Evaluation

The college meets the standard.

Laney College students experience a variety of classroom modes of

delivery, which can include the use of technology and participation in learning communities. Because more students are enrolling at Laney needing better preparation, an increased emphasis and focus has been placed on developing their foundational skills, an effort that has reached across disciplines and which is further being institutionalized through college-funded efforts. Furthermore, a variety of delivery modes, teaching methods, and professional development workshops are ongoing at Laney. All of these efforts are aimed at meeting the diverse needs and learning styles of the Laney student.

Laney College provides instruction that is pedagogically and culturally relevant to our students. The classes and teaching methodologies reflect the needs of our diverse population. In addition to the full slate of requisite classes, Laney also offers instruction through a cultural lens, including the UBAKA African-American learning community, and the Asian and Pacific American Student Success (APASS) Program. Laney provides excellent instruction through our ESL department for learners whose first language is not English. Disabled Students Programs and Services (DSPS) gives instruction and support to those with specialized needs. The college has revitalized its Foundation Skills program for basic skills and at-risk students, and is strengthening and targeting its efforts with research-based strategies to increase course success rates among students in foundational skills courses. The college has also allocated funds to reinstate the Puente program in order to support enrollment and academic success among Latino students. This will also contribute to our larger goal of better serving our service area demographics and closing the achievement gap revealed in the Introduction. Strengthening culturally-relevant approaches to help close the achievement gap and improve the success rates of African Americans is being pursued through a variety of methodologies and strategies.

Actionable Improvement Plan

None

II.A.2.e   The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

The college has established processes and procedures for ongoing systematic review of its courses and programs. Review includes examination of relevancy, appropriateness, currency, achievement of learning outcomes, and future planning. The process is the same for all types of programs, including DE.

The Curriculum Committee is responsible for the initial approval, as well as ongoing evaluation, of all courses and programs. The Curriculum Committee has been exceptionally effective over the past several years. It ensured the thoughtful evaluation of all proposed courses and programs as well as updates to existing curriculum. It did an outstanding job of providing faculty with all of the resources needed to be effective in their efforts to improve and update courses and programs. The website has clear information on policy and process, answers common questions, and provides links to resources.[67] Twice each month, informative, open workshops (CurricuCamp) are held,[68] and department level workshops are provided upon request.

In fall of 2012, all of Laney College courses and programs were categorized and scheduled for curriculum review to ensure that all courses and programs would be current within three years. This schedule was created and is maintained by the college Curriculum Committee Chair. Department chairs have worked with faculty within their discipline areas to collaborate among themselves to revise courses and programs to most accurately reflect currency and best practices. The curriculum website documents this progress on an ongoing basis and provides specific procedural instructions for the process. The reviews from each department are posted, so the schedule has an active link to their report.[69] This enables anyone accessing the website to observe the progress being made. More than half of the college's courses have been revised within the last two years. Further, in the last 2 years the institution has developed Program Learning Outcomes and Institutional Learning Outcomes that have integrated and expanded the college's assessment efforts and created a more cohesive approach to realizing the goals and mission of the college. This has also facilitated a more efficient implementation of the Educational Master Plan. As of fall 2014, Laney has 10 state-approved transfer degrees (anthropology, business administration, communications, mathematics,

political science, psychology, sociology, studio arts, kinesiology and theater arts), with three more that have board of trustee approval. Collaboration with community partners and awareness of industry demands results in new programs. For example, the Biomanufacturing Certificate of Achievement and AS degree, as well as the Legal Court Interpretation (LCI) program, are new opportunities that demonstrate the college's innovative approach to curriculum and program development in response to the demands created by advances in science and the demographic changes of the college community and the state. Additionally, a program of courses is being considered to address the demand for better resources and training for "sandwich" generation caregivers of an increasingly senior population. Due to the exponential growth and expansion in the application of technology in most industries, more emphasis is being placed on curriculum that prepares students to anticipate and adapt to the inevitable advances in technology within their specific areas of study.

Once a course or program has met the exacting standards for approval at the college level, it goes to the district-level Council on Instruction, Planning and Development, and ultimately the state. After initial approval, courses and programs undergo continuous evaluation. Departments write annual program updates (APUs), which inform the curriculum and program reviews, cycling every three years. Data regarding enrollment, success, retention and SLO/PLO assessment are used in these reports. The Institutional Effectiveness Committee[70] maintains an ongoing review, using the department-level information to make recommendations regarding educational and operational priorities and actions to the college president. The collective information is used for multi-level improvements and ensures all courses and programs fit within the larger plan of the institution.

The Laney College Faculty and Staff Accreditation Survey (January 2014) asked if the "college ensures that its instructional programs and curricula are current." Fifteen percent of respondents strongly agreed, 56% agreed, 12% disagreed, 3% strongly disagreed, and 13% didn't know. A majority of responders agree that Laney College ensures programs and curricula are current.[71]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.2.f **The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

Description

The college uses curriculum review and the course approval processes,[72] program review, and Annual Program Updates (APU) in an ongoing, systematic way. These processes begin at the level of faculty and departments. Standing subcommittees of the Faculty Senate–the Curriculum and Learning Assessment committees–engage in review and approval. Instructional deans begin integrated planning by analysis of their division, with oversight by the vice president of instruction. The Institutional Effectiveness Committee, which includes faculty and classified staff leaders as well as the administrative team, are also engaged in planning.[73]

Integrated planning is done via program review and annual program updates.[74,75,76,77] Departments go through a program review process every three years, and an APU process during the intervening years.

The program review asks departments to address curriculum. It includes questions such as:

- Is the curriculum current and effective?
- Have course outlines been updated within the last three years?
- Has the department conducted a curriculum review of course outlines?
- What are the department's plans for curriculum improvement?

The program review report also asks departments to discuss instruction, integrity and consistency of academic standards, enrollment trends,

scheduling, student success, learning challenges of students, assessment of student learning outcomes, staffing levels, facilities and equipment needs, and recommendations. Therefore, the program review report addresses the quality of courses and degrees, and many other categories.

In addition to these primary processes which take place at the level of the department (with the oversight of the Curriculum and Learning Assessment Committees), division, and college, discussions surrounding integrated planning and student outcomes take place on many other levels. Involved parties/activities include the President's Retreat, College Council, Foundation Skills Committee, Laney Career and Technical Education Committee, Learning Communities Work Group, Interdisciplinary SSSP group, Student Equity Planning group, Faculty Senate Lunch and Learn, Associated Students of Laney College (ASLC) Town Hall Discussion Series, and Professional Development Day activities.

Evaluation

The college meets the standard.

Outcomes are assessed by instructors; and the APUs and program reviews document the work at the course, program and institutional levels. The college will likely exceed the standard after hiring an institutional researcher (see Standard III.A Actionable Improvement Plan).

Actionable Improvement Plan

None

II.A.2.g   If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

Laney has a few instances of departmental course and/or program examinations. The Chemistry Department uses the standardized American Chemical Society (ACS) exams[78] for the final exam in Organic Chemistry (Chem 12B) and as part of the final exam in the last semester of general chemistry (Chemistry 1B). All instructors for those courses participate in this assessment.

Several CTE departments give standardized safety tests at the beginning of the semester.[79] The welding department also provides American Welding Society Certification across a range of processes. AWS certification is critical for students seeking employment in that field. The Machine Technology Department offers third-party skills certification through the National Institute of Metalworking Skills (NIMS)[80] and SolidWorks Certified Associates[81] Exams. These third-party certifications to industry standards validate students' skill levels to national standards. The Machine Technology Department Program has been accredited by NIMS. The Culinary Arts Department offers several certifications sanctioned by the American Culinary Federation,[82] including SerSav as well as a nutrition certification. The Environmental Control Technology Department provides a standard Environmental Protection Agency (EPA) certification required for handling of refrigerants,[83] and Laney is a recognized test center for certifications of the Building Performance Institute.[84] Laney also offers the North American Board of Certified Energy Practitioners (NABCEP) certification[85] for solar installers. Laney's Electrical Technology program also gained State Chancellor's Office recognition as a full electrical trainee program for attaining journey-level status by completing Laney courses and required on-the-job-training (OJT) hours. In addition, Laney's Electrical Technology Department is a recognized test preparation and testing center for North American Board of Certified Energy Practitioners (CALCTP)[86] and advanced lighting program for journey electricians. The Construction Management Department prepares students to pass the State Contractor's licensing exam. The Cosmetology Department prepares students to qualify for and successfully pass the State Cosmetology Licensing Board's[87] examination.

All of the aforementioned third-party certifications greatly enhance students' employability by achieving certifications based on national industry standards.

Evaluation

The college meets the standard.

When department-wide exams are used, efforts are made to gauge their effectiveness in measuring student learning and to minimize test biases. These efforts are made through using tests developed and evaluated by professors who do not know the students and by keeping the exams and results for future analyses. Standardized tests are used, which have been

developed by well-established and reputable professional or academic organizations.

Actionable Improvement Plan

None

II.A.2.h **The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Description

The institution awards credit for courses based on a student passing the class with a grade of C or better. Students earn grades based on how well they achieve the stated course objectives in the course outline of record. The course objectives align with the student learning outcomes, and course work aligns with the objectives and outcomes. Student grades are based on a variety of assignments, including homework, projects, papers, tests, quizzes, etc. Credit is earned when the student level of achievement indicates their work has been of high enough quality to meet the course objectives.

Course SLOs are developed by instructors, and represent the overarching concepts and tasks described in detail in the course objectives. The SLOs align with objectives and the graded assignments. Therefore, students who are doing well in the class are generally able to demonstrate competence on the student learning outcomes. Grades are based on cumulative achievement of objectives as demonstrated by assignment grades, not directly on SLOs. As stated in the PCCD Memorandum of Understanding regarding SLO assessment,[88] it is not to be used to evaluate an individual student. SLO assessment indicates how well the class did as a whole, and allows faculty to determine needed changes in curriculum.

Laney College adheres to the Carnegie system of credit, which is based upon one unit per lecture hour and one unit per three laboratory hours per week. The Carnegie unit system conforms to generally accepted norms in American colleges and universities.[89] Policies for the awarding of credit are the same for distance education, with one exception. In order for the

DE course to require the same total amount of time as the corresponding traditional class, each unit of credit requires 3 hours of total work per week for a semester-length class. A typical 3-unit class should require 9 hours of work per week for the semester. For a traditionally taught class, one unit of credit is defined as one hour of recitation or lecture, which requires two hours of outside preparation for each hour of recitation or lecture; or three hours of laboratory work each week for a semester of 18 weeks.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.2.i **The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Description

The institution awards degrees and certificates based on successful completion of a prescribed series of courses. The program outcomes indicate the most important skills the student will be able to demonstrate by the time they finish their degrees or certificates. Faculty in the discipline develop PLOs that are very closely aligned with course SLOs in the degree/certificate. The SLOs align with objectives and the graded assignments. The Curriculum Committee approves PLOs and recommends that they be directly linked to the more advanced, final courses of a program. If students do not achieve the PLO, they are unlikely to pass the classes for the degree/certificate. PLOs are aligned with ILOs, which are the subject of regular institutional dialogue.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.3   **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Description

The philosophy of the general education component of the associate's degree is to develop a student's ability to become a productive citizen and lifelong learner. Skills include oral and written communication, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. The rationale for general education was developed by faculty and is communicated to all stakeholders via the Laney College Catalog.[90] In addition, the Peralta Community College website has an easily searchable list of board policies and administrative procedures[91] that address the philosophy and rationale for inclusion in the general education requirements. The district Course Approval and Process Manual[92] also addresses these issues.

The general education requirements for the associate of arts and associate of science degrees are described in Peralta Community College District (PCCD) Board Policy (BP) 4025, Philosophy and Criteria for Associate Degree and General Education; and BP 4100 Graduation Requirements for Degrees and Certificates; and is implemented using Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates criteria. In addition, general education requirements and AP 4100 criteria are listed in the Laney College Catalog (pp. 124- 126) and student advising sheets, which are available from counselors.

A minimum of 19 units of GE[93] must be completed for all associate's degree programs, with at least one course from each of the following areas: natural sciences, social and behavioral sciences, humanities, language and rationality (English composition, math, computer literacy, oral or written communication, or literature), and ethnic studies. To be included among the GE areas, a course must be degree-applicable, have no specific vocational emphasis, and have a minimum of three semester units (except for one unit of computer literacy).[94,95] For a course to be approved as GE, it undergoes specific scrutiny during the course approval process. The faculty member developing or updating the course describes the proposed GE area in the justification section of the course outline; after which the department chair, dean, librarian, assessment coordinator, Technical Reviewer and College Articulation Officer conduct a review. In career technical education programs, industry advisory committees review program and course outline changes and updates. Upon approval by the Curriculum Committee, which includes the vice president of instruction, the proposed course goes to the district-level Council on Instruction, Planning, and Development (CIPD); and then to the board. If approved, the GE course will be reviewed annually by the General Education Subcommittee of CIPD, consisting of the district's four articulation officers, curriculum and systems technology analyst, and district admissions and records officer.[96] At each level, the review for GE requirements is based on the course outline, with an emphasis on course content and student performance objectives (Exit Skills),[97] which are aligned with student learning outcomes.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

General Education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a   **An understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences.**

As required by Title 5 and as stated in the PCCD Program and Course Approval Process Manual, "General Education introduces the content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, and the social sciences, and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, an appreciation for cultural diversity, and a recognition of what it means to be an ethical human being and effective citizen."[98]

During development of courses and programs that pertain to GE areas,

faculty determine the basic content and methodology of traditional areas of general education knowledge. These are included in the student performance objectives section of the course outline, and align with student learning outcomes for the course. This alignment assures that the outcomes will address the higher-level knowledge and skills detailed in the objectives. This is validated in the course and program approval process, which is initiated by faculty; then the department chair, dean, librarian, assessment coordinator, technical reviewer and college articulation officer conduct a review. Upon approval by the Curriculum Committee, which includes the vice president of instruction, the proposed course goes to the district-level Council on Instruction, Planning, and Development (CIPD), and then to the Board.

To earn an associate's degree, a student must take at least one GE course in natural science, social and behavioral science, and the humanities. General Education courses in each area have outcomes aligned with objectives that are based on the criteria stated in the Laney College Catalog:[99]

- Natural Sciences: A course should help the student develop an appreciation and under- standing of the scientific method, and encourage an understanding of the relationships between science and other human activities.

- Social and Behavioral Sciences: A course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

- Humanities: A course should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

In addition to the SLOs for each individual GE course, Laney College has developed institutional learning outcomes.[100,101] In 2012, the Learning Assessment Committee, with the approval of the Faculty Senate, created the ILOs to replace the GE outcomes developed in 2007-08. The ILOs are now more comprehensive; and also apply to all students, including those who are not planning on earning a degree. All courses, including GE, map to at least one institutional outcome. Courses in natural sciences, social and behavioral sciences, and humanities typically map to ILOs 2, 4, and/or 5.

Laney College Institutional Learning Outcomes

1. **Communication**
   Students will effectively express and exchange ideas through various modes of communication.
2. **Critical Thinking and Problem Solving**
   Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.
3. **Career Technical Skills**
   Students will demonstrate technical skills in keeping with the demands of their field of study.
4. **Global Awareness, Ethics and Civic Responsibility**
   Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.
5. **Personal and Professional Development**
   Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

General Education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.b **A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Institutional Learning Outcomes 1 and 2 relate to these skills:

- **Communication**
  Students will effectively express and exchange ideas through various modes of communication.

- **Critical Thinking and Problem Solving**
  Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

In addition, the course SLOs for courses in the GE pattern will relate more directly to these skills.

GE pattern courses that relate to the skills stated in this standard are:

- Area 4a - English Composition (outcomes relate to communication and information competency)
- Area 4b -Mathematics (covers quantitative reasoning)
- Area 4c - Computer Literacy
- Area 4d - Oral or written communication or literature (students take one of the three possibilities, but all choices relate to communication)
- Area 1 - Natural Science (covers scientific reasoning and critical analysis/logical thinking; certain classes also cover quantitative reasoning)

Students who meet the requirements for an AA or AS degree must take classes required for the degree that relate to these skills.

Each of the GE courses has its own set of student learning outcomes and course objectives. When instructors assess the SLOs, the results serve as evidence that the students have gained these skills.

As with any course, the curriculum approval process determines if GE courses may be offered in DE mode.

The curriculum approval processes ensure that the required skill level for GE courses meets collegiate standards. Course outlines are examined for areas including course content, textbooks, course objectives and SLOs; how many hours per week the students must work on assignments outside of class; what type of assignments are used to evaluate students (such as essay, problem solving, multiple-choice, and so on); and whether or not the assignments are at college level. Therefore, there is a consistent process for assuring that expected skill levels are included in course outlines.

Measures of student skill would include assessment of the SLOs for the class. These measures are considered to be effective, because the assessment reports include enough information to know the details of the assignment, the level of quality expected, and the student results.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

General Education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.c **A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Laney's Institutional Learning Outcome #4 applies to these skills.

- **Global Awareness, Ethics and Civic Responsibility**
  Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.

Students are required to take an ethnic studies course (Area 5) as part of their GE requirements for the associate's degree. Therefore, all students who earn an associate's degree will cover some aspect of this ILO. Other courses in the GE pattern that address some of the other aspects of this ILO include humanities, political science, philosophy, art, history, and some science classes.

Laney College assessed ILO No.4 in several classes during the spring 2014 semester. There are many possible aspects to this outcome (global awareness, ethics, civic responsibility, environmental responsibility, social justice, and cultural diversity), and instructors were invited to focus on what was most relevant to their classes. Because this outcome applies to a broad range of classes, we did not require a standard assignment across all of them. Instructors were to give the assignment in the usual way, collect results, and then fill out a rubric that captured how many students were at each level: awareness, change in attitude, change in values or behavior, or commitment or involvement. Several instructors assessed ILO No. 4; six of them gave short presentations to the rest of the college on a professional day at the beginning of the fall 2014 semester. They described their assignment and the results; and discussed what they had learned and found surprising. This was followed by a college-wide discussion of the implications of the results for the institution.[102,103]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.4   All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

 All degrees and certificates offered at Laney College include focused study in at least one area of inquiry or in an established interdisciplinary core. Laney College currently offers 93 state-approved degrees and certificates. There are 44 degree programs, including 10 associate degrees for transfer (ADT). We offer 41 certificates of achievement. All programs are approved by the State Chancellor's Office for California Community Colleges. The college also offers 13 certificates of proficiency of fewer than 12 units, which have been approved by the local governing board. The listing of degrees and certificates can be found in the college catalog, which will include all updates for 2015.[104,105]

In order to ensure that all degree and certificate programs include focused

study in at least one area of inquiry or in an established interdisciplinary core, department chairs, deans, the Curriculum Committee, (including the vice president of instruction, and the district Council on Instruction, Planning and Development) review all new and modified degree and certificate programs for degree objectives, program content, and student mastery of knowledge and skills.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description:

Laney College is deeply committed to providing career and technical education (CTE) students with training that meets industry-based standards and external licensure and certification requirements. Industries have multiple ways of determining employment standards. In some industries, state governmental boards administer exams and issue licenses; in others, trade unions set the standards for determining professional competencies. It remains true that in many industries there are no applicable national or state certifications that could serve as reliable benchmarks for determining employment competencies. Because methods of certification vary from one industry to another, each vocational program addresses the standards of the industry in which it operates to determine degree and certificate requirements.

Laney College's CTE programs are:

- Industrial Maintenance
- Architecture/Engineering
- Biomanufacturing
- Business (Finance and Banking, Accounting, Business

Administration, Business Information Systems)

- Carpentry
- Computer Information Systems
- Construction Management
- Cosmetology
- Culinary Arts (Baking and Pastry and Restaurant Management)
- Electricity/Electronics
- Environmental Control Technology (Building Automation Systems, Building Performance and Energy Efficiency, Commercial HVAC Systems, Residential and Light Commercial HVAC and Refrigeration)
- Graphic Arts
- Labor Studies
- Legal Community Interpreting
- Machine Technology
- Media Communications (Digital Video Production for Video, Broadcast and Digital Cinematography; Performance/Production for Video, Broadcast and Digital Cinematography; Audio Production for Video, Broadcast & Digital Cinematography)
- Photography
- Welding Technology
- Wood Technology

To ensure that Laney College CTE programs continue to train students to meet the needs of industry, a number of both external and internal measures are analyzed to assess student preparation and job-readiness. External measures include pass rates on industry certification exams;[106] Employer Satisfaction Surveys;[107, 108] successful transfer to four-year institutions; and job placement and career advancement reports.The Research & Planning Group for California Community Colleges (RP Group) recently conducted a statewide study to assess employment outcomes for students who have participated in CTE coursework. The "Career & Technical Education (CTE) Employment Outcomes Survey 2014-Laney College" reports that 86.6% of the former CTE students were either "very satisfied" or "satisfied" with the education and training they received at Laney. When asked why they stopped taking classes at Laney, the survey respondents' most common reasons were either that their goals had been met, they had completed the program, they had transferred to another school, or they had found a job. The "Summary and Conclusions" section of this report states:

> The results of the survey showed that completing CTE studies and training whether or not a credential is earned, whether or not a student transfers is related to positive employment outcomes. The preponderance of respondents are employed, are working in the same field as their studies or training, and are working full time. Respondents overall posted a 11.81% increase in their hourly wage after completing their studies at Laney College and the vast majority were satisfied with the education and training they received.[109]

Laney's CTE programs are committed to ensuring that students who complete vocational and occupational degrees and certificates meet employment competencies. Within the past five years, all of Laney College's CTE programs have been reviewed (via the program review process) to assess the following student performance criteria:

- performance in required courses
- performance on capstone projects and assignments
- performance in instructional labs
- performance in apprenticeship programs
- program completion rates

Department chairs cultivate and maintain relationships with employers and former students to track student job placement, career advancement, and employer satisfaction. Industry-based advisory boards are used to inform the appropriateness of courses, curricula, and learning objectives. Members of these boards are consulted when vocational programs are created, updated and expanded.

In 2012 and 2014, respectively, the college hired a CTE counselor and a temporary career services program manager. They provide career development support services to students and are responsible for CTE industry relations, and job and workforce development. Additional responsibilities include:

- development of the Career Services Center
- designing and administering career services website with online job postings

- coordinating on-site industry recruiting events
- coordinating industry education events
- coordinating student field trips to local business and industries
- developing career and industry education: resume and cover letter writing workshops, interview practice
- coordinating an Industry Leader Speaker Series

Annual events such as those hosted by the Laney College Career Technology Education Advisory Committee have as one of their missions to bring Laney vocational program students together with local business and industry leaders so that they can become familiar with current professional standards and practices.[110]

As described in II.A.2.g, the college prepared students to take and pass various examinations that provide proof of competency and ability to meet employment standards in various CTE fields.

As discussed in the Introduction, course success rates among Laney's CTE students generally exceed rates among non-CTE students, and have increased 4 percentage points between fall 2008 and fall 2013. In addition, one of the questions on the Student Accreditation Survey that was administered in spring 2014 addressed CTE: "The Career and Technical Education (CTE) Program prepares me for work in the industry that I like." Of the 502 students who responded to this question, 287 of them checked "don't know/doesn't apply." These 287 are probably not CTE students. However, of the other 215 students, 85% either strongly agreed or agreed; only 15% either disagreed or strongly disagreed. This is another indication that the CTE programs at Laney College are effective in preparing students for work.[111]

Evaluation

The college meets the standard.

Through an analysis of program reviews, job placement surveys, pass rates on state board exams, advisory board meeting notes, and employer satisfaction surveys, Laney College prepares those students who complete vocational and occupational certificate and degree programs to meet employment competencies.

Actionable Improvement Plan

None

II.A.6 **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.**

Description

Information regarding courses, programs, and transfer policies can be found in the Laney College Catalog, published in hard copy and online.[112] It contains comprehensive information including course description, grading policy option, degree applicability, prerequisites, transferability, and general education areas (Laney AA/AS area, IGETC, CSU-GE/ Breadth). This document is published every two years, with a supplement covering changes made one year after its publication. Addenda are published when corrections are necessary. Departments are responsible for reviewing the material on their pages and any curriculum changes must go through the approval process. CurricUNET holds all active and historical course outlines of record (COR) and program descriptions (courses involved, justifications, and supportive paperwork). SLOs/PLOs must be included for the COR to be approved; and if the course is taught online, a DE addendum must be part of the COR. All active course outlines and programs are publicly accessible in CurricUNET. The academic services specialist works in tandem with the instructors and deans to make sure catalog information is current and correct.

The college class schedule includes a brief version of the information in the catalog and is also available in hard copy and online. Course syllabi

provide information consistent with the approved SLOs for a course. Syllabi are often available online, and many departments include the catalog information on their websites.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.6.a **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Description

The Laney College catalog is the primary source of information regarding transfer-of-credit policies governing the institution. The catalog is available in hard copy and online. The catalog includes comprehensive certificate, degree, general education requirements, and transfer information. The catalog clearly states the transfer-of-credit policies to facilitate without penalty the mobility of students. These policies are reviewed annually and updated as needed, either in the catalog or catalog supplement.[113]

Counselors provide student advising regarding certificate and degree completion, transfer admission requirements, and articulation agreements.[114] Counselors also provide initial evaluation toward certificate, degree, and transfer requirements of students' college transcripts from regionally accredited institutions; and also of external exams, i.e., AP (Advanced Placement), IB (International Baccalaureate), and CLEP (College Level Examination Program). Students who transfer to Laney with college credit

and with the intention of transferring to a baccalaureate-granting institution will have their college courses evaluated for the purpose of passing them along to a 4-year institution for the CSU-GE Breadth Requirements, IGETC (Intersegmental General Education Curriculum), and major requirements as posted on ASSIST. This saves them unnecessary course repetition. Also, the district admissions and records evaluators provide evaluation of students' transcripts and external exams. The results of all evaluations are posted in an electronic file (W-drive) accessible by district-wide counselors and evaluators to utilize when advising students with their student educational plans (SEPs).

In the catalog, each course description includes notations designating UC and/or CSU acceptable for credit if applicable. In addition, the course descriptions contain general education designations for our local degrees, CSU-GE Breadth Requirements, and IGETC. Furthermore, course descriptions have designation C-ID approval where applicable.

Ten associate degrees for transfer (ADTs) approved by the California Community College Chancellor's Office are offered, i.e., Anthropology, Business Administration, Communication Studies, Mathematics, Political Science, Psychology, Sociology, Studio Arts, Theatre Arts, and Kinesiology. Additional programs (Art History, Music, Philosophy) are moving through the curriculum approval process. Significant work is currently underway to create as many associate degrees for transfer as possible.[115]

The articulation officer is responsible for developing and maintaining articulation agreements with public and private institutions, as appropriate to its mission. Laney's articulation agreements with the University of California and California State University are available on the ASSIST website.[116] These articulation agreements include general education, CSU-GE Breadth Requirements, IGETC, CSU/UC campus specific, and lower division major preparation or department (course-to-course) agreements. In addition, the catalog lists Laney's Associate GE Requirements, CSU-GE Breadth Requirements and IGETC. Furthermore, GE advising sheets are updated annually by the articulation officer and are kept in the Counseling Department and Transfer Center for student access. Moreover, GE advising sheets are available on the Articulation Program website.[117,118] Agreements with regionally-accredited California and out-of-state independent/private

institutions are posted on the program's website, easily accessible by counselors, evaluators, and students.

The student survey, given during spring 2014, asked: "The transfer services to a 4-year college or university are adequate to meet my needs." A total of 386 students responded to this question. Of these, 22% strongly agreed, 46% agreed, 8% disagreed, 3% strongly disagreed, and 22% didn't know or the question didn't apply. If the percentages are recalculated to include only the students who had an opinion, 86% of the students either agreed or strongly agreed, while 14% disagreed or strongly disagreed. This is an indication that transfer services met the needs of the vast majority of students who used them.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.6.b **When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Description

When a program is eliminated or modified, information is disseminated to students via counseling faculty, the Laney College Catalog,[119] the catalog addendum, advisory flyers, and departmental websites. Students are guided through program changes in such a way as to minimize adverse effects on program completion. Actions taken to assist students may include department grids that illustrate the relationship between old and new course requirements and/or notifications or advisories sent to district evaluators and counseling faculty. Solutions are also found through the course substitution or waiver process. Students retain catalog rights as long as their enrollment is maintained during at least one semester per academic year, excluding summer and intersession.[120,121] Information is made public via CIPD minutes, the College Catalog and supplements, CurricUNET, and regular updates through the faculty and staff e-mail.[122]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.6.c **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

Description

The official course outlines and program requirements are housed with the Office of Instruction and on CurricUNET. It is the responsibility of the Office of Instruction to record course or program modifications as well as new program development. Information is published in a biannual catalog[123] and catalog addendum. Data to be published is crosschecked by the academic support services specialist, the curriculum committee chair, and the articulation officer. Reviews are also regularly conducted by department chairs, division deans, instructional and student services vice presidents, district educational services staff, and program directors. Catalog committees exist at both the district and college levels to maintain the currency of catalog data.

The Office of Instruction is also responsible for the accuracy of information published in the class schedule[124,125] for each academic term. Before the beginning of each term, the academic services specialist receives course scheduling information from department chairs and division deans. This information is crosschecked for accuracy before being submitted for publication. The academic services specialist also verifies the accuracy of the online schedule.

The college provides information on student achievement to the public via articles in local papers and magazines,[126,127] through emails sent out to the Laney FAS by instructors,[128] in the award-winning Laney *Tower*

newspaper, and through PCCD's Communications Officer.[129]

The Laney College website and the Peralta District website are also important sources of public information. The district has a Public Information department, which assists students, faculty and staff with "publicity of events and newsworthy initiatives."[130]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.7   **In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Description

The colleges of the Peralta Community College District are committed to free discussion and open inquiry in the pursuit of truth. Board Policy 4030, which is publicly available, acknowledges that the freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students.

For each faculty member, intellectual freedom is both a right and a responsibility. As a right, it guarantees the instructor freedom to interpret personal findings and to communicate the conclusions without being subjected to interference, molestation, or penalty if the conclusions are at variance with those of other persons. As a responsibility, it carries the obligation to study, to investigate, to present, to discuss and to interpret fairly and objectively facts and ideas related to the instructor's assignments.[131]

Student academic honesty is addressed by AP5500 Student Standards of Conduct, Discipline Procedures and Due Process, which describes acts that constitute dishonest behavior[132] and describes possible forms of discipline and due process.

The college further frames student academic integrity in a more positive light by laying out five principles of student academic integrity as described in the 2013-2015 Laney College Catalog.[133]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.7.a   **Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data fairly and objectively.**

Description

To successfully engage students in ways that stimulate independent and critical thinking, instructors utilize an array of approaches to facilitate student learning and growth. The Laney Faculty/Staff survey revealed that the colleges' instructors employ numerous and varied methods. Some that were considered most successful include: creating a sense of community so that students feel respected and safe when expressing their ideas, while being supported with varied information resources; having students write essays in class rather than at home so that students are required to rely on their own personal analysis; incorporating technology and social media in a manner that takes advantage of the natural interest of many students in these modalities; giving students opportunities to share and publish their work; learning students' names, backgrounds, interests and opinions; group exercises that require engagement; providing rubrics that give students a clear expectation of what is required to succeed on assignments; incorporating relevant events that include social justice and community concerns; fostering an environment of support by leading by example (being open and vulnerable in expressing ideas); and encouraging students

to help one another.[134]

Due to the rich diversity of our campus and the charge of our mission to provide educational opportunities that respond to the local and global community, Laney College seeks to attract and hire instructors with a firm commitment to academic integrity and ideological tolerance. Further, instructors are required to adhere to the learning objectives of the course as designated in the course outline, and to include and assess the SLOs identified by department. Campus professional development activities regularly feature training and/or speakers who also emphasize the need to exercise sensitivity to the rich and broad diversity of our students. In accordance with BP 4030, instructors are encouraged to use their academic freedom creatively and constructively. The culture of the campus is to incorporate in our instruction varying perspectives in a manner that serves to inform rather than persuade or indoctrinate. This is particularly relevant for curriculum in the social sciences and humanities. In these disciplines, students are trained to be critical thinkers and to engage in comparative analysis so that they can arrive at their own academically astute conclusions. The college ILOs establish these as goals for all Laney discipline areas; the Faculty/Staff survey acknowledged the effective efforts to implement these approaches campus-wide.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.A.7.b **The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

Description

The Laney College Catalog 2013-2015 lists[135] the policies for behavior and academic integrity for faculty and students. The catalog is published and made available to faculty and staff and can be purchased by Laney students at the bookstore.[136] Moreover, the Peralta District devotes a webpage to the topic on distance education. Academic dishonesty, due process and code of conduct are listed as well.[137] These procedures mirror the method of

addressing violations found in the Laney Catalog. The distance education webpage also has a list of resources on academic integrity.[138] Laney College policies and procedures regarding academic honesty educate students about the consequences of academic dishonesty. Instructors are urged to discuss academic integrity with students on the first day of school, what the consequences are if cheating occurs, and where students can find information about the grievance process. Many of the classrooms have a poster of "The Ten Principles of Academic Integrity."

The Laney College Catalog lists the "Ten Principles of Academic Integrity" and the "Five Principles of Student Academic Integrity,"[139] which students and faculty adhere to when teaching and communicating with students. Administrative Procedure (AP) 5500: Student Standards of Conduct, Discipline Procedures and Due Process[140] lists standards that range from misconduct to trespassing and violation of the penal code. AP 5500 A-7 specifically describes dishonesty as:

> … cheating, plagiarism (including plagiarism in a student publication), forgery, alteration or misuse of college documents, records, or identification of documents, or furnishing false information to the college.[141]

There are several college behavioral and grievance procedures listed in the catalog that apply to this standard: AP 4231 Grade Changes and Student Grievance Procedure;[142] AP 5500 Student Standards of Conduct, Discipline Procedures and Due Drocess; and AP 5530 Student Rights and Grievance Procedure.[143] The grievance procedures are specific but similar for each section.

AP 5500 lists the codes of conduct that warrant behavioral discipline. The list covers more than academic integrity, but often the miscreant behavior is intertwined with academic dishonesty. The catalog clearly lists the regulations and procedural steps for students to file a grievance, whether for academic mistakes or for violation of law, policy and procedures.

Disciplinary actions are handled according to Title 5 regulations.[144] Students facing disciplinary action are subject to a variety of actions depending on the severity of the violation. For minor violations, the student is issued a written or verbal reprimand, probation, loss of privileges and exclusion from activities, or educational sanctions. Written reprimands may become part of the student's permanent record. If the problem persists, the disciplinary action imposed could be short-term suspension, long-term suspension, or

expulsion. The catalog discusses who may impose the disciplinary action and the due process for discipline, suspension and expulsions.[145] The student has the right to appeal the decision within a given time limit. AP 5530 Student Rights and Grievance Procedure details the process for filing a student grievance.

Documentation addressing faculty violations of academic integrity and other types of behavior that might lead to violations are embedded in the catalog.[146]

All grievance procedures align with the California Education Code, academic freedom, student code of conduct, and freedom of speech.

When students register for classes, they are assigned a student identification (ID) number. This number becomes their electronic identification. They also are required to obtain a student photo ID. Students need it in order to access online classes. Most online instructors have a variety of ways of verifying student identification, such as video chat rooms and virtual office hours. Student ID cards show both a picture and a student number, and can be presented to any instructor if asked during a video chat or orientation.

The district has guidelines listed in AP 4105 section IV outlining student authentication. Students must provide a specific login code to the learning management system. Students must also agree to the district policies and procedures regarding academic honesty and acceptable use of IT services. The DE instructor should discuss Academic Dishonesty, Due Process, and Conduct as part of the orientation process of the course. Students must also be authenticated through interactions with instructors and other students in the course. Instructors can also require proctored examination as a method of authentication.[147]

Evaluation

The college meets the standard**.**

In an effort to exceed the standard, discussions are currently being held about academic integrity in distance education courses between faculty and staff who teach and regulate these classes. DE instructors who follow the AP 4105 guidelines interact with students on a regular basis and can therefore verify their identities.

Actionable Improvement Plan

None

II.A.7.c   Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

Laney College does not require staff, faculty, administrators, or students to conform to specific codes of conduct. Laney does not seek to instill specific beliefs or worldviews. The Laney College community supports academic freedom as it applies to the board policies and Education Code as listed in the catalog.

Evaluation

Not applicable

Actionable Improvement Plan

None

II.A.8   Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Description

Laney College does not offer curricula in foreign locations to students other than U.S. nationals. The Peralta Colleges offers overseas online classes through the district, but no brick and mortar classes. The Peralta district and, therefore, Laney College promotes DE in foreign locations and for international students living in California. The forms for DE students studying overseas differ from those used by international students studying here. Students begin the enrollment process of enrolling by accessing the "International Education" page on the district website.[148] Overseas DE

students fill out a form found on the "International Students" page.[149]

Students wishing to take DE courses complete the <u>Application Form for Overseas Online Classes</u>. Students who want to study in the United States fill out a different form and follow a different process including a special "International Student Application" and appropriate support documentation, i.e., dependent information and medical examination forms.[150] Once students are accepted, they are notified by email and directed to complete the CCC Apply Online Application to gain admission to the Peralta Colleges.[151] All international students must provide transcripts to show pre-requisites. International students enrolled in Laney distance learning classes are subject to the same rights and policies as U.S. nationals; however, they are not recognized as U.S. students.[152]

U.S students (non-residents) that live on foreign soil enroll through passport and check citizen status. Since they are U.S. citizens, paperwork for verification can be done through the counselors for international students at the district office.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

1. Laney Mission and Goals: http://www.laney.edu/wp/mission-2/

2. Institutional Learning Outcomes: http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/

3. Professional Development:

4. Curriculum Committee: http://www.laney.edu/wp/curriculum-committee/

5. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

6. Curriculum Approval Process: http://www.laney.edu/wp/curriculum-committee/approval-process/

7. Laney Transfer Degrees (SB1440): http://www.laney.edu/wp/curriculum-committee/sb-1440-transfer-degrees/

8. C-ID Website: http://www.c-id.net/degreereview.html

9. Approval Process: http://www.laney.edu/wp/curriculum-committee/approval-process/

10. AP 4105: http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf

11. Institutional Effectiveness Reports: http://www.laney.edu/wp/institutionaleffectiveness/report-2012/

12. Faculty/Staff Survey, p.6: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

13. Educational Master Plan, Chapter Two: http://www.laney.edu/wp/educational-master-plan/files/2014/11/Laney_revised_LWT.042110-Complete-Educational-Master-Plan-2010.pdf

14. Documents from the May 30, 2014 College-wide End of Year Retreat: http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Laney-May-30th-Retreat-Student-Success-data-2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Student-Success-Goal-1-May-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Accreditation-GOAL-2-Status-Report-Aug-2014-Retreat.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Retreat-Assessment-GOAL-3-for-5-30-14-Retreat.pdf

15. From Bay Area Census, Nov 2013: http://www.bayareacensus.ca.gov/cities/cities.htm

16. Office of the Vice Chancellor of Educational Services Peralta Community College District, Assessments: http://web.peralta.edu/indev/matriculation/

17. Assessment Test Validity, Math: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.1.a-Assessment-test-validity-math-04-11-11.pdf

18. Assessment Test Validity, English: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.1.a-Assessment-test-validity-English-2-12-12.pdf

19. SP Documents: http://web.peralta.edu/strategicplan/strategic-plan-documents/

20. Evidence of Vocational Programs Activities and Standards- Laney College Curriculum-CTE Courses and Programs: http://www.laney.edu/wp/curriculum-committee/cte-courses-and-programs-2/

21. BACCC Website: https://sites.google.com/a/cabrillo.edu/baccc/Home/program-endorsement-guidelines

22. Faculty/Staff Survey, p.6: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

23. Flow Chart of Curriculum Process: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.1.b-Laney-College-Curriculum-Approval-Process-Flow-Chart-copy.pdf

24. Approval Process: http://www.laney.edu/wp/curriculum-committee/approval-process/

25. Getting Started: http://www.laney.edu/wp/curriculum-committee/getting-started/

26. Creating a New Course or Making Changes to Outlines: http://www.laney.edu/wp/curriculum-committee/making-changes-to-outlines/

27. Laney College Catalog, page 6: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

28. Distance Education Administrative Procedure (AP 4105): http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf

29. Evidence 13/14 CC end of year report, 07-10 CC accomplishments: http://www.laney.edu/wp/curriculum-committee/meeting-information-2012-2013/

30. Part-Time, Long Term Substitute, Tenured Faculty Evaluation Forms: http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/part-time-long-term-substitute-tenured-faculty-evaluation-forms/

31. Tenure Track Faculty Evaluation Forms: http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/tenure-track-faculty-evaluation-forms/

32. Part Time Rehire Preference Pool: http://pft1603.org/wp-content/uploads/2013/04/rehire_pool.pdf

33. Distance Education Administrative Procedure (AP 4105): http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf

34. Learning Assessment: http://www.laney.edu/wp/assessment/

35. Curriculum Review Checklist: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.1.c-II.A.2.f-Curriculum-Review-Checklist.pdf

36. PCCD Course Outline 2013: http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=9344

37. PCCD Course Outline 2014: http://www.curricunet.com/pccd/reports/course_outline_

pdf.cfm?courses_id=10401

38. PCCD Course Outline 2014: http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10400

39. PCCD Course Outline 2005: http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=1005

40. PCCD Course Outline 2012: http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=8638

41. Course DE Addendum: http://www.curricunet.com/pccd/reports/dist_ed_report.cfm?courses_id=8638

42. PCCD Course Outline 2012: http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=8639

43. Course DE Addendum: http://www.curricunet.com/pccd/reports/dist_ed_report.cfm?courses_id=8639

44. PCCD Course Outline 2013: http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10062

45. Approval Process: http://www.laney.edu/wp/curriculum-committee/approval-process/

46. Program and Course Approval Process Manual: http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

47. Curriculum Approval Process: http://www.laney.edu/wp/curriculum-committee/approval-process/

48. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

49. Administrative Procedure (AP 4105): http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf

50. CTE Courses and Programs: http://www.laney.edu/wp/curriculum-committee/cte-courses-and-programs-2/

51. Employment Development Department - Labor Market Info: http://www.labormarketinfo.edd.ca.gov.

52. Faculty/Staff Survey, p. 6: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

53. Student Survey, p.18: http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

54. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/ http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

55. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

56. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

57. Faculty/Staff Survey, p.6: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

58. Laney College Counseling Website: http://www.laney.edu/wp/counseling/

59. Student Affairs Program Review Narrative: http://www.laney.edu/wp/midterm-report-appendices/files/2013/02/EOPS.pdf

60. APASS Program Website: http://www.laney.edu/wp/apass/

61. Athletics Home: http://www.laney.edu/wp/athletics/

62. EOPS/CARE: http://www.laney.edu/wp/eops/

63. Gateway to College: http://www.laney.edu/wp/gateway/

64. Programa de Carpentería: http://www.laney.edu/wp/woodtechnology/woodtech-courses/programa-de-carpentería-fina/programa-de-carpentería-fina-english/

65. EOPS/CARE : http://www.laney.edu/wp/eops/

66. EOPS/CARE Disabled Students Program: http://www.laney.edu/wp/dsps/

67. EOPS/CARE : http://www.laney.edu/wp/eops/

68. First-Year Pathways: http://www.laney.edu/wp/foundation-skills/laney-college-first-year-pathways-programs/

69. Industrial Maintenance: http://www.laney.edu/wp/industrialmaintenance/

70. TRiO: http://www.laney.edu/wp/trio/

71. EOPS/CARE: http://www.laney.edu/wp/eops/

72. ESL Pathways Flyer: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.2.d-ESL-pathway-cohort-flyer-for-students-spring-2015.pdf

73. Men's Center: http://www.laney.edu/wp/menscenter/

74. Faculty/Staff Survey, p.6: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

75. Student Survey, p.18: http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

76. Curriculum Committee : http://www.laney.edu/wp/curriculum-committee/

77. CurricuCamp dates: http://www.laney.edu/wp/curriculum-committee/curricucamp-dates/

78. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

79. Institutional Effectiveness: http://www.laney.edu/wp/institutionaleffectiveness/

80. Faculty/Staff Survey, p.7: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

81. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

82. Planning: http://www.laney.edu/wp/institutionaleffectiveness/planning/

83. Curriculum Review Planning Checklist: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.1.c-II.A.2.f-Curriculum-Review-Checklist.pdf

84. Program Review Template: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.2.f-Program-Review-template-2012.pdf

85. Annual Program Update Template: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.2.f-APU-template-b.pdf

86. Annual Program Update Forms A, B, C: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.2.f-APU-Forms-A-B-C-Draft.pdf

87. American Chemical Society Exam 2014: https://www.acs.org/content/dam/acsorg/education/students/highschool/olympiad/pastexams/2014-usnco-local-exam.pdf

88. CTE Standardized Safety Test Example From Machine Technology and Welding: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.2.g-safety-test1.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.2.g-WeldSafety-quiz-Fall-2014-rev1.0.pdf

89. National Institute of Metalworking Skills (NIMS): https://www.nims-skills.org/web/nims/3

90. SolidWorks Certified Associates: http://www.solidworks.com/sw/support/796_ENU_

HTML.htm?pid=446

91. American Culinary Federation: http://www.acfchefs.org/ACF/Certify/ACF/Certify/

92. Environmental Protection Agency (EPA) certification, refrigerants: http://www.epatest.com/faq/R410A/

93. Building Performance Institute: http://www.bpi.org/what.aspx

94. North American Board of Certified Energy Practitioners (NABCEP): http://www.nabcep.org/certification

95. North American Board of Certified Energy Practitioners (CALCTP): http://www.nabcep.org

96. California State Cosmetology Licensing Board: http://www.barbercosmo.ca.gov

97. Peralta Community College District Principles of Assessment of Student Learning Outcomes Memorandum of Understanding: http://www.laney.edu/wp/assessment/files/2010/06/PCCD-Memorandum-of-Understanding-regarding-assessment.pdf

98. Definition of a Unit of Credit, Laney College Catalog 2013-2015, p. 64: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

99. Associate Degree Program, Laney College Catalog, pp. 123-126: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

100. Board policies and District administrative procedures: http://web.peralta.edu/trustees/bps-aps/

101. Program and Course Approval Process Manual For Faculty and Administrators Educational Services 3rd Edition, Final Version, February 2014, pp. 21-22: http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

102. Associates Degree Program, Laney College Catalog, pp. 123-126: Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

103. Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates: http://web.peralta.edu/trustees/files/2011/04/AP-4100-Graduation-Requirements-for-Degrees-and-Certificates2.pdf

104. Program and Course Approval Process Manual For Faculty and Administrators Educational Services 3rd Edition, Final Version, February 2014, pp. 21-22: http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

105. Program and Course Approval Process Manual For Faculty and Administrators Educational Services 3rd Edition, Final Version, February 2014, p. 22: http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf.

106. Program and Course Approval Process Manual For Faculty and Administrators Educational Services 3rd Edition, Final Version, February 2014 http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

107. Program and Course Approval Process Manual For Faculty and Administrators Educational Services 3rd Edition, Final Version, February 2014, p. 21: http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

108. Associate Degree Program General Education 2013-2014,Laney College Catalog, p.124. See descriptions of Areas 1, 2, and 3: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

109. Laney College Institutional Learning Outcomes, Laney College Catalog p. 129: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

110. "Institutional Learning Outcomes (ILOs) for Laney College," Laney College Learning Assessment Committee website: http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/

111. "ILO 4 Assessment Discussion—August 14, 2014", Laney College Learning Assessment Committee website: http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/assessing-ilo-4-spring-2014/ilo-4-assessment-discussion-august-14-2014/

112. "Assessing ILO 4 - Spring 2014", Laney College Learning Assessment Committee website: http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/assessing-ilo-4-spring-2014/

113. "Laney Programs Inventory: 9-27-2013," Curriculum Committee Website, accessed April 23, 2014, http://www.laney.edu/wp/curriculum-committee/files/2012/03/Laney-Programs-Inventory_9-27-2013.xlsx

114. "Transfer Degrees (SB1440) at Laney College'" Curriculum Committee Website, accessed April 23, 2014, http://www.laney.edu/wp/curriculum-committee/sb-1440-transfer-degrees/

115. "Examination Results by School," Department of Consumer Affairs: Board of Barbering and Cosmetology, accessed April 22, 2014, http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml

116. ECT Employer Satisfaction Survey, 2008, accessed April 22, 2014, https://www.surveymonkey.com/sr.aspx?sm=kKToHQrHaD1mgjr9JLHRq2AntePGKloHDqhLEoDTQaA_3d

117. ECT Employer Satisfaction Survey, 2010, accessed April 22, 2014, https://www.surveymonkey.com/sr.aspx?sm=6insXEyKDeG2d0gKl9dwrU9_2bwTyY_2bij8ZNHfcxPyeps_3d

118. RP Group, Laney College Career & Technical Education (CTE) Employment Outcomes Survey 2014: http://rpgroup.org/projects/CTE-Employment-Outcomes-Survey

119. "Announcement for the CTE Career Fair," Laney College Career Technology Education Advisory committee, accessed April 22, 2014, http://web.peralta.edu/blog/tag/laney-college-career-technology-education-advisory-committee/

120. Student Survey, p.18: http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

121. Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

122. Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf
These can be found on pp 48-58, pp 66-72, pp 170-172, and pp 236-237 of the Laney College Catalog 2013-2015

123. Articulation Agreements, ASSIST website: www.assist.org

124. Transfer Degrees (SB1440) at Laney College, Laney College Curriculum Committee Website: http://www.laney.edu/wp/curriculum-committee/sb-1440-transfer-degrees/

125. Articulation Agreements, ASSIST website: www.assist.org

126. Articulation, Laney College website: http://www.laney.edu/wp/articulation/articulation-information/

127. Laney College
General Education Requirements for AA/AS Degrees 2014-2015 Advising Form, Laney College
California State University General Education Breadth Requirements 2014-2015 Advising Form, Laney College
Intersegmental General Education Transfer Curriculum (IGETC) 2014-2015 Advising Form: http://www.laney.edu/wp/articulation/ge-advising-forms/

128. Catalog Rights, Laney College Catalog 2013-15, pg. 123: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

129. CIPD webpage: http://www.laney.edu/wp/curriculum-committee/what-goes-to-cipd/

130. CIPD Agendas & Reports: http://web.peralta.edu/curriculum/2013-14-agendas-reports-3/

131. DRAFT of Program Revitalization/Discontinuance Process : http://www.laney.edu/wp/curriculum-committee/draft-of-program-revitalizationdiscontinuance-process-document/

132. Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

133. The Peralta Colleges Schedule of Classes Fall 2014 http://web.peralta.edu/admissions/files/2011/10/Fall_2014_Schedule.pdf

134. Laney College Spring 2015 Schedule of Classes: http://www.laney.edu/wp/files/2014/12/Laney_Schedule_combined_2_11.24.14.pdf

135. The Culinarian Aug. 2013 p. 5: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.6.c-culinarian_aug_2013.pdf

136. The Culinarian Jan. 2014 p. 6: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.6.c-The-Culinarian-January-2014.pdf

137. Emails re: Culinary Program with video links: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.6.c-Culinary-Arts-Videos-and-emails.pdf

138. Public Information: http://web.peralta.edu/publicinfo/

139. Public Information: http://web.peralta.edu/publicinfo/

140. BP 4030: II.A.7-1: http://web.peralta.edu/trustees/files/2011/04/BP-4030-Academic-Freedom.pdf

141. II.A.7-2 Administrative Procedure 5500 Student Standards of Conduct, Discipline Procedures and Due Process http://web.peralta.edu/trustees/files/2013/12/AP-5500-Student-Standards-of-Conduct-Discipline-Procedures-and-Due-Process.pdf

142. Five Principles of Student Academic Integrity, Laney College Catalog 2013-2015, p.60: II.A.7-3 http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

143. Faculty/Staff Survey, teaching strategies: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.A.7.a-Faculty-Staff-Survey-distinguish-views.pdf

144. Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

145. Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

146. Academic Dishonesty, Due Process and Conduct: http://web.peralta.edu/de/for-students/what-is-academic-dishonesty/

147. Resources on Academic Integrity: http://web.peralta.edu/de/for-faculty-2/resources-on-academic-integrity/

148. Laney College Catalog 2013-2015, International Affairs & Distance Education, page 40-41: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

149. Laney College Catalog 2013-2015, AP5500 Student Standards of Conduct, Discipline Procedures and Due Process, page 92: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

150. Laney College Catalog 2013-2015, AP5500 Student Standards of Conduct, Discipline Procedures and Due Process, page 92, column2: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

151. Laney College Catalog 2013-2015, AP5500 Student Standards of Conduct, Discipline Procedures and Due Process, page 86: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

152. Laney College Catalog 2013-2015, AP5500 Student Standards of Conduct, Discipline Procedures and Due Process, page 99: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

153. Laney College Catalog 2013-2015, AP5500 Student Standards of Conduct, Discipline Procedures and Due Process, page 60: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

154. Laney College Catalog 2013-2015, AP5500 Student Standards of Conduct, Discipline Procedures and Due Process, page 94-98: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

155. Laney College Catalog 2013-2015, Academic and College Policies and Procedures, pp. 59-75, Other District and College Policies and Procedures, pp. 75-121. http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

156. AP4105 Distance Education section IV: http://web.peralta.edu/trustees/files/2013/12/AP-4105-Distance-Education-rev-1-11-14.pdf

157. International Education: http://web.peralta.edu/international/

158. International Students: http://web.peralta.edu/de/for-students/international-students/

159. International Student Application Form: http://web.peralta.edu/international/files/2012/09/International-Student-Application-10-14-2.pdf

160. International Students: Enrollment information is found on the Laney website: http://web.peralta.edu/de/for-students/international-students/

161. Laney College Catalog 2013-2015, International Affairs & Distance Education, page 40-41 http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

Laney College

STANDARD II.B
Student Learning Program 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.

Description

Consistent with its open access policy, Laney College actively recruits and admits diverse students from the local service area. The college has an open-access policy consistent with state regulations and the Peralta Community College District (PCCD) policy of open access as articulated in Board Policy 4.05. In addition, the policy reflects the Laney College mission statement that "Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness."

Student pathways begin with Laney College outreach and recruitment programs. Given state budget reductions for categorical programs and constraints on the use of those funds, which eliminated the option to use them for outreach, traditional outreach services to unified school district and community based organizations have not been as rigorous as they had been prior to 2010. As budgets are being restored, outreach activities are increasing. Leveraging student alumni and community members as consultants during fall 2014 has allowed the college to increase direct marketing, including dispersing college catalogs, class schedules, and other collateral materials to community-based organizations. It ensured personal connections with increasing numbers of youth and young adults.

Student services, led by the Counseling department, revitalized the unified school districts' high school breakfast in spring 2014 meeting in the Laney College field house. The college plans to continue this annual event to strengthen college-high school connections leading to ease of transition for high school students into higher education. At least twice annually, the college hosts Bay Area high school students, totaling 500-1,000. In the fall, it is the HBCU afternoon/evening event with more than 500 youth who attend with their parents; and in the spring, it is a county-wide effort with several partners bringing more than 300 youth to Laney for a half-day college fair event. The college is reestablishing the Laney College Counselor Liaison Program with feeder high schools to support successful articulation of high school students and to support student success.

These efforts complement the long-standing efforts, which increased significantly during the last six years among faculty and particular administrative leads who leverage and build community partnerships. This has ensured a steady community presence and involvement to enhance the college's brand in various outreach and partnership efforts. While focused on securing support for educational programs, most of these efforts were intended to invite high school-aged youth who were disconnected to take advantage of the concurrent enrollment, i.e., the Laney College High School Program for Machine and Welding Technology for at-risk students. The offerings were the Wheelie Car Program which ran in the spring of 2009, 2010, and 2011 in the afternoons with students from Oakland's continuation schools.[1] The iDesign Summer Programs included "Introduction to the Skilled Trade" and "Introduction to Manufacturing " (2012).[2,3] It was also intended to recruit the underemployed. The deans of academic and student affairs for the divisions of Community Partnership and Civic Engagement, Career and Technical Education, Liberal Arts, Mathematics and Sciences, and Student Development and Wellness are among the administrators who actively build partnerships with a diverse array of middle and high schools, colleges and universities, business and industries, community-based organizations, governmental agencies, and a host of other organizations And the president regularly presents and attends a host of community forums,

meetings, planning sessions and events, frequently presenting to groups of stakeholders who encourage enrollment in Laney classes and programs. These efforts are correlated with the shift in the demographics of the students who enroll to reflect a greater number of 18-24 year-olds, which constitutes 47% of the student population.

The accompanying chart reflects age demographics in the college service area and Laney College enrollment from 2009 through 2014 by age. As indicated, the college is underserving individuals 35-55 and above. While unknown, one factor may be that individuals in this age group may be working full-time and, therefore, not attending community colleges. Interestingly, the college serves a significantly higher percentage of 18-29 year-olds. Utilizing Student Equity funding, the college plans to develop a reentry adult support program to better support older students with multiple life responsibilities.

in the service area. However, the college underserves White individuals by approximately 15% and therefore needs to focus greater outreach on this population. Given the population of African-American students, the college plans to research best practices from a social justice perspective and employ them in increasing learning community offerings while supporting each student and challenging them to participate in community and civic engagement activities.

In addition to ensuring diversity in age, ethnicity, and race, the college focuses on serving veteran and foster youth students. The college provides each population with specific support services, including a Veterans Center that promotes student engagement and peer support as well as the b2b program providing individual and case management support for foster youth and former foster youth students.

Table 1. Laney College Comparison Data - Student Headcount & Service Area Data				
Age Group	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent
15-17	5,017	4.7%	16,473	4.2%
18-19	13,514	12.6%	12,454	3.2%
20-21	17,733	16.5%	13,665	3.5%
22-24	18,836	17.5%	21,237	5.5%
25-29	18,889	17.6%	39,283	10.1%
30-34	11,602	10.8%	38,122	9.8%
35-44	11,308	10.5%	70,759	18.2%
45-54	6,251	5.8%	66,296	17.0%
55 & Above	4,207	3.9%	111,035	28.5%
Total	**107,357**	**100.0%**	**389,325**	**100.0%**
Source: Laney College Student Equity Plan, 2014				

Table 2. Laney College Service Area Data						
Race	2010 CY Headcount	2010 CY Percent	2009-2014 AY Headcount	2009-2014 AY Percent	Service Area (N)	Service Area Percent
Asian	7,389	29.2%	21,516	25.8%	83,170	22.3%
Black/African-American	7,487	29.6%	23,780	28.5%	72,250	19.4%
Hawaiian/Pacific Islander	199	0.8%	655	0.8%	2,001	0.5%
Native American	240	0.9%	856	1.0%	2,606	0.7%
Some Other Race	2,478	9.8%	7,945	9.5%	37,486	10.1%
Two or More Races	1,314	5.2%	5,336	6.4%	16,577	4.4%
White	6,223	24.6%	23,270	27.9%	158,762	42.6%
Total	25,330	100.0%	83,358	100.0%	372,852	100.0%
Source: Laney College Student Equity Plan, 2014						

Integral to Laney's enrollment priority is its commitment to access and equity across the college service area. This is evident in the increase in Hispanic/Latino student enrollment from 14% in 2010 to 17% in 2014. The Laney College service area data (Table 2) versus college enrollment 2009-2014 amongst different racial groups indicates the college serves African-American students at a 17% higher rate than their proportional representation

Laney College Foster Youth Enrollment

The countywide data in Table 3 is for 2013 and was compiled by Kidsdata.org, a program of the Lucile Packard Foundation for Children's Health. As indicated in the charts, there are 619 16-20 year-old students in Alameda

Laney College

County. The majority of them are African American. This data provides an insight into the current foster youth population as a whole as well as information essential for long-range planning. Continued research and additional data specific to Oakland will serve the college in both program planning as well as targeted outreach.

Table 3. Laney College Children in Foster Care	
Alameda County	**Number**
African American/Black	967
American Indian/Alaska Native	20
Asian/Pacific Islander	77
Latino	293
White	255
Total Children in Foster Care	**1,614**
Alameda County	**Number**
Under 1	74
Ages 1-2	142
Ages 3-5	141
Ages 6-10	247
Ages 11-15	391
Ages 16-20	619
Total Children in Foster Care	1,614
Source: kidsdata.org, Lucile Packard Foundation for Children's Health	

Foster youth enrollment at Laney College has consistently declined between fall 2012 and fall 2014. This is interesting given the college has a b2b foster youth program that is a sub program of EOPS. Each student is supported in a case management model focused on supporting the whole student. Additional research regarding this population is necessary beyond enrollment. Target outreach is on-going within Oakland Unified School District as well as with community-based organizations that serve foster youth in the Laney College service area.

US Census Veteran Demographics Estimate 2008-2012 Oakland, California

Figure 1 provides an estimate of the veteran population between 2008 and 2012 and was based on a survey by the UC Census Bureau. According to the estimate, there were approximately 15,639 veterans residing in Oakland, California. The majority of them (92%) are male and served in the Vietnam War or earlier wars (62%). Recent veterans from the Gulf Wars to the present are approximately 15% of the population. Approximately 49% of the veteran population is 65 years and older with only 28% between the ages of 18-54. Forty-six percent (46%) of the veterans are African American, and that is closely followed by 40% White. Only 7% of the veteran population is Hispanic/Latino. About 73% have some college education with as many as 33% attaining a bachelor's degree or higher. Seventy-one percent (71%) of the population participate in the labor force; however, there is a 13% unemployment rate.

Fig. 1 Source: PCCD Institutional Research Data- Equity Plan

Laney College Veteran Student Enrollment 2012-2014

Laney College opened a Veterans Center in fall 2013 at the height of President Obama's Veterans Retraining Assistance Program (VRAP) offering veterans funding previously unavailable to them.

As a result, the Laney veteran population increased and reached a peak at 178 unduplicated students. This was followed by a slight decrease in 2014, when the program had 145 student participants. It is clear from the US Census data that the veteran population in Oakland is educated, with the

Table 4. Laney College Service Area Veteran Population Data		
Veteran Population	**Oakland, California**	
Demographic Descriptor	Estimate	Margin of Error
Civilian population 18 years and over	15,639	+/-899
Period of Service		
Gulf War (9/2001 or later) veterans	4.8%	+/-1.2
Gulf War (8/1990 to 8/2001) veterans	10.6%	+/-1.8
Vietnam era veterans	34.5%	+/-2.3
Korean War veterans	13.1%	+/-1.8
World War II veterans	14.3%	+/-1.5
Sex		
Male	91.6%	+/-1.6
Female	8.4%	+/-1.6
Age		
18 to 34 years	4.9%	+/-1.1
35 to 54 years	23.3%	+/-2.1
55 to 64 years	22.8%	+/-2.0
65 to 74 years	20.5%	+/-1.8
75 years and over	28.5%	+/-2.2
Source: US Census Bureau Oakland CA. Veteran Statistics, US Census Website (Student Equity Plan)		

majority participating in the labor force; there remains, however, 19% or nearly 3,000 residents 25 years and older who have no college education. Additionally, as noted earlier, there remains 13% unemployed. There are many variables that veterans face that may contribute to their lack of participation to ensure greater enrollment and less disproportionate impact. Laney will partner with the Oakland Veteran Administration to increase the veteran student population.

Supported Enrollment

After outreach and recruitment, the student pathway continues with the college application process. The centralized district-wide process of admissions is conducted online through the web-based CCCApply. Currently, the PCCD Information Technology department is in the

process of moving to the CCCApply open source platform to improve its applicability for enrollment, need/service identification, and research

purposes, as well as to reduce cost. Although current application materials are only in English, the college employs student ambassadors and a diverse student services staff proficient in such languages as Spanish, Chinese, Tagalog, and Vietnamese. Student ambassadors provide direct assistance with web applications and on-site registration in the Welcome Center, located in the A Building.

Table 5. Race and Hispanic or Latino Origin		
One race	95.6%	+/-1.4
White	39.5%	+/-2.3
Black or African American	46.3%	+/-2.6
American Indian and Alaska Native	0.6%	+/-0.4
Asian	6.9%	+/-1.3
Native Hawaiian and Other Pacific Islander	0.4%	+/-0.3
Some other race	2.0%	+/-0.7
Two or more races	4.4%	+/-1.4
Hispanic or Latino (of any race)	7.1%	+/-1.3
White alone, not Hispanic or Latino	35.3%	+/-2.2
Educational Attainment		
Civilian population 25 years and over	15,570	+/-902
Less than high school graduate	8.6%	+/-1.4
High school graduate (includes equivalency)	18.7%	+/-2.3
Some college or associate's degree	39.8%	+/-2.4
Bachelor's degree or higher	32.8%	+/-2.3
Employment Status		
Labor force participation rate	71.1%	+/-3.5
Unemployment rate	13.4%	+/-3.2
Source: US Census Bureau Oakland CA. Veteran Statistics, US Census Website (Student Equity Plan)		

The college catalog, the schedule of classes, and the college web site publish all information regarding admissions procedures and criteria for specific groups of students, e.g., re-entry students, non-resident

students, international students and veterans. The specialized criteria for these groups are designed to ensure that they meet Title 5 admissions requirements and demonstrate that they are capable of benefiting from Laney College programs.
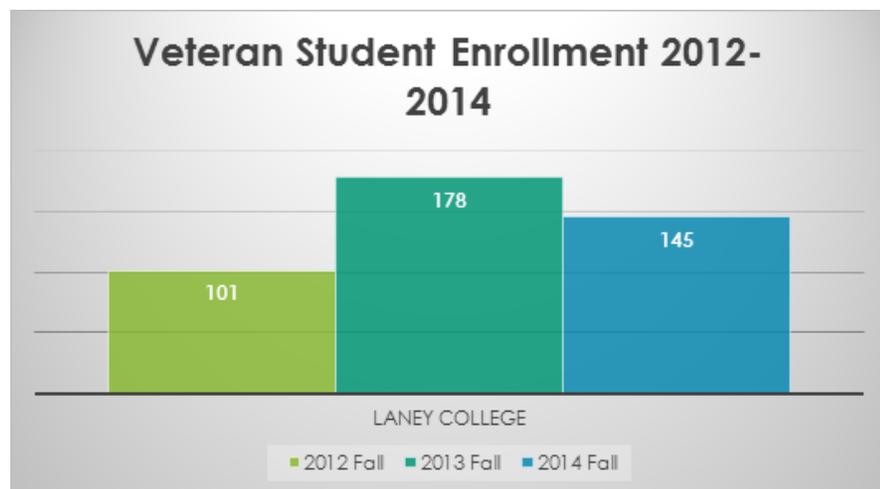

Fig. 2. Source: PCCD Institutional Research Data- Equity Plan

In addition to marketing flyers and brochures, the college catalog, class schedule, and web site serve to inform and to recruit diverse students, providing an array of information sources about the college's educational opportunities through its course offerings each semester. The college's fall 2014 automated marketing efforts leveraging services offered via Google and Facebook are being used as well to recruit new and previously enrolled students, and all are directed to the website for useful information including admissions guidance.

Laney College student support services provides critical enrollment services supporting each student's transition into the college as well as through their courses leading to goal attainment and completion of a certificate, degree or transfer to a four-year institution. The college has several departments that actively engage students as they begin their enrollment process in support of their success. For many students, first contact occurs electronically through the Laney College website. Students are directed to apply online through CCCAPPLY and are then directed to engage the Laney College SSSP services including assessment, orientation and counseling. Students who access the college in person

also receive the same information and processing. The faculty and staff of the Welcome Center, Assessment Center, and Admissions and Records Office complement the diverse set of support programs, i.e., EOPS/b2b/CARE/CalWORKs, APASS, TRiO, Financial Aid, Counseling Services, DSPS, and Veterans Services that continuously work to ensure that students effectively navigate the admissions and enrollment systems so that students' pathways to success are clear.

The college publishes information about its comprehensive internal network of student support programs and services that meet the needs of diverse students and provide supportive services for students able to benefit from its programs.[5] From outreach to application, from enrollment to graduation and/or transfer, a network of college programs and activities combine to provide an extensive list of resources to ensure that students have positive and successful learning experiences. In-reach is conducted by all student support services through college-wide student events, program events, and program marketing materials as well as program web pages. Student support programs include:

> *Admission and Records*- Providing critical services and processing of records from admissions through graduation evaluation.
>
> *Assessment Center*- Administering placement tests utilizing English, math, and ESL COMPASS instruments as well as validated ESL writing assessments.
>
> *Athletics*- Serving more than 150 student athletes annually and providing invaluable team-building and leadership skills while supporting academic achievement.
>
> *EOPS/b2b/CARE/CalWORKs*- An organized learning community serving approximately 1,000 students who are from economically disadvantaged households. At least 150 are former foster care youth and young adults. More than 300 are single parents. All are provided individual and group specific wrap-around services including counseling, book and transportation vouchers and assistance with childcare, financial aid and retention, and other support services.

Career-Transfer Center- Serving enrolled students in academic and career goal development as well as transfer major and university selection to best meet personal goals.

Counseling-Providing academic, career and personal counseling for all incoming and continuing students throughout the year to support successful goal attainment.

Disabled Students Programs and Services- Serving all disabled students who elect to receive services by providing counseling and accommodations that best support students' success.

Financial Aid- Processing student financial aid needs and providing essential financial services to support financially disadvantaged students in achieving their academic and career goals.

James Oliver Community Writing Center- Providing peer writing support for students to improve their writing skills.

Library Listening and Viewing Center- Providing students with viewing and listening access to audio and visual instructional support.

Office of Student Life- Serving Associated Students of Laney College (ASLC), Student Clubs and supporting student activities, and engaging student life activities throughout the year.

Technology Center/Open Labs- Providing instructional support and technology access fostering student success.

Veterans' Center- Serving veteran students by providing Veteran Administration educational certification, tutoring and peer support.

All student support programs are developed and continually assessed based on the needs of Laney's diverse and changing community. Through SLO assessment and student surveys, Laney ensures students are able to benefit from services and that they support greater student success and goal attainment. Those individuals are diverse in the traditional sense of ethnicity, gender, and level of educational attainment. All recruited for immediate enrollment are at least high school-age and able to successfully complete at least the foundation/ "basic" skills courses offered. Select groups are targeted especially those seeking quality education to

successfully secure a certificate, degree or career and/or transfer to earn a bachelor's degrees and more. More specifically, they include veterans; students with disabilities; unemployed, underemployed and re-entry students; parents with children; athletes; persons from economically disadvantaged households; and individuals with learning and/or physical disabilities.

Student Services' Ongoing Self Assessment

Laney College faculty, staff, administrators, and student leaders are committed to the continued access, inclusion, and support of diverse students and their learning needs. College-wide discussions regarding student access, progress, learning, and success occur regularly at meetings of the Faculty Senate, Student Services leaders, Curriculum Committee, and other college councils.[6] The college's faculty, classified and administrative staff, and student leaders also contribute to this discussion through ongoing forums and meetings.[7] Discussions are research-based and supported by the PCCD institutional research offices.[8] New and ongoing data on student enrollment are analyzed to improve the college's delivery of student learning and its academic offerings.

The college continually evaluates student access and satisfaction through traditional program reviews, annual unit plans, SLO assessment activities, and district-wide internal and external evaluations. The most recent evaluations include the 2014 Student Success and Support Plan (SSSP Plan),[9] 2014-2015 Student Equity Plan,[10] the 2014 Laney College Student Survey,[11] and the 2014 Community College Survey of Student Engagement (CCSSE).[12]

CCSSE 2014 Results

Laney College conducted the CCSSE in spring 2014. Table 6 below indicates student services-related data to be utilized in the 2014-2015 academic year for assessing programs and services supporting student success.

Among the notable findings: students who were surveyed felt the college supported their spending a significant amount of time studying; that the college supports students by providing support in succeeding in college; and that the college encourages contact amongst diverse students. Students felt that the college was only somewhat helpful in assisting them with coping with non-academic responsibilities and in providing support in surviving socially as a student. One notable finding is the low participation in student-centered

college-wide events indicating a need to further survey students for interest and increase offerings and/or vary the times of student life events. On average, students felt welcomed and a sense of belonging when dealing with college administrators, instructors and staff. Surprisingly, students indicated they do not use counseling, the transfer center and tutoring except occasionally.

Table 6. Laney College Spring 2014 CCSSE Survey Results		
How much does this college emphasize each of the following?	# Responded	Rating
Encouraging you to spend significant amounts of time studying	217	2.88
Providing the support you need to help you succeed at this college	217	2.72
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	215	2.69
Helping you cope with your non-academic responsibilities (work, family, etc.)	216	1.94
Providing the support you need to thrive socially	212	2.06
Providing the financial support you need to afford your education	214	2.34
Using computers in academic work	217	3.03
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much		
About how many hours do you spend in a typical 7-day week doing each of the following?		
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	217	2.06
Working for pay	215	2.68
Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	213	0.48
Providing care for dependents living with you (parents, children, spouse, etc.)	212	1.43
Commuting to and from classes	214	1.39
0 = None,1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours		
Mark the number that best represents the quality of your relationships with people at this college.		
Other students	215	5.22
Instructors	216	5.73
Administrative personnel and offices	214	4.28
1 = Unfriendly, unsupportive, sense of alienation...7 = Friendly, supportive, sense of belonging		
Source: Laney College CCSSE Results, www.CCSSE.org		

The college needs to increase in-reach for all students so they take advantage of services at a greater rate. Requirements for SSSP will increase use of academic services; however, there remains a need for increased in-reach highlighting program availability. Of all services students interact with on campus, students indicated they are somewhat satisfied with the services received. Further qualitative research in the form of focus groups would be helpful in gaining more knowledge in this area. Of the students who responded to the survey, counseling and academic advising was viewed as the most important service on campus. Working full-time and lack of financial resources were indicated as the most likely reasons students would not complete their education. While additional or more in-depth information is needed, the CCSSE provides valuable overall information for the college to systematically address student need and improve services on campus.

Institutional research such as the 2014 Student Equity Report, 2014 SSSP Plan, student learning outcome (SLO) assessment findings, and annual unit plans provide up-to-date information regarding Laney College's profile and its diversity of students, their learning needs and areas for growth as detailed in the work plans. More importantly, these data provide a compass for negotiating the link between support services and the learning needs of Laney College's diverse student body. The future direction of student support services is predicated upon research-based priorities and implementation plans designed to ensure access, equity, and success for all Laney College students.

The student equity plan analyzes data regarding access, basic skills and ESL success in completing a degree-applicable course, course completion, degree and certificate attainment, and successful completion of transfer courses after transfer. Access indicators are presented in the beginning of this section. Other additional success data are presented in Standard II.A. As detailed in the plan, there are several goals and activities planned between 2015-2018 that will increase student success amongst all success indicators and provide greater equity amongst all demographics including:

- revitalizing the outreach committee;
- developing SSSP social justice informed orientation program empowering students to achieve their goals;
- developing re-entry student support program including specialized orientation and peer support;
- developing and implementing a SSSP high school transition team and program;

Table 7. Laney College Spring 2014 CCSSE Survey Results		
How often do you use the following services at this college?		
1 = Rarely/Never,2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)		
Academic advising/planning	186	1.89
Career counseling	165	1.52
Job placement assistance	121	1.49
Peer or other tutoring	151	1.66
How often do you use the following services at this college?		
1 = Rarely/Never,2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)		
Skill labs (writing, math, etc.)	162	1.77
Child care	76	1.15
Financial aid advising	161	1.71
Computer lab	180	2.24
Student organizations	138	1.34
Transfer credit assistance	146	1.59
Services to students with disabilities	91	1.38
How satisfied are you with the following services at this college?		
1 = Not at all,2 = Somewhat, 3 = Very (N.A. category not included in means calculations)		
Academic advising/planning	163	2.17
Career counseling	128	1.96
Job placement assistance	86	1.74
Peer or other tutoring	118	1.83
Skill labs (writing, math, etc.)	131	2.14
Child care	51	1.75
Financial aid advising	130	2.05
Source: Laney College CCSSE Results, www.CCSSE.org		

- providing professional development for faculty and staff from a social justice perspective;
- developing a Community and Civic Engagement Center including peer-to-peer service learning component;
- increasing the hiring of diverse staff and faculty; and
- creating a Teaching and Learning Center and incorporating and funding innovation supporting interdisciplinary research and projects.

In addition to regularly used sources of data and evaluation, Laney College has actively engaged in instituting student learning outcomes assessment throughout the college to provide additional data regarding student learning across the institution. In this regard, SLOs are being used widely. Student services has been conducting ongoing SLO assessments since 2008, when all programs developed program learning outcomes (PLOs). These PLOs are mapped to the institutional learning outcomes (ILOs).

Laney College recognizes the need to continually assess student learning and development, understanding that the learning pathway and support network for each student is unique. The heart of this ongoing process is dialog and interaction, essential if the college is to guarantee that measures to improve student access and learning are developed and implemented.

Student Services Program Assessment

Several student services departments have instituted changes based on SLO assessment. An example is a new DSPS brochure developed to provide clarity of services for disabled students. Additionally, DSPS has worked to clarify processes and procedures so students are informed of approximate time for receiving accommodations like Adaptive Technology or test proctoring procedures. The Counseling department and transfer center utilize student SLO assessment surveys regarding student knowledge of their education plans to enhance services and better serve them.[13] Student services assessment is ongoing. EOPS/b2b/CARE/CalWORKs and the learning communities conducted a survey in fall 2014. Results will be available for dialogue and programmatic enhancement in spring 2015.

Laney College Institutional Learning Outcomes

The college created and approved the following five institutional learning outcomes (ILOs) in 2012. These outcomes are evaluated through course and program assessment across the institution. All student services departments are mapped to at least one of the ILOs below. The college has also initiated an "ILO of the year" as a way of assessing institutional outcomes across the college. The ILO "Global awareness, Ethics and Civic Responsibility" was assessed in the 2013-2014 academic year; "Communication" is being assessed during 2014-2015.[14]

Table 8. Laney College Spring 2014 CCSSE Survey Results		
How satisfied are you with the following services at this college?		
1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included in means calculations)		
Computer lab	154	2.38
Student organizations	100	2.05
Transfer credit assistance	117	2.06
Services to students with disabilities	65	1.93
How important are the following services to you at this college?		
1 = Not at all, 2 = Somewhat, 3 = Very		
Academic advising/planning	191	2.51
Career counseling	186	2.41
Job placement assistance	179	2.04
Peer or other tutoring	180	1.98
Skill labs (writing, math, etc.)	182	2.24
Child care	179	1.68
Financial aid advising	188	2.16
Computer lab	184	2.26
Student organizations	183	1.89
Transfer credit assistance	185	2.23
Services to students with disabilities	184	1.96
How likely is it that the following issues would cause you to withdraw from class or from this college?		
1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely		
Working full-time	211	2.51
Caring for dependents	208	1.93
Academically unprepared	206	1.76
Lack of finances	204	2.27
Transfer to a 4-year college or university	204	2.79
Source: Laney College CCSSE Results, www.CCSSE.org		

- Communication-Students will effectively express and exchange ideas through various modes of communication.
- Critical Thinking and Problem Solving-Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

- Career Technical Education-Students will demonstrate technical skills in keeping with the demands of their field of study.
- Global Awareness, Ethics and Civic Responsibility-Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.
- Personal and Professional Development-Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and wellbeing.

The Self-Assessment Study Student Survey (SLO Assessment Inquiry)

The college conducted a student survey in 2014 and inquired about student awareness of SLOs and ILOs, especially the applied use of ILOs. As indicated in figure 3 below, more than 50% of the students surveyed are aware of ILOs and have discussed them in classes. Students across the campus were surveyed in all subject areas. The college will continue to increase ILO and SLO awareness.

