

Accreditation
2020

**Institutional
Self-Evaluation
Report**



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**Institutional Self-Evaluation Report in Support
of an Application for Reaffirmation of Accreditation**

Submitted by
Laney College
900 Fallon Street
Oakland, CA 94607

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 18, 2020

Certification

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

From: Dr. Rudolph J. Besikof
President
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

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Carla Walter (Nov 20, 2020 05:00 PST)

11/20/2020

Dr. Carla Walter, Interim Chancellor

Date

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Julina Bonilla, Governing Board President

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A. Introduction

College History

Laney College is the largest of the four Peralta Community College District colleges, serving approximately 16,000 students annually. The flagship of Peralta Community College District, Laney College stretches across sixty acres near the center of downtown Oakland, one of the most diverse cities in America. The College 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. Fifty years ago, in September 1970, Laney College completed construction of its new buildings and opened its doors to students.

At the heart of Oakland, Laney College reflects and embraces the tremendous human and cultural variety that characterizes its location. Oakland is one of the most ethnically diverse major U.S. cities, ranking 4th in diversity. It has become a center for the African American population of Northern California, although it has lost nearly 25 percent of its Black community since 2000. Oakland also has the 3rd largest LGBTQA+ community among the 50 largest cities following San Francisco and Seattle. The Laney College service area also includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Hayward, Piedmont, and San Leandro; it also draws from the Greater Bay Area because of its technical training and reputation for diversity ([INT-1](#)).

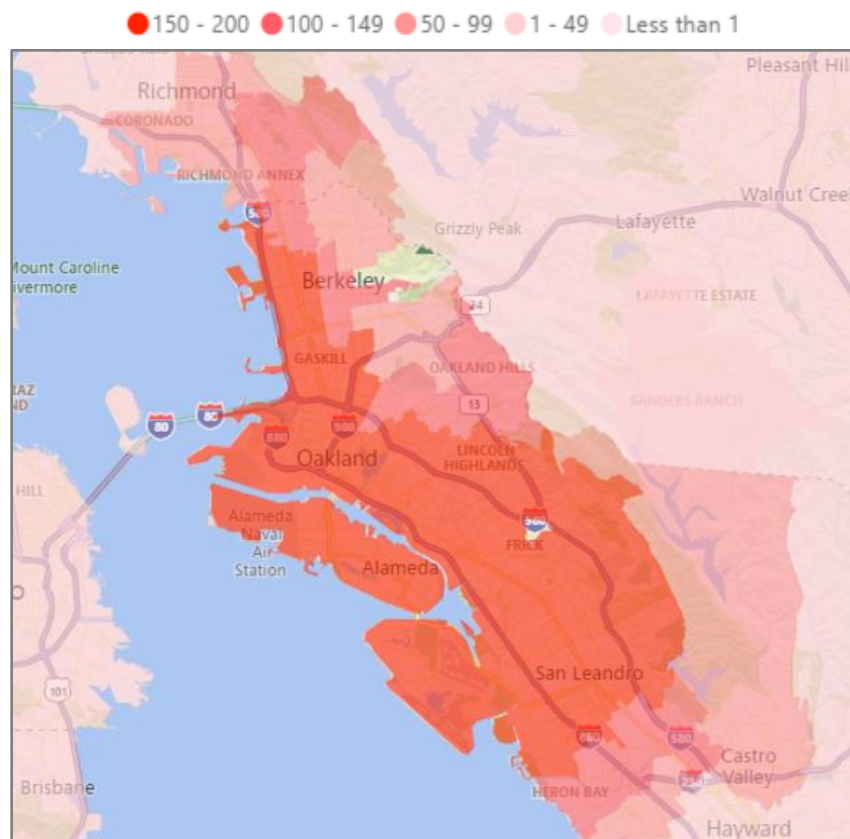


Figure 1. Northern California East Bay Enrollment Map by Participation Rate
Participation rate is the number of students per 1000 residents in a given zip code.

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, at roughly 30 percent of the student population. Latinx form the next largest - and growing - contingent, representing 26 percent of the student body. African American and White students make up 20 percent and 16 percent, respectively. Approximately 500 international students attend Laney College, speaking no fewer than 30 different languages on campus every day. Women represent 54 percent of the student body, and men 43 percent; three percent did not report gender. Beginning this year, a non-binary gender option was added to our application to ensure that our system affirms all identities. The average Laney student is about 30 years old. Approximately 50 percent of our students are of “traditional” college age (18-24) ([INT-2](#)).

Laney College offers associate degrees and certificates ([INT-3](#)) in more than 20 liberal arts and science fields. A considerable 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 College 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

When it created the city’s first public trade school on 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 the OUSD’s attempt to modernize its educational offerings. The OUSD Board created the Joseph C. Laney Trade and Technical Institute in 1953., to honor Joseph C. Laney (1880-1948), a journalist, businessman, and former President of the Oakland Unified School District (OUSD) Board of Education, who championed the city’s vocational education programs.

Since 1970, when classes first met at its current location, Laney College has stood on the edge of Oakland’s downtown, alongside the Oakland Museum of California and the Henry J. Kaiser Convention Center, just a few blocks from the heart of the Town, Lake Merritt. Bay Area Rapid Transit (BART) and AC (Alameda County) Transit provide convenient public transportation to the College, while Highway 880 is adjacent to the College parking lot and the administration headquarters of the four-college District to which it belongs. Into its sixth decade, the Peralta Community College District remains true to OUSD’s original commitment to service. 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, are the clear antecedents of the modern Peralta Community College District schools: Oakland City College was founded, with Laney College 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 College and Merritt College 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. Taking its name from Luis Maria Peralta, the Spanish soldier to whom was granted in August 1820 the 44,800 acres on which the six cities of the modern District lie. The Laney College History Page ([INT-4](#)) details how the Peralta Community College District determined to make each of its campuses a comprehensive College, offering vocational, occupational, and liberal arts courses. The facilities that now comprise Laney College opened in 1970.

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 for transfer as well as associate of arts and science degrees, 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.*

Laney College Demographics and Data

Laney College is ideally situated in downtown Oakland and the geographical center of the East Bay region. Laney College is the higher educational gateway in a city where persons under 18 years of age represent over 21 percent of the population and 80 percent are high school or higher graduates. Laney College's students are diverse, reflecting East Bay demographics. The USA Today Diversity Index ranks Oakland as one of the two most diverse cities in the United States.

Oakland's population was 400,740 in 2012, up 2.6 percent since 2010, when the population in Oakland was 28 percent African American; 17 percent Asian; Hispanic/Latinx 25%; White 25 percent and others 4%. Foreign Born parents represent 27.5 percent of the households; people for whom a language other than English is spoken at home make up 39.6%; and 19.6 percent are living below the poverty line.

MAJOR DEVELOPMENTS AND INITIATIVES (2015-Present)

The evaluation period began with a grand scale re-visit of the College and its purposes with its 2015 Educational Master Plan ([INT-5](#)). However, with the complete change in senior-level leadership that followed from 2017 to the present, strategic planning took an updated approach, and behind it were several initiatives with the total success of the student in mind.

Educational Master Plan

During the Spring of 2016, Laney College engaged in a comprehensive effort to create a new Educational Master Plan ([INT-6](#)) that will guide the College for the next five years. The plan was developed in several phases with overall guidance provided by an Educational Planning Committee, composed of members of the Institutional Effectiveness Committee with a few additions.

The planning process started with a great deal of data gathering, both quantitative and qualitative. Through data such as an environmental scan, District and College research offices were provided data on the students who attend the College, including demographics, success indicators, enrollment patterns, and transfer and completion data. Input from the College community came from an online survey, a multitude of listening sessions, feedback on draft chapters and consultants' reviews of other College planning documents.

The Planning Committee met for an all-day workshop ([INT-7](#)) in Spring 2016 to draft five-year goals for the College, which are as follows:

1. Raise awareness in the community of, and access to programs, resources, and opportunities at Laney College, and manage enrollment effectively.
2. Develop an equitable and sustainable College resource allocation model that is aligned with Laney College's priorities.
3. Make all facilities clean, safe, functioning, well-equipped, and attractive.
4. Build a culture of success, belonging and pride.
5. Increase student success, retention, transfer, and completion.
6. Provide pathways from adult school, high school, community-based organizations, and other student populations to careers, degrees, certificates and/or transfer.
7. Create a culture of innovation, including technology, where data-based decisions are made, implemented, communicated and evaluated, prioritizing sustainability.

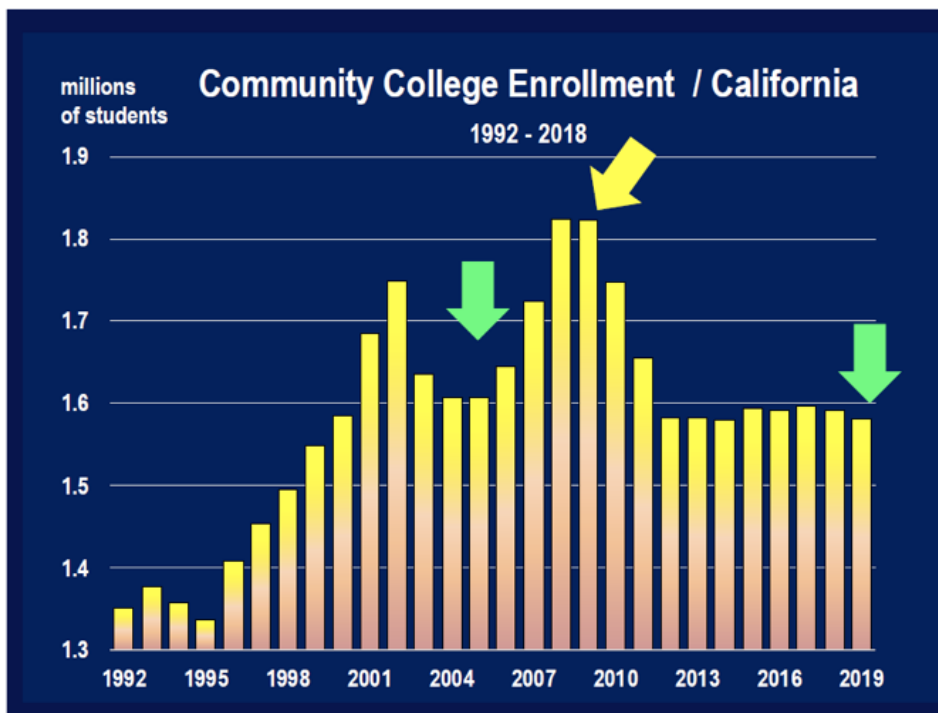
8. Create liaisons with community-based organizations and agencies, and become a hub for social, human, health, wellness, and housing services to benefit the wider College community.

Development of 2018-23 Strategic Goals and Objectives

During the 2017-18 year, the college built on the work of its Educational Master Plan to identify Strategic Goals and Objectives for 2018-2023 ([INT-8](#)). Through a similarly iterative process, the following were identified, which have proved to be impactful in subsequent college planning work such as program review:

Strategic Enrollment Management Efforts

Declining enrollment has been an issue in the state since the peaks in 2007-2008, with scant few Districts showing growth due to circumstances such as increases in homes or urban expansion into desert or other unoccupied regions in the state. For Oakland and other metroplex areas, their community college enrollments have, like most public 2-year institutions, fallen dramatically from the apex of the late 2000s, as the economy showed not only recovery from recession but also growth and, in tandem, increased job-market demand.



*Figure 2: Community College Enrollment Numbers for California
(Matthew Shniepp Presentation, January 2020 Statewide Association of Chief Business Officials (ACBO) Presentation)*

Recognizing falling enrollments and institutional issues that manifested themselves in falling class sizes, the College President formed Laney College’s Strategic Enrollment Management Team and enlisted Laney College as a school to receive assistance as part of the first Institutional Effectiveness Partnership Initiative (IEPI) Strategic Management Cohort. Assistance included

both technical assistance from an IEPI coach and professional development of a cross-sectional team including the Vice Presidents of Instruction and Student Services, two Guided Pathways Coordinators, two Counselors, the Public Information Officer, the Academic Scheduler, and Academic Senate leadership, which eventually became Laney's Strategic Enrollment Management Committee.

The committee was officially formed with a charge and membership in Fall 2018 and immediately embarked on the creation of the Laney College Strategic Enrollment Management Plan ([INT-9](#)). Its original goals included strategic outreach efforts, projection-based scheduling, and a commitment to pathways-based scheduling. In Fall 2019, there was an update to the plan to capture the state-level and independent recommendations brought to the College that included three important goals: modifying scheduling to arrive closer to the acknowledged institutional productivity number of 17.5, engaging in cooperative District wide scheduling practices, and incorporating Student-Centered Funding Formula considerations into scheduling practices.

These efforts have had an initial impact. For the Summer and Fall 2019 semesters, the College improved, as it reached its Summer 2019 enrollment target and got closer to Fall's in 2019 as well; additionally, productivity numbers (FTES per FTEF) have improved since Summer 2018, which the college having the highest productivity in the District in Spring 2020.

Term		Alameda	Berkeley	Laney	Merritt	PCCD
Summer 2018	Resident FTES Target	321.00	392.00	666.00	370.00	1,750.00
	Resident FTES Actual	343.05	391.81	616.42	427.95	1,779.24
	Resident FTES Deficit	22.05	-0.19	-49.58	57.95	29.24
	Resident FTES % of Target	106.87	99.95	92.56	115.66	101.67
	Nonresident FTES Actual	24.78	41.20	54.15	23.09	143.23
	Total FTES Actual	367.83	433.01	670.57	451.05	1,922.47
	FTEF allocation	22.00	27.00	47.00	26.00	122.00
	FTEF Staffed	23.41	30.12	46.17	27.03	126.73
	FTEF Unstaffed					
	Productivity	15.71	14.38	14.52	16.69	15.17
	Dual Enrl Sections	1	0	1	1	3
	Dual Enrl FTES	0.00	0.00	3.70	2.38	6.08
	Dual Enrl FTEF	0.31	0.00	0.27	0.20	0.78
	Fall 2018	Resident FTES Target	1,447.00	1,766.00	2,997.00	1,666.00
Resident FTES Actual		1,458.05	1,503.50	2,793.04	1,824.40	7,579.00
Resident FTES Deficit		11.05	-262.50	-203.96	158.40	-296.00
Resident FTES % of Target		100.76	85.14	93.19	109.51	96.24
Nonresident FTES Actual		100.68	218.33	242.74	75.81	637.56
Total FTES Actual		1,558.74	1,721.83	3,035.78	1,900.21	8,216.56
FTEF allocation		101.00	123.00	209.00	116.00	550.00
FTEF Staffed		100.80	115.44	211.71	117.35	545.31
FTEF Unstaffed						
Productivity		15.46	14.92	14.34	16.19	15.07
Dual Enrl Sections		16	3	15	24	58
Dual Enrl FTES		43.07	13.63	46.27	76.48	179.46
Dual Enrl FTEF		3.43	0.67	3.36	5.04	12.49
Spring 2019		Resident FTES Target	1,447.00	1,766.00	2,997.00	1,666.00
	Resident FTES Actual	1,334.69	1,501.32	2,763.62	1,747.56	7,347.18
	Resident FTES Deficit	-112.31	-264.68	-233.38	81.56	-527.82
	Resident FTES % of Target	92.24	85.01	92.21	104.90	93.30
	Nonresident FTES Actual	95.06	207.87	230.08	79.51	612.52
	Total FTES Actual	1,429.75	1,709.19	2,993.69	1,827.07	7,959.70
	FTEF allocation	101.00	123.00	209.00	116.00	550.00
	FTEF Staffed	103.76	113.99	217.50	120.56	555.81
	FTEF Unstaffed					
	Productivity	13.78	14.99	13.76	15.15	14.32
	Dual Enrl Sections	16	8	22	29	75
	Dual Enrl FTES	36.55	14.16	76.04	101.86	228.61
	Dual Enrl FTEF	3.09	1.13	5.41	6.89	16.52

Term		Alameda	Berkeley	Laney	Merritt	PCCD
Summer 2019	Resident FTES Target	326.90	358.70	623.90	390.50	1,700.00
	Resident FTES Actual	326.51	383.61	639.59	422.62	1,772.34
	Resident FTES Deficit	-0.39	24.91	15.69	32.12	72.34
	Resident FTES % of Target	99.88	106.94	102.52	108.23	104.26
	Nonresident FTES Actual	23.31	42.20	57.71	16.39	139.61
	Total FTES Actual	349.83	425.81	697.30	439.01	1,911.95
	FTEF allocation	23.49	25.77	44.83	28.06	122.14
	FTEF Staffed	23.34	29.57	49.51	28.82	131.24
	FTEF Unstaffed					
	Productivity	14.99	14.40	14.08	15.23	14.57
	Dual Enrl Sections	2	1	2	2	7
	Dual Enrl FTES	2.00	1.61	10.35	11.44	25.40
	Dual Enrl FTEF	0.19	0.20	0.60	0.57	1.57
	Fall 2019	Resident FTES Target	1,471.05	1,614.15	2,807.55	1,757.25
Resident FTES Actual		1,326.17	1,426.85	2,767.60	1,763.87	7,284.48
Resident FTES Deficit		-144.88	-187.31	-39.95	6.62	-365.52
Resident FTES % of Target		90.15	88.40	98.58	100.38	95.22
Nonresident FTES Actual		88.24	178.44	231.90	62.60	561.17
Total FTES Actual		1,414.41	1,605.28	2,999.50	1,826.47	7,845.66
FTEF allocation		105.70	115.97	201.72	126.25	549.64
FTEF Staffed		95.21	105.80	210.38	114.73	526.11
FTEF Unstaffed						
Productivity		14.86	15.17	14.26	15.92	14.91
Dual Enrl Sections		12	4	16	26	58
Dual Enrl FTES		28.37	12.20	47.43	94.91	182.91
Dual Enrl FTEF		2.29	0.87	3.43	6.07	12.66
Spring 2020		Resident FTES Target	1,471.05	1,614.15	2,807.55	1,757.25
	Resident FTES Actual	1,375.96	1,468.74	2,632.04	1,617.41	7,094.15
	Resident FTES Deficit	-95.09	-145.41	-175.51	-139.84	-555.85
	Resident FTES % of Target	93.54	90.99	93.75	92.04	92.73
	Nonresident FTES Actual	93.00	196.79	214.73	60.34	564.85
	Total FTES Actual	1,468.96	1,665.53	2,846.77	1,677.75	7,659.01
	FTEF allocation	92.47	101.46	176.47	110.45	480.85
	FTEF Staffed	100.60	112.76	188.71	111.43	513.50
	FTEF Unstaffed	0.09			0.33	
	Productivity	14.60	14.77	15.09	15.06	14.92
	Dual Enrl Sections	10	15	19	29	73
	Dual Enrl FTES	25.79	20.03	54.90	90.73	191.44
	Dual Enrl FTEF	1.95	1.47	4.86	6.65	14.93

Figures 3, 4: Peralta Community College District (PCCD) Enrollment data, 2018-19, 2019-20. Access to the Peralta Data Platforms was made available to visiting team during 2021 site visit. (INT-10)

Strong Workforce Project

In 2016, Laney College began its investment in the Strong Workforce Initiative, both as a College and in tandem with the Peralta Community College District District’s Workforce Development Office. These efforts went largely to investments in beginning pathways in high schools in areas such as Wood Technology, Carpentry, Biotechnology, and Computer Information Systems. The initiatives have had roots in Dual Enrollment as part of the 2018 K-14 Strong Workforce Initiative, but they also are part of the summer outreach network that has become a success at Laney. Moreover, funds were allocated to enhance the services provided by

the campus Employment Services Center and Information Technology support for Career Education.