Laney College Survey: ILO Familiarity
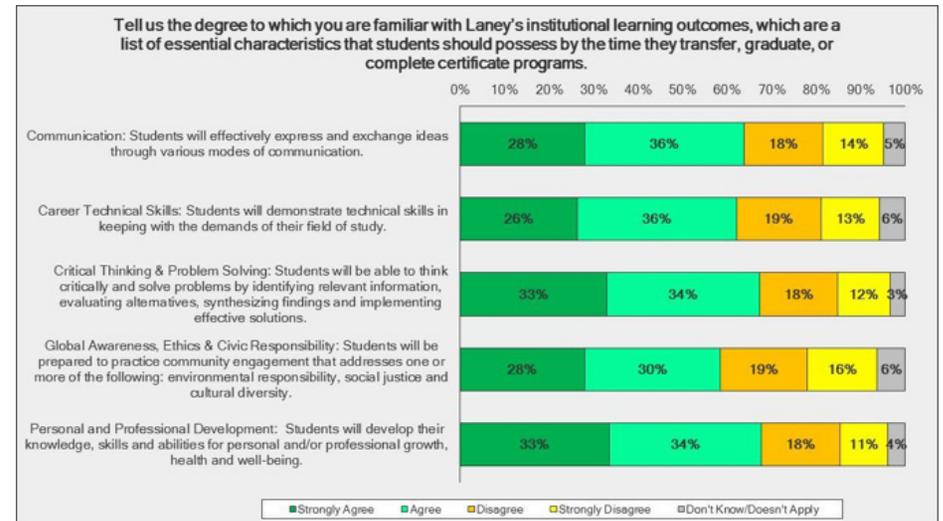
Fig. 3. Source: Laney College Survey Results, 2014

Figure 4 indicates that approximately 59% of students have experienced learning assessment discussions in their courses and have noticed them on

their course syllabi. The college plans to continue to focus on professional development for all incoming faculty to support increased discussion of SLO assessment with students across all disciplines.

Laney College Survey: ILOs Class Discussion
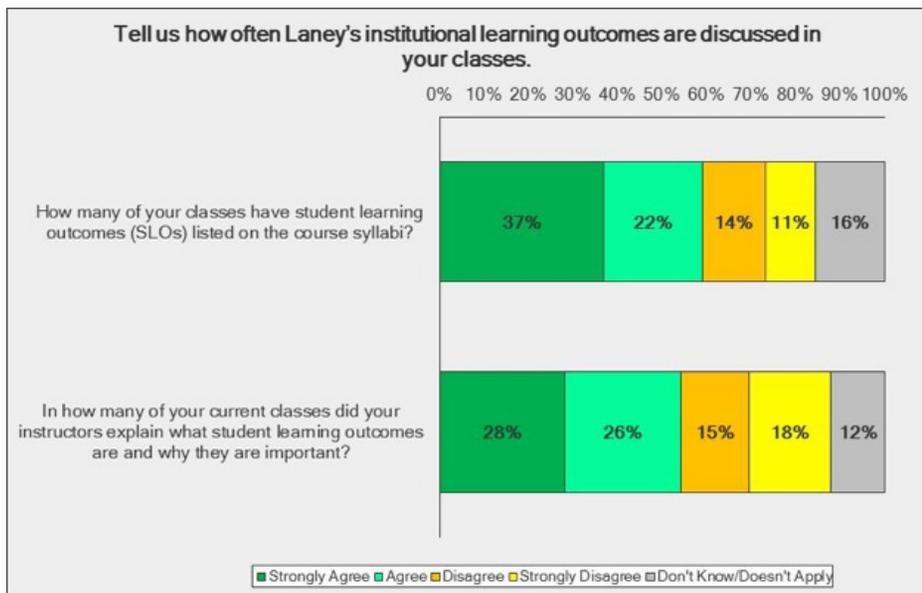
Fig. 4. Source: Laney College Survey Results, 2014

To improve SLO and ILO awareness, the Learning Assessment Committee sponsored a student awareness campaign in late fall 2014. Students were directed to several areas of the campus where the ILOs are posted and participated in a scavenger hunt. Prizes were awarded for participation.[15] Over 200 students participated in the awareness campaign. The college intends to continue this practice of involving students to increase awareness and educating them about learning outcomes.

Evaluation

The college meets the standard.

A**ctionable Improvement Plan**

None

The college systematically assesses student support services using faculty and staff input through long-range and short-term planning as well as through ongoing program reviews, unit plans, and intensive student surveying. Student input is also gathered and used for planning purposes. The college implemented division-wide SLO assessments in 2008 and continues to conduct ongoing assessments. Beginning in 2014, program assessments are also mapped to the newly-approved ILOs (2012-2013).

II.B.1   The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Description

The college ensures that the quality of its student services supports student learning and enhances the achievement of the mission of the institution through several methodologies, including program reviews, annual unit planning, end-of-year reports, as well as through short-term and long-range planning. In addition, the college is actively engaged in ongoing SLO assessments to determine the effectiveness of each unit in supporting student learning.

A major change effecting student services over the past two years includes the inception of SB1456 and the Student Success and Support Program (SSSP) and its replacement of Matriculation. The college underwent a year of planning in 2012 prior to launching an SSSP mandatory services pilot project in 2013.[16] As of fall 2014, the SSSP program at Laney College is in full effect and all new students are required to partake in placement assessment, orientation, and counseling. Students may be eligible for exemptions if they meet Title 5 requirements of having prior college credit or degrees. The college continues to engage in ongoing evaluation and program adjustments to provide streamlined services for all new students in support of their success. The college utilized the following data in developing the Laney SSSP and scheduling core services for students:

Laney College

2012-2013 Enrollment Data[17]

First-Time Student Enrollment Status

- 47% continuing student
- 7% first-time transfer student
- 22% first-time student
- 18% returning student
- 5% special admit

Full/Part Time Status

- 82% part-time
- 18% full-time

Evening/Day Status

- 33% evening
- 67% day

Education Goal

- 6% 2-year associates of arts or science
- 1% 2-year vocational
- 17% 4- year
- 21% AA-transfer
- 5% advanced job
- 2% basic skills
- 2% certificate/license
- 13% transfer
- 15% undecided
- 2% vocational certificate
- 12% other

The target audience for Laney College SSSP core services includes all new non-exempt students. A new student is defined as a person who has never attended or enrolled in any of the Peralta Colleges. Target populations fall into three specific groups, including incoming high school seniors, new native English-speaking students, and new non-native English-speaking students.

The target audience of the SSSP new student orientation program is all incoming first-time Laney College students. This includes first-time freshmen and first time transfer students (approximately 4000 in the summer/fall and 1500 in the spring). The total number of students to be served annually by the new student orientation program is approximately 5500 students. (Peralta colleges has a waiver form for students who meet the criteria). Students are informed that if they do not complete the three core SSSP services, per Title 5, they are ineligible for priority registration for future semesters.

Laney College's SSSP philosophy is to provide new students core services prior to their enrollment in classes to ensure they receive a comprehensive orientation, including college success strategies, course of study, and career goal development and planning as well as the opportunity to engage with fellow new students. As a result, orientation, assessment, and counseling are available year round.

Students complete their orientation through enrollment in a Counseling Orientation class. Students enrolling in fall 2014 enrolled in a .5-unit counseling class that was offered in person on various days and times as well as online.[18] Students enrolling in spring 2015 and future semesters will complete their orientation through enrollment in a 1-unit counseling class. Students complete their abbreviated SEP with a counselor during this class.

The SSSP team including the SSSP Counselor/Coordinator, Assessment Specialist, and Welcome Center Specialist work together to schedule year-round assessment and orientation for new students. The Assessment Specialist and Welcome Center Specialist work with feeder high schools to disseminate schedules to incoming high school students and provide additional services as requested. The CalWORKs Coordinator disseminates enrollment information and schedules to workforce development agencies.[19] Information is also disseminated through b2b, a learning community for foster youth in partnership with local community-based organizations.

Laney College provided over 30 sections of the counseling orientation class between May and September 2014. The college anticipates increasing orientation class offerings as it continues to ramp up and implement SSSP. Currently counselors are assigned counseling hours and classes per their Peralta Federation of Teachers (PFT) union negotiated load. One FTEF is equivalent to 15 instructional hours. Due to insufficient staffing, currently full-time instructors teach counseling classes as extra service. Part-time

counselor maximum load is 10 instructional hours. Due to PFT negotiated restrictions, part-time faculty teach within load or within the allotted 10 hours.

Each semester there are online sections of the Counseling Orientation class for distance learning students or any student preferring an online format. Instructors follow the same course outline as for in-person classes. Laney College utilizes the MOODLE open-source content management system for online instruction.

Courses are taught per the course outline, and both the online and in-person orientation courses will include the following information:

1. academic expectations and progress and probation standards pursuant to section 55031;
2. maintaining registration priority pursuant to section 58108;
3. prerequisite or co-requisite challenge process pursuant to section 55003;
4. maintaining Board of Governor's Fee Waiver eligibility pursuant to section 58612;
5. description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed;
6. academic calendar and important deadlines;
7. registration and college fees;
8. available education planning services (students complete an abbreviated SEP in the class); and
9. general degree and transfer information.

The college also uses an interactive online multimedia orientation for students both on campus and off campus. Laney College just completed updating video production and included language to meet Title 5 SSSP changes. Once this update is complete, the college will contract with Cynosure for multiple languages, including Spanish, Vietnamese and Cantonese to meet service area needs.

In an effort to provide seamless enrollment processes, all orientation classes integrate counseling and abbreviated student education plan (SEP) components. Currently, Peralta is utilizing a paper SEP (scanned to a shared drive) for abbreviated SEPs; however, it is anticipated that

by January 2015, an online SEP system will be fully implemented and integrated with PASSPORT, the Peralta Enterprise system. The college's primary delivery mode for orientation classes is in-person, and each class will have a maximum capacity of 60 students per section. Students will complete an abbreviated SEP and have their SSSP core services holds lifted so they can enroll in class following their orientation. Approximately 10% of the sections will be online each term. The course is multimodal and includes instructor-driven lectures, assignments, as well as group activities to promote student engagement. The in-person session is the preferred method for orientation, as it assists in establishing rapport and developing a stronger relationship between the student and Laney College staff and faculty. Students who are unable to attend an in-person orientation class may choose to complete the online orientation option. We anticipate that approximately 10% (400) of the college's incoming students will complete the online orientation annually. Students who elect to complete the online orientation will utilize MOODLE, the Peralta Course Management System over a four-week period. As with in-person counseling orientation classes, the instructor will clear the student for registration.

Process for first-time students with no previous college records and students without an associate or higher degree:

1. Complete CCCAPPLY online application.[20]
2. Apply for financial aid, if applicable.[21]
3. Register for placement assessment.[22]
4. Sign up for counseling orientation class.[23]
5. Attend counseling orientation class (complete abbreviated SEP in class).
6. SSSP hold is lifted by counselor/instructor.
7. Register for classes per SEP.

This process may be completed in one week.

Process for transfer students with previous degree:

1. Complete CCCAPPLY online application.
2. Apply for financial aid, if applicable
3. Complete SSSP core services exemption form.[24]
4. Meet with a counselor to review transcript and create an

abbreviated SEP (1-2 semesters).

5. SSSP hold is lifted by counselor/instructor.

6. Register for classes per SEP.

The previously described procedures are for native English-speaking new and transferring students to Laney College. ESL students follow a different mandatory enrollment process:

1. Complete CCCAPPLY online application.

2. Apply for financial aid, if applicable

3. Register for ESL placement assessment.[25]

4. Complete ESL welcome: pre-assessment orientation (held by ESL instructors).

5. Complete ESL assessment placement test.

6. Complete ESL orientation (taught by a counselor).

7. Meet with a counselor to complete an abbreviated SEP.

8. SSSP hold is lifted by counselor/instructor.

9. Register for classes per SEP.

Laney College serves approximately 1,000 new ESL students annually, with approximately 700 for summer/fall and 300 for spring. All new ESL students are required to complete mandatory core services, including assessment placement, orientation, and counseling.[26]

Special Program Orientation

In addition to the mandatory new student orientations, the college has several program specific orientations. These orientations, which count for follow-up services under SSSP, are held after students have completed mandatory core services and are enrolled in the program. All special program orientations are documented in SARS for MIS purposes. Examples of special program orientations include CalWORKs/CARE/EOPS, APASS, TRiO, Athletics, DSPS, CTE programs, and veterans' programs. Special program orientations are designed to further support students and inform them about specific guidelines and rules as well as student support services available through each program.

Admissions

Laney College utilizes CCCApply, a web-based application process. Welcome Center student ambassadors, some proficient in Spanish, Cantonese, or Vietnamese, are trained to provide assistance with the online application and registration process. Laney College staff members proficient in several languages are also available to assist students with the application process. All students are required to utilize CCCApply to apply to Peralta colleges. CCCApply is designed to populate PeopleSoft, the Passport Student administration system to provide seamless transfer of applications for students applying to the Peralta colleges. Peralta is currently using version 9.0 of PASSPORT.[27] Although some difficulties persist for students enrolling in the Peralta colleges, the district and Laney College continue to work through issues as they arise.

Assessment Center

As with all SSSP core services, the target audience is all new nonexempt students enrolling at the college. However, there are more specific guidelines for a student taking a placement assessment, as it is mandatory for all new students with a goal of obtaining a certificate or degree, enrolling in an English or math course, or taking courses that have English, reading, or math prerequisites at Laney College. Laney's philosophy is to provide placement assessment prior to a student's first semester at the college. Assessment appointments are scheduled year-round and are available at varied times and days of the week. Year-round ESL placement assessment appointments are also available for new ESL students. As previously detailed, placement assessment is part of the enrollment process for all nonexempt ESL and native English-speaking students.

Students are encouraged to take the pre-tests available on the assessment web page and printed on a student's assessment appointment reminder.

Laney College utilizes COMPASS for all placement assessments. Due to software limitations, currently only on-campus placement assessments are available. In August 2014, the college plans to upgrade to the new COMPASS 5.0 software and will be able to administer placement assessments off-site. The college is aware that the State Chancellor's Office's Common Assessment instrument is expected to launch December 2015. Once this occurs, per Title 5, the college will utilize the Common Assessment instrument for all placements.

The college is focused on increasing enrollment, and as a result SSSP mandatory core services will continue to grow to meet student demand. The college anticipates serving 4,000 new native English-speaking students in summer/fall and 1,500 in spring in Assessment. The college anticipates serving an additional 1,000 new ESL students in summer/fall and 400 in spring.

Per Title 5, Laney College provides student placement based on multiple measures, and accepts placement test results from all Peralta colleges as well as all of the 113 California Community Colleges. Placement results from colleges within the Peralta District are treated the same as assessments from Laney's Assessment Center. Placement results from other colleges are considered as multiple measures and used frequently for course placement and to meet prerequisites for courses with English and math requirements. To maintain currency, the assessment scores must be less than two years old. Other placement assessment measures are evaluated by counselors.

Laney College provides students pre-test practice study guides for the COMPASS English, Math, and ESL on the Assessment Center homepage. Students are encouraged to take the pre-test practice. ESL students are also allowed time during their welcome pre-assessment orientation to take the pre-test and tutorial.

Laney College students may re-take placement assessment tests twice within an academic year with a referral from a counselor. Additionally, Laney College students may use test scores within a three-year period before needing to reassess for placement purposes. Placement scores are maintained for five years.

Laney College students who have completed an English and/or math class at another college, an AP or EAP Exam with a qualified score, or an approved assessment test at another California Community College may meet prerequisites and the mandatory assessment component by meeting with a counselor for multiple measures assessment placement.

Associated Students of Laney College (ASLC) and Student Life

Laney College has an active student government. The ASLC president serves on several college and district shared-governance committees, as well as the college Leadership Council. As well, he is a Student Trustee. Throughout the academic year, various programs and activities are sponsored by the Associated Students.[28] Efforts are continuously made to engage students in shared governance throughout the college.

Student activities and student life are an integral part of the college curriculum and student experience. Student government as well as student clubs (35 active clubs in 2013-2014) are available for students to enrich their experience at Laney College. Additionally, cultural and educational activities include town halls, student forums, cultural events, and ongoing student activities representing campus diversity in thought, culture, ability, sexual identity, and socioeconomic background.

Athletics

Laney College has a successful athletics program that focuses on the academic success of student athletes.[29] Approximately 90% of all student athletes graduate with an associate degree and/or transfer to a four-year university. Several students transfer to and receive scholarships at all levels of universities across the nation. Student athletes have a dedicated counselor who keeps abreast of NCAA and local conference rules and regulations. The Laney Eagles represent the college through the following women's sports: basketball, swimming and diving, water polo, track, and volleyball. The men represent the college in football and baseball. Student athletes train to achieve their highest potential in their chosen sport as well as in the classroom.

Career-Transfer Center

Laney College is in the process of creating a Career-Transfer Center. Previously, the college housed student employment services and transfer services separately.[30] With the remodeling of the Tower building (2013-2014), a new Career-Transfer Center was created to allow for robust programing in both career and transfer services. The college has hired a job developer and is in the process of hiring a 1.0 FTE Career Counselor to provide career assessments, courses, and career goal development services.[31]

Laney College provides comprehensive transfer services, resources, and activities to support students as they explore their academic, career, and

transfer options. The Transfer Center conducts an in-reach effort to ensure that all students, particularly those who are traditionally underrepresented, are aware of and use all of the resources available for achieving academic and career goals. The Transfer Center provides both one-on-one conferences and small-group workshops for students interested in learning about transfer options. The Transfer Center also arranges student informational sessions with four-year college representatives.

The Laney College Transfer Center offers many services and resources for a successful transfer experience. These include the following:

- library of college catalogs and reference handbooks;
- computers for research and university applications;
- Transfer Day, an annual one-day college fair;
- UC Davis spring bus tour;
- four-year college representative visits from public and private universities;
- transfer workshops and informational sessions;
- transfer Admission Guarantees (TAGs) with seven University of California campuses as well as Golden Gate University. By participating in a TAG program, students receive early review of their academic records, early admission notification, and specific guidance about major preparation and general education coursework;
- partnership with UC Berkeley's Starting Point Mentorship Program;
- concurrent enrollment and cross-registration programs; and
- Transfer Center website with information on steps to successful transfer, application deadlines, upcoming workshops and events, TAGs, concurrent enrollment, transfer services and resources, and video help tutorials.

Figure 5 reflects 2008-2013 transfer data from the National Clearinghouse.[32] The majority of Laney College students transfer to a CSU

at 40%, followed by a UC at 31%. The college plans activities to increase transfer success rates to all universities. In addition to transfer rates, the college plans to conduct ongoing research regarding success at transfer universities in the first year after transfer.

Transfer Institutions
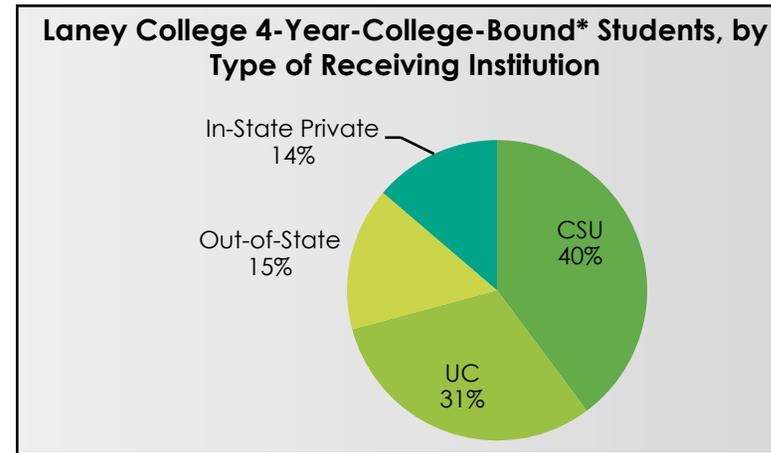
Fig. 5. Source: Laney College Transfer Data, National Clearinghouse (PCCD Institutional Research)

As indicated in figure 6, 21% of 15-17 year-olds successfully completed a course after transfer, followed by 19% of 18-19 year-olds and 15% of 22-24 year-olds. The college plans to develop a social justice-informed mandatory new student orientation and culturally relevant learning communities, as well as other activities to support greater transfer success and stated goal attainment. Data shows that as ages increase successful completion of a transfer course decreases. This may indicate that fewer students from 25 to 55 years of age transfer to a four-year institution; however, additional research is needed to assess disproportionate impact.

Transfer Students by Age Group
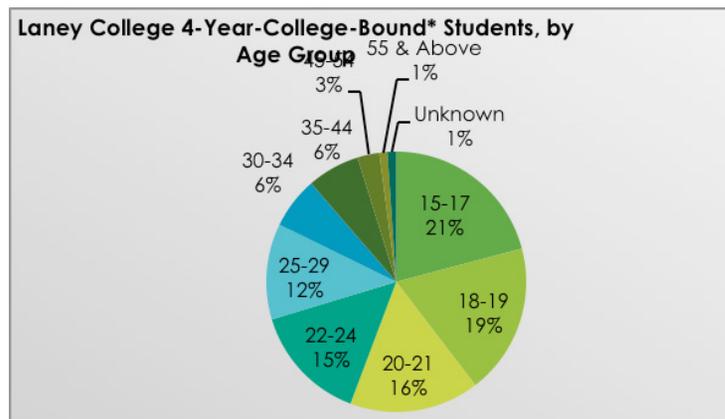
Fig. 6. Source: Laney College Transfer Data, National Clearinghouse (PCCD Institutional Research)

Female students represent a larger percentage of the Laney College population. The data below shows approximately 55% of female students successfully completing a course after transfer and 42% of male students successfully completing a course. The college plans to developed a social justice-informed mandatory new student orientation and culturally relevant learning communities, as well as other activities to support greater transfer success and stated goal attainment. The college also plans to increase congruency between stated and achieved goals across all populations.

Transfer Students by Gender
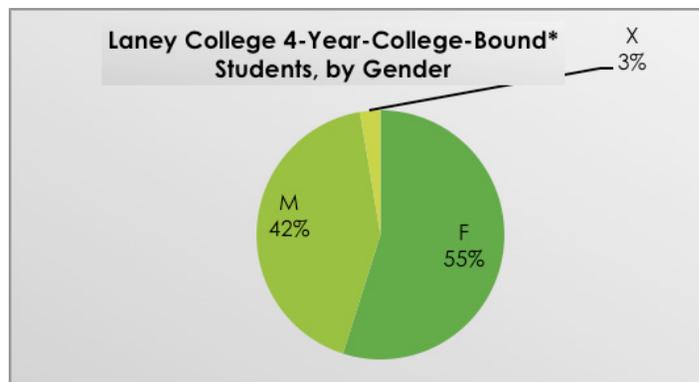
Fig. 7. Source: Laney College Transfer Data, National Clearinghouse (PCCD Institutional Research)

As represented in figure 8 below, Asian students successfully complete transfer courses at 34% followed by African-American students at 20%. Only 9% of Hispanic/Latino students successfully complete a course after transfer indicating disproportionate impact. The college plans to developed a social justice informed mandatory new student orientation and extend its culturally relevant learning communities as well as other activities to support greater transfer success and stated goal attainment.

Transfer Students by Ethnicity
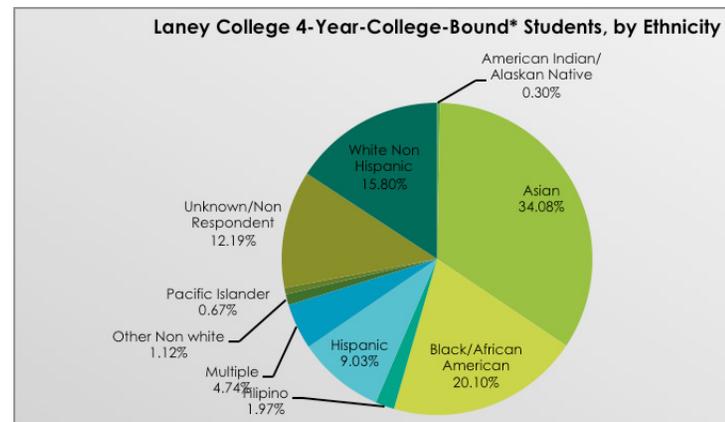
Fig. 8. Source: Laney College Transfer Data, National Clearinghouse (PCCD Institutional Research)

Counseling

Laney College offers a variety of counseling services to help students reach academic, career, and personal goals, including grief and crisis counseling, career advising, academic planning, and transfer counseling. General counselor specializations include matriculation, transfer, career, and basic skills counseling. The diversity of the college's professional counseling faculty reflects the diverse student population at Laney College, providing counseling in English, Spanish, Russian, Vietnamese, and Chinese. Currently, there are 8.0 FTEF contract general counselors. The college anticipates two hires for the 2014-2015 academic year, including a Transfer Counselor and a Career Counselor.

Counseling is available to students Monday, Wednesday, and Thursday from 8:00 a.m. to 4:30 p.m.; Tuesday from 8:30 a.m. to 7:00 p.m.; and Friday from 8:30 a.m. to 12:30 p.m.[33]

The counseling department maintains strong partnerships with neighboring four-year universities to ensure that students at Laney College receive up-to-date and accurate transfer information. At present, students at Laney College participate in the concurrent enrollment program with UC Berkeley, Mills College, and CSU East Bay. Through concurrent enrollment, students have the opportunity to experience the educational environment and workload of a four-year university while still being enrolled at a community college and paying the more affordable community college tuition rates.

The target population for SSSP counseling services includes all new and continuing students. The SSSP focus is on delivery of services to all new, non-exempt students who intend to enroll at Laney to earn a degree, certificate, transfer preparation, or career advancement. The current student population is approximately 22,000 students annually and there are 7.25 FTEF general counselors available to provide direct services to students (.75 FTEF is dedicated to articulation responsibilities). As a result, the college is looking at duplication of services across the college for efficiency as well as to better meet student needs. The college is also in the process of hiring additional counselors to replace retirement positions.

According to SARS data, from July 1, 2013 to June 31, 2014, general counselors serviced students as follows:[34]

- Individual student appointments: 3,702
- Drop-in appointments: 11,267
- SEP appointments: 2,468

As the college focuses on increasing student enrollment, counselors will serve students in even greater numbers. General Counseling is currently assessing how to meet the comprehensive SEP mandate and provide quality SEPs for students. General Counseling is utilizing the fall 2014 semester as a planning term, with the goal of implementing changes in spring 2015. Service delivery strategies will focus on providing new students with counseling and follow-up, especially in defining a course of study and developing an abbreviated SEP. Efforts will then focus on ongoing student contact and engagement, the development of comprehensive SEPs, and providing follow-up services for identified at-risk students.

In addition to general counseling, DSPS, APASS, TRiO and EOPS/CARE/

CalWORKs all provide individual drop in and appointment sessions. Counselors serve students through a case management model and provide in-depth support for at-risk students.

Service Delivery Timeline

During peak registration and due to insufficient staffing, students may experience an hour-long wait. The college is hiring additional counselors with the goal of reducing wait time during peak times. During non-peak periods, the wait may be five to fifteen minutes for a drop-in session.

Pre-Enrollment: Counselors engage with students during the Counseling Orientation courses (COUN 200 and COUN 201) where they explore and define course of study and career goals and complete an abbreviated SEP. All SEPs are scanned and saved on a shared District drive.

Post-Application/Assessment/Orientation: Laney College students meet with counselors post-assessment and orientation to solidify career goals and secure first semester classes. Students are encouraged to enroll in courses aligned with their academic goal.

Students in special programs such as DSPS, APASS, TRiO and EOPS/CARE/CalWORKs all receive post-assessment/orientation counseling through individual appointments with program counselors, where they work together to develop academic goals. Program SEPs are typically longer than abbreviated SEPs in order to meet program requirements.

Continued Engagement: Laney students have been encouraged to engage in ongoing counseling and follow-up throughout their tenure at Laney. As stated above, special program students typically develop a comprehensive SEP with their program counselor. Currently the SEPs are scanned and saved on a shared district drive.

To meet SSSP requirements, the college is in the process of developing a plan to provide all students a comprehensive SEP no later than their third term or after earning 15 units.

Counseling is provided in a myriad of formats, including online, in person, individually, and through groups in workshops or counseling classes. Counseling is available for academic, personal, or career exploration and is offered year-round.

Online counseling services: Currently students may access a counselor through email. Many counselors provide advising through email correspondence. The college offers online sections of both the college orientation (COUN 200 and 201) and Student Success (COUN 224 and 24) courses.

In-person services: Students may access general counseling by drop in or scheduled appointments. Drop-in sessions last 10 minutes and are available daily. Appointments are required for more in-depth counseling services, including but not limited to comprehensive SEPs, degree petitions, academic probation or dismissal and financial aid petitions. They are thirty minutes in length.

Currently, comprehensive SEPs are developed in one-on-one sessions. The Counseling Department and SSSP Coordinator are exploring alternative methods for this service, including offering post-orientation courses to provide continuity of service and to reach the large numbers of students to be served. A comprehensive SEP may be developed over multiple sessions and is developed in both general and special program counseling sessions.

Students enrolled in special programs are also able to access counselors through drop-in and scheduled appointments.

Appointments may be scheduled online, in person or by telephone for general counseling and all special programs. During peak registration, only drop-in sessions are available in order to meet high demand.

Group/Class services: Counseling offers a myriad of classes from career development to college success to transfer classes and personal development. Transfer counseling workshops are offered regularly each semester through the Transfer Center. Additionally, counseling classes are available year-round for students in support of student development and success.

Students begin the process of identifying an educational goal and course of study while enrolled in their COUN Orientation course. As a continuation of the abbreviated Student Education Planning efforts, counselors work with students to develop Comprehensive Student Education Plans. Comprehensive Student Education Plans include a student's educational goal and the course of study required to attain the goal. The Comprehensive SEP typically is a 2-3 year plan for students whose goal

is obtaining an associate degree and/or transfer; for students who have completed course work at other colleges, or whose goal is a Certificate of Achievement (or other goal requiring fewer courses), the Comprehensive SEP could be 2-4 semesters.

Disabled Student Programs and Services (DSPS)

DSPS provides essential and mandated services for more than 450 students annually with disabilities to support them in achieving their academic and career goals.[35,36] Components of the DSPS program include academic, and career counseling, learning disability assessments, interpreter services, alternative media technology, a high technology center, tutoring, test proctoring and a Workability III program. All assist students in developing and learning self-advocacy skills within the students' range of abilities. The staffing was greatly reduced in 2010 due to state categorical budget reductions. Current staffing includes a 1.0 FTE Counselor/Coordinator, Counselor, LD Specialist, Adaptive Technology Specialist, .75 FTE lab technician and hourly office staff, tutors, and test proctors. Additionally, hourly part-time counselors are available to support students.

The college serves students with a wide range of disabilities, including those affecting mobility, vision, hearing, speech, and learning. The college also offers assistance to students dealing with acquired brain injuries, developmentally delayed learning, psychological disabilities, and other chronic or health-related conditions.

Students in the program meet with a counselor to develop an educational plan that includes academic accommodations related to the disability that will facilitate access and success at the college. Services may include registration assistance, priority registration, counseling, test accommodations, adaptive equipment, assistive technology, alternate media, as well as access to sign language interpreters, note-takers, and referrals to other resources.

Accommodations based on the student's individual educational limitations include extended time on tests (including placement assessment tests), the help of note-takers, the use of tape recorders, and access to assistive technology. Accommodations may include the loan of equipment such as Daisy players, MP3 players, and tape recorders; and the availability of specialized furniture in classrooms, such as stand-alone tables and chairs.

The Learning Disability program provides students with the assessment and evaluation of their eligibility for a learning disability designation, helps students identify their learning styles, provides a weekly drop-in study-strategies lab, assists with accommodation and services appointments, and holds learning disability orientation sessions each semester.

The Alternate Media program provides printed materials such as textbooks, exams, handouts, and syllabi in Braille, large print, and MP3 formats.

Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Laney WORKs (CalWORKs)

In fall 2013, Laney College combined EOPS, CARE, and CalWORKS to maximize the case management success of each program to best serve the unique but similar students enrolled in these three student-support programs.[37]

EOPS and CARE provide an avenue for access, retention, and completion of educational goals for students who are low-income and educationally disadvantaged. EOPS counselors provide counseling services, including orientation, development of a student education plan (SEP), probation workshops, motivational workshops, and career and personal counseling to all eligible EOPS students. One-on-one tutoring services, transfer assistance, book vouchers, and a computer/study lab are available to create a supportive and nurturing learning environment and to inspire and empower students to achieve their academic, career, and life dreams.

The EOPS program has consistently served approximately 1,200 students each year since fall 2005. While there are likely more students on campus who would qualify and benefit from the program, state funding is capped and is not predicated on program enrollment. As a result, Laney College struggles to meet the increasing demands of eligible students on campus.

CalWORKs is a state-funded program that provides assistance to students who receive Temporary Assistance to Needy Families (TANF) benefits. At Laney College, CalWORKs is a case-management program that advocates for students with county workers to eliminate barriers to success. Direct support services for CalWORKs students include monetary assistance for childcare, books, supplies, as well as work-study opportunities. One-on-one and group counseling sessions designed to support academic, career, and personal needs of CalWORKs students are also available.

Financial Aid

Most federal and all state grant, work study, and loan programs are available to students at Laney College. Outreach student ambassadors and a financial aid outreach specialist conduct outreach and in-reach to encourage students to apply for financial aid. Financial aid services provide students who meet federal, state, and institutional requirements with access to programs that will help defray their educational costs, assisting them to become productive, valuable, contributing members of a rich, thriving, and multicultural community.

Serious problems arose in fall 2008 with regard to a district-wide implementation of a new software package to process financial aid awards. As a result, students throughout the district were unable to obtain their awards in a timely manner. Since that time, Peralta analyzed processes as well as software options and made the decision in 2013 to implement and fully integrate the PeopleSoft financial aid module into our existing PeopleSoft enterprise. The financial aid module was live and fully active for the fall 2014 term. The new system will provide students considerably more features and enhancements in comparison to our current mainframe software. The new financial aid module has improved the quality of service to students and is expected to improve significantly the timeliness in financial aid application processing as well as awarding student financial packages.

Health Services Program

The Health Services mission is to enhance the physical, emotional, and social well-being of college community members in order to increase their potential for success.[38] Healthier students stay in college and have a better chance at success. Services are available for students as well as Laney College staff, and include nursing assessment, first aid and emergency care, wellness counseling for emotional and physical issues, blood pressure screening, and pregnancy testing. Special classroom presentations are also available on various subjects such as stress management, and drug and alcohol abuse.

Fall 2014 Health Survey Results

Generally, students are satisfied to very satisfied with the service they get from the Peralta Wellness Center at Laney College. In the summer, 93% of students were either satisfied or very satisfied, and in the fall up to November 1st this percentage of students was 83%. In the summer, 68% of the students attended Laney College or Laney and an additional college. In the fall, thus far, this percentage was 75%.

The majority of the comments that the students left on the surveys were positive in regards to the Peralta Wellness Center. In the summer, 89% of students either agreed or strongly agreed that the Peralta Wellness Center helped them to take care of their own health better, and 86% of students agreed or strongly agreed that the Peralta Wellness Center helped them take care of someone else's health better. In the fall, 74% of students agreed or strongly agreed that the Wellness Center helped them take care of their personal health better and 60% agreed or strongly agreed that the Wellness Center helped them to take care of someone else's health better.

Learning Communities

APASS

The Asian and Pacific American Student Success (APASS) program is a learning community at Laney College to help Asian and Pacific Islander students achieve their educational goals. APASS provides counselors and instructors to assist in transferring to a four-year university, or attain an AA degree or certificate. Students who participate in a learning community become part of a group or cohort who take classes together.

Biomanufacturing Program

The biomanufacturing program at Laney is built around two stackable certificates of nine and 17 units, as well as an AS degree with 30 units of core classes built up from the 17-unit certificate. The 17-unit certificate adds one additional semester to the 9-unit certificate; the 30 units of major requirements for the AS degree add two additional semesters to the 17-unit certificate.   The two certificates and AS degree prepare students for entry into the biomanufacturing field at progressively higher levels of responsibility and career potential. The bay area, a hub for biomanufacturing, is home to companies like Bayer, Chiron, and Genentech.

Biomedical Engineering Program

The biomedical engineering program is a 2-semester interdisciplinary program featuring coursework in bioengineering, instrumentation, electronics, physics, and database management. The program is operated in collaboration with UC Berkeley's Bioengineering Department and makes use of a cleanroom instructional laboratory at UCB. The bay region is an international hub for medical device manufacturing, and the program prepares graduates for career entry into this field.

East Bay Career Advancement Academy (CAA)

This one-semester basic skills program is designed to increase performance levels in reading, writing, and math through contextualized teaching and learning. CAA is a cohort program where students and faculty form a supportive learning community designed to provide opportunities for successful transition to careers in allied health and human services, automotive technology, construction and building trades, and biotechnology.

Gateway to College

Gateway to College is a scholarship program that provides academically and economically disenfranchised Alameda County residents 16 to 20 years old with an opportunity to experience success in an academically rigorous, supportive and safe environment as they pursue their high school diplomas and transition into college.

Industrial Maintenance Program

The Industrial Maintenance Cohort is a one year multi-disciplinary cohort program with the goal of completing the 29.5-unit Certificate of Achievement in Industrial Maintenance Technology. The curriculum is heavily contextualized, with special support in math, English/ESL, and counseling; with emphasis on preparation for employment, including resume writing, testing, and interview preparation. Graduates have been successful in obtaining internships and employment at major utilities and industrial companies. Equipment and curriculum development were largely funded by Bay Area Workforce Funding Collaborative and TAACCT grants. TAACCT funding runs through the end of the 2015 spring semester; ways to institutionalize the cohort program in the future are being evaluated.

TRiO

Funded by the U.S. Department of Education, the Laney College TRiO SSS program works with approximately 140 students each year. Being a part of a smaller program allows students more one-on-one time and personalized support. As a result, students become part of a network of individualized and intensive services designed to enhance their academic and personal development. The program's mission is to increase opportunities for first-generation college students from low-income families and students with disabilities to graduate from Laney College and continue their education at a four-year college.

UBAKA

A cohort-model African-American learning community, this program focuses on academic, personal, and historical issues facing African-American students through culturally relevant curricula and activities. The current UBAKA cohort has been deeply engaged in reading, writing and civic engagement on issues of incarceration of African Americans in this country. On September 25, 2014, the UBAKA class engaged three retired Alameda County Sheriff deputies and a current OPD officer in conversation about issues involving law enforcement and the African-American community. They wrote about their impressions of that conversation, 14 of which were included in a booklet that was given to the officers and OPD Captain E. Joyner. Additionally, author and UC Berkeley Ph.D. candidate Ralph Spinelli, whose book *Prison as Punishment* is used as a class text, has twice been a visitor to the class this semester to discuss prison issues (following student research and writing on the topic), and engaged in email dialogue with the class to follow up on their questions. Attorney and prison abolitionist Cynthia Chandler was also a class guest. The class has done role-playing exercises in preparation for these class visits, with students playing the parts of the invited guests and imagining plausible answers to the questions they expected. Student engagement has been tremendous, and there are overflowing waiting lists for these courses.

Instructional Support Centers

Computer Laboratory for Library Information Studies: The lab provides one-on-one assistance for students who are researching books, articles, and web sites.

Computer Information Systems Lab: This is a priority lab for CIS classes as well as an open lab for students.

James Oliver Community Writing Center: The drop-in center provides learning support, including one-on-one tutoring for writing. Computers are available for student use.

Technology Center: This is a drop-in computer lab for general student use.

Veterans Center

A new Veterans Center was established in fall 2013 and serves approximately 145 students annually.[39,40] A first in Peralta, it is a place for veteran students to receive holistic academic support services, including links to community-based agencies as well as college support services. Eligible students complete the application for benefits through the Department of Veterans Affairs. Once they are approved for funding, the college is authorized by the Veterans Administration to certify students who are completing their educational goals and objectives at Laney College. A 1.0 FTE staff person provides ongoing support and reporting to the Department of Veterans Affairs. Students receive comprehensive counseling. Many students also receive services and academic support through DSPS as well as through other categorical programs on campus. The Veterans Center makes recommendations for ongoing staff and faculty professional development to better support veteran students.

Welcome Center

A warm and welcoming student intake center, situated on a corner of one of the college's main entryways, was developed during academic year 2007 and continues to be the hub of enrollment services for new and returning students.[41] The center provides information and assistance to new, continuing, and returning students regarding admissions, matriculation, registration, financial aid, and student services. Laney continues to work with the district leadership and support staff to resolve PASSPORT system problems and to fully staff the center with student services professionals to address the needs of current students and prospective students. The challenges are addressed significantly by the on-campus services of the Welcome Center staff, including the Student Ambassador program. During peak registration, they are known to help thousands of new and continuing students enroll and engage in the life of the college.

Evaluation

The college meets the standard.

Laney has established and is building upon a solid foundation of student support services to ensure that the college consistently meets high standards for quality and integrity throughout the institution. The college's emphasis on providing efficient and professional student services, regardless of location or delivery method, is essential to its ability to achieve its institutional mission.

The college engages in annual unit planning as well as a three-year program review cycle and SLO assessments of all areas of student services in order to assess effectiveness and efficacy of programming and services in supporting student success. Data is analyzed and program improvements are implemented as needed.

Actionable Improvement Plan

None

II.B.2.a   The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

  A. **General Information: Official Name, Address(es), Telephone Number(s), and Website , Address of the Institution, Educational Mission, Course, Program, and Degree Offerings, Academic Calendar and Program Length, Academic Freedom Statement, Available Student Financial Aid, Available Learning Resources, Names and Degrees of Administrators and Faculty, Names of Governing Board Members**

  B. **Requirements: Admissions, Student Fees and Other Financial Obligations, Degree, Certificates, Graduation and Transfer**

  C. **Major Policies Affecting Students: Academic Regulations, including Academic Honesty, Nondiscrimination, Acceptance of Transfer Credits, Grievance and Complaint Procedures, Sexual Harassment, Refund of Fees**

  D. **Locations or publications where other policies may be found**

Description

Laney College publishes a college catalog every two years and a catalog supplement in the off years.[42] The college catalog provides precise, accurate, and current general information, and sets out requirements, policies, and procedures on all items listed above, as well as other information that allows students to be well-informed about academic and student support program requirements and services. Parts of the catalog are written in Spanish, Vietnamese, and Chinese. Many of these policies are also published in the student handbook and in the schedule of classes.

The college catalog and class schedules are distributed to students free of charge during assessment and orientation, are available online, and are provided free of charge in "College Success" classes. In addition, the college catalog is distributed in hardcopy to the transfer center director and articulation officer, high schools in our service area, local libraries, and nonprofit organizations. Catalogs are mailed in response to phone requests, provided at local and district-wide events, and are available in the college library and Career/Transfer Center. The catalog is also accessible online and is sold in the college bookstore.

Evaluation

The college meets the standard.

The college catalog is thoroughly examined for adherence to accreditation and legal requirements. The class schedule is reviewed in a similar manner two times each year. Both documents contain all of the required information, and the information is consistently accurate and current.

Actionable Improvement Plan

None

II.B.3   The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Description

The learning support needs of students are researched, identified, and

collected through several processes, including direct referrals and recommendations by students, faculty and staff; research tools such as the SLO assessment; student equity analysis and planning; the CCSSE; student surveys;[43] and other college and district research methods. Information about student needs is collected during the admissions process, at assessment and orientation, during individual counseling sessions and probationary student services, during EOPS student progress reviews, and from financial aid academic progress reporting. Through the college admissions process, students declare their initial learning needs, a course of study, and a career goal. Student responses assist in identifying the services they need in order to succeed. Counselors use multiple-measures criteria to place students appropriately and provide referrals as needed to other services.

Students who are on academic or progress probation or are in danger of dismissal from the college or disqualification from programs receive follow-up services in the form of counseling, tutoring or other interventions designed to help them achieve their educational and career goals.

SLO assessment, annual unit plans, department program reviews, student equity planning, and the CCSSE provide ways to support student learning. The Foundations Skills committee assesses the learning support needs of basic skills students across the college. The admissions application through CCCApply also includes a section for students to self-report their learning support needs and interests.

The college developed APASS and UBAKA to meet the learning support needs of Asian and African-American students respectively. These cohort-model programs combine instruction and support services to help students achieve their goals. Faculty, administrators, and staff continually evaluate student and program data, and implement refinements accordingly.

In addition to formal program and unit-plan review processes, informal methods of evaluating student and instructor feedback provide data which helps identify student needs. Student Services Council meetings provide a forum for discussing and sharing ideas for improving service delivery. During regular student services department meetings, the staff discusses student needs and explores strategies to enhance and improve their learning and success. One-on-one interactions with student services personnel provide a rich source of information regarding student learning support

needs. College-wide department chair meetings also provide a forum for a wider discussion of student learning support needs.

Evaluation

The college meets the standard.

The college has a well-developed and varied process, both formal and informal, for identifying the learning support needs of its students. The college compares SLOs, PLOs, and ILOs, with surveys of students and faculty to provide robust feedback. A point-of-service survey will be implemented for each student services unit.

Actionable Improvement Plan

None

II.B.3.a   The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Description

Laney College engages in continual evaluation of programs and services to ensure it is meeting student needs. Evident in the above details regarding Laney SSSP, the college began with enrollment data and then developed a solid mandatory core services program. As with SSSP, all areas are continuously evaluated and modified as needed.

Laney College offers day and evening services to equitably meet the needs of all its students. Campus-based student support services departments are open weekdays from 8:00 a.m. to 4:30 p.m. (until 7:00 p.m. on Tuesdays). The college provides comprehensive services for students, beginning with outreach and continuing with admissions, orientation, assessment, counseling, and student follow-up. In an effort to further student access, the college offers online services, including online applications, registration, advising, and online orientation.

Students with disabilities who need assistance with orientation and assessment may arrange for accommodations through DSPS. They may also use the

Welcome Center, where student ambassadors will assist them. Designated computers with adaptive technology are available for disabled students.

The student services division outreach activities meet prospective students' needs in a variety of ways. Local high schools conduct regular visits to the college. Student ambassadors function as mentors and role models for new students, emphasizing the importance of staying in school and pursuing higher education at the community college.

The outreach program is multifaceted, and establishes several ongoing activities and relationships for community outreach. They include the CTE high school breakfast; the high school counselor breakfast focusing on all areas of the college, especially new admission processes mandated in SSSP; advisory boards, including CTE and EOPS; and DSPS program advisories. The goal of these outreach activities is to inspire students who would not normally pursue higher education to consider career and technical programs at a community college.

The quality and effectiveness of student support services are reviewed regularly through Student Services Council meetings. Each month, the department leaders meet to discuss issues related to programs and services, and to share information. The vice president of student services and the two deans of academic and student affairs, who have primary responsibility for most student support services, meet to review issues and priorities with department and program units. Each unit of the student services areas 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.

Evaluation

The college meets the standard.

The college is also in the process of developing additional online services, including online student educational planning and SARS online appointments for counseling and assessment.

Actionable Improvement Plan

None

II.B.3.b   The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

Laney College encourages and supports opportunities for student leadership and for the development of personal and civic responsibility and intellectual and aesthetic understanding. The following Laney College institutional learning outcome is aligned with this standard:

Global Awareness, Ethics and Civic Responsibility

Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.[44]

Areas where the institution promotes personal and civic responsibility and personal development for all students include:

> **The Student Life Department**. The Associated Students of Laney College (ASLC), various clubs and college academic departments sponsor a variety of events and activities that enrich the learning environment. Programs and activities are designed to address current issues, promote participation in the Laney College community, and celebrate special events such as African-American History Month, Cinco de Mayo, and Asian/Pacific Heritage month; while others are designed to address current issues, such as the speaker series on sustainability and the annual campus-wide celebration of Earth Week. At such events, both personal and civic responsibilities are stressed and intellectual and critical thinking are cultivated.

> **The Laney College Student Ambassador Program**. This outstanding program actively promotes personal and civic responsibility and service. Ambassadors are involved in recruiting, outreach, and mentoring in service-area high schools and middle schools.

Campus-wide dialogue about teaching and learning tools, as well as what constitutes a good learning environment is ongoing. The institution has determined that the college hour brown bags, speakers, student activities, and collaboration between instructional staff and student services all contribute to a fertile learning environment. (The college hour is time Laney reserves for shared governance meetings and college events, usually Tuesdays and Thursdays during the noon hour, when no classes are scheduled.) At the core of such an environment is dialogue and collaboration towards the goal of shared governance.

Documented in the 2015-2018 Student Equity Plan are goals that include the development of a Community and Civic Engagement Center focused on leadership development, peer-to-peer support as well as service learning opportunities. This is in direct alignment with the Global Awareness, Ethics and Civic Responsibility ILO and the college's goal of providing a learning environment enhances by access and equity.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.B.3.c **The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

Description

Laney College maintains comprehensive counseling services to support student development and success, and the counseling department regularly evaluates the effectiveness of these services in meeting student needs. All counselors meet, and in most cases exceed, the minimum qualifications outlined in the California Education Code and Title 5. Counselors working in special program areas have the additional education and experience mandated by Title 5.

Laney College counseling faculty receive ongoing training and staff development opportunities, including annual all-college retreats and professional development activities; and monthly counseling meetings to ensure that high-quality, accurate, and comprehensive counseling services are provided to students.[45] Regular professional updates on student development issues and concerns are provided at the weekly counseling department meetings or via email. Counselors attend annual statewide and regional conferences such as Ensuring Transfer Success conferences, the University of California Transfer Conference, and the California State University Transfer Conference. The district holds an annual counselor training workshop.[46] This shared endeavor affords new counselors an opportunity to learn from more experienced colleagues within the district.

Counseling faculty provide academic, career, and personal counseling services to students. They conduct classes focused on student development; participate in the delivery of SSSP mandated services; and coordinate with special programs to serve students from the time they first enroll at Laney College through to graduation, transfer, and/or completion of stated course of study and educational goals.

Services are provided year-round by full-time and part-time faculty and are available Monday through Friday. Services are available in all student services units Tuesday evenings until 7:00 p.m. Counseling services are available in a variety of formats, including drop-in, by appointment, and online.[47] Appointments are scheduled for 30 minutes; drop-in counseling sessions run 10 to 15 minutes. During peak registration periods, only drop-in services are available; yet hours are typically extended during the mornings, evenings, and weekends. Electronic counseling is provided by a full-time faculty counselor and is designed to promote access and quality for hybrid, online, and campus-based students.

Laney College has comprehensive online counseling, transfer, and career services for student use. Classroom visits by counselors also provide students with invaluable information regarding student support on campus.

The Counseling Department engages in annual unit planning, and completed a three-year-cycle program review in fall 2012.[48] Student surveys and college student retention and persistence data serve to evaluate student satisfaction and the effectiveness of programs and services, including their student education plans (SEP).[49]

In accordance with SB1456, the college implemented the Student Success and Support Program, focusing on mandated services for all new students. The district agreed to utilize the 0.5-unit COUN 200A course as the mandatory orientation across all four campuses. For spring 2015, the colleges will utilize a one–unit COUN 201 class for the mandatory orientation. In addition to providing one-on-one counseling, full- and part-time counselors teach orientation classes, where students participate in education planning and develop an abbreviated SEP prior to enrolling in their classes. This process is designed to engage, support, and provide an environment for students to focus on their education path from their first day on campus.

Evaluation

The college meets the standard.

Counseling and advising programs are designed to support students in attaining educational success. These programs are regularly evaluated for continuous quality improvement. The college actively engages students in the evaluation, where their input is critical in improving the process. Laney College has implemented the CCSSE, as well as a student climate survey, to assess student needs and satisfaction. Counseling has defined program-level SLOs and engages in ongoing assessment.

The department continues to function well, despite the shortage of counseling faculty and classified staff. However, this shortfall makes providing quality, comprehensive support of the college's growing student population increasingly more challenging. Furthermore, the increased demand due to SSSP provides a unique challenge for the department and all student services units. With the increased SSSP allocation for the 2014-2015 academic year, the college will hire counseling faculty and staff to support that mandate.

Actionable Improvement Plan

None

II.B.3.d **The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Description

Laney is dedicated to engaging in and supporting enhanced student understanding of and appreciation of diversity. As such, one of Laney College's five institutional learning outcomes specifically addresses the institution's commitment to support and enhance student understanding and appreciation of diversity:

Global Awareness, Ethics and Civic Responsibility Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.[50]

Laney launched the "ILO of the year" assessment campaign in spring 2015, and the Global Awareness, Ethics and Civic Reasonability ILO was the first to be assessed across the college. A variety of departments including Art, Psychology, Biology, Chemistry, Foreign Languages, ESL, Anthropology, and several CTE programs all assessed ILO #4 or the Global Awareness, Ethics and Civic Responsibility ILO. Each department took a different approach, from test questions assessing awareness of varied ethnic backgrounds to ethics in CTE courses along with Business and Civic Responsibility in MLAT and Art. Fall 2014 Flex Day included presentations from several faculty members demonstrating their research projects as well as results and intended course or program changes.[51]

Laney College, located in a diverse community, has an equally diverse student population representative of that community. In fall 2013, African American and Asian students comprised the largest ethnic groups at the college (26% each), followed by White/Non-Latino (16%) and Latino/Hispanic students (13%).[52] The student services division actively designs and maintains programs, practices, and services that support and enhance student understanding and appreciation of diversity. The Student Life Department, the Associated Students of Laney College (ASLC), various clubs and academic departments sponsor a variety of events and activities that meet this need. Programs and activities are designed to address current issues, promote participation in the Oakland community, or celebrate—as noted above—special events such as African-American History Month, Cinco de Mayo, and Asian/Pacific Island Heritage Month celebration events. Many other campus events and activities are designed to address cultural and societal issues.

Through data analysis for the 2015-2018 Student Equity Plan it was evident that there needs to be a directed and focused college wide effort to increase equity efforts by developing and initiating a social justice based professional development series for faculty and staff to allow them to acknowledge hidden biases and to then work to support a more open and inviting environment for all diverse students at the college. Additionally the college will develop a Community and Civic Engagement Center for students to engage in leadership development as well as peer-to-peer support and service learning opportunities by giving back to their communities. The college also maintains its priority to hire additional diverse staff to mirror the community.[53]

Evaluation

The college meets the standard.

Laney College is a place for all people, an environment devoted to fostering and embracing the diversity of all students, staff, and faculty. The college values multiculturalism in its rich blend of individuals and ideas. Laney's environment supports diversity in learning and self-expression, and features a curriculum supportive of multiculturalism. The college hires faculty and staff who reflect the diversity of its communities and students. Bilingual faculty and staff in the student services departments communicate in Cantonese, Mandarin, Tagalog, Russian, Spanish, and Vietnamese, and understand the students' diverse perspectives and worldviews. They promote open communication, role modeling, and a comfortable environment for students of diverse backgrounds.

Actionable Improvement Plan

None

II.B.3.e **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Description

The college assesses students for placement in mathematics, English as a Second Language, and English classes using instruments approved by the State Chancellor's Office, per state SSSP Title 5 guidelines, and in accordance with the college SSSP plan. Assessment instruments are used along with clearly defined multiple measures to determine appropriate placement for students, in accordance with district governing board policy on SSSP and as outlined in the Assessment Handbook. The multiple criteria include factors such as previous educational records, grades, number of hours employed, primary language of the student, learning disabilities, life experiences, and time for study.

All colleges in the Peralta Community College District use the same English and math placement instruments in order to allow students to move freely from one college to the next without retesting.

Laney College employs multiple measures to assist students with course placement recommendations. SSSP students are mandated to take the computerized ACT Compass test through the Assessment Services office if they wish to enroll in English or mathematics classes. The ESL COMPASS and a locally-developed writing assessment are offered for potential ESL students. Other assessment tests are available to assist students in making decisions about classes requiring previous academic preparation. All of the commercial assessment tools are on the State Chancellor's Office for California Community Colleges approved list of test instruments.

No single test score or assessment measure is used to place students into courses. Counselors use the test results in combination with other measures to form a more holistic assessment before providing students with course recommendations. Students may apply for exemptions to this mandatory SSSP component. Previous outside academic work by the student is evaluated for equivalency by the college instructional departments which are best suited to make a determination of the student's current status and abilities. The final recommendations for such evaluations and course placements provide the college with more feedback to minimize bias and to improve the effectiveness of placement practices of the college.

Per the table provided by the State Chancellor's Office below, the COMPASS publishers have previously received approval for the use of assessment in English, ESL, and mathematics.

The district offices of Educational Services and Institutional Research recently secured a revalidation of the ESL Writing Assessment, going through the state approval process by submitting the required studies and materials described in the State Chancellor's Office validation standards.[54]

Evaluation

The college meets the standard.

All assessment instruments used to recommend placement in English, ESL and mathematics are approved by the State Chancellor's Office. The computerized tests most frequently used by the college, the ACT COMPASS tests, are due for a six-year revalidation renewal during the 2014-15 academic year. The publisher of the tests typically does the revalidation. Validation of the ESL writing sample is in progress. The college, in collaboration with the district offices of Institutional Research and Student Services, has a process in place to evaluate assessment instruments currently in use.

The college is currently validating the ESL COMPASS placement test so it can be implemented district-wide. This process will be complete by fall 2014. Additionally, the ESL Holistic Writing Assessment Tool was to be reviewed and validated in summer 2014. The ongoing improvement of assessment tools is essential to ensure effective, equitable, and consistent placement.

The college developed and submitted an SSSP Plan and is currently finalizing the 2014-2015 Student Equity plan for submission to the State Chancellor's Office in January 2015. All components of the Student Success and Support Program will be reviewed and analyzed for efficacy, and planning agendas will be developed as needed.

Actionable Improvement Plan

None

Table II.B 9

MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	ACT COMPASS (COMPUTERIZED)			
1038	ACT COMPASS READING (new item pool)	Provisional	7/1/2013	7/1/2014
1039	ACT COMPASS WRITING (new item pool)		7/1/2013	7/1/2014
1040	ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA (new item pool)		7/1/2013	7/1/2014
1041	ACT COMPASS ALGEBRA (new item pool)		7/1/2013	7/1/2014
1087	ACT COMPASS COLLEGE ALGEBRA (new item pool)	Probationary	7/1/2013	7/1/2014
1088	ACT COMPASS TRIGONOMETRY (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL READING	Probationary	7/1/2001	3/1/2015

Source: PCCD Institutional Research Validation Report

II.B.3.f **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Description

The college adheres to the provision of the Education Code, Family Education Rights and Privacy Act (FERPA), and PCCD board policy regarding access and confidentiality of student records. College and PCCD policies regarding student records are clearly stated in the college catalog. FERPA information is also published in the college catalog and on the PCCD admissions and records webpage. PCCD Board Policies and Administrative Procedures are published online under the Governance tab. The procedure for release of student records is detailed in Administrative Procedure 5040 "Student Records, Directory Information, and Privacy." The procedure for retention of student records is detailed in Administrative Procedure 3310 "Records Retention and Destruction."[55]

Many of our current student files are stored electronically. For example, the online admission application is CCCApply. The submitted applications are accessible for staff viewing via the service with XAP Corporation. Soon, the PCCD will begin using the State Chancellor's web-based Open CCCApply application.

Other current student files are stored in the district admission and records storage room, a large cement block room with fire doors, in downtown Oakland. The files are alphabetized by semester, campus, and instructor. These files include add and drop forms, census, attendance and grade rosters, incomplete and record corrections forms. Eventually these documents will be scanned and archived using our newly-implemented system of electronic content management (ECM). External student transcripts are now being scanned and archived by PCCD staff using the ECM system, which allows the units to be uploaded into PeopleSoft for staff use. The ECM System will also provide access to archived transcripts for counselors and other staff.

Back-up of electronic student files occurs digitally every night in PeopleSoft. The PeopleSoft backup is provided by Data Protection Services (Cloud Backup). This includes the student records stored in the W drive. The student financial aid data files, which are on an IBM mainframe, are processed on tape nightly. The tapes are picked up and stored offsite the next day by Iron Mountain, a data storage and records management company, to ensure that we can restore the data in the system at any time.

Paper records are kept at the college for one semester at most, and then sent to the PCCD office of Admissions and Records for permanent filing. All files prior to 2000 are currently stored at the private data storage organization in Livermore, California.

In accordance with PCCD Administrative Procedure 3310 Records Retention and Destruction, we do not destroy the following records: class rosters (census, attendance, grades), add cards, drop cards, record corrections, and incomplete forms.

As for student applications, the college can (and does) shred the following: IGETC/GE petitions, after 10-years; high school concurrent forms, academic renewals, AB540 Non-Resident files, and external transcripts, after five years; repeat forms, after three-years; and enrollment verifications after one year. Student petitions/evaluations for all years prior to 2000 are stored in the Livermore facility. Any subpoenas are saved permanently.

Students have access to their academic records via the student self-service system Passport, which is available through the district website. The portal requires that the student input his or her student ID number. Social security numbers are not used to access this system. Once into Passport, students are able to view their class schedules, holds, financial aid information, and their unofficial transcripts. To access their education records at the PCCD or college office of Admissions and Records, students must provide their student ID numbers and a government-issued picture ID.

PCCD Financial Aid offices are currently using SAFE, an antiquated legacy system which requires manual processing of student financial aid documents. These physical documents are stored in a secure file room located in the campus financial aid offices. Two of the Peralta campuses have adopted scanning/document imaging of all financial aid documents and store them electronically in a shared drive. The drive is password-protected; only financial aid users with appropriate security access can view student files. The other two campuses are in the process of moving to scanning/document imaging of student financial aid documents.

The Financial Aid office, DSPS, and Health Services use a high standard to preserve the confidentiality and security of records. Financial aid documents

are only accessible by financial aid staff. No information about the nature of a student's disability or participation in the DSPS or Health programs is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems, and notes kept by DSPS counselors cannot be viewed by non-DSPS counselors. Confidential health records are not integrated with other campus systems.

The college continually evaluates the use of paper versus electronic records as well as protection of documents. The college continually moves in the direction of keeping electronic records in all student services departments.

The implementation of PASSPORT standardized access to student records for staff and faculty, and gives students greater access to their own records through personal computers. Campus computer labs and the Welcome Center give students without their own computers access to their online records.

The following campus programs/departments maintain student records:

Table 10. Department/Program   Records Kept Paper/Electronic

Admissions and Records	Y	Both
Assessment	Y	Both
DSPS	Y	Both
EOPS	Y	Both
Financial Aid	Y	Both
General Counseling	Y	Electronic
Health Services	Y	Paper
Veterans Affairs	Y	Both

Electronic student records are stored on secure servers at the District Information Technology office. Students can only access their information with a student number assigned by the PASSPORT system; social security numbers are not used to access this system, except for purposes of providing financial aid information.

Paper records retained at the college are kept for three semesters at most, and then are sent to the district office of Admissions and Records for permanent filing. Official paper education records are permanently secured by the district office of Admissions and Records. Paper records prior to 2000 are stored by a private data storage organization.

To access their academic records at the district or college office of Admissions and Records, students must provide their student identification number and a government-issued picture ID.

The Financial Aid office and DSPS use a higher standard to preserve the confidentiality and security of records.

- Financial aid paper and electronic files and documents are only accessible by financial aid staff.
- No information about the nature of a student's disability or that the student is a recipient of services from the program is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems, and notes kept by DSPS counselors on SARS cannot be viewed by non-DSPS counselors.

Evaluation

The college meets the standard.

All records are kept securely in Laney College and district offices. Security is a high priority for administrators and staff at the college.

Actionable Improvement Plan

None

II.B.4 **The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Description

Laney College student support services and programs engage in ongoing and detailed data based evaluation to ensure services are adequately meeting student needs.[56] The college conducts program reviews every three years and develop annual unit plans to evaluate services for adequacy in meeting identified student needs and evaluates programs in through ongoing SSSP planning, Student Equity planning and other department and categorical reporting and planning. As detailed in Standard II.B, student support services departments rely on data and findings from the district Institutional Research Department as well as ongoing student satisfaction surveys, the CCSSE, the student climate survey, SLO Assessment, and retention and persistence reports to develop and maintain comprehensive services for all students.[57] Data obtained for program review and unit plans are used for resource allocation to assure adequacy and quality of student support services. Additionally, the college engages in ongoing SSSP services data evaluation and program revisions to ensure continuous improvements to the delivery and content of its counseling instructional and other student support services.

Student services programs are engaged in ongoing SLO assessments, and utilizes the data and analysis to implement program and division improvements.

Evaluation

The college meets the standard.

Evaluation results are typically used to improve or change services once the college has clearly identified the needs of the students. The college will continue to engage in ongoing ILO assessments across all student support services departments, and implement improvements to strengthen program level evaluations.

Actionable Improvement Plan

None

1. Laney College High School Program for Machine and Welding Technology Spring 2011 Program Report
Oct. 19, 2011: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-1.-Final-Report.Laney-College-Machine-Welding-program.Spring-2011-copy.pdf

2. City College of San Francisco / Laney College, iDesign Summer Programs (2012), Final Grant Report
Dec. 10, 2012 http://www.californiatechedresources.org/idesign/
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-2.-i2m.2014.Flyer_.rev-May-14.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-2.-iDesign-ST.2014.Flyer-rev.-2014-05-14.pdf

3. iDesign-ST—Introduction to the Skilled Trades at Laney College, 2014, http://tinyurl.com/iDesign-ST-2014
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B-3.-iDesign2012.FinalReport1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-3.-iDesign-Skilled-Trades.2014
Flyer-rev.-2014-05-14-2.pdf

4. An Abbreviated Listing of Laney College Partners: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-4.-Abbreviated-List-of-Laney-College-External-Partners-copy.pdf

5. Student Services, http://www.laney.edu/wp/student-services-2/

6. Student Councils, Shared Governance and Curriculum Committee, http://www.laney.edu/wp/studentgovernment/
http://www.laney.edu/wp/sharedgovernance/
http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

7. ASLC Spring 2015 Calendar of Events and College Forums: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-7-ASLC-Spring-2015-Calendar-of-Events-and-College-Forums.indd_FINAL-2-copy.pdf

8. PCCD Office of Institutional Research, http://web.peralta.edu/indev/

9. 2014 Student Success and Support Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-9.-28.-36-59-Laney-College-Student-Success-and-Support-Program-Plan-2014-15-copy.pdf

10. 2014-2015 Student Equity Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-10-59-Student-Equity-Cover-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-10-55-59-Laney-College-Student-Equity-Plan-2015-2018-final-copy.pdf

11. 2014 Laney College Student Survey, http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

12. 2014 Community College Survey of Student Engagement, www.CCSSE.org

13. Counseling Services & Appointment System, http://www.laney.edu/wp/blog/new-appointment-system/

14. Institutional Learning Outcomes Data, TaskStream, Learning Assessment Committee, http://www.laney.edu/wp/assessment/

15. http://www.laney.edu/wp/assessment/student-awareness-campaign/

16. Draft of the Matriculation/SSSP Crosswalk by Dean Vasconcellos: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-18.-Student-Success-Support-Program-Matrix-copy.pdf

17. Laney College SSSP 2012-2013 Enrollment Data, PCCD Institutional Research Data- Fact Book, http://web.peralta.edu/indev/

18. ESL Student Orientation handout, Course outlines for Counseling Orientation Courses, COUN 200A, 200B, 201 and 202 Orientation to College:
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-20.-ESL-faculty-Orientation-New-Students-F14.pdf
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=7822
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10151
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10036
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10149

19. List of workforce development agencies: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-21.-Workforce-Development-Agencies.pdf

20. CCC Apply website, https://secure.cccapply.org/applications/CCCApply/apply/Peralta_CCD.html

21. Financial Aid, http://www.laney.edu/wp/financial_aid/

22. Assessment, http://www.laney.edu/wp/esl/placement-and-assessment/

23. Course outlines for Counseling Orientation Courses, COUN 200A, 200B, 201 and 202 Orientation to College:
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=7822
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10151
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10036
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10149

24. The SSSP core services exemption form: http://www.laney.edu/wp/accreditation-status/files/2014/12/The-SSSP-Core-Services-Exemption-FormREv2.pdf

25. ESL Assessment, http://www.laney.edu/wp/esl/placement-and-assessment/

26. Laney College SSSP Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-9.-28.-36-59-Laney-College-Student-Success-and-Support-Program-Plan-2014-15-copy.pdf

27. PASSPORT, https://passport2.peralta.edu/psp/EPAPROD/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST https://passport2.peralta.edu/psp/EPAPROD/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST

28. ASLC Spring 2014 Schedule of College Events (and Forums): http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-30.-ASLC-Spring-2014-Schedule-of-College-Events-and-ForumsFINAL-2-copy.pdf

29. Athletic Programs, http://www.laney.edu/wp/athletics/ and Athletic Program Review, http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-31-Athletic-Department-Program-Review-2012-copy.pdf

30. Career & Transfer Center, http://www.laney.edu/wp/career/ and http://www.laney.edu/wp/transfer/

31. Job description of the Laney College Career Counselor and Job Developer, http://web.peralta.edu/hr/job-descriptions/classified-seiu/ (see hard copy)

32. Laney College Transfer Data from the National Clearinghouse (PCCD Institutional Research), http://web.peralta.edu/indev/external-databases/

33. Counseling Services, http://www.laney.edu/wp/counseling/

34. Counseling data, SARS Reports & SSSP Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-36.-SARS-Reason-Code-6.30.14.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B-36.-SARS-Reason-Code-for-SARS-Reports-6.30.14.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-9.-28.-36-59-Laney-College-Student-Success-and-Support-Program-Plan-2014-15-copy.pdf

35. Disabled Student Programs and Services, http://www.laney.edu/wp/dsps/

36. DSPS database/Peoplesoft Data and Institutional Research, http://web.peralta.edu/indev/

37. Extended Opportunity Programs and Services, http://www.laney.edu/wp/eops/

38. Health Center Services, http://www.laney.edu/wp/health_center/

39. Veterans Center, http://www.laney.edu/wp/veteran_affairs/

40. Veterans Administration Report/ Peoplesoft Data, and http://web.peralta.edu/indev/

41. Welcome Center, http://www.laney.edu/wp/welcome_center/

42. Laney College Catalogs, 2011-13, http://www.laney.edu/wp/files/2011/09/Laney-College-Catalog-2011-2013.pdf , 2011-13 Supplement, http://www.laney.edu/wp/files/2014/07/CatalogSupplement-Draft-7-30-14.pdf and 2013-15, http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

43. Laney College Spring 2014 Student Survey, (including the CSSEE): http://www.ccsse.org http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

44. Institutional Learning Outcomes, http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/

45. Laney College and Counseling Annual Retreats: http://www.laney.edu/wp/accreditation-status/retreat-evidence/ http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-47.-Agenda-COUN-200A-OCT-14.pdf

46. FAQ, http://web.peralta.edu/accreditation/files/2010/09/4.2-Counselor-FAQs-12-09.doc

47. Counseling Services website, http://www.laney.edu/wp/blog/new-appointment-system/

48. Counseling APUs: http://www.laney.edu/wp/accreditation-status/annual-program-updates-apus-student-services/ http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-50-COUN-Program-Review-111312-copy.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-50.-COUN_APU_1_13_2014-copy-3.pdf

49. Student Education Plan Form: http://www.laney.edu/wp/accreditation-status/files/2014/12/Add-to-Evidence-51.-Student-Education-Plan-FAQ-copy.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-51-Abbreviated-Student-Educational-Plan.pdf

50. See page 131 of the 2013-14 Laney College Catalog, http://web.peralta.edu/publicinfo/2013/08/21/laney-college-2013-2015-catalog/ and http://www.laney.edu/wp/files/2014/12/Laney_Schedule_combined_2_11.24.14.pdf

51. Laney College Fall 2014 Flex Day Schedule of Training and Work Sessions, http://www.laney.edu/wp/professionaldevelopment/ http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/assessing-ilo-1-fall-2014/ http://www.laney.edu/wp/assessment/files/2011/01/LAC-Meeting-Minutes-2.28.14.pdf http://www.laney.edu/wp/assessment/files/2011/01/LAC-Meeting-Minutes-8.29.14.pdf

52. District Institutional Research Data, http://web.peralta.edu/indev/

53. Fall 2014 Equity Plan (draft): http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-10-55-59-Laney-College-Student-Equity-Plan-2015-2018-final-

copy.pdf

54. PCCD Institutional Research Validation Report: http://www.laney.edu/wp/
accreditation-status/files/2014/12/II.B.3.e-ESL-Writing-Assessment-Validation-
Report-11_2014-Peralta-CCD-Final-3.pdf

55. Board Policies and Administrative Procedures, http://web.peralta.edu/trustees/bps-
aps/

56. See Student Services Program Reviews and Annual Program Review Updates
(APUs): http://www.laney.edu/wp/accreditation-status/program-reviews-student-
services/
http://www.laney.edu/wp/accreditation-status/annual-program-updates-apus-stu-
dent-services/

57. SLO Assessment & other Institutional Planning documents. Student Equity Plan,
SSSP Plan, Program Reviews, Unit Plans, CCSSE Results website, LAC website/
Taskstream:
http://www.laney.edu/wp/accreditation-status/annual-program-updates-apus/
http://www.laney.edu/wp/accreditation-status/program-reviews/
http://www.laney.edu/wp/accreditation-status/annual-program-updates-apus-student-services/
http://www.laney.edu/wp/accreditation-status/program-reviews-student-services/
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-9.-28.-36-59-Laney-College-
Student-Success-and-Support-Program-Plan-2014-15-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-10-59-Student-Equity-Cover-
copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-10-55-59-Laney-College-
Student-Equity-Plan-2015-2018-final-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-59-Transfer-Center-Out-
comes-Report-2013-14-Attachment-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-59.-SLO-Counseling-Dept-
outcomes-and-assessment-report-Attachment-1-copy.pdf
http://www.laney.edu/wp/assessment/

STANDARD II.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.

II.C.1   **The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

II.C.1.a   **Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

Description

In accordance with the college's mission statement,[1] the library faculty and staff strive to:

- provide consistent access to equitable, high quality services; resources (print, electronic and media); equipment; and facilities in support of the college's career technical education (CTE),

foundation skills, and transfer curricula;
- encourage and facilitate the development of information competency skills related to independent inquiry and information retrieval to enhance student learning in all curricular areas, and to promote critical thinking and life-long learning; and
- use technology to expand classroom instruction, individualize instruction, promote independent inquiry and research, and enhance the scope and quality of library services.[2]

The library has a collection of 90,864 books; 3,524 audiovisual materials; 5,866 e-books; and 108 current periodical subscriptions.[3] Additionally, the library subscribes to 39 electronic databases, including a dynamic electronic book collection geared toward community colleges, which is updated annually.

Although general fund allocations for the library collections have disappeared in recent years, the library has been able to substantially update and improve the collection through the use of capital bond funds (Measure A). The library also receives an annual allocation of $40,000 from the district for electronic database subscriptions. The allocation came about as a recommendation from the district Planning and Budget Committee and is funded by lottery dollars (Proposition 20). Still, the database funds are not sufficient to meet the needs of the college. Although Laney College reports a substantially larger proportion of FTES among the colleges in the Peralta Community College District, Laney's library receives the same amount of funding for the electronic database subscription. Database costs are based on FTES and are substantially higher for Laney because we enroll many more students compared to the other colleges in the district. When available, instructional equipment and library materials funds have also been used to support the library.

In managing and developing the library collection, the library follows its Collection Development Policy[4] which includes criteria for selection, expenditure prioritization, management of gifts, and de-selection. The policy also provides guidance for involvement of faculty across academic

disciplines in the process of collection development policy. A librarian sits on the Curriculum Committee and monitors new courses and programs. The template in CurricUNET, the curriculum management system, includes an area for faculty recommendations for the library collection to support the curriculum. The library also solicits recommendations from the college community through email distribution of material request forms.[5] Additionally, for areas of the collection that have been targeted for development, librarians will contact discipline faculty directly for recommendations. The library publishes a newsletter several times a year which lists all library acquisitions by discipline area.[6] The acquisitions librarian has primary responsibility for coordinating collection development. However, all librarians review library review publications and make recommendations for the collection.

Evaluation

The college meets the standard.

Thanks to allocations from several sources (including local capital bond Measure A, California Proposition 20 lottery funds, and instructional equipment and library materials funds from the State Chancellor's Office), the library has received sufficient support for library materials for the next few years. The college will need to prepare for absence of Measure A funding within the next few years, and identify a stable funding source. As the economy improves and funding is restored, a stable line item budget for library materials needs to be established.

Actionable Improvement Plan

None

II.C.1.b **The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

Description

Orientations

Library orientations help students achieve the following student learning outcomes:

- identify relevant keywords for an information need or research topic;
- execute a search for a topic in an interdisciplinary database using the Boolean operator "and";
- evaluate the relevancy of search results and revise search statements;
- retrieve (print, email, and save) information; and
- construct MLA, APA, or Chicago-style citations.

Laney College's library offers orientations based on instructor requests. Instructors make requests for orientations using an online orientation request form.[7] Orientations are individually contextualized according to the class assignment. Based upon the student learning outcomes stated above as well as the content of the course assignment, the librarian tailors the orientation to meet the information needs of the students. Not every SLO is addressed in every orientation. Additionally, these SLOs are assessed by semester and vary based on orientation content and the learning goals of the orientation.

The skills and materials needed to complete the course assignment plus time limitations determine the structure and content of an orientation. Librarians teach and reinforce information-seeking skills using a variety of classroom strategies. These include demonstrating search strategies in the library databases and online catalog, integrating relevant examples into discussions, and providing opportunities for hands-on research in the library databases and online catalog. Librarians create LibGuides,[8] online subject guides, as a means of supplementing orientation content. LibGuides function as supportive electronic instruction tools that facilitate distance education and strengthen active learning during and after in-person orientation sessions.

Librarians use a variety of approaches to orientations, including one-time orientations; multiple sessions with the same instructor's class; and, for large classes, orientations at a large teaching lab in Building F, room F-170. The library also provides drop-in assistance and instruction at the reference desk, where a librarian is always available. Instructors may also schedule a library tour using the online orientation request form to help students get better acquainted with library services and resources. Students identify the library as an essential service that supports their academic success. Ninety-

five percent of students surveyed in fall 2014 reported that they come to the library or use its resources online at least a few times per semester.[9]

The library provides orientations for a wide range of courses. These include foundational skills courses in English, ESL, and counseling; and transfer-level courses in a variety of disciplines, ranging from English to psychology to Mexican/Latin-American studies. Orientations for more than 35 students are taught in the large teaching lab in Building F, room F-170, or split into smaller groups that can be accommodated in the library lab. Last year, librarians provided orientations to 1,717 students in 67 sections (see Table II.C 1).[10]

Table II.C 1

Laney Library Orientation Sessions : 2013-2014		
	Fall 2013	**Spring 2014**
Total Instructors:	23	16
Total Sessions:	42	25
Total Students:	1029	688
Transfer-Level Course:	19	15
Basic Skills Level Course:	12	9

Librarians keep the college community informed about library instructional services through active participation in governance meetings; professional development activities; email alerts; the library newsletter; greeters at tables during Welcome Back Week; orientations for new faculty; and an active website with a prominent link to library instruction resources, including an online library orientation request form.[11]

Current Course Offerings

The library currently offers two instructional courses**.**

- Introduction to Information Resources (LIS 85) is a two-unit, short-term online class that is transferable to California State University and the University of California. In an effort to increase enrollment, the instruction librarian changed the course from a traditional 18-week, face-to-face course, to its current online, short-term (eight-

week) format. The change was very successful, and the course is now offered exclusively online.
- Since most California public schools no longer have librarians, the majority of students entering Laney College lack the information competency skills required for college-level research. In response, the library developed LIS 200, a one-unit, six-week pass/no pass hybrid course to support students who are new to online instruction but still need the support of a traditional classroom setting. The library is exploring the possibility of linking the course to a learning community.

Other courses (e.g., LIS 500, the drop-in reference lab, and LIS 90, originally linked to social science courses) have been deactivated or are being redesigned in response to student demand.

All library courses are assessed annually; results of the assessment are documented in TaskStream.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.C.1.c   The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

Library Staffing

The most valuable resource for ensuring that the Laney community has adequate access to library and other learning support services is its professional and student staffing. The staffing in the library consists of four contract librarians, three FTE hourly librarians, nine classified staff, and 130 hours from student assistants per week.

Access to Resources and Services

During the academic year, the library is open Monday through Friday for a total of 58 hours per week. Table 2 lists Laney College's library hours.

Table 2. Laney College Library Hours	
Monday – Thursday	8:00 a.m. – 8:00 p.m.
Friday	8:00 a.m. – 6:00 p.m.
Saturday-Sunday	Closed

In 2008-2010, in response to budget reductions and an assessment of college needs, the library eliminated Saturday hours and began closing one hour earlier in the evening. Saturday hours have not been restored. Although current hours meet student demand, the staff is monitoring class schedules and library usage to determine if Saturday and additional evening hours should be restored.

The library offers access to a variety of electronic resources,[12] including the library catalog, full-text databases, e-books, and locally-developed web pages designed to provide research guidance and enhance instruction. The library has improved the consistency, appearance, and navigational ease of its local online guides through the recent implementation of LibGuides.[13] Full access to the library collection and online resources are available to walk-in users whenever the library is open. The library also provides students and faculty off-campus access to the online resources through remote authentication.[14]

Students may borrow general collection books for two weeks, with renewals available. Their student IDs are their library cards. The library also offers two-hour, in-house circulation of all current textbooks. This is an immensely popular service for financially-strapped students: in 2012-13, there were more than 25,000 checkouts at the circulation desk. The library provides three copy machines for student use. (The library purchased the third copier in response to student feedback in a library survey.[15]) The library also offers both a print management system (GoPrint) and a time management system (PC Reservation) for computers. The student ID card, available for free at the Welcome Center, can be used for all of these services, including loading money for copies and printouts.

Computers are available for students on the main floor of the library and in the Listening and Viewing Center. The library allows unlimited access with no sign-up to the library catalog, databases, and college website at five stations in the reference area. Students may also reserve computers for accessing the open internet, word processing, and spreadsheet programs on the main floor of the library and in the Listening and Viewing Center. In total, the library has 44 computer workstations available for drop-in use by students, including four Americans with Disabilities Act (ADA)-compliant stations.

In addition to computers, the Listening and Viewing Center houses a collection of audiovisual materials and equipment. Instructors may borrow AV materials and students may use them in-house. Audiovisual equipment is available for instructor pick-up. Delivery service to classrooms, which was cut a few years ago, has recently been restored.

The Peralta Community Colleges share an online library catalog system. Users can view holdings from all four college libraries. Students may borrow general collection books from any library in the district. In 2011, upon the recommendation of the district Librarians' Committee and the district Planning and Budget Council, the libraries migrated to Millennium,[16] a new online library catalog system with improved functionality. In addition to information about traditional print books and media materials, the new system provides direct access to electronic books and other digital materials through links in the catalog records.

A librarian is available to assist students at the reference desk, in person, by email, or over the phone, whenever the library is open. Classified staff members at the circulation, reserve, and Listening and Viewing Center desks assist students with service-related questions and direct them to the reference librarian as needed.

Facility

The library building, which opened in January 1971, is aging and no longer able to meet the needs of 21st-century college students. There are serious infrastructure issues relating to air circulation, plumbing, electricity, and the elevator. Study space is insufficient and inadequate. Although the library added some new study tables with built-in charging outlets in 2009, the current wiring infrastructure cannot support today's wide array of portable electronic devices. Lighting quality is poor in many areas. Demand for quiet study rooms far exceeds availability.

Additionally, the current building has insufficient collaborative study space (group study rooms). Security features, such as glass-walled study rooms, are needed. The circulation service desks in the library also need to be reconfigured for improved service and efficiencies. The current building also lacks the space for an integrated library and learning resource center, where instructional support services come together under one roof.

Instructional Support

Laney College provides flexible, comprehensive, and centralized as well as classroom instructional support that includes tutoring across the curriculum; labs for developing math, technology, and computer skills; and services for students with disabilities. Locations and hours of operation have been designed in response to student need (see Table 3).

Table 3. Instructional support services at Laney College with location and operational hours.

Service	Location	Hours of Operation
James Oliver Community Ctr.	B260-262	M-Th 9 a.m. -8 p.m. F 9 a.m. – 3 p.m.
Math Lab	G201	M-Th 10 a.m. - 7 p.m. F closed
Tutoring Resource Center	Student Center	M-Th 11 a.m. - 1 p.m., 4 p.m. - 6:30 p.m. F closed
Technology Center	F170	M-Th 8:30 a.m. - 8:50 p.m. F 8:30 a.m. - 4 p.m.
High Tech Center	E261	M-Th 9 a.m. - 4 p.m. F 9 a.m.-noon
CIS Lab	G273	M-Th 10 a.m. - 4 p.m. F 10 a.m.-noon

Tutoring

The Laney College Tutoring Program is offered in individual classrooms as well as in three main centers strategically located on campus, according to traffic patterns, for various disciplines. Students can receive tutoring in writing on a drop-in basis in the James Oliver Community Writing Center; and in math in the Math Lab. They can get subject-specific tutoring on a drop-in basis in the Tutoring Resource Center. The James Oliver Writing Center is located in the B Building. Many English and ESL courses are offered here, as well as in nearby Building E. The Math lab is in the G Building, where the majority of math classes are scheduled. The Tutoring Resource Center is in the Student Center at the heart of the Laney campus, with its dining, bookstore, and other academic and social services. All centers accommodate both day and evening students. Scheduling of operations is based on usage data to accommodate demand at particular times of day.

Tutoring is also available within classrooms to students in particular courses. For example, students currently enrolled in Biology 10 and 24 can receive subject-matter assistance in their classrooms just before and after class. The ESL department has an innovative pilot project in which a tutor leads a book group for high- and intermediate-level readers and writers in the same classroom right after the class ends.

James Oliver Community Writing Center

The James Oliver Community Writing Center provides writing support to students across the curriculum. The Writing Center consists of four rooms in the B Building, including a drop-in lab equipped with computers for students to write their essay assignments, printing services, trained lab assistants to assist students with their service requests, as well as English tutors for one-on-one instruction on a drop-in basis. The drop-in lab is open 50 hours a week. Additionally, the Writing Center supports supplemental instruction in the English and ESL departments through 18 sections of writing workshop courses. Writing instructors who have completed an orientation may reserve Room B261 for class instruction.

In fall 2014, the Writing Center received an upgrade to the tutoring room.

New furniture, storage cabinets, and a computer were added to create a more welcoming atmosphere that promotes collaboration and comfort. The fund that made this upgrade possible was part of Laney's AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant.

Math Lab

As a tutoring center, the Math Lab assists students with mathematical concepts and provides study space, access to instructors who provide assistance and tutoring, learning tools, and work experience for student tutors. As a self-paced classroom, the Math Lab's main purposes are to provide a course section that is flexible in terms of pace and scheduling, and to provide an open-entry option for late-starting students.

Tutoring Resource Center

Located on the third floor of the Student Center, the Tutoring Resource Center is a multidisciplinary tutoring/study space. One-on-one and small group tutoring is provided on a drop-in basis at tables in study areas organized by subject area. A schedule is published and distributed each semester listing subjects currently being offered.

Technology Center

The Technology Center is one of the biggest labs on campus, providing computer access to both students and faculty. The center has 86 Windows desktops and 48 Mac workstations within four computer labs. It offers a dedicated open lab for students to complete class assignments. Faculty may reserve the high-tech classrooms for instruction. Each semester, about 4,000 students visit the open lab.

High Tech Center for Students with Learning Disabilities

The High Tech Center provides instruction in the use of adaptive hardware and software. In addition, study skills software such as Kurzweil, Skills Bank, Ultimate Phonics, and Khan Academy are used to enhance reading, writing, and math skills. The lab has 24 computers available for student use. During the spring and fall 2013 semesters, the High Tech Center had 2,244 and 3,119 student visits respectively.

CIS Lab

The CIS (Computer Information Systems) lab provides comprehensive and flexible services to all students. Services include CIS tutors for networking, programming, and applications courses. Four Raspberry Pi work stations are available for the Raspberry Pi Student Club. Students log in close to 20,000 hours at the lab each year.

Evaluation

The college meets the standard.

The library is open up to twelve hours per day, providing access for day and evening students. In addition, the college provides access to multiple computer labs; general and discipline-specific tutoring services; and DSPS support, including DSPS equipment and software installations throughout the campus.

Although the college has plans to replace the current library with a new building located near the estuary on 7th Street, progress has been slow. Once complete, the new building will substantially improve instructional support resources for the campus. One floor of the new three-story building will be devoted to learning resource support. Tutoring support services which are currently dispersed throughout campus will come together. The new facility will incorporate a technological infrastructure that supports electronic access to resources. Study space, including much-needed study rooms, will be greatly expanded and enhanced. Services and efficiency will improve with a new circulation desk that combines reserve and general circulation, and a completely revamped Listening and Viewing Center. Construction of the new facility has been on hold since the state prioritized the project for matching money. The matching funds will not become available until they are approved in a statewide bond measure. Meanwhile, the library and learning resources on campus are increasingly constrained by the existing facilities. The college is pushing to at least start planning of the project so that construction can get started as soon as there is a solution to the funding issue.

Actionable Improvement Plan

None

II.C.1.d   The institution provides effective maintenance and security for its library and other learning support services.

Description

The library maintains control of the collection through the use of a circulation module in its automated library system, Millennium. The library updates its list of current student borrowers on a daily basis using a connection with our district mainframe. With the migration to a new system in 2011, the library implemented an inventory control system that allows staff to confirm holdings using portable barcode scanners. The library uses an ADA-accessible 3M security detection system to safeguard the collection.

In order to maintain its currency, the librarians systematically cull damaged and outdated materials from the collection, focusing on discrete areas (e.g., call number ranges or special collections). As materials are weeded out, librarians identify replacement titles, when needed.

A full-time library network coordinator maintains and updates library computers. Staff and student computers were replaced with brand new ones in 2013. Campus custodians and district engineers support the maintenance and repair of the library facility. The library follows a college protocol for reporting issues.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

II.C.1.e   When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

The library relies on a number of vendors and organizations to support library services. The library (or, in some cases, the district IT Department) maintains and reviews contracts with them on an annual basis. Among the vendors are Innovative Interfaces (Millennium library system),[18] GoPrint (print management software),[19] PC Reservation (time management software from EnvisionWare),[20] Rocoh,[21] Better World Books,[22] and OCLC (catalog utility providing MARC catalog records).[23] The library maintains records of current contracts.

For database purchases, the library relies on consortia such as the Council of Chief Librarians and the Midwest Collaborative for Library Services. In addition to improved purchasing power, the consortia provide websites with centralized access to current database subscription information, including licensing agreements and technical support contacts.[24] Given ongoing changes to library technology and student needs, the integrated library system (currently Millennium) is the most critical contract maintained by the library. The system is shared by the four Peralta college libraries, and the central server resides at district IT. The Millennium system administrator attends the annual IUG conference, which provides an excellent opportunity to evaluate and plan for development of the library system. For example, based on information received at the April 2013 conference, the systems librarian upgraded Millennium to a newer version in December 2013. Based on information gleaned from the May 2014 IUG Conference, the system administrator is recommending that the district consider either migration to the new Innovative platform (Sierra) or another vendor's platform.

Evaluation

The college meets the standard.

Librarians evaluate ongoing library service contracts annually, prior to renewal. Library databases are evaluated by librarians before purchase and at the time of renewal for relevance to curriculum, usage rates, and for ease of use. The library maintains copies of all vendor contracts.

In order to keep up with advances in library technology, the district libraries need to migrate to a new library system platform.

Actionable Improvement Plan

None

II.C.2 **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Description

The library has adopted the following service outcomes:

1. Students will identify the library as a resource for supporting academic success.
2. Information resources are of sufficient quality and quantity to augment course textbooks throughout a multidisciplinary college curriculum.
3. Information competency instruction promotes student success across the curriculum.

The library conducts regular assessment of these outcomes. Assessment results are discussed at librarian and staff meetings, and plans are developed to address areas needing improvement.[25] For example, as a result of the discussion surrounding the library's survey of students in 2008, the library purchased a third copy machine for student use. Complaints about copy machines barely came up in the 2013 student survey.[26]

The library also surveys faculty with regard to both library and audiovisual services. Based on results of the 2013 faculty survey[27] and spring 2014 audiovisual survey,[28] the library was able to secure funding to restore audiovisual delivery services which had been cut during the state fiscal crisis.

The library monitors the collection through annual reports, such as the "age of collection" report. The library was able to demonstrate that an infusion of funds for library materials from the district bond Measure A resulted in dramatic improvements to the collection. The percentage of the collection that was published after1990 increased from 16% in 2006 to 30% in 2014.[29] In spring 2014, the new reference/instruction librarian developed a new assessment method for library orientations that will be rolled out in 2014-15. Students who take part in orientations will complete a brief survey at the beginning and end of each session. The librarians are in the process of refining the survey.

Evaluation

The college meets the standard.

The library regularly assesses services to ensure that the needs of students and faculty are met. An extensive survey of students regarding use of the library has been especially helpful and resulted in service improvements. With the addition of a new permanent reference/instruction librarian, the library has reinstituted a system of assessment for individual orientations. Laney continues to refine this system.

Actionable Improvement Plan

None

1. Mission & Goals: http://www.laney.edu/wp/mission-2/

2. Laney College Library Mission Statement (Updated 2013): http://www.laney.edu/wp/library/files/2010/05/Laney-College-Library-Mission-rev-2013.pdf

3. Library Quantitative Assessments Comparative (2013): http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1a-Library-Quantitative-Assessments-Comparative-2013.pdf

4. Laney College Library Collection Development Policy (2007): http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1a-collectiondevpolicy2007.pdf

5. Laney Library Materials Request Form: http://www.laney.edu/wp/library/files/2012/07/Request-LibMat.pdf

6. Laney Library Newsletter (July 2013, October 2013, May 2014, October 2014): http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1a-Library-Newsletter-2013-07.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1a-Library-Newsletter-2013-10.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1a-Library-Newsletter-2014-05.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1a-Library-Newsletter-2014-10.pdf

7. Laney Library Orientation Request Form http://lclibrary.coffeecup.com/forms/Orientation%20ReqFA13/

8. Laney Library Research Guides Website: http://laney.libguides.com/index.php

9. Laney Library Student Survey Fall 2013 (Question 2): http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1b-Survey-Library-Student-Fall-2013.pdf

10. Laney Library Orientation Statistics: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1b-Laney-Library-Orientation-Statistics.pdf

11. Laney Library Website: http://www.laney.edu/wp/library/library-instruction/

12. Laney Library Website: http://www.laney.edu/wp/library/

13. Laney LibGuides Website: http://laney.libguides.com/

14. Laney Library Databases : Search from Home [Library Handout]: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1c-Laney-Library-Databases-Search-from-Home.pdf

15. Library Survey Comments (2008): http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1c-Library-Survey-Comments-2008.pdf

16. Peralta Colleges WebPAC Pro Online Catalog: http://webpac.peralta.edu/

17. Millennium contract: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1e-Contract-Millennium.pdf

18. GoPrint Contract: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1e-Contract-GoPrint.pdf

19. PC Reservation Contract: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1e-envisionware-prof-serv-2010.pdf

20. Ricoh Contract: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1e-Library-Contract-Ricoh.pdf

21. Better World Books Contract: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1e-Library-Contract-Better-World-Books.pdf

22. OCLC Contract: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc1e-Contract-0CLC-2014.pdf

23. Community College Library Consortium (Council of Chief Librarians) Website: http://www.cclibraries.org/

24. Library assessment meeting notes (January 17, 2014, February 19, 2014, May 20, 2014, August 15, 2014) : http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc2-Assessment-Notes-2014-01-17-Staff.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc2-Assessment-Notes-2014-02-19-Librarians.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc2-Assessment-Notes-2014-08-15-Staff.pdf

25. Student Library Survey, Fall 2013: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc2-Survey-Library-Student-Fall-2013-.pdf

26. Faculty Library Survey, Fall 2013: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc2-Faculty-Survey-Fall-2013.pdf

27. Faculty AV Survey, Spring 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc2-AV-Survey-Spring-2014.pdf

28. Titles by Decade Comparative Report 2006-2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/IIc2-Titles-by-Decade-Comparative-Report-2011-2014.pdf

STANDARD III.A
Human Resources

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

III.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.

III.A.1 **The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriated education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Description

Human resources are organized and staffed as a district function, supporting the needs of the colleges. The district Office of Human Resources works closely with Laney College to ensure that it employs qualified personnel at all levels to support student learning programs and services, and improve institutional effectiveness.

Developed through the participatory governance process, district hiring policies and procedures for faculty, classified staff, and administrators are available to all screening committees. In addition, a representative from the district Office of Human Resources is available to all screening committees to assist with the recruitment, paper screening, and interview processes.

The employment process begins by adhering to the hiring policies and administrative procedures of each respective classification, including administrators, full and part-time faculty, and classified staff. Peralta Community College District (PCCD) board policies and administrative procedures provide clear direction on identifying and hiring qualified staff and faculty. PCCD board Policies and Administrative Procedures are published online[1] and listed by category.

Board Policies 3410 Nondiscrimination, 3420 Equal Employment Opportunity, and 7100 Commitment to Diversity subscribe to principles of human resource management that promote equal access, equal employment opportunity, and equal treatment and fairness.

Board Policies 7120 Recruitment and Hiring, 7210 Academic Employees, 7230 Classified Employees, 7240 Confidential Employees, 7250 Academic Administrators, and 7260 Classified Managers set forth the policies for each category of employment. Administrative Procedures 7121 Faculty Hiring, 7123 Hiring Procedures for Regular Academic and Classified Managers, and 7125 Hiring Acting and Interim Academic and Non-Academic Administrators detail the steps in the hiring processes for each category of employment. Additional procedures are contained in the collective bargaining agreements, which mutually establish the terms and conditions of employment and the rights of the parties to these agreements for classified staff and faculty.[2]

Laney College

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties and responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

The hiring process, whether of classified staff, faculty, or administrators, covers the development of the job announcement, selection of the screening committee, development of screening criteria and interview questions with desired responses, screening of application materials, screening of candidates, the recommendation of finalists, final interviews, reference checks, and the final approval process by the college president and the chancellor.

To ensure that qualifications for each position match program needs and the mission and goals of the college, the hiring process begins at the department or unit level with development of clearly defined and relevant job descriptions.

The job descriptions for classified staff and managers are created based upon the needs of the college and are reviewed by the Office of Human Resources so that the employment announcement states the necessary knowledge, skills, and abilities required to carry out the duties and responsibilities in an effective manner.

The Office of Human Resources maintains job class specifications and descriptions for classified staff on the HR website,[3] providing access to job classification information for all internal and external applicants. Consistent with Board Policy 7230 and Administrative Procedure 7260, the Office of Human Resources maintains a classification plan which defines all classified positions. This plan allocates classified positions to appropriate classes, arranges them into occupational hierarchies (job families), determines relationships between classes, and prepares written class specifications. Each class specification includes class title, definition of the class, distinguishing characteristics which differentiate the class from other related or similar classes, examples of duties allocated to the class, and a statement of the minimum qualifications for service in the particular class. When a vacancy occurs, the college prioritizes the position and ensures that it is approved to be filled. Then the director of human resources ensures that the employment opportunity notices contain the correct class specifications. If there is a proposed change in the duties of existing positions, the director of human resources conducts a review to determine whether the position should be allocated to a new or different class.

Program planning drives the faculty hiring processes: all faculty positions are based upon documented needs in the departmental program review or in annual program update reports. Once positions are identified, faculty play a critical role in the development of the job announcement. Faculty job announcements clearly state the minimum qualifications, emphasizing the importance of disciplinary knowledge, current pedagogy, and commitment to student learning. Minimum qualifications are predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges that are outlined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges.*[4] These serve as a statewide benchmark for professionalism and academic rigor, and a guideline for day-to-day decisions regarding suitability for employment. However, the department is given the latitude to also add "desirable qualifications" to the job announcement. These desirable qualifications go beyond the minimum qualifications as a means to reflect those qualities that are considered necessary and of highest value

to the department and the college, and which are aligned with the college's mission and goals.

Administrative Procedure 7211 Minimum Qualifications and Equivalencies details the district's equivalency policy. It states that all applicants for faculty positions who possess "qualifications that are at least equivalent" to the state's minimum qualifications shall be provided an avenue to request a determination of equivalency. When an applicant seeks equivalency review, the district academic president appoints an Equivalency Committee, comprised of three contract faculty in the discipline, to evaluate the applicant's academic qualifications, pertinent experience, and relevant coursework. Each member of the Equivalency Committee makes an independent assessment of the materials submitted by the applicant. The final decision of the committee is by majority vote. Denial of equivalency by the Equivalency Committee is final and cannot be re-opened unless the applicant provides new, additional information. Only formal education is considered the equivalent in a discipline that requires a master's degree as a minimum qualification. The Office of Human Resources maintains the files of all equivalency determinations.

The Office of Human Resources ensures that job announcements are directly related to the mission and goals of the college by reviewing and updating job descriptions prior to each recruitment announcement. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in a variety of sources accessible to the public via the district's website under the Office of Human Resources.[5] All job descriptions contain general responsibilities, distinguishing characteristics, representative duties, supervisory relationships, minimum and desired qualifications, and any license or certification required to perform the duties of the position. Job announcements are advertised via the district's website, through internal memos regarding employment opportunities, and through the California Community College Registry. Additionally, the PeopleAdmin applicant tracking system provides for an on-line application process and web-based advertising. Depending on the position, additional recruitment may include resource and publications such as *The Chronicle of Higher Education*, *Women in Higher Education*, *Diverse Issues in Higher Education*, and on-line job boards and recruitment fairs or events.

Initial screening of application materials begins at the Office of Human Resources with personnel reviewing the applications to ensure that candidates meet the respective minimum qualifications and hold degrees from institutions accredited by a United States accrediting agency. Complete transcripts showing all lower, upper, and graduate-level college/university coursework, with the degree conferral dates, are required. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES). Any applications that do not meet the minimum qualifications are eliminated from the process.

Subsequently, files of eligible candidates are sent to selection (hiring) committees. Faculty play a significant role in the hiring process in all selection committees. Administrative Procedures 7121 Faculty Hiring, 7123 Hiring Procedures for Regular Academic and Classified Managers, and 7125 Hiring Acting and Interim Academic and Non-Academic Administrators detail the steps in the hiring processes for each category of employment and the composition of the selection committees. The college faculty senate president appoints faculty to hiring committees. The college classified senate president appoints classified staff. The college president appoints an administrator to each hiring committee. Once appointments are recommended, the Office of Human Resources reviews the selection committee composition for gender and ethnic diversity. Faculty are integral to all steps of the hiring process. They are involved in the development of job descriptions, associated criteria, paper screening rubrics, interview questions, prompts for teaching demonstrations, screen applications for determining who is to interviewed, and conducting first-level interviews.

The selection committee interviews candidates and determines a list of recommendations for final interviews. The college president, with the appropriate vice president, the faculty senate president (for faculty hires), and the chair of the selection committee conducts the final interview. Candidates are evaluated for their potential to contribute to the mission and goals of the department and the institution in addition to their knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, and scholarly activities.

Following the final interviews, reference-checking is conducted to verify the qualifications of the finalists. The college president recommends the finalist to the chancellor for approval.

Part-time faculty are hired through one-on-one interviews with the department chair and the dean of the respective area. The same rigor applies to meeting minimum qualifications and screening of application materials. Part-time faculty are hired on an as-needed basis, with re-assignments that are for one term only; and they are evaluated in the first year of their employment at the college.

Evaluation

The college meets the standard.

The process for hiring personnel operates successfully.

Actionable Improvement Plan

None

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

All personnel (full-time and part-time faculty, classified support staff, and managers) are evaluated systematically and at stated intervals to ensure the effectiveness of personnel and encourage improvement. The evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and in the PCCD Board Policies and Administrative Procedures.[6,7,8,9]

Contract faculty (full-time) are evaluated every three years. Part-time faculty are evaluated in their first year of employment and every six semesters thereafter. The evaluation process includes peer observations, student evaluations, an administrative evaluation, a self-evaluation report and a summary report. The evaluation process provides opportunities for commendations and recommendations for improvement. If a rating below satisfactory is assigned, a plan for improvement is developed and a re-evaluation is scheduled for the next academic year. Division deans monitor and document the process. Complete instructions are detailed in the Faculty Evaluations Policies and Procedures Handbook.[10]

Tenure-track faculty are evaluated yearly for their first four years of employment, and adjunct faculty are evaluated every three years. During the four-year tenure track review process, evaluations are completed by a four-member committee, including the division dean and three faculty members from the discipline or a closely aligned discipline. The evaluation process includes peer observations, student evaluations, an administrative observation, a portfolio, and a self-evaluation each year. All evaluation materials are discussed and reviewed by the tenure candidate. Files are kept in the Office of Instruction at the campus. The tenure track process is coordinated by a tenure review facilitator on campus. Each fall semester, the tenure review facilitator and the academic senate president attest that the tenure review process has been followed. Each year, the appropriate vice president, based upon the recommendation of the tenure review committee, recommends to the college president continuance, non-continuance, or probation for each candidate. At the end of the four-year process, the college president makes a final recommendation about whether or not to grant tenure to the chancellor and the Board of Trustees. The tenure review process is detailed in the Faculty Evaluations Policies and Procedure Handbook.[11]

Classified staff are evaluated during a probationary period and then annually in the month of hire by their first-level manager. The evaluation process is detailed in the respective collective bargaining agreements and monitored by the Office of Human Resources. Forms are available on the Human Resources website.[12]

Managers are evaluated annually, with the process coordinated by the Office of Human Resources. The purpose of the management performance evaluation is to demonstrate commitment to organizational excellence and align performance with the district-wide strategic goals and institutional

objectives.[13] The process was designed to assist with improvement of individual performance, thereby increasing institutional effectiveness. The management performance evaluation recognizes achievements; establishes training needs, including suggested areas for improvement; and encourages professional development. Additionally, a comprehensive evaluation is conducted every third year.[14] Forms and instructions are available on the website of the Office of Human Resources.[15]

Laney operationalizes Assembly Bill 1725 and honors its agreements with each union to ensure appropriate participation of personnel in the evaluations of faculty, staff, and administrators. The evaluation processes just described reflect alignment with the priorities of the district, college, divisions, and program- and service-level units in order to assure a systematic link to institutional effectiveness and improvements. For example, all managers are required to contribute directly to achieving the seven strategic directions, including enhancing access and student success, that are supported by eleven of the district's goals to ensure student success and, thus, the priorities of the college. Each administrator is required to demonstrate how s/he has done so.

Evaluation

The college meets the standard.

The processes for evaluation personnel are well established, detailed, and comprehensive in scope.

Actionable Improvement Plan

None

III.A.1.c **Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

Description

Formal evaluations standards, procedures, and processes are negotiated

between the district Office of Human Resources and the Peralta Federation of Teachers. Procedures for including an assessment of student learning outcomes as a component of faculty evaluations are under review. In the meantime, components were added in the evaluation process that emphasize assessment of the teaching and learning process in the section that details the requirements for "applications of knowledge base"; faculty members are expected to describe their involvement with student success and assessment of student learning outcomes in the faculty member's self-evaluation report.[16] Faculty members are also encouraged to file additional information on assessment of student learning outcomes as a part of their evaluation portfolio.

The college has also established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods. Faculty members in the discipline are responsible for keeping this addendum up-to-date. Faculty members are evaluated, in part, on whether they follow course outlines; and evaluators may review syllabi and sample assessment tools to ascertain this.

Others, including college administrators have, as a component of their evaluation, effectiveness in producing student learning outcomes.

Additionally, assessment of student learning outcomes is directly addressed and considered in the program reviews and annual program updates completed by faculty in the discipline who demonstrate that ongoing assessment is fundamental to institutional planning and the evaluation of institutional effectiveness.

Evaluation

The college meets the standard.

Faculty effectiveness is measured using a variety of criteria. Faculty and others are required to discuss student learning outcomes and the assessment of those outcomes as a part of program reviews, curriculum development, and their self-evaluation reports.

Laney College has established an addendum to the official course outline of record as the location for listing student learning outcomes and

assessment methods for ascertaining if these outcomes are realized. Faculty members are evaluated, in part, on whether they follow course outlines for their classes, which include reviewing syllabi and sample assessment tools.

Many faculty at Laney are actively engaged in deep thinking about how well students are learning in courses and programs. Faculty effectiveness is currently measured using a variety of criteria. Faculty self-evaluation regarding involvement in the process of developing and assessing student learning outcomes and evaluating assessment results is on track to developing an effective way of focusing evaluations.

Actionable Improvement Plan

None

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Description

The institution's strong commitment to upholding and fostering ethical behavior throughout the campus community is demonstrated in a number of ways. First, the mission statement of the Peralta Community College District[17] includes a commitment to encouraging a civil and ethical environment that values the perspective of all individuals. Secondly, Administrative Procedure 7380 Institutional Code of Ethics, Civility and Mutual Respect provides a definition and expectation of ethical and civil behavior that all employees are required to adhere to.[18] The Office of Human Resources and the Department of Employee Relations are responsible for overseeing this procedure. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, dean or vice president. Complaints can also be reported directly to the Office of Human Resources and/or its unit, the Office of Employee Relations. Additionally, the district has implemented Board Policy 7700 Whistleblower Protection[19] and Administrative Procedure 7700 Whistleblower Protection[20] where individuals can anonymously report allegations of fraud. Such allegations can be reported directly to the Internal Auditor, the Office of Human Resources, or the Department of Employee Relations. Any reported violations of

the Institutional Code of Ethics or allegations of fraud are immediately investigated by the Office of Human Resources and/or the Internal Auditor, and may result in mandatory training for the individual and/or the imposition of appropriate discipline.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description

While Laney College continues to provide quality student learning programs and services, particular areas have been affected by fiscal exigencies, namely personnel who teach and support class offerings, and key programs and services at the college and district levels. In excess of $9 million was cut from the base funding of the college over several years; most of the reductions occurred during 2010-2013, which affected both the discretionary and non-discretionary budgets. This sudden marked decrease in funding necessitated fiscal retrenchments that took the form of eliminating key faculty, staff, and administrative positions; delaying prioritized faculty and staff recruitments; the consolidation of administrative and staff positions; and much more. (By 2011-12, the number of faculty had declined by nearly 20% and classified staff by approximately 33%, and this was in addition to the elimination of 2 of 7 deans and 1 of 2 vice presidents.)

The college's Midterm Report of 2012 and Follow-Up Report of 2013 reveal just how Laney carried out its reductions in force among faculty, staff and administrators. They were done largely through retirements;

streamlining work tasks; administrative restructuring; employing consultants where possible and appropriate; and otherwise engaging in innovative practices and other fixes to ensure sound, immediate (albeit temporary) fixes to long-term needs. Some of the fixes could be implemented because of aggressive efforts to secure alternative sources of funding. In general, the solutions employed by the college were largely effective; many efforts lead to a significant increase in student progress and success.

However, some of those changes came at costs to individuals and the institution as a whole; i.e., burnout, increased concerns among college professionals about the institution's human resource capacity to serve students with full-time faculty and staff, and a decline in the ability to "keep up" administratively and in terms of well-considered planned educational efforts. Important concerns continue to grow about the ability of the institution to systematically address its key educational needs in key areas such as communications, IT, facilities, outreach, counseling and instruction in departments that function with only one or two full-time faculty.

During the last two years, primarily due to a locally-approved parcel tax measure and the state-approved Proposition 30, the college recovered at least half of those reduced funds, including approximately 400 of the 700 FTES that were eliminated in July 2012, and attributed to the district's unfunded FTES in 2012. During fiscal years 2012-13 and 2013-14, these new funding sources enabled the college to recover more than 35 of the 70-plus positions that were lost. Now, in order to meet its staffing requirements per its 2010 Educational Master Plan, the college needs to fill or create a number of key faculty, classified staff, and administrative positions. Among those are:

Faculty

Biology Instructor
Chemistry Instructor
Counselors
Business Instructor
Electricity & Electronics Instructor
English Instructors

Graphic Arts Instructor
Librarians
Mathematics Instructors

Classified Staff

Biology Lab Technician
Career Development/Job Placement Specialists
College Network Support Specialist
Custodians
Degree Evaluators
Grounds and Maintenance Specialists
Instructional Assistants
Outreach Specialists (Recruiters)
Program Specialists
Public Information Officer/Webmaster
Research and Planning Officer
SLO/Assessment Coordinator
Staff Assistants to Deans
Supervisor, Food Services

Administrative

Director of Facilities
Director of Research and Planning
Director of Information Technology
Vice President of Business and Administrative Services

Staff Organization, Planning, and Quality Assurance

Laney College's organization of its personnel is consistent with the broad practices deemed effective in higher education. Faculty work within divisions and departments, and they work in support of programs and services to provide educational resources to students. Support staff are aligned within and across areas to maximize return on such investments, including providing the required technical competencies.

Laney College determines appropriate staffing levels for each program and service area through its formal planning process. Program reviews

Table III.A-1. Permanent Employee Headcount by Occupation		2008	2009	2010	2011	2012	2013
Admin		10	12	11	10	10	14*
	Total	**10**	**12**	**11**	**10**	**10**	**14***
Faculty							
	Full-time*	127	122	117	113	107	115
	Total	**127**	**122**	**117**	**113**	**107**	**115**
Classified							
	Professional/ Con	29	25	20	19	18	26
	Clerical	36	33	30	22	22	26
	Technical	42	40	38	31	34	30
	Maintenance/ skilled	29	25	22	20	20	17
	Total	**136**	**123**	**110**	**92**	**94**	**99**
* Four of these positions rely 100% on grant funds to be sustained, one State and three federal grants							

and unit plans, largely developed by faculty and staff, are the bases of staffing justifications. Summaries of these documents including the human, physical, and technology resource needs of the college, are developed by the supervising deans and vice presidents. The human resource needs are listed by department with pertinent justification details. Summaries of the instructors', counselors', and librarians' needs inform the annual review conducted by the Faculty Prioritization Committee (FPC); while the summary of classified staff needs informs the annual review carried out by the Institutional Effectiveness Committee (IEC).[21,22] Both FPC and IEC recommend recruitment priorities through the college-wide shared governance process. Their summary documents, including the recommended priorities, also inform the president's Executive Council as it works within the shared governance bodies, especially the Budget Advisory Council and College Council, to clarify and recommend a sufficient number of faculty, classified staff, and administrators with the appropriate preparation and experience to address the full-time faculty responsibilities and administrative services necessary to support the institution's mission and purposes. All recommendations go to the college president, who then

decides what will be requested of the district chancellor. In all instances, assessment is based on student demand, workload measures, and alignment with the priorities of the institution.

Evaluation

The college partially meets the standard.

Actionable Improvement Plan

The college will continue to seek district support to hire full-time faculty and classified staff, an institutional research and planning officer, public information officer/webmaster, instructional assistants and lab technicians, custodians, and other essential professionals. In consultation with Laney College, the district's Human Resources Department should develop a comprehensive plan to address the need to improve the process of recruitment and hiring.

III.A.3 **The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

Description

The institution has an effective process for the development of personnel policies and procedures. Led by the Office of Human Resources, all constituencies, including the bargaining units (Peralta Federation of Teachers, SEIU Local 1021, and IUOE Local 39) and the District Academic Senate, participate in shaping personnel policies and procedures. Additionally, new policies, procedures, and changes in existing policies and procedures are reviewed by the Planning and Budgeting Council, a component of the district-wide participatory governance structure. This review includes policies and procedures regarding personnel topics.

Personnel policies and procedures are readily available to the faculty, staff, and public via the district's website. All board policies and Administrative Procedures are posted under the Governance tab.[23] Additional procedures regarding tenure-track faculty can be found in the Faculty Evaluations/ Tenure Review Handbook.[24] Other personnel policies, including labor

agreements, are published on the Office of Human Resources website.[25]

The personnel policies and processes are designed to provide fair treatment of all personnel. In the event a current or prospective employee feels that unfair or inappropriate actions have taken place, the vice chancellor of human resources is responsible for advising, investigating, and resolving conflicts, and ensuring fairness in areas of hiring, discipline, and resolution of complaints and grievances.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III A.3.a   The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description

The Peralta Community College District functions synergistically with federal, state, and local laws; mandates; and policies governing employment to ensure the fair, equitable, and sound treatment of all prospective and actual employees. Written policies attributable to personnel are contained in Chapter 7 of the district's Board Policies and Administrative Procedures Handbook. [26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43]

In an effort to address constituent concerns in a timely manner, the vice chancellor of human resources meets regularly with the president of the faculty union (Peralta Federation of Teachers) and the presidents of the classified unions (SEIU 1021 and Local 39). To further support fair and appropriate treatment, the District Union Partnership Committee (DUPC) was established to effectively and expeditiously address issues and concerns affecting classified employees. DUPC meetings occur monthly.

Additionally, all management personnel are trained yearly on contract administration to support the appropriate and consistent administration of

Table III.A-2. - Administrative Demographics							
Ethnicity		**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
	African-Am	20.00%	25.00%	27.27%	20.00%	20.00%	35.71%
	Asian/Pacific Islander	10.00%	16.67%	9.09%	10.00%	10.00%	21.43%
	Native-Am	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Latino/ Hispanic	30.00%	16.67%	27.27%	30.00%	30.00%	28.57%
	White	40.00%	41.67%	36.36%	30.00%	40.00%	14.29%
	Unknown	0.00%	0.00%	0.00%	10.00%	0.00%	0.00%
	Total	100%	100%	100%	100%	100%	100%
Gender							
	Female	50.00%	33.33%	54.55%	60.00%	50.00%	71.43%
	Male	50.00%	66.67%	45.45%	40.00%	50.00%	28.57%
	Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Total	100%	100%	100%	100%	100%	100%
Age							
	18 to 39	10.00%	16.67%	18.18%	20.00%	10.00%	14.29%
	40 to 49	40.00%	25.00%	36.36%	40.00%	20.00%	35.71%
	50 to 59	30.00%	25.00%	9.09%	10.00%	30.00%	28.57%
	60 to 65	20.00%	33.33%	36.36%	30.00%	30.00%	14.29%
	over 65	0.00%	0.00%	0.00%	0.00%	10.00%	7.14%
	Total	100%	100%	100%	100%	100%	100%

Source: PCCD Office of Institutional Research

personnel-related provisions.[44,45]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

Table III.A-3. Permanent Faculty Demographics							
Ethnicity		2008	2009	2010	2011	2012	2013
	African-Am	23.62%	21.31%	22.22%	19.47%	18.69%	21.74%
	Asian/Pacific Islander	15.75%	17.21%	17.09%	16.81%	14.95%	13.91%
	Native-Am	0.79%	0.82%	0.85%	0.88%	0.93%	0.87%
	Latino/Hispanic	8.66%	9.02%	9.40%	9.73%	11.21%	12.17%
	White	50.39%	50.82%	48.72%	52.21%	52.34%	49.57%
	Unknown	0.79%	0.82%	1.71%	0.88%	1.87%	1.74%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Gender							
	Female	53.54%	54.10%	53.85%	53.10%	53.27%	48.70%
	Male	46.46%	45.90%	46.15%	46.90%	46.73%	51.30%
	Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Age							
	18 to 39	12.60%	13.93%	11.97%	9.73%	10.28%	7.83%
	40 to 49	27.56%	27.05%	27.35%	28.32%	25.23%	28.70%
	50 to 59	33.07%	32.79%	31.62%	35.40%	37.38%	33.91%
	60 to 65	22.83%	22.95%	22.22%	22.12%	16.82%	17.39%
	over 65	3.94%	3.28%	6.84%	4.42%	10.28%	12.17%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Source: PCCD Office of Institutional Research							

III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

Personnel files contain employment applications, performance evaluations, written confirmation of employment actions, personal data, leave and attendance records, and any additional information used to determine the employee's qualifications for employment, promotion and compensation. Personnel files are located in a security code file system accessed only by the Human Resources staff. All medical files are secured and housed separately from personnel files.

Education Code §87031 gives employees the right "at reasonable intervals and at reasonable times" to inspect personnel records relating to their work performance or any grievance relating to them. The Education Code also outlines reasonable rules regarding the inspection of personnel files. Any employee may make a request to review her/his personnel file in the presence of Human Resources staff. The process for reviewing personnel files is also located in the various collective bargaining agreements. The release of personnel records (outside of public information) must be approved by the employee through a signed statement. Employees are encouraged to complement their records by adding documents about additional training and other supplementary material to their personnel files. All employees have online access to their compensation, W2 forms, vacation, medical leave, health benefits, and other information through the password-protected PROMT system. Employees' social security numbers have been replaced by unique employee ID numbers.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.A.4   The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description

Laney is strongly committed to achieving staff diversity and the principles of equal employment opportunity. The college has a long history of understanding and addressing issues of equity and diversity in its programs, policies, and practices. Board Policy 7100 Commitment to Diversity recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.[46]

Administrative Procedure 7102 Faculty Diversity Internship Program details the district's faculty diversity internship program pursuant to Title 5 §53500 and Education Code §87487.[47] The purpose of the program is to enhance recruitment of qualified persons from diverse backgrounds in order to build a diverse and representative faculty, particularly in disciplines for which recruitment is difficult and/or for which a shortage of qualified faculty is anticipated. The district's Diversity Coordinator is a faculty member on release time. Job openings, workshops, resources, forms and documents, as well as "Frequently Asked Questions" for prospective applicants, can be found on the Faculty Diversity Internship Program website.[48]

In 2013, the board of trustees adopted the district's Equal Employment Opportunity Plan (EEO Plan) in compliance with Title 5.[49] A component of the plan was the formation of an EEO Advisory Committee, which has representation from all constituencies in the district, facilitated by the director for employee relations. This committee meets regularly to review diversity within the institution and in its recruitment and hiring practices. The EEO Advisory Committee also has responsibility for reviewing and revising the district-wide EEO Plan and its three areas of focus:

1. Dialogue: Create an on-going and intellectual dialogue on the topic of equity as it relates to our students and staff;

2. Recruitment/Hiring: Increase our efforts to recruit, hire, and retain a diverse workforce that meets the needs of our students; and

Table III.A-4. - Permanent Classified Demographics							
Ethnicity		2008	2009	2010	2011	2012	2013
	African-Am	45.59%	44.72%	42.73%	41.30%	40.43%	41.41%
	Asian/ Pacific Islander	22.79%	24.39%	25.45%	25.00%	30.85%	29.29%
	Native-Am	0.74%	0.81%	0.91%	1.09%	1.06%	1.01%
	Latino/ Hispanic	9.56%	10.57%	10.00%	9.78%	9.57%	10.10%
	White	13.24%	12.20%	11.82%	13.04%	11.70%	14.14%
	Unknown	8.09%	7.32%	9.09%	9.78%	6.38%	4.04%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Gender							
	Female	61.03%	60.16%	58.18%	53.26%	53.19%	55.56%
	Male	38.97%	39.84%	41.82%	45.65%	46.81%	44.44%
	Unknown	0.00%	0.00%	0.00%	1.09%	0.00%	0.00%
	Total	**100%**	**100%**	**100%**	**99%**	**100%**	**100%**
Age							
	18 to 39	30.15%	30.08%	28.18%	23.91%	25.53%	24.24%
	40 to 49	22.79%	21.95%	24.55%	30.43%	28.72%	23.23%
	50 to 59	33.09%	29.27%	29.09%	31.52%	30.85%	31.31%
	60 to 65	11.76%	13.01%	11.82%	9.78%	10.64%	13.13%
	over 65	2.21%	5.69%	6.36%	4.35%	4.26%	8.08%
	Total	100%	100%	100%	100%	100%	100%

Source: PCCD Office of Institutional Research

3. Policies and Procedures: Review and update policies and procedures related to hiring practices on a regular basis.

The EEO Advisory Committee is also tasked with recommending and sponsoring district-wide events that support an inclusive campus community.

Laney College

Additionally, the Office of Human Resources provides EEO/Diversity training to selection/hiring committees and has conducted Flex Day (Professional Development) workshops for faculty that specifically focus on issues relating to equity and diversity. Consistently throughout each academic year, faculty, staff, students, and administration hold campus-wide events such as Black History Month, Women's History Month, Hispanic Heritage Month, and Cinco de Mayo celebrations to celebrate the rich diversity of our college community.

Evaluation

The college meets the standard.

Understanding of and appreciation for diversity is a core value of the institution.

Actionable Improvement Plan

None

III A.4.a   The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description

Leveraging district and external resources, Laney ensures that programs, practices, and services are provided to address the diverse needs of its faculty, staff, and administrators in all areas of the college, namely instruction, student services, and administrative and business services.

Program, Practices and Services

- Professional development programs: Leadership succession, managers' college, dean's academy, classified academy, professional development day series on effective teaching, conferences on faculty inquiry, curriculum development leadership, and acceleration are just a few of the offerings made available to personnel. They are complemented by free enrollment for classified staff and faculty in district classes for personal improvement and professional development, and the on-going faculty-led

professional development opportunities provided annually.

- Laney provides specialized orientations, trainings and workshops on a host of topics, including personal health and dental benefits, health and wellness services, and the employee assistance program.
- Administrative services training and special meetings are provided to ensure clarity about the policies, procedures, and related organizational offerings and requirements of the institution in the areas of resource development. These include training in HR, budget development, information technology, the use of the integrated PROMT and PeopleSoft system, and SMART classrooms. On-going in-service sessions teach about the educational programs and services of the college to ensure that all faculty and staff are equipped to support students.
- Ceremonial events are provided during the year to recognize the accomplishments of the stakeholders of the college. These include the annual Faculty Appreciation Day, Classified Appreciation Day, and Laney Breakfast to acknowledge outstanding colleagues and retirees.
- The college provides other support in the form of incentives, such as extra compensation and release time for additional assignments that address college mission/student success-driven priorities; and "Faculty of the Year" and "Classified Employee of the Year" awards for those who engage in projects that meet one or more of the strategic priorities of the college, such as developing rubrics to assess student learning outcomes.

Each effort is designed based on the needs identified through a variety of processes, including collective bargaining, shared governance, unit planning, staff development, and performance feedback and evaluation. For example, leadership discussions among the district management team that were informed by a district-wide strategic planning and policy advisory committee led to the creation of a highly-coveted Peralta Leadership Succession program. Another example is that the Staff Development Committee works with individual members and constituent groups of the college to establish staff development priorities and shape professional development efforts accordingly. This shared governance group also collaborates with its sister colleges and district staff development

coordinator to plan district-wide sessions that address the needs of its personnel. These efforts led to college and district-level "best practices fairs" and other college-wide initiatives, such as the development of the CTE Advisory Committee, designed by faculty and developed with support from staff and administrators; and the annual Laney College CTE Career/College Day and Open House, one of the college's signature events, where high school students and their parents learn about Laney's career and technical education offerings.

In each of these areas, periodic assessments are carried out, using findings from many meetings, negotiations, and strategic, educational and operational planning sessions. More specifically, at the conclusion of support programs and activities, evaluation forms are completed by participants to inform the relevancy and efficacy of those efforts. The findings are used to recommend ways to improve, enhance, or, if appropriate, phase out an effort.

Another tool used by the college to support its employee community was the Laney Faculty/Staff Survey from spring 2014. Of the 433 employees who completed the survey, 31% were full-time; 44%, part-time; 6%, administrators; 13%, classified professionals; 6% were "others," such as retirees; 42% of the respondents had worked 10 or more years at the college. The answers to survey questions by this pool of self-selected respondents exhibit certain traits. Almost 80% agree that the college demonstrates its commitment to diversity. Over 75% agree that the college develops its personnel through appropriate activities. A smaller majority indicate that the systematic review of personnel should be improved; a large percentage indicate general unfamiliarity with human resource planning.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

The Peralta Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities. The district is an equal opportunity employer that provides an educational and work environment to which no person is denied access to any program or activity of the district on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, color, or physical or mental ability. This includes decisions about employment, compensation, promotion, termination, and/or employment status. PCCD is guided by our mission, values and strategic plan, which represent the district's core commitments and beliefs. In particular, "we recognize and celebrate the strengths of our diverse students, communities, and colleagues."[50]

While the institutional policies and procedures clearly promote diversity, the Office of Human Resources and Employee Relations is responsible for recruiting, hiring, retaining, and cultivating equity and diversity through regular assessment of our progress. The vice chancellor for human resources is responsible for ensuring that all aspects of Title 5, §53023 are adhered to and monitored effectively. Every position description is reviewed for language and qualifications that respect and promote diversity and to ensure that written job announcements are sensitive to diverse individuals. Comprehensive recruitment is conducted to reach diverse groups and attract a highly qualified and diverse pool of applicants. Recruitment practices and advertising are reviewed annually to determine the effectiveness of each publication. The data provides a longitudinal view of the ethnicity of applicant pools, hires, and current employee groups.

According to the latest information of five-year trends, employee demographic statistics demonstrate the college's success in attracting and retaining a diverse team among the faculty, classified staff, and administration. This is also reflected in employees' equitable experiences.

Evaluation

The college meets the standard.

Chart III.A 1

Chart III.A 1 data:

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Doesn't Apply
Human resource planning is integrated with institutional planning. (IIIA6)	7%	29%	15%	6%	42%
The college plans professional development activities to meet the needs of its personnel. (IIIA5a)	20%	55%	13%	4%	7%
The college creates and maintains appropriate programs, practices, and services that support its diverse personnel. (IIIA4a)	11%	51%	18%	4%	17%
Student evaluations are used in the process to improve instruction and counseling. (IIIA1c)	10%	46%	15%	5%	24%
The college assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (IIIA1b)	9%	31%	25%	8%	27%
Consistent with its mission, the college demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. (IIIA)	24%	55%	7%	3%	10%

Actionable Improvement Plan

None

III.A.4.c   The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description

Laney College is committed to and demonstrates integrity in its treatment of all personnel and students. Through its representative bodies, the college has established avenues of advocacy for administrators, faculty, staff, and students. District-wide policies and procedures assure integrity in the treatment of administrators and non-represented/confidential employees. The advocacy groups for faculty are the Peralta Federation of Teachers and the Academic Senate. Advocacy groups for classified staff are SEIU Local 1021, IUOE Local 39, and the Classified Senate. The Associated Students of Laney College advocates for students. Relationships among faculty, staff, and student advocacy groups and the administration are collegial and respectful. Shared governance committees are inclusive. Students are invited to participate in shared governance, and their voices are respected.

Administrative Procedure 7380 Ethics, Civility and Mutual Respect clearly delineates the standard by which management, classified staff, and faculty are to be treated and how they are to conduct themselves during the course and scope of the performance of their responsibilities. The policy defines the spirit in which the district intends employees to conduct business, and guides daily behavior.[51] The expectation is that all employees exercise due diligence in the ethical performance of duties; model the highest standard of ethically responsible behavior; facilitate a climate of trust, mutual support, and courteous consideration through actions that demonstrate respect for reason, freedom of expression, and the right to dissent. Employees should also avoid knowingly making false or malicious statements about other employees or students; use care and integrity in sharing information; guard privacy rights of all individuals; avoid disclosing information about selection processes, colleagues, or students obtained in the course of professional service; and promote a team environment without prejudice.

Administrative Procedure 5500 Student Standards of Conduct, Discipline Procedures and Due Process also addresses the treatment of staff and students, and defines general expectations of student conduct.[52]

Administrative Procedure 5530 Student Rights and Grievance Procedure[53] delineates student rights and the processes for student grievances.

In addition to advocacy groups, published policies and procedures, statutes such as the Americans with Disabilities Act, and Title IX, specific policies are published online and in the college catalog.[54] This includes but is not limited to: Policy Prohibiting Discrimination; Sexual Assault Policy and Procedures; Student Grievance Procedures; Student Conduct, Discipline and Due Process Rights; and Procedures Prohibiting Harassment or Discrimination Towards Students Because of Sex, Race, and/or Disability.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.A.5 **The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

Description

The Peralta Community College District provides district-wide professional development for all employee groups—management, classified support staff, and faculty (full- and part-time). Faculty training is by far the most comprehensive because of faculty's investment through negotiations and State Chancellor's Office investments supporting faculty staff development funding. However, many professional development opportunities are coordinated by the district Office of Educational Services and are for all employees. Professional development workshops and activities occur primarily during Flex days (the week before the fall and spring semesters begin). Other professional development workshops and programs are also offered during the year. Ongoing individual technical support and training resources are available online. The college also provides some funds for travel to conferences and other professional development events for all classifications of employees. In addition, the

college provides sabbaticals for faculty. Information about professional development opportunities is disseminated via e-mail, district and college websites, and in shared governance meetings.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

Description

In-service training is regularly offered for all administrative personnel for improving campus climates, diversity awareness/appreciation, leadership skills, management tools (e.g. PeopleSoft and BI tool), personnel administration, collective bargaining contracts, contract compliance, performance evaluations, progressive discipline, and other Human Resource practices.[55]

Although classified staff currently do not have professional development obligations, the district has provided them for classified employees focused upon customer service, diversity awareness/appreciation, student services operations, and personal development. Recently, a full day of activities for classified staff occurred during the spring break entitled "Classified Matters."[56]

Additionally, the Office of Employee Relations periodically runs workshops on employee benefits and retirement planning. The Office of Risk Management has provided specific workshops or trainings on emergency preparedness, such as earthquake preparedness or what to do if there is a shooter on campus.

All faculty with a teaching assignment have a staff development responsibility. Everyone else (non-teaching faculty, classified staff, confidential employees and managers) are welcome and invited to attend staff development activities. Current information about staff development

can be found online.[57]

Faculty members have opportunities for on-going training in diversity, technology, use of smart classroom equipment, distance education, PeopleSoft updates (including financial aid), Microsoft applications, use of Taskstream for reporting assessment of SLOs, CurricUNet (used for curriculum management), student success, assessment, curriculum development, classroom teaching techniques, and health and safety. Faculty are also offered step/column professional development credit for completing Educational Technology courses (EDT 1, 2, and 3) that introduce teaching via distance education and utilization of the Moodle platform. Moodle workshops are also offered throughout the academic year. Additionally, curriculum committee chairs offer workshops on a regular basis regarding Title 5 and distance education curriculum development.

Per the Peralta Federation of Teachers contract, there are three Flex days before the beginning of each fall and spring semester. The first day is a district-wide professional development day; the following two days are college Flex days. On the district Flex day, learning assessment, student success, teaching methods, cultural change, and diversity awareness/ sensitivity are emphasized by the keynote speakers and/or in afternoon workshops.

The Peralta Federation of Teachers negotiates funding, faculty obligations, the process for selection of a district-wide Staff Development Officer, and the structure of the Professional Development Committees. The district Staff Development Officer coordinates professional development activities district-wide. The Staff Development Officer and the individual college professional development committees plan additional activities and review faculty requests for funds to travel to conferences, pay professional association fees, cover the cost of courses related to fields of study, or subscribe to professional journals. Recently, the Peralta Federation of Teachers negotiated the return of sabbaticals in the 2013-14 and 2014-15 years. Prior to 2013, sabbaticals had been suspended for over six years due to budgetary constraints. The contractual agreement between the Peralta Federation of Teachers and the district mandate that the district provide $120,000 for professional development travel and activities (Laney $48,000, COA $24,000, BCC $24,000, Merritt $24,000). Additionally, the district-wide Staff Development Office receives $18,000 per academic year

for district Flex days.[58]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

Evaluation of the professional development program follows the guidelines set forth by the California Community College Council for Staff and Organizational Development. Online surveys, evaluations of district and college workshops, and suggestions provided by the college Professional Development Committee all provide input into planning our training needs. Each faculty staff development Flex day workshop is evaluated by participants using forms designed for that purpose. Attendance rosters are reviewed to gauge participation. Evaluation results are discussed at campus staff development meetings and in district staff development meetings. The district Office of Educational Services generates various reports about staff development participation for further review.

The district Staff Development Officer submits a Flex day calendar report to the State Chancellor's Office at the end of each academic year. Flex day staff development activities are required to be organized by the nine criteria listed in AB1725. Those nine criteria are:

- course instruction and evaluation;
- in-service training and instructional improvement;
- program and course curriculum on learning resource development and evaluation;
- student personnel services;
- learning resource services;
- related activities, such as student advising, guidance, orientation,

Table III.A-5 - Total Laney Permanent Administrative Headcount by Gender						
Gender	2008	2009	2010	2011	2012	2013
Female	5	4	6	6	5	10
Male	5	8	5	4	5	4
Unknown	0	0	0	0	0	0
Source: PCCD Office of Institutional Research						

Table III.A-6 - Laney Faculty Demographics Headcount by Ethnicity						
Ethnicity	2008	2009	2010	2011	2012	2013
African-Am	30	26	26	22	20	25
Asian/Pacific Islander	20	21	20	19	16	16
Native-Am	1	1	1	1	1	1
Latino/Hispanic	11	11	11	11	12	14
White	64	62	57	59	56	57
Unknown	1	1	2	1	2	2
Source: PCCD Office of Institutional Research						

student success, and diversity;
- departmental or division meetings, conferences, workshops, and institutional research;
- other duties as assigned by the district; and
- necessary support activities of the above.

Evaluation

The college meets the standard.

Evaluation of professional development is standardized and systematic; results are analyzed, and they guide development of future activities.

Actionable Improvement Plan

None

III.A.6 **Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

Description

Laney College regularly assesses its human resource needs in a number of ways which integrate human resources planning with institutional planning. Comprehensive Program Review, Annual Unit Plan Updates, and Administrative Unit Reviews allow for the identification of staffing needs that fulfill the mission of individual units and programs. The college relies on a participatory governance process to review and provide input into all plans, including human resources decisions.

The college's human resources planning is integrated with the district's institutional planning through a participatory governance process that channels campus requests through the district's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system comprised of four committees that receive planning input from the colleges, review them, and make final recommendations to the chancellor.

The district vice chancellor of educational services serves as the Education Committee co-chair, providing guidance and support in making human resource recommendations. College administrators, classified staff, faculty, and students serve on all of the committees, including the Education Committee and the Planning and Budgeting Council. This planning structure provides integration between the district and college to assure effective coordination of human resource requests. Also, it provides an opportunity for administrators, faculty, staff, and students from the district and all four PCCD colleges to discuss, preview, prioritize, introduce, and recommend human resource priorities. For example, the college's prioritized classified staff and faculty hiring requests detailed in the college's Program Review and Annual Program Updates are sent to the district Education Committee each spring for review and discussion. Subsequently, these requests are sent to the Planning and Budgeting Council before final recommendations are forwarded to the chancellor for approval and implementation.[51,52]

As discussed in III.A.2, the college has a human resources planning

Table III.A-7 - Laney Permanent Faculty Headcount by Gender						
Gender	2008	2009	2010	2011	2012	2013
Female	68	66	63	60	57	56
Male	59	56	54	53	50	59
Unknown	0	0	0	0	0	0
Source: PCCD Office of Institutional Research						

Table III.A-8 - Laney Permanent Classified Headcount by Gender						
Gender	2008	2009	2010	2011	2012	2013
Female	83	74	64	49	50	55
Male	53	49	46	42	44	44
Unknown	0	0	0	0	0	0
Source: PCCD Office of Institutional Research						

Table III.A-9 - Laney Classified Demographics						
Laney Permanent Classified Headcount by Ethnicity						
Ethnicity	2008	2009	2010	2011	2012	2013
African-Am	62	55	47	38	38	41
Asian/Pacific Islander	31	30	28	23	29	29
Native-Am	1	1	1	1	1	1
Latino/Hispanic	13	13	11	9	9	10
White	18	15	13	12	11	14
Unknown	11	9	10	8	5	4

Table III.A-10 - Laney Classified Demographics						
Laney Permanent Classified Headcount by Ethnicity						
Ethnicity	2008	2009	2010	2011	2012	2013
African-Am	62	55	47	38	38	41
Asian/Pacific Islander	31	30	28	23	29	29
Native-Am	1	1	1	1	1	1
Latino/Hispanic	13	13	11	9	9	10
White	18	15	13	12	11	14
Unknown	11	9	10	8	5	4

Table III.A-11 - Laney Classified Demographics						
Laney Permanent Classified Headcount by Ethnicity						
Ethnicity	2008	2009	2010	2011	2012	2013
African-Am	62	55	47	38	38	41
Asian/Pacific Islander	31	30	28	23	29	29
Native-Am	1	1	1	1	1	1
Latino/Hispanic	13	13	11	9	9	10
White	18	15	13	12	11	14
Unknown	11	9	10	8	5	4

process that is integrated within the shared governance process of the college. Importantly, it is integrated with the district PBIM process. Once the priorities for faculty and staff recruitments are identified at the college, they are sent to the district Education Committee for review, discussion and recommendation to the district Planning and Budget Council.

By the time the district-level committees receive the college's faculty and staff recruitment priorities, the college has carried out a rigorous review of its human resource needs, beginning with faculty and staff requests via the annual unit plans, results of SLO assessment, program reviews (every three years), the college's Faculty Prioritization and Institutional Effectiveness Committees, followed by other shared governance and administrative teams' critical reviews and recommendations. Among

those additional groups are the Faculty Senate; Classified Senate; Budget Advisory Committee; the Administrative Leadership Council; and finally the central recommending body, the College Council. The College Council represents all of the shared governance groups of the college, and has special work groups also informing its efforts. Ultimately, they recommend approval of the prioritized lists to the college president. The final decisions of the college president are then sent to the Education Committee and, after a complete deliberation, to the district Planning and Budget Council. The recommendation of the PBC is forwarded to the district chancellor for his review and approval.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

Laney College

1. Board Policies and District Administrative Procedures: http://web.peralta.edu/trustees/bps-aps/

2. Collective Bargaining Agreements: http://web.peralta.edu/hr/employee-relations/employee-relations-2

3. Titles & Pay Ranges: http://web.peralta.edu/hr/titles-pay-ranges/

4. Minimum Qualifications for Faculty and Administrators Handbook: http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf

5. Human Resources Home: http://web.peralta.edu/hr/

6. AP 7126: http://web.peralta.edu/trustees/files/2011/04/AP-7126-Management-Performance-Evaluations1.pdf

7. Board Policy 7210 Academic Employees http://web.peralta.edu/trustees/files/2011/04/BP-7210-Academic-Employees1.pdf

8. SEIU Local 1021, Article V. http://web.peralta.edu/hr/files/2010/09/TA-with-Local-1021-dated-September-2013.pdf

9. I.O.U.E. Local 39, Article 19 http://web.peralta.edu/hr/files/2010/09/Local-39-COMPLETE-11-7-12-2012-15.pdf]

10. Faculty Evaluations Policies and Procedures Handbook: http://web.peralta.edu/educationalservices/files/2010/08/TR-Handbook-2013-14-Faculty-Evaluations-Policies-and-Procedures-Handbook.pdf]

11. Faculty Evaluations Policies and Procedures Handbook: http://web.peralta.edu/educationalservices/files/2010/08/TR-Handbook-2013-14-Faculty-Evaluations-Policies-and-Procedures-Handbook.pdf

12. HR Documents & Forms: http://web.peralta.edu/hr/hr-documents-forms/

13. Strategic Goals & Institutional Objectives 2014-2015: http://web.peralta.edu/strategicplan/files/2009/02/2014-15-Strategic-Goals-and-Institutional-Outcomes-.pdf

14. Performance Evaluation Procedure: http://web.peralta.edu/hr/files/2011/08/Management-Performance-Evaluation-Procedure.pdf

15. HR Documents & Forms: http://web.peralta.edu/hr/hr-documents-forms/]

16. Side Letter on Tenured and Part-time faculty evaluations: http://pft1603.org/wpcontent/uploads/2013/04/sideletter_tenuredparttimefaculty_eval.pdf]

17. BP 1200: http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf

18. BP 7380: http://web.peralta.edu/trustees/files/2011/04/BP-7380-Ethics-Civility-and-Mutual-Respect.pdf

19. BP 7700: http://web.peralta.edu/trustees/files/2013/12/BP-7700-Whistleblower-Protection1.pdf

20. BP 7700: http://web.peralta.edu/trustees/files/2013/12/BP-7700-Whistleblower-Protection.pdf

21. Classified Prioritization Process: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.A.2-Classified-Staff-Prioritization-Process-Updates-Attachment-B.pdf

22. Faculty Prioritization Process: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.A.2-Faculty-Prioritization-Process-rev.2011.Attachment-A.pdf

23. Board Policies & District Administrative Procedures Home: http://web.peralta.edu/trustees/bps-aps/

24. Faculty Evaluations Policies & Procedures Handbook: http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/tr-handbook/

25. Human Resources Home: http://web.peralta.edu/hr/

26. BP 7100 Commitment to Diversity: http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf

27. BP 7110 Delegation of Authority for Human Resources http://web.peralta.edu/trustees/files/2011/04/BP-7110-Delegation-of-Authority-for-Human-Resouces.pdf

28. AP 7110 Delegation of Authority for Human Resources http://web.peralta.edu/trustees/files/2011/04/AP-7110-Delegation-of-Authority-for-Human-Resources.pdf

29. BP 7120 Recruitment and Hiring http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf

30. AP 7121 Faculty Hiring http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf

31. Faculty Evaluations Policies and Procedures Handbook (for Tenured, Tenure Track, and Part-time Faculty) http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/tr-handbook/

32. Evaluation forms link one: http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/part-time-long-term-substitute-tenured-faculty-evaluation-forms/

33. Evaluation forms link two: http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/tenure-track-faculty-evaluation-forms/

34. AP 7123 Hiring Procedures for Regular Academic Administrators and Classified Managers http://web.peralta.edu/trustees/files/2011/04/AP-7123-Hiring-Procedures-for-Regu-

lar-Academic-Administrators-and-Classified-Managers1.pdf

35. AP 7125 Hiring Acting and Interim Academic and Non-Academic Administrators http://web.peralta.edu/trustees/files/2011/04/AP-7125-Hiring-Acting-and-Interim-Academic-and-Non-Academic-Administrators.pdf

36. AP 7126 Management Performance Evaluations http://web.peralta.edu/trustees/files/2011/04/AP-7126-Management-Performance-Evaluations1.pdf

37. BP 7210 Academic Employees http://web.peralta.edu/trustees/files/2011/04/BP-7210-Academic-Employees1.pdf

38. BP 7230 Classified Employees http://web.peralta.edu/trustees/files/2011/04/BP-7230-Classified-Employees.pdf

39. BP 7240 Confidential Employees http://web.peralta.edu/trustees/files/2011/04/BP-7240-Confidential-Employees.pdf

40. BP 7250 Academic Administrators http://web.peralta.edu/trustees/files/2011/04/BP-7250-Academic-Administrators.pdf

41. BP 7260 Classified Managers http://web.peralta.edu/trustees/files/2011/04/BP-7260-Classified-Managers.pdf

42. BP 7360 Discipline and Dismissal—Academic Employees http://web.peralta.edu/trustees/files/2011/04/BP-7360-Discipline-and-Dismissal-Academic-Employees.pdf

43. BP 7365 Discipline and Dismissal—Classified Employees http://web.peralta.edu/trustees/files/2011/04/BP-7365-Discipline-and-Dismissal-Classified-Employees.pdf

44. Management Workshop on Employee Relations: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.A.3.a-Management-Training-Nov-2013.pdf

45. Management Workshop Agenda: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.A.3.a-07-22-14-Management-Workshop-Agenda.pdf

46. BP 7100: http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf

47. AP 7102: http://web.peralta.edu/trustees/files/2011/04/AP-7102-Faculty-Diversity-Internship-Program-.pdf

48. Faculty Diversity Internship Program Home: http://web.peralta.edu/facultydiversity/

49. Equal Employment Opportunity Plan: http://web.peralta.edu/hr/files/2010/09/Peralta-Community-College-District-EEO-Plan.pdf

50. District Wide Strategic Plan: http://web.peralta.edu/strategicplan/files/2009/02/Strategic%20Plan%20SECOND%20EDITION%20-%20Final.pdf

51. AP 7380: http://web.peralta.edu/trustees/files/2011/04/AP-7380-Ethics-Civility-and-Mutual-Respect.pdf

52. AP 5500: http://web.peralta.edu/trustees/files/2013/12/AP-5500-Student-Standards-of-Conduct-Discipline-Procedures-and-Due-Process.pdf

53. AP 5530: http://web.peralta.edu/trustees/files/2011/04/AP-5530-Student-Rights-and-Grievance-Procedure.pdf

54. Laney College Catalog: http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf

55. Management Workshop Agenda: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.A.3.a-07-22-14-Management-Workshop-Agenda.pdf

56. Classified Senate: http://www.merritt.edu/wp/classifiedsenate/staff-development/

57. Staff Development Home: http://web.peralta.edu/staff-development/

58. Collective Bargaining Agreements: http://web.peralta.edu/hr/employee-relations/employee-relations-2/

59. Education Committee Agendas: http://web.peralta.edu/pbi/educational-committee/agendas-and-meeting-materials/]

60. PBC agenda Mar. 2014 http://web.peralta.edu/pbi/planning-and-budgeting-council/agendas-and-meeting-materials/

204

Laney College

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.

Description

Physical resource planning, including facilities, equipment, land, and other assets is integrated with institutional planning and seeks to support student learning programs and services. Planning for major capital improvement projects is guided by the college's Educational and Facilities Master Plans.[1,2] Both long and short-range planning is also informed by the district's Strategic Goals[3] and its planning and budgeting process.[4]

The Peralta District's Office of General Services (DGS) is directly responsible for maintenance of Laney College's buildings and grounds, and campus-based maintenance engineers report to a DGS supervisor. DGS secures and manages maintenance department staffing levels as well as budgets for maintenance and repairs at the college. In consultation with the college, DGS also directs the design and construction of new buildings and major renovations, and exercises final authority over project budgets as they move up for final approval by the Peralta Board of Trustees. DGS also has operational responsibility for campus security, including Peralta Police Services subcontracted to the Alameda County Sheriff's Department and weekend and holiday security provided by a private security firm. DGS also controls capital planning and management, real property leasing, energy management, and parking facilities as well as the fees and revenues they generate.

Laney College is an urban campus centrally located near Chinatown and Lake Merritt at 900 Fallon Street in one of Oakland's development zones. The college is bounded by East 8th Street on the south, 10th Street on the north and 5th Avenue to the east; it is easily accessible by State Highway 880 as well as public transportation from the Alameda County Transit bus system and the Bay Area Rapid Transit (BART) regional system. The Lake Merritt BART station is located just one block from the college's west entrance. The Oakland Museum of California is on 10th Street, across the street from campus.

Built in 1969, Laney's main complex of 517,475 square feet is an arrangement of 19 contiguous two-story reinforced concrete buildings with brick façade, holding 265 classrooms, and dominated by the nine-story Tower Administration building, which houses administrative and faculty offices. The upper level of the campus is arranged in quads around small, planted courtyards. Many of the CTE classrooms, labs, shops, and offices are located on the ground level; the upper level houses most of the general education, liberal arts, and science facilities. The main buildings have an "inward" focus, typical of the 1960's architectural style. Within the past decade, the college has added a new 19,000 square-foot, one-story building which houses art and ceramics classes; and an 18,000 square-foot, two-story Athletic Field House.

The Lake Merritt Channel divides the campus, connecting the Oakland Estuary to the lake. The majority of the facilities lie to the west of the channel. East of it lies the Field House, built for men's football and baseball and women's track. It has a weight room, locker rooms, training rooms and offices; along with a commercial kitchen, expansive decks, and a large multipurpose room that divides into two classrooms. Nearby are newly-renovated track, football, and baseball fields. Student, staff, and faculty parking lie to the south of the campus across E. 8th Street. Additional parking is available adjacent to the Field House at E. 8th Street and 5th Avenue.

Laney College's Educational Master Plan (2010) is intended to guide the prioritization of capital improvement projects, informed by the Peralta Community College District Strategic Plan. Laney collaborates with the district to develop long-range facilities master plans based on

educational master planning efforts at the college. In 2009-2010, the Laney College Facilities Planning Committee developed criteria to evaluate facilities requests identified in department program reviews. In addition to generating a comprehensive priority list, the committee developed a Facilities Master Plan that was embedded in the 2010 Education Master Plan. The Facilities Planning Committee continues to review facilities-related needs identified annually in departmental program review documents and unit plan updates.

In 2013, Laney completed a comprehensive, long-range facilities master plan that would substantially redesign and remodel the entire campus.[5]

Recent Facility Improvements

Since the 2009 Institutional Self Study, there have been a number of substantial, positive projects to improve Laney's facilities. These projects have helped upgrade the campus and improve its safety and effectiveness:

Renovated the Student Welcome Center, Assessment Center, EOPS/CARE offices in the lower A Building, and Financial Aid, Cashier's, and Gateway to College offices in upper A Building.

Constructed the 18,000 square-foot Athletic Field House and photovoltaic-covered parking lot (completed June 2013). This new structure upgraded the athletic locker and team rooms for the football, baseball, and track and field teams, as well as athletic and team strength training facilities. We also added a large multipurpose room, offices, and a commercial-grade kitchen for catered events.

1. Remodeled the baseball field and turf (January 2011)
2. Resurfaced the football field turf and the running track (December 2013)
3. Renovated most of the Laney Tower Administration Building, including room restructures, carpet, paint, and new furnishings (fall 2013). DGS adjusted the scope of the renovations: replacing air handlers, adding more substantial window treatments to reduce heat transfer, replacing the elevators, and more.
4. Installed a photovoltaic system on the main campus (July 2013)
5. Replaced the Laney Theatre house lights to eliminate a safety hazard (May 2014)

6. Upgraded the lighting in the main parking lot and in all interior stairwells (Jan 2012)
7. Upgraded the drinking fountains across campus
8. Completed the ADA renovations across campus, including the installation of new elevators, one adjacent to the G Building, the second between the A and Forum Buildings
9. Improved signage around campus
10. Re-sanded and finished the gymnasium flooring
11. Beautified the Fallon Street entrance to campus and restored four parking spots for senior staff.
12. Upgraded offices and classrooms across campus with new paint, flooring, blinds, and lighting
13. Repaired the crumbling stairs to the east access of upper E Building
14. Repaired lower level walkways (breezeways) and drains
15. Repaired water leaks emanating from the upper level decks and planters to lower level classrooms, labs, and storage facilities
16. Installed smart technology in classrooms across campus
17. Remodel the Childcare Center (building interior and exterior)
18. The DGS is currently working on or planning a large number of projects, including deferred maintenance for the Laney College campus (some of these projects may be dependent on state funding). These projects include:
19. Measure A bond -funded projects
    • Student Center renovation
    • Building Efficiency for a Sustainable Tomorrow (BEST) Center project
    • Repair the exterior surface of the Laney Tower Administration Building (in process)
    • Install new ADA entrance doors for the Tower
    • Childcare Center Roof replacement
    • Replace the plants in upper-level planter boxes
    • Ongoing repair of water leaks
20. Assessment of the costs and possible availability of energy funds to replace the Laney pool chlorinating system and add a handicap lift for the competition pool in order to comply with ADA requirements
21. Chiller plant upgrade; chillers are currently undersized for campus load (timeline unknown)

22. Installation of variable frequency drives (VFDs)
23. Rebuild two hot water pump seals
24. Bail feed water system
25. Replace boiler burners
26. Replace Financial Aid office air conditioning
27. Install Chemical Cabinet ventilation for chemistry labs A235B, A278, and A279 (in progress)
28. Repair blue emergency phone and other security system upgrades (timeline unknown)
29. Emergency maintenance repairs to fix the pool pump, electrical failures, drain pipes (throughout campus, as needed); replace electric motors, repair water pipe breaks, replace damaged light poles
30. Replace the Laney Theatre stage floor and renovate the counterweight system (timeline unknown)
31. Install ADA doors on Tower 6th floor office and bathroom
32. Address sustainability projects:
    • Swimming pool covers (on order)
    • Electric vehicle charging stations ((fiscal year 2014-15)
    • Sub-metering for buildings to track electricity use (Prop 39)
    • Integrated classroom lighting controls: daylight sensors, occupancy sensors, dimmer switches, wireless dimming ballasts, zone lighting controls (Prop 39)
    • District-wide exterior LED lighting upgrade project, which includes the retrofitting of the exterior lighting systems with energy-efficient LED lighting. The retrofit includes lamps, fixtures, and the associated equipment. (June 2014)
    • Laney pool systems renovation: new heaters, chlorine generator, pool covers, and automated crank system.

Evaluation

The college partially meets the requirements of Standard III.B.

The 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.

The Department of General Services (DGS) operates an annual budget for maintenance and operations at Laney College, including ongoing maintenance activities, work order fulfillment, emergency repairs, and work on non-routine "projects." The DGS estimates that the FY 2014 maintenance budget for Laney was $240,000, excluding staff costs. In general, DGS prioritizes its activities based on health and safety concerns, regulatory compliance issues, workload demand, and the urgency of requested services. The work order fulfillment system is severely hampered by understaffing in the maintenance department. DGS estimates that the current staffing level assigned to Laney is about one-quarter the size needed for maintenance at Laney College.

In addition to maintenance department understaffing, Laney's facilities situation is made worse by a number of other factors, including the following:

1. The overall age of Laney's facilities increases the likelihood of further deterioration of systems of all categories; DGS has identified all of the following infrastructure elements and systems as urgently needing replacement:

   • Air handlers across the campus, including ventilation systems, makeup air systems, exhaust systems, economizers, BAS system, pneumatic thermostats, chiller plant, and variable frequency drives
   • Drains and drain pipes across campus
   • Pool heating system
   • Electrical infrastructure
   • Gas infrastructure
   • Sewer pipes throughout campus
   • Plumbing systems across campus
   • Flooring in many locations
   • Rooftop AC package units
   • Pool chlorine generator
   • Exterior doors and frames across campus (comprising a serious security and safety issue)

2. The volume of vitally needed scheduled (deferred) maintenance improvements continues to grow every year; its cost is now estimated by DGS at $11,072,000. Yet the budget allocated to DGS for operations

& maintenance (O & M) has been insufficient to address the needs of the college. In 2014 the chancellor made a decision to support the collaborative recommendation of leadership and governance groups to earmark 1.5 percent of the district's discretionary budget as a permanent line item of the budget to systematically address the maintenance needs of the colleges and district office (the chancellor's cabinet and the district Planning and Budgeting Council supported this recommendation of the district Facilities Planning Committee).

3. The general practice of DGS to under-fund capital improvement projects financed with bond measure funds—seemingly to stretch limited funds—exacerbated deferred maintenance. A few examples include:

    a. **Welding shop:** reportedly, constraints on the total funds available led to the exhaust system units being installed 180 degrees reversed. They broke, resulting in new deferred maintenance problems and reduced instructional capacity. DGS directed the installation of a new exhaust system in welding booths to improve health and safety for staff and students. The beginning budget for the Welding Lab in the college was $542,000, which was approved by the board of trustees in June of 2009. The project architect was YHLA. The project scope of work was to modernize electrical, mechanical, plumbing, data/telecom, life safety systems and accessibility. By December of 2009, the budget was increased by $53,477.80 to $595,477.80 due to added requirements.[6,7]

    b. **Cosmetology lab:** the original request of the college to install new workstations for students was not allowed due to cost constraints. Instead, poorly designed old units which were prone to frequent mechanical failure were left in place, creating new deferred maintenance problems. DGS secured architect YHLA to work directly with stakeholders to establish the scope of work. The original budget was $187,000. A change order was approved that provided an additional $16,804.43 for basins. The total end cost of the project was $203,804.43.

    c. **Tower Building renovation:** the original request of the college was to replace air handlers (and elevators) during renovation while the building was offline. Air handlers are highly likely to break

down, causing air volume to suffer in various locations in the building. Furthermore, because of cuts to the construction budget, the 10 percent allocated for furniture, fixtures and equipment (FF&E) was also reduced; and the smart conference room features designed for the building were never installed. Exterior door replacement was pulled from the budget and must now be retroactively carried out. Heat-reducing window treatments for east and west-facing walls of glass were removed from budget, creating an avoidable extra load on the undersized campus chiller system and reducing the comfort and usability of rooms.