Specific work of CTE Disciplines includes the following:

Discipline	Strong Workforce (SWP)-Funded Projects
Architecture	Curriculum development, instructional equipment, including stackable courses in Digital Design/Fabrication Certification.
Biomanufacturing	Instructional Equipment, specifically purchase of an industry-standard chromatography purification system to replace the previous, outdated protein purification system
Business	Updating of equipment, technology in Accounting lab, consequently enhancing not only technology assisted but also fully online, hybrid instruction and instructional support
Carpentry	Upgrades to lab, including replacement of equipment; curriculum development; faculty professional development in Occupational Safety and Health Administration (OSHA) as well as use of new technologies, including thermal imaging and digital fabrication as well as diversity training, especially given the increased gender, ethnic diversity in the field.
Construction Management	Development of new curriculum toward new courses, programs, including those to support concurrently enrolled students.
Computer Information Systems	Curriculum development toward the promotion of increased dual-enrollment offerings; equipment upgrades of computer lab classrooms.
Electronics/Electrical Technology	Curriculum development, lab improvements
Environmental Control Technology	Curriculum development, lab improvements
Machine Technology	Curriculum development resulting in the creation of two new awards
Welding	Flux-Cored Arc Welding (FCAW) program development, equipment purchases to upgrade Welding Bay and specific lab spaces
Wood Technology	Purchase of Computer Numerical Control (CNC) 5-axis machine, Curriculum Development

Table 1: Career Education Projects Funded by Strong Workforce Program (SWP)

Efforts for Strong Workforce on the part of Career Education Disciplines have been based on planning that ensures students complete their programs in 2-3 (degree) years or less (certificates). They have created schedules that allow students to finish within the timeframe, which served as a model for the program aspects of Guided Pathways.

Guided Pathways

Analogous to the enrollment management efforts – and following the efficiency and career-oriented instruction in CTE programs, the College began its investment in the statewide Guided Pathways initiatives in 2017. It devoted its resources toward the appointment of two faculty coordinators and submitted a plan ([INT-11](#)) to the California Community Colleges Chancellor’s Office (CCCCO) that resulted in the allocation of funding and professional development, and the team shared their takeaways for the campus community at Flex and retreat events ([INT-12](#)).

A Guided Pathways workgroup was also formed, which consisted of a strong, cross-sectional assembly of Counseling faculty, discipline faculty, classified professionals, the College President, and two Vice Presidents. The group leveraged the cross-pollination of constituencies and established itself as a body to work synergistically with the Strategic Enrollment

Management Committee. Its focus group and survey work ([INT-13](#)) further confirmed the more quantitative assertions that most Laney College students are older than the traditional College age of 18-24 years, are working, and often desire to attend part-time. This led to an increased look at evening, weekend, and online scheduling of classes, and allocation of support to account for these three areas of demand. The Guided Pathways workgroup then began work on ‘areas of interest’ ([INT-14](#)), or ‘metamajors’. During the Fall 2019 Flex Day, the group showed the fruits of its work by introducing eight areas ([INT-15](#)) and branding them in an all-campus activity with the day netting several ‘hashtags’ and ‘brands’ to describe these categories. In Spring 2020, the College joined Wave 3 of the CCCC’s Program Mapper project, which brought web presence, template graphics, professional development, and most importantly collaboration with a cohort of other Colleges in the state bringing the Guided Pathways presence to the College’s website and its branding of courses. The project was successfully completed in August 2020 and 80 program maps and other supporting web presence – along with marketing – were launched at the same time. Although Laney College was among the last 4 colleges of 33 colleges to join the effort, it nonetheless was the 9th college in the state to post program maps ([INT-16](#)) on its website. Next steps and related student achievement goals for the project can be found in the Quality Focus Essay.

Institutional Research and Inquiry

Recognizing the need to have institutional data as a cornerstone of College planning, Laney College established an Office of Institutional Research in 2018, whose services had previously only been available directly from the District. Since then, this office has proven to be an asset, as the College has engaged in broad, deep, and inclusive dialogue regarding student success and student equity data, and refined the principles underlying institution-set standards and targets in line with the ***Vision for Success*** and the College’s Strategic Plan. A research analyst was hired for a newly created position who serves the crucial role of anchoring College scheduling and governance activities with data. As the College engages its efforts in program review, projection-based scheduling, regular enrollment updates, and support for students, the new analyst has been integral. The research analyst also plays a prominent role in governance, serving on bodies such as College Council, the Institutional Effectiveness Committee, the Strategic Enrollment Management Committee, and the Student Equity and Achievement Committee.

In 2019, the Institutional Effectiveness office took the bold step of introducing student success scorecards for individual faculty to show retention and success rates as a data-driven means to work toward continuous improvement. Called ***Snapshots***, they provide individualized section-level data regarding enrollment, retention, and success disaggregated by sex, ethnicity, and age.

English, Math and English for Speakers of Other Languages (ESOL) Curricular & Support Changes

Efforts to address the concepts associated with California Assembly Bill 705 – described briefly below – began at Laney College several years prior to the passage of the legislation. The implementation of English for Speakers of Other Languages (ESOL) Guided Self-Placement is a shining example, as the approach on both instructional and student-service levels has been a standard bearer not only for work with AB705, but also Guided Pathways efforts. The ESOL Department presentation ([INT-17](#)), made originally to the GP (Guided Pathways) group and then

department chairs, came to be the model by which the AB705 coordinator led College-wide efforts in Math and English from 2018 to the present.

Acceleration & Multiple Measures

During the evaluation period, Laney College invested heavily in efforts to minimize pre-transfer levels of study toward transfer and community College award attainment. Research out of the State Chancellor's Office and other Colleges demonstrated that both pre-transfer levels and existing placement testing were barriers. English faculty, working with Student Services staff in orientation and testing, led District wide efforts to discontinue the use of the ineffective Compass assessment tests for English and Math, and revamp assessment-for-placement, resulting in the English "Writing Placement Test" ([INT-18](#)). This revision, which resulted in placement in the transfer-level ENGL 1A course jumping from 30 percent to 70%, took place while awaiting completion of the abandoned statewide Common Assessment Initiative ([INT-19](#)). English co-chairs also worked with Counseling to implement a process ([INT-20](#)) for English instructors to formally recommend prep-level students to "skip ahead" to higher level courses.

AB705

Shortly after the acceleration project began implementation, Assembly Bill 705 was passed. It required students the possibility to self-place into transfer Math and English regardless of high school GPA or past coursework. Additionally, the Colleges could establish required support courses as needed. Through work by the District's AB705 workgroups composed of discipline faculty, Counseling faculty, and administrators, they identified 2.6 high school GPA for English as the threshold under which a support course would be recommended; correspondingly, 2.8 was identified by Math faculty as a marker for *recommending* support, while 2.6 or below *required* students to enroll in support courses for College Algebra, Statistics and Trigonometry.

Although English for Speakers of Other Languages (ESOL) implementation was not required until Fall 2020, work began on compliance during 2018-19. Specifically, Guided Self Placement, onboarding, and curriculum revisions were introduced or modified.

Dual Enrollment

With legislation such as AB288, which allows for Colleges to establish CCAP (College and Career Access Pathways) agreements with high school Districts, the Peralta Community College District has centralized the operations of dual enrollment with the area's chief high school Districts. This move brought the appointment of a District wide coordinator position filled by a District faculty member. Because of Laney's geographic location, this has primarily meant collaboration with Oakland Unified School District and some of the area's charter schools.

Addressing issues of "Total Cost of Attendance"

Laney College gained further statewide recognition with its hosting of the Statewide Basic Needs Conference in 2019, but its work to relieve the needs of students beyond tuition fee waivers granted by the Board of Governors began long before Fall 2019.

The College has followed state mandates by using the state-approved icon to identify classes in the schedule that have no-cost textbooks.

Moreover, food and necessities insecurity has begun to be addressed at Laney, with College-driven activities initiated by the Associated Students of Laney College and the Director of Student Activities and Campus Life. A food pantry was established in Fall 2016. Efforts have also included distribution of free produce weekly on the campus from Spring semester 2017 to the present in conjunction with Oakland Rotary, which has provided volunteers on a weekly basis. Most recently, there have been “Solo Mio Packing Day” activities, during which members of the campus community joined the College President to put together toiletry kits for students, which were then delivered to. This initiative began in November 2019.

These efforts are identified later in this report as part of the projects in the Quality Focus Essay.

College Athletics

Laney College Athletics is also at a high point with the 2019 win of the CCCAA State Championship in Football. They were also ranked as the #1 community college football team in the country through a coaches’ poll and Massey ratings, which had them ranked above some NCAA teams. In 2020, the team was the subject of Season 5 of *Last Chance U*, an award-winning documentary series. And Laney’s women’s Track & Field team has consistently captured many individual and relay event State championship titles, as well as placing very high in team competition, with a number of sprinters and jumpers transferring to and competing at NCAA Div. I colleges and universities.

Student Enrollment Data

Laney College has experienced enrollment declines during this evaluation period, though strategic enrollment management efforts are beginning to address the downward turn. The College served 17,698 students annually as of 2019-20.

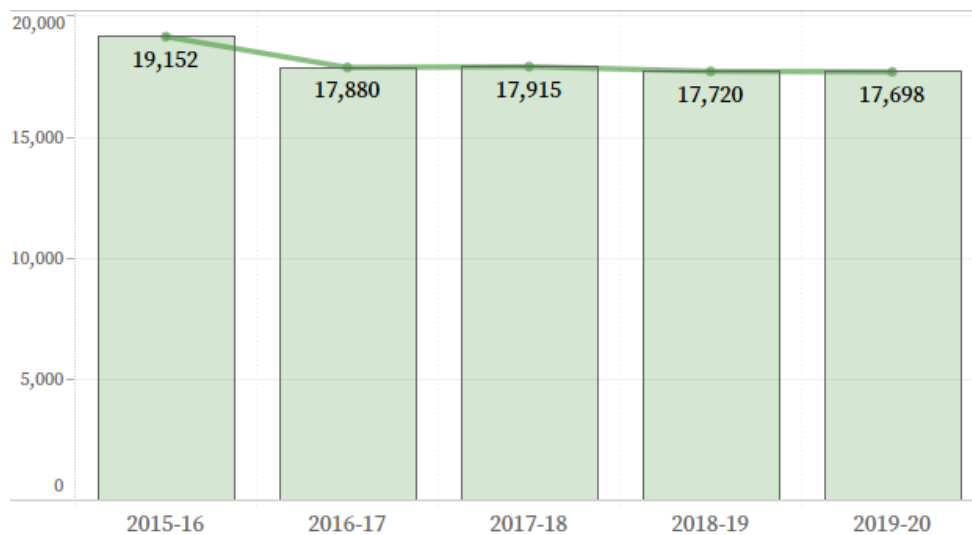


Figure 5: Laney College Unduplicated Headcount, 2015-2020 (Source: California Community Colleges Chancellor’s Office DataMart)

The pattern of decline in Laney College’s enrollment numbers is partly due to dropping allocations from the District each year. In 2015-16, the District allocated 502 full-time equivalent faculty (FTEF) for its schedule. That allocation has steadily decreased each year to only 376 in

2020-21 ([INT-21](#)). Additionally, Laney’s enrollments were negatively impacted by the pandemic in both Spring and Fall of 2020. Many classes could not be held, while the few on-campus labs and other classes that did take place had reduced class caps as a matter of health and safety.

Despite challenges, the College has seen a slight rebound in some semesters in terms of average FTES per class and productivity. From 2018-19 to 2019-20, for instance, allocations decreased from 465 FTEF to 423 FTEF (9 percent), but in 2019-20, the College increased its average FTES per course and productivity. Additionally, the College exceeded its enrollment targets for Summer 2019 and nearly reached its target for Fall 2019.

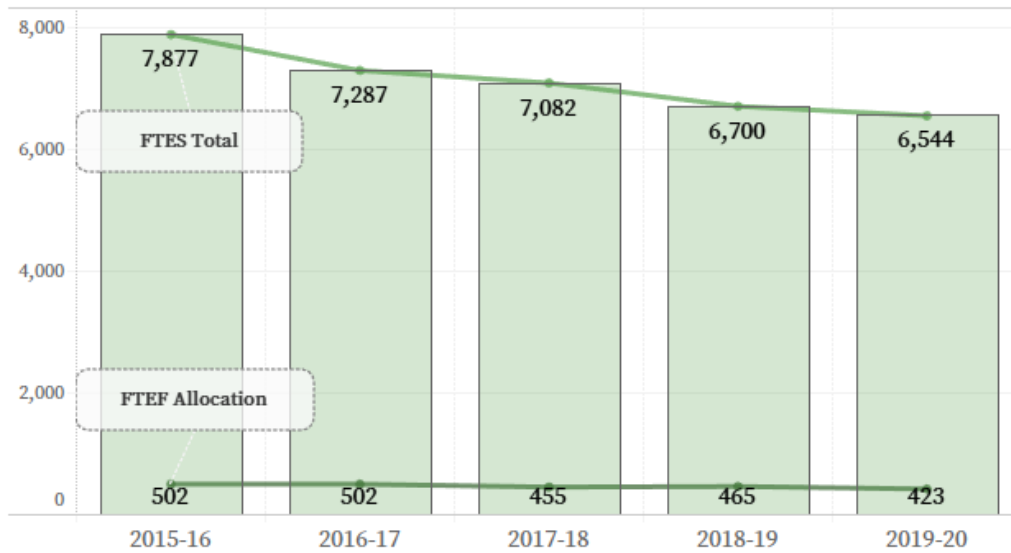


Figure 6: Laney College Full-Time Equivalent Students (FTES), Full-Time Equivalent Faculty (FTEF) Allocation Totals, 2015-2020 (Source: Peralta Community College District Data Warehouse)

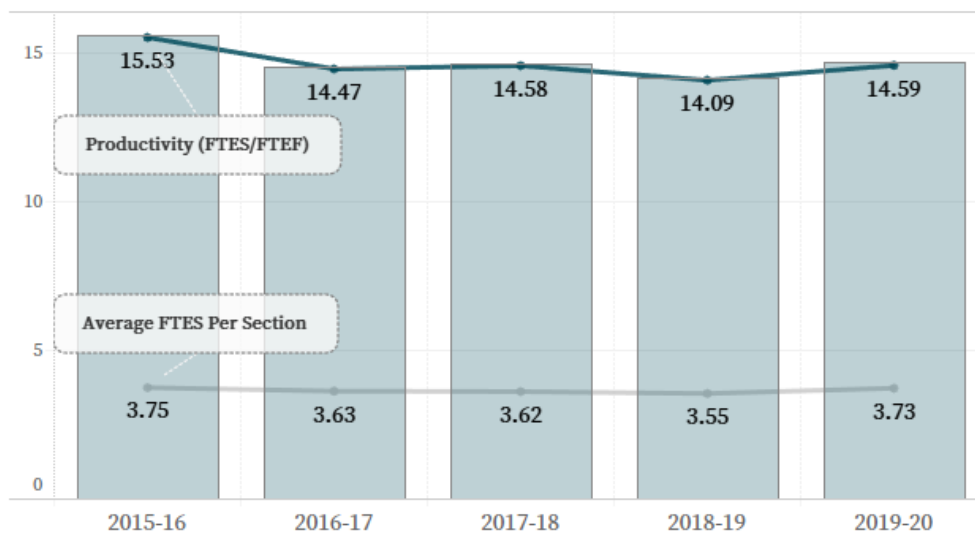


Figure 7: Laney College Productivity (FTES/FTEF), Average FTES Per Section, 2015-2020 (Source: Peralta Community College District Data Warehouse)

One area for enrollment growth at the College has been distance education. With the Laney College ‘Equity Rubric’ and a measured approach to expansion of online and ‘hybrid’ offerings (see table below), the College has continued to report a low differential in student achievement rates between online and face-to-face instruction, data to be explored later within this report.

Laney College Online/Hybrid Offerings						
Academic Year	Section Count	Unduplicated Headcount	Enrollment	FTES	FTEF	Productivity (FTES/ FTEF)
2017-18	214	5021	7166	810.77	48.87	16.59
2018-19	251	5461	7943	888.11	56.53	15.71
2019-20	320	6831	10,447	1162.22	73.38	15.84

Table 2: Laney College Online/Hybrid Offerings, 2017-18, 2018-19, 2019-20. (Source: Peralta Community College District Data Warehouse and Enrollment Trends Dashboard)

Labor Market Data

The local job market experienced a prosperity in direct contrast to Laney College’s enrollment numbers over the past 6 years, as more East Bay residents went to work, or back to work.