The Laney Tower Administration Building renovation efforts were designed by Chevron Energy Solutions to improve energy ventilation throughout the building, including replacement of fan coils, HVAC, heating and mechanical systems. According to DGS, the air handlers are performing at over 80 percent efficiency. The college and district paid Chevron over $340,000 to undertake this project, as Division of State Architects (DSA) codes have changed since the building was first built.

4. The absence of predictive maintenance, preventative maintenance, and routine maintenance capacity, planning, and execution serves to further exacerbate and quicken the deterioration of facilities. To provide just one example, all campus roof drains should be cleaned and maintained annually to prevent pooling of water, water leaks, and damage to roofs and facilities below.

The DGS establishes and updates a "Scheduled (i.e., Deferred) Maintenance Five Year Plan" for large capital improvement projects projected through fiscal year through 2017. State matching funds are included in the estimated amounts. In recent years, if state funds were not available, large-scale deferred maintenance projects would not be initiated and undertaken by the district. Some "emergency" items were addressed regardless of the availability of state funds.

Large-scale "emergency repairs" are initiated through an integrated planning process called the Planning and Budgeting Implementation Model (PBIM) every spring. Beginning with a review of unit plans and program reviews by the college Facilities Planning Committee, the college generates

emergency repair requests that are prioritized and recommended to the college president; the approved list is then sent to the district Planning and Budgeting Council (PBC). Frequently, these emergency repair requests can also be found on scheduled (deferred) maintenance lists maintained by DGS. Upon a review by PBC, a recommendation is sent to the chancellor for approval. Then the approved "emergency" projects are sent to the next board of trustees meeting for approval.

It is instructive to note that the college has been compelled to choose between and prioritize "emergency" deferred maintenance projects. In fall 2013, badly deteriorated and dangerous lower level walkways (breezeways) and upper level water leaks were approved for repair. Several other low cost items were added to the list. Many items, including air handling units, electrical and gas infrastructure, simply could not be addressed. Of 37 drains examined during upper deck water leak remediation, all 37 were found to be broken and leaking.

Air handling systems comprise another notoriously severe problem across campus. Negative air pressure is a common problem in many locations, combined with low air volume in other classrooms and labs. Negative air pressure becomes so severe in some buildings that less robust students cannot open exterior doors. In other locations, low ventilation air volume negatively impacts air quality, allows CO_2 build up, and negatively impacts students' ability to concentrate in classes. Some of these problems may result simply from lack of maintenance staff to carry out air balancing procedures. In other instances, air systems may require redesign, upgrade, or replacement.

Emergency work orders that impact life and safety, as well as more routine matters, are sent to the DGS on a weekly basis. Due to understaffing, a backlog of "non-emergency" work orders is maintained. While some are now being systematically addressed, most have been delayed significantly; some have never been addressed.

If the emergency work is beyond the skill set of the stationary engineers or if the scope of work is significant, assuming that a budget is available, a "project" may be developed and subcontracted to an outside vendor. If the scope of work is within the engineer's level of experience, the chief engineer assigns the work to the assistant chief engineer located on the Laney campus for immediate implementation. Because DGS maintains

a backlog of hundreds of work orders, emergency work orders often crowd out routine maintenance items such as fixing lights, changing filters, and unclogging drains. For instance, lights had been allowed to fail incrementally until conditions were such that safety was jeopardized; then, lighting repair attained emergency status.

In the 2013-2014 fiscal year, DGS had an annual budget of about $2,594,300 for emergency repairs district-wide. This budget was approved by the board of trustees on March 11, 2014. An estimated 65 percent of this budget was earmarked for Laney College's emergency repairs. DGS classifies an emergency repair as any fault which threatens to harm life and property or that may cause bodily injuries. "Emergency" is also defined as any repair, alteration, work, or improvement that is necessary to permit the continuance of existing college classes and may include winter heating failure, loss of hot water in food preparation areas, gas leaks, loss of electricity, loss of water pressure, plumbing leaks, severe roof leaks or other damage, blockages, defective manhole covers, and so forth.

In fall 2014, the district received State Instructional Equipment Library Materials (IELM) & Maintenance funding of $2.4 million. The chancellor, with the consensus of his cabinet, allotted $400K to IELM; and most of the balance, $1.9 million, to address deferred maintenance issues. Over $1 million is being allocated to Laney College to address some of its priorities. This allows the district to address the priorities identified in the five-year facilities plan, which reflects collaborative planning between the district and the college.[8]

According to the DGS, there is a routine maintenance schedule and preventative maintenance plan for Laney College. This information is contained in an independent software system called MaintStar. The information sent by DGS to the chancellor's cabinet on a weekly basis is derived from this software.[9] This plan includes the following standard elements:

System-level operations and maintenance (O&M) information: physical descriptions, functional descriptions, troubleshooting, preventative maintenance (procedures and schedules), corrective maintenance (repair requirements), parts lists, and operation/maintenance significant drawings;

Equipment-specific O&M information, organized into a vendor/

manufacturer data library.

Maintenance is primarily delivered through the work-order system; the O&M staff engages mostly in non-routine and emergency repairs, as well as system level O&M. The marginal predictive maintenance is reflected in the very limited maintenance of an inventory of parts and supplies, and DGS primarily repairs items as they break. Replacement parts are typically secured after a lengthy procurement process.

The aging equipment and infrastructure characteristic of the college further impact the workload of Laney's assigned stationary engineers in that equipment breaks down more frequently, takes longer to repair, and requires more resources to maintain and repair. Lack of preventative maintenance also increases the likelihood of system failures. These factors add an even greater workload to assigned stationary engineers. As the workload increases and the number of stationary engineers remains the same, the workload simply cannot be completed.

For major infrastructure upgrades, the DGS has available capital funds (Bond Measures A and E). The district earmarked $144,000,000 from Measure A to Laney College for capital outlays, which is roughly commensurate to the college's comparative gross square footage area. $25 million was also allocated to Laney from Measure E bond funds. These funds have been used for a range of purposes, from cosmetic upgrades of classrooms, labs, and offices across campus, to construction of the new Field House, renovation of the Laney Bistro and cooking and baking labs, and renovation of the Laney Tower Administration Building. Funds have also been earmarked for renovation of the Laney Student Center ($18 million), construction of an ultra-low-energy demonstration facility ($4.5 million) and construction of a new Library and Learning Resources Center ($34 million of the $50 million required).

Funding for the Student Center renovation was reduced by over 20 percent from the original budget of $22.5 million based on a DGS recommendation to the district chancellor and college president in 2011. DGS expected the Student Center renovation in 2012 to cost $5 million less, given a decline in construction costs, and recommended the use of $4.5 million of the allocated funds for the first phase of the BEST Center to launch it expeditiously by 2012 as well. Yet, due to a district decision to delay the sale of the necessary bonds in order to allow for a more financially sound

set of business terms for the sale of the balance of the bond funds assigned to the college, bond measure dollars have not yet been available to initiate renovation of the Student Center. By 2015, the district should have the bonds sold to permit DGS to advance the Student Center renovation. Since construction related costs have increased markedly between 2012 and 2014, the current estimated cost of the desired renovation is now in excess of $18 million. The Department of General Services suggested to the college president in 2014 that the total cost to modernize this building, including swing space needs and underground utility work, could be as high as $30 million. This higher estimate takes into account recent assessments of the required infrastructure improvements, such as drains, sewer lines, air handling systems, electrical infrastructure, and other health and safety code matters.

Through the leadership of DGS, the college anticipates problems and takes advantage of opportunities that can eliminate significant future problems and system failures, thus increasing the long-term value of the building, and making use of the time and expense of taking the building offline for several years to systematically address deferred maintenance liabilities and ensure a total cost of ownership model.

Actionable Improvement Plans

To meet the Standard, the college will fully address the Actionable Improvement Plans in III.B.1.a and III.B.1.b.

III.B.1   The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Description

Laney College is concerted in its efforts to provide safe and sufficient physical resources to support and assure the integrity and quality of its programs and services, independent of location or means of delivery.

Towards this end, the district places a high level of attention on the safety of its facilities. Commitment to safety is demonstrated through activities that include regular meetings of the district Safety Committee and the

district-wide Facilities Committee. Laney's Health and Safety Committee and Facilities Planning Committee[10] also focus on safety, integrity and quality. The Office of Risk Management periodically offers trainings, safety workshops, and a reporting process for accidents or injuries.[11] Additionally, the college director of business and administrative services, as the safety officer for the campus, oversees logistics during emergency situations as well as the storage and disposal of hazardous materials.

The district uses the State Chancellor's Office Facilities Planning Unit Guidelines to determine if current facilities provide adequate capacity for the college's instructional and support needs. Using capacity load ratios, the state guidelines provide foundational information for determining needs of general lecture rooms, laboratories, library, offices, and support space. This information helps to determine if adequate space is available to support current and projected enrollment.

Additionally, through the college's planning processes, program needs are analyzed, identified, and discussed. This process includes identifying equipment and facilities needs in annual program updates and the three-year comprehensive program reviews. Each year, physical resource needs are prioritized at the college and forwarded to the district-wide Facilities Committee, where facilities resource needs, including deferred maintenance and emergency items, are discussed further, prioritized district-wide, and then sent to the district's Planning and Budgeting Council for further review and final recommendations to the chancellor.

As illuminated earlier in section III.B., significant improvements have been and continue to be made to the facilities of the college. Most recently, those improvements include infrastructure and aesthetics, including leak remediation, breezeway repair, improved lighting and other projects. State/district funds for maintenance, repairs, and capital improvement projects included $900,000 in the 2013-14 academic year and $1.9 million for the 2014-15.

Evaluation

The college partially meets the standard.

The extensive planning and review efforts in place have enabled the college to systematically assess the safety and physical resource conditions of the college and work toward ensuring the integrity and quality of its programs and services. However, the safety and security of campus facilities remain a concern. As recently as May and June of 2014, *unforced* break-ins occurred on successive weekends at widely disparate locations across the campus. The Photography Department was robbed on three successive weekends and was almost completely stripped of valuable instructional equipment; sadly, it had taken years for them to build up its inventory of equipment for student use.

Forced break-ins have also occurred on campus previously; some vulnerable departments installed countermeasures, including bars on windows, security cameras, steel mesh on windows near outside doors, and extra locks. Security functions are centralized in the Peralta District. DGS supervises security efforts and has responsibility for overall security measures; therefore, the college is dependent on DGS to guarantee safe and secure facilities. In the most recent rash of unforced entries and robberies, several facts emerged: (1) some security cameras located around campus were not pointed where they were needed; and (2) without the knowledge of the college, DGS had given a weekend security firm master keys, granting full access to college facilities. However, other security cameras did capture images of the culprits, providing the college greater assurance of institutional safety.

Of equal concern is the need to assure the efficacy and reliability of various safety devices on campus, such as smoke detectors in buildings, emergency telephones, and emergency call buttons. For example, a minor fire in the A Building activated the smoke detection warning system in the B Building fifty yards away. Meanwhile, smoke pouring into the library air intake system approximately ten yards from the fire failed to trigger smoke alarms in the library.

Actionable Improvement Plans

To fully meet the Standard, the college will address the Actionable Improvement Plan III.B.1.a

III.B.1.a   **Laney College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Description

The district's comprehensive facilities planning process ensures that physical resources throughout the district are planned and constructed to ensure effective use. The comprehensive planning process begins in the college's facilities master planning phase, when campus-wide planning identifies broad goals and initiatives. Once an individual project is initiated, the project architects, engineers, project managers and facility planners meet with college end-users to identify the programmatic requirements of the project and develop schematic designs. Ultimately, construction documents are prepared, drawings are approved by the Division of State Architects (DSA), and the project can be bid-out.

Upgrades and replacements of facilities have been significant, due to the capital construction programs. The passage of two separate bond measures (Measures A and E) provided the majority of the funding for capital construction in the past decade. Information about Measures A and E projects can be found on the PCCD General Services website.[12] Alameda County voters passed the $390 million Measure A bond on June 6, 2006, by an overwhelming 74.7 percent, one of the highest support rates for a community college bond measure in the state. The Measure A Financial and Performance Audit report describes how the money has been spent to date for capital projects. The report is available on the PCCD General Services website.[13]

Every major project undertaken at the college has an advisory committee that is comprised of faculty, students, administrators, end-users, facility maintenance staff, a project manager, and an architect, if appropriate; the project is coordinated by the DGS manager for planning and development.

DGS facilities maintenance teams are comprised of the following units: facilities maintenance and operations division; engineering department; grounds department; capital outlay, design and construction division; and the facilities planning and development division. The role and function of each unit are described in the DGS 2013-14 administrative program review.[14]

The engineers and groundskeepers based at the college work through DGS and therefore receive directives from their respective managers there. However, each college has its own custodial team which falls under the jurisdiction of the college's Business and Administrative Services Department.

The routine maintenance plan includes the following standard elements: system-level operation and maintenance information such as physical descriptions, functional descriptions, troubleshooting, preventative maintenance procedures and schedules, corrective maintenance repair requirements, parts lists, depository of drawings, and equipment specification information. This is organized into a centralized vendor/manufacturer data library. Due to budget constraints and limited manpower, scheduled and preventative maintenance has been hindered in regard to performing work on a regular basis. Most maintenance is performed on an as-needed or emergency basis. The college receives the planned scheduled maintenance activities from DGS; information regarding actual maintenance activities is contained in the MaintStar system.

When emergency situations arise, DGS utilizes the procedures described in Public Contract Code §22050 Emergency Contracting Procedures. Under this code, the chancellor may authorize emergency projects without prior approval from the board of trustees, as long as the chancellor reports the project to the board at the next general meeting. The following steps are taken to start emergency projects. First, the DGS project coordinator and the project manager send an urgent letter and contract to the chancellor to institute immediate action. Secondly, upon receiving the chancellor's approval, the DGS project manager authorizes the contractor to begin work immediately. Finally, on behalf of the chancellor, DGS prepares a board report and request for the board of trustees to approve the project retroactively.

The college communicates its short-term facilities needs to DGS in one of three ways, depending on the nature of the need.

Maintenance requests are submitted through the work order process. This is handled by the campus Business and Administrative Services Department, which in turn notifies DGS. The DGS chief engineer assigns the work to the assistant chief engineer on campus to address the work order as staff availability permits. A college manager may be required to pay out overtime to facilitate work completion.

If the scope of work is sufficiently large or over and above the skill set of the campus stationary engineers, a capital outlay project may be developed and funded for outside contractors to complete the work.

Finally, additional urgent repairs that are not covered by the annual maintenance and operations budget are initiated through the district-wide integrated planning and budgeting process (PBIM) each spring. The items requiring attention are brought to the district Facilities Committee, which passes a resolution for immediate action and sends it to the Planning and Budgeting Council. Upon review by this shared governance body, a recommendation is then sent to the chancellor for approval. Then the approved project is sent to the board of trustees for approval.

DGS comprehensive program reviews of maintenance operations have been the primary documentation used to evaluate the effectiveness of facilities and equipment in meeting the needs of the college's programs and services. These reviews have provided insight into staffing levels relative to facilities service needs.[15] Several additional processes are in place to ensure effective use of physical resources, including the college Facilities Committee and the district-wide Facilities Committee. Department-level program reviews and annual program updates (APUs) also identify facilities needs that are then prioritized to ensure a college environment most conducive to student success.

Those reviews have led to systematic improvements and plans, including DGS's hiring of a consultant to evaluate safety equipment needs (e.g., panic buttons, emergency blue phones, and a key card system for smart classrooms) to determine the needs for enhancements or replacements.

Evaluation

The college partially meets the standard.

As noted earlier, Laney has a large backlog of deferred maintenance items and systems across campus. Moreover, a staffing shortage ensures that primarily "emergency" work orders and repairs are addressed. The backlog of both "emergency" and "non-emergency" work orders and deferred maintenance often negatively impacts health and safety on campus.

Laney facilities vary widely in their needs and locations, which impacts

the effective delivery of programs and services to the college. The current process for evaluating the physical resources of the campus is multi-layered. The bottom layer is the end user: the students, instructors, and staff who utilize the facilities. Since they are the daily users, they are aware of the issues in their areas, and they bring those issues forward through work orders and program review documents.

Instructors and staff who notice maintenance or custodial items can send an e-mail to the Laney Business Office requesting that the item be fixed or the issue addressed. For other issues that have not been addressed, departments can put those items into their program reviews and APUs.

The next step in the facilities assessment process is initiated by the Laney Facilities Planning Committee through the development of lists of items compiled from commentary and requests identified in each department's program review and APUs. The Facilities Committee classifies requests as follows: deferred maintenance, preventative maintenance, ongoing maintenance, and emergency, in addition to categories for construction remodeling, refurbishing, and new construction. The committee then ranks each of the items in each category in order of importance. This list is then submitted to the Laney College president and the college council for approval, and to help advise the college president on future facility priorities for the campus. The Facilities Planning Committee works throughout the year to address issues relating to facilities, such as recommending policies and procedures for physical changes and/ or utilization changes of facilities, integrating master planning, hearing presentations from various campus groups regarding facility requests or projects, and integrating program review results into a master facilities needs list that is then prioritized.[16,17,18,19]

As noted earlier, the Laney Business Office receives and electronically transmits work order requests to DGS. Work orders for the engineers are entered into a local system called MaintStar. It is an older system; Peralta has the "middle" version of the software and cannot upgrade to the "Cadillac" version, as the "servers are full." DGS is now pursuing a new system that would be web-based and would allow anyone to view a "read-only" version of the work order and check its status. The new system is reportedly more user-friendly, with dashboards to view essential data. The timeline for the new system is uncertain.

Custodial work orders are reported to the Business Office, and custodial issues are handled on campus. At the current time, custodial work orders are not tracked via a formal enterprise software system. The campus community submits custodial work orders to Business Office staff who then document and track the requests in an Excel spreadsheet. Custodial work orders are communicated to the head custodian, who assigns them to a shift custodian. Most custodial work orders are typically completed within 24 hours.

Non-custodial facilities issues are the final responsibility of DGS. DGS was sent a list of questions in February of 2014 for our self-study[20] in order to address items regarding the engineers' and district's role in facility planning and maintenance. The summary of the answers to the questionnaire is included in this self-evaluation.

DGS maintains one chief engineer at the district and nine stationary engineers, four of whom are shared between Laney College and the District Administrative Center (DAC), which are in close proximity to each other. The ratio of stationary engineers per assignable square footage area is 1:73,061 at Laney. There is currently no state-wide staffing standard for community college maintenance engineering support; but Peralta DGS estimates that they are short by seven staff members. Laney has an assigned assistant chief engineer and shares the maintenance staff with the rest of the district. DGS estimates that the college receives only 40 percent of the engineering support needed for the campus. Lack of maintenance staff is one the most significant reasons the college has difficulty completing work orders.

According to their job descriptions, engineers are hired with specific areas of expertise and can tackle much of the work around the campus. They are qualified to address many work orders, as long as the scope is "maintenance and repair of existing facilities and infrastructures." A work order may become a capital project if the job requirements exceed the stationary engineer's work capability and available resources to complete the work.

The department of general services filled two management positions in 2013-14, and now has a director of facilities and operations and a chief engineer. This is a positive step towards creating a more proactive and effective facilities maintenance effort.

The DGS is responsible for managing work orders once the business office creates them. The current work order system requires that the chief engineer spend about 100 hours converting the information from MaintStar to one spreadsheet to provide the required statistical information for the campuses, district, and the state.

The chief engineer is the only individual who can close work orders, which led to thousands of open work orders when the position was vacant for several years. The chief engineer closed 5,000 work orders from June to October of 2013. As of October 24, 2013, there were 1,523 open work orders; this was reduced to approximately 400 by April 2014, according to DGS. On average, seventy (70) work orders are cleared weekly, but an almost equal number are requested. The initiator prioritizes the work order; most are eventually categorized as priority one, partly in an effort to get the work completed, and, frequently, it seems, because of the seriousness of the situation. For example, lighting repair or replacement more than 10 feet above ground requires the maintenance crew to conduct the repair. An initial work order might classify the needed repair as code 3. But as more lights burn out or become inoperative, the area becomes increasingly hazardous; until, finally, the work order is correctly classified as Code 1 because student and staff safety is jeopardized.

Priority codes directly from MaintStar are:

Table III.B 1

Code	Description	Remarks
1	Emergency	Hazards: Life/Health/Safety
2	Essential Support	Interrupts Classroom Operation
3	Repair Work	Repair Work, Existing Equipment
4	New Programs	New Programs, Additions
5	Desirable	Nice Stuff

According to DGS, the lag time to fulfill urgent work orders depends on many variables, such as urgency of the work, health and safety issues, regulatory compliance, and critical systems. Each week, the chief engineer generates a weekly "open work order report."[21] It breaks down work orders by campus and the district administration center (DAC). DGS prioritizes outstanding work orders and assigns them based on "health and safety, regulatory compliance, workload demand, environmental, operations loss,

political requests from college presidents, and customer services." When work orders are consistently delayed, typically the college president is asked to step in to ensure that they are expedited, as was the case with the leaks on campus, the renovation of the custodial services workplace, the 9th Floor IT and storage units in the Tower Administration Building, and the installation of a photography department equipment item that had been purchased at least three years earlier. While the college should expect the district processes to work efficiently, often the college president is asked by departments and divisions, individual faculty, administrators and staff to seek to resolve the inefficiencies in addressing urgent work demands, especially long-standing work orders and construction-approved requests. This remedy, characterized as "political", because it tends to produce effective results. In general, work already in progress takes priority over outstanding work orders of equal priority as part of helping to meet the project completion schedule.

The Laney Facilities Planning Committee has expressed frustration that particular departmental needs have been "ignored" (or deferred) for years. The committee seeks more movement on approved priorities, as the lists of new ones generated each year grow, generally because too few items get resolved. In their program reviews and APUs, departments complain about items that have been ignored for years, even as they add new ones. The current APU from each department lists many basic items that are locally manageable and could be addressed quickly. What falsely appears to be very limited scheduled maintenance becomes more work orders; this then escalates what are mostly routine problems into crises. For example, the 2014 APUs reflect more than 32 unfilled work orders, including:

1. Replacing hazardous broken mirrors in D100;
2. Repairing damaged student workstations in B100;
3. Replacing or substantially renovating the dust collection system for the main Wood Technology lab;
4. Mounting the already-purchased video screen in B201;
5. Unclogging a sink in A237 which has been blocked for 3-4 months. There is standing water in the sink. It is now a hazardous waste site as well because chemistry and bio-manufacturing students have unwittingly dumped chemical waste into it, thinking that it was draining;

6. Fixing leaky faucets in biology labs, offices, and the prep room. Functional faucets are required for washing hands, keeping the lab clean, and preventing leaks that damage equipment;
7. Installing new blinds in B207. The blinds in all other rooms except this one were replaced a few years ago. The blinds are broken, missing a dozen slats, do not open and close, and are falling off their mount;
8. Fixing flooring in biology rooms. Flooring that has come up leaves trip hazards and makes it difficult to smoothly move carts full of delicate equipment;
9. Fixing the doors in the Bistro kitchen so that they swing both directions;
10. Repairing the stall doors in the women's bathroom in the E Building (broken for 4 semesters!);
11. Repairing the gaskets in the bakery kitchen freezer and refrigerator;
12. Repairing the rotating oven in the bakery;
13. Securing the loose locks on the doors in the E Building;
14. Cleaning and flushing the floor drains in the student center and bakery;
15. Repairing damage to the Student Center kitchen caused by leaky drains above;
16. Repairing four (4) sinks in the student center and at the sandwich station;
17. Moving the tilting skillet in the student center under a working hood, and bringing it all up to code;
18. Repairing or replacing the ovens in the Student Center. The stove top burners have clogged pilot lights and broken grates;
19. Repairing the bakery oven. It needs a new gasket to prevent steam from leaking and burning students;
20. Installing a ceiling-mounted projector in the library Teaching Lab, L-104. This will have a vital impact on student success;
21. Fixing and maintaining all radio-controlled clocks in all lecture rooms, offices, and laboratories: A233, A235, A235A, A235B, A236, A237, A239, A266, A273, A274, A276, A277, and A277A;
22. Fixing all non-working faucets and water spigots in the chemistry laboratories: rooms A235, A236, A237, and A277;

23. Replacing burned out lights and broken ballasts in classrooms and offices across campus;
24. Testing, adjusting, and balancing the air volume in classrooms across campus;
25. Clearly labeling all potable and non-potable water sources in all chemistry and physics laboratories, stockrooms, and lecture rooms: A233, A235, A235B, A236, A237, A239, A272, A273, A274, A277, A278, and A279;
26. Maintaining the signage and wrenches on master gas shutoff valves in all laboratories: A235, A236, A237, A274 and A277;
27. Installing sealed-flooring in chemistry stockrooms A235B, A278, and A279;
28. Servicing the front doors of the theatre building to maintain security when locked;
29. Replacing the insufficient lighting in TH 200, the theatre faculty office. Ballasts and fluorescent tubes need to be replaced;
30. Increasing air volume to B123 to ensure healthy conditions;
31. Painting code-required yellow stripping on all stairway risers across campus; and
32. Conducting extensive repairs to the welding lab exhaust systems.

Almost all of these typical items are considered health and safety related. Those that are not are clearly essential to supporting instruction in classrooms and labs. The fact that these types of items appear regularly in departmental unit plans and program reviews is indicative of the level of unmet needs.

Actionable Improvement Plan

In consultation with Laney College, including its Facilities Planning Committee (FPC), District General Services (DGS) should develop and work toward full implementation of a comprehensive maintenance program that would include: 1) a plan with schedule to address outstanding deferred maintenance, 2) an explicit preventative maintenance program, and 3) replacement of the antiquated work order system with a web-based system. It shall include a study to determine the full engineer and maintenance staffing needs for Laney College with an analysis of deferred maintenance requirements.

In consultation with Laney College, DGS will prepare, ensure full funding for, and execute an updated and comprehensive plan to address, in the short term, major infrastructure renovation needs, including sewer and drain pipe replacement, air handling units and related equipment replacement, air balancing and air volume correction and repair, upgrade of undersized chiller plant, and electrical and gas systems replacement. DGS will adopt a written policy that any renovation work on campus buildings and systems should, to the maximum extent possible, address any and all deferred maintenance items associated with that building or system as part of the contractor scope.

III.B.1.b **The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

The college and the district continually evaluate the college's facilities, particularly when concerns are raised about health or safety issues. When warranted, the college director of business and administrative services consults with the district risk management director to assess potentially hazardous conditions and facilitate repairs. The district office of Risk Management implements policies and procedures for the identification, collection, and analysis of risk-related information. This office also provides periodic training for the leadership, staff, and faculty, and actively participates in safety committees related to health, safety, and quality improvement efforts. [22] The college Health and Safety Committee is a participatory governance committee which makes recommendations on policies that concern health and safety issues. The committee also reviews disaster and emergency preparedness and response, fire and earthquake information, American with Disabilities Act (ADA) compliance, and campus signage. The local fire department conducts regular inspections; the district Department of General Services conducts spot safety inspections to detect unsafe conditions.

For new construction and upgrade projects that involve ADA compliance, DGS submits construction documents and specifications to the California Division of the State Architect (DSA) for review and approval. DSA provides design and construction oversight and also develops accessibility,

structural safety, and historical building codes and standards utilized in various public and private buildings throughout the state. For existing facilities, DGS started a district-wide ADA Improvement Project in 2009. To date, projects have been completed at two of the four colleges in the district.[23]

The district contracts with the Alameda County Sheriff's Department for policing of the campus. In addition to sheriffs, the college provides safety aides to assist in maintaining a safe campus. Wearing their safety aide jackets, they patrol the campus in late afternoons and early evenings, carrying equipment that provides immediate contact with the sheriffs. Additionally, during off-duty weekend and holiday hours for sheriffs, DGS contracts with private vendors to perform district-wide security services. The security company's scope of services includes, but is not limited to, securing the buildings in the event of damage and destruction, providing training appropriate to respond to unsafe conditions, emergency situations and/or criminal activity, and maintaining logs and reports of criminal activities to the appropriate enforcement agencies. These vendors regularly check facilities and parking lots, and look for criminal activities. If criminal activity occurs, they contact the appropriate campus police department to enforce violations.

A district-wide security surveillance camera project began in 2008 to improve facility security; the project was completed in 2013. All the security cameras at Laney, with the exception of smart classrooms, are functioning correctly. This functionality has assisted the Peralta Police Services to combat crime and prosecute the culprits. Coordination among faculty, staff, and police departments was established as part of the project.

A new security-related project financed by Proposition 39 is currently underway. The Prop 39 LED Lighting Upgrade has already led to energy-efficient lighting that has increased security and safety around facilities and in campus parking lots. This lighting upgrade will give students, faculty, staff, administrators, and visitors safer access, as well as reduce liability in the event that crimes or personal injury may happen.

Once per month, the district holds a safety meeting where the campus maintenance crew, college directors of business and administrative services, the district director of risk management, a Sheriff's Office representative, and a department of general services representative discuss and address current security and safety issues that need immediate attention, repair, and/or correction.

The Laney College Health, Safety and Security Committee meets once a month to review any health, safety, and security concerns on campus. They make recommendations to the college president, who provides approvals to the director of business and administrative services and DGS as appropriate.

The Department of General Services has completed the following tests to ensure healthy environments.

Asbestos: abatement reports have been completed for each college. Facilities built before 1970 contain asbestos in construction materials. Before construction projects begin in these buildings, asbestos removal is conducted as required by California's Asbestos Standards in Construction, by certified consultants if the asbestos fiber content is more than 0.1percent and the space is larger than 100 square feet.

Air Quality: on an as-requested basis, DGS conducts the tests in existing buildings. For new construction, best management practices and thresholds of significance are included in construction criteria. At this point in time, a lighting assessment is in progress for classrooms and stairwells. Finally, when new facility construction and/or renovations of existing facilities occur, ergonomic furniture designs are incorporated into the project to improve occupational health, safety, and productivity. Common ergonomic furniture comprises computer desks, office furniture, keyboards, computer monitors and chairs.

On the Laney campus, there has been a great improvement to ADA access with the ADA accommodation renovation that has occurred since the last accreditation cycle. There is now appropriate parking, sidewalk ramps from parking lot to campus, railings, and compliant ramps around campus. Major trip hazards around campus that impede access were addressed in summer 2014 as "breezeway" access was smoothed. Also, ADA access was improved in many science laboratories and in the library. To improve access to the upper deck of campus, two elevators were installed.

Table III.B 2

Spring 2014 student survey	Strongly Agree	Agree	Strongly Disagree	Disagree	No Opinion
Clean campus	19%	48%	19%	10%	3%
Sustainable and environmentally-friendly campus	22%	46%	14%	5%	13%
Safe and secure campus	20%	54%	15%	5%	5%

Results from the spring 2014 student survey found general acceptance of existing conditions. Regarding a clean campus, 19 percent strongly agreed that it was; 48 percent generally agreed. A similar percentage felt that the campus was environmentally friendly and sustainable. Almost 75 percent the respondents felt safe and secure on campus, which is a testimony to the presence of Alameda County Sheriffs on campus and other support systems provided by the college. The Laney campus currently maintains 10 permanent full-time custodial staff, a head custodian, and a lead custodian (temporary hire in place). The campus also employs five hourly fill-in staff that work 4-8 hours per day, limited to 184 days per fiscal year. Historically, there were 19 full-time custodians at Laney; two years ago there were 12; currently, there are 10 due to the recent departure of two incumbents. Replacements are expected within this academic year. The head custodian is responsible for all the custodians, and supervises the daytime operations. The lead custodian supervises graveyard operations. The head custodian reports to the Laney director of business and administrative services. When the director is absent, the head custodian temporarily reports to the supervisor of business and administrative services.

The college has twice conducted analyses of custodial staffing levels to determine its staffing needs, once during calendar year 2011 and again in spring 2012. It took the initial step to work with district Human Resources to develop a position that would allow the college to secure a director of facilities who would systematically supervise the performance of all custodians. The college also determined that it should re-align the staff to better meet custodial demands of the campus. Efforts were engaged to ameliorate the gap in services, but they were delayed for many reasons. In the meantime, the head custodian (day) and interim lead custodian

(evening) supervise the operations and work earnestly to remedy outstanding matters efficiently. The college is working with district HR to recruit a full-time person to fill the position and assist the college in implementing the other planned changes, including the addition of at least three more full-time custodians to the current number of permanent custodial positions (14) assigned to the college budget.

Evaluation

The college partially meets this section of the standard.

The cleanliness of the current Laney College campus is critical in providing a healthful learning and working environment. Overall, the custodial department struggles to keep graffiti, dirt, debris, and bacteria at bay, in part due to the open-access nature of the college's facilities. The campus includes facilities that require a wide variety of care to maintain a clean environment. Classrooms, offices, and student service centers (i.e., library, bookstore, and Welcome Center) require basic floor care, and should include periodically cleaning desks of chewing gum and wiping down white boards. Bathrooms and locker rooms require disinfecting and cleaning plus periodic mold/mildew removal. Instructional labs need regular cleaning to avoid chemical contamination. Food services need high frequency cleaning and disinfection to maintain health and food preparation safety standards. The aquatics areas require deck cleaning, pool vacuuming, and mildew/mold/ moss controls for grates, showers, and continuously wet areas. The pool chemical and heating systems need to work effectively to create a safe environment for swimmers. Athletic facilities are filled with areas that have skin-to-surface contact which require disinfecting, plus the usual dusting of floors and equipment. The campus grounds require another level of cleaning, which involves leaf, weed, and brush removal and regular lawn care.

The classrooms, offices, and student service centers receive basic cleaning. Floors are swept and, up to twice per year, waxed. Care is provided for whiteboards and chalkboards. Some faculty and staff routinely supplement custodial department efforts in many instructional labs by cleaning floors, vents, and drains.

Bathrooms are cleaned and are supplied with toiletries, but cleanliness is an issue in part because this is an open campus. Frequently, people use these

facilities in ways the college did not intend, such as removing toiletries and other items and using the space as personal washrooms.

Food preparation areas need specialized and frequent routine cleaning.

The athletic facilities have a wide range of need. The new Field House is being maintained with basic trash and floor cleaning service. The main campus Fitness Center and kinesiology facilities have some serious cleanliness issues in preserving healthful conditions. Currently, they receive occasional floor and equipment cleaning. A treadmill shorted out due to dust accumulation. Fitness equipment requires preventative maintenance and internal cleaning daily. The locker room showers on the main campus require continuous cleaning to address mildew concerns. In the aquatics area, the pool water is in good condition and is being regularly vacuumed and maintained chemically. The DGS is actively pursuing replacement of all pool systems (heaters, pump, chlorine generator) in order to upgrade our currently undersized and improperly installed older system. The deck area around the pool, however, is not receiving the required regular cleaning, due to contract disputes between the custodial and engineering departments. For example, the outdoor showers collect mold and moss but are not regularly cleaned. In August of 2014, a one-time arrangement for a power washing helped the cleanliness issue, but currently the deck is cleaned only when a work order is generated.

The main issue behind the lack of cleanliness in certain areas is too few custodians to cover such a large campus. There are 12 permanent full-time custodians on the Laney campus, including a head and an interim lead custodian. There are five hourly staff that work 4-8 hours per day and are limited to 184 days per fiscal year. At one time, there were reportedly up to 19 full-time custodians at Laney; two years ago, there were 14; currently there are 12. The lead custodian position is being filled this year, with the advertisement and recruitment assistance of district HR. The head custodian is responsible for all the custodians and supervises the daytime operations. The lead custodian supervises the graveyard operations. The head custodian reports to the Laney director of business and administrative services. When the director is absent, the head custodian reports to the supervisor of business and administrative services.

Laney has added two new buildings over the past eight years but no additional custodial staff. The Arts Building and Athletic Field House have stretched the already understaffed custodial department to the limit.

Now, the college is focused on "total cost of ownership" in all of its physical plant plans, especially with the new buildings. To operate effectively, the custodial department needs at least 15 full-time custodians.

Being understaffed means areas are not being cleaned as effectively or as often as they need to be. For instance, the cafeteria, a high-traffic food service area, was only being cleaned at night. It should be cleaned during the day as well. Special requests and work orders have to be submitted to get underserviced areas the attention they need. Work orders go through the business office. For custodial work orders, there is manual tracking in an Excel spreadsheet with notifications from the requestor to the Business Office occurring via email. Custodial services work orders are transmitted to the custodian via phone or email. Communications among custodians occur through outdated walkie-talkies, which need to be modernized for durability, improved technology, battery life, and voice transmission.

Custodial work orders are sent via email to the Business Office; the staff assistant then notifies the head custodian via email or phone about the work order issue. At the beginning of fiscal year 2014-15, the Business Office created a manual tracking system in Excel to inventory work orders and track them to completion. This system needs to be converted to a formal computer software tracking system for custodial work orders. Work orders are typically filled within 24 hours, or as soon as the head custodian can identify staff and resources available to complete them. Some work orders require detailed time coordination to allow safe public access around wet surfaces, dissipation of odors, drying time, and staging of equipment. For a department or area which does not get regular cleaning, requestors must go through the Business Office, and the Business Office and the head custodian must discuss the feasibility of the request.

The scope of custodial work includes disinfecting surfaces, trash removal, sweeping, pressure washing, stripping and waxing floors, replacing lights up to 10 feet above ground level, removing leaves and graffiti, dusting, de-gumming, moving furniture, set up and take down for events, and servicing events. The custodial vision is to bring up the quality of cleanliness on campus to meet OSHA standards rather than to have any deficiencies in cleanliness. At the beginning of fiscal year 2014-15, the Business Office implemented a formal checklist of custodial duties requiring daily, weekly,

monthly, and annual cleaning for classrooms, labs and offices. The head custodian has trained the custodial staff on the formal requirements for frequency of cleaning campus facilities. S/he also has the responsibility to assure completion of the work task, with oversight by the business director.

Beginning in November 2014, the head and lead custodians are required to complete a weekly quality review of the work performed by each shift custodian in order to determine if their performance is meeting, exceeding, or below performance standards. These quality control reports are due to the director of business and administrative services by Monday of each week. The purpose of these quality control reports is to provide feedback to the director of business and administrative services as a fact-based resource for implementing corrective action by the head custodian to immediately address poorly-cleaned areas.

Another custodial problem area is insufficient supply budgets. Individual departments used to buy some supplies like paper towels for lab classes; but with decreasing budgets, departments no longer could afford custodial supplies. The custodial department is using more supplies than ever before due in part to the two new campus buildings. With increased usage and budget cuts, they usually exhaust their supply money in March, three months before the fiscal year ends; and the Business Office is forced to find extra funds for basics like toilet paper and paper towels. Because of insufficient funds, custodial services have been unable to replace all of its aging and broken equipment as needed. The department had four motorized carts to move supplies; it is now down to two since there are no repair/ replacement funds.

Although the college has spent in excess of $80,000 over the last six years in order to improve custodial and maintenance services, the custodial services department requires a more steady budget in anticipation of the need to replace aging equipment such as polishers and pressure washers. It is unable to purchase newer, more efficient equipment, like leaf blowers and carts. During 2011-2014, the college purchased the following equipment for custodial services:

- 2011 - forklift, $30,000
- 2011 - yard sweep vacuum, $2,500
- 2011 - two golf carts, $13,200
- 2012 - floor buffer, $3,000

- 2012 - vacuum cleaners, $200 (annual purchase of two units)
- 2014 - two flatbed carrier carts, $22,000

Equipment purchases for DGS maintenance team but paid for by Laney:

- blower/yard trimmer, $5,000
- equipment repairs since 2012
- golf cart axle, $1,000
- floor buffer repairs, $500
- pressure washer repair, $500
- flatbed carrier and golf cart wheels, $13,800

The director of business and administrative services, hired in fall 2013, is now developing an activities-based budget process that will support a total cost of ownership model that anticipates and works with the district to secure sufficient funding, staffing, equipment, and other required resources to support the essential operations of the college. This is planned as an integral feature of all new construction projects.

The college is mindful that the extreme shortage of custodial staff and care across campus is creating a less than healthy environment within which to work and learn. Thus, it is adjusting its practices to remedy part of the concerns while working with the district to secure more permanent positions. The custodial staffing level is only 66 percent of what the Laney campus needs to operate more effectively. Fifteen custodians are required to operate more efficiently; ten are in place. By spring 2015, the college anticipates hiring two additional staff members to fill outstanding vacancies. Currently, the nighttime lead custodian's job is temporary; thus, this will be one of the permanent hires to keep the graveyard shift custodians on track and working effectively, as well as managing custodial projects.

The safety of the campus is also affected by the ability of the engineering staff to maintain the facilities appropriately. As noted earlier, currently there are many much deferred safety issues, and preventative maintenance that is not occurring due to the shortage of stationary engineers and funding for facilities projects. As of spring 2014, there were 35 emergency items listed from the program reviews (six campus-wide and 29 department-specific items). These items range from inoperable fire alarms and cooking equipment not up to code to inoperable door locks, unsafe chemical ventilations and electrical outlets, and roof leaks. With an engineering

department staffed at just 36 percent of what is required to maintain a large public facility, these safety items are left undone.

Actionable Improvement Plan

In close consultation with college leaders, DGS will complete a comprehensive review of campus security policies and procedures as well as safety and security systems and execute a plan to systematically address all recommendations and findings including policies and procedures for hiring security firms and personnel, replacement of stolen equipment and supplies, and scheduled maintenance procedures for carrying out repairs, safety and security system installations, and calibration of all safety-related devices. The college Business and Administrative Services Department will complete an analysis to determine an appropriate custodial staffing level and supply budget for the college to ensure consistent cleanliness on campus. Once determined, the director of business and administrative services, in collaboration with the president and shared governance entities, will ensure that proper staffing level is achieved. The district will be tasked with ensuring that funding is available to support the appropriate staffing level.

III.B.2 **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Description

Long-range planning and evaluation of facilities and equipment in the district and at the college take the form of facilities master planning, regular updates of the college's facilities conditions in the California Community College Chancellor's Office (CCCCO) database, as well as annual updates of the district's Five-year Construction Plan (5YCP) of capital outlay proposals for the next five years. Each college in the district updates their statements of college educational plans, which are collected by the DGS. The information is input into FUSION software to formulate the District 5YCP. Guides to understanding and using the 5YCP and understanding cap/load ratios are posted on the district website.[24] The latest facilities assessment was completed in December 2013 by a representative

from the CCCCO, the district director of facilities, and the district facilities planning and development manager. District-wide, the most recent facilities master plans were completed in 2009.[25] Note: Laney's facilities master plan was fully completed for board approval in spring 2013. All plans are posted on the DGS website.[26] The facilities master planning initiative began with a review of the district-wide educational master plan and the district-wide strategic plan.[27] The facilities master plan discusses in detail enrollment projections, potential space needs and proposed programs and projects.

Annual planning and assessment of facilities and equipment are done at the program and administrative unit levels through the comprehensive program review and the APU processes. They identify facilities and equipment needs and are integrated with annual budgeting planning. Effective use of space is monitored at the division level by the responsible dean (or program lead) in the scheduling process. Use is primarily focused on serving as many students as effectively and efficiently as possible to meet student learning outcomes at the course, program, and institutional levels. Therefore, needs are first identified by assessment at the course and program level.

The college director of business and administrative services and the district director of risk management, in collaboration with district personnel, continually review the condition of existing facilities by conducting periodic inspections throughout the campus. College constituents, including custodial staff, maintenance personnel, faculty, and others have input into the process via the college Facilities Planning Committee. The status of current equipment and/or the need for new or replacement equipment is also documented in these periodic assessments as well as in the APU process.

Evaluation

The college partially meets this section of the standard.

The faculty-staff accreditation survey in spring 2014[28] overwhelmingly showed that the majority of end users do not believe that physical resources to support Laney's programs and services meets and enhances learning needs. The survey question asked, "Are the physical resources (e.g., layout, lighting, temperature control, furnishings) meeting and enhancing learning

needs?" Thirty-four percent of respondents agreed; 62 percent disagreed, while 4 percent had no opinion.

The survey also asked if campus facilities are well-maintained and if problems are corrected promptly. Twenty-six percent agreed; 70 percent disagreed; 4 percent had no opinion.

In response to the statement "The college assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment," 43 percent agreed; 46 percent disagreed; 10 percent had no opinion.

In theory, the stakeholders are involved or consulted on all phases of the facilities work. The Department of General Service's stated process is as follows:

- Facility work is initiated by the college through the various departmental chairpersons to the college president. Work they identify is brought to the PBIM Facilities Committee to be discussed through shared governance and in a collaborative manner. The college is represented on this committee by the director of business and administrative services, faculty, a student, and Laney College Facility Planning Committee members. Decisions from the district Facilities Committee are recommended or vetted through the district's Planning Budget Council (PBC). The council recommends these emergency projects to the chancellor for approval and implementation, contingent upon the availability of funds.

- The vice chancellor of DGS reports at least bi-monthly on the implementation of facility work to the college president. There is a monthly meeting with the college president to solicit input and also to receive feedback on the progress of implementation. The vice chancellor of DGS also reports monthly to the PBIM Facilities Committee on the progress being made with implementation.

- When a project is to commence, a district and college-wide announcement about the upcoming implementation is sent to the college administrator for broad dissemination to the college constituency.

- Every project being undertaken at the college has a steering committee composed of faculty, a student, an administrator, immediate end-users, facility maintenance staff on the campus, an architect, and a project manager, coordinated by the DGS manager for planning and development.

From a college perspective, some projects required higher levels of involvement or transparency than occurred, especially in planning and implementation. Some projects are investigated and even quoted for prices before stakeholders are informed that there is a project in their area. This can create missing links and technical inaccuracies that later need to be adjusted. For instance, a recent quote for a pool motor upgrade included an ADA handicap lift that would have been permanently affixed to the competition pool deck. Since the pool is used for swimming and water polo competitions, fixed bars sticking out into a lane are not acceptable; instead, there must be a portable ADA lift. The stakeholders happened to see the quote when it was forwarded by a faculty member. When they informed DGS of the issue, the quote had to be revised. This could have been avoided with greater transparency in the process.

Actionable Improvement Plan

To fully meet the Standard, the college will address the Actionable Improvement Plan III.B.2.a.

III.B.2.a   Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

The college engages in a participatory governance process to determine facilities and equipment needs through the comprehensive program review and annual program update (APU) processes. After the passage of Measure A, which included funds for capital improvement and equipment, college-wide prioritized lists were developed, utilizing the college planning processes involving all campus constituencies. Annually, capital construction projects are prioritized at the district level via the Five Year Capital Outlay Plan (5YCP) and the Laney College Facilities Master Plan (FMP), which are in alignment with the college's mission, goals, and objectives. The college's facilities requests are driven by institutional

improvement goals for instructional programs, student services programs, and administrative priorities. For example, renovation of science and CTE labs is driven by the need to reflect state-of-the-art technologies and practices to appropriately prepare students for the workforce.

The district and college seek to fully account for the total cost of ownership of new facilities. The district has several mechanisms by which to ensure that this occurs. For new buildings and renovation of existing facilities in particular, energy efficiency is a high priority.[29] Planners and designers keep these requirements in mind. Other facilities design criteria include but are not limited to architectural finishes, the selection of ergonomic furniture and mechanical, electrical, and building management controls that are state of the art, durable, and within the range of knowledge of the staff that maintains them, and maintenance contracts and service agreements.

Laney College has communicated to the DGS its vision of what a transparent project development process should be as it reflected on aspects of DGS' work during the last four years. Laney will continue to work with the DGS to improve the college stakeholder consultation procedures. DGS employs particular policies and standards for all renovation, capital improvement projects, and new construction projects. It is expanding the scope to incorporate the total cost of ownership model where future staffing, equipment, and maintenance needs are clearly identified and addressed.

The college budgets for equipment acquisition and maintenance are being continuously reviewed and assessed. The budget for equipment maintenance must be augmented as needed to ensure safe working and operating conditions for students and staff. Supplemental funding sources for equipment acquisition and replacement are also constantly being explored and identified by the college and DGS. Thus, they use grants, facilities rentals, and bond funds when appropriate.

Evaluation

The college partially meets the standard.

Departments identify the need for instructional equipment through program reviews and the APU process. They fill out Form B[30] (as part of the APU process) as requested; describe the item(s)(make, model number, etc.);

justify the purchase by referencing program reviews, student success goals, health and safety concerns, ADA mandates, etc.; and prioritize requests. The departments are also requested to give purchase quotes, with shipping and tax included in the overall cost. Annually, the requests are referred to the Instructional Equipment and Library Materials Committee (IELMC), co-led by the Office of Instruction and Faculty Senate, which reviews and ranks the requests. Because of funding constraints in recent years, there have been no funds allocated by the state for instructional equipment and library materials. Many CTE and related programs and services of the college had been aided by the use of grant and bond funds for equipment purchases during this fiscally austere period. Spring 2014 was the first semester that state IELM funds had been allocated to the college in nearly five years. Another allocation was made to the district for the 2014-15 fiscal year. The IELMC met in fall 2014 to prioritize both last and this year's requests, and expedite the use of these funds to purchase needed equipment.

The college is currently re-reviewing the formal district procurement processes. The time from request to purchase of an item can take up to six months, depending on a number of variables. This then impacts programs and operational efficiency and can impact student success.

Key repair and maintenance of instructional equipment has also been delayed due to insufficient funds. The Business Office used to have about $12,000 to fund equipment maintenance across campus. That number dwindled from $2,000 in 2012-13 to almost nothing in 2013-14. It is being temporarily restored in fall 2014, but it is still insufficient to address all of the outstanding needs. Some campus venues, such as the theatre, are operating with equipment that is over 40 years old. While some upgrades occurred and others are scheduled for this fiscal year, the antiquated lighting system (dimmers, circuits, raceways) and theatrical instrumentation need to be replaced. The purchase of such equipment in just one of these areas exceeds the entire budget for instructional equipment.

There is an inventory of equipment across campus that is broken or not operating properly due to the need for maintenance or repairs. This has forced programs to be creative while operating under conditions that are substandard for the level of education the college demands. Many

departments need money to have outside venders repair specialized equipment; other areas may even need preventative maintenance contracts. For example, the Fitness Center's equipment should be maintained monthly. Due to the lack of funding, there had been no preventative maintenance contract or repairs during the last year. This resulted in several pieces of equipment being rendered "out of order" and others operating at a diminished capacity. The condition of remaining equipment is deteriorating and negatively affecting safety and the quality of instruction.

With regard to long-range capital planning, the core concern at Laney College is the lack of financial investment to systematically address deferred maintenance matters. Deferred maintenance is a critical concern for a 40-year old facility. As noted earlier in this report, district practice regarding deferred maintenance, with few exceptions, has been to defer physical matters until an emergency or crisis level arises. The level of drama required to systematically address deferred maintenance issues is unacceptable and necessitates sound financial investments to address outstanding demands of and on the college. Any renovation work undertaken on campus should address associated deferred maintenance issues and avoid downplaying the urgency of the problems.

While the state provides a limited amount of funds to support the college's deferred maintenance costs,[31] the district has not allocated a portion of general unrestricted funds to cover these escalating costs.

The District Facilities Committee (DFC) has begun addressing the issue of general unrestricted funding not allocated to support the increasing size of deferred maintenance. A resolution was submitted to and approved by the Planning and Budget Committee to establish an annual line item of 1.5 percent of the district-wide budget into the PBIM for infrastructure maintenance and repair projects, with a roll-over provision. The DFC estimates that the budget line item will raise $2 million, and that it will be implemented in fiscal year 2015-16.

Actionable Improvement Plan

a. Long-term capital planning and on-going facilities development practices will be reviewed, revised, and improved by DGS collaboratively with the college. DGS will address specific matters as part of this effort:

b. Institute a set of robust DGS/college stakeholder consultation procedures for capital projects;
c. Develop a viable plan and funding to fully address the college's infrastructure needs including outstanding long term deferred maintenance;
d. The college will work closely with DGS and the District Facilities Committee to assure the proposed resolution to create a permanent budget line item for deferred maintenance is allocated annually in the general unrestricted revenue budget;
e. Ensure that total cost of ownership cost principles will be incorporated for facilities planning at the college in partnership with the district including the operation of physical plant and managing all physical resources; and
f. Develop, adopt, and implement a building renovation policy that fully funds the full scope of renovation work including affected building systems such as plumbing, drains, air handling systems, electrical, and exterior doors.

III.B.2.b   **Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

Description and Evaluation

Institutional planning precedes and provides direction for physical resource planning. College strategies addressing facilities are evaluated and assessed annually at the program, unit, divisional, and shared governance levels. The college relies on a participatory governance process to review and provide input into plans, including technology decisions. The college's facilities planning informed the development of the Laney College educational master plan and the facilities master plan section of the EMP; together, those documents set the framework for the award-winning 2013 board-approved Laney College facilities master plan.

The college FMP is integrated with the district's institutional planning through participatory governance processes that channel campus requests through the district's Planning and Budgeting Integration Model (PBIM).

The PBIM, as an integrated district-wide planning and budget advisory system of four committees, receives planning inputs from the colleges and makes recommendations to the chancellor.

The district vice chancellor of general services co-chairs the District-wide Facilities Committee (DFC), providing guidance and support in making facilities recommendations. District, college staff, and faculty serve on the DFC. This provides a liaison between the district and college to assure effective coordination and delivery of facilities services. The DFC provides a forum for administrators, faculty, staff, and students from the district and all four colleges to discuss, preview, prioritize, introduce, and recommend projects and services, as each relates to teaching and learning.

The vice chancellor of general services meets at least bimonthly with the college president during the chancellor's cabinet meeting to report upon the implementation of facilities projects in progress. In addition to co-chairing the DFC, the vice chancellor of general services attends many of the PBIM committee meetings, answering questions and providing input on an as-needed basis. Every project being undertaken at the college has a steering committee that is comprised of faculty, students, an administrator, immediate end-users, district facilities maintenance staff, and a district project manager.

The college director of business and administrative services and the college Facilities Planning Committee, comprised of administrative representatives, faculty, classified staff and students, are charged with the responsibility for all matters related to planning, maintaining, and upgrading the college facilities. Together, they assist in the planning of major capital improvement projects and makes recommendations concerning aesthetics, safety, and security of all college facilities, including buildings and grounds. It makes recommendations to higher-level planning committees on campus, the president, and the District-wide Facilities Committee (DFC). The college is represented on the DFC by the director of business and administrative services, faculty, students, and a representative from the college Facilities Planning Committee. Deliberations and recommendations are then vetted and forwarded to the Planning and Budgeting Council, which recommends projects to the chancellor for approval.

The college also evaluates facility needs based upon the results of comprehensive program reviews and APUs. The results of these processes justify requests at both the campus and district levels. The DGS then works with the college and end-users on prioritizing major building projects to ensure that long-range capital projects are linked to long-term strategic planning, yearly operational planning, and the college's mission and goals.

Evaluation

The college meets this section of the standard.

Actionable Improvement Plan

None

STANDARD III.B
Evidence

1. Educational Master Plan: http://www.laney.edu/wp/educational-master-plan/files/2014/11/Laney_revised_LWT.042110-Complete-Educational-Master-Plan-2010.pdf
2. Facilities Master Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B-Facilities-Master-Plan-March-2013red.pdf
3. Our Mission: http://web.peralta.edu/strategicplan/
4. The Planning and Budgeting Integration Model: http://web.peralta.edu/pbi/
5. Facilities Master Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B-Facilities-Master-Plan-March-2013red.pdf
6. Laney College Welding Lab Renovation Change Order 1: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B-Welding-Lab-change-order.pdf
7. Laney College Welding Lab Renovation Change Order 2 and 3: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B-Welding-lab-change-orders.pdf
8. Laney College Five Year Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B-Laney-College-5-year-Plan-2.pdf
9. Open Work Order Report: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B.1a-Open-Work-Order-Report-Week-Ending-11.01.13.pdf
10. District Safety Committee Mission and Scope of Responsibilities 4-20-07: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B.1-DistrictSafetyCommitteeMissionandScopeofResponsibilities4-20-07.pdf
11. Risk Management: http://web.peralta.edu/risk-management/
12. Project Status Reports: http://web.peralta.edu/capital-outlay-planning-and-constuction/project-status-reports-measure-a-e-state/
13. Measure A Home: http://web.peralta.edu/measurea/documents/#measure-a-expenditure
14. DGS Admin PR: http://web.peralta.edu/pbi/files/2010/11/DGS-PROGRAM-REVIEW-2014.pdf
15. DGS Admin PR: http://web.peralta.edu/pbi/files/2010/11/DGS-PROGRAM-REVIEW-2014.pdf
16. Facilities Planning Committee Charge: http://www.laney.edu/wp/facilitiesplanningcommittee/
17. Facilities Planning Committee Membership: http://www.laney.edu/wp/facilitiesplanningcommittee/sample-page/membership/
18. Facilities Planning Committee Agendas and Minutes: http://www.laney.edu/wp/facilitiesplanningcommittee/sample-page/2014-2015-agendas-meeting-notes-and-materials/
19. Example of Laney Facilities Priorities: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B.1.a-Laney-Facilities-Priorities-Clean-List-2014.pdf
20. 2014 Engineering Questionnaire: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B.1.a-2014-Engineering-Questionnaire-Answers.pdf
21. Open Work order reports: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B-Open-Work-Order-Report-Week-Ending-11.01.13.pdf
22. Risk Management: http://web.peralta.edu/risk-management
23. Laney Tower Administrative Building Scope: http://www.laney.edu/wp/laneytower/scope/
24. 5-Year Construction Plan: http://web.peralta.edu/capital-outlay-planning-and-constuction/understanding-the-5-year-plan-process/
25. Facilities MP: http://web.peralta.edu/general-services/facilities-master-plan-final-draft/
26. DGS website: http://web.peralta.edu/general-services/
27. SP Documents: http://web.peralta.edu/strategicplan/strategic-plan-documents/
28. 2013 Faculty/Staff Survey p.10: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf
29. Prop 39 Update to PBC: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B.2.a-Proposition-39-Update-to-PBC-Nov-22-2013.pdf
30. Instructional Equipment Request Form-B – Template: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B.2.a-Instr-Equip-Req-Form-B-Template.pdf
31. California Community College's Key Facts Nov. 6, 2014 p.1: http://californiacommunitycolleges.cccco.edu/Portals/0/KeyFacts/California_Community_Colleges_Key_Facts_Updated_11_6_14.pdf

STANDARD III.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.

III.C.1 **The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

Description

Technology resources that support student learning programs and services to improve institutional effectiveness are the shared responsibilities of the District Office of Information Technology (IT) and the college. The network, computer services, and information systems are centralized under the direction of the associate vice chancellor of IT at the District Office. District IT staff support the district-wide network infrastructure, telecommunications system, computers, servers, and computers.[1] Each college manages their own network adhering to standards recommended by District IT. The college's network coordinator and campus-based technicians support faculty and staff at the college.

In recent years, there has been significant progress in the planning, support, and deployment of network bandwidth and availability, distance education, faculty and staff computing, and innovative teaching and learning design of classrooms. The District-wide Technology Committee prioritizes college priorities and aligns them with strategic goals.[2] Technology planning is fully integrated into the district and college planning processes. Technology resources are used throughout the college to support and increase the effectiveness of student learning programs and services, communication, and the quality of services provided to students.

The overarching direction for all decisions about technology come from the college's educational master plan.[3] The identification of technology needs is a collaborative process involving all campus constituents. Faculty and staff, through their instructional divisions, identify technology needs and trends through their annual program review updates (unit plans) and comprehensive program reviews.[4,5]

Technology resources that meet the needs of learning, teaching, and college-wide communication include the following:

a. **Laney Technology Center:** Includes four large labs [two 42-station PC desktops and two Macintosh desktops (25/20)]. Most of these labs are used for open lab periods and classes, with one PC room held exclusively for open lab. The center is open from 8:30 a.m. to 8:50 p.m. Limited copying and printing is available free to students.

   Tracked student usage in the academic year (AY) 2013-2014 shows an increase in specialized labs such as computer information systems and DSPs. The 2014 student survey found that 54% strongly agreed and 34% agreed computer access was sufficient, while 45% disagreed and 7% had no opinion.

b. **Smart Classrooms:** In 2011, Laney added 25 new smart classrooms making a total of 27 for the college.

   A three-level standard was adopted according to the equipment in each. Twenty-one rooms were Level - 1, equipped with ceiling mounted projector/s, wall-mounted screen/s, interactive digital pad, document camera, DVD player, smart board, audio system with speakers and wireless microphone, Network wireless connection, voice-over-internet-protocol (VOIP) cabling, data outlets for students, power receptacles for students and modular furniture. Two older rooms, installed in A152 and A154, are very basic, equipped with projector, DVD player and audio. There were also two each, Level - 2 and Level - 3 rooms, with extra equipment for video streaming and with duplicates/larger screen sizes, to accommodate greater room size and numbers of students.

c. **James Oliver Writing Center:** Has 61 PC desktops, and is open 9 a.m. to 8 p.m. Monday through Thursday, and on Friday from 9 a.m. to 4 p.m. The aptly named Writing Center provides students with help on their writing assignments.

d. **DSPS Lab:** Has 21 PC desktops, and is equipped with special software and accessible work stations. It is used for assessment and tutoring of special needs students. Besides regular maintenance, its staff includes a qualified learning specialist.

e. **Individual Department Labs:** Various disciplines have their own departmental labs. These are the business, computer information systems (CIS), math, architecture, photography, media communications, graphic arts, ECT, wood technology and machine technology departments. These labs have from 10 to 125 desktops, mostly PC and some Apple computers. As of May, 2014, the PCs have been replaced with new Lenovo desktops and the Macintosh based are being installed with the latest iMacs beginning June, 2014. These specific labs are open for their students during class hours, with the larger ones, such as CIS and math having staffing for open lab hours for their students.

f. **Library:** Has 96 desktops (also replaced with new Lenovo desktops) located throughout the facility for staff and student use. In AY 2013-14, the library acquired new catalog software, Horizon, for authorization and home data base access. Copying and printing services are available for students for a minimal fee, and free for faculty.

g. **Audio/Visual Services:** Includes both a small PC lab with desktops (part of library inventory) and listening stations. It is located in the library first floor. It also has laptops and CD/Cassette lending services, projectors and carts for non-smart classroom usage, and a library of instructional tapes and CDs.

h. **Wireless Access:** The college increased wireless capacity by adding 27 new access points. The senior computer information systems analyst for Laney is exploring modes of wireless access and service companies. In May 2014, three companies made presentations to the Technology Planning Committee, the Laney IT staff, and administrators. Attendees were polled about their impressions and the

committee made a recommendation for one of the presenters. We are now exploring funding sources for this expansion.

i. **Tower Building Facilities and Upgrade:** During the Tower Building upgrade, the college installed seven new switches and a 10GB core switch to support installation of smart conference rooms, when funding is available. There are signage monitors and VOIP is available in all conference rooms and administrative offices and the college is in the process of installing signage monitors in the Tower building as well as throughout the campus.

j. **Welcome and Assessment Center:** Have recently updated 70 Lenovo PCs.

These computers are available with staff support for new and prospective students to enroll in classes, apply for admission and to determine appropriate basic skills course placement.

k. **Student tracking and Software:** Three software applications, SARS–Grid and Compass, and PC-Trak are installed for counseling services and resource allocations.

The Laney College Technology Planning Committee (TPC) meets monthly to assess technology needs and action planning. As a shared governance body, TPC members include faculty representatives from college divisions, IT staff, and administrators. The committee obtains its information on college-wide technology needs from its own representation, surveys, program reviews and annual unit plans, and from other shared college governance entities. It reviews and prioritizes these needs, and acts to request funding for its projects. The TPC sends two of its members to the District Technology Committee (DTC), where Laney's IT needs and priorities are shared with the district, and where Laney can be involved in and maintain currency with district-wide planning and implementation projects that pertain to district IT to the other three colleges.

The committee is currently working on revising its technology master plan and expects to have a new draft in place by the end of the spring 2015 semester.

The IT staff has reorganized its leadership hierarchy, job descriptions and

staffing. At the top of the hierarchy is the senior computer information systems analyst, who oversees the communications and IT support planning for the entire college.[6] Under this position, is the campus network coordinator, looking after college-wide communications and technology operations. Then come the department network coordinators, attending to specific college areas such as the technology center, the writing center, etc. Making up the rest of the corps are several instructional aides. New positions are also being considered and discussed, such as that of a media specialist.

Laney has instituted its own helpdesk system. Faculty and staff submit requests for help with their IT- related problems. These 'tickets' are guaranteed a 48-hour response, but in actuality, no ticket to date has taken over 24 hours to be successfully resolved.

Laney College implements appropriate technologies to improve the quality of education in an era of increasingly powerful electronic teaching tools. Students have at their fingertips smart phones, tablets, laptops and desktop computers as well as applications that can access source material immediately. Keeping students engaged with up-to-date technology is increasingly important since students have so much computing power in their devices and they expect the college to be equivalent and compatible.

Laney College evaluates its technology in a variety of ways: specific proof of improvement is the change in responses in the survey querying technological resources. One example is a questionnaire sent to the staff of Laney College and approximately 300 replies yielded a variety of perspectives on the standards of the Institutional Self Study in support of reaffirmation of Accreditation.

Two questions were used to address the current status of technology among faculty:

1. The college assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications research, and operational systems. (Fifty-three percent agree, 35% disagree, and 12% don't know)

2. The college provides quality training in the effective application of its information technology to students and personnel. (Fifty-eight percent agree, 28% disagree, and 14% don't know)

The majority agreement in the answers show improvement compared to a broader survey conducted in 2008, 52% thought that technology resources are fair to poor, 48% were adequate to excellent. A similar question to No. 2, reported 53% thought there was insufficient training to stay up to date.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the organization.

Description

The district IT ensures that it has a comprehensive set of resources to support the technology needs of the college to enhance the operation and effective of the organization overall. Its technology resources include over 100 physical servers consisting of HP, Dell, and Compaq server manufacturers. District IT also utilizes virtualization technology through VMware, which rides on HP and Cisco UCS blade servers. Storage for the servers comes from HP SAN systems, EMC SAN systems, and Netapp SAN systems. To date, the district has implemented phase one of its virtualization project which now focuses on HP blade servers and Netapp storage.[7]

The district has recently moved from a Cisco network standard to various manufacturers who focus on one area. Fortinet is used for firewall appliances. A10 Networks is currently used for load balancing appliances. Arista is used for distribution core switches. Enterasys/Extreme is used for edge switches. The network is robust, reliable, and scalable. All facets of the network are redundant.

Internet access is provided through the Corporation for Education and Network Initiatives in California (CENIC) Gigaman connections at the District Offices and at each of the colleges. CENIC's California Research and Education Network—Digital California (CalREN-DC) provides high-

quality network services for K-20 students and employees. As a CENIC Associate, PCCD must ensure that the user community complies with the CalREN Acceptable Use Policy (AUP). In order to ensure compliance, the PCCD computer use and electronic mail guidelines incorporate the same terms specified by the CalREN AUP.[8] Email for faculty and staff is provided by a MS Exchange Server. Student email is provided by MS Office365.

District IT staff also support the administrative and voice network for the district. PeopleSoft runs on the administrative network. PeopleSoft is an Enterprise Resource Planning (ERP) application system that offers a suite of products designed to solve complex business problems. PeopleSoft typically offers their products to large corporations, government/ educational institutions, and organizations.

In 2005, Peralta invested in (and implemented) the Financial Services Management (FSM) suite, which consist of 27 modules, such as purchasing, asset management, accounts receivables, general ledger, expenses, accounts payable, inventory tracking.[9] These modules support the finance, and budgeting (commitment accounting) needs at the district, as well as business service managers at the colleges. The commitment accounting module allows the campuses and district unit offices to control their own budgeting process module for human resources (HR), which enables users to allocate salary and operational costs to different funding sources. It allows campuses and district units to control their procurements through the purchase requisition workflow process. The College accesses these modules using a web based portal called Peralta Real-Time Online Management Technology (PROMT).

Along with the FSM suite, in 2005 Peralta also invested in (and implemented) the Human Capital Management (HCM) suite, which consist of 16 modules, such as payroll, time and labor, human resources, talent acquisition manager, ePay, resume processing.[10] These centralized functions support the colleges and district by paying all employees (faculty, staff, administrators, student workers, etc.). The intake process of all employees is handled through the centralized Office of Human Resources at the district. In addition, the HR module maintains position and employee data. Data that is stored and updated in this module relates to employee, job, position, compensation, and benefit information. The college accesses these modules using the web-based portal called Peralta Real-Time Online Management Technology (PROMT).

That same year Peralta invested in (however did not fully implement until 2008) the Campus Solutions (CS) suite, formally campus administration suite, which consist of 10 modules, such as gradebook, student administration, campus self-service, community access, and many others.[11] This suite of modules primarily benefits students by efficiently integrating admissions, registration, enrollments, grades, class schedules, and class rosters. Access to the system is via a web-based portal referred to as PASSPORT. The PASSPORT system serves as both a student administration tool used by staff to process and maintain student information and records, as well as a faculty center and self-service student center for matriculation services. In a recent student satisfaction survey a total of 81% of the students agreed that the Passport enrollment system was easy to use.[12]

PASSPORT can be summed up by three different functions as follows:

1. **Student Center**: Self-service portal that allows the student to add a class, drop a class, make a payment, search for classes, and view unofficial transcripts.

2. **Faculty Center**: self-service portal that allows faculty access via Web-VPN (remote access) to contact students, download class rosters to MS-Excel, enter grades and positive attendance, indicate an early alert, roll-book documentation, submit attendance rosters, submit census rosters, view student personal contact information, and set user preferences.

3. **Student Records**: Self-service portal that allows the student administrator to search for course catalogs, search for classes, assign service indicators, activate students, view transfer credit, view transcript requests, update an academic calendar, update a student's program/plan, update the term/session, view grades, view term history, view class rosters, view instructor schedules, view online grade rosters, withdraw from a session, withdraw from a term, and view academic standing.

The Peralta District has made much progress since the launch of PROMPT and PASSPORT. The systems have developed and solidified since the last self-evaluation into a fully operational platform but is not without its glitches.

Managing immense databases with the latest software proves challenging to keep upgrading, or converting to new systems or platforms, while maintaining security of identification, grades and other proprietary data is paramount.

The district is currently in the process of implementing the student financial aid module as a part of the PeopleSoft CS suite of applications. Previously, the student financial aid system was running on a Mainframe (legacy) EMAS-Pro/SAFE system that is not web-based and requires an interface to the PeopleSoft system. Our new PeopleSoft financial aid module has automated many financial aid processes that previously required manual processing by staff. Although there are now streamlined and automated processes with the new system, the Financial Aid Office is still required by the Department of Education to collect physical documents from students who were selected for verification, have a "C" comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the campus financial aid offices.

PCCD launched the student financial aid project as a part of the district's IT strategy to improve the efficiency and effectiveness of its processing of student financial aid at the college financial aid service centers. The existing system does not have self-service functions and requires dedicated IT staff to update, setup, run process, and reports periodically. The current software has reached its end of life and must be replaced as a top priority. The implementation is very complex and has failed on numerous prior attempts.

The new PeopleSoft module is a web-based solution, which requires no interfaces to and from other student systems at Peralta and no additional cost. There are four financial aid module updates per year and the system will provide self-service functionality for the students via the web. Students can now view required documents requested by the financial aid office and will be able to view their financial aid awards. The functional users will have more control over setup and processes and many processes will be able to run daily, if needed. The system is in compliance with the Department of Education file format for Pell payment processing.

District IT plans to complete the implementation of the PeopleSoft academic advising module by spring 2015 semester. This module will consist of PeopleSoft Academic Advising and Student Educational

Plan (SEP) modules. These modules are already owned by Peralta and no additional cost is required. Implementation of these modules was attempted in 2005 and 2009; however it was not successful on both attempts. Under new leadership implementation will be concluded by spring 2015, because it will be a requirement for state mandated student success initiatives.

The Oracle Business Intelligence (BI) tool was implemented in 2008 to allow more visibility in the student administration module promoting strategic and operational decisions, primarily at the college level. This innovative tool allows data analysis that is limited to a small user community. Now, the college has the ability to request information in order to make strategic decisions for anyone within the institutional population that includes but is not limited to faculty, staff, administrators, and students. This tool is necessary in order to allow faculty and staff the ability to access and manipulate information directly, at their own desktops, rather than having to funnel all requests through a central department.

Securing college data and providing backup and recovery is the responsibility of the District Office of IT. To maintain the reliability of served hosted by district IT at the District Office, the Department of General Services has installed and maintains an emergency generator to provide backup electrical power to the district building for as long as necessary during a power outage.

The district does not have a fully integrated wireless network. It is moderately implemented in regard to autonomous access points. Currently the district is not utilizing wireless controllers to manage access points. Access points deployed throughout the district vary in their capabilities.

Table III.C-1

LANEY WIRELESS AP'S LOCATION	QUANTITY
A Building	6
AC Building	2
B Building	3
D Building	2
E Building	4
F Building	8
G Building	6
Filed House	6
Forum	1
Library	4
Student Center	2
Theatre	1
Tower Administrator 8 Floor Building	23
Total:	**69**

Most of the access points are N (capable of internet speeds up to 300Mbps) and G (generally limited to 56Mbps); however they need to be configured individually (autonomous). Purchase and deployment of access points is done on an as needed basis.

Laney College, wireless access points are currently available in the following campus locations:

There are over 200 instructional classrooms. While there are many wireless access points most of them are outdated and obsolete. Unfortunately they do not provide adequate coverage, bandwidth nor density needed for instructional engagement; thus, the current effort to seek district support for the expansion of access.

Currently the district is utilizing "Alertify" as its emergency alert system for emergency and some non-emergency communications. In the event of a campus emergency the district HelpDesk is notified by the Department of General Services or Risk Management and the "Alertify" process is triggered. Information technology begins a process of sending data collection of student contact information and employee data (primarily email) provided by the HR department and downloaded once per semester after census. The information is then sent to "Alertify" and the student and employees are notified. After an analysis in 2013 it was discovered that the existing system was not adequate because the process takes 20 minutes to notify each campus, totaling over an hour to notify the entire four campuses in the district of an emergency. As a result, the Department of General Services and Information Technology have initiated an RFP to procure a new emergency alert system that can adequately support the emergency needs for the district. We are expecting to complete this process by the end of the summer 2015 semester.

District education (DE) platforms are processed, operated, and managed by the District Office of Educational Services. However, district IT pays the bill for hosted services. PCCD has been a local leader in the field of distance education, with an established track record of delivering high quality online courses and linked online student support services for more than five years. Today, all four Peralta campuses have a fully-developed distance education component. In the fall of 2013, PCCD offered 193 online and hybrid classes, with 6,400 enrollments by 4,800 students, resulting in 740 FTES. The four colleges share a common learning

management system, Moodle, which is hosted on an external server and fully integrated with Passport/PeopleSoft, Peralta's enterprise software system, for easy registration and tracking of student enrollment and performance.

The PCCD distance education (DE) program is overseen by the vice chancellor of educational services and supported by four DE campus coordinators (.25 each), one per college, and a district DE coordinator (.5), a full-time Moodle/web programmer and a part-time help-desk/troubleshooting support person. There is also a district-wide District Distance Education Committee consisting of faculty members from each college serving as distance education coordinators for their campus, along with a faculty lead (district DE coordinator), supported by release time. This team provides basic technical support to faculty teaching online courses and pedagogical advice in the area of DE, along with the district's IT Help Desk assisting online students.

Laney College's distance education coordinator interfaces with district level command and control of electronic data. Moodle is open-source software and will allow Laney to draw from the open source community for training and support.

Since Laney's 2009 accreditation report, the college has gradually and steadily increased its distance education and hybrid offerings. In 2009, the college had 116 DE and no hybrid offerings. Since 2012, including, the most recent academic year for which the evidence is available (AY 2013-14), the college has offered a total of 269 distance education courses in the following disciplines: African-American studies, anthropology, business, biology, computer information studies, counseling, economics, ethnic studies, health occupations, health studies, history, humanities, journalism, library information science, management/supervision, mathematics, music, philosophy, physical science, political science, and psychology. Those 269 courses served a total of 9,484 students. In a survey of student satisfaction specific to distance education classes at Laney College ("I am interested in distance or online classes at Laney College."), a total of 65% of the respondents agreed with this statement. This suggests that there is considerable student demand for expanding the college's DE and hybrid course offerings.[13]

Laney's hybrid course offerings are significantly fewer; however

momentum is building for expanding the use of this methodology as evidence mounts for the effectiveness of hybrid vs. face-to-face or fully online courses. In AY 2012-13 the college offered 13 courses using a hybrid modality in the following disciplines: English As a Second Language (ESL), library information science, mathematics and psychology. Given the small number of offerings, the number of students served (227) is also fewer than the number of students served in fully online DE courses. As mentioned in the preceding paragraph, although the question did not specifically reference hybrid course offerings, it is reasonable to conclude that the student responses are also appropriate for this option. This suggests that more professional development would facilitate faculty members in being able to use blended learning approaches to supplement face-to-face class instruction.

While most DE courses utilize the Moodle LMS, some of them and at least one of the hybrid courses uses a learning management system provided by the publisher of the textbook that is selected for the class (e.g., Pearson MyPsychLab, MyEconLab, MyMathLab). Given the tight integration of textbook content, supplemental instruction materials, multimedia aids and assessment resources, a publisher-provided LMS is often better suited for robust student engagement that doesn't require the instructor to create, import, design and manage the content. In addition, although not strictly defined as either DE or hybrid, some faculty who teach face-to-face classes also have Moodle shells through which course materials and assignments are distributed.

Peralta's decision to use Moodle for its own district-level programs was based on an in-depth comparison of LMS vendors, conducted by IT staff and the distance education coordinators from Berkeley City College (BCC) in 2007. After reviewing the merits of various vendors, such as Blackboard, Angel (absorbed by Blackboard in 2009), and others, the recommendation was to use Moodle due to low start-up costs and the fact that it allowed for maximum institutional control and flexibility—an important consideration as Peralta ramped up its distance education program from one college to four colleges, each with its own online learning needs and agenda.

The most recent ITC survey affirms this choice and shows that Moodle is gradually emerging as a favored LMS among community colleges nationwide. Over the last six years, usage of Blackboard by two-year colleges surveyed has steadily declined, from 39 percent in 2007 to 35

percent in 2012. During the same period, usage of Moodle has steadily grown, from 10 percent in 2007 to 14 percent in 2012, indicating that more and more two-year colleges are choosing Moodle as their designated learning management system (Instructional Technology Council (ITC).[14]

Moodle's architecture also allows for a certain amount of adaptability, in terms of adjusting to next generation LMS and other technological innovations that may emerge in the near future. Its adaptability, low start-up costs, and lack of fees for individual add-on feature (a source of expense with other LMS options) make it an ideal investment for a large-scale system, which wants to minimize cost while maximizing impact. By using Moodle, PCCD can create an immediate response to the increased demand for online courses and the limited infrastructure and budgetary challenges of its individual colleges. At the same time, it can develop an interim system with minimal investment, positioning it to take advantage of new technologies as they emerge rather than stay with an outdate system simply to justify the money already expended in migrating systems. Peralta currently uses an external hosting company for its LMS installation. The LMS provides a standardized system and interface for users while, at the same time, accommodating the individual needs of colleges.