Employment grew steadily from 2015-2019, with the labor force in Oakland/Hayward growing from 1.37 million in 2015 to 1.43 million in 2019 (numbers used by measuring November-to-November data from the U.S. Bureau of Labor Statistics. At the same time, unemployment fell within the same period, dropping from 4.5 percent in November 2015 to a projected 2.7 percent in November 2019.

Oakland/Hayward Workforce and Employment Trends		
Year	Total Workforce	Unemployment Rate
2015	1,370,092	4.5%
2016	1,392,547	4.0%
2017	1,399,296	3.3%
2018	1,408,077	3.0%
2019	1,410,385	2.7%

Table 3: Oakland/Hayward Employment Data (Source: U.S. Bureau of Labor Statistics)

According to this same data, the leading employment fields are as follows.

1. Trade, transportation & Utilities (estimated 211,800 employed)
2. Education and Health Services (est. 204,000)
3. Professional and Business Services (est. 201,000)
4. Government (est. 179,800)

5. Leisure and Hospitality (est. 117,900)
6. Manufacturing (est. 99,800)
7. Construction (est. 80,300)
8. Financial Activities (est. 55,000)

Laney College’s numerous and diverse career education offerings, such as construction management, business administration, and industrial maintenance, prepare students for many of the highest demand fields in the service area. The College has set job placement standards for each employment field in which we offer a career program, and in most cases, meets or exceeds these standards. In addition, in more than half of the programs for which we have data, students have seen an increase in earnings by 35 percent or more upon program completion. The table below displays the College’s career offerings, Institution-Set Standards and outcomes by employment field/subject area (designated by TOP Code).

Program (TOP CODE)	Job Placement Rate (2017-18)		Job in Closely Related Field (2016-17)	Median Annual Earnings (2017-18)	Median Change in Earnings (2017-18) *
	Institution-Set Standard	Actual			
Accounting (0502)	50%	57%	80%	\$44,582	48%
Biotechnology and Biomedical Technology (043000)	65%	66%	Data Suppressed	\$42,332	Data Suppressed
Business Administration (0505)	65%	80%	Data Suppressed	\$28,132	Data Suppressed
Construction (0957)	65%	73%	78%	\$62,990	63%
Cosmetology and Barbering (300700)	70%	65%	46%	\$25,748	48%
Culinary Arts (130630)	75%	65%	85%	\$23,890	16%
Electronics and Electric Technology (0934)	70%	76%	68%	\$43,700	19%
Environmental Control Technology (094600)	75%	76%	77%	\$56,212	43%
Industrial Systems Technology and Maintenance (094500)	80%	Insufficient Data	Insufficient Data	Insufficient Data	Insufficient Data
Machining and Machine Tools (095630)	70%	71%	100%	\$52,854	35%
Management Development and Supervision (050630)	75%	83%	73% (2015-16)	\$43,588	4%
Mill and Cabinet Work (095250)	60%	63%	100%	\$56,354	17%
Welding Technology (095650)	65%	65%	77%	\$45,088	44%

* median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended. ([INT-22](#))

Table 4: Job attainment, earnings data for Laney College Students, 2016-2018 (Source: California Community Colleges Chancellor's Office Launchboard/Cal-Pass Plus)

Demographic Data

Laney College's service area is ethnically diverse. According to the 2019-2020 campus overview, seen on the following page, Asian and Latinx students each accounted for just over a quarter of its student population, with African American students accounting for nearly 20 percent of those enrolled, and white students at roughly 15 percent.

The distribution at Laney College is like that of the city of Oakland relative to African-Americans, with more variance among other population groups. In advance of the 2020 census, the American Community Survey ([INT-23](#)) is reporting that with its estimated population of 429,082 (increase of roughly 30,000 from the 2010 census), Oakland's ethnicity numbers were as follows: White, 35.1%; Latinx, 25.6%; African American, 23.2%; Asian, 15.3%; Other race, 17.8%; Two or more races, 7%.

54 percent of Laney College's students are female, and 43 percent are male. 3 percent are unknown because they declined to state a gender on the admissions application.

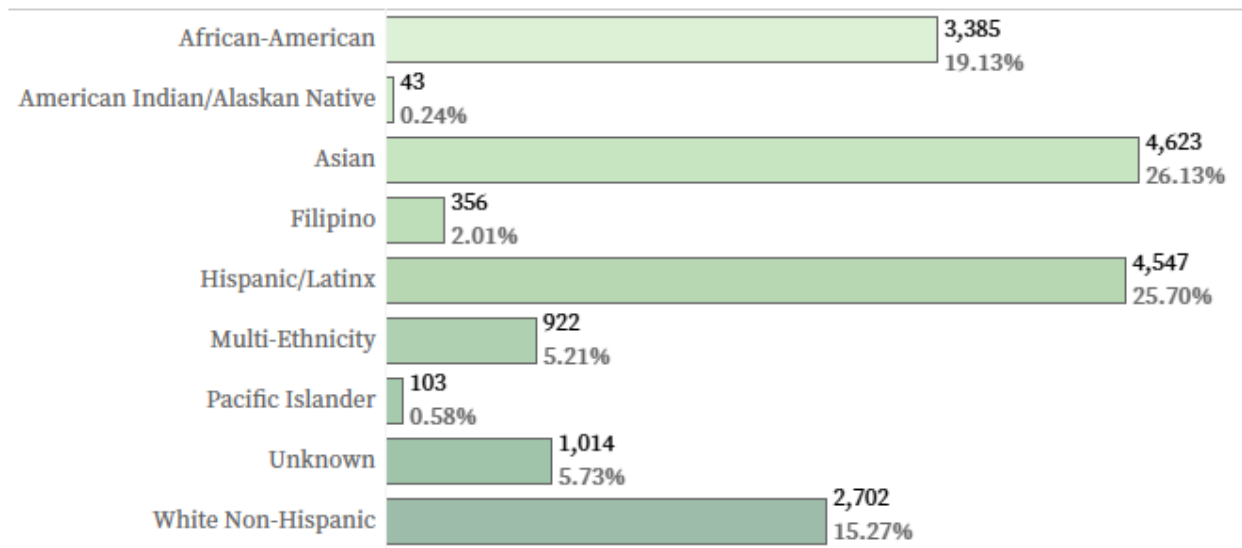


Figure 8: Student Ethnicity Data for Laney College, 2019-2020 (Source: California Community Colleges Chancellor's Office DataMart)

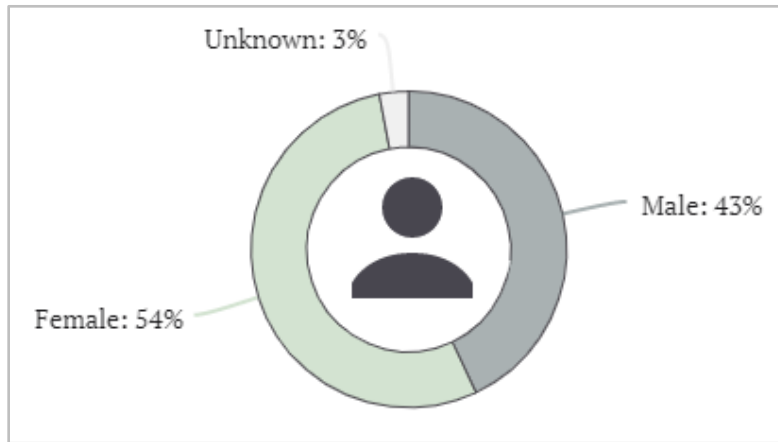


Figure 9: Laney College Gender Demographics, 2019-2020 (Source: California Community Colleges Chancellor's Office DataMart)

Below are breakdowns of Laney College's student population by age. One fact that informs much of the College's Guided Pathways and scheduling work is the data that more than half of our students are not of the traditional college-going ages of 18-24.

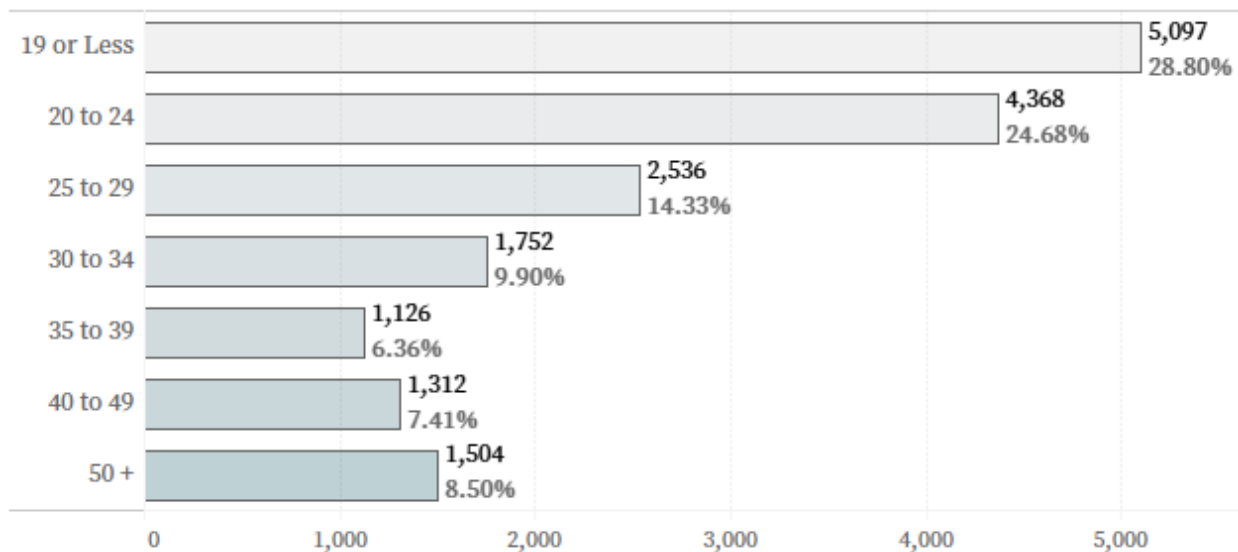


Figure 9: Laney College Gender Demographics, 2019-2020 (Source: California Community Colleges Chancellor's Office DataMart)

Socio-economic Data

According to the American Community 2012-2016 Survey ([INT-24](#)) (found on the U.S. Census official website), 80.7 percent of Oakland City Residents are high school graduates “or higher.” Among those numbers, an estimated 83.4 percent of 18-24-year-olds have earned at least a high school diploma, with 58.2 percent of that bracket having attended some college or earned an associate degree.

These numbers are slightly lower for adults over 24 in Oakland, with 80.5 percent of this age group having earned at least a high school diploma. However, 65.1 percent - or nearly 7 percent more than the 18-24 group – have at least some college as part of their education. Among this population with some college, 28.7 percent have attended without earning a degree of any sort.

83 percent of Laney College students not concurrently enrolled in high school are Perkins Economically Disadvantaged, meaning they receive (or previously received) financial aid or participated in assistance programs like CalWORKs or the Workforce Investment Program. 33 percent of non-concurrent students are first-generation, meaning neither of their parents or legal guardians attended college.

Financial Aid

With the decline in enrollments, financial aid awards have seen a corresponding decrease. There has additionally been a decline in the percentage of students receiving awards (award rate). From 2015-16 to 2018-19 the award rate declined by 7 percent. There was an additional 7 percent decline from 2018-19 to 2019-20. The College is committed to increasing the number of financial aid awards through planned outreach and in-reach activities, community engagement and implementation of a case management model.

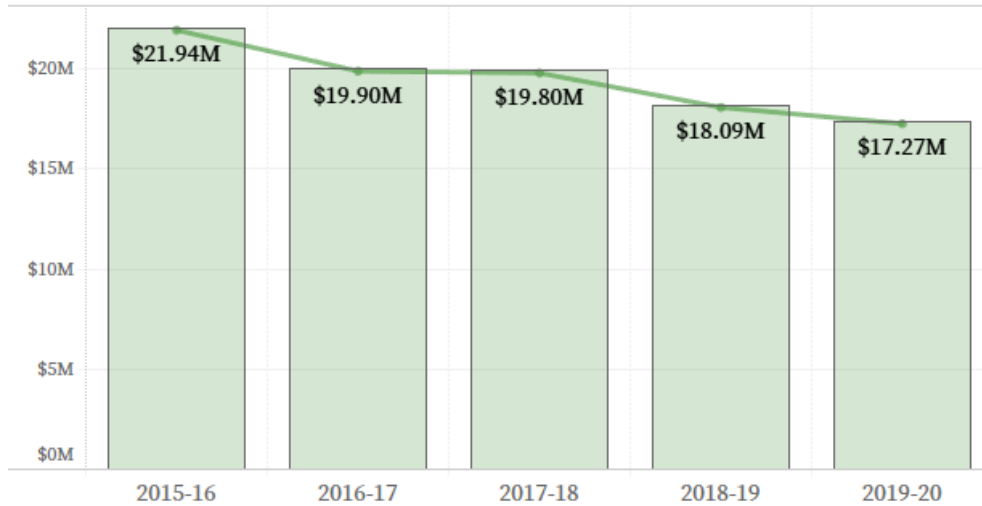


Figure 10: Financial Aid Total Award Amounts, 2015-2020 (Source: California Community Colleges Chancellor's Office DataMart)

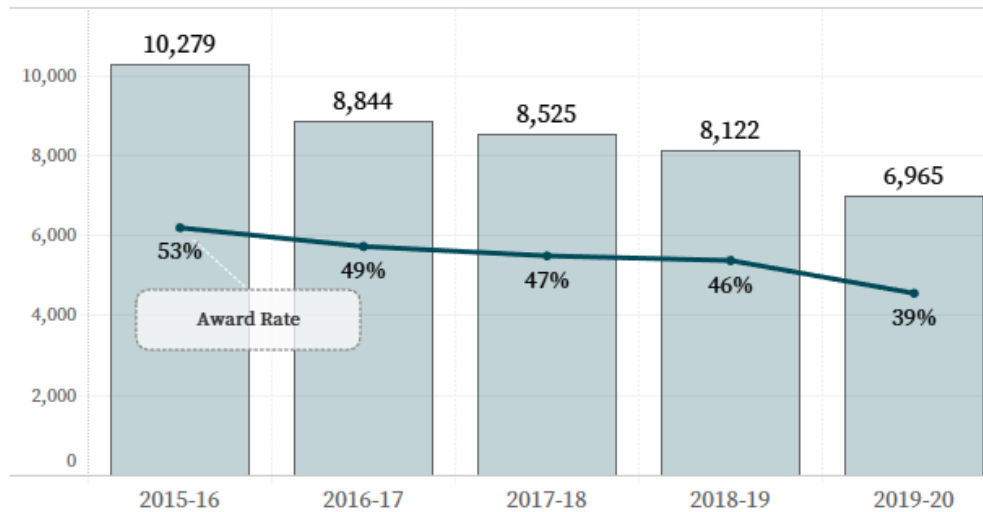


Figure 11: Number of Laney College Students receiving financial aid awards, Percentage of Laney students who received Financial Aid, 2015-2020 (Source: California Community Colleges Chancellor's Office DataMart)

Sites

Laney College does not have any additional sites, though classes are offered at several high schools and charter schools through dual enrollment.

Specialized or Programmatic Accreditation

The following programs are accredited and/or licensed by these respective agencies:

Discipline	Accrediting or Licensing Agency	Accreditor Website Information

Cosmetology	State Board of Barbering and Cosmetology Licensing	https://www.barbercosmo.ca.gov/schools/approved_schools.shtml (INT-25)
Culinary Arts	ServSafe	https://www.servsafe.com/ (INT-26)
Environmental Control Technology	Environmental Protection Agency	https://www.epa.gov/section608/section-608-technician-certification-0 (INT-27)
Electrical and Electronics Technology	State Chancellor's Office Electrician Trainee Program	https://www.dir.ca.gov/DLSE/ECU/ListOfApprovedSchoolsDetail.html#172 (INT-28)
Machine Technology	National Institute for Metalworking Skill	https://www.nims-skills.org/ (INT-29)
Welding	American Welding Society	https://www.aws.org/ (INT-30)

Table 5: Independent Accreditors/Licensure Entities for Career Education Disciplines

B. Presentation of Student Achievement Data and Institution-set Standards

Student Achievement Data at Laney College is directly connected to Strategic Goal #3, *Offer students the highest quality curriculum, instruction, and services*, as well as the Objectives for Laney Strategic Goal #3. As indicated in the following figure, there is a relationship between Goal #3 and the California Community Colleges Chancellor’s Office (CCCCO) Vision for Success Goals as well as Laney’s efforts relative to its Institution-Set Standard and its Strategic Enrollment Management Plan, including considerations around the Student-Centered Funding Formula.

Alignment of Metrics

Laney College has established an extensive set of institutional standards and goals to benchmark and track student performance. In addition to the set standards and stretch goals noted in the ACCJC Annual Report, Laney College also outlined a wide range of strategic objectives and metrics in its 2018-23 Strategic Plan to benchmark progress towards its strategic goals. In 2019, the College established a set of aspirational goals as part of the California Community Colleges Chancellor’s Office Vision for Success, a system-wide goal-setting initiative to ensure community colleges meet the state’s educational needs.

All standards and goals are aligned to the College’s mission and strategic goals. In Spring 2019, the college established and reviewed an alignment matrix at its College-wide Retreat ([INT-30a](#)).

Institution-Set Standards, Vision for Success, Strategic Plan Metrics and Goals

The table below outlines key metrics from the College’s Institution-Set Standards/Stretch Goals, Vision for Success Goals, and Strategic Plan Objectives. The most recent data for each metric is provided, if available.