In the formal sense of the word, Laney does not have a distance education (DE) program. The college offers some courses via the DE modality that are scattered throughout the curriculum, however, no single discipline that provides a degree or certificate offers half of its courses online. This is reflected in the ACCJC Annual Reports of 2010—2014,[15] which show zero or none when answering those questions that pertain to DE programs. For the past two years the college has been actively engaged in updating and expanding its curriculum, which has provided faculty with the opportunity to include a DE addendum for each course and allowing it to be taught as a DE or hybrid course. As courses are updated in this way the college anticipates adding more distance education offerings. Because many face-to-face classes also have Moodle course shell supplements, as well as to provide support for completely online instruction, as mentioned previously the college has a DE coordinator at .25 FTE. The DE coordinator helps faculty develop online and hybrid courses, maintains a database of all Laney distance education offerings, and performs related tasks.[16]

To further assist faculty in developing online or hybrid courses, Peralta maintains a distance education training program through courses

offered online, using Moodle, at one of Laney's sister colleges (Merritt). Successful completion of the Merritt College Educational Technology (ET) program leads to a certificate of proficiency in online teaching.[17] Since the ET program's inception, Peralta faculty has been able to use these courses for salary advancement. The added incentive of remunerative professional development credit supports faculty in expanding their ability to teach DE and hybrid courses, as well as to incorporate current educational technology in face-to-face courses.

A faculty member and the lead classified technology staff person represent the college on the District Technology Committee (DTC), both of whom are members of the college's Technology Planning Committee (TPC). In addition, another faculty member who has facilitated the DTC meetings for several years is also the faculty co-chair of the college TPC. Their shared governance participation in the development of district-level technology recommendations ensures that the college voice is heard clearly and that college technology needs are appropriately reflected in district technology planning and decisions. Laney College faculty and staff were active participants in accomplishing DTC goals for AY 2013-14, including the alignment of the college technology plan with the district IT strategic plan and its updating (begun AY 2013-14, to be completed AY 2014-15), the development of the district's computer and network use guidelines manual, and a matrix that shows the division of IT responsibilities between the college and the district.

PCCD distance education classes are accessible to disabled students, as required by federal law. The LMS installation is developed in accordance with Section 508, the federally-mandated accessibility code for educational institutions. PCCD is working with a Design Consultant, Jennifer Burke,[18] who is an expert in accessibility design. The college also has established campus-based offices of alternative media, as well as an accessibility director who can work with the DE instructors to make sure that online offerings are accessible.

The existing PCCD distance education website is a WordPress site, which can be integrated with the functionality of Moodle. WordPress is the platform that is being used to create the web site and could easily be used to enhance a Moodle-based LMS with blogging technology. Instructors can also use these technologies to create their own web page, to promote their

class, list resources, and connect with current and prospective students.

In addition to the district distance education website, district IT also maintains two in-house developed technology tracking shadow systems. One is for staff development—software to monitor, maintain, and track staff development flex hours. The other is for EZPass—software to manage and maintain the AC Transit bus passes for students.

For curriculum, PCCD utilizes CurricUNET, a web-based service that automates the processing of submitting course and program proposals via a web browser. CurricUNET also provides access to course outlines, instructor syllabi, and an opportunity to review the student learning outcomes for each course. PCCD also utilizes TaskStream as a management system for student learning outcomes and assessment. During the 2014-15 academic year, the district will be implementing a move to integrate both systems into CurricUNET Meta so that all information related to courses; programs, SLOs, and their assessment can be aggregated into one system.

Laney College has 40 MITEL-VoIP and 315 MITEL-PBX telephones. Service maintenance of the phones is provided through Peralta Community College District. Change order requisitions and any special requests are expensed through the college departmental budgets.

The District IT warehouse has approximately 10 CISCO-VoIP phones remaining in storage for distribution to BCC upon request. District IT is in the process of initiating a district –wide telecommunication project as a part of the IT strategy that will include a cost efficient, reliable, and scalable voice telecommunication system to accommodate all four campuses and the district office.[19]

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

Description

Laney College provides quality training to ensure effective use of the applications available. Most of the training is coordinated by the district, and occurs primarily when projects are implemented and as a part of the system development lifecycle methodology,[20] implemented in 2013. There is a component of this method that includes training and knowledge transfer. This training is provided by the vendor deploying the software, services or product. While the college/district has no formal trainer in place at this time, the IT staff are frequent leads in the training of students and personnel.

In additional, the district provides two training events for district IT staff per year, provided by Oracle World and the Higher Educations User Group (HEUG). The college sends five staff members to each training, rotating them so that they do not all attend the same conference each year. IT staff also take advantage of the knowledge transfer and training from the consultants that complete upgrades, which is a part of the contract using a train-the-trainer approach.

Currently, the district has no formal training plan in place to address district-wide technology training needs. Training can be divided into two components: functional training (end-user) and technical training (technical IT staff). The AVC of IT has suggested and recommended to the DTC a need for technology trainer position at Peralta. The position would be centralized at district IT and provide a series of technology trainings through-out the academic year based on training calendar.

Training currently is identified by the director of technology services and director of enterprise during software upgrades and/or implantations. On several occasions the director of enterprise services, along with the chief information officer have identified trainings that go beyond the technical component, yet also involve functional departments such as admissions and records and educational services staff. Recently, district IT secured training for several staff members to be trained in curriculum and student records, along with security training. The director of technology services identified training needs for the senior network coordinators while planning the refresh of the network infrastructures, along with the implementation of virtual servers in the district IT Main Distribution Facility (MDF).

Training for new IT equipment is generally given to IT staff (and to faculty if pertinent), when first set up, by the installers. For example, when the 25 new smart classrooms were first installed in 2010, the company, ProMedia, first trained the IT staff. Then it held several trainings for faculty and staff in the different level types of rooms. Flyers and emails went out, interest was high, and these sessions were very well attended. Manuals with diagrams were also supplied by the installers. Keys that housed the equipment cabinets were only given out to those faculty who'd had at least this modicum of training. However, this sort of introductory group training was generally not sufficient for faculty, except for the most technically proficient. To fix this problem, a member of the A/V lab was made smart classroom trainer, taking individual appointments to give faculty one-on-one training. If help is needed on a daily basis during class hours, the Laney IT staff is available to assist when called upon.

Those working in or retired from their industry staff the many CTE disciplines. Therefore, they are already trained in the use of their equipment, or are capable of using the accompanying manuals to complete their knowledge. They are also funded by grants and by the College Professional Development Committee to attend industry-current conferences, where the latest in trends are reviewed and training supplied.

Grant funding is used by many CTE disciplines and some IT staff for subscriptions to online help companies such as Lynda.com, that supply video tutorials on all manner of current, state-of-the-art IT, CTE, business and digital media applications.

A. **Administrative**

PeopleSoft upgrade training was provided to admissions and records supervisors.[21,22,23]

B. **Instruction**

Faculty and staff participate in IT training to enhance their technical skills in using and operating multimedia presentation stations and associated equipment. Training is provided during professional development week during each academic semester. One-on-one

training is also provided through the college helpdesk. For instruction using smart classrooms faculty can have one-one training from the Laney Information Technology Department.

1. Distance Education Training.
   a. A DE coordinator offers training sessions on staff development days. Further support and training is available upon request.
      i. Moodle training for instructors.
      ii. District Training for students: Moodle training for students does not currently exist at the colleges. Students learn to use Moodle from the instructors who are teaching the courses. For further assistance/technical needs, the district provides help for students via an online helpdesk.[24]

The college IT Department staff coordinates training for new employees in the use of the ERP. The District Office of Educational Services identifies and schedules technology training as part of the staff development program for the district.

The district has a helpdesk and is working on expanding its capabilities. Footprints Helpdesk software is the issue resolution tracking system implemented at the district office to provide a system to address immediate and long-range technical support needs.

The district helpdesk procedures with regard to helpdesk ticket response times and ticket information are as follows:

- ticket will be assigned no later than four hours after ticket has been opened;
- ticket must be resolved no later than three business days after ticket has been opened;
- when the issue is resolved, a detailed explanation of what was done to resolve the issue and close the ticket is developed;
- helpdesk runs a daily report that will flag tickets that are overdue; and
- only Helpdesk staff create tickets, end users must now email or call Helpdesk with their requests.

Students, faculty, staff, and administrators have access to technical support from the PCCD helpdesk, staffed by experienced IT professionals. The helpdesk is working on adding an open source platform that will allow for customer interaction by phone, by e-mail, or by chat function. This helpdesk ticket system is now the industry standard for customer service helplines, whereby the customer is issued a number for their case, for future reference. The helpdesk is hosted through a separate external vendor-hosted server.

A variety of Moodle training opportunities are available for DE instructors. This includes workshops on district-wide faculty development days, online videos and manuals, and a certificate program in using Moodle for online teaching. Professional development training for faculty and staff is available both online, on the distance education web page, and through Merritt College's Online Educational Technology Certificate program.[25]

Members of the Curriculum Committee and members of the Learning and Assessment Committee (LAC), give rigorous training to faculty in the use of CurricUNET (for curriculum) and in TaskStream (for student learning outcomes assessment). These training sessions are held during professional days at the beginning of the semester and during the course of the fall and spring semesters.

During AY 2013/2014, "CurricuCamp" training sessions were held every two weeks, staffed by volunteers from the Curriculum Committee. Flyers and emails were sent out as reminders. During these sessions, faculty were helped in using CurricUNET, to design new, update older, and deactivate courses/programs, and a little over 1,300 items were reviewed and acted upon. See the Curriculum Committee end-of-year report by the chair.

The LAC Committee hosts several training workshops throughout the semester to train faculty in the use of TaskStream, the application we use for recording assessment activities. The college supported the committee's training efforts by supplying funds for small stipends to part-time instructors who successfully entered their assessment results. Lunch was supplied at the beginning and ending semester's training workshops to encourage participation.

The library has training and courses to help students to access their data bases. CTE disciplines using digital media, such as graphic arts, media

communications and photography, all have introductory courses, which integrate training in the use of the computer, using media relative to their industry.

The Computer Information Systems (CIS) department has general courses in computer literacy for all.

The Woodworking Department has collaborated with the ESL Department to promote their industry skills for non-native English speakers, by having different language interpreters in the classroom to enhance successful learning and retention of technology skills.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description

As regular evaluations of infrastructure and existing equipment are made (faculty and staff computers, smart classroom peripherals, printers, scanners, etc.) this leads to subsequent recommendations for the replacement of outdated equipment or upgrade to a newer technology. Through program review and annual program review updates, the faculty, staff and administrators determine and prioritize list of equipment and technology needs. This process allows everyone to provide input and advocate for resources needed to improve student learning and student support. Once lists are prioritized collaboration there is collaboration with district IT for recommendations on standard equipment. These recommendations include consideration of long-term maintenance and repair costs. However, purchasing of equipment and hardware is dependent upon funding and is at the sole discretion of the requestor.

Laney College Technology Committee prioritizes campus technology

needs and the College Council approves recommendation made to the president. Once approval is secured, the colleges' IT Department implements the technology refresh (including enhancements) or installs any new equipment. Ongoing technology requests are facilitated through Laney College helpdesk by filling out an IT request form. The college website has had numerous improvements since the last self-study. Since the 2009 planning process for moving to an open source platform to manage the college's website, Laney successfully upgraded its website using WordPress software. This implementation allows Laney faculty, staff, and administrators to easily develop and maintain their own websites. Because the total number of faculty and administrative services sites exceeds 200, the college is presently working on enhancing and revising the architecture, design and accessibility features of the website to better facilitate student engagement and to better promote the college presence in the larger community. The software platform will continue to be WordPress, for the reason stated earlier in this paragraph, however, the site architecture revisions will demonstrate better college wide integration in alignment with the student success and support initiatives that began in fall 2014. Even though we are making these improvements, 71% of the students surveyed agreed that the Laney College website contains adequate helpful information.[26]

Infrastructure

During 2013-14, Laney's Tower network infrastructure has been updated as part of the Tower building renovations.

Seven new access switches, core switches, and Cat 6 cables were installed.

In the fall 2013 instructional labs, student services staff using the PC computers and monitors were replaced. This effort was funded through voter approved Bond Measure A.

Laney IT Department is working on the campus-wide wireless access, and implementation is contingent upon funding. Currently, three vendors have been working on the campus-wide wireless plan proposal: Cisco, Aerohive and Aruba.

A wireless campus will allow students to study with laptops from anyplace on campus and will facilitate the use of technology in classrooms,

conference rooms, offices, the library, and elsewhere on campus. The availability of powerful laptops and a wireless campus will allow reconfiguration of computer labs and vastly improved access to computing for students who currently do not have internet connectivity.

Passport

PeopleSoft was upgraded from 8.9 to 9.0 in spring 2013. Additional upgrades are expected in 2014 mostly in the area of financial aid.

Instruction

Laney College Technical Planning Committee (TPC) reviews technology upgrades requests from the college community. The TPC reviews the program and unit plans of every instructional department, the library, administrative units and classified staff. The Laney TPC aligns its meeting calendar with the District Technology Committee calendar.

The Laney Information Technology Services (LITS) provides the technological infrastructure, to enhance student learning as well as to provide consistent and effective support service to all academic, student service and administrative functions of the institution.

Accomplishments are:

- Trouble ticket system http://www.laney.edu/wp/laney-it-group/
- Laney helpdesk (F170) laneyhelpdesk@peralta.edu
- Standard operating procedures (SOPs) for smart classrooms
- Standard operating procedures (SOPs) for IT passwords
- Laney IT group website
- A campus-wide computer hardware inventory for prioritization of our future Measure A purchases.

With coordination provided by a Laney DSPS learning specialist, the Universal Learning lab uses several new software programs designed to aid student success: SmartTxt and Kurzweil Speech-to-Text software is designed to make the textbook more accessible to English as a second-language students as well as those needing more interpretation, including those with disabilities, in becoming self-sufficient learners. This initiative uses a peer-based model, and has been adopted by Laney faculty teaching mathematics and career technical education classes. It is an outgrowth

of the universal learning design text-to-speech project the college made available to faculty teaching courses that require heavy reading. Sample DVDs are given out for home access and computer lab assistants are available for those who need help with the material and techniques in the learning lab. In addition, instructors and student volunteers are available to interpret the technology.

In 2013, the use of the Smart Pen was instituted. This instrument video records the taking of notes by student volunteer, the audio lecture of the professor and provides a means to link the lecture to the notes so the students can view the recorded notes, hear the lecture, and drop off and pick up when they let off at any time since this material is lodged on a Facebook page.

Through the work of the Technology Planning Committee Laney has successfully initiated the following projects:

- **Turnitin:** Purchase of a college-wide **Turnitin (anti-plagiarism) software** license**,** fall 2014. During the spring 2014 academic semester, faculty members requested through the Technology Planning Committee the opportunity to review a demonstration of Turnitin anti-plagiarism software, facilitated through the IT Department, to determine whether or not this technology would benefit their professional work and enhance student learning. Two Turnitin demos were hosted at the college and a faculty senate survey was designed and distributed to the faculty senate members for feedback.

  The outcome of the survey was positive with 80% of the respondents favoring the purchase; the remaining 20% was neutral. In addition to the survey, the IT Department received approximately 20 email responses from faculty members who attended the demonstration, expressing their support for the software. The software license purchase included two training sessions and will cover one year of faculty use for the entire college. By having access to this software faculty will save valuable time during the grading process, improving the quality of their feedback on student assignments and thereby increasing student engagement. The use of Turnitin technology assists the college in implementing its overall strategic plan, supporting its

goal of developing and managing resources to ensure student success and academic completion.

- **Instructional Multimedia Carts** (as an immediate way of addressing the shortage of what were previously called "smart classrooms," now known as Interactive Learning Environments): a secure rolling cart that is stored in the classroom quad for easy retrieval and use in nearby classrooms, thereby eliminating the strain of having equipment delivered from the instructional media center in the library. In 2011, the college installed 25 "smart classrooms" to upgrade instructional technology access. There are 205 instructional classrooms campus-wide, so the installation of only 25 such rooms was accompanied by enormous faculty and student pressure to have access to these rooms.

To alleviate the shortage of technology-enhanced classrooms, the Technology Planning Committee recommended that the college purchase 25 instructional multimedia carts with essential equipment that can be implemented without major structural work—including a laptop computer, multimedia projector, stereo speaker monitors, a document camera and a DVD/Blu-Ray Disc player, and a multimedia equipment cart in which those items can be secured. After developing and demonstrating a prototype and vetting the idea through the shared governance process, the IT Department initiated a procurement process for 25 units. The equipment for those carts has been ordered and as of this writing, it is being shipped for on-site assembly. We expect these 25 carts to be available for faculty classroom use before the end of the fall 2014 semester. Expanding multimedia, interactive learning technologies has been part of the college IT strategy and plan since 2009.

Technology planning at the college is coordinated with district technology planning. College requests for new technology resources are channeled through the district-wide shared governance process of Planning and Budgeting Integration Model (PBIM). First, individual personnel submit requests to college program leads and/or department chairs who then submit requests to division managers and appropriate college committees and managers. Prioritized campus lists are then forwarded to the District

Technology Committee (a specialized subject-area committee in the PBIM) for dialogue and recommendation to the PCCD Planning and Budgeting Council before going to the chancellor. This planning and budgeting process provides a public opportunity to advocate for the resources needed, at all levels, to meet institutional needs.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.C.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description

The college maintains a large number of workstations and servers over a complex network. District IT, with guidance from the college, is responsible for providing the college's faculty, staff and students with high-performance and reliable network services. The district, in consultation with the college, also sets standards for campus technology to be purchased and maintained. Standards for technology that connect to the network includes specifications for anti-virus software and policies for updating software that prevent viruses and other damaging situations.[27,28]

The helpdesk uses an escalation

Table IIIC-2

LANEY TECHNOLOGY EQUIPMENT	QUANTITY
Desktop PC	800
Laptop PC	238
Mac	350
Servers	34
Switches	115
Printers	407
SMART Classroom	27
Instructional Computer Lab	665
Data Center	1
Projectors	150
Phones	353
Specialized Equipment	5

process to handle general campus technology requests at the college. Typically, a user encounters and issues or submits a request to the college IT coordinator. College IT staff troubleshoot the issue and determine if it needs addressed at the district level. If the issue is a district issue, then the college IT coordinator will contact the helpdesk at the district for resolution.

District IT often get requests from the district and campus communities that require specialized technology and, at times, no one in-house has the capability or skill to complete the request. When this happens, district IT will lead the effort to procure a vendor, following district purchasing guidelines, which often lead to a request for proposal (RFP) process. If it is a low dollar amount, three quotations are required for an independent contractor to do the work. District IT works with the constituency group to develop a statement of work in collaboration with purchasing, then puts together the bid documents for the process.

Data security (PeopleSoft) is provided by district IT providing secure databases and sound security principles. System security (Network) is also provided by district IT which owns a security compliance package that blocks invalid network connectivity. The network is secure, consisting of firewalls and certificates.

New and end-of-life equipment is stored at the District Office in the IT cage. End-of-life equipment is processed in the cage and then a request to warehouse is sent to begin salvaging the equipment. New equipment, not yet disbursed, is housed at the District Office until ready for deployment.

All computer installation and support are executed through the Laney College helpdesk. The following is a list of technology equipment that is supported by the IT Department.

The college Technology Committee is currently developing a campus technology satisfaction survey and associated metrics to determine instructional impacts and student satisfaction.

All Microsoft operating system computer labs on campus were upgraded in fall 2013, consisting of 895 computers located in instructional labs, the technology center, the Writing Center, the Business Lab, CIS, CTE, the High Tech Center, the Assessment Center, the Welcome Center, and the Math Lab.

The February 2014, faculty and staff survey found favorable reviews for technology:

- The college assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems. (III.C.1) Seven percent strongly agree, while 46% agree.
- The college provides quality training in the effective application of its information technology to students and personnel. (III.C.1.b) Nine percent strongly agree, while 48% agree.

Five hundred and one (501) computers were upgraded for administrators and programs administration/programs: President's office, vice president of instruction, vice president of academic, deans offices, DSPS, EOPS, CalWorks, Trio, APASS, Men's Center, Financial Aid, Veteran's Center, Transfer Center, Health Services, Food Services, Counseling Department, Black Student Union, and in the Admission and Records Office.

For tenured faculty, 100 computers were upgraded.

In the Technology Center's Apple computer lab, 24 Mac Pros were upgraded summer 2012. Another 200 Apple computers have been approved by the Board of Trustees in March 11, 2014 for graphics arts, multimedia, and photography labs, as well as the Art Center.

To support functionally of the Apple equipment, the district has negotiated a four-year hardware replacement warranty, which was also approved by the Board of Trustees on March 11, 2014.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

III.C.2   Technology planning is integrated with institutional planning.The institution systematically assesses the effective use of technology resources and uses the results of evaluation for improvement.

Description

All major technology decisions are integrated with institutional planning processes. College strategies addressing technology are evaluated and assessed annually The college relies on a participatory governance process to review and provide input into plans, including technology decisions. The college's technology planning is integrated with the district's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the chancellor.

The district associate vice chancellor of IT co-chairs the District Technology Committee (DTC), providing guidance and support in making technology recommendations. District information technology staff and faculty from the colleges serve on the DTC. This provides a liaison between the district and college to assure effective coordination and delivery of technology services. The DTC provides a forum for administrators, faculty, staff, and students from the district and all four colleges to discuss, preview, prioritize, introduce, and recommend technology products and services, view application demonstrations, along with discussing pedagogy, as each relates to using technology for teaching and learning. For example, the PCCD information technology strategy was documented at the PBIM meeting on February 2012.[29] The director of technology services is a member of the Facilities Committee, ensuring coordination between district IT and the District Office of General Services. In addition, the director of enterprise services attends the Education Committee providing expertise in making technology related recommendations. The AVC of IT regularly attends all PBIM committee meetings answering questions and providing input on an as needed basis.

The district technology services staff and the college campus network coordinators, along with senior college information systems analysts are all members of the district-wide Engineering Network Group (ENG). Meetings are held monthly to discuss and agree upon standards and guidelines, along with the resolution of district-wide network infrastructure, desktop computing and telecommunications issues. The director of technology services reports these issues, concerns, and updates to the District Technology Committee (DTC) monthly. This staff

person also reports on facilities issues or other pertinent service related information technology issues.

Technology planning is incorporated into capital improvement planning through the information technology strategy[30] and the Five-year Facilities/Construction Plan (5YFCP) which is updated annually.[31] The IT Strategy prioritizes projects utilizing an A, B, C hierarchy for projects, as the college stated in the five-year Facilities/Construction Plan. Priority A projects being tactical projects that must be worked on first. Resolving ongoing issues is reported, tracked, and resolved through our Footprints issue resolution ticketing system.

Throughout the academic year faculty, classified staff, a student representative and an administrator hold monthly Technology Planning Committee meetings in which the members discuss and strategize about how to address college technology needs. These needs are widespread, inclusive of upgrading classrooms with interactive learning devices (formerly referred to as smart classrooms), upgrading the college's wireless and network infrastructure, responding to faculty requests for pedagogical aids (Turnitin software) and training, classified staff and administrative resource needs (including personnel), and the college-wide computer refresh cycles. College technology needs are documented in program reviews and annual unit plan updates (which were revised AY 2013-14 to include planning that responds to the results of student learning outcomes assessment). Technology Planning Committee recommendations and requests are communicated to the College Council and the college administrative team for review and endorsement before they are incorporated into college planning processes.

As part of the District Technology Committee (DTC) annual process of forwarding technology recommendations through the Planning and Budgeting Integration Model (PBIM) to the chancellor for possible implementation, the Laney TPC prepares a prioritized list of college technology needs. College priorities are aggregated with those from the other three colleges and the district IT service center and a list of comprehensive technology priorities then moves to the Planning and Budgeting Council (PBC) for a final shared governance review and endorsement. During AY 2012-13, the DTC developed criteria and a rubric for assessing technology requests to ensure uniformity and fairness throughout the prioritization process. The criteria and rubric are reviewed

annually for possible improvement and to determine their continued suitability for the intended purpose.

After the college technology priorities are included in the DTC priorities and forwarded to the chancellor, the result of this comprehensive planning and implementation process is communicated to the academic senate, the appropriate college shared governance entities and the college administrative team, bringing the entire budgeting and planning process full circle. Implementation progress is reported and announced as it occurs.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

STANDARD III.C
Evidence

1. Matrix for district and college IT responsibilities: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-and-III.C.1.a-Matrix-for-college-and-distict-responsiblities-Final-revision-as-of-12-05-2014.pdf

2. Information Technology Strategy: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-Information-Technology-Strategy-copy.pdf

3. Educational Master Plan: http://www.laney.edu/wp/educational-master-plan/files/2014/11/Laney_revised_LWT.042110-Complete-Educational-Master-Plan-2010.pdf

4. Annual Program Update Template: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-and-III.C.1.a-APU-template-draft-copy.pdf

5. Program Review Template: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-and-III.C.1.a-Program-Review-template-2012-copy.pdf

6. Job Description, Senior College Information Systems Analyst: http://web.peralta.edu/hr/files/2012/10/Sr-College-Information-Systems-Analyst-JD.pdf

7. Information Technology Strategy: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-Information-Technology-Strategy-copy.pdf

8. Telephone, Computer, Network, and Electronic Mail Guidelines: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-PCCD-Telephone-Computer-Network-and-Electronic-Mail-Use-Guidelines-v1.1-Final-Draft.pdf

9. PS Usage Modules: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-PS-USAGE-Modules_PRD-V2.pdf

10. PS Usage Modules: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-PS-USAGE-Modules_PRD-V2.pdf

11. PS Usage Modules: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-PS-USAGE-Modules_PRD-V2.pdf

12. Student Survey, question 13, p.18: http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

13. Student Survey, question 13, p.18: http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

14. 2012 Distance Education Results—Trends in eLearning: Tracking the Impact of eLearning at Community Colleges. April 2013. http://www.itcnetwork.org/membership/itc-distance-education-survey-results.html http://www.itcnetwork.org/elearning-conference/87-2012-distance-education-survey-results-.html p. 12

15. Previous Accreditation Documents: http://www.laney.edu/wp/accreditation-status/

16. Distance Education Coordinator Job Description: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-and-III.C.1.a-Distance-Education-Coordinator-Assignment-Description-2013.pdf

17. Merritt College: http://www.merritt.edu/wp/edt/

18. Design Consultant, Jennifer Burke: http://www.industrious.com

19. Information Technology Strategy: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-Information-Technology-Strategy-copy.pdf

20. System Development Lifecycle Methodology (SDLM): http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1.b-PCCD-System-Development-Lifecycle-Methodology-Final-copy.pdf

21. PeopleSoft Ugrade Training PowerPoint Presentation: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1.b-PROMPT-Training2.pdf

22. PeopleSoft Guide Volume I: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1.b-PS-HCM-Student-Guide_Vol-I.pdf

23. PeopleSoft Guide Volume II: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1.b-PS-HCM-Student-Guide_Vol-II.pdf

24. Online Helpdesk: online@peralta.edu

25. Peralta Distance Education Webpage: http://web.peralta.edu/de/

26. Student Survey Summary 05232014-2, question 13, p.18: http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

27. Telephone, Computer, Network, and Electronic Mail Guidelines: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-PCCD-Telephone-Computer-Network-and-Electronic-Mail-Use-Guidelines-v1.1-Final-Draft.pdf

28. Lenovo Configuration and Pricing: http://web.peralta.edu/it/lenovo-configuration-and-pricing/

29. Memo Regarding IT Strategy: http://web.peralta.edu/pbi/files/2010/11/IT-Strategy-Memo-2-6-12.pdf

30. Information Technology Strategy: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.1-III.C.1.a-Information-Technology-Strategy-copy.pdf

31. Laney College Five Year Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.C.2-LANEY_5_YR_PLAN_STATEMENT_2012-2013.pdf

STANDARD III.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 are integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1   **The institution's mission and goals are the foundation for financial planning.**

III.D.1.a   **Financial planning is integrated with and supports all institutional planning.**

Description

Laney College's mission and goals are integral to student learning and matriculation outcomes.[1] The financial planning process at Laney College is directed toward achieving these outcomes and as such, the college generates financial resources sufficient to support student learning programs and services and to improve institutional effectiveness.[2]

Laney College is one of four colleges in the Peralta Community College District (PCCD), which as a whole serves more than 20,000 students each semester.[3]

Laney College and the Peralta Community College District have an integrated planning and budgeting framework that relies upon the district's mission and strategic goals as a foundation for financial planning. The framework aligns planning, resource allocation, and assessment/evaluation. The district mission statement was reviewed and reaffirmed by the board of trustees in June of 2014.[4] It is a comprehensive statement that demonstrates a strong commitment to the achievement of student learning and success.[5] Also, it drives the strategic planning goals and annual institutional objectives which are integrated into every component of the planning and budgeting processes.[6]

The district first implemented a strategic planning process in 2008-2009, with strategic planning on a six-year cycle. The process for updating the strategic plan recently began during the spring of 2014 with the review and revalidation of the PCCD Mission Statement (BP1200). An external scan was completed that summer which informed a review and revalidation of the district-wide strategic goals. The mission statement and strategic goals are posted online.[7] The 2015 PCCD Strategic Plan is in the final stages of completion and includes new planning and resource allocation initiatives that focus upon student success, equity, and career/technical pathways programs.

For annual operational planning and budgeting, the district implemented the Planning and Budgeting Integration Model (PBIM), beginning in 2009. The participatory governance structure was also updated in 2014[8] to include alignment with the mission, strategic planning goals, and institutional objectives.[9] The PBIM provides the structure for broad constituent and college-based communication and input in developing the budget. The budgeting process becomes the vehicle for allocation of financial, human, physical, and technological resources to carry out the college's priorities for serving student educational objectives. The highest level of participatory governance is the Planning and Budgeting Council (PBC).

The PBIM structure and planning processes have been evaluated annually since its inception. Results from these self-assessments/surveys,[10] as well as additional input from all constituencies resulted in the changes to the annual planning and budgeting process made in 2014.[11] These modifications not only created a stronger connection of the planning process to the resource allocation process, but they also strengthened the alignment with the PCCD mission, strategic goals, and institutional objectives.[12]

All financial planning among the four Peralta Colleges is done within the parameters of goals and objectives which are aligned with the five district-level strategic planning goals.[13]

Peralta District-level goals are to:

A. advance student access, equity, and success;
B. engage and leverage partners;
C. build programs of distinction;
D. strengthen accountability, innovation and collaboration; and
E. develop and manage resources to advance our mission.

Laney College's strategic planning process is aligned with district-level goals, yet maintains a unique institutional mission and vision. Both form the foundation for all financial planning at the college.

These are Laney College's goals for 2014-15:

1. Student Success: Develop new and strengthen existing interventions and strategies to increase students' access and success.
2. Accreditation: Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's accreditation.
3. Assessment: Ensure completion of the assessment cycle for SLOs and PLOS.
4. Resources: Increase, develop, and manage the college's resource capacity in the areas of facilities, technology, personnel, finances, and public and private partnerships in order to advance the quality of education provided.

On an annual basis, Laney College constituents (i.e., faculty, staff, students, and administrators) are invited to participate in strategic planning meetings to update the annual Laney College strategic plan. This year's meetings were held on May 30, 2014, and August 11, 2014.[14] The process is outlined in college procedures.[15] During these planning sessions, participants evaluate institutional research data, including student demographics, learning outcomes, and matriculation results (based on institutional research statistics provided by the Peralta District office and resource

allocations); and this information becomes the basis for updating the Laney College strategic plan.

The three-year comprehensive program review cycle and annual program updates (APUs) also inform the annual planning process and support the integration of the college's mission, strategic goals, and objectives with resource allocation and financial planning by identifying resource needs and priorities for personnel, facilities, and equipment.

The findings of both the comprehensive program review and annual program updates have resulted in faculty and classified hiring prioritization, administrative hiring, and the allocation of resources during budget development.[16,17]

Laney College program reviews provide an ongoing assessment of the use of financial resources. Each instructional, student service, and administrative unit evaluates its program to determine if it is meeting student needs and the mission of the college. If additional financial, human, physical, or technological resources are required, units justify their requests based on student success and access and the college's strategic goals and mission.[18] The college's shared governance process allows for each segment of the campus community to contribute to the evaluation, ranking, and recommendation for college funding allocations. Each of the following committees meets monthly. They rank requests and recommend needs to the college president.[19]

1. The Faculty Prioritization Advisory Committee evaluates, ranks, and recommends faculty staffing needs.
2. The Institutional Effectiveness Committee evaluates, ranks, and recommends classified staffing needs.
3. The Technology Planning Committee evaluates, ranks, and recommends IT and AV equipment and service needs.
4. The Facilities Planning Committee evaluates, ranks, and recommends college-wide repairs, maintenance, new construction, and renovation projects.
5. The Budgeting Advisory Council evaluates and recommends college-wide policies, procedures, or funding allocations.
6. The Curriculum Committee evaluates and recommends academic program additions or changes.

7. The College Council evaluates and makes recommendations to the college president on policy, planning, procedural, and resource allocation matters.

The PCCD Planning and Budgeting Council receives and reviews the college's resource priorities from the Laney College president, making final recommendations to the chancellor each spring as part of the budget-building process for the following fiscal year.[20]

Financial planning is a well-documented process that involves all constituencies at the district and at Laney College. In the Peralta Community College District, the integrated budgeting and planning processes and the participatory governance structure support transparency and commitment to continuous educational improvement. Information about financial resources and management is widely available, both to those who serve on the Planning and Budgeting Council and also to the colleges and the larger community. Annual budgets are posted online once they are approved by the board of trustees.[21] Meeting agendas and minutes for the Planning and Budgeting Council are posted online.[22] Board Policy 6200 and Administrative Procedure 6200 identify activities and set dates for each step in the budget development process.[23,24]

The PBC, co-chaired by the vice chancellor of finance and administration and president of the district academic senate, is made up of representatives from all four colleges and the service centers. All participatory governance constituencies are involved. Such broad-based participation ensures communication between Laney College constituencies and the district for budgetary, financial, and planning purposes. The PBC is charged with developing and modifying the PCCD Budget Allocation Model, evaluating the budget, discussing the impacts of the governor's budget proposals on ongoing fiscal commitments, making recommendations to the chancellor for the tentative and adopted budgets, and reviewing funding allocations for each of the four colleges and the district service centers. In making its recommendations, the PBC receives information concerning enrollment, revenue trends, expenditures, cash flow, reserves, bond funds, grants, and long-term liabilities. The PBC evaluates proposals that come forward from the district subject matter committees (i.e., Technology Committee, Facilities Committee, and Education Committee) related to the allocation of resources.[25] The PBC also evaluates funding requests from the colleges

and service centers that prioritize resource needs and requests identified through the comprehensive program review and annual program update processes.

The annual budget building process at the district level is predicated on foundational assumptions for revenue and expenditure requirements. Those assumptions are discussed and analyzed by the administrative team, the board of trustees, and the members of the Planning and Budgeting Council. Each year, the annual district-wide budget-building process begins by updating a list of tentative budget assumptions from an internal district generated list of relevant factors and an external list published by the Office of the Governor and the State Chancellor's Office. The 2014-15 Budget Assumptions are listed in the 2014-15 Final Budget, pages 13–14.[26]

PCCD funds general operations primarily through apportionment from the State of California. These unrestricted general revenues make up approximately 89 % of the total revenue received by PCCD; 22 % of total district revenue is allocated to Laney College.[27]

In addition to unrestricted general revenue, Laney College receives general restricted revenue, auxiliary services revenues, bond construction funds; allocations from the Student Body Center Fee Trust Fund and Student Financial Aid Fund; other revenue (e.g., fee-based courses, contract education and bookstore commissions) and Measure B parcel tax money, a special measure approved by voters on June 5, 2012. PCCD additional revenue sources can be found in the endnotes.[28,29]

Table III.D 1 shows general unrestricted fund revenue with the budget approved by the board of trustees at the start of the fiscal year before augmentations and changes during the fiscal year. This budgeted revenue reveals a positive upward trend and recovery of the college's primary funding source, as compared to the decline in fiscal year 2011 after the state reduced funding to education. The Laney College funding gap resulting from the state budget crisis saw an unrestricted funding decline of $4.1 million between FYs 2010-11 and 2011-12. From 2009 through 2013, the categorical fund reductions to the college budget were nearly $1.258 million. The budget was further challenged by another approximately $4 million reduction in discretionary dollars that were to address benefits, including OPEB and other expenses that, heretofore, were maintained within the budget of the district office.[30]

Table III.D 1

Fiscal Year	General Unrestricted Revenue Without Parcel Tax	General Unrestricted Revenue with Parcel Tax
2009-10	$32,721,678	$32,721,678
2010-11	$32,721,678	$32,721,678
2011-12	$28,613,523	$28,613,523
2012-13 *	$27,468,934	$29,604,142
2013-14 *	$29,091,163	$32,467,937
2014-15 *	$30,961,345	$33,738,665

Table III.D 1 also reflects the budget augmentation by parcel tax revenue beginning in fiscal year 2013-14. The parcel tax relief provides support to fill the gap in the loss of state unrestricted general fund revenue. In addition, the asterisk by the FYs 2012-13 to 2014-15 reflects the fact that BAM was in effect in the Peralta District; however, state general unrestricted revenues owed to the district were not then allocated by the district to the colleges based on that methodology.

During 2014-15, Laney College recovered an allocated funding level of $2.36 million, or 57 % in state general unrestricted funds disbursed by the Peralta District. As well, for FY 2015, the college has received $1,511,063 in new categorical SSSP restricted funds with different yet complementary expectations as compared with those it had received previously to support particular areas of matriculation. This is helping to remedy some of the reductions in Student Services. The college looks forward to a full recovery of the balance of the approximately $10 million reduction it experienced during FYs 2009-2013.

The annual parcel tax revenue approved by the voters through 2020 is supposed to replace state funding due to state budget cuts in 2011 and meet the following purposes (excluding administrative salaries and expenses):

1. Maintain core academic programs including math, science and English.
2. Train students for successful careers.
3. Prepare students to transfer to four-year institutions.

Laney College has benefited from the parcel tax revenue which was awarded to the Peralta District. Final budgeted revenue by source of funds (e.g., year-end balances and after augmentations or changes occurring shown on Table III.D 2.)[31]

Overall, the district relies primarily on general unrestricted fund revenues which are distributed to the four colleges, the district office, and centralized services through the resource allocation model entitled "PCCD Budget Allocation Model," or BAM.[32] The BAM was created in August 2010 by the district Planning and Budgeting Council for the allocation of the unrestricted general fund. The purpose of creating a BAM was twofold: first, to move to a model that would better serve the colleges; and secondly, to fully respond to previous accreditation recommendations. Unfortunately, the previous model, developed in 2008, had never been implemented.

Theoretically, the district-wide BAM should be driven by FTES. Each of the four colleges is provided FTES goals at the beginning of the academic year. Laney College's allocation of unrestricted revenue should be adjusted up or down based on increases/decreases in their three-year rolling average FTES. The most recent three-year average computed for Laney College is 40.61 %.[33] Previous resource allocation methods relied almost exclusively on prior year allocations being carried forward, and provided few links between revenues and expenditures. The core principles supporting the current BAM, revised in subsequent years after initial implementation, are easily understood, consistent with the state SB361 funding model; provide for financial stability, provide for a reserve in accordance with PCCD board policy, provide clear accountability, provide for periodic review and revision, utilize conservative revenue projections, maintain autonomous decision-making at the college level, provide some centralized services, and be responsive to the district's and colleges' planning processes.

From these resource allocations, expenses for centralized district services are allocated to the colleges in the same three-year rolling average manner. Centralized services are departments located within the district office that provide support to the colleges and district as a whole in functional areas that are specifically not located at the colleges. After allocating the projected expenses for the district office service centers and centralized services, and after allocating projected revenues for the out-of-state and international students and the parcel tax, the net revenue allocation by college in Table III.D 2.[34]

Table III.D 2

Peralta Colleges 2014-15	Berkeley City College	College of Alameda	Laney College	Merritt College
BAM Allocations of Unrestricted General Fund Revenue	$17,962,939	$16,442,326	$35,400,036	$17,399,168
2014-15 Actual Allocations	$15,684,256	$15,523,535	$30,961,345	$17,475,512
Difference from BAM	($ 2,278,683)	($ 918,791)	($ 4,438,691)	$ 76,344
Peralta Colleges 2014-15	**Berkeley City College**	**College of Alameda**	**Laney College**	**Merritt College**
Parcel Tax Allocations	$ 1,464,996	$ 1,448,823	$ 2,777,320	$1,442,750
Total with Parcel Tax Allocation	$17,149,252	$16,972,358	$33,738,665	$18,918,262
Amount Over/ (under) BAM Allocation	($ 813,687)	$ 530,032	($1,661,371)	$ 1,519,094

Table III.D 3

Peralta Colleges	Berkeley City College	College of Alameda	Laney College	Merritt College
2012-13 Amount Over/(Under) BAM Allocation	($1,318,090)	$559,767	($1,614,629)	$2,027,499
2013-14 Amount Over/(Under) BAM Allocation	($ 349,737)	$345,242	($1,210,373)	$1,205,568
2014-15 Amount Over/(Under) BAM Allocation	($ 813,687)	$530,032	($1,661,371)	$1,519,094

Table III.D 2 shows that the BAM was only partially implemented. Table III.D 3 reveals that Laney College received $1.7 million less unrestricted general fund revenue for 2014-15 than the BAM indicates. Table III.D 3 reveals Laney College has not received unrestricted general fund revenue in the amount of $4.5 million based on full implementation of the BAM for the last four years since the implementation of the BAM.

There are several district justifications for not fully implementing the BAM model:

1. increased level of funding allocated to support district-wide service centers;
2. the need to ensure a sound and growing reserve in anticipation of the sun-setting of both Measure B parcel tax and Proposition 30 by 2019 and 2018 respectively; and
3. the district's desire to hold harmless and avoid negative and sudden operational impacts to select Peralta Colleges whose programs and services represent significant annual fixed cost related to permanent faculty positions and replacement of retirees.

Evaluation

The college meets the standard.

The Laney College mission, in concert with PCCD strategic goals and institutional objectives, drives the development of the annual unrestricted general fund budget for the college. All other budgeted sources of revenue are determined based on college-level programmatic goals.

Overall, the Peralta District is fiscally sound, thanks to a combination of prudent financial stewardship, strong community and voter support of general obligation bonds, a parcel tax measure, and securing a series of state and federal grants. The district has made great strides in increasing

financial resources to provide short-term and long-term financial stability.

Actionable Improvement Plans

None

III.D.1.b **Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Description

Institutional planning reflects realistic assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Resources and expenditures are carefully assessed each year through a combined college and district process. The district's Integrated Planning and Budget Building Calendar[35] marks milestones for district-wide planning documents, individual college and district service centers' budgeting needs, and college-based resource planning; and is vetted within the Planning and Budgeting Council and by the board of trustees. The Integrated Planning and Budgeting Calendar specifically identifies when deliverables are to be accomplished and who is responsible.

The major driver for receiving state funding has been FTES (apportionment); therefore, college funding has been highly sensitive to fluctuations in enrollment. As with the state community college allocation model, the district resource allocation model is driven by potential growth in FTES. This model was designed to be simple, predictable, and stable; to accommodate revenues in both strong and lean fiscal years; to provide for a reserve in accordance with PCCD board policy; to provide for periodic review and revision; to utilize conservative revenue projections; to provide some centralized services; to maintain autonomous college-level decision-making; and to be in accordance with the district's mission and strategic goals and institutional objectives.[36] To ensure fiscal stability, the institution sets FTES goals that are closely aligned to the state-funded FTES goals each year. The district attempts to be slightly above the FTES level that the state will fund so as to maximize revenue. Revenue assumptions are in line with the governor's proposal in early January; estimates are updated after the May revision. The PCCD Budget Allocation Model uses three-

year rolling averages of FTES for each college, thereby avoiding sharp fluctuations as enrollment rise and falls. In addition to provisions for growth funding, the model has built-in adjustments for new resources such as non-resident tuition, carry-over funds, and benefits adjustments.[37]

With the support of Alameda County voters residing within the Peralta Community College District, Measure B, a special parcel tax, was approved for a period of eight years, beginning on July 1, 2012. This measure levies $48.00 annually on each parcel within the district. The funding revenue is used to maintain core academic programs, such as math, science, and English; to train students for their careers; and to prepare students to transfer to four-year universities. It is also used to attract and retain high-quality faculty and assure adequate staffing levels in areas that support student access to classes and services.[38]

PCCD identified grant-seeking as one of its revenue enhancement strategies in its strategic planning process. Through exemplary partnerships with a broad range of organizations and funders, the district succeeded in receiving grant awards from federal, state, local, and private funding sources totaling approximately $93,577,577 district-wide and $37,936,600 at Laney College during the last five years.

Table III.D 4

Peralta Community College District					
	2009-10	**2010-11**	**2011-12**	**2012-13**	**2013-14***
State	$ 6,123,734	$ 9,776,695	$ 7,616,800	$ 8,129,684	$ 3,264,889
Federal	$ 9,095,340	$ 9,485,710	$ 7,422,476	$ 8,435,160	$10,562,686
Local	$ 4,255,412	$ 2,521,741	$ 2,719,347	$ 2,989,073	$ 1,178,830
Totals	$19,474,486	$21,784,146	$17,758,623	$19,553,917	$15,006,405
Laney College**					
Totals	$5,546,782	$4,633,437	$5,018,472	$7,016,642	$8,464,083

* Preliminary prior to building year end accounts receivables.
** Reflects special grants used at the college only, and not grant funds that were assigned to a partnering institution or institutionalized categorical programs.

Revenue and expense assumptions, along with multi-year projections, are reviewed by the Planning and Budgeting Council each year during its participation in the annual budget development process. The district

Laney College

benefits from the work of the Community College League, fiscal analysis provided by the McCallum Group, and the services of the State Chancellor's Office. Daily and weekly reports are received from each of these three Sacramento-based organizations and are relied upon for projecting current-year and multi-year forecasts and changes to mandated student programs. In addition, the district has found that the Association of California Chief Business Officials is a source of timely and essential financial and program compliance information. With the benefit of all of these sources, the vice chancellor of finance and administration regularly updates the Planning and Budgeting Council, the colleges, and the governing board on matters important to fiscal and program planning. In addition, the quarterly CCFS 311 report, incorporated into the governing board agendas, provides the public and all district employees with a comprehensive picture of district finances. These quarterly reports present financial information compared to the initial annual budget plan and past quarterly reports. Each quarterly report further includes a budget statement and narrative to convey the projected district ending fund balance and any anticipated major events which could affect it. A four-year history of the district's unrestricted general fund is presented below.

Table III.D 5 shows the unrestricted general fund only. It does not include other discretionary sources such as facility rentals, fee-based revenue, bookstore, and parking fees, which are all included on the 311 reports.

In developing each year's budget, a set of budget assumptions is utilized to ensure that college budgets are built and informed by the use of current data, remain within expenditure requirements, and are balanced. In developing the 2014-15 budget, general, revenue, and expenditure budget assumptions were applied.[39] Also, in planning for the 2015-16 district's budget, the chancellor has approved the Planning and Budget Council's recommendation of a district Facilities Committee resolution to create a separate budget line item in the general unrestricted fund to address the growing gap in funding to defray the ever-increasing cost of deferred facilities maintenance at the college.[40]

Laney College and district office service centers return their budget development documents (including discretionary spending and staffing positions only) to the vice chancellor of finance and administration on or before the deadline in the 2013-14 budget-building calendar. Based upon these documents and the 2014-15 final budget assumptions, a tentative

Table III.D 5

Schedule of Financial Trends and Analysis For the Year Ended June 30, 2013				
	Budget 2013-14	Actuals 2012-13	Actuals 2011-12	Actuals 2010-11
Unrestricted General Fund				
Revenues*	$111,171,357	$107,394,573	$104,769,229	$112,425,309
Other Sources*	12,691,939	9,152,116	8,093,251	10,153,021
Total Revenues and Other Sources	*123,863,296*	*116,546,689*	*112,862,480*	*122,578,330*
Expenditures*	117,782,451	108,128,047	106,228,619	115,033,411
Other Uses and Transfers Out*	6,242,386	5,613,258	6,633,861	4,670,296
Total Expenditures and Other Uses	*124,024,837*	*113,741,305*	*112,862,480*	*119,703,707*
Increase (Decrease) in Fund Balance	(161,541)	2,805,384	-	2,874,623
Ending Fund Balance*	$15,326,744	$12,823,280	$10,017,896	$9,322,904
	Budget 2013-14	Actuals 2012-13	Actuals 2011-12	Actuals 2010-11
Available Reserves	*$15,326,744*	*$12,823,280*	*$10,017,896*	*$9,322,904*
Available Reserves as a Percentage of Total Outgo	12.36%	11.2%	8.88%	7.79%
Long-term Debt**	$664,718,582	$678,185,799	$677,829,167	$665,464,696
Annual Funded FTES**	18,626	18,191	18,006	19,510

*From Budget Books
**From Audit Reports
**From State Certifications

2014-15 budget was compiled and approved by the board of trustees in June 2014. The tentative budget was communicated throughout the institution through the participatory governance structure via the Planning and Budgeting Council in their last meeting of the 2013-14 academic

year.[41] When the state adopted its final budget, the district began work to refine and adjust the tentative budget in order to establish the final budget for 2014-15, which was approved by the board of trustees on September 9, 2014.[42] This budget includes final prior year expense information, projected ending balances, and updated revenue information.

Laney College's 2014-15 proposed discretionary budgets and staffing positions are developed following a structured budget development process and realistic assessment of academic and service goals as supported in the Laney College Educational Master Plan and program reviews.[43]

The Laney College Business Office has the responsibility for guiding the budget development process at the college level. First, a budget-building calendar is distributed, along with worksheets to gather data from department managers and other administrators. The college director of business and administrative services (business director) meets with department managers to properly validate budget submissions before consolidating them to create a total college budget. The tentative college budget is submitted to the Budget Advisory Council and College Council for review and feedback before submission to the college president. The college president recommends and relates appropriate changes, if necessary, to the business director before submission of the tentative college budget to the vice chancellor of finance and administration on or before the spring deadline in the budget-building calendar.

Evaluation

The college partially meets the standard.

Laney College only partially meets the requirements of standard III.D.1.b due to structural funding constraints sustained by funding practices of the district as reflected above and in Standards III.D.1.a and III.A.2.

There is a clearly defined and articulated planning and budgeting process that establishes priorities for funding that supports strategic goals and annual institutional objectives. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources and partnerships, and expenditure requirements. Financial information is broadly disseminated through the participatory governance structure, as well as posted on the district website for all constituencies to

review. However, the expenditure requirements of the college are not fully supported by the budget decisions of the district.

While Laney continues to be a financially viable institution of higher learning thanks to its current stable revenue sources, there is a crucial mandate to improve the distribution of state resources to assure the financial stability of Laney College; and it is directly related to the PCCD's full implementation of the BAM.[44] The partially-implemented BAM continues to have an adverse effect on Laney College students. The college has been economically restrained from developing, maintaining, and enhancing equitable academic programs and services for its students, compared to its district-wide peers. SB361 mandates that every community college student in California have a right to receive her or his allocated dollar amount of FTES as a citizen of California. Because of the partial implementation of the BAM throughout its existence, Laney students have not been able to experience their right to an equitably funded education within the Peralta District. This structural deficit is made more difficult by other factors, including partial allocations of needed funds by the district to the college in February 2014 (for FY 2013-14) and October 2014 (for FY 2014-15), which cannot be used to address permanent staffing needs of the college.

Laney College constituents are actively considering the following approaches to address the inequities in the BAM allocation:

1. Currently, a district-level Enrollment Management Task Force is reviewing additional recommendations that will be forwarded to the Planning and Budget Council for discussion and analysis. Additional options to achieve full implementation of the BAM include shifting FTES targets to provide additional apportionment to some colleges, shifting growth money from one college to another, calculating FTES allocations on total FTES rather than RES FTES, reducing centralized support functions and services, and deficit reduction plans.
2. Laney College plans to work with the district to secure recovery of the $4.5 million in unrestricted state funds for the three fiscal years (2012-13, 2013-14 and 2014-15) that should have been allocated to the college had the district fully implemented the BAM since its inception.

3. Laney College will continue to advocate for the district to allocate 100 % of parcel tax revenue to benefit the core academic programs DIII.1.a in the parcel tax initiative; and that any Peralta District-imposed restrictions on the use of parcel funds exceeding the limitations imposed by Measure B are adequately reviewed through the shared-governance process for their impact on overall student outcomes.

Actionable Improvement Plans

Adopt and implement a budget planning and allocation process to ensure that Laney College receives 100% of its budget allocation model (BAM) funding as specified in the BAM and reflected in the Board approved budget annually beginning Fiscal Year 2015-16. In addition, Laney will advocate for the recovery of $4.5 M of funding not received due to the partial implementation of the BAM.

III.D.1.c **When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

Description

As a complement to the college's efforts, the Peralta Community College District considers both short and long-term interests of the four colleges regarding institutional and financial plans, including planning for long-term liabilities and obligations.

Various tools are used such as multi-year projections, population demographic trends, fund-balance projections, and cash flow analyses to inform group discussions and final recommendations to the chancellor. Additionally, existing and potential liabilities are identified and considered as they relate to the payment of long-term liabilities and obligations in the budget-development process.[45]

The district utilizes multiple methodologies to analyze and project end-year fund balances. With the advice of the district's financial advisor, a cash flow is completed annually. This analysis is used to determine if tax revenue anticipation note (TRAN) short-term borrowing will be needed to meet all expenditure requirements during the fiscal year. No TRANs were sought or needed during the 2013-14 fiscal year; nor are they anticipated for the 2014-15 fiscal year.

The district has also developed a multi-year revenue and expenditure forecast model. Expenses for fixed costs such as employee benefits, utilities, normal supply cost inflation, retiree benefit obligations, and other non-discretionary expenses are built into the multi-year forecast. Revenue projections are similarly built into the model. Critical data elements for FTES enrollment, state base allocation, and potential staff deficits as well as receipt of local parcel tax revenue and facilities bond revenue are incorporated into the model. The district projects a positive ending balance for the 2014-15 fiscal year, and the ability to manage expected expenditure requirements.

Both the college and the district consider short-term liabilities as they affect long-term liabilities. For example, the district negotiates all labor contracts. Labor contract agreements impact the college. The district Office of Finance and Administration projects the impact of changes in labor management agreements as a component of the annual budget assumptions used in preparing the college's budget. When evaluating potential labor agreements, the district takes into account both the cost of salaries and the costs of related benefits in order to ensure that projected financial resources are available in both the short and long term.

Planning for payment of long-term liabilities is incorporated into the district-wide budget building process, the Five-Year Construction Plan,[46] and annual financial audits.[47] According to the annual audit report for the fiscal year ending June 2013, PCCD recognizes its long-term financial obligations and incorporated them into its financial plans, including retirement and other post-employment benefits (OPEB).

Financial reserves are maintained in order to meet long-term obligations as well as budget emergencies. Board Policy 6200 Budget Preparation requires the district to maintain a minimum 5 % reserve (minimum fund balance);[48] and that budget projections address the district's short- and long-term mission, goals, and commitments. The implementation of this

board policy is accomplished through Administrative Procedure 6200 Budget Management and the establishment of annual budget assumptions. Both documents mandate that the mission (mission statement) inform the allocation of resources. The PCCD general fund budget provides adequate resources to support the cost of instruction, student services, and institutional support. Planning for long-term liabilities consists primarily of general obligation bonds to cover the cost of future retiree health benefits.

In December 2005, PCCD became the first public entity in the country to issue OPEB bonds to fund lifetime health benefits. The proceeds of the bonds are in an indentured trust fund and can only be used to pay or reimburse the district for payment of retiree health benefit costs. Investments to date have been sound and are regularly reviewed. The most recent actuarial study identified the OPEB actuarial accrued liability (AAL) as $174,703,920; unfunded actuarial accrued liability (UAAL) as $174,703,920; and annual required contribution (ARC) as $11,228,305. The ARC is used as the basis for determining expenses and liabilities under GASB43/45.[49]

In 2006 and 2009, the district restructured the 2005 OPEB bonds. For the 2006 transaction, three short maturities of current interest bonds were restructured to mature in 2049. In the 2009 transaction, two short maturities of current interest bonds were restructured to mature in 2015 rather than in 2011. As a result, these transactions increased the overall

Table III.D 6

	Debt Service Prior to Restructuring	Debt Service Post Restructuring
Estimated Debt Service in 2012	$8,104,282.78	$1,637,033.92
Estimated Debt Service in 2013	$9,159,220.60	$4,247,467.76
Estimated Debt Service in 2014	$10,366,629.27	$5,810,280.98
Estimated Debt Service in 2015	$11,745,840,47	$6,727,396.13
Estimated Debt Service in 2016	$19,823,770.80	$7,646,992.27
Estimated Debt Service in 2017	$9,247,141.55	$13,312,115.32

debt service to the program. In October 2011, the district restructured the current interest bonds that had been issued in 2006 and 2009 in order to provide debt service payment relief to the unrestricted general fund. At that time, the district cut in excess of $15 million to balance its operating fund (unrestricted general fund). Further, plans were developed to cut the district's operating fund in anticipation of additional workload reductions at the state level; and increases in CalPERS employer contribution, in health and welfare expenditures for current employees, and in debt service payments attributed to OPEB bonds. A summary of the debt service prior to and after the restructuring is provided below. After fiscal year 2017, the average annual increase in debt service will be approximately 3 %. Due to these restructurings, the district's unrestricted general fund saved approximately $29 million in debt service payments over this six-year period.[50]

The district has appropriated additional resources to fund the gap between the OPEB trust assets and the district's Actuarial Accrued Liability (AAL). As a result of a multi-year savings plan, the estimated actual balance held in the district's OPEB special reserve fund as of June 30, 2014, was $10,256,579.[51] Amounts on deposit in the unrestricted OPEB reserve fund are available to pay for SWAP agreement termination payments, debt service on the 2005 bonds, or other post-employment benefits. Although the OPEB reserve fund is available to pay debt service on the bonds the district has budgeted for fiscal year 2014-15, sufficient amounts from the general fund exist to satisfy debt service on the 2005 bonds.

The Peralta Community College district negotiates with three recognized employee bargaining units. The results of these negotiations often impact the level of benefits provided to employees and future retirees, and the associated cost to the district. Those bargaining units are Service Employees International Union (SEIU) Local 1021, International Union of Operating Engineers (IUOE) Local 39, and California Federation of Teachers Local 1603 (Peralta Federation of Teachers or PFT). Effective July 1, 2012, the district and the three bargaining units successfully negotiated numerous changes, including plan design changes, employee contributions, and the incorporation of a variable rate cap limiting the amount the district pays for medical and dental benefits. The changes for medical plans introduced a mid-level, self-funded medical plan which provides the same level of benefits as the district's traditional self-funded plan, but exclusively utilizes the network provided by Anthem Blue

Cross. Employees who see practitioners outside of the Anthem Blue Cross network now have to pay a premium, which varies with the number of dependents covered by $15 to $45 monthly. The district continues to offer a Kaiser plan free to employees. Employees hired on or before June 30, 2004, are eligible to receive district paid benefits for the duration of the employees' lives. Employees hired after June 30, 2004, and retired from the district are eligible to receive district paid benefits until age 65, at which time the employee would then have coverage under Medi-Cal/Medicare. With the incorporation of these plan changes, changes in employee contributions, and the district paid cap, the annual savings to the district is approximately $500,000. In addition to this annual savings, the district also realized a long-term savings or reduction in long-term liability, as reflected in the reduction of the actuarial determined OPEB liability. Prior to these changes, the district's actuarial determined OPEB liability was approximately $221 million. The current actuarial determined liability is $174,703,920.[52]

Beginning in fiscal year 2010-11, the district implemented an OPEB charge to supplement funds available in the OPEB trust to pay for the cost of current employees' future benefits. For fiscal year 2011-12, the OPEB charge resulted in approximately $7 million of additional deposits into the OPEB trust. Based upon the most recent actuarial study, the OPEB charge was initially calculated at 12.5 %. For fiscal year 2014-15 the charge is calculated at 9.5 %. This amount is applied to all budgets that support positions eligible for OPEB. The district estimates that this will, over the course of 25 years, result in approximately $150 million in deposits to the OPEB trust, not including any interest earnings or appreciation through investments. The transfers to the OPEB post-retirement fund are made with every payroll. The most recent actuarial study, cited above, was reviewed and discussed with the Planning and Budgeting Council to update committee members on the status of the district's liability for post-retirement benefits.[53] The actuarial study was also on the agenda of the board of trustees as an information item in relation to submission of an ACCJC report.[54]

At its April 2011 meeting, the PCCD Retirement Board (RB) approved bylaws and a charter that clearly articulate its mission and purpose. The RB is comprised of five voting members, with the vice chancellor of finance and administration as chair. Terms of service for the RB are two years. In addition, there are six advisory members: each of the three collective

bargaining groups within PCCD has an advisory seat, and the Peralta Retiree Organization (PRO) has three seats. The RB meets quarterly; all agendas, meeting minutes, and documents are posted online.[55] At the January 26, 2012, meeting of the RB, Neuberger Berman was selected as the discretionary trustee of the OPEB trust. Functioning in this role, the Neuberger Berman discretionary trustee ensures that the investment policy statement (IPS) is adhered to by the investment managers, constantly monitors and evaluates the investment managers against their established benchmarks, and advises or makes recommendations to the RB on changes to the IPS as circumstances and the markets change. Additionally, Neuberger Berman functions as the custodian of the plan assets. As of September 11, 2014, the OPEB investment trust had assets of $218,549,849,[56] with a projected liability of $174,703,920.[57]

In addition, two bond measures approved by local voters support PCCD operations. Measure A, passed in 2006, was a $390 million general obligation bond designated for capital improvements, including construction, renovation, and instructional equipment. Measure B was a special parcel tax measure approved by voters on June 5, 2012. It provides the district with an annual income of $48 per parcel per year for eight years on all parcels located within the district's boundaries. The funding's designated use is for maintaining core academic programs such as math, science, and English; training students for careers; and preparing students to transfer to four-year colleges and universities.[58]

In order to take advantage of historically low interest rates, the district recently refunded its outstanding general obligation bonds. These bonds payable are related to the issuance of Series B, C, and D general obligation bonds; election 2000 Series A and B district general obligation bonds; and election 2006 general obligation bonds. Due to its fiscal stability and sound financial stewardship, the refinancing will save local taxpayers nearly $18 million over the 21-year life of the bonds. The district went to market with $157,725,000 in new bonds in order to refund outstanding bonds approved by voters in 1992, 2000, and 2006 that enhance and modernize district facilities.[59]

Evaluation

The college meets the standard.

The district has made great strides in the past few years in addressing

Laney College

the issues and concerns raised by the PCCD governing board and the ACCJC about the long-term sustainability of the OPEB program. Two of the major achievements that will aid in the long-term sustainability of the program are the debt service restructuring and the implementation of the OPEB charge. As mentioned previously, the debt service restructuring will provide the district with budgetary relief of approximately $29 million. The OPEB charge has created an ongoing and dedicated revenue stream that will, over time, fund the actuarial accrued liability (AAL). It is anticipated that any valuation in excess of the AAL will be used to satisfy OPEB bond debt service obligations. Through sound fiscal management practices at the college and district levels, long-term liabilities and priorities are clearly identified, and plans for payments have been developed and implemented to maintain fiscal stability.

Actionable Improvement Plans

None

| III.D.1.d | The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. |

Description

Laney College and the PCCD have clearly defined guidelines and processes for financial planning and budget development. Board Policy 6200 Budget Preparation[60] articulates and defines the process of how the college will develop its annual fiscal year budget in an open, transparent, and communicative manner. It sets the criteria for addressing the district's long-term mission, goals, and commitments in the budget-building process and includes a statement that supports the college's and district's educational plans. Administrative Procedure 6200[61] details the process to implement this policy, which includes a budget calendar, budget directives, a timeline for budget preparation, budget consolidation, budget presentation, and adoption of the tentative and final budgets each year. Board Policy 6300 Fiscal Management and Accounting[62] establishes procedures to assure that the district's fiscal management is in accordance with Title 5 Section 58311 of the California Code of Regulations, including making sure that adequate

internal controls exist; that fiscal objectives, procedures and constraints are communicated to the board and employees; that adjustments to the budget are made in a timely manner; that the management information system provides accurate and reliable fiscal information; and that responsibility and accountability for fiscal management are clearly delineated. Administrative Procedure 6300 General Accounting[63] defines the functions of the Accounting Office, under the direction of the vice chancellor of finance and administration; outlines the responsibilities of employees in providing internal controls; and describes procedures and controls for accounts receivables, student loans, grants, cash disbursement, and cash receipts.

Board Policy 6320 Investments[64] ensures that district investments are in accordance with law, including California Government Code Sections 53600 *et seq.* This policy applies to all funds under the day-to-day control of the district, with the exception of funds invested as part of the other post-employment benefits (OPEB) program. Administrative Procedure 6320 Investments[65] directs the vice chancellor of finance and administration to invest funds in a manner providing the highest investment return, given security considerations, while meeting the daily cash flow needs of the district and conforming to all applicable federal, California, and local laws governing the investment of public funds. This administrative procedure applies to all funds with the exception of funds invested as part of the OPEB program.

The Retirement Board (RB) was established on April 13, 2011, and is charged with the responsibility and authority to oversee the management of the OPEB Trust. PCCD's objectives in establishing a trust for the pre-funding of its OPEB liabilities were to comply with the requirement of GASB 45 and to create a retirement system that complies with the California constitution and government code provisions. Specifically, the Retirement Board determines the investment policy and strategy for the OPEB trust, and is empowered to inquire about and resolve any matter it considers appropriate in order to carry out its responsibilities. The document entitled "Investment Policy Statement and Investment Guidelines" (IPS)[66] codifies the policies that govern the OPEB investment program and the management of investment assets. The Retirement Board is the fiduciary of the OPEB program and uses the IPS as a framework for decisions. The bylaws of the retirement board can be found online.[67] Implementation of the RB policies is carried out by a discretionary trustee,

Neuberger Berman, as mentioned previously in this report. The trustee has no duty or authority to require that any contribution or transfers be made to the OPEB trust, or to determine whether contributions comply with the terms of the OPEB program. The trustee is not responsible for any assets until it receives them. Payments from the OPEB trust fund are made at the direction of the retirement board. The trustee maintains the OPEB trust fund as single fund for investment purposes. Details of the OPEB trust agreement can be found online.[68]

Clearly defined guidelines for financial planning and budget development have been created and codified by policy and procedures. They are implemented through the participatory governance structure, with all constituent groups having the opportunity to participate in developing institutional plans and budgets. The Planning and Budgeting Council holds monthly meetings during the academic year. It publishes the meeting notes online; agendas, minutes, and informational handouts are distributed electronically and on the Planning and Budgeting Integration website.[69] The Planning and Budgeting Council is a district-wide participatory governance committee with representation from all constituencies from all four colleges, including faculty, classified staff, administrators, students, and collective bargaining units. It reviews revenue projections and resource allocations for the district's tentative and adopted budgets, annual budget assumptions, and the annual integrated planning and budgeting calendar.

Laney College's budget planning principles guide the budget development and planning process at the college. As described in section III.D.1.b, the process begins by coordinating with the district Finance Department to create a college-level budget development calendar, budget directives, a timeline for budget preparation, budget consolidation, and budget presentation. The process ends with the submission of a proposed budget to the college president.

During the budget creation process, a representative group from the college constituency that includes college administrators, department managers, grant managers, and student leaders provides input to the Business Offices on unit staffing and discretionary budgets.

Evaluation

The college meets the standard.

The district-wide participatory governance structure ensures that all constituencies are represented throughout the budget development and planning processes, which are clearly articulated in well-defined policies and procedures.

Actionable Improvement Plans

None

III.D.2 **To assure financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

Description

Placing high value on financial integrity and responsible use of resources, Laney College and the district have various internal control tools and processes in place. Additionally, the institution disseminates dependable and timely information for sound financial decision making. The district-wide Planning and Budgeting Council meets monthly to review and discuss financial documents. The district Finance Department must approve all inter-fund transfers and budget transfers affecting staffing costs. The college Business Office must approve budget transfers impacting discretionary spending only. The district's Internal Auditor[70] performs regular audits of procurement as well as routine checks on processes that involve cash-handling. For additional assurance, an external auditor annually audits internal controls to ascertain compliance with generally accepted accounting principles.

The district utilizes the dynamic PeopleSoft/PROMT system that integrates data from student services, human resources, payroll, finance and financial aid modules. This system is used to record and update transactions continually, and thus provides accurate up-to-date accounting information.

It is used to record journal entries, accounts payable, accounts receivable, revenues, payroll, grants, and purchase requisitions, as well as budget information. Staff members query the system for various data, including financial and budget reports.

The purchasing and procurement sub-modules in the PeopleSoft system have controls that preclude charges to accounts that have insufficient funds. Purchases require several levels of approval: from the manager of a unit, the college business director, and the district director of purchasing. These safeguards protect the college from unauthorized or inappropriate use of funds.

The Laney College administration has in place an effective process for budget monitoring and control to assure that the budget is properly managed and avoids any budget over runs across all sources of revenue funds (III.D.1.a).

The primary level of budget monitoring is performed by business director and Business Office staff who review, distribute monthly budget vs. actual reports, and meet periodically with college administrators and/or department managers to discuss line item revenue and expense levels year to-date. The reports are reviewed for unusual fluctuations in financial activity. The second level of budget monitoring is performed at the college, where four separate shared governance committees (Administrative Leadership Council, Augmented Administrative Leadership Council, Budget Advisory Council, and College Council) meet monthly to review summary level budget vs. actual results by funding revenue source. Members of the committees discuss the reported results and learn about corrective action plans for areas of concern.

College administrators are also allowed to make changes to permanent positions after the final budget is loaded. Those additions or deletions can only be made upon submission of a Personnel Action Form by the appropriate administrator. The form is reviewed by the manager's immediate supervisor and approved by the college president before transmission to the district Office of Human Resources and district Payroll Department. The district purchasing and procurement system has controls that preclude charges to accounts that have insufficient funds. The purchasing approval process requires several levels of approval. It is required from the manager of a unit, the college business director, and the

district director of purchasing. These safeguards protect the college from unauthorized or inappropriate use of funds.

The district and college both have processes and automated computer systems as resources for monitoring budget results through system-generated reports. The process and systems meet the standard for accreditation.

There is room to enhance inter-departmental coordination of the timing and flow of financial information between the Laney Business Office and district units such as the PCCD district Finance and Human Resources Department.

These enhancements can improve data integrity in PeopleSoft Financial and Human Resources modules, which have had problems with accurate reporting since its implementation. To address data integrity, district Shared Services Offices of Finance, Human Resources, and Purchasing are planning a system upgrade project to correct these issues in the near future.

In addition, Laney College wants to work with the district in creating standard operating procedures that explain the different roles and responsibilities of district and college personnel in order to positively impact the way budget changes are made. Currently, in some instances the process does not allow for prior notification, approval, or coordination with college administrators. This lack of coordination directly impacts the ability of college administrators to be 100 % effective in managing discretionary and staffing budgets, and it can delay the achievement of instructional and student service goals. For example, budget loads by district Finance Department for categorical and grant funding and carryover fund balances annually occur late in the fall semester or early spring of the fiscal year, directly impacting the college's ability to spend approved funding provided by state, federal, or private funders in the current fiscal year. Recently, district Finance Department has taken positive action toward addressing this matter by creating a draft standard operating procedure for approval by the Planning and Budget Committee and other shared governance bodies within the district to implement a prior year carryover budget load process.

Evaluation

The college meets the standard.

The financial management system has appropriate control mechanisms and dependable and timely information for sound financial decision-making. Internal controls are maintained at both the college and district level.

Laney College needs clear written descriptions of district-wide processes and standard operating procedures prepared by district Finance Department and the district Human Resources Department. These procedures should define roles and responsibilities of district vs. college staff; and should contain business purpose of information and data flow impacting budget changes, budget transfers, and budget loads. These SOPs will help the college effectively manage budgetary duties and create consistency in collaboration with the district.

Laney College plans to work with district Finance Department for full implementation of the operating procedures to load prior year carryover fund balances.

Actionable Improvement Plans

None

III.D.2.a **Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Description

The college and district financial documents have a high degree of credibility and accuracy, and the budget reflects appropriate allocation and use of resources to support student learning programs and services. The district regularly prepares financial reports throughout the fiscal year, which include the tentative budget, a mid-year report, and the final adopted budget. These reports are reviewed by the Planning and Budgeting Council (PBC) and presented to the board of trustees. Copies are distributed electronically to the PBC and board of trustees and posted online on the district website under district Offices/Business Services.[71] The allocation of resources to support student learning programs and services is guided by the four colleges' Educational master plans, the district

Strategic Plan, comprehensive program reviews, and annual program update documents. Resource allocations are distributed based upon base budgets and established allocation processes articulated in the Budget Allocation Model (BAM),[72] Administrative Procedures AP 6200 Budget Management, and AP 2300 General Accounting.[73,74]

The district prepares numerous financial documents, all of which are prepared in a timely manner, broadly distributed, and used for evaluative purposes. Financial documents include, but are not limited to: an annual financial audit report, 311A Annual Financial and Budget Report, annual external audits, monthly updates to the board of trustees, and monthly budget status reports. As required by California Education Code, the State Budget and Accounting Manual, and Board Policy 6400 Audits,[75] integrity of financial operations is ensured by an annual audit that is performed by independent certified public accountants (CPAs) who possess the qualifications and credentials required by the State of California and who are experienced in auditing California community colleges. The audits are conducted so as to comply with the education code and state regulations, the Federal Single Audit Act and OMB A-133, applicable requirements and standards set forth by the California Department of Finance, and guidelines published by the American Institute of Certified Public Accountants.

The June 30, 2013, fiscal year-end audit was completed in a timely manner and submitted to the State Chancellor's Office within the required statutory timeframe. The audit was performed on all financial records of the district, including all district funds, student financial aid, bookstore, Associated Students trust funds, other post-retirement funds (OPEB), capital outlay bonds, and Measure B parcel tax. As noted on page 81 of the audit report,[76] the district received an unmodified (unqualified) audit opinion in relation to its financial statements and a qualified audit opinion related to federal and state compliance. An unmodified (unqualified) audit opinion indicates that the district's financial statements and records are free from material errors and are maintained within generally accepted accounting standards.

The vice chancellor of finance and administration prepares a management report in response to the annual audit that includes actions taken or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented or considered completed;

or if they are not, an explanation is provided with a plan of action to remedy the situation. The district utilizes a Corrective Action Matrix (CAM) to track and monitor progress towards resolving all audit findings. The CAM includes responsible parties, a timeline, and action plans for remedying the situation.[77]

Typically, the major types of audit findings are of three types: 1) financial accounting and reporting, 2) non-compliance with federal single audit requirements, and 3) non-compliance with state program laws and regulations.

Table III.D 7 provides an overview of the number and types of findings reported in the last three financial reports.[78, 79, 80]

Table III.D 7

Types and Classification of Findings, 3-Year History			
	2012-13	**2011-12**	**2010-11**
Type of Audit Finding			
Financial Accounting and Reporting	3	0	12
Single Audit	6	4	7
State Compliance	5	4	4
Total Audit Findings	14	8	23
Classification of Audit Finding			
Material Weaknesses	2	0	5
Significant Deficiencies	12	8	18
Total Audit Findings	14	8	23

The 2013-14 Auditor's Report identified certain deficiencies in internal controls that are considered to be material weaknesses and significant. Two findings (2013-1 and 2013-2), described in the accompanying CAM, were determined to be material weaknesses. They have, however, been resolved. One finding (2013-3) was determined to be a significant deficiency. It also has been resolved. In total, there were 14 findings in the 2013-14 Auditor's Report identified as deficiencies. It should be noted that all of the corrective actions for the findings have been or are projected to be fully implemented by December 31, 2014.[81] The district's annual audit report for the fiscal year ending June 30, 2014, will be publically available in December 2014. At that time the vice chancellor of finance and administration will reassess its achievements and develop corrective actions for any new findings, if necessary.

Evaluation

The college meets the standard.

Through established processes, Laney College and the district are able to assure financial integrity of the institution and responsible use of its resources. Board policies and administrative procedures are in place that establish and ensure that fiscal controls are present. The annual audit report, which includes audits of OPEB funds, capital outlay bonds, and the Measure B parcel tax, is presented to the board of trustees and placed on the district website. Audit findings are supported by recommendations from the external auditor and are responded to in the form of an action plan. The PeopleSoft/PROMT system and monthly financial reports are available via the district website(s) to provide interested stakeholders with timely and accurate financial information. This information is also readily available and shared with the Planning and Budgeting Council, a participatory governance committee, on a regular basis.

Actionable Improvement Plans

None

III.D.2.b   Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

The Peralta Community College District values stewardship and transparency in the conduct of all financial audits. As such, institutional responses to external audit findings are comprehensive, timely, and broadly disseminated throughout the district. Audit findings are first reviewed in an exit conference attended by the audit firm; the district vice chancellor of finance and administration; accounting and finance staff; and, depending on the significance of audit findings in any college operational area, the appropriate college staff. The complete audit report is presented to the

governing board annually, as soon as they are available. The annual audit report was presented to the board of trustees by the independent auditor on January 21, 2014,[82] and subsequently placed on the district website for information and access by all employees and the public.[83]

Through the audit report, the board is made aware of any audit findings and recommendations provided by the auditors, along with the administration's response to each finding and the management report. The vice chancellor of finance and administration assembles all findings and draft responses and is responsible for creating the management responses which are incorporated into the completed audit report. The administration's response to each finding includes actions taken and/or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are fully implemented (completed); if not, an explanation is provided by management. Each annual audit report also includes the previous year's audit findings and recommendations, along with a summary of corrective action, responsible parties, and timelines for completion, if appropriate.[84,85,86,87]

Annual audit reports and the corrective action matrix are regular items presented to the Planning and Budgeting Council (PBC), a component of the district's participatory governance structure; and to the chancellor's cabinet. In 2014, the PBC first reviewed and discussed the 2012-13 audit report during their January 31st meeting.[88] District financial information, including annual audit reports, is published regularly and copies of these documents posted publicly on the webpage for district Offices/Business Services.[89]

The district also has audits performed by external auditors for its voter-approved bond programs.[90] A citizen's bond oversight committee meets quarterly.

Evaluation

The college meets the standard.

Laney College's finances are audited annually as part of its district's comprehensive external audit. The district's financial audits are publicly available; and reported and reviewed at regularly scheduled board meetings, participatory governance meetings, and staff and management meetings. When audit findings are identified, the college and the district take timely and appropriate action to implement corrective actions to address the identified deficiency. Communication regarding financial

planning, budgeting, and annual audits is extensive; and information is widely available to public review.

Actionable Improvement Plans

None

III.D.2.c   Appropriate financial information is provided throughout the institution, in a timely manner.

Description

Laney College and the district provide appropriate and timely financial information. The district and its colleges jointly uses the PeopleSoft system to record and monitor functions and activities related to student, financial aid, finance, position control, payroll, grants, and human resources. In the finance module, revenues and expenditures are accounted for separately. Expenditures are recorded through the requisition and procurement processes in which orders go through approval, beginning with the college-level division administrator, the college Business Office, and the district Finance Department. Similar processes are followed for expediting budget transfer, expense reimbursements, independent contracts, and petty cash. Position control is separately maintained, with very limited access to campus staff. Each manager has access to the accounts, both restricted and unrestricted, for which they are responsible, with the option to either view the PeopleSoft screens or run various reports. These records are reliable and accurate, and provide timely information to appropriate end users.