Metric	Baseline Year	Baseline Performance	2019-20 Institution-Set Standard	2019-20 Stretch Goal	2021-22 Vision for Success Goal	2024-25 Strategic Plan Objective	2019-20 Actual
Course Success Rate	2018-19	72%*	68%	71%	goal not set for this metric	73%	79%**
ADT Earners	2016-17	112	standard not set for this metric	stretch goal not set for this metric	134	goal not set for this metric	166
Associate Degree Earners	2016-17	520	500	700	572	553	534

(including ADTS)							
Chancellor's Office-Approved Certificates	2016-17	256	250	300	307	269	332
Students Transferring to UC/CSU	2016-17 (last enrolled 2015-16)	1016	1000	1067	1067	1067	Data not yet available
Employed in Field of Study	2016-17 (last enrolled 2014-15)	68%	standard not set for this metric	stretch goal not set for this metric	74%	71%	Data not yet available
<p><i>*Due to recalculations by CCCCCO of Management Information System (MIS) data, the 2018-19 course success rate was adjusted to 72% from the 70% reported in the 2019-20 ACCJC Annual Report.</i></p> <p><i>**2019-20 course success rate calculations are not indicative of normal success rate trends due to the COVID-19 situation in spring 2020. Some students who may not have been successful decided to take Excused Withdrawal (EW) grades due to extenuating circumstances.</i></p>							

Table 6: Laney College Student Achievement Institutional Metrics, Goals (Sources: Peralta Community College District Data Warehouse; California Community Colleges Chancellor's Office Student Success Metrics; California Community Colleges Chancellor's Office Vision for Success)

Degree and Certificate Award Trends

Despite declining enrollment, Laney College has increased the number of degrees and certificates awarded over the last five years by 30 percent. This includes a 146 percent increase in associate degrees for transfer (AA-T/AS-T), 21 percent increase in associate degrees (AA/AS), 17 percent increase in certificates of achievement (CA), and 81 percent increase in non-credit certificates. Certificates of proficiency (CP) declined by 33 percent, however, much of this is due to curricular changes that transitioned many of these programs to CAs. Non-credit certificates in English for Speakers of Other Languages (ESOL) were introduced in 2018-19, and the College is continuing its efforts to expand both its portfolio of non-credit offerings and increase the number of students completing these programs.

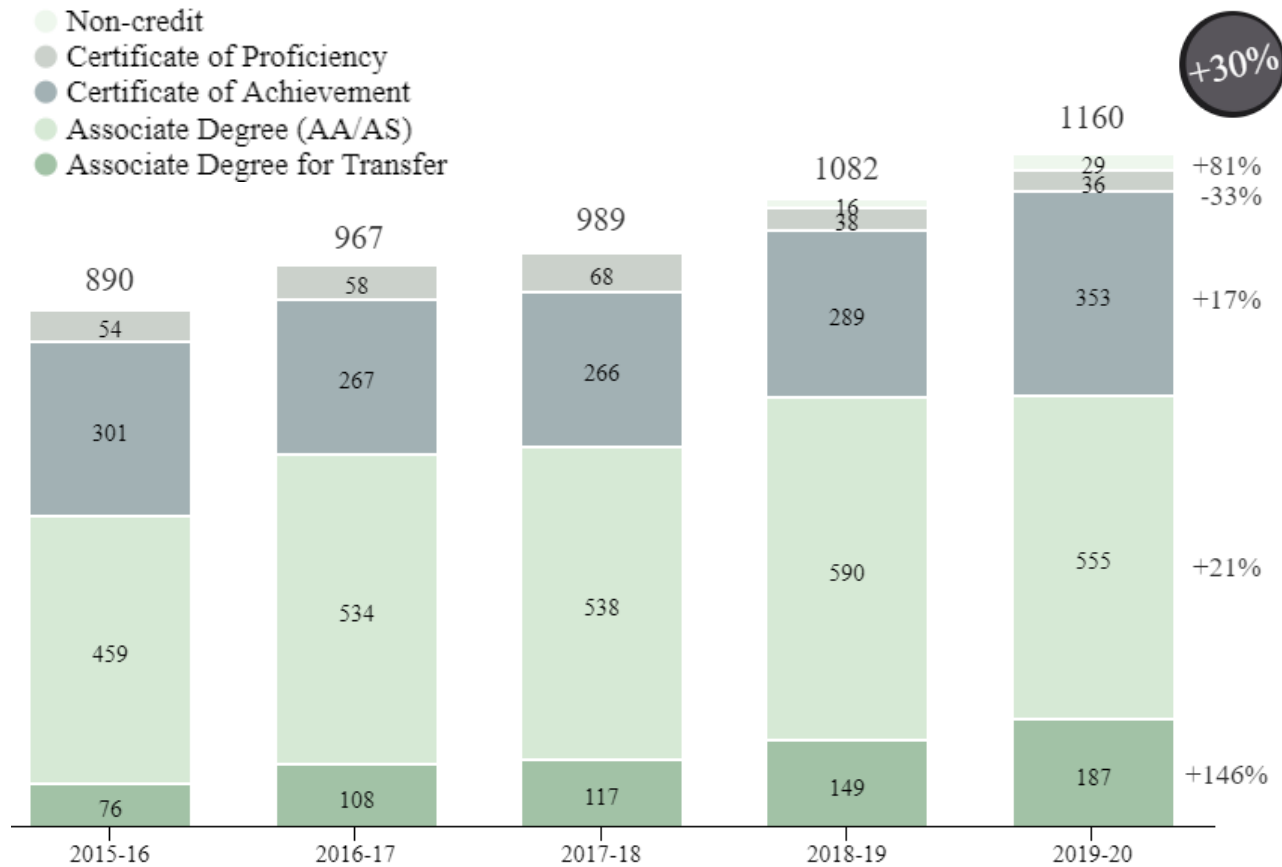


Figure 12: Degree and Certificate Awards, total awards per year, 2015-20 (Source: Peralta Community College District Data Warehouse and Degrees/Certificates Dashboard)

Disaggregated Success Metrics

Laney College continually reviews disaggregated success metrics to ensure equitable student achievement outcomes. Specifically, the College disaggregates metrics from the Student Success Metrics (INT-31) dashboard and our internal databases (INT-32) by gender, age, ethnicity, and economic status (INT-33). Metrics disaggregated by LBTQIA+ status, disability status, first-generation in college, AB540, and formerly incarcerated status are also reviewed where data is available. Student achievement acceleration goals for disproportionately impacted populations are included in both our Equity Plan and Vision for Success Goals.

INTRODUCTION EVIDENCE

- INT-1 [OAK Pop Review](#)
- INT-2 [PCCD Student Demograph Dash](#)
- INT-3 [Degrees Certificates](#)
- INT-4 [Laney College History](#)
- INT-5 [LC EMP homepage](#)

INT-6 [LC EMP Final 2016](#)
INT-7 [Planning Retreat 5 31 2016](#)
INT-8 [Strat Goals Obj 2018-23](#)
INT-9 [LC SEM Plan 2019-20](#)
INT-10 [PCCD Inst Research home](#)
INT-11 [GP Proposal 2017-18](#)
INT-12 [GP Flex Day 10 22 2019](#)
INT-13 [Inq Grps PellGrant Rep](#)
INT-14 [LC Areas Interest Web Home](#)
INT-15 [GP 8 areas interest](#)
INT-16 [Program Maps](#)
INT-17 [ESOL AB705 GP PPT](#)
INT-18 [PCCD Eng Writ Assmnt 2016](#)
INT-19 [Common Assmnt Initiative](#)
INT-20 [Eng Advisory Cards F16](#)
INT-21 [FTEF Alloc PG 16](#)
INT-22 [ChangeInEarn pg18](#)
INT-23 [Census Population OAK](#)
INT-24 [Census HS Grads OAK](#)
INT-25 [COSMO Stateboard home](#)
INT-26 [CULIN ServSafe Assoc](#)
INT-27 [ECT EPA Tech Certif](#)
INT-28 [EET DLSE Appr Schools](#)
INT-29 [MACH NIMS Accred](#)
INT-30 [WELD AWS home](#)
INT-30a [Metric Alignment](#)
INT-31 [Cal Pass Stud Succ Metrics](#)
INT-32 [Degrees Certif Trends data](#)
INT-33 [Disagg Success Metrics](#)

C. Organization of the Self-Evaluation Process

Laney College embraces accreditation as a process of continuous quality improvement. The College's work through its participatory governance committees is rooted in Laney College's Strategic Goals and Objectives and bolstered by its integrated planning toward Student Success.

After the midterm report was submitted in 2018, the College began planning for the Institutional Self-Evaluation Report (ISER). In February 2019, ACCJC held an offsite specialized training for the four Peralta Community College District Colleges, as all were scheduled to submit their Institutional Self Evaluation Reports in Fall 2020. The fourteen individuals who attended became known as the original HOPE/NEED team based on a facilitated discussion activity asking each College to delineate what was hoped for and needed, and this core group grew to 78 throughout

the drafting process. As this contingent represented a broad cross-section of the College, it was determined that our participatory governance committees would become the stewards of each of the Standards for the ISER. This model was approved at the August 2019 Institutional Effectiveness Committee meeting. As such, Standards were assigned to committees or key campus stakeholders, with a senior manager providing support as needed.

To bring further consultative leadership to the self-study process, the College hired a faculty member as its Accreditation Coordinator on a service contract from Summer 2019 to Spring 2021. In this capacity and, with the ALO, this faculty member serves as the central authors/editors of this report.

After receiving planning session input from Executive Council (College President and Vice Presidents) and then the Academic Senate, the College held an August 14, 2020 Accreditation Kickoff Retreat, which took place the week before the start of instruction in Fall 2019, followed by a brown bag Q&A at the August 16, 2019 Flex Day that was attended by 42 faculty members. At this time, the working group received an orientation to the Laney College Accreditation Canvas Shell, which included resources created by the ALO as well as the ACCJC.

In September 2019, the College’s ACCJC liaison, Dr. Stephanie Droker, held an open forum with the campus community to provide an overview of accreditation and field questions from the campus community, particularly those who had become stakeholders in accreditation. The following structure emerged, with all bodies’ work to be reviewed by Laney’s Collective participatory governance groups, the Faculty and Classified Senates, and the Associated Students Leadership Council before being presented to the College Council for final College approval and signatures by campus leadership:

Standard	Lead Committees	Individual Standard Assignments	Senior Admin Contact
I.A: Mission	College Council Workgroup (to include College Researcher, especially for 1.a.2.)	I.A1-4: College Council Workgroup	Vicki Ferguson (Vice President of Student Services)
I.B: Assuring Academic Quality and Institutional Effectiveness	LAC/IEC/PDC	I.B1. Professional Development Committee 1B2-4, 8: Learning Assessment Committee 1B5-6, 9: IEC	Vicki Ferguson
I.C: Institutional Integrity	Catalogue Committee (Including Public Information Officer)/ Academic Senate ALO, AC	I.C1-6: Catalog Committee 1C7-10: Academic Senate 1C11: n/a 1C12-14: ALO/AC	Vicki Ferguson
II.A: Instructional Programs	Curriculum Committee (LAC in support role)	IIA1-5; 7-13; 16: Curriculum Committee IIA6: Strategic Enrollment Management Committee	Rudy Besikof (Vice President of Instruction)/ Mark Fields (Acting VPI)

		IIA14: CTE Advisory Committee IIA15: Office of Instruction	
<u>II.B: Library and Learning Support Services</u>	Distance Education Committee/Library Full-Time Faculty Group/Tutoring Coordinator	II.B1: Distance Education Committee, Library II.B2: Library Faculty Group II.B3: Library Department Chair, Tutoring Coordinator II.B4: Library Department Chair, Director of Information Technology	Rudy Besikof/ Mark Fields
<u>II.C: Student Support Services</u>	Student Equity and Achievement Committee/ Foundation Skills Committee	II.C1: Student Equity and Achievement Committee II.C2: Foundation Skills Committee II.C3: Student Equity and Achievement Committee II.C4: Vice President of Student Services (Dean of Athletics) II.C5: Counseling co-chairs, Dean II.C6-8: Enrollment Services	Rudy Besikof/ Mark Fields
<u>III.A: Human Resources</u>	ALO/AC working with College, District Academic Senates along with District Human Resources	III.A1-14: ALO/AC working with College, District Academic Senates along with District Human Resources	Derek Pinto (Vice President of Administrative Services)
<u>III.B: Physical Resources</u>	Facilities Planning Committee	III.B1-4: Facilities Planning Committee	Derek Pinto
<u>III.C: Technology Resources</u>	Technology Planning Committee	III.C1-5: Technology Planning Committee	Derek Pinto
<u>III.D: Financial Resources</u>	Budget Advisory Committee	III.D1-16: Budget Advisory Committee Working in Cooperation with Business Services Office	Derek Pinto
<u>IV.A: Decision-Making Roles and Processes</u>	Institutional Effectiveness Committee	IV.A1-7: Institutional Effectiveness Committee	Tammeil Gilkerson (College President (2017-2020) /Rudy

			Besikof (Acting/Interim President, July 2020-October 2020; Permanent President, November 2020 – Present)
IV.B: Chief Executive Officer	President’s Office, Cabinet	IV.B1-6: President’s Office (Report-out directly to IEC)	Tammeil Gilkerson/Rudy Besikof
IV.C: Governing Board	President’s Office, Cabinet	IV.C1-13: President’s Office, Cabinet	Tammeil Gilkerson/Rudy Besikof
IV.D: Multi-College Districts or Systems	President’s Office, Cabinet	IV.D1-7: President’s Office, Cabinet	Tammeil Gilkerson/Rudy Besikof

Table 7: Accreditation Standard Assignments by Responsible Participatory Governance Committee, Senior Administrator

The ACCJC September 26th Presentation/Question & Answer session served as the springboard to the rigorous process in the fall. Twice a month, there were milestone dates for the roughly 78 members of committees to participate and contribute through two venues:

A) “Coffee and Donut” Work Sessions on Friday mornings during Fall Semester 2019.

September was devoted to training on boiling down the language in the Standards and evidence gathering followed by work sessions to compile evidence in the Canvas shell. Each of the Standards had its own Word document where links and language were added. In October, those in the group met to form bullet point reactions to the evidence, with November being the beginning of the actual forming of prose that would serve as contributions to the initial draft.

B) A Canvas Shell containing not only the work of the 78 stakeholders but also resources from the Commission, training videos, and minutes of meetings related to drafting the ISER.

Beginning in Spring Semester 2020, drafts and feedback continued, with the following events:

- February 2020 – College received initial draft of District portions of narrative, evidence
- February 2020 – Compilation of work done by stakeholders toward the creation of a first draft of the ISER, which was vetted at the Institutional Effectiveness Committee and shared with governance groups.
- March 2020 – Creation of the three points in the Quality Focus Essay (QFE)
- March 2020 – Accreditation Coordinator held Flex Day training on reporting of outcomes for non-instructional areas
- April 2020 – Release of the second draft of the ISER, with the ALO and Coordinator visiting Senates and governance committees to vet the draft and provide overview of process, areas for commendation and actionable improvement, and summary of the QFE.
- May 2020 - College Council received report on April draft, including subsequent revisions from governance committees
- July 2020 – College received second draft of District portions of ISER.

- August 2020 – Despite the campus closures due to the pandemic, work continued throughout the summer and was capped by a “Mock Site Visit” virtual evaluation of Standards I and II.
 - Fall 2020 College Flex Day (August 21, 2020) - President’s Address provided update on ISER.
 - September 4- “All Hands-on Deck Meeting” was held for final edits.
 - September 7, 16; October 7 – ISER vetted and approved by Laney College Council
 - October 20: ISER presented to campus community during Flex Day
 - October 27: Presented for first read at Peralta Board of Trustees regular meeting
 - December 8: Presented and Approved by the Peralta Board of Trustees
-

D. Organizational Information

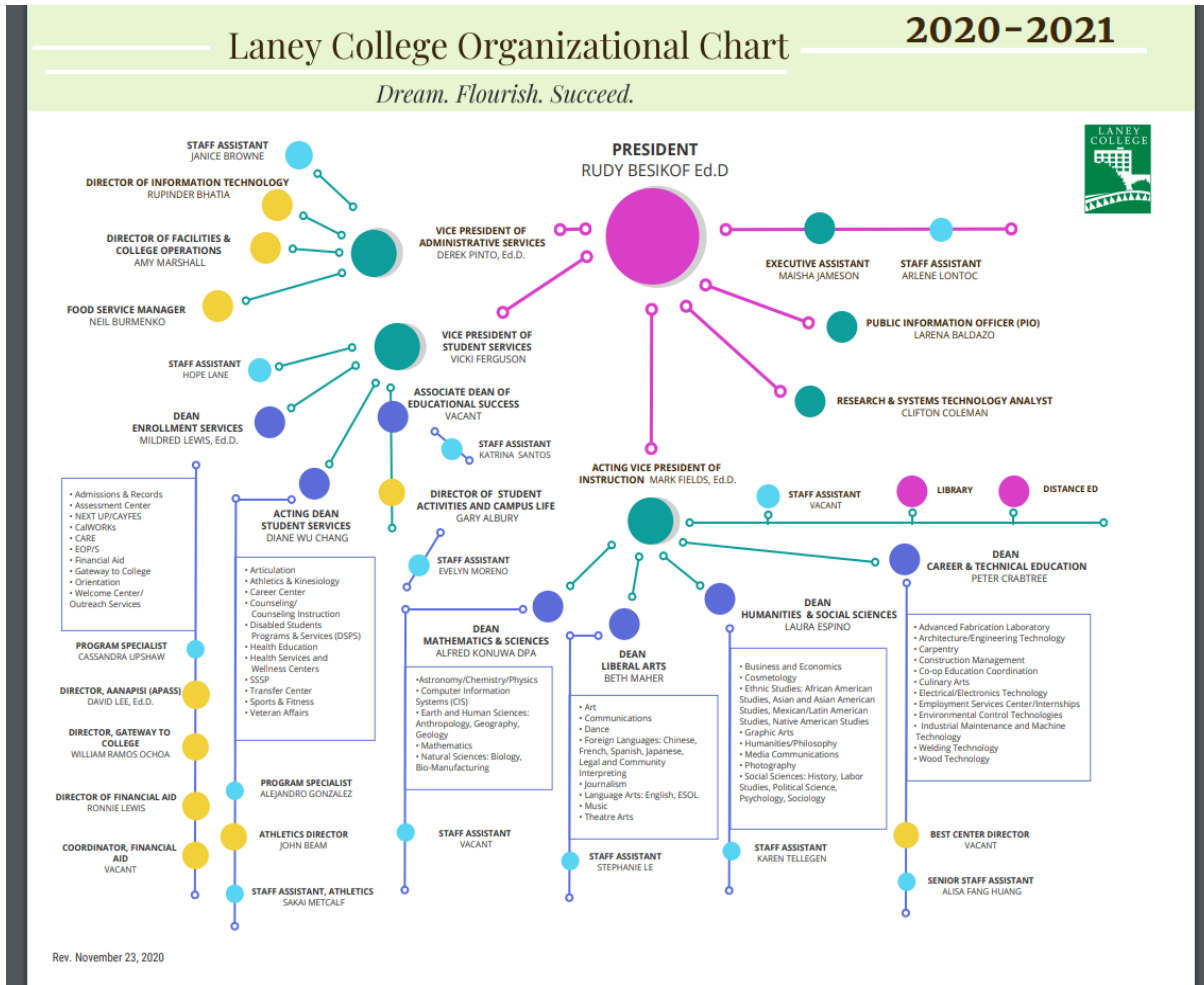


Figure 13: Laney College Organizational Chart

The chart above illustrates and details the organizational structure of the College ([OI-1](#)). Key Administrative leaders are listed on the College website’s “About” section ([OI-2](#)).