Information concerning California's economy, state tax revenues and projections for community college budgets, and the breakdown for PCCD are broadly disseminated by the district vice chancellor of finance and administration and by constituent leaders throughout the district. Such timely and on-going information is communicated via e-mail distribution groups for the participatory governance committees (e.g., PBC@peralta.edu and DEC@peralta.edu) via employee list serves (e.g., Managers@peralta.edu and Laney-FAS@peralta.edu), and posted online on the district web site under the "planning and budgeting integration" tab. Additionally, the vice chancellor of finance and administration provides separate presentations at PCCD Board meetings,[91] on Professional Development days, and during the PBIM Summit.[92]

The CCFS 311 quarterly report is shared and discussed at the Chancellor's Cabinet and the Planning and Budgeting Council.[93] The board of trustees also receives the CCFS 311 reports as well as monthly reports as part of the regular board agenda on approval of any fund transfer, additional revenue, grants, purchase orders, and consultant contracts. Trustees carefully review all agenda items for budgetary impacts. Presentations on the tentative and final budgets are done annually in June and September.[94]

Key financial information is disseminated to the Laney College community throughout the year in a timely manner using a variety of communication methods.

The entire Laney College budget is reviewed in detail by the college's Budget Advisory Council (BAC) in order to provide clarity, transparency, and independent fiscal oversight at the college level. The BAC is comprised of a cross-section of the college community, including faculty, staff, students, and administrators. The BAC meets periodically to review and discuss budget vs. actual results, and to identify any major fluctuations that require the committee to bring it to the immediate attention by the college president.[95] In addition, other shared governance committees receive summary budget vs. actual fiscal information at their regularly scheduled meetings to review a summary financial status of the college.[96] These committees include the college's Budget Advisory Council (BAC), Executive Council, Administrative Leadership Council (ALC), Augmented Administrative Leadership Council (AALC), and College Council.

These meetings allow for the broad distribution of fiscal information and current reporting of fiscal results. As a result, the impact of the college's processes and resource allocation methods is shared throughout the campus community on a timely basis in order to increase and broaden understanding and to invite feedback and discussion on a variety of decisions.

On a monthly basis and in support of the administrative leadership, the Laney College Business Office distributes department-level budget vs. actual results to college administrators, including deans, vice presidents, and program directors. Periodic budget meetings are scheduled with these college budget managers to review the fiscal results and provide fiscal advice as operational decisions made in support of academic programs.[97]

The allocation of resources to support academic programs and services is guided by Laney College's strategic plans and missions; and is reflected in the planning process, which includes program reviews and college planning documents. In the last five years, Laney College has allocated on average 90 % of its budget to support student learning.[98]

Self-Evaluation

The college meets the standard.

The district financial management system provides robust, timely information on the current budget as well as prior year budget that may be used to support institutional and financial planning and financial management. Financial information is disseminated in a timely manner and is readily available throughout the institution as well as to the public.

Actionable Improvement Plans

None

III.D.2.d   **All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

Description

At Laney College, all financial resources, auxiliary activities, fundraising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source, as are short- and long-term debt instruments.

Laney College does not have any locally incurred debt. The PCCD manages all short and long-term debt instruments for the entire district.

In accordance with the state's approved budget and accounting manual, the district has established a fund-based accounting system, a description of which is included in the annual budget[99] and in the introduction to Standard III.D of this report. Financial statements are produced from

the PeopleSoft system to support all funds and other accounts, to ensure integrity of information, and to provide auditable records for all financial resources. College administrators have access to the tools and reports, which enables managers to practice effective oversight of budgets. The district Finance Department monitors all college funds on an ongoing basis, and recommends any needed adjustments to departments, divisions, college administrators, and participatory governance committees. College business directors approve purchase requisitions and changes to individual budgets. Purchase requisitions flow through the Business Office for review in order to ensure that there is an available budget and that the expenditures meet relevant requirements. This allows corrections or adjustment to be made prior to the actual expenditure. All contracts entered into must be reviewed by the area manager, college president, general counsel, and vice chancellor of finance and administration. Board Policy 6340 Contracts [100] and Administrative Procedure 6340 Contract[101] set forth the requirements, procedures, and controls for processing contracts.

Grant applications are reviewed and approved prior to submission to ensure that the grants align with the mission of the department and the college, and support the college and district strategic goals and institutional objectives. All grants much be approved by the chancellor and the vice chancellor of finance and administration prior to submission. Grants and categorical funds are monitored by principal investigators, grant accountants, and associate vice chancellors or vice chancellors. Quarterly and annual categorical and grant reports are prepared collaboratively between the college department and the district Finance Department prior to being submitted to the vice chancellor of finance and administration for approval and signature. Each federal, state, or private grant is supported by the PeopleSoft accounting system to ensure that records are maintained to meet all reporting requirements and grant conditions.

As required by Board Policy 6400 Audits,[102] the district undergoes annual audits on its financial records, including financial statements, internal control procedures, and compliance with state and federal requirements. The June 30, 2013, fiscal year end audit was completed in a timely manner and submitted to the State Chancellor's Office within the timeframe required by the state's budget and accounting manual and title 5 Section 58305 of the California Code of Regulations. The annual audits include review of institutional investments and assets; financial aid

grants; all auxiliary, capital outlay, and capital bond funds; parcel taxes; and foundation funds. Board Policy 6320[103] ensures that the district's invested funds are not required for its immediate needs and that they are in accordance with law, including California Government Code Sections 53600 *et seq*. Debt repayment obligations are reviewed on an ongoing basis, and planned and budgeted for as part of the college's annual budget development process. All debts are accounted for, reported within the district's annual financial statements, and audited as part of the annual audit report.

The district's voters passed a facilities bond measure (Measure A) and a parcel tax (Measure B) to support and strengthen core instructional programs. Each of these voter-approved programs is established within the fund-based accounting system to segregate income and expenditure records and provide suitable financial statements. Annual performance and financial audit reports are conducted on these funds to ensure that they are being correctly reported and accounted for, as well as ensuring that they are being spent on projects that meet the requirements of the bond language as voted for by the constituencies. Measure A, a $390 million capital improvement bond, was passed by voters in 2006. Audits for Measure A can be found online.[104] The bonds must meet all of the obligations of the Proposition 39 bond measure, including the establishment of a Citizen's Bond Oversight Committee. It consists of seven members and is charged with receiving reports on the use of bond funds. It also ensures that funds are spent in accordance with bond language. Board Policy 6740 Citizen's Oversight Committee[105] prescribes the formation of the committee; Administrative Procedure 6740[106] details membership, purpose, and operation of oversight committees. Information about the Measure A Citizen's Oversight Committee can be found online.[107]

The district is also served by an independent retirement board for purposes of managing reserve funds to pay for future retiree health benefits. District funds have been transferred for independent fund management through a revocable trust overseen by the retirement board. Neuberger Berman serves as the discretionary trustee of the OPEB trust. In this role, they ensure that the investment policy statement (IPS) is adhered to by the investment managers; constantly monitor and evaluate them against their established benchmarks; and advise or make recommendations to the RB on changes to the IPS as circumstances and the markets change. Additionally, Neuberger

Berman functions as the custodian of the plan assets. Information about the retirement board, described previously in other sections of this report, can be found online.[108] Integrity of funds is ensured through the PeopleSoft accounting system.

Laney College uses the PeopleSoft systems administered by the district to process and administer financial aid. Students submit required financial aid documentation to the college's Financial Aid Department. Laney College has financial aid staff that review student financial aid files; determine student eligibility; and package, award, and disburse financial aid to students. Eligible students receive financial aid twice a semester through Higher One, a third-party debit card service. All state and federal fund awards are reported within the required timeframe. The financial aid supervisors at Laney complete required data reporting as mandated by state and federal regulations. The Laney College financial aid supervisor also ensures that the Financial Aid department follows proper processes and complies with federal and state guidelines as outlined in the district financial aid manual.

The district Financial Aid Department has created a financial aid policies and procedures manual that has been disseminated to each of the four colleges in the PCCD.[109] The district director of Financial Aid works with all financial aid supervisors to update the manual every award year. Laney's financial aid supervisor ensures that all staff are trained and informed of changes to the policies and procedures manual as well as to any federal and state updates. The financial aid supervisor attends annual federal and state financial aid conferences to stay up-to-date on regulations. The district director also meets with the financial aid supervisors on a monthly basis to ensure that guidelines are being met and the required work is completed.

The district directly purchases insurance policies and participates in joint self-funded programs with other school and community college districts to meet all anticipated risks and liabilities. Listed below is a recap of coverage provided through insurance policies and joint self-funded programs.

- Property Program - protects members from the risk of direct physical loss or damage to property (real and personal); boiler and machinery; cyber losses; electronic data processing losses; and builder's risk related to construction, modernization, alteration, renovation, or repair.

- Liability Program - provides defense and indemnification for third party claims for damages arising out of bodily injury or property damage for up to $50 million with a $25,000 self-insured retention. The Liability Program includes: general liability, auto liability, employment practice liability, errors and omissions, libel/slander/defamation, violation of civil rights, professional negligence, sexual molestation, and a reimbursement benefit for the summoning of emergency assistance (911 calls) up to $2500 per incident.
- Cyber-Liability - provides property and liability coverage (subject to the terms, conditions, and exclusions of the cyber policy) for cyber losses including loss of confidential records. This insurance covers such losses as: crisis management costs, including customer notification, support and credit monitoring expenses; forensic analysis; privacy regulatory defense and penalties; data extortion; and PCI (Payment Card Industry) Fines.
- ASCIP Comprehensive Crime (Employee Dishonesty) includes: employee faithful performance blanket bond; premise coverage; transit coverage; depositors forgery coverage.
- Automobile Physical Damage program will pay for loss to a covered automobile or its equipment under two coverage areas: Comprehensive coverage: From any cause except the covered automobile's collision with another object; and Collision Coverage, Caused by the covered automobiles' collision with another object.
- Workers' compensation program not only provides members the mandated coverage for work-related employee injuries, but also provides additional enhancements and services as well. Highlights of the program include: Coverage up to statutory limits; claims administration services for the life-of-the-claim are included regardless of the retention level selected. York Risk Services Group are claim administrators. They also provide ergonomic evaluations, specialized and mandated trainings and consultation on safety-related matters.

District cash investments are basically governed under the California Government Code, which lists allowable investment instruments. The district transfers all tax receipts to the Alameda County treasurer for safeguarding and investment. The county treasurer provides monthly

reports on district cash and investments. Local voter-approved tax revenue is accounted for separately by the county treasurer and reported to the district. As noted previously, the district has also transferred funds to the OPEB fund and contracts for investment management services to invest this money in a revocable trust fund outside of the district accounting system.

Evaluation

The college meets the standard.

Through established business practices, internal controls ensure that financial transactions are appropriately reviewed and vetted at Laney College as well as the district. The governing board is provided with all commitments entered into by Laney College and the district, as required by education code and board policy.

Actionable Improvement Plans

None

III.D.2.e   **The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

Description

The internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. The district employs an internal auditor to ensure the integrity of the district accounting system and to ensure that all funds are used in accordance with the intended purpose of the funding sources. Each internal audit report is used to improve operations, increase efficiencies, and promote effectiveness in serving our students and the public. Following is a partial list of internal audit assignments completed over the past twelve months:

1. performed a prioritized district-wide risk assessment of key business systems; developed an internal audit plan and strategy based on the risk assessment results, focusing on improving district personnel's accountability and efficiency;

2. performed internal control evaluations of several key business systems (e.g., procurement, independent contractor contracts, pension reporting, and time and effort reporting) and provided internal control recommendations;

3. introduced to staff and management the concept of self-assessments for regulatory compliance, accountability, and control in business processes;

4. assisted the district Finance Department in compiling and packaging business procedures manuals for accounting and time and effort reporting;

5. provided best business practices and internal control advisories on an on-going basis to district HR, Finance, and Purchasing Departments regarding a host of compliance and internal controls in district-wide forums and meetings;

6. provided on-going internal control advisories and audit plans to assist the district Purchasing Department in creating a best-value, cost-effective approach to procurement of services to ensure effective and optimal use of scarce resources;

7. coordinated and provided a single point of contact for all external audits, including the current CalPERS Audit, district Annual Auditors, and IRS 1098T audits;

8. developed a grants tracking database for the grants departments to capture critical data for more efficient grants management; and

9. developed a best practices data security policy to be issued for the district.

Under Education Code Section 85266.5, fiscal independence is granted to a college/district by the board of governors, and is based on the recommendations of the county office of education and results of an audit of the college/district's internal controls by an independent certified public accountant. When evaluating applications for fiscal independence, the board of governors assesses applicants based on four standards:

1. Adequate fund balances. The college/district has avoided deficit balances in its funds and has maintained a prudent reserve in its unrestricted general fund for the past five years.

2. Statute and governing board. The college/district makes only lawful and appropriate expenditures in carrying out the programs

authorized by statute and by the governing board.

3. Adequate internal controls. The staff of the accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments is adequate in numbers and skill level to administer administrative programs independent of detailed review by the county office of education and to provide an internal audit function that assures adequate internal controls.

4. Legality and propriety of transactions. The staff of the accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments exercises independent judgment to assure the legality and propriety of transactions.

As is explicit throughout these four standards, the vice chancellor of finance and administration and the associated staff in the college and district provide the level of scrutiny called for under Education Code Section 85266.5. The internal auditor enhances the internal control structure by providing an ad-hoc independent review and periodic audits on a random basis. A major aspect of the established internal control structure is the ability of authorized users to review budgets and other financial information pertaining to their area of responsibility in a timely manner.

At Laney College, the business director and the Business Office staff have broad oversight of the college's entire budget and other fiscal data. College administrators serve as budget managers and they have access to PeopleSoft through PROMT. That system provides tools and reports that enable these budget managers to practice effective oversight of their budgets. The district Finance Department monitors all college funds on an ongoing basis and recommends any needed adjustments to departments, divisions, participatory governance committees, and administrators. There are checks and balances built into the district processes, such as document approvals at different levels and pre-approval of inter-fund transfer by both the college business director and the district finance staff. There are routine checks on processes that involve cash-handling, materials fees, and inventory control.

The Laney College Business and Administrative Services Department maintains college-level standard operating procedures and emergency preparedness procedures in the event of unplanned incidents.[110] The procedures clearly define the roles and responsibilities of each staff involved in performing a particular inter-departmental function, as well as deadlines for submission of forms for approval and/or processing.

As a measure of continuous improvement in the management and oversight of college resources, the Laney College Business and Administrative Services staff held their first annual planning retreat in June 2014. Participants from each business unit helped to create goals and assessment measures that align with college goals in support of student success.[111] In addition, the staff will be updating administrative standard operating procedures (SOPs), creating a business administrative services manual, and developing job desk procedures for all key job roles in all business and administrative units, such as Business Office, Bursar, Storekeeper, Custodial, Food Services, and Mailroom. The Business and Administrative Services Department expects to complete this effort prior to March 2015.

Evaluation

The college meets the standard.

Laney College and the district assess their internal controls on an ongoing basis and use the results of those assessments to revise procedures as needed. College financial resources, including auxiliary and grant funds, are managed in accordance with appropriate procedures; and are used with integrity and in a manner consistent with the mission and goals of the college.

Actionable Improvement Plans

None

III.D.3 **The institution has policies and procedures to ensure sound financial practices and financial stability.**

III.D.3.a **The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

Table III.D 8

Schedule of Financial Trends and Analysis For the Year Ended June 30, 2013				
	Budget 2013-14	Actuals 2012-13	Actuals 2011-12	Actuals 2010-11
Unrestricted General Fund				
Revenues*	$111,171,357	$107,394,573	$104,769,229	$112,425,309
Other Sources*	12,691,939	9,152,116	8,093,251	10,153,021
Total Revenues and Other Sources	*123,863,296*	*116,546,689*	*112,862,480*	*122,578,330*
Expenditures*	117,782,451	108,128,047	106,228,619	115,033,411
Other Uses and Transfers Out*	6,242,386	5,613,258	6,633,861	4,670,296
Total Expenditures and Other Uses	*124,024,837*	*113,741,305*	*112,862,480*	*119,703,707*
Increase (Decrease) in Fund Balance	(161,541)	2,805,384	-	2,874,623
Ending Fund Balance*	$15,326,744	$12,823,280	$10,017,896	$9,322,904
Available Reserves	*$15,326,744*	*$12,823,280*	*$10,017,896*	*$9,322,904*
Available Reserves as a Percentage of Total Outgo	12.36%	11.2%	8.88%	7.79%
Long-term Debt**	$664,718,582	$678,185,799	$677,829,167	$665,464,696
Annual Funded FTES*	18,626	18,191	18,006	19,510

*From Budget Books **From Audit Reports **From State Certifications

Description

The PCCD Board of Trustees has developed multiple board policies to ensure sound financial practices, and there are administrative procedures that outline them. These policies and administrative procedures are reviewed and revised on a regular basis. Additionally, the college and the district strictly adhere to the California Education Code and to Title V regulations.

The PCCD board policies and administrative procedures ensure sound financial practices and financial stability.[112]

Laney College develops and maintains the college's standard operating procedures.[113] They are reviewed annually and updated as needed.

Under the stewardship of the district, Laney has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and development of contingency plans to meet financial emergencies and unforeseen occurrences.

The district's ending fund balance provides a reserve for economic uncertainty; at a minimum, the 5 % level recommended by the board of governors plus a contingency reserve for unforeseen occurrences. Table III.D.8 shows the audited general fund ending balances over the past four years.

While recent economic conditions in the state have put a strain on the budget and cash flows, the college and the district have been fiscally conservative in their forecasts to ensure appropriate cash flow. Fund balances are managed through careful budget preparation, continuous monitoring, and frequent updates to year-end balance projections. Board Policy 6200 Budget Preparation[114] provides the framework for budget preparation. Administrative Procedures 6200[115] and 6300 General Accounting[116] detail the practices and guidelines to be followed. These efforts help the college maintain balances at levels deemed necessary to offset the risks associated with both anticipated state deferrals (both intra- and inter-year) and unanticipated emergencies.

The college's cash flow is closely monitored throughout the year and with the advice of the district's financial advisor, an annual cash flow analysis is conducted each year. This analysis is used to determine if tax revenue anticipation note (TRANS) short-term borrowing will be needed to meet all expenditure requirements during the upcoming fiscal year. When cash-flow projections predicted a shortfall, the district participated in tax anticipation programs in the past to provide low interest, short-term borrowing against future tax revenues. However, no TRANS were sought or needed during the 2013-14 fiscal year; nor are they anticipated for the 2014-15 fiscal year. Active management of payments and receipts is also utilized throughout the year to maximize the availability of cash from payables

Laney College

and receivables. Combined, these efforts have provided the college and the district with the cash necessary to meet all obligations.

The district calculates known liabilities for employee vacations, faculty banked leave/overload, and retiree health benefits (OPEB liabilities are described elsewhere in this report). Accumulated unpaid vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is presorted on the financial statements.[117] For government funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to the year-end that have not yet been paid with expendable available resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid. The district also participates in "load banking" with eligible academic employees when the employee teaches extra courses in one period in exchange for time off in another period. Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or at any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the district's financial statements. However, retirement credit for unused sick leave is applicable to all academic and classified employees. These fiscally prudent actions result in a financial position which is projected to safeguard student learning and support service needs for the foreseeable future.

Evaluation

The college meets the standard.

These fiscally prudent actions result in a financial position that is projected to safeguard student learning and support services needs for the foreseeable future. Active management of payments and receipts is also utilized throughout the year to maximize the availability of cash from payables and receivables. Combined, these efforts have provided the college and the district with the necessary cash to meet all obligations.

Actionable Improvement Plans

None

III.D.3.b The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

To ensure oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, foundations and investments, the district has an annual external audit, prepared in accordance with generally accepted accounting principles that is comprehensive and thorough.[118] As required by state law, the district retains an independent auditor to perform separate annual audits of Proposition 39 bond funds and investments. Part of the scope of the audit is an evaluation and review of financial statements.

The Peralta Colleges Foundation (the Foundation) is a legally separate, 501(c)(3) tax-exempt organization; and as such has its own audit each year by an independent auditor. The foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the district. Although the district does not control the timing or amount of receipts from the foundation, the majority of resources or income thereon that the foundation holds and invests is restricted to the activities of the district by request of the donors. Because the amount of receipts from the foundation is relatively insignificant to the district as a whole, the Foundation is not considered a component unit of the district.[119]

The district Financial Aid Department works in conjunction with the colleges and the vice chancellor of finance and administration to ensure that appropriate procedures are in place and are adhered to. There is an oversight committee for the facilities bond, Measure A, and for the parcel tax, Measure B. They meet regularly to review what is being done with each of these sources of funding. The agendas and meeting minutes are available online.[120]

Institutional investments are managed by the vice chancellor of finance and administration, using investment options as needed in order to earn additional revenue and interest. Those options are reviewed on a regular

basis by the board of trustees. The ongoing assessment and evaluation of district-wide financial processes occur through annual program updates (APUs), comprehensive program reviews (every three years), annual audits and related corrective action matrices for audit findings, categorical programs and grant program reports which are submitted quarterly, productivity reports, and budget and expenditure reports and their analysis. Additionally, the college and the district submit required financial and non-financial reports to the State Chancellor's Office and the Accrediting Commission for Community and Junior Colleges (ACCJC). Many of these reports provide analyses of revenues and expenditures that demonstrate monitoring of fiscal conditions.[121] Budget managers have access to and utilize the PeopleSoft system to run reports covering burn rates, negative balances, and budget history in order to analyze trends and make budget adjustments.

Laney College and the district use a position control structure to build, monitor, and maintain personnel budgets for all funds. Through the use of position control, staffing needs are identified and analyzed in support of program review priorities and recommendations. Critical replacement positions flow up from the departments to the division, where they are prioritized college-wide based on the nature of the position using specific criteria such as legal mandates, health and safety, threshold of educational and support services, essential operations, and the mission and goals of the college. Funding, using the position control model, is then allocated or reallocated to fund the approved priorities.

Other controls or mechanisms used to exercise and practice effective oversight of finances are through the policies and procedures mentioned in a previous section of this report on budget development, budget management, accounting, and fiscal monitoring. These policies and procedures articulate and define the process of how the college will develop its annual fiscal year budget in an open and transparent manner. The Integrated Planning and Budget Building Calendar sets the timeline for those actions.[122,123]

Evaluation

The college meets the standard.

There is sufficient oversight at the college and the district to ensure proper management of all finances, including financial aid, grants, and externally funded programs and auxiliary services. There is appropriate monitoring of the student loan defaults as well as the revenue streams and assets. Financial reviews are ongoing at various levels, beginning with college-level departments and divisions to the president and the district Finance Department. Audits are performed by both external and internal auditors. The external auditor presents the audit results to the board of trustees each year. Copies of the audits and financial reports are available to all on the district website(s). The oversight structure enforces consistent and uniform application of policies, procedures and accounting principles, emphasizing adherence to internal controls and thus ensuring compliance with federal, state, and local reporting requirements.

Actionable Improvement Plans

None

III.D.3.c   The institution plans for and allocates appropriate resources for the liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Description The college and the district plan for and allocate appropriate resources for payment of liabilities and future obligations. A review of both short term and long-term liabilities is part of the annual budget building process. Information related to all liabilities is also part of the annual audit. All information is presented to the Planning and Budgeting Council and the board of trustees. Additionally, the OPEB liability is monitored closely by the retirement board. Other compensation-related obligations, such as employee vacation accrual, sick leave, and load banking, are calculated annually. Expenses are recorded in the year they occur and adequate resources are set aside to cover the estimated long-term liabilities.

The district has addressed the OPEB liabilities to cover the medical insurance costs for retirees in accordance with negotiated contracts with the various bargaining units of the district. Employees hired on or before June 30, 2004, are eligible to receive district paid benefits for the duration of their lives. Employees hired after June 30, 2004, and retired from the district are eligible to receive district paid benefits until the age of 65, at

which time they would then have coverage under Medi-Cal/Medicare as the primary source of medical coverage, with the district's coverage becoming secondary.

Effective July 1, 2012, the district and the three collective bargaining units successfully negotiated numerous changes, including plan design changes, employee contributions, and the incorporation of a variable rate cap limiting the amount the district pays for medical and dental benefits. The plan design changes for medical plans introduced a midlevel, self-funded medical plan which provides the same level of benefits as the district's self-funded plan, but exclusively utilizes the network provided by Anthem Blue Cross. The district continues to offer its traditional self-funded PPO plan which allows employees to see practitioners outside of the Anthem Blue Cross network, but employees now have to pay the premium difference between this mid-level plan ("PPO lite") and the traditional PPO plan. The district continues to offer a Kaiser plan that is free to employees. The district and the bargaining units also agreed upon the maximum contribution the district will pay for dental benefits. With the incorporation of these plan design changes, employee contribution, and the district paid cap, the annual savings to the district is approximately $500,000.[124] In addition to these annual savings, the district will also realize a long-term savings or reduction in long-term liability, as reflected in the reduction of the actuarial-determined OPEB liability.

PCCD developed an OPEB Substantive Plan in December 2012.[125] This plan was revised/updated in September 2014, and contains several elements. The first is the associated liabilities, which consist of the debt service associated with the bonds sold to fund the revocable trust, the six tranches of SWAP agreements, and the actuarial study projecting the actuarial accrued liability directly related to the existing OPEB obligation. The second element is the restricted assets set aside to fund the ongoing expenses and liabilities within the OPEB program. The two assets within the program are the investments currently held in the revocable trust originating from the bond sale in 2005 and the OPEB reserve fund held in the Alameda County Treasurer's Office. The third element is the annual expenses related to the operation of the OPEB program. These expenses are a result of fulfilling the OPEB obligations to existing retirees, setting aside funds to pay for future obligations for current employees when they retire, annual debt service payments associated with the bonds, operational expenses related to maintaining the trust, and periodic payments that are

contractually required under the existing B-1 SWAP. The fourth element is the revenues that have been and will continue to be transferred into the revocable trust to fund the expenses and liabilities. These revenues include the OPEB charge that is now applied to all budgets that support positions eligible for OPEB, in addition to any appreciation in market value of the portfolio within the revocable trust.

Central to the long-term sustainability and funding of the OPEB program is that revenues (OPEB charge and trust appreciation) support the annual expenses of the trust as well as fund the actuarial accrued liability (AAL). The district has appropriated additional resources to fund the gap between the OPEB trust assets and the district's AAL (the OPEB reserve fund). The estimated balance in the OPEB reserve, as of June 30, 2013, exceeds $10,000,000. This amount is available to pay for any lawful expenditures of the district, including but not limited to SWAP Agreement termination payments, debt service on the 2005 Bonds, or other post-employment benefits. Although the OPEB reserve fund is available to pay for debt services on the bonds, the district continues to budget sufficient amounts from the general fund to satisfy debt service obligations and related re-fundings.

Beginning in fiscal year 2010-11, the district implemented an OPEB charge to supplement funds available in the OPEB trust to pay for other post-employment benefits. The OPEB charge is a uniformly applied district-paid charge to all programs and is a function of the current annual required contribution (ARC) calculated as a percentage of payroll for all OPEB-eligible active employees. Based on the current actuarial study, the OPEB charge for 2014-15 is calculated to be 9.5 %. The funds to which the OPEB charge is applied each fiscal year are accounted for in the OPEB reserve fund. The district estimates that the OPEB charge will, over the course of a 25-year period, result in approximately $150 million of deposits to the OPEB trust, not including any interest earnings or appreciation through investments.

The district has made great strides over the last few years to address the issues and concerns raised by the PCCD governing board and ACCJC about the long-term sustainability of the OPEB program. Two major achievements that ensure the long-term sustainability of the program are the debt service restructuring that occurred in 2011 and the implementation of the OPEB charge. The debt service restructuring provided the district with budgetary relief of over $29 million over a five-year period. The

OPEB charge has created an ongoing and dedicated revenue stream that will, over time, fund the actuarial accrued liability (AAL). Investments to date have been sound and are regularly reviewed. In the most recent actuarial study, the OPEB actuarial accrued liability (AAL), unfunded actuarial accrued liability (UAAL), and annual required contribution (ARC) were identified as $174,703,920, $174,703,920, and $11,228,305, respectively. The estimate of the current value of the assets held in the OPEB trust is $218,549,849.[126]

Evaluation

The college meets the standard.

Actionable Improvement Plans

None

III.D.3.d The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Description

The district contracted with Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program (OPEB) as of November 1, 2012. The report was prepared in compliance with GAS B 43 and 45, which require an actuarial study no less frequently than every two years. The actuarial report includes estimates for PCCD's retiree health program and results from a cash flow adequacy test as required under Actuarial Standard Practice 6 (ASOP 6). The cash flow adequacy testing covers a twenty-year period. The estimates, calculated separately for active employees and retirees, included:

- the total liability created (the actuarial present value of total projected benefits or APVTPB);
- the "ten year pay-as-you-go" cost to provide these benefits;
- the actuarial accrued liability (AAL);
- the amount necessary to amortize UAAL over a period of 30 years;
- the annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost"); and

- the Annual Required Contribution (ARC), which is the basis for calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45.

TCS estimated the "pay-as-you-go" cost of providing health benefits for current retirees, beginning November 1, 2012, as $10,879,051. For current employees, the value of benefits accrued in the year beginning November 1, 2012, (the normal cost) is $1,256,073. This normal cost would increase each year based on covered payroll. The Actuarial Accrued Liability (AAL) is $174,703,920. Combining the normal cost with the UAAL amortization costs produces an annual required contribution (ARC) of $11,228,305. This ARC is used as the basis for determining expenses and liabilities under GASB 43 and 45.

Results of the actuarial study dated March 1, 2013, were reviewed and presented to both the board of trustees and the Planning and Budgeting Council.[127]

Evaluation

The college meets the standard.

The district has completed the actuarial plan and has determined the OPEB costs and ARC as required by appropriate accounting standards.

Actionable Improvement Plans

None

III.D.3.e On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Description

Laney College does not have any locally incurred debt. The district manages shared debt instruments and obligations.

On an annual basis, the institution assesses and allocates resources for the repayment of locally incurred debt instruments that can affect the financial

condition of the institution. As part of the annual budget development process, all debt obligations are recognized and sufficient resources are allocated for the payment of the upcoming fiscal year's debt obligation. As noted previously, the district did not need to issue tax revenue anticipation notes (TRANS) in 2013-14 or fiscal year 2014-15. This significant improvement of the district's cash balances is the result of the passage of the local parcel tax, reduction in statewide deferrals, improved fiscal oversight, and adherence to established policies and procedures. The college's and district's overall financial stability is currently characterized as stable and the district's management practices are considered "good" under Standard & Poor's Financial Management Assessment (FMA) methodology.[128]

Both short-term and long-term debt obligations are reviewed by the vice chancellor of finance and administration, and relevant information is provided as part of the annual budget report to the board of trustees. Additionally, independent external auditors examine all debt obligations and related fiscal information as part of the annual audit process.[129]

Evaluation

The college meets the standard.

The district assesses and allocates resources to meet locally incurred debt. Further, the district maintains a reserve range of over 12 %.

Actionable Improvement Plans

None

III.D.3.f   Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Description

Laney College and the district monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirement. At Laney College, the Financial Aid Office is under the guidance of the vice president of student services. At the district level, centralized Financial Aid Services are under the guidance of the district director of financial aid and the associate vice chancellor of student services. Types of processes vary among

the various funds received and disbursed by the college and/or district.[130, 131] All funds are reconciled as required by each state or federal funding source. Federal and state-funded programs are reviewed as part of the annual audit by the district's independent external auditors.[132]

Table III.D 9

Student Loan Default Rates			
	2013-14	**2012-13**	**2011-12**
Received Federal Financial Aid (PCCD unduplicated head count)	9487	9146	9075
Total Enrolled (PCCD unduplicated head count)	52,307	52,992	54521
Total Student Participation Rates	18.14%	17.26%	16.64%
Direct Loans Default Rate			
Laney College	13.5	8.8	22.5

Federal regulations and statutes contain many prevention measures designed to ensure that students do not default on their Title IV loans. The default provisions contained in federal regulations and statutes may not specifically state that they are default prevention measures, but these provisions ensure that the student:

- knows he/she has a loan obligation and not a grant;
- understands the terms of the loan and repayment obligation;
- is properly notified as to when the repayment obligation begins;
- receives required notices relative to the loan obligation; and
- begins repayment at the proper time.

Financial Aid staff use the federal National Student Loan Database System and the Department of Education website to review student borrowers, identify those entering or in repayment as well as those in delinquent status, and to contact them to provide information on resources to assist them in maintaining federal Title IV eligibility while successfully managing their loan repayment obligations. First, the requirements for the particular funding source (including Pell grants, EOPS and TRiO grants or student loans) are reviewed by the college Business Office and the district to determine the process required. Once the process is clearly understood, then the internal

process is established. The next step involves the actual drawdown of funds, which is completed by district staff.

For the past three years, the college's and the district's default rate was under 30 %, which is within federal guidelines. The district Financial Aid Office is also working with third-party vendors such as Great Lakes and Nelnet to acquire reports on students who are delinquent in loan repayment and are at risk of default. Additionally, as a default prevention tool, the campuses are investigating offering mandatory financial literacy workshops for all potential borrowers.

Overall, the district is pleased with the default rates it has experienced over the past three years. Laney College is within the 30 % threshold set by the US Department of Education. In order to monitor revenue streams and assets, college and the district staff work closely together. If default rates were to exceed the 30 % threshold, a collaborative effort by the institutional leadership would form a default prevention committee to create a comprehensive plan for the campus and methodologies to reduce the default rate.

Evaluation

The college meets the standard.

Compliance with all federal and state mandates and regulations is managed through established processes and procedures and extensive use of internal control mechanisms.

Actionable Improvement Plans

None

III.D.3.g   **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Description

Contracts with external entities follow an established set of governing board policies and administrative procedures aimed at insuring consistency with the mission and goals of the institution. Internal controls have been put in place to ensure compliance with board policies and procedures, dictating which contracts need board approval and which can be approved by senior administrators.

Board Policy 6340 Contracts[133] requires that all contracts in excess of $25,000 with a single organization, individual, or vendor per fiscal year be approved by the board of trustees. Additionally, contracts that are non-public projects as defined under Public Contract Code 22002 and funded by Construction/Capital Outlay Bond funds in excess of $83,400 with a single organization, individual, or vendor per fiscal year require prior approval of the board of trustees. Administrative Procedure 6340 Contracts[134] further defines contract types and district business processes pertaining to taking of bids and issuance of contracts. Administrative Procedure 6350 Construction[135] details the provisions of "change orders," the written supplemental agreement to an awarded construction contract. All change orders must be board-approved or ratified prior to the performance of the work included in the change order. Administrative Procedure 6330 Purchasing[136] outlines the specifications and procedures for procurement through the use of a purchase order. This includes selection of vendors, price quotations, bid requirements, and other purchase protocols.

Processing contracts for approval is a multi-tiered process requiring various approvals and signatures along the way. Large contracts, either in complexity, scope, or monetary value, may use expanded templates, if necessary. These documents include a cover sheet where the initiator details the description, purpose, justification, and funding source related to the contract request. Contracts are first reviewed by the Laney College department manager, who in turn forwards the documents to the Purchasing Office and the district Business Services Office for additional review and vetting. Contracts which meet the institution's mission and goals are then presented to the chancellor and subsequently to the board of trustees for approval (as board policy dictates). All contracts contain standardized language that protects Laney College and the district, and allows for change orders or termination if the required standards of quality are not met.

Evaluation

The college meets the standard.

Board policies and administrative procedures clearly define all contracting requirements and articulate the processes to be followed. There are sufficient controls in place to assure that contracts and agreements are consistent with the mission and goals of the institution and to ensure the integrity of the process.

Actionable Improvement Plans

None

III.D.3.h The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Description

Regular assessment of fiscal management processes takes place throughout the year, both internally and externally.

Internally, all departments at Laney College go through program planning, which includes self-assessment and identification of areas for improvement. The district performs comprehensive program reviews of the accounting, general services, and payroll functions every three years and uses the results for improvement.[137]

The district-wide Planning and Budgeting Council (PBC), a participatory governance committee, reviews the budgeting process and financial information, and regularly evaluates financial management processes and results to improve internal control structures. The PBS represents all constituencies, including the four college presidents, the vice chancellor of finance and administration, the vice chancellor of educational services, and the district budget director, as well as faculty, classified employees, and students. Meeting monthly, the PBC shares information about the state and district budget, and reviews and discusses budget assumptions and the tentative and mid-year budget reports. The PBC also evaluates the effectiveness of the PCCD Budget Allocation Model and makes recommendations to improve it. Minutes from these meetings can be found online.[138]

PeopleSoft financial reports are available online for all divisions and units to review and track all expenditures. Divisions and units can request

additional financial reports from the vice chancellor of finance and administration. Divisions and units can also request in-person meetings with the district Business Services employees for more in-depth knowledge or guidance about financial analysis of their budgets or completion of any required end-of-year reports.

Externally, independent auditors annually examine the college's and district's finances, along with bond-related activities. The audits include all funding sources, including auxiliary, capital outlay bonds, and parcel tax funds. Audit recommendations are quickly implemented. During the preliminary audits conducted by external auditors, internal control processes are evaluated. They identify areas and make recommendations on where improvements can be made in the financial processes. Audit findings, when identified, are addressed through the implementation of corrective actions in a timely fashion. Annual audit reports are reported and reviewed at regularly scheduled meetings of the board of trustees, participatory governance meetings, and staff and management meetings.[139] The results of these audits provide the catalyst for improvement.[140]

Evaluation

The college meets the standard.

Financial management processes are regularly evaluated by the Planning and Budgeting Council and independent external auditors. From these evaluations, processes and procedures are revised to improve the financial management systems that assure adequate internal controls. Laney College and the district have multiple levels of financial oversight and solid financial management, with appropriate processes in place to ensure stability and effective management controls.

Actionable Improvement Plans

None

III.D.4   Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Description

Financial resource planning is integrated with institutional planning. Central to the development of the college's and district's budgets are the results from comprehensive program reviews and annual program updates. Instructional, student services, and administrative units have annual Program Updates as well as Comprehensive Program Reviews. These planning processes incorporate assessment of student learning outcomes, dialogue, and analysis to develop plans for improvement. Every review and/or update includes an analysis of data trends, requests for increasing available resources, and wide discussion on how to increase/decrease resource use and the implications of those decisions. Requests for additional resources begin at the department level at each college.

Laney College relies on a participatory governance process to review and provide input into the plans, including all resource areas. Laney's resource planning is integrated with the district's institutional planning through participatory governance processes that channel campus requests through the district's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated, district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the chancellor.

Chart III.D 1

Planning and Budgeting Integration Model (PBIM)
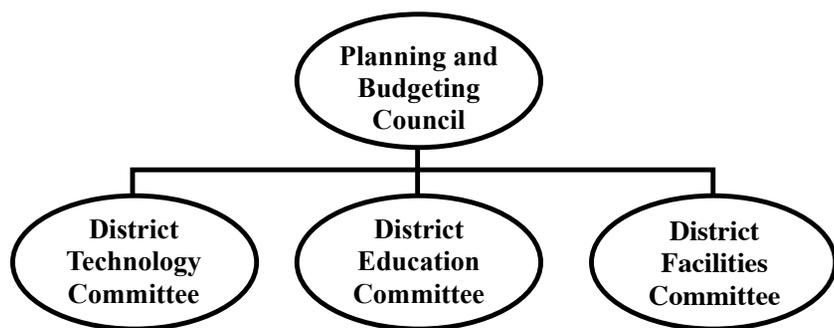
The district associate vice chancellor of IT co-chairs the district Technology Committee; the district vice chancellor of general services co-chairs the district Facilities Committee; the vice chancellor of education services co-chairs the district Education Committee; and the vice chancellor of finance and administration co-chairs the Planning and Budgeting Council. This provides a liaison between the district and college

to assure effective coordination and delivery of centralized services. These committees also provide a forum for administrators, faculty, staff, and students from the district and all four colleges to discuss, preview, prioritize, and recommend resource priorities.

For example, Laney College's prioritized classified staff and faculty hiring requests, detailed in the college's program review and annual program updates, are first sent to the district Education Committee each spring for review and discussion. Subsequently, these requests are sent to the Planning and Budgeting Council, which further examines the priorities before final recommendations are forwarded to the chancellor for approval and implementation.[141,142] Budgetary efficiency benchmarks from the district perspective include indicators such as ratio of actual expenditures to total budget, productivity, and load efficiency. Over the course of the year, Laney College division deans and program coordinators, as well as district office staff, run financial reports to ensure that financial integrity is maintained, that resources appropriately support educational programs and services, and that budgets are managed effectively. Similarly, the chancellor's cabinet regularly reviews reports for the district's unrestricted general fund, grants, and other restricted funds to ensure that resources are adequately provided. Corrections to the budget are made as needs are identified throughout the year and as additional resources are received.

Evaluation

The college meets the standard.

Laney College, in conjunction with the district, has implemented several improvements since its last self-evaluation.

The district's integrated planning and budgeting process and Laney's mission, annual goals, and objectives serve as guidelines for consideration of the allocation of resources. The institution has implemented an on-going, systematic process that integrates planning, budgeting, and resource allocation. It includes assessment of the effective use of financial resources and the utilization of the results of the evaluation as the basis for improvement.

Actionable Improvement Plans

None

1. Laney College Mission and Goals: http://www.laney.edu/wp/mission-2/
2. Chart of Trend of College Budget Supporting Student Success: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-Trend-of-College-Budget-Supporting-Student-Success-2011-to-2015.pdf
3. Peralta Demographics: http://web.peralta.edu/indev/demographics/
4. Board MTG Minutes: http://web.peralta.edu/trustees/files/2011/04/6-10-14-Board-Meeting-Minutes.pdf
5. BP 1200: http://web.peralta.edu/trustees/files/2013/12/BP-1200-Mission-edits.pdf
6. Strategic Goals & Institutional Objectives 2014-2015: http://web.peralta.edu/strategicplan/files/2009/02/2014-15-Strategic-Goals-and-Institutional-Outcomes-.pdf
7. Strategic Plan: http://web.peralta.edu/strategicplan/
8. PBIM Overview 2014: http://web.peralta.edu/pbi/2014-15-planning-and-budgeting-integration/
9. PBIM FLEX Day Presentation: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-PBIM-FLEX-Day-Presentation.pdf
10. Planning and Budgeting Integration: http://web.peralta.edu/pbi/
11. PBIM Update Process 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-PBIM-Update-Process-2014.pdf
12. PBIM Summit Presentation: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-PBIM-Summit-Presentation-Budget-8-29-2014.pdf
13. Strategic Home Plan: http://web.peralta.edu/strategicplan/
14. Laney College 2014 Planning Retreats Documents: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Planning-Retreat-Agenda-5-30-14.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Planning-Retreat-2014_Retreat-Summary-Keys-to-Achievment.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Planning-Retreat-5-30-14-Summary-of-Charts.pdf
And http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Faculty-Staff-Student-Survey-Spring-2014-PLANNING-RETREAT.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Planning-Retreat-Flyer-8-11-14.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Planning-Retreat-5-30-14-Flyer-.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Planning-Retreat-Agenda-5-30-14.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-Laney-College-Planning-Retreat-Agenda-8-11-14-.pdf
15. Laney College Budget Planning Principles http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-College-Budget-Planning-Principles-4-14-10.pdf
16. Instructional Program Reviews http://www.laney.edu/wp/accreditation-status/program-reviews/
17. Student Services Program Reviews http://www.laney.edu/wp/accreditation-status/program-reviews-student-services/
18. Laney College Mission and Goals: http://www.laney.edu/wp/mission-2/
19. Laney College Governance/Campus Committees and Workgroups: http://www.laney.edu/wp/sharedgovernance/committees/
20. PBC Meeting Minutes February 28, 2014 and April 25, 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-PBC-Meeting-Minutes-2-28-14.pdf and
21. Annual Adopted Budget: http://web.peralta.edu/business/finance-contacts/annual-adopted-budget/
22. Planning and Budgeting Integration: http://web.peralta.edu/pbi/
23. BP 6200: http://web.pxralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf
24. AP 6200: http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf
25. PBIM Overview 2014: http://web.peralta.edu/pbi/2014-15-planning-and-budgeting-integration/
26. 2014-15 Final Budget: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
27. 2014-15 Final Budget: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
28. 2014-15 Final Budget: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
29. Measure B ballot language: http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf
30. Laney College Follow-Up Report, March 13, 2010——: http://web.peralta.edu/accreditation/files/2010/03/Final-Laney-Follow-Up-Report.pdf
31. College Annual Budget Revenue by Source of Funds for Fiscal Years 2011 to 2015: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-College-Annual-Budget-Revenue-by-Source-for-Fiscal-Years-2011-to-2015.pdf
32. Budget Allocation Model 2014: http://web.peralta.edu/business/finance-contacts/forms/
33. 2014-15 Final Budget: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
34. 2014-15 Final: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
35. 2014-15 Integrated Planning and Budget Building Calendar: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-2014-15-Integrated-Planning-and-Budget-Building-Calendar.pdf
36. 2014-15 Strategic Goals and Objectives: http://web.peralta.edu/strategicplan/files/2009/02/2014-15-Strategic-Goals-and-Institutional-Outcomes-.pdf
37. Budget Allocation Model 2014: http://web.peralta.edu/business/finance-contacts/forms/
38. Measure B ballot language: http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf
39. 2014-15 Final Budget Assumptions: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-2014-15-Final-Budget-Assumptions.pdf
40. Letter to PBC from DFC Resolution and DFC Minutes of October 10, 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-Letter-to-PBC-from-DFC-Resolution-10-24-14.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-DFC-Minutes-10-10-14-DRAFT.pdf
41. PBC Agenda May 9, 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-PBC-Agenda-5-9-14.pdf
42. Final 2014-15 Budget: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
43. Laney College Education Master Plan: http://www.laney.edu/wp/educational-master-plan/
44. PBC meeting minutes – January 31, 2014, February 28, 2014, April 25, 2014 and September 26, 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-PBC-Meeting-Minutes-1-31-14.pdf
45. 2014-15 Budget Assumptions; Neuberger Berman Presentation, June 2014: http://www.

laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-2014-15-Final-Budget-Assumptions.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/IIII.D.1.b-Neuberger-Berman-PresentationJune-2014-.pdf

46. PCCD Five Construction Plan -2021, June 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.c-Peralta-Five-Year-Construction-Plan-2016-2020-June-2014.pdf

47. Annual Financial Report 2013: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

48. BP 6200: http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf

49. PCCD Actuarial Study of Retiree Health Liabilities: http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf

50. Peralta CCD – OPEB Substantive Plan, December 2012: http://web.peralta.edu/trustees/board-committees/retirement-board/2011-meeting-materials/

51. Final 2014-15 Budget: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf

52. PCCD Actuarial Study of Retiree Health Liabilities: http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf

53. PBC meeting minutes 2014: http://web.peralta.edu/pbi/planning-and-budgeting-council/minutes/

54. Final Agenda March 2013: http://web.peralta.edu/trustees/files/2011/04/000-3-26-13-final-agenda.pdf

55. Board of Trustees: http://web.peralta.edu/trustees/

56. Neuberger Berman Investment Performance Update: http://web.peralta.edu/trustees/files/2011/08/Investment-Review-9.11.2014.pdf

57. PCCD Actuarial Study of Retiree Health Liabilities: http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf

58. Measure B ballot language: http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf

59. Media Release: September 4, 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.c-Media-Release-9-4-14.pdf

60. BP 6200: http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf

61. AP 6200: http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

62. BP 6300: http://web.peralta.edu/trustees/files/2011/04/BP_6300-FiscalManagement-Accounting.pdf

63. P 6300: http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf

64. BP 6320: http://web.peralta.edu/trustees/files/2011/04/BP-6320-Investments.pdf

65. AP 6320: http://web.peralta.edu/trustees/files/2013/12/AP-6320-Investments.pdf

66. Retiree Health and Investment Plan: http://web.peralta.edu/trustees/files/2011/06/Peralta-IPS-1.24.2012.pdf

67. Retirement Board Bylaws: http://web.peralta.edu/trustees/files/2011/06/Retirement-Board-Bylaws.pdf

68. OPEB Trust: http://web.peralta.edu/trustees/files/2011/06/PeraltaOPEBTrust-Agreement1-12.pdf

69. Planning and Budgeting: http://web.peralta.edu/pbi/

70. Internal Audit: http://web.peralta.edu/internal-audit/

71. Business Services: http://web.peralta.edu/business/

72. Budget Allocation Model: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-Budget-Allocation-Model-12-17-14.pdf

73. AP 6200: http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

74. AP 6300: http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf

75. AP 6400: http://web.peralta.edu/trustees/files/2011/04/AP-6400-Audits.pdf

76. Annual Financial Report 2013: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

77. Corrective Action Matrix 9/21/14: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.a-Corrective-Action-Matrix-9-21-14.pdf

78. Annual Financial Report 2013: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

79. Annual Financial Report 2012: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2012.pdf

80. Annual Financial Report 2011: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2011.pdf

81. Corrective Action Matrix 9/21/14: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.a-Corrective-Action-Matrix-9-21-14.pdf

82. Final Budget Agenda 2014: http://web.peralta.edu/trustees/files/2011/04/1-21-14-final-board-agenda.pdf

83. Business Services: http://web.peralta.edu/business/

84. Annual Financial Report 2013: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

85. Annual Financial Report 2012: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2012.pdf

86. Annual Financial Report 2011: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2011.pdf

87. Corrective Action Matrix 9/21/14 http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.a-Corrective-Action-Matrix-9-21-14.pdf

88. PBC Agenda for 1-31-14: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-PBC-Meeting-Minutes-1-31-14.pdf

89. Business Services: http://web.peralta.edu/business/

90. District General Services: http://web.peralta.edu/measurea/documents/#meetings-and-agenda

91. 2014-15 Final Budget Board Presentation 9 – 9 -14: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2c-2014-15-Final-Budget-Board-Presentation-9-9-14.pdf

92. PBIM Summit Budget Presentation 8-29-14: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-PBIM-Summit-Presentation-Budget-8-29-2014.pdf

93. PBC Meeting Minutes 10-25-13: http://web.peralta.edu/pbi/planning-and-budgeting-council/minutes/

94. Board of Trustee Agendas and Minutes: http://web.peralta.edu/trustees/2011-2012-agendas-minutes/

95. BAC Meeting Minutes: http://www.laney.edu/wp/budgetadvisorycommittee/2014-2015-agendas-meeting-minutes-and-materials/

96. College Council Financial Reports and College Council Meeting Minutes: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-College-Council-Financial-Report-Summary-of-Budget-vs.-Actual-by-Fund-November-2014-Results.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-College-Councial-Financial-Report-Summary-of-Budget-vs.-Actual-by-Fund-October-2014-Results.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-College-Council-Financial-Report-Summary-of-Budget-vs.-Actual-by-Fund-Februrary-2014-Results.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-College-Council-Financial-Report-Summary-of-Budget-vs.-Actual-by-Fund-January-2014-Results.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-College-Council-2-19-14-Minutes-to-be-approved.pdf

97. Email Distribution of College Financial Reports and Meeting Reminders http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-Email-Distribution-College-Financial-Report-to-Budget-Manager-March-2014.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-Email-Distribution-of-College-Financial-Reports-Budget-Report-Fund-01_CC555_March-2014-for-Felix-Robles.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-Email-Distribution-of-College-Financial-Reports-and-Meeting-Reminder.pdf

98. Trend of Laney College Budget Allocated to Student Success 2011- 2015: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.c-Trend-of-College-Budget-Supporting-Student-Success-2011-to-2015.pdf

99. 2014-15 Final Budget: http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf

100. BP 6340: http://web.peralta.edu/trustees/files/2013/12/BP-6340-Contracts.pdf

101. AP 6340: http://web.peralta.edu/trustees/files/2013/12/AP-6340-Contracts2.pdf

102. BP 6400: http://web.peralta.edu/trustees/files/2011/04/BP-6400-Audits.pdf

103. BP 6320: http://web.peralta.edu/trustees/files/2011/04/BP-6320-Investments.pdf

104. Measure A Audits: http://web.peralta.edu/measurea/documents/#audit-reports

105. BP 6740: http://web.peralta.edu/trustees/files/2011/04/BP-6740-Citizens-Oversight-Committee.pdf

106. AP 6740: http://web.peralta.edu/trustees/files/2011/04/AP-6740-Citizens-Oversight-Committee.pdf

107. Measure A Bond COCM: http://web.peralta.edu/measurea/citizens-bond-oversight-committee-membership/

108. 2014 Retirement Board Agenda and Minutes: http://web.peralta.edu/trustees/board-committees/retirement-board/2014-retirement-board-agendas-and-minutes/

109. Financial Aid Manual: http://web.peralta.edu/financial-aid/files/2011/09/2013FinAid_booklet.pdf

110. College Administrative Standard Operating Procedures: http://www.laney.edu/wp/business_office/adminsop/

111. College Business and Administrative Services 2014-15 Goals; Planning Retreat Agenda 6-25-14: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.e-College-Business-and-Administrative-Service-Goals-2014-15.pdf and http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.e-College-Business-and-Administrative-Services-Planning-Retreat-Agenda-Dt-6-25-14.pdf

112. Board Policies & District Admin Procedures: http://web.peralta.edu/trustees/bps-aps/

113. Laney College Administrative Standard Operating Procedures: http://www.laney.edu/wp/business_office/adminsop/

114. BP 6200: http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf

115. AP 6200: http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

116. AP 6300: http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf

117. Annual Financial Report 2013: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

118. Annual Financial Reports: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

119. Annual Financial Report 2013: http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

120. PCCD Bond Measure A: http://web.peralta.edu/measurea/

121. Special Report: http://web.peralta.edu/accreditation/files/2010/03/Peralta-4-1-13-Special-Report-to-ACCJC-Final.pdf

122. Board Policies and District Admin Procedures: http://web.peralta.edu/trustees/bps-aps/

123. 014-15 Integrated Planning and Budget Building Calendar: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1.b-2014-15-Integrated-Planning-and-Budget-Building-Calendar.pdf

124. Peralta CCD – OPEB Substantive Plan, December 2012 http://web.peralta.edu/trustees/board-committees/retirement-board/2011-meeting-materials/

125. Peralta CCD – OPEB Substantive Plan, December 2012 http://web.peralta.edu/trustees/board-committees/retirement-board/2011-meeting-materials/

126. Neuberger Berman Investment Performance Update http://web.peralta.edu/trustees/files/2011/08/Investment-Review-9.11.2014.pdf

127. PBC meeting minutes March 2013: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.1-PBC-Meeting-Minutes-3-28-14.pdf

128. Standard and Poor's Report 2011: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.3.e-Standard-and-Poors-Report-2011.pdf

129. Annual Financial Reports: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

130. Financial Aid booklet: http://web.peralta.edu/financial-aid/files/2011/09/2013FinAid_booklet.pdf

131. Financial Aid: http://web.peralta.edu/financial-aid/

132. Annual Financial Reports: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

133. BP 6340: http://web.peralta.edu/trustees/files/2013/12/BP-6340-Contracts.pdf

134. AP 6340: http://web.peralta.edu/trustees/files/2013/12/AP-6340-Contracts2.pdf

135. AP 6350: http://web.peralta.edu/trustees/files/2011/04/AP-6350-Contracts2.pdf

136. AP 6330: http://web.peralta.edu/trustees/files/2013/12/AP-6330-Purchasing.pdf

137. District Comprehensive Program Reviews: http://web.peralta.edu/district/annual-program-reviews-2012-2013/

138. Planning and Budgeting : http://web.peralta.edu/pbi/

139. Corrective Action Matrix 9-21-14: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.D.2.a-Corrective-Action-Matrix-9-21-14.pdf

140. Annual Financial Reports: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

141. Ed. Committee Agendas: http://web.peralta.edu/pbi/educational-committee/agendas-and-meeting-materials/

142. PBC agenda Mar 28 2014 and PBC meeting minutes 10/24/14: http://web.peralta.edu/pbi/planning-and-budgeting-council/agendas-and-meeting-materials/

Laney College

STANDARD IV.A
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.

IV.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.

IV.A.1 **Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Description

Participatory governance at Laney College is designed to ensure that all segments of the college campus are included and empowered in the decision-making process by fostering open and effective communication. Through the mechanism of participatory governance, Laney College strives to achieve the highest level of collaboration and consensus possible in planning and decision-making processes.[1]

The college values participatory governance because it enables college leaders to honor the diverse voices and expertise of each individual. Additionally, participatory governance builds a sense of community: it promotes collaboration among all college constituencies; and it encourages participation and innovation through open communication. In sum, this practice allows the college to make the wisest decisions and produce the highest quality work.[2]

Towards honoring this value, the leaders of Laney College create an environment for empowerment, innovation, and institutional excellence. They encourage classified staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved.

The collaborative governance structure of the college facilitates the decision-making process. This governance structure is organized with the understanding that all final decisions, including recommendations to the chancellor and board of trustees, are instituted by the college president. For example, resource allocation decisions of the college require widespread input prior to decision-making. Faculty and staff within departments and program units identify and prioritize resource needs through a process of program review. Resource needs are forwarded to the appropriate resource committees and prioritized. The recommendations of the resource committees are then forwarded to the college president for final approval and implementation. The extensive program review process takes place every three years for most programs. (Career technical education programs conduct program reviews every two years.) All programs conduct annual program updates.

The college conducts two annual planning retreats—one just prior to the start of fall term and one immediately following spring term—to set, review, and assess the goals of the college. The entire college community is invited; and the retreats are well-attended, with representation from a broad cross-section of the college (faculty, staff, students, and administrators).[3]

College committees provide the framework for much of the discussion, planning, and implementation of activities designed to advance college goals. The structure of a committee varies depending on its charge and role, but generally allows for a broad cross-section of the college to collaborate.

Committees are task-oriented working bodies with a focus on advancing the goals of the college. While each has a special charge, no committee works in isolation. The work of the committees is guided by the college's values: collaboration, respect, appreciation, diversity, integrity, accountability, and innovation. Committees work together to promote open communication in a spirit of collaboration that respects the unique abilities of individuals and values diversity in thinking (See I.A.1).

For example, the Career Technical Education (CTE) Advisory Committee works with all CTE departments in strengthening the capacity of all programs. Frequently, they collaborate on projects that support the existing curricula. In other instances, they develop new curricula to meet the needs of industry. Throughout the year, they team up to host a major CTE College and Career Day, where hundreds of youth and their parents experience the diverse CTE offerings with workshops and lab demonstrations. Now, they are working on a FAB LAB concept that will affect all areas of the institution—CTE, transfer education, and foundation skills education.

The president's support of college engagement extends beyond committees. Such support often occurs in the form of public input and informational meetings. For example, the college president and Faculty Senate president[4] sponsor joint meetings several times a semester where faculty can participate in discussions on college matters. Quarterly, the president calls town hall meetings during which community-wide priorities can be discussed.[5]

The president also promotes engagement at the Administrative Leadership Council (ALC) meetings. The ALC is made up of the vice presidents, deans, the business manager, and the president, and meets monthly. The Augmented Administrative Leadership Council (AALC) is made up of *all* administrators, including the program directors. In addition, AALC includes program coordinators, unit supervisors, the head librarian, the presidents of the Faculty Senate and Classified Senate, as well as a representative of the Associated Students of Laney College (ASLC). Together, ALC and AALC use dialogue and inquiry to make informed recommendations that lead to operational improvements, and otherwise prepare the leadership for planning and budget related decision-making. Using innovative facilitation techniques, the president ensures that everyone present contributes to discussions and recommendations. Agendas and minutes are maintained in a cloud-storage service for 24/7 access.[6]

In addition to committees, there are structural bodies that convene regularly to advance college goals. These groups and their meeting times include:

Table IV.A 1

Structural Body/Group	Convener	Meeting Time
Department Chairs and Program Coordinators	Vice President of Instruction	Monthly
Academic and Student Affairs Council of Deans	Vice Presidents of Instruction and Student Services	Twice monthly
Student Affairs Council (representative of the entire student services team)	Vice President of Student Services	At least monthly
Department and Division meetings	Lead faculty, staff or administrator	Department meetings once per term; division meetings monthly

Independent of official titles, Laney College continues its tradition of providing opportunities for (and encouraging) all college constituents to take initiative in improving the practices, programs, and services in which they are involved, in part, by informing decision-making. Examples of collaboration that have led to improvement include:

1. Student services administrators, faculty, and classified staff worked together on the integration of four student support programs: Extended Opportunity Program and Services (EOPS), Cooperative Agencies Resources for Education (CARE), California Work Opportunities and Responsibilities to Kids (CalWORKs), and b2b (a learning community formed via collaboration between Laney College and Beyond Emancipation). The integration allowed for a streamlined approach to essential student support services, creating a broader learning community that was able to leverage economies of scale in fiscally unstable times.

2. ASLC launched an ambitious series of twice-monthly town hall meetings during spring 2014. The ASLC leadership actively sought faculty and classified staff input in doing so. The town halls addressed topics of significant interest to students. The engaging discussions significantly incentivized students to increase their leadership participation at the college.[7]

3. The ESL Department used reflective inquiry methods at department meetings to engage its faculty in discussions that led to the development of an accelerated curriculum that was championed district-wide and led to a state-wide conference on acceleration at the college in fall 2013.[8]
4. A recent example demonstrating the empowering nature of our college environment occurred when the chancellor reconsidered the hiring of an organization that had been engaged to provide training in changing the culture of our district. When faculty discovered that the organization supported values counter to our mission and vision of equity and diversity, the chancellor held town hall meetings on each campus in order to gather input and feedback on how to proceed with the training. As a result of the input, the chancellor terminated the contract.[9]
5. In fall 2013, the college president responded to requests from governance leaders to provide open forums for the final candidates for the vice president of student services and the vice president of instruction. Staff, faculty, students, and community members at large had the opportunity to ask questions and complete assessments to help the president make her final decisions.[10]

The results from a February 2014 faculty and staff survey show that an overwhelming majority of faculty (84%) understands their role in helping Laney College achieve its goals. Furthermore, 73% of respondents thought initiative for improving the college was encouraged; and 67% felt that they were encouraged to participate meaningfully throughout the college.[11]

The spring 2014 survey of faculty, staff, and administrators, administered January 24, 2014, indicates that two-thirds of respondents either agree or strongly agree that they have had the opportunity to participate meaningfully in participatory governance.[12] However, only one-half of the respondents agreed or strongly agreed that they were well-informed of how individual governance groups participate in college and institutional improvement; and fewer than half (43%) rated the performance of participatory governance as "good" or "excellent." In spite of these findings, nearly three-fourths (72%) either agreed or strongly agreed that Laney College leaders encourage administration, faculty, staff, and students, irrespective of their official titles, to take initiative in improving practices, programs, and services. Similarly, a large majority (84%) either agreed or strongly agreed that they understood

their role in helping Laney College achieve its goals; and more than one -half (57%) either agreed or strongly agreed that their ideas are listened to and considered during the decision-making process.[13] (IV.A.2a-6).

Overall, there were overwhelmingly positive responses to the faculty and staff survey. However, the college continues to strive for inclusion of all parties in decisions impacting student success, and aims to increase the numbers of faculty and staff who feel that the college has a collaborative environment.

Evaluation

The college meets the standard.

Actionable Improvement Plan

The college seeks to exceed this part of the standard in part by ensuring that more faculty and staff experience the college as a collaborative environment.

IV.A.2 **The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

IV.A.2.a **Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

Description

The District Board has established written policy consistent with board policy (BP) 2410,[14] including BP3250 on institutional planning, to ensure that institutional plans are integrated into the annual budget preparation process and reflect the long range strategic planning that integrates the

following plans: the Educational Master Plan; facilities; Human Resources; Information Technology; Equal Employment Opportunity Plan; student equity; transfer; Cooperative Work Experience; EOPS; and environmental sustainability.[15]

The district operationalizes BP3250 with administrative procedure (AP) 3250 wherein the goals, four advisory committees, and operational principles of the integrated planning and budget model are illuminated.[16] The operating principles are:

A. ***Use a District-Wide Perspective:*** The committees will focus on student success using a *district-wide* perspective to coordinate the strengths of the colleges.

B. ***Use Shared Agreement to Create Collaborative Solutions:*** The "shared agreement" decision model will support the success of each college in a coordinated district-wide strategy.

C. ***Ensure Consistent Committee Engagement:*** Committee members are expected to attend all meetings. If a member misses three meetings, the Planning and Budgeting Council (PBC) will request a replacement; but there can be only one replacement per year.

D. ***Commit to Process and Meeting Effectiveness:*** The planning and budget integration (PBI) committee/council meetings will start and end on time; use well-designed agendas; and balance deliberation with decision-making.

E. ***Adhere to the Annual Integrated Calendar:*** Each committee will perform its responsibilities according to the timelines set in the integrated planning-budgeting calendar.

F. ***Provide Ongoing Two-Way Communication:*** The communication process will be structured around two-way channels established between three sets of exchanges: between the colleges and the PBI committees; between the subject matter committees and the Planning and Budgeting Council; and between the chancellor/board and the PBI process and Planning and Budget Council (PBC).

G. ***Maintain a Transparent Process:*** PBI meetings will be open, with opportunities for comment provided. Minutes will be published on a timely basis. Committees will use a variety of methods to obtain additional input and communication: guest presenters, site visits, listening sessions, and college meetings.

H. ***Ensure the Official Advisory Capacity of the PBI:*** Only formally-

appointed committee members can participate in official committee deliberations and decisions. Agendas will include time for non-member comments.

I. ***Be Adaptive During the Implementation Phase:*** The PBI process will be improved as needed during implementation. The first year will be reviewed by the chancellor's working group (CWG). The first term of membership is two-years to allow sufficient consistency for effective implementation

The operating principles are upheld at the district and college levels by a diverse group of faculty, classified staff, and student constituents, in addition to the administrators. Faculty and administrators maintain substantial roles that are clearly defined in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and classified staff also have established mechanisms for providing input into institutional decisions. The involvement of these stakeholders is assured via BP2510 Participation in Local Decision Making,[17] AP2410 Policy Development Process,[18] as well as AP2511 Role of Academic Senates in District and College Governance.[19]

The Laney College participatory governance structure is comprised of the College Council and three primary resource committees: Facilities Planning, Technology Planning, and Budget Advisory.[20] Each committee is co-chaired by an administrator and faculty member, and is composed of representatives from the four college constituencies: faculty, classified staff, administrators, and students. These committees report to the College Council, which is chaired by the college president. A broad cross-section of constituencies, including representatives from key committees and governance bodies, make up the council. This team of nearly forty members is charged with recommending policies, procedures, and priorities to the college president. Based upon their recommendations, the college president makes the final decisions that are consistent with the district board policies and administrative procedures, and aligned with the mission, vision, and values of the college.[21]

The current participatory governance structure was established in 2002, with subsequent revisions in 2006 and later. In 2013-2014, the College Council charged a subcommittee composed of the faculty,

classified staff, and student governance leadership to review the existing participatory governance structure and corresponding participatory governance manual. The subcommittee reported back to the College Council throughout 2013-2014 with recommendations. Among the recommendations were updates to the College Council membership to better reflect the current administrative organization, and development of best practice guidelines for committees. [22]

College committees include both participatory governance committees (with representation from the four college constituencies—faculty, administrators, staff and students) and non-participatory governance committees (e.g., committees of the Faculty Senate). The committee structure is illustrated in the tables below:

As noted earlier, the roles of Laney College's faculty, classified staff, and students in participatory governance are codified in Board Policy 2510[23] and Administrative Procedure 2511.[24] Together, these policies provide the basis for college constituencies to work collaboratively in clearly defined roles. The board policy language has been incorporated into the Participatory Governance and Organization Manual.[25]

The college is committed to disseminating information to the campus community through a variety of methods to increase awareness of and encourage participation in the participatory governance process. In consultation with a staff assistant lead in the Office of the President, the college governance committees are developing and expanding websites and electronic bulletin board notices. When the college secures a webmaster and a public information (or communications) officer, this dissemination project will be addressed on a full-time basis. The project will include developing a website that includes collaboration and information-sharing tools such as Wikis announcements, videos, and online event calendars. This site will serve a dual purpose by maintaining a virtual log of comments, collaborations, events, and issues warranting further attention, thereby facilitating ongoing college-wide review and documentation of participatory-governance processes.

Evaluation

The college meets the standard.

Actionable Improvement Plan

None

Table IV.A 2

Laney College Council		
Chair	**College President**	
Membership	President, Chair	
	Vice President of Instruction	ASLC President
	Vice President of Student Services	ASLC Vice President
		3 ASLC Senators
	Director, Business/ Administrative Services	Institutional Effectiveness Chair
	1 Dean, Instructional Division	Budget Advisory Committee Chair
	1 Dean, Student Services/SSSP	
	Classified Senate President	Facilities Planning Committee Chair
	Classified Senate VP	Technology Planning Committee Chair
	Classified Instructional	
	Classified Student Services	Curriculum Committee Chair
	Classified Administrative	Foundation Skills Chair
	Faculty Senate President	Accreditation Steering Committee Chair
	Faculty Senate VP	Non-voting Representatives
	1 Faculty from Each Division	1PFT
	1 Counselor	
	1 Librarian	1 Local 39 Rep
	1 DSPS Faculty	1 Local 1021 Reps
	1 Part-Time Faculty	(Total = 37 unduplicated)
Meetings	Monthly (3rd Wednesday, 2-4 pm), T-850	
Charge	Primary participatory governance body of the college. Recommends policy to the College President. Recommends procedures for implementation of policy.	

Laney College

Table IV.A 3

	Facilities Planning Committee	Technology Planning Committee	Budget Advisory Committee
Resource Committees			
Co-Chairs	College President's designee, typically the Director of Business and Administrative services, and Faculty Senate President (or designees)	Administrator and Faculty (appointed by College President and Faculty Senate President, respectively)	Business & Administrative Services Director and Faculty Senate President (or designees)
Membership	Faculty, administrators, classified staff, students	Faculty, administrators, classified staff, students	Faculty, administrators, classified staff, students
Meetings	Meets twice monthly	Meets monthly	Meets monthly

Elected Governance Bodies		
Faculty Senate	Classified Senate	Student Senate
Elected body of college faculty	Elected body of college classified	Elected body of college students

Table IV.A 4

Committees of the Faculty Senate	
advisory committees also report to the Vice President of Instruction	
Committee	**Membership**
Curriculum Committee	Faculty, administrators and classified
Learning Assessment Committee	Faculty, administrators, classified and students
Faculty Prioritization Advisory Committee	Faculty and administrators
Career Technical Education Advisory Committee	Faculty
Instructional Equipment & Library Materials Advisory Committee	Faculty and administrators

Table IV.A 5

Administrative Advisory Bodies	
Administrative Leadership Council	Augmented Administrative Leadership Council
College President and administrative team	College President, administrative team and key faculty, classified and student leaders

Other College Committees	
Committee	**Membership**

Table IV.A 6

Institutional Effectiveness Committee	Faculty, administrators, classified and students
Foundation Skills Committee	Faculty, administrators, classified and students
Student Success and Support Committee (formerly the Matriculation Committee)	Faculty, administrators, classified and students
Health, Security and Safety Committee	Faculty, administrators, classified and students
Professional Development Committee	Faculty, administrators and classified

IV.A.2.b **The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

Description

Laney College relies primarily on faculty, with substantial input from academic administrators, for recommendations about student learning programs and services.

The faculty senate has primary responsibility for academic and professional matters. It oversees five committees which directly pertain to student learning programs and services: Curriculum Committee, Learning Assessment Committee, Career Technical Education Advisory Committee, Instructional Equipment and Library Materials Committee, and Faculty Prioritization Committee. Faculty serve as co-chairs on the three

participatory governance resource committees. Faculty are an active and essential part of almost all college committees.

The Curriculum Committee in particular serves as an example of a highly-productive, faculty-driven committee. It is composed of a broad spectrum of faculty representing the five general education areas of the college, with additional representation from articulation, counseling, library, academic administrators, and the academic support services specialist (the curriculum support specialist). The committee is co-chaired by the vice president of instruction and a faculty member who is elected by the committee. The committee is charged with reviewing and approving new and updated courses and programs. It also conducts regular trainings for faculty in curriculum development in the online CurricUNET system.

Beginning in 2012, the Curriculum Committee reinstituted a three-year curriculum review cycle that has resulted in the systematic updating of a majority of courses and programs.[26] Under the guidance of the Curriculum Committee chair, disciplines are divided into three groups, each assigned to a different year of the review cycle.[27] During a review year, disciplines report directly to the Curriculum Committee about the status of their course outlines and programs, and plans for updating. As curriculum is updated, so are the course Student Learning Outcomes (SLOs) and assessment methods, which have been incorporated into the curriculum addenda. By fall 2014, the college had exceeded its initial goal of submitting 10 Associate Transfer Degrees (ATD) to the State Chancellor's Office for approval, and expects to have more than 13 ATDs by spring 2015.

The Learning Assessment Committee is another productive, faculty-led committee which focuses on college assessment activities and documentation, with the participation of administrators, classified staff, and students. Its mission is "to stimulate a culture of ongoing instructional improvement using assessment to facilitate student success"[28] (see http://www.laney.edu/wp/assessment/). The work of the Learning Assessment Committee directly influences all educational programs and services by fostering a culture of learning and assessment.[29] The committee provides regular training events and also coordinates college-wide assessment activities, including assessment of Institutional Learning Outcomes (ILOs). Other assessment activities include publication of a newsletter (Assessment Chronicles) and a book discussion group (Student Engagement Techniques). The coordinators report regularly to the Faculty Senate,

the department chairs, and the vice president of instruction; and provide individualized training for departments in need of support.

Evaluation

The college meets the standard.

Actionable Improvement Plans

None

IV.A.3 **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Description

The governing board has set the framework for a sound collaborative governance context wherein the structures, processes, and practices of the board and the entire team of administrators, faculty, staff, and students can work together in the best interest and good of the district as a whole.

During the last six years, the board took action to clarify its legal fiduciary and policy charge and related responsibilities via workshops and special training.[30] The board established that it had one employee, the chancellor.[31] Since making this clarification, the board has hired a chancellor who ensured the complete updating of the board policies. The board was careful to remove any overlap of administrative procedures by adhering to effective practices as outlined by the Community College League of California.[32] This diligence on behalf of the board has provided the chancellor guidance and latitude to execute his professional obligation to charge his executive team with improving administrative practices: planning; budgeting; and ensuring collaboration among administration, faculty, classified staff, and students for the good of the district and its respective colleges.

The Academic Senate were encouraged to co-lead this effort; classified and student leadership were encouraged and supported to actively participate.[33] Collectively, these constituent groups developed a planning and budgeting

integration model,[34] which assured sound governance capacity of this collaborative work as it streamlined all governance decision-making. At the core of this model are the Planning and Budgeting Council (PBC) and three planning committees: namely, the Education Committee, the Technology Planning Committee, and the Facilities Planning Committee.[35] The board assured that all board policies and administrative procedures are first reviewed, discussed, and recommended to the chancellor by the PBC.[36] This model continuously improves with the annual integrated assessment of its efficacy.[37]

As a complement to the work of the PBC, Laney College's leadership among the college presidents, administrators, faculty senate, and classified senate significantly shaped the development of the PBIM. The leadership used as the context the college's governance and decision-making structure: a central body that recommended policies, procedures and priorities; the college council; and resource committees, including the facilities planning, technology planning, and budget advisory committees that gathered, analyzed, discussed, and recommended priorities to the college president in order to strengthen the capacity and improve the overall effectiveness of the college.

The college fully integrates its planning and budgeting in sync with the district PBIM processes, including timelines.[38] The college maintains governance structures and practices that encourage faculty, administrators, classified staff, and students to engage actively in campus- and district-level decision-making processes. The governance bodies of the campus constituents include the Faculty Senate, the Classified Senate, and the Associated Students of Laney College. The administrative bodies consist of the Executive Council, Administrative and Augmented Administrative Leadership Councils, and the Academic and Student Affairs Council.[39]

 The College Council is the primary participatory governance body for the college. It serves as the primary source of college-wide opinion in the decision-making process, recommends policy to the college president, and recommends procedures for policy implementation.[40]

The College Council embraces all campus constituencies and provides a forum where multiple viewpoints can inform the decision-making process. The college president chairs the College Council. Its broad-based membership includes representatives of the Faculty Senate, Classified Senate, ASLC (student senate), administrators, and the chairs of college resource committees. Representatives from the various constituent groups work together collaboratively, under the auspices of the College Council, to discuss campus issues and develop solutions relating to a diverse range of educational and administrative matters, including institutional mission, values, strategic priorities, resource requirements, and analysis of data.[41] In an effort to facilitate communication and transparency, a College Council task force identified guidelines for committees to follow. These guidelines were incorporated into the 2014 edition of the *Participatory Governance and Organization* manual.[42]

All district and college governance meetings are open. Attendance is not limited to committee members; guests are encouraged to provide input. Agendas with meeting times and locations are circulated in advance via district/college employee email listservs, i.e., Laney-FAS, Merritt-FAS, COA-FAS and BCC-FAS.

PBC surveys are conducted annually among the governance members.[43] The Laney College spring 2014 survey reveals general beliefs held college-wide by faculty, classified staff, and administrators. Of just under 600 full- and part-time employees, more than half (301) responded to the survey, including 233 faculty. Of the total, 44% were adjunct faculty; 31% were full-time; 15% were classified staff; and 6% were administrators. At least 50% agreed or strongly agreed that there is effective (clear, current, and widely available) communication at the college (IV.A.3); that collaborative decision-making procedures are respected and followed at the college (IV.A.2.a); and that they are "well informed of how governance groups participate in college and institutional improvement." Sixty-two percent agreed or strongly agreed that the college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents (IV.B.2.b). Over 70% agreed or strongly agreed that Laney College leaders encourage administrators, faculty, staff and students irrespective of their official titles, to take initiative in improving practices, programs, and services; and nearly 70% indicated that "I have the opportunity to participate meaningfully in shared governance at Laney College" and that "there are many forms of communication widely used at Laney College."[44]

Evaluation

The college meets the standard.

Actionable Improvement Plans

None

IV.A.4 **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Description

Laney College works responsively and cooperatively in complying with the standards, policies, and guidelines of external regulatory agencies such as the California Community Colleges Chancellor's Office (CCCCO), the Accrediting Commission for Community and Junior Colleges (ACCJC), the U.S. Department of Education, the Department of Labor, the National Science Foundation, and other external agencies. The college advocates and demonstrates honesty and integrity in those relationships.

Laney and its district agree to comply with the ACCJC standards, policies, and guidelines.[45] The college's framework and structures are designed and continuously developed consistent with those parameters for leading and operating a community college. This is evident in the college mission, vision, and values;[46] institutional plans and practices;[47] policies and procedures for ensuring quality student learning programs and services;[48] and development of its human, technology, physical resources, and governance and leadership practices.[49]

The college discloses the results of its efforts, including self-evaluation; follow-up, mid-term, and other reports; in addition to the team visits and related reports.[50] As the "Responses to the ACCJC 2009-12 Recommendations" reveal, the college moved expeditiously to respond to recommendations made by the commission.[51] By 2012, the ACCJC Visiting Team found evidence of "ample communication and cooperation between the district, individual colleges, and constituency groups through the District's Planning and Budgeting Integration Model (PBIM)." They further noted that the "PBIM has allowed for integrated planning and budgeting occurring across the four colleges and the District Office."[52] This behavior of the district and the colleges continues and has been continuously reflected in this institutional self-evaluation cycle.

In its efforts to move expeditiously and with integrity, the college employs its participatory governance bodies to inform the organization of the college's institutional self-evaluation (ISE) efforts. This 2015 ISE report reflects the collaborative work of diverse stakeholders who participated in data acquisition and analyses, synthesizing disparate information and writings. Ad hoc committees were formed and worked diligently to meet timelines, conducting research independently and then converging to share and discuss data. Evidence was gathered, and honest appraisals were made of the institution's efforts in meeting standards.[53] Throughout the development of the report, the ISE co-chairs regularly connected with college governance bodies and committees.[54] They used Moodle, a distance education software to provide exhaustive details to all members of the college community, which enabled more than 500 employees and student leaders to contribute critical input to all aspects of the Laney College ISE report.[55]

Evaluation

The college meets the standard.