Laney College has changed its organizational structure since the last evaluation report, after thorough assessment and during times of great need, including a portion of 2016-17 when the President also served as interim Chief Instructional, Student Services and Business Officers at the same time. Following that period, the College created and hired its first Vice President of Administrative Services.

Laney College / Peralta CCD Functional Map

Laney College is part of a four-college community college District. To ensure a smooth operation between the District offices and the Colleges, a functional map ([OI-3](#)) has been adopted and recently affirmed that includes the sequence of decision-making steps, individuals or roles involved in the execution of those steps, and departments responsible for different phases of the process. The District offices and the colleges find the functional map useful for

quickly identifying the owners of a given process, as well as the points at which responsibility shifts from one area to another.

Standard I: Mission Academic Quality, and Institutional Effectiveness and Integrity ([OI-4](#))

Standard II: Student Learning Programs and Support Services ([OI-5](#))

Standard III: Resources ([OI-6](#))

Standard IV: Leadership and Governance ([OI-7](#))

EVIDENCE

OI-1 [LC Org Chart](#)

OI-2 [LC Administration home](#)

OI-3 [LC Functional Map](#)

OI-4 [Standard I FunctMap](#)

OI-5 [Standard II FunctMap](#)

OI-6 [Standard III FunctMap](#)

OI-7 [Standard IV FunctMap](#)

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Laney College is accredited by the Accrediting Commission for Community and Junior Colleges, and Western Association of Schools and Colleges and is authorized to operate as a post-secondary educational institution by the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Peralta Community College District. Laney College is the largest of four community colleges ([ER1-01](#)) in the Peralta Community College District Community College District (PCCD), which includes seven areas for trustee representation as described in Standard IV.C. The College received reaffirmation of accreditation in 2018 ([ER1-02](#)) after submitting follow-up reports pursuant to the Commission's action letters.

Laney College complies with all requirements for accreditation eligibility.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree and certificate programs.

Laney College has been in continuous operation since 1915. The College had an unduplicated headcount of 19,152 students in 2019-20, which reflects a 7.6 percent decrease in enrollment over the last five years ([ER2-01](#)). Laney College offers a comprehensive and diverse array of

degree and certificate programs ([ER2-02](#), [ER2-03](#)). In 2019-20, the College awarded 742 degrees and 353 certificates of achievement ([ER2-04](#)). The schedule of classes and the College Catalog ([ER2-05](#)) also provide evidence of Laney's ongoing operational status. Information on Laney's degree programs and increasing rates of student achievement in line with the College's mission is detailed in Standard I and Standard II.

Eligibility Requirement 3: Degrees

Most of the institution's educational offerings are programs that lead to degrees, and a substantial proportion of its students are enrolled in them. Most of the degree programs are of two academic years in length.

Aligned with its mission, Laney College offers 41 two-year area-of-emphasis (AOE) associate of arts and associate of science degrees, 23 associate degrees for transfer (ADT), and 57 certificates ([ER3-01](#), [ER3-02](#)). Associate of arts and associate of science degrees require a minimum of 60 semester units, including general education courses, which can be completed by a full-time student in two years. Degree requirements are published in the College Catalog ([ER3-03](#)). In 2019-20, the total unduplicated headcount of students enrolled in degree applicable credit courses was 16,783 with 742 degrees awarded and 353 Chancellor's Office-approved credit certificates awarded. 1094 students transferred to four-year colleges or universities (based on 2017-18 data) ([ER3-04](#)). The College's degree offerings are further addressed in Standards I.A, I.C, and II.A.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer (College President, appointed by the Governing Board) whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the District/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Rudolph J. Besikof, Ed.D. was appointed as President of Laney College in November 2020. Prior to that, he had been Acting and then Interim President since July 2020 (Besikof had been serving as the Vice President of Instruction and ALO since June 2018), succeeding President Tammeil Gilkerson, Ed.D., who had been with the College since March 2017. She had been appointed by the Peralta Community College District Board of Trustees (BOT) on February 21, 2017 ([ER4-01](#)).

The President reports directly to Interim Chancellor Carla Walter, Ph. D. who reports to the Peralta Community College Board of Trustees. Dr. Walter succeeded Chancellor Regina Stanback-Stroud, Ed.D. in July 2020. Per Board Policy 2430 ([ER4-02](#)), Delegation of Authority to Chancellor and Presidents, the Board of Trustees delegates authority to administer District policies to the Chancellor at the District level and the President at the College level. Trustee Julina Bonilla currently serves as the BOT President and was selected following Board Policy 2210: Officers ([ER4-03](#)). The College informed ACCJC of the change in chief executive officer. Further information on the President's scope of responsibility as delegated by the Peralta

Community College District Board of Trustees can be found in Standard IV.B and Standard IV.C.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title 4 eligible must demonstrate compliance with federal requirements.

The Peralta Community College District undergoes an annual external audit for the District and its Colleges by a contracted certified public accounting firm ([ER5-01](#)). The Board of Trustees reviews the annual District audit reports ([ER5-02](#)), which are publicly available on the District's website ([ER5-03](#)). Financial aid audit information showing Title 4 compliance is included in the audit. In addition to the audit, compliance with federal requirements can be found in the College's Annual Fiscal Report to ACCJC ([ER5-04](#)).

EVIDENCE

- ER1-01 [PCCD_BP_1100](#)
- ER1-02 [ACCJC Act Letter Jan 2018](#)
- ER2-01 [Student Enrollment Summary](#)
- ER2-02 [LC Catalog 2020-21](#)
- ER2-03 [LC Cat ADN 2019-20](#)
- ER2-04 [ACCJC Ann Rept 2020](#)
- ER2-05 [LC Catalog 2020-21](#)
- ER3-01 [LC Catalog 2020-21](#)
- ER3-02 [LC Cat ADN 2019-20](#)
- ER3-03 [Degree Requirements](#)
- ER3-04 [Degrees Certs data](#)
- ER4-01 [PCCD BOT Min 2 21 17](#)
- ER4-02 [PCCD_BP_2430](#)
- ER4-03 [PCCD_BP_2210](#)
- ER5-01 [BOT 5 12 20](#)
- ER5-02 [Ann Fisc Rpt 6 30 19](#)
- ER5-03 [PCCD Internal Audit home](#)
- ER5-04 [PCCD Annu Fisc Rep 6 30 2019](#)

F. Certification of Continued Institutional Compliance with Commission Policies

Laney College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member

Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title 4.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

Laney College has notified the public of the evaluation team visit through a variety of means. The College posted the dates of the site visit on the accreditation webpage of the College's website on Nov. 15, 2020 ([CR-01](#)). The PCCD Board of Trustees publicly approved the College's ISER at its December 14, 2020 meeting ([CR-02](#)). Information on the evaluation team visit has been continuously included in the College's public information updates, newsletters and other official communication mediums since November 20, 2020 and posted on the College's website ([CR-03](#), [CR-04](#)). In addition, links to accreditation updates and presentations given at various College meetings were posted to the resources section of the accreditation website ([CR-05](#)). In preparation for the evaluation team visit, the ACCJC page of the accreditation website was updated on November 15, 2020 to include a link to the Third-Party Comments form on the Commission website ([CR-06](#)). Additional information related to public notification of the visit and third-party comment is provided in Standard I.C.12.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Using its strategic planning process, Laney College established institution-set Standards based on the College mission and strategic goals, which are aligned with District goals and the state chancellor's Vision for Success. The College used baseline data from 2016-2017 to develop five-year goals for associate degree completion, certificate completion, transfer, unit accumulation, and workforce measures. In addition, the College set goals for reducing equity gaps for disproportionately impacted groups. Laney's goals ([CR-07](#)) were approved by the Board of Trustees and submitted to the state Chancellor's Office. The College reports to the Commission ([CR-08](#)) Institution-Set Standards and stretch goals compared to actual results for course completion, certification completion, degree completion, and transfer. The 2019 ACCJC Annual Report also includes institution-set Standards for licensure examination pass rates and job placement for certificate programs and career-technical education degrees.

Laney College evaluates Student Achievement Data through numbers provided through the dashboards found on the District's Institutional Research site ([CR-09](#)). An analysis of the data informs planning and resource allocation at the discipline level, department level, and division level through the Program Review process, and there are also presentations at annual planning retreats. The process aligns improvement strategies with the goals defined in the Strategic Plan and Educational Master Plan. Initiatives and related resource requests are developed and evaluated based on expected outcomes linked to student achievement. More detailed information and analysis can be found in responses to Standards I.B.3, I.B.4, and I.B.9.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2, 668.9.

Credit-hour assignments and degree program lengths at Laney College are within the range of good practice in higher education. Board Policy (BP) 4100: ***Graduation Requirements for Degrees and Certificates*** ([CR-10](#)) establishes the minimum number of credits as 60 units for a degree and 18 units for a certificate. Degree and certificate requirements are also described in the College Catalog ([CR-11](#)). Laney College follows the processes set forth in the Peralta Program and Course Approval Handbook, which is consistent with the California Community Colleges' Program and Course Approval Handbook ([CR-12](#)). Adherence to curriculum processes ensures that credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. Board Policy and Administrative Procedure 4020: Program, Curriculum, and Course Development, governs the development of curriculum at the District's Colleges and defines a credit hour ([CR-13](#)). The District's Curriculum webpage and the College's Curriculum Committee webpage provide a variety of resources, while Academic Procedure 4020 provides guidance on calculating hours and units ([CR-14](#), [CR-15](#)). Additional information on credits and programs is included in Standard II.A.5.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Laney College discloses transfer policies to students and the public primarily through the College Catalog ([CR-16](#)). These policies contain information about the criteria used to accept credits for transfer. The Admissions and Records section of the College website provides a link to graduation information and forms, and a link also can be found on the District Admissions and Records website ([CR-17](#), [CR-18](#)). Additionally, the Laney College Transfer Center website, housed within the Counseling Department website, provides transfer information for students ([CR-19](#)). Further information on Laney's transfer policies can be found in Standard II.A.10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

At Laney College, standards for student learning in distance education courses are the same as those in face-to-face classes ([CR-20](#)). The review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in Administrative Procedure (AP) 4020: Program, Curriculum, and Course Development ([CR-21](#)). The College adheres to policies and procedures for classifying courses as distance education in accordance with AP 4105: Distance Education ([CR-22](#)). These policies and procedures align with USDE definitions and are described in the Peralta Program and Course Approval Handbook ([CR-23](#)). This information is available on the District's Distance Education Faculty webpage ([CR-24](#)). AP 4105 also identifies distance education course approval and certification processes, which are detailed in the Curriculum Handbook ([CR-25](#)). The College does not offer correspondence education courses. The process for the approval of distance education courses is further discussed in Standards II.A.2 and II.A.7.

Instructors at Laney College shifted from Moodle to Canvas as our College-wide LMS effective fall 2018. The Distance Education coordinator prepared all personnel for this change with notification of the possible switch, advance notice of when the change would happen, drop-in

help, regular workshops, and information about District IT's 'migration' services to transfer course materials from Moodle to Canvas platform. Notification occurred in timely emails from the DE Coordinator, including regular newsletters such as this one from May 2018 ([CR-26](#)) announcing that Moodle would "retire" in August 2018.

The District maintains adequate platforms for distance education and the digital communications tools that support it.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Laney College's Policies and Procedures for handling student complaints are explained in AP 5530 (Student Rights and Grievance Procedure, [CR-27](#)). In addition to the District language, the College has established and made available the following administrative processes for individuals who believe they have concerns or feel they have been treated unfairly or had their rights violated. They are listed on the *Student Concerns and Complaint Process – Title 9* web page ([CR-28](#)) in the following categories (links provided below as well):

1. Prohibition of Harassment, Discrimination & Sexual Assault ([CR-29](#))
2. Grade Change - Student Grievance Proc ([CR-30](#))
3. Student Conduct Discipline - Due Process ([CR-31](#))
4. Student Rights and Grievance Procedure ([CR 32](#))
5. Disabled Students Programs and Services ([CR 33](#))
6. Nondiscrimination ([CR-34](#))

Employee complaints concerning unlawful discrimination and harassment should be directed to the Peralta Community College District Employee Relations Department, who holds the Complaint and Investigation Procedures for Employees and Students ([CR-35](#)) on their website.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The Laney College Catalog provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies. The College Catalog is accessible through a link on the homepage ([CR-36](#)). The College Catalog is reviewed annually for accuracy and revised through a collaborative process involving District and College personnel. The Vice Chancellor of Academic Affairs' and the District Public Information office support process and production of the catalog and Fall addendum, as well as the schedule of courses for Summer/Fall and Spring. The College's website also provides accurate, thorough, and current information to students and the public. Standard I.C.2 provides further information about the Laney College Catalog.

The College's accredited status is provided at the bottom of the College's home page ([CR-37](#)). In addition to the statement of accredited status, the College Accreditation webpage ([CR-38](#)) provides a link to ACCJC's action letter reaffirming accreditation, information on the Commission, and a description of the self-evaluation process. The College further describes how it provides required information concerning its accredited status in Standard I.C.1.

Title 4 Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Laney College provides evidence of compliance with required components of the Title 4 program through the District's annual financial audit process ([CR-39](#)). An independent auditor provides reports on compliance requirements, findings and questioned costs, and recommendations, which are presented annually to the Board of Trustees. The 2018-19 District audit did not result in ongoing findings.

The College's student loan default rates for 2015-2017 showed a 3-year decline, from 28.2% (2015) to 27.9% (2016) to 20.9% (2017) ([CR-40](#)). Its default rates are higher than the national average rates (9.7%), but the rates fall within the acceptable range as defined by the United States Department of Education. Compliance with Title 4 regulations is also addressed in Eligibility Requirement 5, Standard III.D.10, and Standard III.D.15.

To assist with default rate being above the national average rates for public, two-year institutions, Laney College have partnered with the Educational Credit Management Corporation (ECMC) for default prevention assistance as an institution and is one of the approved Department of Education loan servicers, to assist with default prevention and management. The agreement with ECMC's Project Success, signed since 2017, exhibits the ongoing actions to lower the default rate through financial literacy curriculum, default prevention practices, and outsourced assistance from ECMC as outlined in the agreement. The contract with ECMC is valid through September 30, 2022 ([CR-41](#)).

The College aligns with Accreditation Standards in all contractual relationships to offer or receive educational, library, and student support services. Current contractual relationships do not require a substantive change proposal. Further information can be found in Standard III.D.16 and Standard II.B.4.

EVIDENCE

- CR-01 [LC Accreditation home](#)
- CR-02 [PCCD BOT agenda 12 14 20](#)
- CR-03 [PIOemailAccredVisit112320](#)
- CR-04 [LC Accreditation home](#)
- CR-05 [LC Accrediaton resources](#)
- CR-06 [ACCJC 3rd party comments](#)
- CR-07 [LC Nova Local Vis Goals](#)
- CR-08 [ACCJC Annual Rep 2020](#)
- CR-09 [PCCD IR Dashboards home](#)
- CR-10 [PCCD BP 4100](#)
- CR-11 [Degrees Certificates](#)
- CR-12 [CCCCO PCAH 7](#)
- CR-13 [PCCD PCAMP 4th Ed](#)
- CR-14 [PCCD Curriculum home](#)
- CR-15 [PCCD AP 4020](#)

CR-16 [LC Catalog Transfers](#)
CR-16 [LC Catalog Transfers](#)
CR-17 [LC A R Petition Grad](#)
CR-18 [PCCD Petition Grad](#)
CR-19 [Transfer Center home](#)
CR-20 [Distance Ed Plan 2019-20](#)
CR-21 [PCCD AP 4020](#)
CR-22 [PCCD AP 4105](#)
CR-23 [PCCD PCAMP 4th Ed](#)
CR-24 [PCCD Distance Ed Faculty](#)
CR-25 [PCCD PCAMP 4th Ed](#)
CR -26 [LC DE Newlster 5 2018](#)
CR-27 [PCCD AP 5530](#)
CR-28 [TITLE IX Stud Compl](#)
CR-29 [PCCD AP 3430](#)
CR-30 [PCCD AP 4321](#)
CR-31 [PCCD AP 5500](#)
CR-32 [PCCD AP 5530](#)
CR-33 [PCCD BP 5140](#)
CR-34 [PCCD BP 3410](#)
CR-35 [PCCD Compl Investig Proced](#)
CR-36 [LC Classes home](#)
CR-37 [LC Accreditation home](#)
CR-38 [LC Accreditation](#)
CR-39 [AuditPCCD-Final Rep 2019](#)
CR-40 [Cohort Default Rates](#)
CR-41 [Proj Success ECMC Contract](#)

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

Vision

Dream. Flourish. Succeed.

Our Mission

Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.

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 efforts put forth by all of our faculty, staff, administrators and students. We will foster employee growth and performance levels through and personal development.

Competence: We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching and 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 helping students acquire the necessary skills and abilities to earn associate degrees, certificates, transfer, and career preparation. 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.

Figure 14: Laney College Vision, Mission, Values

IA.1 *The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Evidence of Meeting the Standard

Laney’s Mission, Vision and Values ([1-01](#)) effectively serves as its “mission” in terms of this standard, and it is a product of input by our participatory groups. All three parts of Laney’s mission are articulated together on the College website as well as in its catalog and other points of dissemination. This collective three-part statement – along with its preamble – thoroughly expresses the College’s commitment to learning.

- The preamble to the *Mission, Vision and Values* articulates Laney’s broad educational purposes as well as the types of degrees and credentials offered, specifically stating that Laney College is dedicated to “offering a variety of degrees and other program awards for students to transfer to a four-year institution and/or pursue and advance in a number of careers through its many Career Education offerings.”
- Within the *Values* portion, Laney College identifies its student population as a diverse community of learners, while describing the College as a “multicultural and diverse organization, an enriching blend of people and ideas” that is dedicated to “fostering and embracing the diversity of our staff, faculty and student body.”
- The types of awards are articulated further in the Accountability portion of *Values*, as the institution works toward students earning “associate degrees, certificates, transfer, and career preparation.”
- The commitment to student learning is also found within the *Mission, Vision and Values*. The *Vision – Dream. Flourish. Succeed.* – shares the College’s intentions for students as well as the College itself. And its Mission expresses the values of support, instruction, and motivation on equal footing, as well as describing important aspects of the community we serve *Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.*

Analysis and Evaluation

Laney College’s mission is the centerpiece of its commitment to student learning and was created in alliance with District Board Policy (BP1200) ([1-02](#)). Flanked around it are its Vision (*Dream, Flourish, Succeed*) and its Core Values (*Respect, Diversity, Appreciation, Competence, Integrity, Accountability, Innovation and Collaboration*), all of which serve to root the College in a commitment to its students that resonates in College governance, scheduling, support, assessment, planning and resource management.

IA.2 *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

Laney College uses its vast data resources in assessing its efforts toward student achievement, all of which are driven by its mission. The mission also serves to set institutional priorities throughout annual planning.

Commitment to Data-Driven Campus Culture

Laney College built itself to address this standard by establishing both an infrastructure and a data capacity that would better inform student achievement efforts.

Establishment of Office of Institutional Research - The College took a notable step forward in effective data-driven decision making with the creation and hiring of a Research & Systems Technology Analyst in June 2018, providing for the first time the College's own principal researcher. This position has both supported data queries and promoted greater consciousness of the work of the College being data informed.

Data Augmentation/Enhancement - Student achievement data accessed through the District Office of Institutional Research ([2-01](#)) is ingrained in institutional planning platforms such as the one used for authoring program reviews. The District and College research analysts publish numerous datasets that can be accessed by all Laney College constituents, including the public. These include course completion rates, persistence, degrees and certificates, transfer, and equity – among others. Nearly all these datasets allow for disaggregation of data by specific student populations or programs. Additional area-specific datasets are continually being built and are available to specific users via our data visualization tool, Power Business Intelligence (Power BI) ([2-02](#)). This platform also provides data in areas such as enrollment to complement Laney College's student success metrics.

To assess how effective Laney's efforts are in accomplishing its mission, the College uses data in key areas such as enrollment management to analyze student achievement data and inform course scheduling, not only at the college but in offerings across the District. One tool that serves to assess is the Peralta Online Scheduling Tool ([2-03](#)), as well as in institutional planning where program reviews, housed in currIQūnet META (e.g., See "Program Goals" 1-4 beginning bottom of page 1, [2-04](#)) are linked to the College's mission and resource requests. While institution-level data can provide a global or department-level analysis, Laney's research office innovated its efforts to provide faculty with *Snapshots* ([2-05](#)), individualized section-level data regarding enrollment, retention, and success disaggregated by sex, ethnicity, and age.

Analysis and Evaluation

Over the past three years, Laney College has made great advances in being a data-driven campus that serves students' educational needs. It employs data – especially related to student achievement – at the heart of its planning and evaluation processes and has recently strengthened this integration within the program review process. All constituencies are growing in their understanding of how vital it is to utilize data in planning and decision making, and the College's and District's capacity for collecting and organizing data, as well as presenting and analyzing it, has grown accordingly. The ability to access data more easily via dashboards, snapshots and the program review platform has moved program leaders to embrace the opportunity to learn from data and to utilize it in their planning and advocacy.

I.A.3 *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard

Laney College's 2018-23 Strategic Goals ([3-01](#)), tied to the College's **Mission, Vision and Values**, form the basis for how decision making, planning, and resource allocation are conducted, and are deeply integrated into the planning and implementation cycle.

Each area of the College articulates the specific form of instruction or service it provides to students by stating its purpose in a mission statement while completing its Program Review each Fall Semester. Each of these program mission statements is required to be connected to the Mission of the College, as demonstrated on page 34 of the Participatory Governance Organization Manual ([3-02](#)). This requirement was built into the District's program review platforms, and it requires linkage of each area's goals to both Laney's Strategic Goals and those of the Peralta Community College District. Resource requests as part of program review are now considered and prioritized according to rubrics approved by the College Council. ([3-03](#))

Increasingly, committees including Strategic Enrollment Management, Student Equity and Achievement, and College Council construct meeting agendas with items explicitly connected with College goals.

Participation in statewide initiatives is also driven by the College Mission. In the case of Guided Pathways, the campus first engaged the question of who our diverse community of learners are, and it found that a large portion of students are over 24, attending part-time, and working. The College then moved toward participation in the Statewide Program Mapping Project, which is explained in Standard I.B.1., and displays areas of study in a format that emphasizes career attainment and/or advancement by providing tangible labor information such as applicable jobs, labor market demand, and estimated salary for students completing each degree or certificate. Accompanying program information is information for students that is provided through Laney's Counseling services. These steps are designed to serve the "diverse community of learners" referenced in the College's Mission.

Analysis and Evaluation

In addition to serving students in general, the Mission requires Laney College to address the needs of its disproportionately impacted students. Instructional and non-instructional areas disaggregate data and evaluate the effectiveness of their respective areas in their program reviews. As a result of such data and inquiries, the College has strived to increase access and success rates among groups such as veterans, foster youth, Latinx, and formerly incarcerated students. Specific actions include developing and implementing marketing strategies for targeted populations in the community, as well as growing and maintaining stronger relationships with community-based organizations.

In addition to programs, policies have been enacted that are driven by Laney's commitment to cultivating a culture of belonging, pride, and self-reflection for continuous improvement. This is especially evident in the enactment of the Non-discrimination Statement on Marketing Materials

(3-04) (BUS 6.94) and Non-discriminatory Restroom Facility Access (3-05) (BUS 6.95), both of which were approved through Laney’s participatory governance.

I.A.4 *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated, as necessary. (ER 6)*

Evidence of Meeting the Standard

The College widely publishes links to its Mission, which is found on the College’s general information page (4-01) along with the Vision and Values of the institution, presented to the campus community as a unifying concept.

Historically, the College’s mission has been reviewed every other year as a part of the Educational Master Planning and Strategic Planning processes, and most recently at the Nov. 13, 2020 Fall Planning Retreat (4-02). The Laney College Educational Master Plan was approved by the Board of Trustees at its June 14, 2016 meeting (4-03 – Please see motion, p. 8 and item 22, p.10). The new Laney College mission statement was approved again by the governing board on March 10, 2020 (4-04).

The Mission, Vision and Values were updated and approved through participatory governance in 2018 as a part of the College’s Strategic Plan for 2018-23. The Mission was officially established with its approval at the March 21, 2018 College Council meeting, (4-05) culminating efforts that began at a campus-wide planning retreat. The Values portion of the Mission statement was updated later that year and approved at the May 16, 2018 College Council meeting (4-06). (Please see item VI, p.3.) Moving forward, the Mission will be reviewed by the College constituents annually as a part of the end-of-year Planning Retreat and the final College Council meeting of the year. The review has been built into the Master calendar for College Council and will begin May 2021.

Analysis and Evaluation

Laney College articulates its mission prominently on the “About” page. The mission was approved through several levels of participatory governance at the College and has been approved by the governing board. The mission statement is reviewed at least every other year and is updated, as necessary.

Conclusions on Standard I.A. Mission

Laney College’s mission review process aligns with its Vision, Goals and Values. It directly guides the activities of governance as well as strategic planning, program review and resource allocation.

Laney’s participation in the Strategic Enrollment Management Development Initiative, the California Guided Pathways Project, implementation of AB 705, and efforts to close student equity gaps have created an opportunity to ensure that the revised Mission, Vision, and Values fully reflect the College’s commitment to student learning and achievement for all students.

EVIDENCE I.A.

- 1-01 [Mission Vision Values](#)
 - 1-02 [PCCD BP 1200](#)
 - 2-01 [PCCD IR Dashboard](#)
 - 2-02 [PCCD Power BI home](#)
 - 2-03 [PCCD POST](#)
 - 2-04 [MACH CPR 2018-19](#)
 - 2-05 [SNAPSHOT Bailey F19](#)
 - 3-01 [Strategic Goals 2018-23](#)
 - 3-02 [PGOM 2019-20](#)
 - 3-03 [Res Req Rank Rubric 2020-21](#)
 - 3-04 [SOP Non Discr Marketing](#)
 - 3-05 [SOP Non Discr Restroom](#)
 - 4-01 [LC Mission home](#)
 - 4-02 [Plan Retreat Flyer F20](#)
 - 4-03 [PCCD BOT EMP 6 14 2016](#)
 - 4-04 [PCCD BOT 3 10 2020](#)
 - 4-05 [CC Minutes 3-21 2018](#)
 - 4-06 [CC Minutes 5 16 2018](#)
-

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 *The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard

Sustained dialog takes place on a campus level in many forms, kicking off with opening day professional development (“Flex Day”) events and continuing throughout the year in program and participatory governance venues including three more Flex Days, regular instructional department meetings, and Learning Assessment Committee (LAC) meetings, trainings, and presentations.

Ongoing dialog is facilitated partly by the Professional Development committee ([1-01](#)) which consists of four Faculty, three Classified, and three Administrative professionals, and one student appointed by the Associated Students, providing a healthy mix of perspectives and engagement. Flex Day planning is informed by extensive communication among faculty and classified professionals about trainings, workshops, and other activities that will mostly impact student learning and achievement. Most recently, these discussions led to an August 21, 2020 college

Flex Day ([1-02](#)) whose key points of emphasis were student equity and cultural sensitivity. Participants offer feedback shortly after such events in evaluation surveys ([1-03](#)).

The work of substantive and collegial dialog has borne fruit in the form of tangible institutional progress traveling beyond the circles of committee recommendations, extending to College initiatives as well as operational areas that directly serve students, such as the following:

Guided Pathways (GP) – Through data from student focus groups that was reported to the Strategic Enrollment Management Committee and vetted at the College Council, pathways-based scheduling has become a key goal in the Strategic Enrollment Management plan and scheduling practices among department chairs and deans. Chairs and the GP team have created “Areas of Interest” ([1-04](#)), have begun long-term schedule planning, and have dialed up their outreach to students. As a result, Laney College is now one of nine initial colleges in California to have completed the Statewide Program Mapping Project (Laney College Banking and Finance Program Map) ([1-05](#)) for Guided Pathways.

Student Services – Laney College’s student service areas assess their service area outcomes annually on a 4-year cycle, with one of those years requiring a comprehensive report such as the one filed by the Laney College Welcome Center in 2019 ([1-06](#)). Student Services have adopted the model of each program assessing at least one outcome per semester, gathering and analyzing data and making appropriate changes to their service modes or processes.

Counseling – Dialog among the Basic Skills Student Outcomes Transformation (BSSOT) grant-funded communities of practice and AB705 implementation teams led to the piloting of “Integrated Counseling” ([1-07](#)), which brings Counseling faculty into English and Math classrooms for workshops on education planning, time management, and enrollment decision-making. Counseling faculty appreciate the opportunity to share practical information with groups of 25-35 students at once rather than one at a time, and each question asked provides a whole group of students with an opportunity for greater understanding of what Counseling offers.

Distance Education – The Distance Education Committee has facilitated dialog that has led to several significant impacts on the College. This dialog and work, found in committee meeting minutes ([1-08](#)), have been essential to the following steps that Laney College has taken forward:

- Crafting of the Laney College Distance Education Plan ([1-09](#))
- Creation of the Peralta Equity Rubric ([1-10](#))
- Participation in the CVC/OEI online consortium ([1-11](#))
- Work with the CTE Online Pathways Plan, ([1-12](#)) creating pathways for areas of CTE, with a ‘sub-pathway’ created for ESOL students already taking hybrid courses at the capstone level to continue in fields that have virtual means of study available to them.

Analysis and Evaluation

Laney College holds sustained dialog that assesses and evaluates services to students that results in beneficial outcomes. The College leverages grant funding and other opportunities toward innovation, and couples this and other knowledge with an attitude that starts with “Yes” when approached by colleagues about collaboration. Activities related to student outcomes and

improvements to the learning experience have elicited genuine, spirited dialog among stakeholders as colleagues in Instruction, Student Services, and Administrative Services come together as educators to figure out how better to serve students.

I.B.2 *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Evidence of Meeting the Standard

Laney College has adopted a culture of assessment for all areas of the College, including instructional programs and support services. Faculty assess their courses and results are discussed in department meetings or course-level sub-groups. Before or after those meetings, department chairs commonly meet with one of the college Assessment Coordinators to receive professional and technical assistance. To ensure participation, part-time faculty are compensated for their assessment work.

Within the currIQūnet META (“META”) platform, departments provide assessment reports as the results of assessing Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). Leadership for this work has been provided by the co-chairs of the Learning Assessment Committee (LAC), who also serve in a coordination role for instructional programs. META has multiple levels to include data for course, program, and institutional level assessment, and is the home of all instructional, learning support, and student support program reviews, with assessment as an integral component. Prior to the launch of META in Fall 2017, data was recorded using the Taskstream platform.

The LAC website ([2-01](#)) provides resources for assessment including steps for writing SLOs and the rubric for approval. To prepare faculty, the page also contains professional development resources that teach the basics of outcomes and Bloom’s Taxonomy.

Evidence of assessment includes communication from LAC coordinators; invitation emails and records of professional development opportunities relative to assessment; program review technical support sessions and training materials ([2-02](#)); validation of program review (SLO assessment being compulsory for validation); and reporting back on validation scoring, which includes both recognition of validated assessment work and technical coaching for areas that are not validated.

The program review process serves as a vehicle for validating student learning, and it is a requirement for areas of the College to be considered for resource request funding.

Outcomes and Curriculum

The outcomes determined by faculty authors are vetted and then approved as part of the Course Outline of Record (COR). The META system includes an outcome outline as well as reports of all SLOs and PLOs. All CORs with their courses’ SLOs, and Program Outlines with PLOs are available at this Peralta currIQūnet Public Search. ([2-03](#)). Through the META system, Sample

Outcome Outlines and Learning Outcomes are available. Also, through META, SLO Course and Program Reports can be run. While crafting these reports, authors map PLOs to their SLOs, as evidenced by English's AA-T Program Outline (2-04) and "Program Outcome Mapping" report (2-05), which shows how PLOs are mapped to course SLOs.

As part of the curriculum approval process itself, when curriculum additions or updates are submitted, the Assessment Coordinator approves outcomes for the COR (Course Outline of Record). In doing so, this individual works with faculty to ensure outcomes employ Bloom's Taxonomy and are assessable by appropriate methods.

PLOs appear on the degree and certificate pages in the College catalog, and PLO assessments are posted on the LAC web page.

Instructional Program Assessment

Courses and programs assess their learning outcomes, with the data and outcomes work housed in META. A four-year cycle of program review is defined on an assessment schedule provided (2-06) to department chairs and deans for reference, and in the year when a department is required to submit a Comprehensive Program Review, the "coach" who serves as validator is also involved. Annual assessment of both SLOs and PLOs culminates in the overall program assessment portion of the cycle, which occurs not during the Comprehensive Program Review year but during its own "assessment year" so that assessment of programs in terms of their outcomes can be the primary focus. The same is done for a curriculum review year.

Learning Support Services Assessment

Laney College has established a comprehensive outcomes structure to assess our student service areas and learning support services. Much like the instructional side of assessment, each program and area has individually defined outcomes to better understand student needs. Outcomes data is analyzed to assess the quality of work provided by each service area.

Outcomes are designed to be measurable through surveys, workshop assignments, knowledge-based questionnaires and satisfaction surveys. As with instructional outcomes assessment, data is then collected via META and analyzed by each program to find areas for improvement. Each program then adapts their workshops to address student concerns and suggestions.

Each outcome is written to highlight the program's different expertise. For example, the CalWORKs program addresses the identified achievement gap in the Cosmetology program's SLOs, as this is the preferred major of choice for CalWORKs students. The CalWORKs program then tailors workshops (2-07) that address soft skills, trauma and other emotional support topics; as a result, students can more effectively engage in the classroom, pass their courses, and earn a certificate or degree in the program.

Analysis and Evaluation

Laney College has a culture of assessment driven by faculty, classified and administrative leadership and dialog as well as its program review and resource allocation processes.

Participation in the assessment process is improving at Laney College, and recent (2018-20) integration enhancements of assessment's role in institutional planning and resource allocation has brought further meaning and value to the process. The IEC, Department Chairs Academy, and Student Services program coordinators groups are expanding awareness of this integrated system and understanding of the nature and importance of assessment is deepening.

I.B.3 *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Evidence of Meeting the Standard

As student success is integral to the College's vision and mission, Laney College establishes and publishes its institution-set standards. They are also reported through participatory governance, culminating in approval by the College Council. At the beginning of the 2018-23 strategic planning cycle – specifically the September 2018 meeting (3-01) – the Council established goals, strategies, and key performance indicators (KPI) (3-02).