Actionable Improvement Plans

None

IV.A.5 **The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Description

College decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. A variety of evaluation methods are employed to gather feedback so that recommendations for improvement are continuous and lead to improvements and achievement of desired outcomes. The methods include rigorous and respectful dialogue, engagement surveys, and reviews of existing governance structures.

Evaluations are locally developed; they include end-of-year discussion sessions within planning and resource-related governance groups, the

College Council, and other essential workgroups.[56] Most often, they take the form of check-ins within committees, involving a review of the initial established goals and objectives compared to achievements they made to evaluate their progress. The results of surveys are discussed to help inform improvements or innovations.

The College Council carries out monthly check-ins to assess needs, particularly in relationship to the college-established goals. The resource committees—Faculty Prioritization Advisory Committee, Technology Planning, Facilities Planning and Budget Advisory Committee—annually review the state of the college in terms of its relevant human, technology, and physical resource requirements. Using the findings from program reviews and APUs as well as formal review processes with departmental/program and service area units, these committees develop review priorities for the College Council. The groups tend to assess their efforts at the conclusion of this annual review process. Depending on the outcomes, which are disseminated to members of the committees/workgroups, each group creates an action plan.

Annually, the college carries out its end-of-the-year retreats to report on (and assess) its progress in achieving the annual benchmarks.[57] Every six years, the evaluations have consisted of institutional effectiveness surveys;[58] every three years, they have consisted of program reviews. Annually, the evaluations have included annual program review updates (APUs).[59]

The college has started an annual plan to disseminate and discuss the results of the spring faculty and staff survey during its all-college retreat during the fall and again at the start of the spring term. This and other enhancements to the evaluation efforts are intended to streamline the evaluation and encourage more effective dialog that leads to greater investments in the college to strengthen its capacity and effectiveness. Additionally, as of 2013-14, the institutional effectiveness survey[60] is being administered annually during the spring term.[61] Specific information on this updated, more strategic and transparent approach is included in the document "Procedures for Evaluating Institutional Planning and Implementation Efforts."[62] It leads with guiding assumptions widely accepted, then follows with a stepwise planning process that is cyclical (continuous) and the procedures for evaluation the institution's planning

and implementation efforts. The procedure consists of documenting every step taken, and ensuring the development and use of appropriate metrics and methods to assess the effectiveness of each step. The existing faculty, staff, and student surveys will continue to be used; as appropriate, an additional survey will be developed for use within each governance body. The steps drafted are:

1. Confirm Educational Master Plan & Priorities.
2. Begin the annual goal and SMART objective setting and budget allocation cycle.

   Or:
   Review the Mission/Vision/Values.
   a. Conduct environmental scan, SWOT and gap analysis.
   b. Develop goals and SMART objectives.
3. Begin the goal setting and budget allocation cycle.

   Then:
4. Develop implementation plan(s).
5. Confirm annual assessment measures/goals.
6. Departments submit program reviews and APUs with resource requests.
7. Address resource requests, mid-year if necessary, including approving budgets.
8. Develop mid-year status report from the collection of data on assessment measures and goals.
9. Carry out annual review of progress and planning effectiveness as part of completing end-of-year evaluation and report, to include: specific goal completion, i.e., student achievement of educational goals, student learning; additional achievements including improvements to program or service areas or institutional structures and processes based on assessment/evaluation results; and continued relevance of the goals and objectives.
10. Announce and disseminate results institution-wide.
11. Pre-plan for updated and new plans by (a) developing preliminary findings, (b) evaluating success of the process, and (c) reviewing planning committees and their charges.

Formalizing the evaluation process is intended to support all governance

and administrative units of the college. College leaders among all stakeholder groups will be leveraged to share best practices to all members of the college community in order to strengthen local practices, as well as the institution as a whole. For example, other evidence of on-going evaluation includes:

- In 2012-2013, the Institutional Effectiveness Committee launched a systematic review of Participatory Governance Committees, compiled results and disseminated the results to the college community.[63] Discussions of the results at College Council led to a 2013-2014 taskforce that developed *best practice* guidelines for college committees.[64]
- Faculty Senate Committee Structure Review (2013-2014): In response to organizational changes at the college which substantially changed the makeup of college divisions, the academic senate executive committee recommended representational changes to the Faculty Prioritization Committee. The changes modeled on the general education divisions were used by the curriculum committee, and they were approved by the senate with minor changes. The same representation model was later applied to the Instructional Equipment and Library Materials Committee and the College Council.
- Discussions in the Classified Senate about governance gaps for classified employees led to the development of the Classified Prioritization Process via the Institutional Effectiveness Committee and a Classified Professional Development Day.
- Professional Development Committee, Learning Assessment Committee (led by the coordinators), and the Office of the President jointly agreed to a series of Flex Day discussions, workshops, and presentations including embedding assessment activities into departmental meetings.[65] At the conclusion of these sessions, surveys were administered to evaluate the sessions and guide the college's assessment work. One suggested improvement was to lead college-wide presentations of effective assessment practices of an institutional learning outcome. Timely development

and dissemination of the Learning Assessment Newsletter was an additional suggestion.[66]

Leadership, governance, and decision-making structures and processes support the college's mission, vision, values, and goals. They have historically been reviewed at least every three years (recently, annually) as part of the district-wide comprehensive review and improvement of leadership, governance, and decision-making structures, policies and processes.[67] As a result, essential components of the college's infrastructure have been strengthened.

Related goals are reviewed annually at the all-college end-of-year retreat in May/June; and re-affirmed or improved during the all-college retreat in August, prior to the start of instruction. All stakeholders are invited to participate; the turnout has been 75 to 120 participants yearly. From this retreat, broad college goals are established. Goals established are then assigned to deans for leading the implementation of appropriate challenges through a collaborative process of developing strategies and measurable outcomes, assigning tasks to appropriate stakeholders, and conducting follow up vis-à-vis participatory governance and administrative groups. Goals are communicated college-wide, along with the results.

Evaluation

The college meets the standard.

A January 2014 faculty survey showed that 63% of respondents felt they were informed about important college issues in a timely manner, and 51% felt that there was effective communication throughout the college. The reorganization of the college website and securing key staff, such as a public information or communications officer, should improve access to information and enhance communication. Furthermore, the college will require that committees maintain updated websites.

Actionable Improvement Plans

None

1. Statement of purpose. Participatory governance and organization handbook. http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

2. Statement of purpose. Participatory governance and organization handbook. http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

3. Laney College retreat documents: http://www.laney.edu/wp/accreditation-status/retreat-evidence/

4. Faculty Senate Meeting schedule spring 2014, fall 2014: http://www.laney.edu/wp/faculty-senate/

5. Town hall announcements: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A.1-5.-TownHall-on-Budget-Notes-3.10.11-Draft.pdf

6. A sample of agendas and minutes of the ALC and AALC as hardcopies:

7. ASLC Town Hall Discussion Schedule, Spring 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-7-ASLC-Spring-2015-Calendar-of-Events-and-College-Forums.indd_FINAL-2-copy.pdf

8. First Ever CCC ESL Summit on Acceleration at Laney College: http://3csn.org/category/partners/ , http://www.laney.edu/wp/midterm-report-appendices/files/2013/02/English-as-a-Second-Language.pdf

9. Laney Tower: http://thelaneytower.com/2014/05/01/partners-contract/

10. E-messages announcing the VPSS open forums: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A.1-10.-E-messages-for-the-VPSS-Open-Forum.pdf

11. Summary Report. Faculty-staff-student accreditation surveys, spring 2014. (Section 3B)

12. http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf
Faculty and staff Spring 2014 survey: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

13. Summary Report. Faculty-staff-student accreditation surveys, spring 2014. (Section 3B)
http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Student-Survey-2014.pdf

14. BP 2410: http://web.peralta.edu/trustees/files/2011/04/BP-2410-Board-Policy-and-Administrative-Procedure1.pdf

15. BP 3250: http://web.peralta.edu/trustees/files/2013/12/BP-3250-Institutional-Planning.pdf

16. AP 3250: http://web.peralta.edu/trustees/files/2011/04/AP-3250-Institutional-Planning.pdf

17. BP 2510: http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf

18. AP 2410: http://web.peralta.edu/trustees/files/2013/12/AP-2410-Policy-Development-Process.pdf

19. AP 2511: http://web.peralta.edu/trustees/files/2013/12/AP-2511-Role-of-Academic-Senates-in-District-and-College-Governance.pdf

20. Shared Governance /Campus Committees: http://www.laney.edu/wp/sharedgovernance/committees/

21. The Laney College participatory governance and organization handbook 2014. http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

22. Recommendations Laney shared governance October 2013 & shared governance committee guidelines May 2014 draft http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

23. BP 2510: http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf

24. AP 2511: http://web.peralta.edu/trustees/files/2013/12/AP-2511-Role-of-Academic-Senates-in-District-and-College-Governance.pdf

25. Laney College participatory governance and organization handbook 2014 http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf
http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

26. Curriculum Review Process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

27. Laney College curriculum review process: http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/

28. Learning Assessment Committee Website: http://www.laney.edu/wp/assessment

29. College flex day programs August 2013, January 2014, August 2014, and evidence of assessment culture in college: http://www.laney.edu/wp/accreditation-status/2015-edvidence-standard-iv/

30. Clarifying the Board's role and responsibilities: http://web.peralta.edu/accreditation/2009-recommendation-1-and-2010-recommendations/

http://web.peralta.edu/accreditation/files/2010/07/ACCJC-101510-FollowUp-Report-FINAL.pdf
See pp. 55 – 75 of http://web.peralta.edu/accreditation/files/2010/04/Laney_020910.pdf
http://web.peralta.edu/accreditation/files/2010/03/Laney-College-Follow-Up-Visit-Team-Report-April-2013.pdf

31. Establish one employee, the district chancellor and delegating authority: http://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff1.pdf

32. New board policies and administrative procedures: http://web.peralta.edu/trustees/bps-aps/

33. BP2510 and AP2511 – Academic Senate, classified and student leadership roles in decision making: http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf
http://web.peralta.edu/trustees/files/2013/12/AP-2511-Role-of-Academic-Senates-in-District-and-College-Governance.pdf

34. The planning and budgeting integration model: http://web.peralta.edu/pbi/

35. AP 2410: http://web.peralta.edu/trustees/files/2013/12/AP-2410-Policy-Development-Process.pdf

36. AP 2410: http://web.peralta.edu/trustees/files/2013/12/AP-2410-Policy-Development-Process.pdf

37. Assessment of the planning and budgeting integration model via surveys and other means:

38. http://web.peralta.edu/pbi/files/2014/08/PBIM-Survey-June-2014-Summary-08-18-14.pdf
http://web.peralta.edu/pbi/files/2013/07/PBIM-Assessment-Survey-Summary-May-2013.pdf
http://web.peralta.edu/pbi/files/2013/07/PBIM-Survey-Summary-August-2011.pdf
Faculty-Staff Accreditation Survey Spring 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf
Alignment of PCCD and Laney College planning and budgeting governance processes: see the planning summary, agenda and timeline; the planning and budgeting calendar; and the overview of the budget development process
http://web.peralta.edu/pbi/
http://www.laney.edu/wp/accreditation-status/files/2014/12/2014-15-Integrated-Planning-and-Budget-Development-Calendar-Revised-Final.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-4.-Overview-of-the-Budget-Development-and-Decsn-MakingProcress.-Presidents-Presentation-in-PPT-1-16-14.pdf

39. Participatory governance and organization handbook (2014). Participatory governance committee guidelines: http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

40. Participatory governance and organization handbook: http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updat-ed-2014-12-rev-3.pdf

41. College Council minutes: http://www.laney.edu/wp/college-council/

42. Participatory governance and organization handbook (2014). Participatory governance committee guidelines: http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

43. PBIM surveys: http://web.peralta.edu/pbi/files/2014/08/PBIM-Survey-June-2014-Summary-08-18-14.pdf
http://web.peralta.edu/pbi/files/2013/07/PBIM-Assessment-Survey-Summary-May-2013.pdf
http://web.peralta.edu/pbi/files/2013/07/PBIM-Survey-Summary-August-2011.pdf

44. Faculty-Staff Accreditation Survey Spring 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

45. Board policy and administrative procedure 3200 Accreditation: http://web.peralta.edu/trustees/files/2013/12/BP-3200-Accreditation.pdf
http://web.peralta.edu/trustees/files/2013/12/AP-3200-Accreditation.pdf

46. College mission, vision and values: http://www.laney.edu/wp/mission-2/

47. Laney College Educational Master Plan, Laney College Student Support Services Plan, Laney College Equity Plan, and Institutional Effectiveness Plan: http://www.laney.edu/wp/educational-master-plan/
http://www.laney.edu/wp/accreditation-status/files/2014/12/II.B.-9.-28.-36-59-Laney-College-Student-Success-and-Support-Program-Plan-2014-15-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Laney-College-Student-Equity-Plan-2015-2018-final-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-Proposed-Institutional-Effectiveness-Plan-11-22-14.pdf

48. Policies and procedures to ensure quality student learning programs and services: http://web.peralta.edu/trustees/bps-aps/

49. Participatory governance and organization handbook (2014). Participatory governance committee guidelines: http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

50. Accreditation 2015: http://www.laney.edu/wp/accreditation-status/

51. A summary of Laney College and PCCD responses to ACCJC recommendations, 2009 – 2012: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A.-51.-A-Summary-of-Laney-College-and-PCCD-Responses-to-ACCJC-Recommendations.pdf

52. Page eight of Follow-up Visit Report: http://web.peralta.edu/accreditation/files/2010/03/ACCJC-Follow-Up-Report-to-PCCD-May-2012.pdf

53. Laney College self-evaluation roles and responsibilities and timeline: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A.-53.-Laney-College-Self-Evaluation-for-2015-Report.Description-of-Roles-1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A.-53.-ISE-Timeline.pdf

54. Minutes of the Faculty Senate and College Council: http://www.laney.edu/wp/faculty-senate/

Laney College

http://www.laney.edu/wp/college-council/

55. Moodle ISE Site: http://eperalta.org/fall2014/login/index.php

56. Examples of end of year reports by committees, councils and workgroups (hard copies available)

57. End-of-the-year retreats http://www.laney.edu/wp/accreditation-status/retreat-evidence/

58. Laney College surveys http://www.laney.edu/wp/accreditation-status/

59. 2015 Self-Evaluation Evidence: http://www.laney.edu/wp/accreditation-status/2015-self-evaluation-evidence/

60. 2015 Accreditation Status: http://www.laney.edu/wp/accreditation-status/

61. Faculty-Staff Accreditation Survey Spring 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

62. Purpose of and Assumptions and Procedures for Evaluation ISE: http://www.laney.edu/wp/accreditation-status/files/2014/12/Procedures-for-Evaluating-Institutional-Planning-and-Implementation-Efforts.pdf

63. Results of the institutional effectiveness committee's 2012-13 evaluation of the shared governance committees and their charges http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A.-63.-Institutional-Effectiveness-Shared-Governance-Report.-Revised-2.pdf

64. Laney Participatory Governance and Organizational Manual: http://www.laney.edu/wp/sharedgovernance/files/2014/12/Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

65. College flex day schedules and professional development mailers http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A-Laney-Professional-Development-August-2013-SCHEDULE-revised-draft-8.1.13.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.A-Laney-College-Professional-Development-Letter-Aug.2013-Final.pdf

66. Learning Assessment Newsletters http://www.laney.edu/wp/assessment/

67. Pp. 55-75 of Follow-Up Report: http://web.peralta.edu/accreditation/files/2010/04/Laney_020910.pdf
pp. 4-20 of Follow-up Report:
http://web.peralta.edu/accreditation/files/2010/07/ACCJC-101510-FollowUp-Report-FINAL.pdf
pp. 8-12 of Follow-up Report: http://web.peralta.edu/accreditation/files/2011/03/ACCJC-Follow-Up-Report-4-1-11.pdf
pp. 15-17 & 35-36 Laney College Accreditation Midterm Report: http://web.peralta.edu/accreditation/files/2012/01/Laney-College-Midterm-Report-March-15-2012-Final1.pdf

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.

IV.B.1   The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Description

The Peralta Community District is comprised of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. According to Board Policy (BP) 2100, the governing board for the Peralta Community College District consists of seven publicly elected members (BP 2010).[1] Each member is elected from a specific geographic area in North Alameda County and each serves a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code (BP 2100).[2] Though elected by geographic area, the members of the governing board represent the interests of all district residents. Two student trustees (non-voting) are elected by the student body of the four colleges for a one-year term and may serve a maximum of two terms (BP 2015).[3] On an annual basis the governing board elects a president and vice president (BP 2210).[4]

In keeping with California Education Code 709092, the governing board has clearly defined its duties and responsibilities as outlined in BP 2200.[5] The governing board is committed to:

1. represent the public interest;
2. establish policies that define the institutional mission and set prudent, ethical, and legal standards;
3. assure fiscal health and responsibility;
4. monitor institutional performance and educational quality;
5. advocate and protect the district;
6. delegate power and authority to the chancellor to effectively lead the district,
7. hire the chancellor and evaluate the chancellor at least annually;
8. respect the authority of the chancellor by providing policy, direction, and guidance to the chancellor who is responsible for the management of the district and its employees; and
9. delegate authority to the chancellor to issue regulations and directives to the employees of the district.

In keeping with these duties, the governing board reviews and approves long-range academic and facilities plans and programs; approves courses of instruction and educational programs; establishes academic standards, probation and dismissal and readmission policies; assumes responsibility for the district's operational and capital outlay budgets; regularly reviews enrollment data and student achievement data; reviews and approves all grant awards; and maintains a strategic partnership with the Peralta Colleges Foundation. The board assures that the district is financially sound through careful budget oversight and regular budget reporting from the district Office of Finance.[6]

As stated in the Peralta Community College District Mission and critical to the work of the Board, the district's purpose is to provide accessible, high quality, educational programs and services to meet the need to:

- create articulation agreements with a broad array of highly respected colleges and universities;
- confer associate degrees of arts and science and certificates of achievement;

- provide career-technical skills that are compatible with industry demand;
- promote economic development and job growth;
- improve foundational basic skills and continuing education;
- encourage lifelong learning, life skills, civic engagement, and cultural enrichment; and
- offer early college programs for community high school students; (BP 1200, Mission, 2011; reapproved 2014).[7]

The governing board recognizes "the basic principle that they possess legal authority only when they are convened as a board" and when necessary "will meet as a committee of the whole when it is found to be appropriate to consider items such as educational or facilities master planning, budget study sessions, audit status, or policy review." "The purpose of committee-of-the-whole meetings (is) to gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the board for further discussion and action" (BP 2220).[8]

Three board members are Peralta Retirement Board members. The Peralta Retirement Board meets quarterly to ensure sound fiscal decisions regarding Governmental Accounting Standards Board Statement 45 (GASB 45) and Other Post-Employment Bonds (OPEB); these board members also provide reports to the governing board at a regular governing board meeting. There is a district web site specifically for the Peralta Retirement Board and all pertinent documents are posted.[9]

The governing board holds regularly scheduled meetings (BP 2310),[10] adheres to its policy on agenda development and posting (BP 2340),[11] adheres to a conflict of interest policy (BP 2710),[12] and agrees to a Code of Ethics and Standards of Practice (BP 2715).[13]

The governing board adheres to a clearly defined policy for selecting the district chancellor (chief administrator) as outlined in BP 2431,[14] delegates authority to the chancellor as outlined in BP 2430,[15] and annually evaluates the chancellor in keeping with BP 2435.[16] According to Administrative Procedure (AP) 7126, the chancellor evaluates the college presidents.[17] The current chancellor has been in office since July 2, 2012. All board policies and district administrative procedures are revised regularly and are posted.[18]

The chancellor, through the district Office of Educational Services which is under the direction of the vice chancellor of educational services, provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the district. The Office of Educational Services responsibilities include several areas:

- institutional research;
- accreditation;
- strategic planning;
- workforce and economic development;
- distance education; and
- enrollment management.

This office is also responsible for the oversight of the district Council on Instruction, Planning and Development (CIPD); co-chairing the District Education Committee; and holding regular meetings with college vice presidents and deans.[19]

It should be noted that the governing board has adopted BP 4210 to address Student Learning Outcomes.[20] In keeping with this board policy, the district has adopted a detailed administrative procedure for the formation and assessment of student learning outcomes (AP 4210 Student Learning Outcomes).[21]

Evaluation

The college meets the standard.

The governing board, in keeping with the mission of the Peralta Community College District, has established policies that ensure the quality, integrity, and effectiveness of the student learning programs and services. The governing board has charged the chancellor with setting and implementing district administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. The chancellor is charged with providing regular reports to the board. The selection and evaluation of the chancellor is carried out by a clearly defined board policy.

Actionable Improvement Plan

None

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description

The governing board is an independent policy-making body. The board president and vice president adhere to their roles and responsibilities as per Board Policy 2210. The members of the governing board adhere to their appropriate roles and responsibilities in keeping with Board Policy 2200. In keeping with the Code of Ethics and Standards of Practice (BP 2715), the members of the governing board commit to acting as a whole, that they "speak and act on behalf of the district, not as individuals" and "use care not to misrepresent their individual opinions or actions as those of the Board." Board members have authority only when acting as a governing board legally in session.

The governing board provides opportunity for public participation at board meetings (BP 2345 and AP 2345).[22,23] The governing board also ensures a role for the Academic Senate, staff and students in local decision making (BP 2510).[24]

On an annual basis, each board member declares his/her financial interests to ensure his/her independence in the decision-making process and to assure the public that there are no conflicts of interest. This is done through filing California Form 700 and the Peralta Supplemental Form 700.[25] Also, as previously stated, board members adhere to their Board Policy 2710 Conflict of Interest and AP 2710 Conflict of Interest Disclosure[26] and BP 2715 Code of Ethics, as well as AP 2712 Conflict of Interest Code.[27]

Evaluation

The college meets the standard.

Governing board members have authority only when acting as a governing board legally in session. Once the board reaches a decision, it acts as a whole. Board members annually file statements of economic interest. Further, because the district is a public entity, the governing board is ultimately responsible to the district's citizens.

Actionable Improvement Plans

None

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Description

The district, per its mission statement codified in Board Policy 1200, strives to:

- empower our students to achieve their highest aspirations;
- develop leaders who create opportunities and transform lives;
- provide students and communities with equitable access to educational resources, experiences, and lifelong learning opportunities to meet or exceed their goals; and
- deliver programs and services that sustainably enhance the region's human, economic, environmental, and social development.

During the last six years, the board approved updates of more than 150 of its policies, revising and adding carefully to ensure that they were consistent with the mission of the district and the college. This process entailed review through the district planning and budgeting council and the Strategic Management Team and Chancellor's Cabinet.

Board policies related to academic affairs (Board Policy Manual, Chapter Four, Academic Affairs) and student services (Board Policy Manual, Chapter Five, Student Services) are developed and reviewed by the board.[28] The administrative procedures to implement these policies are developed and reviewed under the chancellor's leadership. The policies and procedures are consistent with the district and the college mission statements, federal laws, California Education Code, and State Title 5 regulations. Also, the district's five strategic planning goals are consistent with policies and procedures; each goal addresses the improvement of student learning programs and services and the resources necessary to support them. Those goals are:

- Advance Student Access, Success, and Equity;
- Engage Communities and Partners;
- Build Programs of Distinction;
- Strengthen Accountability, Innovation and Collaboration; and
- Develop Resources to Advance and Sustain our Mission.

The district annually sets institutional outcomes to address and implement the strategic goals. Those institutional outcomes seek to ensure quality, integrity, and improvement of student learning programs and services, as well as the resources needed to support them. The annual institutional outcomes are finalized, with input from all constituencies, at the annual Planning and Budgeting Integration Summit in August. Each college then sets measureable outcomes/objectives in alignment with the district wide institutional outcomes. Each college then provides an update as to how the measureable outcomes were achieved.[29] The District Strategic Plan is currently undergoing review for updating.

The main objective of the Planning and Budgeting Integration Model (PBIM) district committees (Technology, Facilities, Education, and Planning & Budgeting Council) established pursuant to Board Policies and District Administrative Procedures is to ensure the quality, integrity, and improvement of student learning, programs, and services. This objective was established to identify the resources necessary to support student learning, programs, and services. Through this district-wide committee process, the colleges and district service centers collaborate to ensure student success. Similarly, these entities coalesce to provide information and support towards improving student learning programs and services. Thus, The Planning & Budgeting Council (PBC) created the budget allocation model (BAM) as a result of this alliance.[30] All information regarding these district-level committees, including agendas, minutes, and meeting documents are posted at a central web site.[31]

Evaluation

The college meets the standard.

The governing board acts in a responsive manner based on its expectations for quality, integrity, and improvement of student learning programs and services. This is consistent with Board Policies. The board reviews all policies, especially those pertaining to educational services and offerings, on a regular basis to ensure that these policies are consistent

with the district mission statement. The chancellor ensures that all district administrative procedures which implement board policy ensure the quality, integrity, and improvement of student learning programs and services. The district BAM[32] provides a defined method for allocating college funding for student learning programs and services. The district also assists the colleges in seeking additional funding through grants and special programs targeted toward the quality, integrity, and improvement of student learning programs and services. In return, the colleges are allowed to present their funding proposals to the governing board for review and approval. The voter approved Measure B Parcel Tax further provides college and district-wide resources to address student needs.[33] These funds are now linked to a funding process called, Peralta Accountability for Student Success Program (PASS).[34]

Actionable Improvement Plan

None

IV.B.1.c   The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description

Final approval and responsibility for the educational programs and fiscal integrity of the district is the responsibility of the governing board. In its policy on duties and responsibilities (BP 2200), the board acknowledges its responsibility to "establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations," "monitor institutional performance and educational quality," "assure fiscal health and stability," and "advocate and protect the district."

Various board policies in Chapters Four and Five of the Board Policy Manual[35] speak to educational quality and are adhered to by the district and colleges and are regularly reviewed and updated. Those policies include program, curriculum and course development; general education; articulation; graduation requirements; student learning outcomes; standards of scholarship; the provision of essential student support services, including the Student Success and Support Program; and as noted previously they can be found on the Peralta web site.

A regular agenda item at each board meeting is the Chancellor's Report,

which provides the chancellor the opportunity in public session to have the various vice chancellors and college presidents update the board on various topics and initiatives, which can include grant applications, curriculum changes, programs of distinction, education planning, student achievement, enrollment data, and other such reports that address educational quality and financial integrity.

The board at each meeting receives an oral report from the district academic senate president which consistently addresses educational quality and the obligation to provide students educational quality and ensure their success. These oral reports are posted in the board meeting minutes.

In conjunction with the chancellor and district general counsel, the board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the colleges and the district office. As needed, the district hires outside counsel to take on specific tasks. The board is regularly updated on legal matters in closed session (BP 2315).[36]

The governing board assumes responsibility for monitoring all aspects of district and college finances. An external auditor conducts an annual, independent audit of the district's financial statements and accounting practices, which is reviewed by the board and presented at a public meeting.[37] The district chief financial officer regularly holds meetings of the Retirement Board regarding Other Post-Employment Bonds (OPEB) investments which meet GASB 45 regulations.[38] The board receives quarterly financial reports and enrollment reports in addition to a comprehensive multi-year annual report on the financial condition of the district, as required by the state following the guidelines of the State Chancellor's Office for California Community Colleges.

Evaluation

The college meets the standard.

The governing board, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity. The board's decisions are in keeping with the district's mission and adhere to federal law, state law and regulations, and local policies and guidelines.

Actionable Improvement Plan

None

IV.B.1.d   The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

The governing board policies (by-laws) specifying the board's size, duties, responsibilities, structure, and operating procedures are approved by the board and published in the Board Policy Manual.[39]

The policies specific to this standard were approved by the governing board in September 2011 and are regularly reviewed by the governing board. Policies applicable to this standard include the following:

- BP 2010 Board Membership
- BP 2015 Student Members
- BP 2100 Board Elections
- BP 2200 Board Duties and Responsibilities
- BP 2210 Officers
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2330 Quorum and Voting
- BP 2340 Agendas
- BP 2345 Public Participation at Board Meetings
- BP 2360 Minutes and Recording
- BP 2510 Participation in Local Decision Making
- BP 2710 Conflict of Interest
- BP 2715 Code of Ethics
- BP 2740 Board Education
- BP 2745 Board Evaluation [40, 41, 42, 43, 44]

Evaluation

The college meets the standard.

The governing board publishes its by-laws and policies pertaining to its size, duties, responsibilities, structure, and operating procedures. These documents are publically available on the district's web site.

Actionable Improvement Plans

None

IV.B.1.e **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Description

The governing board for the Peralta Community College District is charged with establishing policies which govern the operation of the district and has the expectation that all policies are followed properly. The governing board charges the chancellor to develop and implement administrative procedures applicable to the board policies. The Board Policy Manual which contains approved policies and administrative procedures, as noted previously, is posted on the district web site.

In 2011 the governing board made a decision to convert all existing policies and procedures to the Community College League of California (CCLC) format. CCLC provides a legal service to assist governing boards and districts throughout the California Community College system in maintaining updated and accurate board policies and administrative procedures. Given the conversion to the CCLC model, no policy or procedure at this time predates 2011.

Many policies and procedures have been updated since 2011 as advised by CCLC per their progress reports provided at least every six months. Further, given the ongoing changes by the state legislature to Education Code and resultant changes in state Title 5 Regulations, the chancellor also can recommend policy and procedural changes to implement mandates from the state even prior to any recommendation from CCLC. Administrative Procedure 2410 provides a clear description of the Policy Development Process.[45]

All agendas, minutes, and video recordings of governing board meetings are located on the district web site.[46] As can be seen in reviewing board agenda, minutes, or videos of board meetings, the board's actions are consistent with its policies and with district administrative procedures.

Evaluation

The college meets the standard.

The governing board regularly evaluates its policies and district

procedures, revises them as necessary, and acts in a manner that is consistent with its policies and by-laws. The governing board is greatly assisted in this process through the services provided by the CCLC.

Actionable Improvement Plans

None

IV.B.1.f **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Description

The governing board has a process for board member development which is codified in BP 2740, Board Education. New board members (trustees) and a new board president are provided with a board orientation. Board members are encouraged to annually attend at least one professional conference or workshop conducted by one of the associations of community college trustees. Board members attend various workshops, training, and conferences provided by the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the Association of Community College Trustees (ACCT) in order to keep current on issues and trends effecting post-secondary education. Further, the board engages in study sessions at least annually, which are open to the public.

The current members of the governing board have participated in the CCLC's Board Governance Education Program, which focuses on the following competencies: Accreditation, Student Success, Governance, Fiscal Responsibilities, Board Evaluation, Ethics Training, and Brown Act Training.[47] The board held a study session in November 2013 to refresh their understanding of board member duties and responsibilities.[48]

Board members are elected for four-year terms and those terms are staggered as stated in BP 2100, Board Elections, which adheres to California Education Code.

Evaluation

The college meets the standard.

The governing board members provide orientation for new members. Board members attend professional conferences and workshops and belong to the appropriate professional organizations. Board members participate in training sessions provided by the CCLC. The board does have a policy in place that provides for continuity of board membership and staggered terms of office.

Actionable Improvement Plans

None

IV.B.1.g   The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description

BP 2745, board evaluation details the annual process the governing board undertakes for self-evaluation. The self-evaluation is conducted annually during the months of November and December. A self-evaluation form is provided to each trustee and student trustee near the 15th of November. The board members complete the self-evaluation form and deliver it to the board president by the end of November. The document is used as the foundation for a formal discussion during a workshop scheduled in conjunction with the December board meeting. The board's goal in self-evaluation is to share views, values, concerns, and priorities and recommendations among themselves. The results of the self-evaluation process are used to identify accomplishments in the past year and goals for the upcoming year.

Evaluation

The college meets the standard.

The governing board's process for assessing its performance is clearly defined in Board Policy 2745, Board Evaluation. The policy is publically available on the district's web site on the Board of Trustees web page.

Actionable Improvement Plan

None

IV.B.1.h   The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

Board Policy 2715, Code of Ethics and Standards of Practice, details the standards of ethical conduct for board members. This policy addresses the following: Acting as a Whole, Managing Conflicts of Interest, Handling Special Interest Groups, Maintaining Appropriate Conduct at Board Meetings, Maintaining Confidentiality of Closed Sessions, Exercising Authority as Trustees, and Handling Administrative Matters. Any allegations of code of ethics violation will be directed to the board president or the vice president, if the president's behavior is in question.

Evaluation

The college meets the standard.

The governing board works to be collegial, collaborative, and professional. The governing board takes seriously their responsibility to the colleges, the community, and the law.

Actionable Improvement Plan

None

IV.B.1.i   The governing board is informed about and involved in the accreditation process.

Description

The governing board has been informed about and involved with the accreditation process through regular reports from the chancellor, vice chancellors, and college presidents. As is well known, the four Peralta colleges have been required to file numerous follow-up reports with the Accrediting Commission for Community and Junior Colleges (ACCJC) from 2010 through 2013. The follow-up reports addressed numerous district recommendations and some were specific to the governing board. Further, the follow-up reports required ACCJC site visits. During this time period alone, the governing board probably reviewed more follow-up reports than many other governing boards regarding district and college

efforts to meet the accreditation standards. All reports required by ACCJC are placed on board agendas for board review and approval. The board also has been provided regular updates on strategies and processes that were used to respond to the various recommendations to ensure that the district and colleges attained compliance with eligibility requirements, accreditation standards, and commission policies.

Board response to these reports makes it evident that the board takes the accreditation process seriously and maintains the knowledge necessary to meet eligibility requirements, accreditation standards, and commission policies. Board members have made themselves available to meet with the various visiting teams from ACCJC. The governing board assumes full responsibility for ensuring that all ACCJC recommendations are responded to effectively and efficiently.

The governing board participates in various CCLC events which also provide information and updates regarding regional accreditation and often members of the ACCJC staff provide workshops at these events.

Evaluation

The college meets the standard.

The governing board is well informed about and appropriately involved in the accreditation process. The governing board is clear about the purpose and value of accreditation and the ongoing need to meet and exceed accreditation standards.

In a study session on November 12, 2013, the board addressed accreditation and the minutes for this study session report the following:

Accreditation is fundamental to how we operate. Because of accreditation standards, our focus is on best practices when it comes to institutional integrity, teaching and learning processes, student support systems, resources, governance, etc. If we could meet those standards on a regular ongoing basis, we would have a stellar district that we would be proud of. The reputation of our district, it would be enhanced as we continue to meet our accreditation responsibility. This next cycle is critical for us to do so. (The former president of the board) alerted everyone to the 'Guide to Accreditation for Governing Boards' publication which explains the accreditation standards that describe the duties and responsibilities of governing board members for meeting accreditation standards and for

leading a results-oriented college.

At the July 15, 2014 board meeting, the chancellor provided the board with a detailed report on current accreditation work as the colleges prepare their institutional self-evaluations for submission to the Accrediting Commission for Community and Junior Colleges and the March 2015 site visits. The chancellor also provided the board with a detailed outline of tasks to be completed monthly in finalizing the institutional self-evaluation reports.

Actionable Improvement Plan

None

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/ system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description

The governing board has the responsibility for selecting and hiring the chancellor of the Peralta Community College District and the process for selecting a chancellor is detailed in Board Policy 2431, Chancellor Selection. The current chancellor has served since July 2012. The board conducts annual evaluations of the chancellor in closed session. The role and responsibilities of the chancellor are outlined in BP 2430 and in the chancellor's job description.[49] BP 2435 provides for the Evaluation of the Chancellor.

The governing board delegates full responsibility and authority to the chancellor to implement and administer board policies and district administrative procedures without board interference and holds the chancellor accountable for the operation of the district. The governing board has taken seriously an ACCJC recommendation requiring the board not to micromanage the district and has charged the chancellor with full

responsibility for district administration.

The chancellor meets weekly with his cabinet. These meetings provide the forum for addressing district strategic and educational planning with the purpose of maintaining quality educational programs and services for the community. The Chancellor's Cabinet is currently comprised of the vice chancellors; the associate vice chancellors; general counsel; the director of public information, communications & media; and the four college presidents. At the time of writing this response, the district had posted the position of deputy chancellor & chief operating officer; once hired this individual will be an additional member of the Chancellor's Cabinet.

The selection and hiring process for college presidents is contained in BP 7123.[50] The evaluation policy is contained in AP 7126.[51]

Evaluation

The college meets the standard.

Procedures are in place for the selection and evaluation of the chancellor and the college presidents. The board and the chancellor adhere to these procedures, respectively. Board members understand their role in policy making, and this commitment is clearly stated in board policies. The board has and upholds a policy for delegation of authority.

Actionable Improvement Plan

None

IV.B.2   **The president has primary responsibility for the quality of the institution she leads. She/he provides effective leadership in planning, organizing, budgeting and selecting and developing personnel, and assessing institutional effectiveness.**

The Peralta Community College District appointed the current president of Laney College in January 2010, and she was unanimously approved by the Board of Trustees for permanent status July 2010. The president leads Laney College to support the district's mission and the college's mission, vision and values.[52]

The president ensures the establishment of a framework and conditions for assuring the quality of Laney College. She provides effective leadership in strategic, educational and resource related planning. She organizes the institution's efforts to ensure sound operations, prudent use of fiscal resources, and high quality selection and development of faculty, classified staff and administrators. In doing so, she employs a process that demonstrates the values of respect, integrity, accountability, diversity, appreciation, innovation and one that is highly collaborative, thus consistent with the values of the college. Integral to determining the efficacy of these efforts, she ensures on-going assessment of the institution's effectiveness and use of the results to improve practice and strengthen the institution's capacity.

The president plans, organizes, and administers the college, develops and recommends goals and objectives and oversees recommendations for the selection of personnel. Working within limits established by board policies and chancellor's directives, the president develops and administers the college budget and serves on committees and councils as directed by board policies or the chancellor. The president maintains effective working relationships with faculty, students, and staff as well as the external community. The president demonstrates knowledge of community college educational philosophy and top management administrative practices and procedures, as well as college curricula and instructional programs. The president promotes a student-centered culture that ensures access, sustains educational excellence, fosters student development and supports high levels of student achievement.[53]

IV.B.2.a   **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. She delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Description

The president has structured the administrative operations as described below to reflect the comprehensive mission, size and complexity of the college, as well as to ensure college-wide understanding and support of the strategic priorities of the district. This structure is intended to facilitate efficient communications across all divisions/units; the rational flow of work throughout the institution; and sound support systems to advance integrated planning and resource prioritization throughout the college and in alignment with its district.[54] Foremost, this structure is intended

to support successful student enrollment and achievement of educational goals. The population ranges from a high of approximately 15,500 in the fall 2009 and low of approximately 12,500 in fall 2014—evidence the prominent role the college plays in supporting the needs of its service area. The structure of the organization is sustained by 125 full-time equivalent faculty, 92 full-time equivalent classified staff, and 10 lead administrators and an additional five administrators at the director level.[55] Together, this team assures quality education programs and services are accessible to students and the community.

Organization – The Administrative Structure

The purpose of the organization is to deliver quality educational programs and services to ensure student success in achieving educational goals in the areas of career and technical education, transfer education and foundation (basic) skills education. The institutional outcomes are in the areas of Communication, Critical Thinking and Problem Solving, Career Technical Skills, Global Awareness, Ethics and Civic Responsibility, and Personal & Professional Development.[56] Consistent with these ends, the president has structured the administrative organization into coherent units with administrative leads, a team of administrative and classified support staff and quasi administrative personnel among faculty who serve as department chairs and program coordinators.

The broad units are: Instructional & Instructional Support Services (academic affairs); Student Support Services (student affairs); Business & Administrative Services; and the Offices of the President. Each unit is led by a member of the Executive Council, the vice president of instruction, vice president of student services and director of business and administrative services.

The Office of Instruction unit is led by the vice president of instruction (VPI). The Office of Instruction provides a wide range of services to faculty, students, staff and administrators at Laney College. Its premier focus is to create an environment that is conducive to teaching and learning, addressing the needs of the college's diverse student population and their wide range of educational goals, including: development of foundational (basic) skills, preparation to transfer to four-year institutions, and workforce preparation through career technical education (CTE). In conjunction to providing a wide range of educational options, the Office of Instruction also works diligently to ensure curriculum is current and

pedagogically sound, and that all courses and programs are assessed, leading to high-quality instructional offerings. In support of fiscal stability, this office works closely with the Business Office in the areas of budget development and monitoring, and it also creates enrollment management plans[57] to meet full-time equivalent (FTE) goals and student demand. Additionally, the Office of Instruction is responsible for the recruitment and professional development of new faculty and staff. In all its functions, this office uses an evidence-based approach that supports informed decision-making and integrative planning.

The VPI supervises four deans who have primary responsibility for academic affairs programs and instructional support services. This team has 430 (215 FTE) instructional faculty, (321 part-time and 109 full-time instructors), and 16 librarians. In addition, they have 33 classified staff supporting 106 instructional programs. This unit structure has an unmet need, establishing a dean of budget and enrollment management. Doing so will render more reasonable the loads of the VPI and her deans while also allowing for a more strategic approach to meeting the teaching and learning demands of the college. The addition of a dean of budget & enrollment will also help current administrators with the revenue and productivity demands of the college.

> *Administrative Leadership: Administrative Leadership Council (co-chair); Augmented Administrative Leadership Council (co-chair)*
>
> *Educational Leadership: Accreditation Liaison Officer; Department Chair Council; Grievance Committee*
>
> *Shared Governance/Resource Development: Institutional Effectiveness Committee; Faculty Prioritization Advisory Committee*
>
> *Accreditation Leadership: Serves as the Accreditation Liaison Officer, thus the lead and support for the Institutional Self-Evaluation Steering Committee*

The Student Support Services (student affairs) unit is led by the vice president of student services (VPSS). The VPSS supervises two deans who have primary responsibility for student affairs programs and support services. These administrators supervise instructional faculty, counselors

and classified personnel. The Office of Student Services provides leadership, direction and coordination for enrollment development, student retention and other services to ensure students attain their intended academic and career goals, including obtaining degrees and certificates and transferring to four-year colleges and universities. The Office of Student Services continuously improves and develops services to students that include: orientation, assessment, counseling, financial aid, student health, student government, student life programs, transfer & career attainment services, student judicial affairs and athletics. Categorical and grant programs and academic learning communities are integral to the offerings.

Student Services has an unmet need that necessitates establishing a division with an academic and student affairs dean for special programs and grants. Creating this division and this position will ensure a reasonable span of control for duties currently performed by the dean over the Division of Community Leadership and Civic Engagement. Furthermore, it will allow for the investment of sound resources in securing essential funding from external sources to strengthen the capacity of each of these equity and student success programs. This new dean position is further justified as it will bring balance to the division of student services. This balance will be obtained by the dean's responding to only the needs of learning communities and special grant populations of students. A focus on these programs and populations will provide increased opportunities for Laney College to meet its goals and objectives in alignment with the college's mission. The VPSS also has direct responsibility for the following:

> *Administrative Leadership: Administrative Leadership Council (co-chair); Augmented Administrative Leadership Council (co-chair); Student Compliance & Discipline*
>
> *Educational Leadership: Student Affairs Council; Student Affairs All-Staff Meeting*
>
> *Shared Governance/Resource Development: Student Success Committee (lead)*
>
> *Accreditation Standard Leadership: Standard IV Leadership and Governance*

While each vice president supervises the work of their respective lead deans, they share responsibility for academic and student affairs units as a way to ensure integration, collaboration, and innovation college-wide. The academic and student affairs divisions are:

1. **Community Leadership and Civic Engagement:** This division develops students into self-reflective and engaged leaders who have the capacity to make positive change and contributions to their local community, state, nationally and globally. The many programs reflected in the division consist of financial aid, learning communities and the Business Department that provide access, equity as well as educational and career pathways to certificates, associate degrees and transfer to a four-year university. The core competencies students are able to demonstrate after engaging programs in the division upon completion are the Institutional Learning Outcomes: 1. Communication, 2. Critical Thinking & Problem Solving, 3. Career Technical Skills, 4. Global Awareness, Ethics & Civic Responsibility, and 5. Personal & Professional Development.

This division also represents the college in community partnerships to improve the educational and career on ramps and pathways for Boys and Men of Color, Opportunity Youth and Former Foster Youth through multiple educational and community-based organizations. Additional division responsibilities are improving the student learning outcomes for students in foundation skills programs and supporting programming for education and community engagement. Recent division accomplishments are the development of learning community student voices on YouTube. Students share their narrative of the power and importance of learning communities as they matriculate towards their educational and career goals. The dean of Community Leadership & Civic Engagement Division has several subsections that are organized within her broad unit, as part of her direct responsibility for:

> *Instructional Leadership: Business-Accounting, economics, law; learning communities- Gateway to College; APASS; TRiO; Green Jobs Training; LEAP; Project Bridge; UBAKA; b2b; and the coordination of the Foundation Skills and Service Learning Programs*
>
> *Student Services Leadership: Welcome Center, Outreach Services, Safety Aides Services and educational equity programs i.e., Financial Aid, EOPS/CARE/CalWORKs and other components of*

the learning communities

Educational Leadership: Learning Communities & <u>Institutional Goal One (lead): Student Success</u>

Shared Governance/Resource Development: Foundation Skills Committee (Member) Professional Development Committee (lead)

Accreditation Standard Leadership: Standard III.A Human Resources

2. **Career and Technical Education (CTE):** This instructional division consists mainly of career and technical education programs. These programs prepare students for a range of so-called "middle skill" career paths including advanced manufacturing technician, building automation systems technician, computer numerical control (CNC) designer, restaurant manager, advanced lighting technician, and construction manager. These programs fulfill a critical part of our community college mission to provide career preparation programs to facilitate career entry as well as career advancement for members of our community. Division II also supports several transfer programs in architecture and engineering. Students in these programs are primarily focused on transferring for university degrees in these fields. The dean of CTE has several subsections that are organized within his broad unit, as part of his direct responsibility for:

Instructional Leadership: Center for Green Technology: Environmental Control Technology, electricity/industrial controls; architecture, East Bay Career Advancement Academy, engineering; construction trades: carpentry, construction management, wood technology; culinary arts; industrial maintenance & advanced manufacturing: machine tech, welding; Best Center

Student Services Leadership: Career & Job Placement Services Center; contract education; co-op education coordination; and workforce development: apprenticeships and internships

Educational Leadership: Fee-based course/program coordination; Institutional Goal Four (lead): Resources

Shared Governance/Resource Development: CTE Advisory

Committee (Member) and Facilities Planning Committee (Member)

Accreditation Standard Leadership: Standard III.B Physical Resources

3. **Humanities, Social Sciences and Applied Technology:** This division offers interdisciplinary curriculum that advances the general education at Laney College. The Department of Humanities stimulates students to develop an understanding of religion, philosophy, politics, and public policy. Ethnic studies provide students with knowledge and skills to respond to the challenges facing a multicultural and globally connected world. Sociology, psychology, political science and history courses offer students instruction on human behavior, history, and the political systems that influence their environmental, biological, social and cultural experiences. Photography, graphic arts, and cosmetology offer hands-on career technical education that links instruction to today's industries. The dean of this division has several subsections that are organized within the broad unit, as part of his direct responsibility for:

Instructional Leadership: Ethnic studies: African-American Studies (AFRAM); Asian/Asian American Studies (ASAME); Mexican-Latin American studies; Native American studies; humanities: philosophy; social sciences: history, political science; psychology; sociology; Labor Studies; applied technology: graphic arts; photography; cosmetology (Salon and Spa/Institute)

Student Services Leadership: President's Series & Events Planning

Educational Leadership: Institutional Goal Four: Resources

Shared Governance/Resource Development: Learning Assessment Committee (lead) Academic Grievance Committee

Accreditation Standard Leadership: Standard II.C Library and Learning Support Services

4. **Liberal Arts:** This division is designed to provide our very diverse group of students with strong foundational skills such as those provided in English for Speakers of Other Languages (ESOL) and communications courses. Strong foundational skills are also provided in the division's gateway courses such as English. Additionally, the

course offerings are include opportunities for well-rounded educational experiences (e.g. arts, dance, music, theatre arts), and classes that offer highly sought-after skills (e.g. media, journalism, foreign languages). Together, the course offerings in the liberal arts division prepare students for transfer to a four-year university, a new career, a career upgrade or simply for professional enrichment. Our courses emphasize the study of culture, literary, and artistic expressions, an emphasis resulting in competent and responsible community members and leaders. Consequently, our students emerge from the courses equipped to serve the community with respect, appreciation, and integrity. Additionally, they are able to work collaboratively with others, offer innovative ideas and maintain accountability. The dean of Liberal Arts division has several subsections that are organized within the broad units, as part of his direct responsibility for:

> *Instructional Leadership: Language arts: English, ESOL, foreign languages (Chinese, French, Spanish, Japanese); communication: journalism, media, and speech communications; performing & visual arts: art; dance; music; and theatre*

> *Student Services Leadership: Art Gallery*

> *Educational Leadership: Enrollment Management/Class Schedule Planning Coordination; and Institutional Goal Three (lead): Assessment; Institutional Goal Four: Resources*

> *Shared Governance/Resource Development: Institutional Effectiveness Committee; Foundation Skills Committee (lead); Curriculum Committee (member)*

> *Accreditation Standard Leadership: Standard I Institutional Mission and Effectiveness*

5. **Mathematics and Sciences:** This division includes some of the most exciting and progressive STEM curriculum in the state. Our faculty are second to none in the country, proficient in their respective disciplines, extraordinary in their accomplishments and focused on student success. The state-approved biomanufacturing certificates and degree programs, and our newly redesigned Computer Information Systems (CIS) certificate and degree programs (pending state approval) have been awarded federal and private grant funding that has facilitated

the acquisition of state of the art equipment and materials. The division also supports the college instructional labs. These tutoring and technology centers provide students with a broad spectrum of invaluable learning resources.

The Legal Community Interpreting (LCI) certificate of achievement is a boutique program within our division that has recently been state approved, and is providing an extraordinary opportunity for students to become Spanish legal interpreters. The exponential growth of Spanish speaking individuals in our region has created a tremendous demand for professionals in this field.

The dean of this division has several subsections that are organized within her broad unit, as part of her direct responsibility for:

> *Instructional Leadership: CIS; earth and human studies: anthropology; geography and geology; mathematics; natural sciences: biology, biomanufacturing, chemistry, physics, astronomy; and LCI*

> *Student Services Leadership: Student Learning Resources - College Tutor Planning/ College Instructional Labs: CIS Lab, Business (BUS) Lab, Language (LANG), Library & Media (LIB/ MEDIA) Lab, Math Lab, Technology Center (TECH CTR) Lab, Writing Center Lab, Instructional Technology of the College Instructional Lab (see above)*

> *Educational Leadership: Faculty Evaluations; Institutional Goal Two (lead): Accreditation; and Institutional Goal Four: Resources*

> *Shared Governance/Resource Development: Technology Planning Committee (lead), Staff Development Committee (member) & Instructional Equipment and Library Materials*

> *Accreditation Standard Leadership: Standard II.A Instructional Programs*

6. **Student Wellness & Development:** This division includes Student Success and Support Programs (SSSP) providing core services for all new students. Additionally this division includes student equity and supports holistic student development by providing counseling and kinesiology courses as well as athletic competition opportunities

for student athletics. Continuous quality improvement is achieved through ongoing student learning outcomes assessment in division programs, services and courses. The dean of this division has several subsections that are organized within her broad unit, as part of her direct responsibility for:

Instructional Leadership: Counseling, Center for Health and Wellness

Kinesiology (with Fitness Center & Health Education); and Distance Education Center

Student Services Leadership: Articulation; Assessment; Admissions & Records; Counseling Services; Athletics: baseball, basketball, football, track, swimming, volleyball, water polo; DSPS; Transfer Center; Veteran Affairs

Educational Leadership: Health Services and Wellness Coordination & College-wide SLO Assessment Coordination; and Institutional Goal One: Student Success

Shared Governance/Resource Development: Health and Safety Committee (lead); Student Success Committee (member, including the Student Equity Committee); Learning Assessment Committee (member)

Accreditation Standard Leadership: Standard II.B Student Support Services

Together, the academic and student affairs deans administer a comprehensive set of courses (over 900) and certificate and degree programs (more than 100) that are the core of the college's offerings. Importantly, they lead a set of support services that assure student access, enrollment, and on-going college engagement in order to achieve increased levels of student success.[58]

Business and Administrative Services (BAS)

The administrative and business services structure and operations are fundamental to the effectiveness of instruction and student services. BAS contributes to the achievement of institutional goals by supporting the overall college mission in delivery of its primary functions of: fiscal awareness, budget and strategic planning; facilities planning, management

and operations; health and safety; auxiliary services and entrepreneurial activities; maintenance of equipment and supplies; fiscal compliance audits; and policies and procedures. The BAS supervises a diverse range of staff including a food services manager, a classified supervisor, specialists, and line staff within the Business Office, Cashier's & Bursar's Office, Facility Rental Services, Food Services, Custodial Services, Instructional Media Center (IMC) Copy Services, Phone Services, the Mailroom and Storeroom. The director also has direct responsibility for coordinating all aspects of construction, maintenance, renovation and related facilities projects.

Given the scope of responsibilities and the college's new structure for the BAS operation, which will include the Office of Information Technology, the president is seeking a re-classification of the BAS director to a vice president of business and administrative services. As well, the president is seeking continued support of funding for a director of facilities services. Currently, the entire team within this unit—with the exception of the line staff in Food Services—reports directly to the BAS director. This executive team member has several subsections that are organized within her broad unit, as part of her direct responsibility for:

Administrative Leadership: Grants Coordination; Institutional Policies and Procedures; and Fiscal Awareness, Management and Compliance Audits

Educational Leadership: Institutional Goal (lead): Part B Fiscal

Shared Governance/Resource Development: Budget Advisory Committee & Facilities Planning Committee

Accreditation Standard Leadership: Standard III.D Financial Resources

The Offices of the President includes three units: the Office of Communication Services, the Office of Research and Planning and the Office of Information Technology (IT). All of these allow the college to routinize particular institutional functions in support of each unit of the college. The first two units have been placed on hold for several years due to the re-structuring of district services to include providing such services for each of the Peralta Colleges. In both units, each had a lead position, the public information officer and the researcher, respectively. Yet each was eliminated by fiscal year 2010-11 as the functions were consolidated

at the district level to address fiscal exigencies. This district centralized model was to allow for leveraging centralized services to increase capacity district-wide. The 2011-12 college level re-organization plan reflects the decision to restore those offices with a new structure to address outstanding demands of the college, which prioritizes a director of communication services and a director for research and planning. Currently, the college relies on consultants to help fill the gap in delivering quality public relations messaging and collateral materials and help with research and planning matters. Given the enhanced resources of the District Office of Institutional Research, the college has some of its core needs addressed. Those needs encompass external benchmarking data including: historical databases; current research data; cohort tracking; demographic tracking & student equity; and outcome & success data. However, frequently, the institution's needs are not matched with the resources available at the district level. Thus, the continuing need for college professionals to remedy the gaps affecting the institution's performance as reflected in Standard III.A Human Resources and III.D Fiscal Resources sections.

The IT functions prior to 2012 were decentralized with fewer than 10 IT related personnel dispersed—in terms of assignments and operational supervision— throughout the campus and with each having specific assignments limited typically to one departmental (or program) unit, although the college has well over 50 departmental units. This long-standing IT personnel shortage reflects not only the need for more staffing, it also reflects the need for a collaborative approach to addressing the institution's insufficiencies in the areas of infrastructure, technologies, and deployment of "just-in-time" service delivery. Informed by a rigorous evaluation of existing services and "customer" satisfaction information from various sources, the Technology Planning Committee and an ad hoc IT and instructional technology work group established the recommendation for a centralized model. The president implemented some of the proposed changes to the structure, supported changes in work practices and more, all of which has eliminated the backlog of work orders and resulted in a highly responsive, streamlined approach to service delivery. Satisfaction levels are the highest as shown in the recent college survey.[59] Now outstanding is the need to secure a director of IT position to further rationalize and render sound the college's IT operation.

The reporting relationship reflects a president with direct reports including a vice president of instruction (academic affairs) and a vice president of student services (student affairs). Reporting to each of these vice presidents are sets of deans of academic and student affairs. Two deans have

director/manager level reports, typically in support of special grant and/or categorical programs. As previously noted, the BAS director is a member of the executive team, reporting directly to the president. Like the VPs, the director has leads including a manager of Food Services. These reporting relationships facilitate the delegation required to address unit and college-level requirements and opportunities necessary to achieve desired results as part of strengthening the effectiveness of the college.[60]

Structuring Governance and Staffing of the College

The president structures the governance and staffing of the college to reflect sound delegation of authority to the administrators and others consistent with their responsibilities, and as appropriate. This is represented in the details of the administrative assignments presented earlier in this section. It is also manifested in the on-going supportive implementation of Assembly Bill 1725, participatory governance guidance. The shared governance[61] committees consist of:

- College Council[62]—Chair: College President
- Institutional Effectiveness Committee[63]—Chairs: VPI & Faculty Senate (FS) President
- Leaning Assessment Committee[64]—Chairs: Dean & FS President Appointee
- Career Technical Advisory Committee[65]—Chairs: Dean & FS President Appointee
- Foundation (Basic) Skills Workgroup[66]—Chairs: Dean & FS President Appointee
- Student Success & Support Program Committee (SSSP)[67]—Chairs: VPSS & FS President Appointee
- Budget Advisory Committee[68]—Chairs: Director & FS President Appointee
- Facilities Planning Committee[69]—Chairs: Director & FS President Appointee
- Health, Safety and Security Committee[70]—Chairs: Dean & FS President Appointee
- Professional Development Committee[71]—Chairs: Faculty & FS President Appointee
- Technology Planning Committee[72]—Chairs: Dean & FS President Appointee

It is evident by the prominence of the District Academic and College Faculty Senates' leadership role in the areas of curriculum and academic standards, and more broadly for the 10+1 "academic and professional matters" for policy development and implementation of:

- degree and certificate requirements;
- curriculum, including establishing prerequisites and placing courses within disciplines;
- grading policies;
- educational program development;
- standards or policies regarding student preparation and success;
- district and college governance structures, as related to faculty roles;
- faculty roles and involvement in accreditation processes, including self-study and annual reports;
- policies for faculty professional development activities;
- processes for program review;
- processes for institutional planning and budget development; and
- other academic and professional matters as mutually agreed upon between the governing board and the academic senate. (See Title 5 §53200 for more details about the pertinent regulation.)

Most of the shared governance committees are co-chaired by a faculty member who has been selected by the faculty senate (FS) president. In several instances, the FS president is the co-chair as in the case of the Institutional Effectiveness Committee. Other faculty members co-chair the Facilities Planning Committee, Learning Assessment Committee, and Professional Development Committee, and Health and Safety Committee.

The president leverages faculty leadership by continuing to advocate for the district's department chair allocations. This enables the college to structure its disciplines and programs into departmental units whereby faculty elected by their peers and appointed by the college president can exercise leadership in support of the college's educational agenda. Another important aspect of the governance and administrative staffing structure is the role faculty play as department chairs. Under the supervision of the division dean, department chairpersons are responsible for coordinating and completing a diverse range of important assignments in the areas of curriculum and program development, class scheduling, program reviews, unit planning, budget development, and faculty evaluation.[73] Approximately 6.44 FTE for department chair release time

is allocated to the college by the district in proportion to its achieved FTES during the previous three years. This allows the college to support departmental faculty leadership within a diverse set of disciplines.[74]

Leadership in support of the mission, vision and values of the college is also reflected in the efforts of the Classified Senate. Members share accountability for decisions and outcomes. Recently, the Classified Senate president accepted the president's request to serve on the Chancellor's Advisory Group for Peralta Scholars Initiatives as part of implementing the Peralta Accountability for Student Success Initiative (PASS). This leader and his senators are known to serve on the shared governance committees and otherwise address needs that exist because of their commitment to the multiple purposes of the institution. Annually, the efforts of faculty and staff are complemented by a diverse group of Associated Students of Laney College (ASLC) leaders who seek to improve the college's capacity in terms of effective communications, engagement and quality delivery of services to students.

All groups of stakeholders perform active and thoughtful roles on the College Council and as members of the resource committees (e.g., facilities, technology, and staff prioritization committees), and they directly support the continuous evaluation of the institution via program reviews, annual unit plans updates, surveys, group retreat analysis of institutional data and using the information derived from it to advocate for and create appropriate changes consistent with the college's purposes, size and complexity.

Ultimately, these stakeholders help inform the institution's staffing plan, which reveals the staffing priorities for the college, thus those of the president. This plan results from the collaborative work of faculty, staff and administrators who are mindful of the size and complexity of the college. Their efforts are also reflected in the college's educational master plan, and evaluated every two to three years via the program reviews (two years for most CTE programs and three years for all other areas) and prioritized within the annual unit-level program review (assessment) updates.

The president ensures that the administrators, via the administrative structure, carry out these staff related planning, prioritization and evaluation efforts using the participatory governance structure with its planning and resource allocation processes. By design, the leadership responsibilities of those groups are distributed among the administrative team as outlined in brief above.

Finally, the staffing decisions by the president are informed by her Executive Council (President's Cabinet). Their input helps ensure that the president establishes an appropriate level of staff and an administrative structure including special personnel assignments and shared governance group appointments. In addition to their professional responsibilities, the expertise and interests of the diverse set of administrative, faculty and classified staff professionals are leveraged to meet the needs of the college. The referenced flowchart reveals the process engaged in prioritizing the staffing (or human resources) decisions.[75]

During the last six years, 12 of the 15 administrators were hired (five on soft funding such as grants); all of those administrators were hired during the current president's tenure. Beginning in 2010, the president has overseen the hiring of over 30 new faculty and classified staff. The president delegates authority to line administrators and other appropriate personnel for the screening and selection of prospective personnel.[76] The final selection of college personnel is the president's decision. During this period, the president and her executive team also:

- ensured alignment of the college's goals with the district's goals;
- evaluated and restructured the administrative organization twice as part of the continuous improvement process;
- restored essential positions within instruction and student services including instructors of anthropology, geography/geology, history, dance, Disabled Students Programs and Services (DSPS) coordinator, outreach specialist, and college network coordinator;
- strengthened the annual planning and budgeting processes as well as the annual college-wide assessment of goals;
- integrated the roles of instructional and student services deans into deans of academic and student affairs;
- consolidated learning communities under one dean, and all instructional labs under another dean for continuity and positive impact;
- established a Career Services and a Transfer Center;
- assured the continuity of research and planning by hiring consultants and supporting while also leveraging functions of the District Office of Institutional Research; and
- leveraged the expertise of consultants to advance the collateral materials used to communicate the college's offerings to its community.

The president ensured accomplishment of these and other results by aligning the professional responsibilities of each administrator with their leadership and managerial work, and otherwise rationalizing the nature of their work. As reflected above, each administrator has a set of roles that complement those of colleagues and ensures each can be held accountable for aspects of planning, resource prioritization, implementing policies and procedures and facilitating aspects of governance at the college. Likewise, all deans have leadership responsibility for ensuring the college achieves its measurable objectives and outcomes. For example, each dean is assigned a goal or a subset of one of college's goals: Student Success, Accreditation, Assessment, and Resources.[77]

The president evaluates the administrative structure by determining the degree to which the administrative structure enabled the college to achieve its mission, vision, values and goals. The president relies on the recently enhanced *Institutional Effectiveness Plan*, which incorporates multiple measures (indicators) the college has used to assess its progress in achieving benchmarks that are consistent with the college's Educational Master Plan and evident in the program reviews and annual program review updates (APUs).[78]

Challenges Impacting the Administrative Structure and Staffing

By 2010, the college had begun to experience the negative impact of the fiscal exigencies due to state- and district-level budget reductions. As a result, the president advanced a college-wide review of the entire administrative structure while also investigating a sound means to reduce costs while maintaining quality educational programs and services. This endeavor was strategic and, as a consequence, laborious. The president supported the recommendations of college stakeholders.[79] Those recommendations included the consolidation of four administrative positions. The roles of vice president (VP) of instruction and VP of student services were incorporated into a new position, the executive vice president of student learning. Two dean level positions were eliminated and the responsibilities consolidated within the remaining five dean level positions, and changes in the philosophy guiding these roles along with the scope and responsibilities of each dean necessitated changes in titles, from dean of instruction or dean of student services to all deans holding the title of dean of academic and student affairs. The college's priority for integration across "instruction" and "student services" was clearly to strengthen collaboration, communication, accountability and institutional effectiveness.

However beneficial aspects of these administrative changes were, in evaluating their efficacy, the president found that the administrative consolidations proved more onerous than effective. This was due largely to the inability to fully implement the restructure plan. This plan required the hiring of more support staff and line administrators, which was not permitted by the district due largely to the same fiscal constraints.[80] In fact, the college experienced over 70 vacancies among faculty and staff by 2012. While the remaining college professionals filled many gaps that resulted, it was clear that such temporary measures could not be sustained. This was reflected in the constraints and resulting impact on stability and morale.

Meanwhile, the president provided strategic requests and recommendations to the district with the full support of the college's shared governance leadership. This included request to restore the four administrative positions—the VPI, VPSS and two deans—and over 70 classified staff and faculty positions. In part, this has occurred with three of the four administrative positions restored, and over 30 faculty and classified staff positions restored, and with most filled on a permanent bases.

Passage of the local county-wide Measure B Parcel Tax and the state wide Proposition 30 allowed for these improvements. It is important to note that these are temporary measures that have to be backfilled in time with general funds (see Standard III Fiscal Resources). In the case of Measure B Parcel Tax, it will sunset in 2020 thus removing at least $8M in budgetary resources.[81,82,83] Additionally, unless extended, Proposition 30, Temporary Taxes to Education, will no longer provide $15M annually in temporary relief after 2018.[84,85] Together, these voter-approved items allowed the district to restore some of the funding previously eliminated while also guarding against what would have been at least $15M less funding annually to the Peralta Community College District due to what had been significant state fiscal constraints.[86]

The college's on-going evaluation of its structures of governance and staffing and practices for planning and budgeting positioned it to prioritize efficiently the staffing needs of the college, and respond efficiently to these new budgetary opportunities. This included the return to the traditional organizational structure with two vice presidents and restoration of one of the dean positions, which has helped to improve conditions that were objectives in the original "restructured model."

Evaluation

The college meets the standard.

The president effectively plans, oversees and evaluates the college's administrative structure and related planning and governance processes. She uses institutional data to enable her to make sound decisions. The president has ultimate responsibility for decisions on planning, budgeting, selecting and developing personnel and assessing institutional effectiveness to fulfill the college's mission to its constituents. The president appropriately delegates responsibility to her administrative team and others as consistent with and appropriate to their responsibilities.

Actionable Improvement Plans

None

IV.B.2.b   The president guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**

- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**

- **establishing procedures to evaluate overall institutional planning and implementation efforts**.

Description

The president conveys that teaching and learning are the primary means through which the college achieves its mission. The president assures improvement of the teaching and learning environment by guiding the development of the college mission, vision and values via a collegial process that engages all of the operations of the college, from the Office of the President and the Offices of Business and Administrative Services to the Offices of the Vice Presidents of Instruction and Student Services.[87]

In brief, the collegial process that sets values, goals and priorities consist of the six-year planning process for developing the college's educational master plan. During this process, the existing values, goals and priorities of the institution are scrutinized for improvements. All stakeholders of the institution are involved in this process. In establishing the current values, goals and priorities, the college convened its Educational Master Planning Committee (EMPC, now the Institutional Effectiveness Committee). Led by the VPI and a dean, this team gathered input from faculty, staff and students during a semester. They incorporated into that input details revealed in the program reviews and annual unit plans (now Annual Program Review Updates). Workgroups of the EMPC vetted the input, engaged in discourse and recommended to the College Council an improved mission and values statements, which were approved by fall 2009.

Concurrently and subsequently, resource groups, including the Facilities Planning, Technology Planning, and Faculty Prioritization Advisory Committees used prioritization processes to identify priorities that then were forwarded through the shared governance groups for recommendation to the college president. Their efforts have resulted in the current college mission, vision, and values statements as well as the priorities found in the college's institutional learning outcomes (ILOs) and goals developed by 2010 and used each year since. The ILOs are:

Communication: Students will effectively express and exchange ideas through various modes of communication.

Critical Thinking and Problem Solving: Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

Career Technical Skills: Students will demonstrate technical skills in keeping with the demands of their field of study.

Global Awareness, Ethics and Civic Responsibility: Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.

Personal and Professional Development: Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well-being.

And the goals are (1) Student Success: Develop new and strengthen existing interventions and strategies to increase students' access and success; (2) Assessment: Ensure completion of the Assessment cycle for SLOs and PLOs; (3) Accreditation: Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's accreditation on an unconditional (non-warning) status; and (4) Resources: Increase, develop and manage the college's resource capacity in the areas of facilities, technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided.[88]

As part of guiding the institutional improvement of the teaching and learning environment, the president works at the district and college levels to ensure development of standards for student performance. District-wide institutional performance standards are set every three to six years, along with two- to three-year program reviews. Additionally, annual program review updates provide a useful context to establish each. Related, the college specific goals referenced earlier are established in sync with the district-level goals and annually the measurable objectives and outcomes are developed based on performance data. During August 2014, the district chancellor established three-year goals, which is complemented by the college's multiple year goals with annual updates of benchmarks such as measureable objectives and expected outcomes.[89]

The president ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions. The president is very familiar with and uses data on institutional performance. At the beginning and end of each year, the president ensures a structure and organization of planning sessions, initially to establish the desired outcomes for the year, monthly to chart progress, and at the end of the year to evaluate the effectiveness of the college in achieving each of the established benchmarks—and all involving constituents college wide. In these instances, institutional data is developed and analyzed, especially data on students i.e., demographic, enrollment, achievement and success aggregated and disaggregated in sync with the mission and related priorities of the college. Baselines are established and incremental improvements decided on and on-going assessment carried out to assure appropriate progress.[90]

The president uses data and select practices to convey the importance

of the culture of evidence to address teaching support needs of faculty and the learning needs and ensure the success of students. The practices include explicit messaging to the entire college community about the mission and vision of the institution and how particular data must be used to help clarify the degree to which the college is meeting its mission and advancing its vision.[91] This is also reflected in the annual institutional planning and evaluation meetings.[92] The president shares her expectations that each shared governance group and administrative unit demonstrates responsibility for supporting the student success and the related goals and measurable benchmarks established. Accountability for each goal and set of benchmarks is assigned to an academic/student affairs dean.[93] As well, each administrator has direct responsibility for co-chairing or serving as members of the shared governance groups: committees, councils, and workgroups. As members of shared governance groups, these administrators work in collaboration with the faculty and classified leadership to ensure achievement of the desired outcomes.[94] Monthly, each dean reports to the Administrative Leadership Council (or the Augmented Administrative Leadership Council) providing the details of the plans including strategies employed and progress being made in support of the teaching and learning environment. Feedback and other input are shared among colleagues—faculty and classified staff and administrative leaders—at least once a month. By the end of the year, the college is expected to experience success in reaching the benchmarks and have an understanding why a gap may exist. Thus, no surprises are experienced, and a greater understanding of how best to strengthen the capacity of the college in support of teaching and learning is acquired. By engaging in these efforts, the president uses institutional research data as part of the common currency of the institution. Particular research on student learning, institutional planning processes, resource allocation processes are among the types of data used.

The president relies on high quality research and analysis of external and internal conditions to evaluate and plan for success in meeting institutional benchmarks. The college relies on the District Office of Institutional Research (DOIR) for most of the institutional data that it requires. The data generated by the DOIR Researchers are accessible online.[95] This office is physically located within walking distance from the college and the president's office. Requests are made via the administrative offices of the college to the DOIR to ensure that data is organized and analyzed at least at meta levels in preparation for presidential, administrative and faculty lead

discussions about the institutional effectiveness, especially as it focuses on student success.

Guided by the needs of the college and district, the DOIR has developed a comprehensive set of tools including data to allow it to provide essential information that can help the college analyze conditions that may affect its quality and effectiveness. Those databases and other resources include reports on achievement gap, equity, cohorts, matriculation, and gainful employment. The staffing of this office increased from a team of 1.5 research professionals in 2012 to 3.5 full-time research professionals by summer 2014. Specialized data is placed online in the College Institutional Effectiveness or Institutional Self Evaluation Steering Committee's Dropbox[96] to allow for users' access on an on-going basis. It also allows for on-line communications among the faculty, staff, students and administrators who are using the data to inform planning, goal setting, accountability and assessment efforts.[97] An example of this effort is found within the planning for the End-of-the Year-College Wide Retreat to analyze student data on May 30, 2014. Aided by one of the district researchers, over 100 faculty, staff and students analyzed a host of information to clarify the current facts, discuss the nature of the findings and why such results, and recommend future actions in order to improve student outcomes through enhanced capacity and strengthened practices of the college.[98] The results of this effort informed the next steps, which began with the setting of the measurable outcomes for 2014-15.

When specialized data collection and analyses is required, the college also carries out its own studies led by administrators and faculty as in the case of local survey developments. The college also contracts professionals with data collection and analyses expertise.[99] Such efforts enable the college to reflect deeper into the etiology of a matter to critically analyze trends and correlations. These practices permit the college to determine constructive responses to conditions and provide valuable information to the college community.

The president ensures that educational planning is integrated with resource planning and distribution to achieve student learning outcomes. She assures that budget planning stems from the detailed priorities identified in the strategic and educational master planning documents. This is evident in the plans of the college such as those detailed in the Laney College Educational Master Plan (LCEMP), Facilities Master Plan and plans for technology and staffing improvements.[100] The president has established

a collegial process that is driven by and ensures reaffirmation and development of values, goals, and priorities. Every six years, in sync with the development of the LCEMP, the college reviews its vision, mission and values to determine what if any changes or updates are warranted to influence teaching and learning, along with the student success agenda. The previous LCEMP was approved in spring 2010 and along with it were the vision, mission and values, and it is scheduled to be updated again by spring 2016.[101] This document reflects the college's integrated educational and resource planning and allocation process which supports student achievement and learning. Staffing, technology, and facilities needs are outlined; they are further illuminated in the unit level and annual program review updates, leading to subsequent planning updates based upon identified need.[102] The president's budget decisions are directly tied to requirements in the areas of personnel, support services and infrastructure supports.

The president models behaviors for adoption college-wide. For example, she frequently references the planning structure used by the college, and with it the college's intentionally integrated efforts with the district's planning and budgeting process. Frequently, she highlights the District's Strategic Plan, the LCEMP, the shared governance processes, and the policies and procedures of the district and the college, as well as how they are integral to sound planning and budgeting.[103] The president encourages the sharing of new learning about effective leadership practices that enhance planning, organizing, budgeting, selecting and developing personnel and assessing the effectiveness of the institution. This occurs at Chancellor's Cabinet, District Planning and Budget Council sessions, PCCD management retreats, ALC, AALC, and College Council meetings. It also occurs in informal settings and one-on-one with peers.

Procedures for evaluating the institution's planning and implementation efforts are being formalized for annual reporting.[104] An institutional planning calendar provides the framework of institutional planning for the college community.[105]

The president guides through listening to all constituents, especially the voices of the Faculty Senate, Classified Senate and ASLC. Each constituent group is central to fully understanding the needs of students and the greater community served by the college. Their input, including feedback and guidance throughout all planning and decision-making processes, enables the college to actualize its teaching and learning mission. They

ensure that the college establishes an integrated set of planning priorities with measurable outcomes and strategies for achieving each and with means to determine the effectiveness of the institution in achieving those benchmarks. The processes employed are referenced,[106] and a comparable process being employed fall 2014 for academic year 2014-15 as currently led by a dean in the Office of Instruction and as part of the Administrative Leadership Council and College Council.

The College Council, with input from the Budget Advisory and other resources committees, recommends resources necessary to advance the College's agenda. Towards this end, the president ensures that regular monthly meetings are structured with this council and related groups. In addition, she holds college wide forums, town halls, and brown bag luncheon sessions with the members of the college community in order to provide responses to inquiries, share updates and new information.[107]

The president and her team of administrators, faculty and staff listen to a wide segment of the community. Doing so enables them to obtain a clear understanding of the college's needs and intent. From this understanding, the president and her team are able establish a plan for improving the college's effectiveness that also contributes to the overall integrity and effectiveness of the district.

The same practice is reflected in the work performed within the college. The president and her team use diverse methods to successfully advocate for taking actions in support of the communities served by the college. These actions led to significant changes in the type of resources available to help streamline the work of the college during the last six years. Here are a few instances: CurricUNET was championed for the Curriculum Committee and faculty at large and has helped to a significant increase in the updates and other improvements to courses and certificate and degree programs; TaskStream was secured for reporting of assessment data for the Learning Assessment Committee and the faculty and staff at large; and Turnitin software was also secured as an educational technology for faculty's use to evaluate student learning. Each one of these actions has resulted in greater understanding among faculty and staff about the details of their educational assignments. Related, they are much more efficient in addressing course and program level updates. As well, there is more concerted planning that has led to an increase in the number of articulated transfer degrees.

The communication practices promoted across the college has also resulted in sound plans via the Foundation (Basic) Skills Committee,[108] the CTE Advisory Committee, Student Success Committee,[109] Facilities Planning Committee,[110] Technology Planning Committee, the Institutional Effectiveness Committee,[111] and the current LCEMP.[112] Collectively, the planning documents are laying the foundation for a strategic update of the LCEMP, which is due by spring 2016.

The college president ensures a viable governance structure through which quality teaching and learning are more central to discussions and resource allocation decisions, and with student success the chief priority of the college. The president also supports efforts to improve educational programs and services through release time, incentive funding, direct advice, and direct advocacy at the district and State Chancellor's Office levels. This is reflected in the earnest work to the College Curriculum Committee with its curriculum and program development efforts, the Staff Development Committee with its advocacy to promote all professionals, and the College Council, a robust and conscientious team of Faculty Senate, Classified Senate and ASLC leaders.

Curriculum & Program Development: The president supports innovation as with the practices of the ESOL department's leadership with acceleration; the mission-driven learning communities; the equity, economic and workforce development emphasis of the CTE Advisory Council's efforts; and the continued significant increase in collaboration across the college rendering it a common currency rather than simply random "pockets of excellence" via sharing.[113]

Hiring of New Faculty & Staff: Integral to the success of implementing new policies and procedures, the president advocates at the district level for more faculty and staff to ensure that the college can remain in the business of providing quality teaching and learning. This is especially important given that, in the last five years, there has been a high level of turnover and vacancies, primarily due to retirements and less so due to promotions and other reasons. Additionally, increasing numbers of positions remained vacant, which was prolonged due to the state- and district-wide fiscal crises. In spite of this, institutional policies and procedures continued to be updated and strengthened, especially through the use of the formal planning and budget integration model designed through a district-wide process and operationalized via a governance and decision making processes. The improved processes allowed for the allocation of positions

to the college that were used to assure quality conditions for teaching and learning.[114]

Professional Development: The president advocates for and helps to ensure delivery of and access to training, workshops and other professional development opportunities for employees even though state investment in professional development had been temporarily eliminated. This was accomplished by allocating Office of the President discretionary funding in support of staff development and directly in response to individual employee requests. During recent years, the faculty locally opted to invest their own resources, given the importance of on-going professional development. As a result, sabbaticals were restored and release time expanded for the faculty chair. In general, the professional development options for faculty, classified staff and administrators has included an array of topics: strategic educational leadership; pedagogy; online learning tools; student learning & success initiatives; curriculum & program development; classified staff participation in college and district governance; accreditation; administration & managerial operations; human resource leadership; and emergency preparedness.[115] The district staff development officer complements the local efforts through district flex day offering and other sessions held throughout each academic year.[116]

Evaluation

The college meets the standard.

The president, through established policies and procedures, guides institutional improvement of the teaching and learning environment by: (1) establishing a collegial process that sets values, goals, and priorities; (2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; (3) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and (4) establishing procedures to evaluate overall institutional planning and implementation efforts.