The full set of goals has been logged in the various state platforms over the past seven years. First, there was the annual Student Success Scorecard, which had been used to report on Laney's progress toward achieving institution-set standards through 2017-18 (3-03). Since 2018, the college has complied with the reporting of Standards (3-04) in the State Chancellor's Office NOVA System to align with the State Chancellor's Office Vision for Success (VFS). These goals were vetted and approved through participatory governance, gaining final endorsement at the May 2019 College Council (3-05).

The metrics identified in the Vision for Success resonate with the goals found in the Strategic Enrollment Management Plan (SEM Plan, 3-06). The VFS goals and those of the SEM plan align in areas such as degree and transfer-degree attainment, certificate attainment, transfer, and reduction in average units per student.

Laney College has provided these Standards in annual reports to the Commission (3-07).

Analysis and Evaluation

Laney College establishes institution-set standards for student achievement, appropriate to its mission, and regularly assesses how well it is achieving them in pursuit of continuous improvement, and disseminates this information through participatory governance and presentations to the Board (3-08), as well as its website. The 2019 Annual Report showed Laney College surpassing institution-set standards for awards by 35 percent (3-09). It is too soon to evaluate trends on other measures, such as transfer or job attainment, as such data takes time for CCCCO to collect.

I.B.4 *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard

Through SLO and PLO assessment, review of student achievement data, improvement plans articulated in program review, professional development (PD), faculty evaluations, and department and inter-department collaboration, the College's processes facilitate data-driven planning to support student learning and success. Results of these assessments are published on the Learning Assessment Committee website ([4-01](#)).

The Institutional Effectiveness Committee guides and validates program review work on a four-year cycle ([4-02](#)), with each discipline conducting Comprehensive Program Reviews every third year and Annual Program Updates in the intervening years.

Assessment data is recorded in META, ([4-03](#)) and recent improvements to the reporting/recording platform have facilitated engagement of faculty in assessment work. Assessment coordinators also have provided a 'training copy' of the program review prompts as a Word document (here .pdf) for ease in sharing with colleagues ([4-04](#)).

The Learning Assessment Committee provides ample training and support for SLO and PLO assessment. Multiple reporting levels within the META system enrich the process and allow for assessment plans and reporting from course through institution level. Regular workshops are offered during Professional Development Days to train faculty and student services personnel in how to navigate META, and ongoing drop-in assessment workshops occur throughout the fall and spring terms. Completed assessments such as Manicuring & Pedicuring II, (COSM 221) ([4-05](#)), Statistics (MATH 13-Aggregate) ([4-06](#)), and Fundamentals of Biotechnology (BIOL 75-Aggregate) ([4-07](#)) are evidence of the impact of consistent, comprehensive training.

Analysis and Evaluation

Laney College uses assessment data and organizes its institutional processes to support student learning and student achievement. This is accomplished as part of a four-year program-review cycle that integrates outcome assessment, goal setting, improvement planning and resource requests. Now that the platform for recording assessment plans and results has become uniform across all instructional, student-support and administrative units – and now that it is for the first time (as of fall 2019) integrated with the platform for program review, the culture of College personnel is now embracing outcome-based assessment along with other telling metrics as a natural and valuable part of the planning-and-improvement cycle. Increased consciousness about program design fostering efficient and successful program completion has informed this 'cultural development' through the Guided Pathways concept and practical work, and through deeper recognition of the impacts and value of Counseling, Student Services, clear and 'bright' information, and College-wide goal setting. Laney College has never been more integrated in its planning processes and mindset as it is now.

Institutional Effectiveness

I.B.5 *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.*

Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Assessing the accomplishment of Laney's Mission, Vision and Values (5-01) through program review has been a constant exercise dating back to the 2017 leadership change at the College. At that time, the President and other leaders re-established the value and meaning of program review, clarifying, and making a commitment that reviews would be read and validated within a strengthened system of integration, so that plans would truly inform planning at the College. This has been a process of continuing improvement.

Central to the College's improvement efforts were several activities held to develop a collective understanding of both the program review process, including assessment of its mission, and the need to align this vital work to the mission of the College. These activities were evaluated via Survey Monkey (5-02).

Identified as central to the College's mission through its strategic goals was Goal 5: "Increase awareness and access to disproportionately impacted communities," so the College's Program Review process employed data to identify needs of disproportionately impacted students, and stimulate faculty and service leads to set goals and identify resource needs. Within the Comprehensive Program Review report, for example, authors had the opportunity to view disaggregated data and respond to the following: "When disaggregated, are there any groups whose course completion rate falls more than 3 percent below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group." (5-03)

For the 2020-21 academic year, the process was strengthened with the introduction of a program review training (5-04), and rubrics (5-05) for all types of reviews:

- Annual Program Review Rubric (for all areas) (5-06)
- Comprehensive Program Review Rubric (Instruction) (5-07)
- Comprehensive Program Review Rubric (Service Areas) (5-08)
- Comprehensive Program Review Rubric (Administrative Areas) (5-09)
- Resource Request Ranking Rubric (5-10)

Moving forward, the College will be implementing training and support to assist areas of the College as they report on their Institutional Learning Outcomes.

Analysis and Evaluation

Laney College assesses accomplishment of its mission through program review and evaluation of goals and objectives, Student Learning Outcomes (SLOs), and student achievement. Comprehensive and annual program reviews are validated by the Institutional Effectiveness Committee using clear validation rubrics. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. The program review template provides each department with student achievement data in comprehensive form as well as disaggregated by

such factors as race, age, and mode of delivery, and addressing data through an Equity has become a normal part of every area's work.

I.B.6 *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard

The College's analysis of student learning and achievement data routinely includes disaggregated data, and analysis of this disaggregated data is central to Guided Pathways implementation as well as the Vision for Success goals that Laney College provided to the state, most recently in Spring 2019 (6-01). The framework provided in the College's 2018-23 Strategic Plan (6-02) also necessitates the analysis of disaggregated data and specific targets designed to eliminate equity gaps.

The Peralta Community College District Office of Academic Affairs provides course and award-level data disaggregated within its program review platform (6-03). As part of both the annual as well as the comprehensive process, Instructional, Student Service and Administrative Service areas at the College are asked to review this data, provide an analysis, and craft detailed improvement actions to increase student success. Disciplines review disaggregated data and incorporate an analysis into their Comprehensive Program Reviews and Plans (e.g., Machine Technology: 6-04 & Biology: 6-05).

Similarly, the process of determining resource prioritization includes collaborative discussions between the five resource allocation committees (Faculty prioritization, Classified Staffing, Technology, Facilities, and Instructional Equipment/Library Materials), the Budget Advisory Committee, and the College Council. After the allocation groups identify priorities, the Budget Advisory Committee and then the College Council review and provide recommendations to the President for a final decision, which is reported back to the campus in the President's report to the College Council, at the following meeting. Additionally, professional development needs expressed in Program Reviews are collated and delivered to the PD (Professional Development) Committee and its chair(s).

Analysis and evaluation

Disaggregation of data to the course or corresponding level allows for authors and reviewers to truly consider the question of whether students' needs are being met in equitable fashion. This practice addresses Goals 1, 4 and 5 of Laney's 2018-23 Strategic Goals (*Promote Equity; Cultivate a culture of belonging, pride, and self-reflection for continuous improvement; Increase awareness and access to disproportionately impacted communities*) toward the achievement of the objectives identified in the *Vision for Success*. Despite decreasing enrollments, Laney College has increased the number of degrees and certificates awarded by 30 percent over the last five years. This includes a 146 percent increase in ADT awards and significant increases in credit certificates. (6-06)

I.B.7 *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard

As part of its charge, Laney College's Institutional Effectiveness Committee (IEC) monitors, promotes, assesses, and evaluates all components of the College's goal setting, planning, assessment, and resource allocation, ensuring that evaluation is built into the College's assessment and planning processes each Spring. Initiatives toward institutional change have added urgency to the evaluative processes, and several statewide initiatives have influenced the College's planning agenda over the past several years. Following an emphasis on creating degrees for transfer, Guided Pathways has led Laney College to carefully consider questions ranging from the demographics and needs of the students it serves, to the way classes and student-services hours are scheduled, to the media and formats by which students see class offerings and services that are available to them (7-01).

Evaluation of resource management and governance processes is a regular occurrence among participatory governance groups (7-02). Each committee is required to review and evaluate its goals and charge, and committee members complete annual evaluations of the meetings and work that has been done during each academic year (7-03). Also, the District wide Participatory Governance Committee (7-04) meets at least once a semester to discuss the structure and operations of committees, as well as the charges and memberships that are laid out in the Laney College Participatory Governance & Organization Manual (7-05).

As part of the criteria for reporting as well as the committees' required self-evaluations, committee members speak to the alignment of their work with the College's strategic goals (7-06). Specifically, the self-evaluation survey asks whether each committee's "processes and outcomes are well integrated with the College's strategic plan," and whether "the adopted planning and resource allocation model aligns with the College's mission and strategic goals." (7-07)

Larger college plans also must demonstrate alignment. For instance, the Strategic Enrollment Management Plan (7-08), approved through participatory governance, includes several critical goals and strategies that encompass the Business, Student Services and Instruction areas of the College and a plethora of objectives. Every piece of the plan is tied directly to the mission-driven goals and objectives for the College.

Program Review (7-09) is the most sweeping, all-inclusive process where direct assessment of alignment with the mission and strategic goals of the College takes place and shapes the College's work. As programs submit their goals and accompanying resource requests, alignment is a basic requirement for validation and, because of validation, eligibility for resources through the College's Resource Allocation process and Resource Allocation Rubric (7-10).

Evaluation is also a broader exercise across the institution that extends to participatory governance committees at Laney's. Twice a year, participatory governance committees report to the general campus on their activities (7-11), as well as at the annual planning retreat. To

facilitate this communication, the College has committed to making meeting materials more regular and accessible, most recently through its purchase of BoardDocs, a technology platform for housing agendas and minutes of meetings, now for used campus committees.

Analysis and Evaluation

Regular evaluation of practices and policies is built into all areas, so the drive toward continuously greater student success is shared throughout our College.

One example has been the College's amending of prerequisites and support for Math and English students. During this period, two initiatives came in close succession of each other, namely Acceleration/Multiple Measures, then AB 705.

Acceleration/Multiple Measures – During the evaluation period, Laney College invested in efforts to minimize basic skills levels of study toward transfer and award attainment. Research out of the state Chancellor's Office and other colleges demonstrated that both pre-transfer levels and existing placement testing were barriers to completion. English and Math faculty, working with Student Services staff in orientation and testing, arrived at modifying the process to allow students to use transcripts as a primary basis for placement.

Impact of ESOL Design – In ESOL, Laney College has remained contemporaneous or even ahead of state mandates. The planning for onboarding and Guided Self-Placement for English to Speakers of Other Languages is a shining example, as the approach, both on instructional and student service levels, has been a standard bearer not only for work with AB705, but also Guided Pathways efforts. This ESOL presentation ([7-12](#)), made originally to the GP group and then department chairs, came to be the business model by which the AB705 coordinator led College-wide efforts in Math and English from 2018 to the present, especially as it relates to onboarding, orientation, and student self-placement.

AB705 – Shortly after the acceleration project began, Assembly Bill 705 was passed. It required students the possibility to self-place into transfer Math and English regardless of placement recommendations related to high school GPA or past coursework. Additionally, the Colleges could establish required support courses as needed. Through work by the District's AB705 workgroups, composed of discipline faculty, counselors, and administrators, a 2.6 GPA for was established as the threshold under which support courses alongside English 1A should be recommended; correspondingly, in Math, 2.8 was identified as a marker for recommending support, while 2.6 required students to enroll in support courses for College Algebra, Statistics and Trigonometry.

I.B.8 *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

Within the governance structure, the Learning Assessment Committee (LAC) works with instructional programs on their assessment plans and reporting and posts its results on the Committee web page (8-01).

Concerning evaluation of student achievement, the College communicates its progress through regular flex presentations and reports to the state via the Management Information System (MIS) (8-02), which is reflected on both Student Success Metrics (8-03) and internal student achievement data (8-04). Units throughout the College report on assessments annually as part of Program Reviews.

There are also evaluations that inform decisions such as scheduling. In 2018-19, for instance, findings on enrollment and completion were reported to the College Council and Strategic Enrollment Management committee (8-05) relative to the impact of students having to take classes at more than one Peralta campus. This ‘student swirl’ (8-06) data led the College to take the lead in calling a series of three District wide meetings, one of which took place at Laney College (8-07), to discuss scheduling overlap.

Enlisting in Guided Pathways, the College communicated its evaluation activities not only in the initial 2018 report (8-08) but also in Fall 2019, when it submitted a 2019-20 self-assessment (8-09) to join the Statewide Mapping Project.

Data on College-wide, division, discipline, and course-level success and retention, including data disaggregated by equity categories, is made available for departments to analyze and review as part of the Program Review process. The District Office of Institutional Research as well as Laney’s Research Analyst have made equity reports available to individual faculty to view their own students’ success and retention through an equity lens, most easily accessed at the District Dashboards page (8-10), which is available to all constituents and the public.

Moreover, Program Learning Outcomes (PLOs) and assessment plans (8-11) are published on the Learning Assessment Committee website.

Analysis and Evaluation

Laney College communicates assessments and evaluations regularly and broadly through reports, presentations, and publications. The redesign of the College website in Fall 2019 coupled with the College’s use of BoardDocs, has improved the ease with which all constituencies can readily find presentation materials or documents as part of their role in planning and decision-making. The President’s effort to regularly report out at the College Council meetings is another vehicle for clear and consistent communication of important conversations taking place around all aspects of the College that impact students.

***I.B.9** The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

Evidence of Meeting the Standard

Laney College engages in a systematic process of evaluation and planning, as evidenced in the 2016 Educational Master Plan (9-01), and in 2017 the Mission, Vision and Values (9-02) became the new campus-wide driver of innovation to improve service to and success of Laney's students.

The College's Program Review and planning cycle operationalizes planning, which moves from the discipline/area through separate validation processes for Comprehensive and Annual Program Reviews, to prioritization through the College's resource allocation committees. The recommendations from the five resource allocation committees (Faculty Staffing, Classified Staffing, Instructional Equipment and Library Materials (IELM, handling the Instructional Block Grant funds, Technology, and Facilities) move to the Budget Advisory Committee, and then to the College Council for final approval. This process is shown on page 34 of the college's Participatory Governance Organization Manual (9-03).

This cycle involves curricular updating by instructional areas, outcomes assessment, program review, comprehensive program review, planning, and resource allocation – all of which is made public to the campus and the greater public community through its participatory governance processes. The components of and planning timelines for the cycle are held in charts that are increasingly well-known among faculty and classified professionals: The Program Review Annual Timeline (9-04) and the Four-Year Cycle (9-05) that calendars student services, instructional and administrative units' program review process.

Analysis and Evaluation

Since 2017-18 systematic evaluation and planning have become ingrained among College area leaders. The College's program review, planning, and resource allocation are integrated in a comprehensive process that clarifies reporting and resource request requirements and supports the short- and long-range goals of all areas, including the College as a whole.

Participation in this process is broad-based and inclusive, and required for all instructional, administrative, and student-service areas of the College. The full planning cycle is now understood and recognized for its meaning and value, as evidenced by coordinators of areas (e.g., Distance Education committee) *requesting* the opportunity to submit program reviews (9-06).

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Laney College is constantly improving academic quality and institutional effectiveness by integrating academic and service area assessment into its planning processes. Plans are transparent and widely communicated, with institutional decisions that have broad, inclusive recommendations as their foundations. Each year, through continuous review, evaluation, and refinement, the processes become more effective as understanding and 'buy-in' among our instructional and service areas deepens. And the administrative leadership team that has been in place for the past three years, especially, has contributed to this strengthened sense of clarity, relevance, and efficacy of the various components of the planning process.

Administrators, Faculty and Classified professionals alike regularly and increasingly engage in data-informed discussions. As access to data has increased, the College has responded by quickly ramping up its reliance upon the success data promoted throughout the state community college system and among the nation’s education institutions. Respecting the data now available in such user-friendly forms as the District’s “Dashboard/Interactive FactBooks,” (10-1) Laney College department chairs and program coordinators are joining administrative leaders, shared-governance committees, and their chairs in making measurable goals a regular, motivating part of their work, using data to inform discussions about strategies to improve student outcomes, and allocating resources to support those strategies.

Educators at Laney College are embracing validation as a means of the IEC partnering with program leaders to make data-analysis, planning, and reporting – anchored by Program Review – meaningful and relevant in a way that was not always so. The IEC has done serious work to refine the program review process and provide the support called for by program leaders and other contributors, and provide helpful monitoring and validation using clear rubrics and tangible connections to resources. This work has moved the College far forward in terms of programs reporting on their progress on an ongoing and systematic basis.

Actionable Improvement Plan

The College, through the work of the Curriculum and Learning Assessment Committees, has collected data regarding course, program, and institution-level outcomes. Moving forward, there is an effort to have institution-level outcome discussion mirror those of course and program-level conversations and resulting actions more closely and rigorously.

Standard	Improvement	Expected Outcomes	Timeline	Responsible Leads	College Planning Alignment
I.B.5	Expand dialog regarding ILO assessment beyond the work of the Learning Assessment Committee.	Greater faculty and student awareness of ILOs and relevance to coursework, resulting in greater program completion, transfer, and workplace readiness rates.	Immediate implementation with annual assessment, discussion in events such as professional development, and participatory governance venues.	Department Chairs & Program Coordinators, in cooperative leadership with Curriculum & Learning Assessment Chairs, in collaboration with the Vice- Presidents and Deans in Instruction and Student Services that work directly with instructional programs.	This critical improvement plan aligns with all five of Laney College’s Strategic Goals.

Table 8: Standard IB Actionable Improvement Plan

EVIDENCE I.B.