While a thoughtful and highly engaged process is employed by the president to fulfill this standard successfully, one matter remains outstanding in the fiscal resources section that is being highlighted in this section: ensuring that the educational planning is supported by a fully implemented Budget Allocation Model that provides the financial support required to "achieve student learning outcomes." The president and her college and district colleagues were successful in developing the model,

and ensuring that it could be implemented. Yet the college continues to experience a structural budget deficit in the approved board budgets that range from $1.6M in 2012-13, $1.2 in 2013-14, and $1.667M in 2014-15 while charged to meet district assigned benchmarks as though it has had this funding.[117]

Actionable Improvement Plans

None

IV.B.2.c The president assures the implementation of statues, regulations, and governing board polices and assures that institutional practices are consistent with institutional mission and policies.

Description

The president solidifies the primacy of teaching and learning through assuring the implementation of statues, regulations and governing board policies and administrative procedures. She ensures that those policies and procedures are implemented, maintains adherence to them, and, when necessary, advocates for improving them. Additionally, the president assures that institutional practices are consistent with institutional mission and policies.[118]

At the college level, the president works with the Executive Council, meeting weekly to discuss pertinent matters to ensure appropriate application, consistency and effective implementation of requirements. Bi-monthly, the president meets with the Administrative Leadership Council to discuss with deans and vice presidents means to operationalize and ensure adherence of regulatory requirements and standards. These sessions are reinforced in monthly sessions with the Augmented Leadership Council that consists of all members of the ALC, directors, managers and supervisors as well as shared governance leaders i.e., presidents of the Faculty Senate, Classified Senate and the ASLC. Separately, the president meets with the leaders of the constituency and governance groups to discuss implementation of relevant policies and procedures as discussed in the District Planning and Budget Council.[119] She leads the main shared governance body of the college, the College Council, which meets monthly and is charged with informing policies and procedures. She periodically attends meetings of the Institutional Effectiveness Committee to assure

clarity of charge and adequacy of data.[120] Additionally, the president holds monthly meetings with the leadership of the Faculty Senate, Classified Senate and the ASLC to discuss and otherwise support their efforts to adhere to and inform policies, procedures and standards.

At the district level, the president works within governance and executive leadership structures—as an active member of the Planning and Budgeting Council and the Chancellor's Cabinet—to review all policies and administrative procedures and recommend actions that lead to strengthening the capacity and effectiveness of the organization. This includes recommending improvements to existing policies and procedures as well as proposing additional policies and procedures to assure continued progress in achieving the district and college missions as well as full re-affirmation of the college's accreditation. During at least the 2011-12, 2012-13, and 2013-14 academic years, the president helped inform over 50 board policies and administrative procedures.[121] The president also works with executive colleagues at the district, meeting monthly as part of the Chancellor's Cabinet to recommend improvements to and other updates to administrative procedures.[122]

The president further exercises her influence at the State and national levels. She serves as a member of the CEO Board for the California Community College League, which permits the president to influence policies before they are voted upon or enacted by the State legislature. Such outcomes are reflected in the Education Code, Title V and other regulatory documents. Ultimately, policies impact the District Board Policies and Administrative Procedures, union contracts and are operationalized at the college level. At the national level, the president has served on commissions and works with federal departments to ensure alignment of the college's efforts with particular policies and procedures in order for the college to meet its mission driven priorities especially to effectively teach and facilitate student learning.

In all of her efforts, the president facilitates through the administrative structure and team, the use of a diverse range of policies and procedures that affects:

- Planning and resource allocation decisions
- Curriculum and program development
- Assessment practices
- Working conditions and compensation

- Audit and evaluation practices (See[123] for a list of some of those policies and procedures.)

The president's broad reach, in partnership with her team, is intentional to continuously strengthen the conditions and practices employed in instruction, student support services, library and learning resources and more broadly through the administrative structures to facilitate learning, and improve the outcomes resulting from those practices as reflected in the annual goals of the college.[124] This is important to achieving the mission of the college and a significant positive impact on institutional outcomes as a result. For example, several aspects of the state level Student Success Initiative and previous recommendations as outlined in the Research and Planning Group's Basic Skills as a Foundation for Success in the California Community Colleges as well as Student Success Redefined were already key components of the institution's program and services offerings.[125] While being modified for improvement, they are codified locally in Board Policy (BP) 5050 and Administrative Procedure (AP) 5050 and operationalized at the college level with accountability framework developed via the Institutional Effectiveness and Student Success Committees.[126] By legally mandating them at the state level, more funds were anticipated to support some of these initiatives and at greater levels than heretofore.

Another important example of how the president ensures that mandates are followed is revealed in the organization of the college's cohesive educational planning framework, the Laney College Educational Master Plan (LCEMP). This document integrates the Accrediting Standards. It guides the College's focus on its mission and effectiveness.[127] That planning framework is operationalized through the college's governance structure, planning and budgeting process, administrative structure, and via adherence to policies & procedures. (See IV.B.1-3 for a detailed summary description of those efforts.)

The college is organized to plan and administer its class schedules, teaching practices, student support services, and the library and learning resources services using the administrative and governance structure to prioritize, plan and budget for student success. While one purpose is to ensure continued reaffirmation of the college's accreditation status with the Accrediting Association for Community and Junior Colleges (AACJC), the emphasis is always on improving the effectiveness of the college

in meeting the needs of the communities served by the college.[128] As suggested previously, the president leads for these ends in part by using the ACCJC Standards and Commission Policies as prompts for the college's strategic and master plans, resource allocation decisions, policy and procedural requirements and the roles and responsibilities of governance groups and institutional leaders.

Evaluation

The college meets the standard.

The president leads her team to ensure that they work collaboratively with colleagues across the district to ensure that district-wide policies and procedures support the mission of the institution, and that those policies and procedures are implemented along with the other appropriate statutes, regulations and institutional practices.

Actionable Improvement Plans

None

IV.B.2.d   The president effectively controls budget and expenditures.

Description

The president effectively controls budget and expenditures. Using a strategic planning model, the president establishes a system with processes to regulate the planning for and use of the college's budget.[129] The system consists of goal setting and continuous checks through the Business Office monthly reports[130] and monthly budget meetings with the director of business and administrative services (director) to ensure appropriate balances that reflect sound use of fiscal resources and that demonstrate expenditures not exceeding the budget allocation of the college. When reconciliation is required, e-messages and meetings occur between the director and the district vice chancellor of finance and administration. This is evidenced which is reflected in the annual year-end budget reports of the college.[131]

Budget and Expenditure Controls: The president is able to effectively control the budget and expenditures. The president uses an accountability framework to facilitate through a collaborative process such controls among the stakeholders of the college. The president delegates to members

of the Executive Council responsibility for implementing checks and balances. Leading this effort in collaboration with the vice presidents of instruction and students services is the director of business and administrative services. In short the process entails:

1. identifying the resource-related priorities revealed in the LCEMP and updated via the program reviews and APUs;[132]
2. assigning dollar figures to each priority through an administratively collaborative and stepwise, logical and precise process consistent with the college's planning and budget allocation process;[133]
3. determining the funding streams options: general funds, grant funding or categorical funding to maximize sound use of finite funding;
4. allocating funding to the appropriate units of the college with guidance on spending;[134]
5. approving appropriate expenditures for the cost centers: divisions, departments, and program areas;
6. monthly reconciling of expenditures and assessing budget needs with lead supervisors;
7. bi-annually assessing the status of the overall budget of the college to ensure sound use of all funds;
8. end-of-year budget reconciliation including: expenditures; revenues; carry over dollars to ensure compliance with laws, regulations and policies; and a balanced budget; and
9. meetings between the president and the director of business and administrative services (and the vice presidents) to review, clarify, and otherwise act upon aspects of the budget to ensure accountability. This is scheduled at least weekly during the fiscal year.

See endnote [135] for an overview of the institutional planning documents that incorporate steps 2-9 above.

During these steps, all aspects of the budget are considered including anticipated revenues, sources of funds, projections, expenditures, ending balances per cost center and project. As delegated, the director of business and administrative services maintains particular standards of accountability. This director translates those standards for use in carrying out professional priorities and assignments as well as the leadership efforts

of the Budget Advisory Committee. This translation is reflected in the reports provided to the College Council.[136]

Framework for Budget Planning & Use: The president's efforts are guided by the mission, vision and values of the college, and the Strategic Goals of the District. *Accountability* is one of the prominent values revealing that "*we are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.*" This permeates the planning agenda as well as the budgeting processes. It is explicit in the Peralta Accountability for Student Success—Fund for Innovation, the LCEMP and its framework for planning and budgeting—the college's budgeting process, which were developed in 2010.[137]

The president guides the college in developing its budget planning and expenditure process in sync with the College's Budget Planning Framework & Principles.[138] She ensures that those efforts are integrated with the district planning and budgeting process where the efforts of the district are in compliance with appropriate statues, regulations, governing board policies, institutional practices and aligned with effective budgeting and expenditure controls.[139]

This framework and principles informed specific processes that were developed to facilitate budget related priorities, and they include:

- FTE faculty (FTEF) allocation process for 1351 funding[140]
- FTE students (FTES) allocation process for enrollment targets[141]
- Human resources prioritization. The faculty prioritization process of the Faculty Prioritization Advisory Committee, and the classified staff prioritization process of the Institutional Effectiveness Committee[142]
- Facilities priorities. The Facilities Planning Committee Process for prioritizing maintenance, capital improvements and strategic facilities needs[143]
- Instructional equipment and library materials (IELM) funding procedures. The IELM Advisory Committee Process for prioritizing and recommending allocation of IELM resources[144]
- Technology prioritization process. The Technology Planning Committee process for prioritizing institutional technology needs[145]

- PASS fund for innovation process (special funding opportunity)[146]

The college's budget operationalizes the LCEMP and the priorities identified in the program reviews and APUs. Those planning priorities are manifested in the budget decisions that result from these above processes. Once the appropriate shared governance bodies make their recommendations to the president (or her designee), a decision is rendered consistent with the mission and budgeting priorities of the college.

Evaluation

The college meets the standard.

The president effectively controls the budget as it is integrated with planning and sound dialog that is collegial and focused on meeting the learning and support services needs of students. The processes used assure budgets that are balanced and ongoing evaluation to ensure the effectiveness of the institution. Importantly, the president assures that the institutional practices are consistent with institutional mission and policies.

Actionable Improvement Plans

None

IV.B.2.e   The president works and communicates effectively with the communities served by the institution.

Description

The president assures on-going communications with college stakeholders among the internal and external communities including partners, and does so effectively. This is carried out via the administrative, instructional and student support services offices.

Below is an abbreviated list of community and professional networks of the president, and the nature of her communications and service:

- *American Association of Community Colleges*. Serves on the Commission for Global Education advancing efforts in support of the college's vision to prepare its students to "become responsible community members, leaders and world citizens," and advancing

the college's effort to serve international students.
- *American Council on Education*. Advocates for equity and sound higher education leadership.
- *Business & Industry*. Serves in the Chambers of Commerce and East Bay Rotary Clubs. Board member and presenter at economic development conferences and events advancing partnerships among business, industry, and education to strengthen collaboration and improve economic conditions in the East Bay.
- *The Career Ladders Project*. Leverages the research and policy advocacy leadership to strengthen college capacity to deliver contextualized, highly relevant and effective teaching and learning practices that accelerate student achievement of educational and career goals.
- *CEO Board for Community College League of California. Board member*. Influences the conditions and standards with which the California community colleges operate, including state policy decisions.
- *College and University Networks*. Supports collaborations between colleges and universities via Participation in networks such as those provided within the University of California at Berkeley and the CSU East Bay Community College Network, to name a few. This support improves transfer access for Laney College students.
- *Governmental Agencies*. Supports improved capacity of the community through alignment of priorities and sharing of resources and with the City of Oakland, County of Alameda, to provide relevant educational programs and services.
- *Community-Based Organizations* Ensures sound collaboration with over 100 governmental and non-governmental local organizations by supporting the ability of youth and adults to secure access to equitable educational resources, including Laney College certificates and degrees. Supports organizations such as American Indian Child Resource Center, Oakland BUILD, Youth Uprising, East Bay Youth Development Center, and East Bay Asian Youth Center, to name a few.
- *Health and Human Resources*. Leverages local partnerships to meet the health needs of the communities served by Laney College; utilizes county professionals via Asian Health Services to

deliver direct health services at the college. Also collaborates with Alameda Health Systems and the County Health Department.

- *National Council on Crime and Delinquency*. Serves as board member by informing policies and practices used to prevent crime and delinquency among youth and young adults. Strengthens the educational and local services options and opportunities for youth and young adults so as to remedy existing inequities that are highly correlated and causal to engagement in crime and delinquency.
- *Oakland/East Bay Area Black Elected Officials & Faith Based Leaders*. Discovers community needs from leaders to effectively build the priorities of the college; promotes college programs and services to advance the needs of the constituency groups—in excess of 300,000 people—served by these leaders.
- *Oakland Unified School District (OUSD) Connections*. Strengthens the capacity of OUSD and Laney College in preparing youth for college via programs and initiatives such as the Gateway to College program.
- *Policy Research and Advocacy Organizations*. Enhances stakeholders' knowledge base by acquiring information from experts in organizations such as Policy Link and Green Initiative. Serves as a special guest speaker at local and national events to advance national and local policies that ensure equity and access to fair and sustainable educational resources.
- *University of California & American Association of Hispanics in Higher Education, Inc. (Executive Leadership Academy)*. Serves as a member of the faculty helping to prepare professionals for CEO and other leadership roles in community colleges and four-year higher educational institutions with special focus on serving diverse communities.
- *Urban Strategies Council*. Serves as member of the Systems Leadership Group for the Oakland-Alameda County Alliance for Boys and Men of Color of the greater Boys and Men of Color Initiative to strengthen the capacity of local organizations to "improve health, education, and employment outcomes for boys and men of color through policy advocacy, systems reform and innovative programs and services." This membership is central to ensure access to college and careers.
- *Former Board Member of the National, Western Region Council on*

Black (African) American Affairs. Advocated for practices locally, regionally and nationally to significantly improve the educational conditions and outcomes of Blacks in ways that facilitated the achievements of all community college students as reflected in two awards: exemplary leadership (2009); and the Sankofa Award in recognition of dedication and services to students, faculty and staff and promoting student success, teaching excellence and positive role modeling (2013).

The president works directly and through her team of faculty and staff with a diverse array of business and industry partners, community-based organizations, elected officials, K-12 and four-year college and university partners and foundations throughout the year.[147] This allows for the efficient transmission of information about the values, goals and directions of the college through conference presentations, meetings, symposia, forums and special signature events.

The president's communications about the college's vision, mission and priorities are also reflected in Laney ads and presidential articles in business reports and magazines, newsletters and newspapers.[148] The same occurs within the college at a host of meetings and events developed and promoted by the college to constituents. Those sessions include the Laney College Mayoral Forum of spring 2014, the Trial of the Century of fall 2013, the Statewide ESL Summit on Acceleration of fall 2013, the Reshoring of Manufacturing Summit of fall 2012, the Energy Efficiency Forums from 2010-13, CA Assembly Annual Health Summits, County Supervisor Jobs Summits, the White House Summit on Educational Excellence June 2014, and the Annual CTE Career Fairs and the Annual EcoFest, to name a few.[149]

Strategically, the president is deliberate in ensuring widespread communication of the college's mission, vision, values, goals and overall directions. Frequently, this is referenced during meetings of the faculty and staff. These meetings occur during professional development day sessions and shared governance committees[150] to ensure meaningful transmission and use by all college ambassadors.

The president's efforts are complemented by a team of deans, faculty and classified staff who are diverse in expertise and who also lead by example. They proactively promote partnerships with community organizations,

educational institutions and business leaders and industry groups to ensure: (1) knowledge of the mission and opportunities provided by the College; (2) relevance of the offerings and messaging provided by the college: and (3) assurances that Laney College is a viable and sound resource to its communities. Collectively, these efforts have led to hundreds of active partnerships with advisory groups, business leadership, community-based organizations, foundations, K-12 school districts, four-year colleges and universities, elected officials and other governmental figures.[151]

As part of this effort, and as mentioned in IV.B.2.b, the president and her team share data including analyses of institutional performance in ways to advance the student success agenda of the college.[152]

Evaluation

The college meets the standard.

The college president uses effective practices to continuously communicate with stakeholders. These practices allow mutual and effective engagement to occur in a manner that is consistently aligned with the college's mission, vision and values. Her active engagement on boards, committees, taskforces, professional groups, and associations has entailed: presentations at educational, economic and workforce development conferences and forums; presentations at faculty in leadership training programs; terms serving as representative on behalf of various educational, business and policy advocacy organizations. The president and her team have made valuable communicative contributions throughout the community. These activities have significantly expanded knowledge about the college and its resources; it has also led to increased partnerships and greater investments in the college as reflected in its use for regional and national forums.

Actionable Improvement Plans

None

IV.B.3:   Leadership and Governance

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a   The district /system clearly delineates and communicates the operational responsibilities and functions of the district/ system from those of the colleges and consistently adheres to this delineation in practice.

Description

The publicly elected board of trustees is the governing board for the four Peralta Community College District colleges. The authority of the governing board is delineated in California Education Code; its mandate is to provide oversight of and direction to the district. The governing board keeps board policies current given that board policies address key operational issues of a California community college district.

The governing board appoints the chancellor and delegates to the chancellor executive responsibility for administering the policies adopted by the governing board. The chancellor executes all decisions of the governing board requiring administrative action. The role and responsibilities of the chancellor are delineated in BP 2430.[153]

At the college level, authority and responsibility for implementing policies and procedures of the governing board, as well as the directives from the chancellor, rests with the college president as stated in AP 2430.[154]

At the district-level, there are four vice chancellors; a general counsel; an executive director of public information, communication, and media; and an associate vice chancellor/special assistant to the chancellor who report directly to the chancellor. The four college presidents also report directly to the chancellor. At the time of the writing of this report, the district had posted the position of deputy chancellor and chief operating officer. Once this position is filled there will be a change in the district office organizational structure. The vice chancellor of general services, the vice chancellor of human resources and employee relations, the Office of Finance and Administration, and the associate vice chancellor for informational technology will report to the deputy chancellor and chief operating officer. The following will report directly to the chancellor: the deputy chancellor; the vice chancellor of educational services; general

counsel; the executive director of public information, communication, & media; and the associate vice chancellor/special assistant to the chancellor. In addition, there is the associate vice chancellor of student services and registrar. The roles and responsibilities of these administrators are all delineated in job descriptions which are housed in the district Office of Human Resources.[155] General statements of responsibilities of the vice chancellors are also included in district Administrative Procedure 2430 (cited above).

At the district-level, the chancellor has a Chancellor's Cabinet which is comprised of all district administrators noted above, all associate vice chancellors, and the four college presidents. The Chancellor's Cabinet meets weekly at the district office in an effort to set and communicate expectations of educational excellence and integrity throughout the district and to assure ongoing support for the effective operation of the colleges. Thus the chancellor through this administrative team ensures a clear delineation of the role of the district office administrators versus the college presidents, as well as accountability for planning and decision-making.

Also, at the district-level there is a participatory governance process for Planning and Budgeting Integration comprised of four district committees which are key to planning, decision making, and collaboration between the district service centers and the colleges.[156] These four committees which meet monthly are the District Facilities Committee, the District Technology Committee, the District Education Committee, and the District Planning and Budgeting Council. Each committee has a specific charge with the purpose of setting standards for educational excellence throughout the district and bringing college constituency representatives and district administrators together in an effort to address district operations and district-wide planning.

At the beginning of each academic year, the chancellor calls upon all four district committees to attend a summit. During the chancellor's summit, these committees review the annual budget and finalize annual institutional goals. This budget review and goals finalization allows for the creation of measureable objectives in alignment with the district's strategic plan.

The summit is also an opportunity for the four district committees to begin their committee process for the academic year, which is essential to district-wide planning.[157] All recommendations throughout the academic year from the three subject matter committees (technology, facilities, and education) are forwarded to the Planning and Budgeting Council (PBC) for review and endorsement. The PBC forwards recommendations to the chancellor for review and action. At the end of each academic year, all committee members are requested to assist in evaluating the Planning and Budgeting Integration Model (PBIM) committee process in an effort to continuously improve the district planning and budget integration process.[158] All agendas, minutes, and meeting documents are posted on a public district web site. The meetings of the four district committees are open to the public.[159,160,161,162]

Evaluation

The college meets the standard.

The chancellor is clear as to his role and responsibilities as the chief executive officer/chief administrative officer of the Peralta Community College District. The chancellor is also clear as to the role of the college president as chief executive officer/chief administrative officer of the college. The chancellor has determined the need for a deputy chancellor and chief operating officer to provide oversight of the day-to-day operations of the district administrative center services. At the time this report was being written, the hiring process was nearly complete.

The four college presidents, through the Chancellor's Cabinet, collaborate weekly with the chancellor and district administrators on integrated strategic and educational planning, the budget, and other matters affecting the colleges and district. The college presidents are given wide latitude in managing college planning, the college budget, and decision making regarding expenditures for instructional programs and student support services that address the mission of the individual colleges. The college constituencies also come together with key district administrators and staff at the four PBIM committees in an effort to foster district-wide dialogue, set district-wide goals, priorities, and measureable objectives, and to assure transparency in decision making–and ultimately to ensure student success.

Actionable Improvement Plans

None

IV.B.3.b   The district/system provides effective services that support

the colleges in their missions and functions.

Description

The district office's primary purpose is to provide centralized operational and logistical support to the four colleges. Under the leadership of the chancellor, the district office provides key support services to the colleges. The main services involve instructional and student services support, including institutional research, specific admissions and records centralized functions, district-wide grant and special programs support, international students services, specific financial aid services that are centralized, human resources and employee relations, business and financial services, legal services, public relations and marketing, facilities planning and construction, facilities and grounds maintenance, purchasing, information technology, and community and governmental relations. These centralized services support the colleges in their missions and functions, and assist the colleges to meet accreditation eligibility requirements, accreditation standards, and commission policies.

The district office offers district-wide coordination and support of educational services through the vice chancellor of educational services in conjunction with the associate vice chancellor of student services and registrar, the director of international education, the director of workforce and economic development, and the director of institutional research. Educational Services is responsible for coordinating district-wide educational planning, reporting to the governing board, and compiling and filing required reports to the California Community Colleges Chancellor's Office.[163]

Also under the purview of the Office of Educational Services are curriculum and instruction, student services policies and procedures, grants, financial aid coordination, a faculty diversity internship program, staff development, and tenure review processes. Educational Services oversees the general management of CurricUNET for curriculum management; SARS for use by counseling services at all four colleges, which through integration with PeopleSoft provides the MIS data for the Student Success and Support Program; and provides TaskStream as a systematic means of recording student learning outcomes and maintaining assessment data and reports. Currently Educational Services is in the process of purchasing CurricUNET Meta, an upgraded system to house curriculum (course outlines and program requirements), program review,

and student learning outcomes and assessment data in one centralized system.

The chief financial officer and the Finance Department provide centralized services for budget and finance, accounts payable, payroll, and, purchasing.[164] In addition to the chief financial officer, the department includes an internal auditor, payroll manager, budget director, purchasing compliance manager, and director of fiscal services.

The vice chancellor of general services and the department provide facility and property services, as well as facilities maintenance and operations: capital outlay; design & construction; facilities planning & development management; mailroom and duplication; and police services.[165] In addition to the vice chancellor of general services, the department includes: a director of facilities & operations; a director of capital projects; a moving manager; a facilities planning & development manager; a project design manager; and an energy & environmental sustainability manager.

The vice chancellor of human resources and employee relations and the department staff provide the full gamut of human resources services and are responsible for all aspects of employee relations.[166] In addition to the vice chancellor of human resources and employee relations, the department includes a director of human resources, director of employee relations & diversity programs, and a benefits manager.

The associate vice chancellor of information technology and staff oversee all district-wide technology services and district-level technology planning.[167] District IT staff support the district-wide enterprise management system, the network infrastructure, telecommunications system, computers, and servers. In addition to the associate vice chancellor of information technology, the department includes a director of enterprise services and a director of technology services.

As noted before there are four participatory governance committees at the district-level. The vice chancellor of educational services co-chairs the District Education Committee. The vice chancellor of general services co-chairs the District Facilities Committee. The associate vice chancellor of information technology co-chairs the District Technology Committee. The chief financial officer co-chairs the district PBC. The other co-chair for each of these four committees is a faculty member who is elected annually. There is also a classified staff member who serves as co-chair of the District Technology Committee. These four committees, which comprise

the PBIM process, provide a strong connection between district services and the colleges and thus provide an additional way to ensure effective services that support the colleges in their missions and functions.

Evaluation

The college meets the standard.

The district provides effective services that support the colleges in their mission and functions. The Chancellor's Cabinet provides weekly opportunity for dialog between the chancellor, the college presidents, and key district administrators. This weekly dialog supports the colleges in their mission and functions by centralizing its services. The four district-wide PBIM Committees, which provide for a participatory governance framework, also provide a means for the colleges and district office staff to address effective services to support the colleges in their mission and functions. Furthermore, this framework facilitates the college's focus on student success.

Actionable Improvement Plans

None

IV.B.3.c   The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description

The district provides fair distribution of resources through a budget allocation model. The budget allocation model provides a specific method of unrestricted general fund allocation in keeping with California SB 361. The current resource allocation model was implemented July 2011.[168]

In establishing the new funding model, various allocation models in other multi-college districts were explored. For the purpose of transparency and fairness, the Peralta Community College District (PCCD) decided to utilize the SB 361 legislation formula in allocating apportionment resources to the colleges. The goal was to provide the colleges with what they earn from the state. This model includes three fundamental revenue drivers:

- base allocation,

- credit FTEs, and
- non-credit FTEs.

The base revenue allocation is intended to take into consideration the size of the colleges. Apportionment funding from the SB 361 formula represents more than 70% of the district's unrestricted revenue. The shift to utilization of an SB 361 model has defined limits on the majority of resources and expenditures and has encouraged fiscal accountability at all levels.

The district applied guiding principles in the development of the budget allocation model. The model needed to be simple, easy to understand, and consistent with the state's SB 361 model. The budget allocation model needed to provide financial stability, a reserve in accordance with PCCD board policy and state regulations, and clear accountability. The model also needed to allow for periodic review and revision, utilize conservative revenue projections, maintain autonomous decision making at the college level, provide some centralized services at the district office, and be responsive to the district's and colleges' planning processes.

The district's annual general fund allocation from the state per SB 361 is an annual base allocation, credit base revenue, and non-credit base revenue. To provide stability and aid in multi-year planning, a three-year funded credit and non-credit FTE average is used to determine credit and non-credit base revenue per college. This is intended to assist in mitigating significant shifts in credit and non-credit FTE per college and associated resources. Also included in district funding are the unrestricted lottery, apprenticeship, and Measure B Parcel Tax funds. In theory, all of these funds are allocated proportional to the FTES generated by the college. In practice this is not the case at least in the case of the lottery funds, which are distributed on an equal dollar basis to each of the colleges in the district. This creates inequities and contradicts the stated intention of the allocation model that funds be distributed based on FTE.

There are allocation provisions for distributing new resources, regulatory compliance such as the faculty obligation number (FON), growth, non-resident enrollment fees, other new resources, prior-year carry over, and multi-year IT expenditure planning. Refer to the budget allocation model document for full and up-to-date information regarding the distribution of resources district-wide (cited above).

In creating this allocation model, it was noted that guidelines, procedures, and responsibilities be clear with regard to district compliance with law

and regulation as it relates to:

- the 50% law,
- full-time and part-time faculty requirements,
- attendance counting,
- audit requirements,
- fiscal and accounting standards,
- procurement and contract law,
- employment relations and collective bargaining, and
- payroll processing and related reporting requirements.

The model is to be reviewed at regular three-year intervals with the procedures to determine what adjustments, if any, are necessary. The goal is to keep the model up-to-date and responsive to the changing community college system landscape.

The model provides transparency to the colleges for the integration of planning with available funding resources. The transparency of available funding, along with educational planning, allows the colleges to ensure effective college operations to meet the needs of students and to ensure continuous quality improvement. In addition, this transparency provides the college with the data needed to secure grant funding that will assist the college in meeting benchmarks set by the chancellor. These benchmarks are reflected in the Laney College Educational Master Plan and derived from the annual college goals and objectives.

Evaluation

The college meets the standard.

In general, the budget allocation model is responsive to the college's needs, yet inequities persist. This funding discrepancy is reflected in the allocation of lottery funds, since the college has yet to receive its full base funding allocation per the district budget allocation model the college was underfunded in 2013-14 by $1.67 million and unable to use those funds for permanent expenditures.[169] The college acknowledges that the resources of the district are finite and community needs are great, and the college uses the resources allocated to address those needs as effectively as possible and in a manner that supports student success, student outcomes, and the missions of the colleges and the district.

Actionable Improvement Plans

Reference the actionable improvement plan as found in Standard III.D.1.b.

IV.B.3.d   The district/system effectively controls its expenditures.

Description

The Peralta Community College District (PCCD) effectively controls its expenditures. As a public educational institution, the district uses governmental accounting procedures with emphasis on the use of resources to attain the institution's objectives and to meet its mission. Systematic and procedural controls approval processes for all transactions at the district and college levels[170] help to prevent overspending and reinforce accountability from budget managers. A specific account code structure for each source of funds allows tracking to an account for revenue and expenditures.[171] In addition Board Policies and District Administrative Procedures are in place which are linked with this accreditation standard for effective controls on expenditures: BP 6200 Budget Preparation,[172] BP 6300 Fiscal Management and Accounting,[173] AP 6200 Budget Management,[174] and AP 6300 General Accounting.[175]

The chancellor has overall responsibility for the management of the district's budget. The chief financial officer is responsible for the general management of the total budget, budget controls, and the accounting programs of the district. The presidents of each of the four colleges are responsible for operating each college within the parameters of the college budget. College administrative responsibilities include adherence to guidelines established by district administrative services, compliance with deadlines, and adherence to generally accepted accounting principles.[176]

The district has both systematic controls through the PeopleSoft enterprise management system, as well as procedural controls on spending. All funds are tracked to account for revenue and expenditures. For the last several years the district has had a positive ending balance. The district also has an internal auditor who also has responsibility for procedural controls to ensure that the district effectively controls it expenditures.[177]

The district, as required, has an annual external audit[178] conducted and presented at the district PBC, the Chancellor's Cabinet, and at the governing board. Any audit findings are placed into a Corrective Action

Laney College

Matrix, which assigns responsibility to individuals for correcting the finding and providing a method to resolve the finding.

Evaluation

The college meets the standard.

Systematic and procedural controls at the district and the college levels help produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers.

The Laney College president business officer (director of business and administrative services) and college administration, under the leadership of the college president, closely monitor the college budget and college expenditures.

Actionable Improvement Plans

None

IV.B.3.e   The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Description

The college president's responsibility for implementation and administration of board policies and district administrative procedures is stated in Administrative Procedure 2430.[179] Each college president:

> "…administers compliance of all their assigned college personnel with all Board policies and administrative procedures. The presidents shall provide leadership to their campus community shared governance process in a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and college operating procedures with the expectation that recommendations for improvements will be made."

The chancellor gives the college presidents this authority and holds the presidents accountable for the operation of the colleges through an annual performance evaluation process.[180]

As aforementioned, the chancellor meets weekly with the Chancellor's

Cabinet to discuss concerns related to the individual colleges, the district office, or issues that may be of concern district-wide. The Chancellor's Cabinet also discusses institutional planning and resource allocation as needed. The presidents also meet individually with the chancellor to provide updates regarding college operations and initiatives. Further, the presidents attend meetings of the governing board and provide reports on college initiatives, programs, and other pertinent issues.

Evaluation

The college meets the standard.

The Laney College president confirms that the chancellor gives her full responsibility and authority to implement and administer delegated district policies and district administrative procedures without the chancellor's interference and holds her accountable for the operation of the college.

Actionable Improvement Plans

None

IV.B.3.f   The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description

The chancellor, as chief executive officer of the district, is the liaison between the colleges and the governing board. The chancellor, on behalf of the colleges, submits to the governing board all matters that the board should consider. When college items are brought to the board for action, appropriate college personnel are in attendance at the meeting to answer any questions the governing board might articulate. The four college presidents attend governing board meetings and each provides a written report on college initiatives and programs. The four vice chancellors also attend governing board meetings and provide needed reports for board review. The district academic senate president provides a report at each governing board meeting to keep the board informed on academic and professional matters from an academic senate perspective. The governing board includes two student trustees who voice concerns and interests of district students at board meetings. Further, the four student body

presidents are provided the opportunity at every governing board meeting to provide an update on student activities at their individual colleges.

In accordance with the Brown Act, governing board meeting agendas are sent to the entire district electronically. The agenda is also posted online and pertinent backup documents are included. The agenda is also posted outside the front doors of the district office and inside the front doors. Board meeting minutes are posted on the district web site. Videos of governing board meetings are posted online through Granicus[181] and Peralta TV.[182]

As previously noted, there is a Chancellor's Cabinet which consists of the four college presidents, vice chancellors and associate vice chancellors. It also will include the deputy chancellor once hired. The cabinet meets weekly and provides a means by which the colleges and district office can engage in dialog about various college and district issues, needs, and priorities.

The district participatory governance PBIM Committees (Education, Technology, Facilities, and PBC) each meet monthly and provide an opportunity for college constituencies and appropriate district administrators and staff to communicate and dialog on issues pertinent to each committee. At the beginning of each year, an opening off-site summit is held wherein the chancellor provides the membership of the district committees an update on district and state issues. This update includes a debriefing of what needs to be factored into the district's work in the coming year.

At each semester's start, there is a district-wide staff development flex day held where the chancellor provides a briefing on important issues and topics facing the district. Those who typically attend flex day are faculty and administrators.

Evaluation

The college meets the standard.

The district has a clearly defined and effective role as a liaison between the colleges and the governing board. The district and the colleges use effective methods of communication in a timely manner to relay information and engage in dialog, which is pertinent to district-wide issues and governing board action items. The availability of information posted on the district web site regarding upcoming board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information. This information is available to all faculty, administrators, staff, students, and the community. Keeping stakeholders fully informed about board and college communications is an important part of the organization's institutional integrity.

Actionable Improvement Plans

None

IV.B.3.g **The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Description

The district has various governance and decision-making structures in place that assist the colleges in meeting their educational goals. The most recently developed and most critical to linking the work of the district services centers and the colleges is the PBIM. The PBIM is comprised of four committees: District Technology Committee, District Facilities Committee, District Education Committee and the district PBC. Some of these committees have subcommittees, for example the District Education Committees has a Student Success and Support Program subcommittee[183] and a Career and Technical Education subcommittee. [184]

Through the PBIM committees' monthly meetings there is an ongoing evaluation of the district's role in decision-making structures and processes. Committee agenda items focus on how the district can best serve the colleges in meeting their educational goals. This structure annually reviews college resource needs: personnel, technology, facilities; budget allocation; technology planning; and facilities planning, including the use of Measure A[185] and Measure E[186] funds.

As noted, there is a district Student Success and Support (SSS) Program subcommittee, which brings together representatives of the four colleges to

focus on the implementation of the SSS Program. This subcommittee works to effectively address program requirements and serve students at each of the colleges. There is value in the four colleges coming together to share ideas, perspectives, and progress. The SSS Program is a part of each college's educational goals.

There also is a CTE subcommittee. This district-wide subcommittee represents CTE instructors, administrators, and students throughout the Peralta district. The mission and goal is to enrich the community through providing well-trained, self-directed workers with rewarding careers and develop well-educated lifelong learners with fulfilled educational goals. This subcommittee analyzes community workforce needs, provides leadership in developing institutional systems and programs to meet those needs, and promotes quality CTE program practices at the four colleges. This subcommittee advises the Peralta district PBIM Committees on CTE budget needs, technology needs, laboratory and classroom furniture, facilities, equipment and maintenance needs. This subcommittee also focuses on aiding each of the colleges in meeting their CTE educational goals. This subcommittee is strongly supported by the CTE faculty at each of the four colleges.

At the beginning of each academic year, the PBIM Committees, a participatory governance process, assemble for a formal summit. The chancellor reviews all the key issues and topics that have to be addressed district-wide and addresses the district strategic goals and the annual setting of district-wide measureable objectives. Each committee sets its own annual goals in keeping with the strategic planning goals and the district-wide measureable objectives set for that academic year. The membership of these four committees is comprised of key district administrators and college personnel; the four committees serve to address the appropriate roles of the colleges and the district service centers.

The PBI meetings are open to all who wish to attend. Monthly agendas, meeting minutes, and documents are posted on a district website. All approved motions from these committees are forwarded to the chancellor for action. The chancellor, as appropriate, involves the Chancellor's Cabinet in the final decision-making process.

At the end of each academic year, an evaluation survey is forwarded to all PBI committee members for input and comment. The survey data results are provided at the annual summit for action and improvement of the structure and process. The survey and survey results are posted to a district Planning and Budgeting Integration web site.[187]

During weekly Chancellor's Cabinet meetings, the chancellor and district service centers administrators and the four college presidents engage in dialog focused on the interrelationship between the colleges and district office and the need to assure integrity and effectiveness in their partnership aimed at assisting the colleges in meeting educational goals and ensuring student success.

In addition to the PBIM Committees (Technology, Facilities, Education, and PBC) and subcommittees (Student Success and Support Program and CTE), and the Chancellor's Cabinet, there is a district-wide vice presidents and deans group. The vice presidents and deans group is chaired by the vice chancellor of educational services. This group meets monthly and their coming together provides a forum for the vice presidents and deans of the four Peralta colleges to discuss, coordinate, and resolve administrative issues from a district-wide perspective. These monthly meetings also enable the group to develop effective administrative strategies for implementing district initiatives and policies. Examples of topics discussed by the vice presidents and deans include: SSSP, CTE, student services, online education, grant administration, enrollment management, curriculum, state initiatives, accreditation, and district service centers. The overall purpose is to assist the colleges in meeting their educational goals. Materials for this group are maintained in an online cloud-storage folder.

In December 2013, a Customer Satisfaction Survey regarding District Service Centers was sent to all district employees. The purpose of the survey was to seek individual opinions about experiences employees have had with each of the district service centers. Responses were received from 284 Peralta employees. The service centers reviewed in the survey included: Admission and Records, Benefits and Medical services, Business Services, Chancellor's Office, Educational Services, General Counsel, General Services, Health Services, Human Resources, Information Technology, Payroll, the Peralta Foundation, Public Information, Purchasing, Risk Management, and Student Services. An important part of the survey was the written comments sections, since those who completed the survey provided details for each service center to review in preparation to respond. Survey results were posted to a district website. In general, the responses were positive and provided good suggestions for improvement.[188]

As part of the Institutional Self-Evaluation process, the district service centers and colleges worked collaboratively to address the function map, which is provided at the beginning of this report.[189] This process provided another opportunity to delineate, outline, and review district, college, and shared district/college responsibilities related to accreditation standards and the day-

to-day operations of the district and college services aimed at student success.

Evaluation

The college meets the standard.

The district service centers and the four colleges engage in ongoing evaluation of role delineation, governance and decision-making structures as outlined above to assist the colleges in meeting their educational goals. The establishment of the PBIM committees has been important to effective dialog and transparency between the district and the colleges.

During spring 2014, the PBIM went through a review process and revisions were implemented in fall 2014. There were four primary areas of improvement:

1. revision of the composition of all committees;
2. enhancement of existing definitions of roles and overall processes;
3. addition of planning-related actions that would ensure accountability (e.g.., annual committee goal setting and annual assessment of those goals); and
4. alignment with the Peralta Community College District Strategic Goals and Institutional Objectives.

The Chancellor's Cabinet is a key means of addressing decision-making structures and the ongoing need for face-to-face dialog among key district-wide administrators. This dialog provides an effective forum to address planning and resource needs of the colleges as they work to achieve their strategic goals. It also enables administrators to meet their measureable educational objectives in order to achieve students' success.

Additionally, the vice presidents and deans group is essential to effective district-wide dialog. It is of value for the administrative leaders to meet regularly to ensure educational quality throughout the district and to ensure that the colleges meet their educational goals and the mission of each college.

In addition to the various strategies noted above, the district has a District Academic Senate, a District Classified Senate, and a Peralta Student Council which address the work of the district and colleges and the need to collaborate across the district in order to address continuous quality improvement in meeting the mission of the colleges and the district.

Actionable Improvement Plans

None

1. BP 2010 Board Membership http://web.peralta.edu/trustees/files/2011/04/BP-2010-Board-Membership1.pdf

2. BP 2100 Board Elections http://web.peralta.edu/trustees/files/2011/04/BP_2100-BoardE-lections.pdf

3. BP 2015 Student Board Members http://web.peralta.edu/trustees/files/2011/04/BP_2015-Student-Board-Members5.pdf

4. BP 2210 Officers http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf

5. BP 2200 Board Duties and Responsibilities http://web.peralta.edu/trustees/files/2011/04/BP_2200-BoardDutiesResponsibilities.pdf

6. Board agendas, minutes, and documents for all meetings can be found at: http://web.peralta.edu/trustees/meetings-votelog/

7. BP 1200 Mission http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf

8. BP 2220 Committee of the Whole http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf

9. Retirement Board web page http://web.peralta.edu/trustees/board-committees/retirement-board/

10. BP 2310 Regular Meetings of the Board http://web.peralta.edu/trustees/files/2011/04/BP_2310-RegularMeetingsBoard.pdf

11. BP 2340 Agenda Development and Posting http://web.peralta.edu/trustees/files/2011/04/BP_2340-Agendas-Sep-143.pdf

12. BP 2710 Conflict of Interest Disclosure http://web.peralta.edu/trustees/files/2011/04/BP-2710-Conflict-of-Interest1.pdf

13. 13   BP 2715 Code of Ethics and Standards of Practice http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf

14. BP 2431 Chancellor Selection http://web.peralta.edu/trustees/files/2011/04/BP_2431-ChancellorSelection_2011_Revision-Board-amendment.pdf

15. BP 2430 Delegation of Authority to the Chancellor http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-the-Chancellor.pdf

16. BP 2435 Evaluation of the Chancellor

17. AP 7126 Management Performance Evaluations http://web.peralta.edu/trustees/files/2011/04/AP-7126-Management-Performance-Evaluations1.pdf

18. Board Policies and District Administrative Procedures Manual http://web.peralta.edu/trustees/bps-aps/

19. District Educational Services web page http://web.peralta.edu/educationalservices/

20. BP 4210 Student Learning Outcomes http://web.peralta.edu/trustees/files/2011/04/BP-4210-Student-Learning-Outcomes.pdf

21. AP 4210 Student Learning Outcomes http://web.peralta.edu/trustees/files/2011/04/AP-4210-Student-Learning-Outcomes.pdf

22. BP 2345 Public Participation at Board Meetings http://web.peralta.edu/trustees/files/2011/04/BP-2345-Public-Participation-at-Board-Meetings.pdf

23. AP 2345 Public Participation at Board Meetings http://web.peralta.edu/trustees/files/2011/04/AP-2345-Public-Participation-at-Board-Meetings2.pdf

24. BP 2510 Participation in Local Decision Making http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf

25. California Form 700 http://www.fppc.ca.gov/index.php?id=500/

26. AP 2710 Conflict of Interest Disclosure http://web.peralta.edu/trustees/files/2011/04/AP-2710-Conflict-of-Interest-Disclosure1.pdf

27. AP 2712 Conflict of Interest Code http://web.peralta.edu/trustees/files/2011/04/AP-2712-Conflict-of-Interest-Code.pdf

28. Link to all Board Policies and District Administrative Procedures http://web.peralta.edu/trustees/bps-aps/

29. District-wide Strategic Plan document web page http://web.peralta.edu/strategicplan/

30. Budget Allocation Model, http://web.peralta.edu/accreditation/files/2012/03/2-Budget-Allocation-Model-2-9-12.pdf

31. Planning and Budgeting Integration Home page http://web.peralta.edu/pbi/

32. Budget Allocation Model manual http://web.peralta.edu/pbi/files/2013/07/Budget-Alloca-tion-Model-February-2013.pdf

33. Measure B language http://web.peralta.edu/pbi/files/2010/11/Measure-B-language.pdf

34. Peralta Accountability for Student Success Program documents (last two documents un-der May 2014) http://web.peralta.edu/pbi/planning-and-budgeting-council/pbc-documents/

35. Board Policy Manual http://web.peralta.edu/trustees/files/2013/12/Table-of-Con-tents-10-18-14.doc.pdf

36. BP 2315 Closed Sessions http://web.peralta.edu/trustees/files/2011/04/BP_2315-Closed-Sessions.pdf

37. Annual Financial Audit documents http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

38. GASB 45 – Peralta Retirement Board http://web.peralta.edu/trustees/board-committees/retirement-board/

39. Board Policy Manual http://web.peralta.edu/trustees/files/2013/12/Table-of-Con-tents-10-18-14.doc.pdf

40. BP 2330 Quorum and Voting http://web.peralta.edu/trustees/files/2011/04/BP_2330-Quorum-Voting.pdf

41. BP 2360 Minutes and Recording http://web.peralta.edu/trustees/files/2011/04/BP-2360-Minutes-and-Recording.pdf

42. BP 2710 Conflict of Interest http://web.peralta.edu/trustees/files/2011/04/BP-2710-Con-flict-of-Interest1.pdf

43. BP 2740 Board Education http://web.peralta.edu/trustees/files/2011/04/BP-2740-Board-Education.pdf

44. BP 2745 Board Evaluation http://web.peralta.edu/trustees/files/2011/04/BP-2745-Board-Evaluation.pdf

45. BP 2410 Board Policy and Administrative Procedure http://web.peralta.edu/trustees/files/2011/04/BP-2410-Board-Policy-and-Administrative-Procedure1.pdf

46. Meetings + VoteLog on Granicus: http://web.peralta.edu/trustees/meetings-votelog/

47. CCLC Board Governance Education Program http://www.ccleague.org/i4a/pages/index.cfm?pageid=3819

48. November 2013 Board Study Session http://peraltaccd.granicus.com/GeneratedAgendaViewer.php?view_id=3&clip_id=535

49. Chancellor's Job Description http://web.peralta.edu/hr/files/2012/10/Chancellor-JD1.pdf

50. AP 7123 Hiring Procedures for Regular Academic Administrators and Classified Administrators http://web.peralta.edu/trustees/files/2011/04/AP-7123-Hiring-Procedures-for-Regular-Academic-Administrators-and-Classified-Managers1.pdf

51. Administrative Procedure 7126 http://web.peralta.edu/hr/files/2011/08/Management-Performance-Evaluation-Procedure.pdf

52. Laney College's Mission, Vision and Values http://www.laney.edu/wp/about-laney/

53. College President Job Description http://web.peralta.edu/hr/files/2012/10/College-President-LC-JD1.pdf

54. See pp. 43-44 of the 2013 Laney College Follow Up Report, and www.laney.edu/wp/president/college-reorganization/

55. List of all Laney College employees by unit: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-and-IV.B.2.a-LIST-OF-REGULAR-STAFF-CLASSIFIED-Y-2014-2015-Autosaved.pdf

56. Institutional Learning Outcomes: http://www.laney.edu/wp/assessment/institutional-learning-outcomes-ilos-for-laney-college/

57. Enrollment Budget Projection: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-and-IV.B.2.a-2014-2015-Enrollment-Budget-ProjectionDec16.pdf

58. CurricUNET: http://www.curricunet.com/pccd/

59. Faculty/Staff Survey, Spring 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/Faculty-Staff-Survey-2014.pdf

60. Laney College Organizational Charts: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-and-IV.B.2.a-College-Org-Chart.pdf

61. Participatory Governance Manual: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-and-IV.B.2.a-Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

62. College Council http://www.laney.edu/wp/collegecouncil/

63. Institutional Effectiveness Committee http://www.laney.edu/wp/institutionaleffectiveness/

64. Learning Assessment Committee http://www.laney.edu/wp/assessment/

65. Career Technical Advisory Committee http://www.laney.edu/wp/cteadvisorycommittee/

66. Foundation Skills Committee http://www.laney.edu/wp/foundation-skills/

67. Student Success & Support Program Committee (SSSP): http://www.laney.edu/wp/blog/event/student-success-support-program-sssp-committee/

68. Budget Advisory Committee http://www.laney.edu/wp/budgetadvisorycommittee/

69. Facilities Planning Committee http://www.laney.edu/wp/facilitiesplanningcommittee/

70. Health, Safety and Security Committee: http://www.laney.edu/wp/blog/event/health-safety-security-committee/

71. Professional Development Committee http://www.laney.edu/wp/professionaldevelopment/

72. Technology Planning Committee http://www.laney.edu/wp/technologyplanningcommittee/

73. Department Chairperson - Job Description, PFT/PCCD Contract, Appendix 16: http://pft1603.org/wp-content/uploads/2013/04/Department-Chair-Job-Description.pdf

74. Laney College Department Chairs 2014-15: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-and-IV.B.2.a-Department-Chairs-2014-15-December-19-Sheet2.pdf

75. Flow Chart for the Staff Prioritization & Decision-Making Process http://www.laney.edu/wp/accreditation-status/files/2014/12/Flow-chart-for-Staff-Prioritizaion-Decision-Making-Sheet1.pdf

76. PCCD Screening and Selection Procedures for Hiring New Personnel: http://web.peralta.edu/hr/files/2012/08/Faculty-Hiring-Process-External-02-12-13.pdf, http://web.peralta.edu/hr/files/2012/08/AP-7123-Hiring-Procedures-for-Regular-Academic-Administrators-and-Classified-Managers.pdf , http://web.peralta.edu/hr/files/2010/09/Peralta-Community-College-District-EEO-Plan.pdf , http://web.peralta.edu/hr/files/2012/08/Hiring-Process-External-01-11-132.pdf

77. 2013-14, and 2014-15 Laney College Goals: http://www.laney.edu/wp/accreditation-status/files/2014/12/Laney-College-Goals-2013-2014-Final-2.pdf http://www.laney.edu/wp/accreditation-status/2015-edvidence-standard-iv/

78. Laney College's Institutional Effectiveness Plan, http://www.laney.edu/wp/institution-aleffectiveness/, Program Reviews and APUs, http://www.laney.edu/wp/accreditation-status/2015-self-evaluation-evidence/ http://www.laney.edu/wp/accreditation-status/annual-program-updates-apus/ http://www.laney.edu/wp/accreditation-status/program-reviews/

79. Laney College Reorganization Proposal & Plan: http://www.laney.edu/wp/president/files/2011/10/Copy-of-ATTACHMENT-C-RE-Organizational-Chart-2013-14.revise08192011.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.a.-27.-IV.B.2.b.-3.-Town-Hall-on-Re-Org-Budget-May-10-2011-flyer.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.a.-27.-Executive-Summary-of-the-Laney-College-Re-Org.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.a.-27.-Re-Org-Memo-to-College-Community-July-2011-DRAFT-Use-1.pdf

80. 2013 Laney College Follow Up Report, pp. 33-46: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-2.a.-28.-ACCJC-Follow-Up-Report-of-Laney-College-Final-3.15.10.pdf

81. 2014-15 Peralta Community College District Tentative Budget, Revenue Assumption #15 Parcel Tax Estimate, page 10: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-2.a.-29.-2014-15-Tentative-Budget2.pdf

82. Peralta Community College District Thank You to Voters for Passage of Measure B Parcel Tax http://web.peralta.edu/blog/2012/06/07/peralta-community-college-district-thankful-to-voters-for-passage-of-measure-b-parcel-tax/

83. Measure B Parcel Tax Language, http://web.peralta.edu/pbi/files/2010/11/Measure-B-language.pdf

84. See 2013-14 Peralta Community College District Final Budget, EPA Prop 30 $15,735,872, page 7 (and pp. 1, 3): http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-2.a.-32.-2013-14-Final-Budget.pdf

85. California Proposition (2012) summary details at http://en.wikipedia.org/wiki/California_Proposition_30_(2012)

86. PCCD Measure B Parcel Tax brings in approximately $8M annually through 2019 (for FY 2020), and Proposition 30 is bringing in over $13M FY15, yet the sales tax and the

$250K/year personal tax is set to sunset by 2016 and 2018 respectively.

87. IV.B.3.1 – Summary of the messaging and activities of the President's efforts in guiding, operations). College Mission, Vision and Values: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-1.-Laney-College-Mission_Statement_2010_final.pdf http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-1.-Laney-College-Values.pdf

88. Laney College Goals 2013-14: http://www.laney.edu/wp/studentservices/files/2014/05/2013-14-Laney-College-Goals-Final-2-7-14.pdf

89. President's college wide forums, town halls, and brown bag luncheon sessions with the members of the college community; Newsletter & Letters to the College Community: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b-3.-IV.B.2.e-2.-College-Budget-Process-Presentation-at-Professional-Day-Spring-2014.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-Good-News-Lay-out-3.11.14_print_FINAL.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-Laney-College-Newsletter-Issue-4-3.23.11.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-Presidents-News-letter-Feb.-2013.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-EMP_First-Townhall1-9.16.09.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Flyer-Townhall-on-Accreditation-4.10.12-fnl2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-President-Brown-Bag-Lunch-SP2013.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-President-Brown-Bag-Series-re-Re-org-3.2011.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Student-Town-hall-Flier-4.29.10.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Town-Hall-Meeting-on- Budget-Flyer-3-10-11-Fnl.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Town-Hall-Meetings-Flyer-Nov.-1417.2011-Fnl.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.B.-3.-27.-Brown-Bag-Meeting-CLASSIFIED-3.30.11-DRAFT.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Brown-Bag-Meeting-FACULTY-3.29.11-DRAFT.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Brown-Bag-Meeting-STUDENTS-3.28.-11-DRAFT.pdf

90. Agendas, Minutes ALC, College Council, Retreats notes with IR data & benchmark setting (see hard copies)

91. See IV.B.2.b. EndNote 4.

92. See evidence IV.B.2.b 1. and provide copies of the agenda and minutes (see hard copies)

93. See annual goals for 2011-12, 2012-13, 2013-14 and 2014-15 (see set of goals in Endnote 8.)

94. Annual goals with benchmarks for deans: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b-8.-IV.B.2.e.-6.-2013-14-Laney-College-Goals-Final-2.7.14.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-8.-Goal-2-Denise-Richardson.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-8.-Laney-College-Annual-Goals-4-Resources-Accomplishments-August-2014-page-2-of-2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-8.-Laney-College-

Annual-Goals-4.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-8.-Laney-College-Goals-2010-2011.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-8.-Laney-College-Goals-2011-2012-Final.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-8.-Laney-College-Goals-2012-2013-Final.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-8.-Student-Success_goal_no_one_updated.pdf

95. DOIR Research: http://web.peralta.edu/indev/

96. College-wide Retreat & ISE "Data Needs" http://www.laney.edu/wp/accreditation-status/retreat-evidence/. Note: the College uses the cloud-based services of DropBox because of its 24/7 access to college faculty, staff, administrators and any other approved user. However, Laney College is not affiliated with or sponsored by DropBox.

97. Participatory Governance Manual: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2-and-IV.B.2.a-Laney-Participatory-Governance-Manual-updated-2014-12-rev-3.pdf

98. Institutional Research data for Institutional Effectiveness Committee and ISE (See hard copies)

99. College wide Retreat Agendas and Minutes http://www.laney.edu/wp/accreditation-status/retreat-evidence/
Survey results, contracts for Eileen White and Bob Barr; and examples of reports by Bob Barr: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-14.-Ex.-Bob-Barr-Reports.Alternative-Structural-Models-for-Basic-Skills-6-3-11-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-14.-Ex.-Bob-Barr-Reports.Excerpts-on-Accelerated-Learning-K-Hern-M-Snell-5-10-11-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-14.-Ex.-Bob-Barr-Reports.Excerpts-on-Accelerated-Learning-K-Hern-M-Snell-5-10-11-copy1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-14.-Ex.-Bob-Barr-Reports.Findings-Units-Attempted-Completion-RBB-Study-Apr-2011-copy.pdf

100. http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-14.-Ex.-Bob-Barr-Reports.IEC-Packet-Semesters-Attended-Analysis-Packet-4-26-11-Laney-copy.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-14.-x.-Bob-Barr-Reports.IEC-Structural-Brainstorming-Results-4-25-11-v1-copy.pdf

101. LCEMP, Facilities Master Plan, and the Technology and Staffing Plans within the LCEMP: http://web.peralta.edu/pbi/files/2010/08/Laney-2010-Ed-Master-Plan-Final.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B-Facilities-Master-Plan-March-2013red.pdf

102. Laney College Educational Master Plan, 2010, "The Educational Planning Context, pages 11-40. http://www.laney.edu/wp/educational-master-plan/files/2014/11/Laney_revised_LWT.042110-Complete-Educational-Master-Plan-2010.pdf

103. PRs and APUs: http://www.laney.edu/wp/accreditation-status/annual-program-updates-apus/
http://www.laney.edu/wp/accreditation-status/program-reviews/

104. See the Laney College Purpose for and Assumptions and Procedures for Evaluating Institutional Planning and Implementation Efforts: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-18.-Procedures-for-Evaluating-Institutional-Planning-and-Implementation-Efforts.pdf

105. See the Laney College Institutional Planning Calendar, 2014-15 draft: http://www.laney.edu/wp/accreditation-status/files/2014/12/2014-15-Integrated-Planning-and-Budget-De-

velocity-Calendar-Revised-Final.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-19.-2014-15-PCCD-Budget-Development-Calendar-with-Laney-Due-Dates.pdf

106. The College Process for Developing its Institutional Goals: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b-20.-Laney-College-Process-for-Developing-Institutional-Goals.pdf

107. PCCD management retreat: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-21.-PBIM-Committee-Flowchart.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-21.-PBIM-Overview-2014.pdf

108. Foundation "Basic" Skills Report and Plan: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV-B.2.b-2014-15_Basic_Skills_Report_11_12_14.pdf

109. Student Success Plan, Fall 2014: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-23.-Student-Success-and-Support-Program-Plan-2014-15.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-23.-IV.B.2.c.-8.-SSSP_Laney-11.21.14.pdf

110. Facilities Master Plan, 2012: http://www.laney.edu/wp/business_office/files/2013/06/Laney2012FMP_Draft_LR-as-of-2.22.13.pdf

111. Institutional Effectiveness Plan, 2009 (see hard copy) & 2014 Updated: http://www.laney.edu/wp/accreditation-status/files/2014/12/I.A.4-Proposed-Institutional-Effectiveness-Plan-11-22-14.pdf

112. Educational Master Plan 2010, http://www.laney.edu/wp/educational-master-plan/

113. President's college wide forums, town halls, and brown bag luncheon sessions with the members of the college community; Newsletter & Letters to the College Community:
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-EMP_First-Townhall1-9.16.09.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Flyer-Townhall-on-Accreditation-4.10.12-fnl2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-President-Brown-Bag-Lunch-SP2013.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-President-Brown-Bag-Series-re-Re-org-3.2011.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Student-Town-hall-Flier-4.29.10.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Town-Hall-Meeting-on-Budget-Flyer-3-10-11-Fnl.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Town-Hall-Meetings-Flyer-Nov.-1417.2011-Fnl.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.B.-3.-27.-Brown-Bag-Meeting-CLASSIFIED-3.30.11-DRAFT.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Brown-Bag-Meeting-FACULTY-3.29.11-DRAFT.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-3.-27.-Brown-Bag-Meeting-STUDENTS-3.28.-11-DRAFT.pdf

114. Curriculum Committee Webpage: http://www.laney.edu/wp/curriculum-committee/

115. For more information visit http://www.laney.edu/wp/professionaldevelopment/

116. For more details visit http://web.peralta.edu/staff-development/

117. See III.D.1.a. and III.D.1.b. of the Financial Resources section for more details

118. For a comprehensive discussion of the planning framework with plans read the Laney College Educational Master Plan, http://www.laney.edu/wp/educational-master-plan/files/2014/11/Laney_revised_LWT.042110-Complete-Educational-Master-Plan-2010.pdf

119. Agendas & minutes SG group and constituency group items regarding policies and procedures, http://web.peralta.edu/pbi/planning-and-budgeting-council/

120. Institutional Effectiveness Committee, http://www.laney.edu/wp/institutionaleffectiveness/

121. Board Policies and Administrative Procedures: http://web.peralta.edu/trustees/bps-aps/ , http://web.peralta.edu/pbi/planning-and-budgeting-council/

122. Samples of the agendas of the Chancellor's Cabinet: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.c-4.-Chancellors-Cabinet-Agenda-7-30-13.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.c-4.-Chancellors-Cabinet-Agenda-10-15-13.pdf

123. Lists of policies and processes affecting:
Planning and resource allocation decisions, http://www.laney.edu/wp/institutionaleffectiveness/planning/
Curriculum and program development, http://www.laney.edu/wp/curriculum-committee/curriculum-review-process/
Assessment practices, http://www.laney.edu/wp/assessment/
Working conditions and compensation, see http://web.peralta.edu/trustees/bps-aps/, http://web.peralta.edu/hr/ , http://web.peralta.edu/hr/employee-relations/ and http://web.peralta.edu/hr/employee-relations/employee-relations-2/
Audit and evaluation practices, See documents from "Auditor's Peralta Entrance Meeting"

124. Copies of the Annual Goals of the College: http://www.laney.edu/wp/accreditation-status/files/2014/12/2014-2015-GOALS-2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Laney-College-Goals-2013-2014-Final-2.pdf

125. Laney's Implementation of the Student Success Initiative & Informing the RP Group's Findings: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.b.-23.-IV.B.2.c.-8.-SSSP_Laney-11.21.14.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.c.-8.-IV.B.2.d-2.-President-Webbs-Student-Success-PPT-9-23-14-for-the-BOT-Mtg-Final-3-2.pdf , http://www.rpgroup.org/projects/student-support-redefined

126. Website for BP & APs; http://web.peralta.edu/trustees/bps-aps/ and District's Strategic Priorities http://web.peralta.edu/strategicplan/

127. Educational Master Plan, Table of Contents, Organization consistent with ACCJC standards: http://www.laney.edu/wp/educational-master-plan/files/2014/11/Laney_revised_LWT.042110-Complete-Educational-Master-Plan-2010.pdf

128. ACCJC Reports including 2013 Follow-up Report: http://www.laney.edu/wp/accreditation-status/files/2014/03/Laney-Follow-Up-Report-Due-3.15.13-FINAL-SUBMITTED-REPORT.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/ACCJC-Follow-Up-Report-of-Laney-College-Final-3.15.10-2.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/Peralta-CCD-Follow-Up-Confidential-Report-May-20-2011-ACCJC-.pdf

129. Laney College Participatory Governance: the Multilevel Integrated Planning Model for Institutional Effectiveness on p. 65 of the Laney College Educational Master Plan, http://www.laney.edu/wp/educational-master-plan/files/2014/11/Laney_revised_LWT.042110-Complete-Educational-Master-Plan-2010.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-1.-Budget-Allocation-Model-2-18-14.pdf

130. See Summary Financial Results, FY 13_14 and Budget FY 14_15 DT as example of the type of report provided to the College President and discussed with members of the team (see hard copies)

131. Laney College Annual year-end budget reports: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-2.-Summary-Financial-Results-FY-13_14-and-Budget-FY-14_15-DT-12_23_14.pdf (and see hardcopies)

132. LCEMP, PR, APUs – resource prioritization and priorities: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-3.-Laney_revised_EMP-042110-Final-Complete.pdf
http://www.laney.edu/wp/accreditation-status/annual-program-updates-apus/
http://www.laney.edu/wp/accreditation-status/program-reviews/

133. Laney College Planning and Budget Decision-Making Process, see Endnote IV.B.2.d #1; Laney College Planning Summary, Agenda and Timeline: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-4.-Overview-of-the-Budget-Development-and-Decsn-MakingProcress.-Presidents-Presentation-in-PPT-1-16-14.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-4.-Planning-Summary-Overview.pdf

134. Business Office practices including guidance on budgeting and spending: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-5.-Budget-by-Fund.-1-16-14_Presentation_rev6-3.An-Example-of-Monthly-Overview-Provided-to-College-Community-by-Business-Office.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-5.-Budget-Data-updated-1_27_14.pdf

135. Laney College Planning and Budget Decision-Making Process: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-6.-Planning-Summary-Agenda-and-Timeline.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-6.-Presentation-in-PPT-1-16-14.pdf

136. Agendas/minutes of the Budget Advisory Committee, http://www.laney.edu/wp/budgetadvisorycommittee/

137. PCCD PASS accountability criteria; including the presentation to the Board of Trustees September 2014): http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-8.-17.-Laney-PASS-rubric-10-10-14.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-8.-17.-PASS-2014-15-Final.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-8.-17.-PASS-Rubric-Rating-Instructions-FINALV1.pdf

138. Laney College Budget Planning Principles: http://www.laney.edu/wp/accreditation-status/files/2014/12/IB.2.d-9.-Laney-College-Budget-Planning-Principles-rev414106.pdf

139. PCCD BPs and APs on planning and budgeting: BP1200 Mission; BP2220 committee of the whole; BP2510 participation in local decision making; BP3250 institutional planning; BP4020 program, curriculum, and course development; BP6200 budget preparation; BP6250 budget management; BP6300 fiscal management and accounting; AP2430 delegation of authority to the chancellor's staff; AP3200 accreditation; AP3250 institutional planning; AP4020 program, curriculum, and course development; AP 4021 program discontinuance or program consolidation; and AP6200 budget management. http://web.peralta.edu/trustees/bps-aps/

140. FTEF Allocation Process for 1351 Funding: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-11.-Allocating-FTEF-based-on-total-FTEF.pdf

141. FTES allocation process for enrollment targets: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-12.-2014-15-FTES-FTEF-Targets.pdf

142. Human Resources Prioritization, Faculty Prioritization Process & Classified Staff Prioritization Process: http://www.laney.edu/wp/accreditation-status/files/2014/12/III.A.2-Classified-Staff-Prioritization-Process-Updates-Attachment-B.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/III.A.2-Faculty-Prioritization-Process-rev.2011.Attachment-A.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.e.-13.-CS-Prioritization-Process-Visual-of-Timeline-thru-2015.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.e.-13.-Classified-Staff-Prioritization-Process-Updates-updates-8.20.2014.pdf

143. Facilities Priorities & Prioritization Process of the Facilities Planning Committee:
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-14.-Laney-College-Resource-Priorities-Summary-SP-2013.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/III.B.1.a-Laney-Facilities-Priorities-Clean-List-2014.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-Facilities-Comm-MembershipCharge-2014-15.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-FPC-Scope-of-Work.pdf

144. Instructional Equipment and Library Materials Funding Procedures: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-15.-Form-B-IELM-FINAL-2014.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-15.-IELM-Meeting-Notes-2014-10-16.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-15.-IELM-Rating-Sheet-2014-10-v.1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-15.-Instructional-Equipment-and-Library-Materials-Cmte-2013-rev1.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-15.-Meeting-Notes-IELM-2014-10-30.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-15.-Meeting-Notes-IELM-2014-11-06.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-15.-Report-to-the-Laney-Faculty-Senate-IELM-fall-2014.pdf

145. Technology Priorities & Prioritization Process of the Technology Planning Committee:
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d-16.-Laney-College-Technology-Planning-Committee-Governance-Prioritization-1.pdf

146. PASS Fund for Innovation Process. Special funding opportunity:): http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-8.-17.-Laney-PASS-rubric-10-10-14.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-8.-17.-PASS-2014-15-Final.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.d.-8.-17.-PASS-Rubric-Rating-Instructions-FINALV1.pdf

147. An Abbreviated Listing of Partners: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.e-3.-Abbreviated-List-of-External-Partners.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.e.-1.-Laney-College-Active-Memberships-2012-14.pdf

148. President's Newsletters & Other Communiqués - Communications college wide the college's mission, vision and values: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.e.-2.-President-Newsleter-Issue-3-3-11.18.10.pdf
http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B.2-Laney-Presidents-News-letter-Feb-2013.pdf

Laney College

http://www.laney.edu/wp/accreditation-status/files/2014/12/I.B.2-Laney-Presidents-News-letter-January-2014.pdf

149. List the Laney College Public Events & Engagements (see hardcopies)

150. Professional Development Day Agendas and President's Presentations (see hard copies)

151. An Abbreviated Listing of Partners: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.2.e-3.-Abbreviated-List-of-External-Partners.pdf

152. See documents used during the May 30, 2014 College-wide Retreat on Institutional Goals and IR data (see hard copies)

153. BP 2430 Delegation of Authority to the Chancellor http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-the-Chancellor.pdf

154. AP 2430 Delegation of Authority to the Chancellor's Staff: http://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff1.pdf

155. District Office of Human Resources job descriptions web page http://web.peralta.edu/hr/job-descriptions/

156. Planning and Budget Integration home page http://web.peralta.edu/pbi/

157. 2014-2015 Strategic Goals and Institutional Outcomes http://web.peralta.edu/strategicplan/files/2009/02/2014-15-Strategic-Goals-and-Institution-al-Outcomes-1.pdf

158. District Surveys web page http://web.peralta.edu/indev/research-data/surveys/

159. Planning and Budgeting Council http://web.peralta.edu/pbi/planning-and-budgeting-council/

160. Education Committee http://web.peralta.edu/pbi/educational-committee/

161. Technology Committee http://web.peralta.edu/pbi/technology-committee/

162. Facilities Committee http://web.peralta.edu/pbi/facilities-committee/

163. Educational Services web page: http://web.peralta.edu/educationalservices/

164. Business Services web page: http://web.peralta.edu/educationalservices/

165. General Services web page: http://web.peralta.edu/general-services/

166. Human Resources and Employee Relations web page: http://web.peralta.edu/hr/

167. Information Technology web page: http://web.peralta.edu/it/

168. Budget Allocation Model Handbook (February 2014) http://we1b.peralta.edu/business/files/2011/09/BAM-2-19-20132.pdf or http://web.peralta.edu/pbi/

169. See page 18 of the District Approved Final Budget for 2014-15, http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf

170. Examples of systematic and procedural controls include Purchasing procedures and Accounts Payable procedures: http://web.peralta.edu/business/finance-contacts/finance-and- budget-documents/

171. Object Codes Guidelines document: http://web.peralta.edu/business/finance-contacts/forms/

172. BP 6200 http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf

173. BP 6300 http://web.peralta.edu/trustees/files/2011/04/BP_6300-FiscalManagement-Accounting.pdf

174. AP 6200 http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

175. AP 6300 http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf

176. See pages 11-12 in the 2014-2015 Budget Book:

http://web.peralta.edu/business/finance-contacts/annual-adopted-budget/ ; the Object Codes Guidelines, noted above, or the Benefits Worksheet at that same link.

177. Internal Auditor job description: http://web.peralta.edu/hr/files/2012/10/Internal-Auditor-JD1.pdf

178. Annual Financial Audit Reports http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

179. AP 2430 Delegation of Authority to the Chancellor's Staff http://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff1.pdf

180. Managers' Evaluation Procedures: http://web.peralta.edu/trustees/files/2011/04/AP-7126-Management-Performance-Evaluations1.pdf

181. Granicus http://web.peralta.edu/trustees/meetings-votelog/

182. Peralta TV https://www.youtube.com/user/peraltatv

183. Student Success and Support Program Subcommittee: http://web.peralta.edu/pbi/student-success-and-support-program/sssp-committee-agen-das/ http://web.peralta.edu/pbi/student-success-and-support-program/sssp-committee-minutes/ http://web.peralta.edu/pbi/student-success-and-support-program/sssp-committee-docu-ments/

184. Career and Technical Education Subcommittee: http://web.peralta.edu/pbi/educational-committee/cte-committee/

185. Measure A and E Status Reports: http://web.peralta.edu/capital-outlay-planning-and-constuction/project-status-reports-measure-a-e-state/

186. Measure A Overview: http://web.peralta.edu/measurea/

187. Various survey results are also posted to the District Service Centers Survey page: http://web.peralta.edu/indev/research-data/surveys/

188. Customer Satisfaction Survey, Fall 2013: http://web.peralta.edu/indev/files/2011/03/District-Service-Center-Survey-Summary-Fall-2013-All.pdf

189. Laney College Functional Map for the College/District ISE Efforts 2013-14: http://www.laney.edu/wp/accreditation-status/files/2014/12/IV.B.3.g-PCCD-Function-Map.pdf

Appendix
Laney and PCCD Organizational Charts

LANEY COLLEGE ORGANIZATIONAL CHART – 2014-15

DIRECTOR BUSINESS & ADMINISTRATIVE SERVICES
Phyllis Carter
(510) 464-3232
T-213 (Cost Ctr. 531)

- Budget / Finance
- Bursar/Cashiers
- Custodial Services
- Facilities Rentals
- Food Services
- Keys, Parking Services & Work Orders
- Mailroom/Switch-board/ Phone Services/Tower Information Desk

SG/L
- Budget Advisory Committee
- Health and Safety Committee Facilities planning; capital improvement projects; maintenance

PRESIDENT
Elnora Webb, Ph.D.
(510) 464-3236
T-810   (Cost Ctr. 501)

EXECUTIVE ASSISTANT
Maisha Jameson
(510) 464-3236
T-806

STAFF ASSISTANT
Brandi Howard
(510) 464-3219
T-804

VICE PRESIDENT OF STUDENT SERVICES
Trudy Walton
(510) 464-3244
T-815 (Cost Ctr. 541)

VICE PRESIDENT OF INSTRUCTION
Lilia Celhay
(510) 464-3213
T-701 (Cost Ctr. 551)

STAFF ASSISTANT
Louie Martirez
(510) 464-3214, Rm. T-813

EXECUTIVE ASSISTANT
Christy Blue
(510) 986-6908 – Rm. T-703

A/SA DEAN: COMMUNITY LEADERSHIP & CIVIC ENGAGEMENT -
Mildred Lewis, Ed.D.
(510) 464-3413
A-101B
Secretary
Noelle Blue
(510) 986-6939
Cost Ctr.543

A/SA DEAN: STUDENT WELLNESS & DEVELOPMENT
Tina Vasconcellos, Ph.D.
(510) 986-6992
T-352
Secretary
Rochelle Rodgers
(510) 464-3217
Cost Ctr. 542

A/SA DEAN: MATHEMATICS & SCIENCES
Denise Richardson
(510) 464-3224
T-707
Staff Assistant
Alena Jacks-Young
(510) 464-3102
Cost Ctr. 553

A/SA DEAN: CAREER & TECHNICAL EDUCATION
Peter Crabtree
(510) 464-3218
T-713
Program Specialist
Fang Huang
(510) 464-3246
Cost Ctr. 552

A/SA DEAN: LIBERAL ARTS
Chuen Chan, Ph.D.
(510) 464-3221
T-714
Staff Assistant
TBD
(510) 464-3222
Cost Ctr.555

A/SA DEAN: HUMANITIES, SOCIAL SCIENCES & APPLIED TECHNOLOGY (INTERIM)
Phoumy Sayavong, PhD.
(510) 464-3168
T-708
Staff Assistant
TBD

- **AA**: Business & Economics Center for Business and Community Leadership Education Learning Communities*2: Gateway; Academy; APASS; Puente; TRIO; Green Jobs Training; LEAP; Project Bridge; Puente; UBAKA; B2B Foundation (Basic) Skills Coordination Service Learning Coordination
- **SA**: Educational Equity Programs including EOP/S, CARE and CalWORKs; Financial Aid; ; Welcome Center/Outreach*3 /Safety Aides
- **ED L**: Grants Coordination
- **SG/R**: Foundation Skills Committee, Professional Development

- **AA**: Counseling Instruction Center for Health and Wellness Distance Education Center Physical Education (with Fitness Center & Health Education)
- **SA**: Articulation, Admiss.&Records, Counseling Services, Assessment Center Athletics: baseball, basketball, football, track, swimming, volleyball, water polo DSPS; Transfer Center; Veteran Affairs
- **ED L**: Health Services and Wellness Coordination & College-wide SLO Assessment Coordination
- **SG/R**: Student Success (Matriculation) Committee (including the Student Equity Committee)

- **AA**: Computer Information Systems Earth and Human Studies: Anthro; Geography; Geology Mathematics Natural Sciences: Biology, Bio-Manufacturing; Chemistry, Physics, Astronomy
  - **SA:** Instructional/Learning Resources - College Tutor Planning/ College Instructional Labs: CIS, BUS, LANG, LIB/MEDIA, MATH, TECH CTR, Instructional Technology of the College Writing Center
- **ED L:** Enrollment Management/ Class Schedule Planning Coordination
- **SG/R**: Technology Planning Committee & Instructional Equipment and Library

- **AA:** Center for Green Technology: Architecture, Engineering, ECT, Electricity/Industrial Controls, EBCAA Construction Trades: Carpentry, Construction Mgmt, Wood Techn. Culinary Arts Industrial Maintenance & Advanced Manufacturing: Machine Tech, Welding
- **SA:** Career Center/ Placement Services Contract Education Coop Education Coordination Workforce Development: Apprenticeships, Internships
- **ED L:** Fee-Based Coordination
- **SG/R**: CTE Advisory Committee; &

- **AA**: Language Arts: English, ESL, Foreign Languages (Chinese, French, Spanish, Japanese) Communication; Journalism, Media, Communications; Performing & Visual Arts: Art; Dance; Music; Theatre
- **SA**: Art Gallery;
- **ED L**: Institutional Effectiveness Committee
- **SG/R**: Student Affairs Council

- **AA**: Ethnic Studies: AFRAM; ASAME; Mexican/Latin American Studies; Native American Studies; Humanities: Philosophy Social Sciences: History, Political Science; Psychology; Sociology; Labor Studies;
- **Applied Technology**: Graphic Arts; Photography; Cosmetology (Salon and spa/Institute)
- **ED L**: Strategic & Educational Planning Coordination; Events Committee
- **SG/R**: Staff Planning

Updated November 5, 2014

Laney College

PCCD ORGANIZATIONAL CHART (Managers)
2014-15

Board of Trustees

Chancellor
Dr. José M. Ortiz

Deputy Chancellor/Chief Operating Officer *VACANT*	*President Berkeley City College* Dr. Deborah Budd	*President College of Alameda* Dr. Eric Gravenberg (interim)	*President Laney College* Dr. Elnora Webb	*President Merritt College* Dr. Norma Ambriz-Galaviz

Associate Vice Chancellor Information Technology Calvin Madlock	*Vice Chancellor Finance and Administration* Susan Rinne (interim)	*Director Risk Management* Greg Valentine	*Vice Chancellor General Services* Dr. Sadiq Ikharo	*Vice Chancellor Human Resources & Employee Relations* Trudy Largent, JD	*General Counsel* Thuy Nguyen	*Vice Chancellor Educational Services* Dr. Michael Orkin	*Executive Director Public Information, Communications & Media* Jeff Heyman	*Associate Vice Chancellor & Special Assistant to the Chancellor* Linda Sanford (interim)

Director Enterprise Services
Ranell Holmes

Director Technology Services
Michael Dioquino

Police Services

Director Fiscal Services
David Yang

Budget Director
Sui Song
(interim)

Payroll Manager
Fred O'Yang

Purchasing Director
Marie Hampton

Internal Auditor
Tom Wong

Director Facilities and Operations
Brian Adair

Director Capital Projects

Facilities Projects Managers (2)

Moving Manager

Facilities Planning and Development Manager
Atheria Smith

Project Design Manager

Energy & Environmental Sustainability Manager
Charles Neal

Director Human Resources
Nikki Washington

Director Employee Relations & Diversity Programs
Chanelle Whittaker

Benefits Manager
Jennifer Seibert

Associate Vice Chancellor Student Services and Registrar
Adela Esquivel-Swinson

Director Institutional Research
Nathan Pellegrin

Director International Education
Sean Brooke

Director of Development
Karen Engel

Revised – August 5, 2014

Laney College