- 1-01 [PD Comm Agendas](#)
- 1-02 [PD Flex Sched 8 21 20](#)
- 1-03 [PD Flex Day Surv 8 21 20](#)
- 1-04 [GP Map Success Guide](#)
- 1-05 [GP Bank Fin Prog Map](#)
- 1-06 [CPR Welcome Center 2018 19](#)

1-07 [Integ Counsel Classes SP19](#)
1-08 [DE Comm Min 8 25 20](#)
1-09 [Distance Ed Plan 2019-20](#)
1-10 [PCCD Online Equity Rubric](#)
1-11 [CVC OEI Consortium](#)
1-12 [CTE Online Pathways Plan](#)
2-01 [LAC home](#)
2-02 [LAC Training Materials](#)
2-03 [CurrIQunet Public Search](#)
2-04 [CurrIQunet Eng AAT Outline](#)
2-05 [CurrIQunet Eng AAT Prog Map](#)
2-06 [CPR Schedule 2019-23](#)
2-07 [CalWorks COS Wrshp 11 7 19](#)
3-01 [CC Minutes 9 19 18](#)
3-02 [CC Goals 2017 20](#)
3-03 [Stdnt Succ Scorecard 2019](#)
3-04 [NOVA LC Local Vision Goals](#)
3-05 [CC minutes 5 15 2019](#)
3-06 [SEM 2019-20](#)
3-07 [ACCJC Ann Rept 2019](#)
3-08 [LC Vision Success 2022 Align](#)
3-09 [ACCJC Ann Rept pg2 2019](#)
4-01 [LAC Prog Out Asmt Results](#)
4-02 [CPR Schedule 2019-23](#)
4-03 [CurrIQunet META home](#)
4-04 [Instr CTE CPR-APR ques](#)
4-05 [COSM-221 asmt 2019](#)
4-06 [MATH-13-AGG asmt 2017](#)
4-07 [BIOL-75-AGG asmt F2019](#)
5-01 [Mission Vision Values](#)
5-02 [CC Eval Surv 2017-18](#)
5-03 [Instr Prog Rev Templ 18-19](#)
5-04 [PD Flex PR 10 20 20](#)
5-05 [PR Validation Rubrics](#)
5-06 [APR Validation Rubric](#)
5-07 [CPR Rubric Instruction](#)
5-08 [CPR Rubric Service Area](#)
5-09 [CPR Rubric Admin Unit](#)
5-10 [Resource Req Rubric 2019 20](#)
6-01 [NOVA LC Local Vision Goals](#)
6-02 [LC Strategic Plan 2018-23](#)
6-03 [PCCD PR home](#)
6-04 [MACH CPR 2018-19](#)
6-05 [BIOL CPR 2018-19](#)
6-06 [Degrees Certificates](#)
7-01 [GP Survey of Students](#)

- 7-02 [Partic Gov Wkgps home](#)
- 7-03 [CC Eval Surv 2017-18](#)
- 7-04 [PCCD PBIM home](#)
- 7-05 [LC PGOM 2019](#)
- 7-06 [CC Self Eval 2019](#)
- 7-07 [Found Skills Eval 2019](#)
- 7-08 [LC SEM home 2019-21](#)
- 7-09 [LC PR home](#)
- 7-10 [Resource Req Rubric 2019 20](#)
- 7-11 [CC Agenda Item5 10 21 20](#)
- 7-12 [ESOL AB705 GP PPT](#)
- 8-01 [LAC Home](#)
- 8-02 [CCCCO Mang Info System](#)
- 8-03 [CCCCO Student Sucess Met](#)
- 8-04 [PCCD IR Dash Inter Factbook](#)
- 8-05 [SEM Agenda 5 20 2020](#)
- 8-06 [Student Swirl Data 2018](#)
- 8-07 [DAS VPIS VCAA 3-21 19](#)
- 8-08 [NOVA GP Self Asmt 2018](#)
- 8-09 [NOVA GP Self Asmt 2019 20](#)
- 8-10 [PCCD IR Dash Inter Factbook](#)
- 8-11 [LAC Prog Outcomes Asses Res](#)
- 9-01 [LC EMP Final 2016](#)
- 9-02 [Mission Vision Values](#)
- 9-03 [LC PGOM 2019](#)
- 9-04 [CPR APR Timeline 2018-19](#)
- 9-05 [CPR Sched 2019-23](#)
- 10-1 [PCCD IR Dash Inter Factbook](#)

C. Institutional Integrity

I.C.1 *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER20)*

Evidence of Meeting the Standard

Laney College reviews materials and publications regularly to ensure accuracy, clarity, and integrity in its communications with students, personnel, and the community. This includes the communication of the college’s accreditation status, not only with the ACCJC, but with other accreditors of Laney’s programs. The College Catalog, website, and Schedules of Classes are essential resources for students, the public, and everyone who works at Laney.

Laney College Annual Catalog and Mid-year Addendum – Most information appears in the College’s Catalog ([1-01](#)) which is updated each Spring by members of the Catalog Committee,

comprised of the Vice Presidents of Instruction and Student Services, the Curriculum Committee Co-Chairs, the Curriculum Specialist, the Articulation Officer, Counselors, and the Public Information Officer, with other key College stakeholders including instructional department chairs contributing area revisions as needed.

Committee members review and update information to ensure compliance with District and State requirements. The timeline and process include updating the catalog with curriculum-approved content that has been approved and inventoried at the State Chancellor's office and verifying non-curricular catalog information with College stakeholders.

The College catalog contains the College's mission statement and values; services available to students provided by the Peralta District and Laney College; transfer information; and current curriculum. The catalog also includes Board Policies (BPs) and Administrative Procedures (APs), which are provided by the Vice President of Student Services and the Curriculum Chair in collaboration with District Academic Affairs, Student Services, and the Public Information Officer. As new or revised APs and BPs are approved by the governing board, the changes are communicated to the Colleges as District wide Announcement emails ([1-02](#), [1-03](#)). A mid-year catalog addendum is also published each Fall ([1-04](#)).

All published material is scrutinized annually by the Catalog Committee to ensure currency and accuracy. The catalog is published each Spring with a follow-up addendum in the Fall to allow for new and added curriculum, deactivations, and *errata*.

Information concerning student support services such as Counseling, Financial Aid, Tutoring, Disabled Students Programs & Services (DSP&S), Health & Wellness, and Equal Opportunity Programs & Services (EOPS) is found in the front pages of the catalog. It also is emailed to students ([1-05](#)) and published on the Laney.edu website ([1-06](#)), with reminders and links emailed to faculty for the purpose of their sharing student-support resources information with students. This information is updated and checked for accuracy each Spring.

Laney's catalog also includes information about its accreditation status through the Accrediting Commission for Community and Junior Colleges ([1-07](#)), and the website's College Accreditation website ([1-08](#)) is updated with the College's accreditation status and relevant reports and documents. Class schedules, catalogs, and addenda are made available in print form and online on the college's schedule ([1-09](#)) and catalog ([1-10](#)) pages, respectively, and on the District's Schedule/Catalog web page ([1-11](#)). Additionally, information concerning independent accreditation status for career education programs is found on the CTE homepage as well as on discipline web pages.

Schedule & Course-Level Information

Class schedules are made available online and in print form ([1-12](#)). During a review and development process, chairs build and review schedules for approval by their deans and for inputting by the scheduler. Revisions are made with multiple opportunities for deans and chairs to review the full list of class offerings for accuracy. The schedule is then sent to the District for uploading and publication on the District's "Passport" enrollment platform ([1-13](#)).

Student Learning Outcomes (SLOs) are communicated clearly and included for students in course syllabi, which are on file in the deans' offices. SLOs are also publicly available through course outlines of record (CORs), overseen by the Curriculum Committee, and on the District's

currIQūnet public search site (1-14). Program Learning Outcomes (PLOs) also are published there, as well as in the catalog. Institutional Learning Outcomes are published on the College's Assessment website (1-15) and in the catalog. The College regularly reviews SLOs and PLOs through curriculum updates since SLOs are integrated into course proposals and CORs (1-16), and ILOs are reviewed by the LAC and by chairs and coordinators at planning retreats (1-17).

Analysis and Evaluation

The College has clear processes in place to ensure the accuracy, clarity, and integrity of the information provided to students, personnel, and the public. The College Catalog is the primary front-facing document used by students, and Student Services webpages are increasingly important. The Catalog is reviewed annually and revised extensively to ensure alignment and accuracy. The review process includes input from academic and co-curricular staff.

The College employs a development timeline that, after evaluation and assessment, provides three windows for revisions and updates. Working meetings are held in December, April, and May, during which time members of the campus community submit updates, corrections, and additions to the respective areas. While curriculum changes are the more apparent revisions in a catalog, specific areas in Administrative and Student Services also are updated. Examples are the section on the Dream Act (1-18), and legislative changes such as the recent AB705 included in the catalog (1-19).

***I.C.2** The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)*

Evidence of Meeting the Standard

Each year the College publishes its catalog in print form and online (2-01), and makes it available to students, the public, and personnel in the College bookstore, the College Library, the Tower Administration building lobby, and at numerous Student Services areas, including the Counseling floor of the Tower. The development timeline provides three windows for revisions and updates.

Recognizing the need to make such documents available in electronic format, the College began making the 2015-17 catalog available digitally in 2015. To provide greater accuracy and currency, the catalog was moved to annual publication in 2017-18. What originally began as a PDF document (2-02), after review by the President and Public Information Officer, also became available through a more readable "flipbook" format (2-03) in 2019, making it possible for students to have a readable copy on smaller portable electronic devices.

Every year, the catalog is checked for compliance with the ACCJC Accreditation Standards (ER 20). The College states specific codes of conduct of staff, faculty, administrators, and students in Board Policies and Administrative Procedures. These are found either verbatim or referenced in the catalog. The public can access any Course Outline of Record (COR) or Program of Study (POS) via currIQūnet Public Search (2-04).

The following table shows the page(s) location in the most recently published College catalog for the information and services listed:

CATALOG INFORMATION	PAGE NUMBERS
Official name, addresses, telephone numbers etc. of Laney College	Fly leaf
Mission Statement	Page 4
Representation of Accreditation Status	Page 5
List of Departments	Page 68
Course Legend	Page 69
Course, program, and degree offerings (Program Learning Outcomes are listed with each program.)	Pages 70-357 Page 65
Course Identification Numbering	Page 41
Academic Calendars	Pages 10-12
Academic Freedom statement	Page 362
Available Student Financial Aid	Pages 30-33
Available Learning Resources	See Student Services section pages 16-20 and Learning Communities page 20 for specific resources. Tutoring is announced every semester and posted campus-wide and online.
Names and degrees of administrators and faculty	Page 4, pages 391-397
Names of Governing Board members	Page 8
Admissions	Pages 21-25
Student tuition, fees, and other financial obligations	Pages 27-29
Degrees, certificates, graduation, and transfer	Degrees and certificates: Page 65 Transfer: pages 36-40
Academic regulations Student Standards of conduct, discipline, procedures, and due process; Student rights and grievance	APs and BPs: pages 358-390 Page 7
Nondiscrimination	Fly page and page 7
Acceptance and transfer of credits: Transfer Center Information	Page 19,

Transfer information	Pages 36-37
Transcripts	Page 21
Sexual Harassment	Pages 6 & 361
Refund of fees	Pages 23 & 27

Table 9: Student Services, Policy/Procedure Information in Laney College Catalog

Analysis and Evaluation

The College annually publishes a clear, orderly, thorough print and online catalog that includes accurate information that meets the ACCJC Eligibility Requirement for college catalogs. This collaborative effort involves everyone in administrative roles, and all program coordinators and department chairs.

I.C.3 *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Evidence of Meeting the Standard

Laney College communicates matters of academic quality and student achievement data to constituencies in several ways. The Learning Assessment Committee publishes on its website ([3-01](#)) results of course-level, Program and Institutional Learning Outcomes assessment, as well as evaluating and confirming assessment as part of program review validation. All discussions are committed to minutes and published on the committee’s web page ([3-02](#)). For more global reporting such as reports to the state, the Board receives annual updates ([3-03](#)) through presentations on student achievement data, performance relating to the State Chancellor’s *Vision for Success* goals, and ACCJC Annual Report submissions. All this material is publicly accessible through the Learning Assessment Committee website, including periodic institution-wide assessment reports that are also published there. The College transitioned from Taskstream to currIQūnet META in 2017, which is now used for curriculum, assessment and program review, and a ‘portal’ to all program reviews is on the IEC website ([3-04](#)).

Degree and certificate attainment data, along with retention and success data are disseminated to the campus community through a few different participatory governance committees. The District Office of Institutional Research’s Data dashboards/Interactive Factbooks ([3-05](#)) make student enrollment and achievement data available, and much of it can be disaggregated. In addition, the Office of Institutional Research publishes graduation and transfer rates ([3-06](#)) to fulfill requirements of the Student Right-to-Know and Campus Security ACT of 1990. The public also has access to learning outcomes data on the Learning Assessment Committee webpage ([3-07](#)).

Analysis and Evaluation

The College regularly assesses and evaluates student achievement and learning. The resulting information is used to communicate matters of academic quality to the public and constituencies through its Institutional Research, College catalog, and Learning Assessment Committee website,

among other platforms. The catalog is published and reviewed to ensure accuracy based on a timeline developed by the catalog committee.

I.C.4 *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

The Laney College Catalog outlines each degree and certificate and the courses needed to complete each award. The list of Degrees and Certificates ([4-01](#)) is updated every semester. The list is ordered by department, giving each type of award by the department name. Explanations and information about courses and programs, including explanatory notes about how classes are listed and a note about the “Taxonomy of Programs,” begins on page 66. A legend is also included to facilitate navigation of course offerings.

The course offering section is organized by department as well, listing each department’s degrees and certificates first, followed by their course inventory. Each degree and certificate is listed with a description of the award, the courses needed to complete the award, and the award’s Program Learning Outcomes (PLOs).

Curriculum is listed by department and includes current programs and course offerings as presented in the Chancellor's Office Curriculum Inventory System (COCI). The course information shows the title, course number, course type, hours and units, pre-requisites, co-requisites, advisories, and other enrollment limitations, description, top code, C-ID code (if appropriate), and articulation information to support student success and transfer ([4-02](#)). Programs are listed by type and course of study and include PLOs. Student Learning Outcomes (SLOs) are also communicated clearly and included for students in course syllabi and are publicly available through Course Outlines of Record (COR), overseen by the Curriculum Committee, and available on currIQūnet META ([4-03](#)). CORs also include more specific descriptors of competencies students who successfully complete courses will be able to demonstrate, in the list of “Student Performance Objectives”.

All certificates and programs awarded by the College go through an approval process detailed in shared governance, first local and then District, prior to submission to the state in accordance with Title 5. After passing through these approvals, awards are advertised in brochure and electronic form along with their listings in the online and printed catalogs. Annually, in October, Laney College submits the requisite Certification Form to the State Chancellor's office. Furthermore, the College’s instructional areas publish each area’s awards ([4-04](#)) on the College website and on print and digital flyers ([4-05](#)).

To ensure completeness of information, submitters of new and updated degrees must adhere to the COCI narrative template, outlined in the state Program Course Approval Handbook ([4-06](#)). Upon creation of new programs, the curriculum specialist informs the Accreditation Liaison Officer, who submits substantive changes to the Accrediting Commission. As an additional step for Career Education degrees and certificates, there is approval through the Bay Area Community College Consortium ([4-07](#)).

In turn, academic departments as well as counselors and Admission & Records staff disseminate the new/updated awards through advising sheets, petition forms, brochures, and various College webpages ([4-08](#)), [4-09](#)). As a requirement, disciplines list their programs of study, outcomes, and official course descriptions.

PLOs are listed in the catalog on degree pages and are submitted in COCI along with the program proposal.

Analysis and Evaluation

The College clearly describes its certificates and degrees, including PLOs, in the catalog. Descriptions of degrees and certificates also include required course work and any pre-requisites.

Over the past year, the College has placed greater emphasis on communicating clearly and enthusiastically with students about available degrees and certificates, their viability in terms of transfer and career preparation, career advancement, and pathway ‘maps’ to help students understand the timeline and course options they need to plan for. The developing set of Guided Pathways maps include job-forecast data, earnings statistics, and careers that link with each field of study – information with very practical value for many students and prospective students.

***I.C.5** The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard

The Catalog Committee takes information not only from the Curriculum Committee but also Student Services. For common District information that goes into the catalogs of all Peralta Colleges, the Committee works in consultation with the District Academic Affairs office (which includes the District Student Services), as well as state and local policies and mandates. Student Services departments review and update new regulation changes. For example, the State revised the Student Equity and Student Success and Support Program, now known as the Student Equity and Achievement Program, and the changes are reflected in the catalog. Other examples include multiple measures placement updates, an explanation of AB 705 and its impacts, and information on AB 19 California College Promise Program. The Catalog Committee’s regular review processes ensure not only integrity but also currency of the catalog.

The Laney College Curriculum Committee examines issues with courses and programs offered at the College, including legislation or other policies that emerge during each academic year. Meeting minutes are available to the public on the Curriculum Committee’s website ([5-01](#)).

In Fall 2016 the committee resolved to match the state’s standards for distance education (e.g., regular effective contact) as part of its deliberations. Then, following publication of the Peralta Online Equity Rubric ([5-02](#)) as well as changes in Title 5, the committee began to update the current Distance Education addendum to these standards, approving the revision in Spring 2020. And in September 2020 the committee passed the formal Resolution: “Commitment to Equity in Curriculum Design and Implementation” ([5-03](#)).

The committee works closely with the departments that fall under grants and AB705 to ensure that their curriculum is moved in a timely fashion per state regulations. In general, non-substantive changes can be effective in the addendum semester. Substantive changes are usually six months from the District wide curriculum approval date (5-04). This allows for the faculty and staff who monitor degrees and programs to institute updates and to ensure that catalog rights are preserved.

Evaluation and Analysis

College and District Policies are reviewed through their regular processes by the appropriate committees or college/District offices. Most recently at Laney, such review has resulted in a more rigorous process to approve courses to be taught in an online and/or hybrid format.

Informing students about learning support and other services available to support them is an ongoing challenge, as many students do not regularly utilize their Peralta.edu student email accounts, nor do they add their ‘real’ email addresses to their Passport accounts; thus, they do not see regular emails announcing events, resources and support programs (5-05). Instructors and other personnel share information with students, but not in a systematic way. With the Spring ‘20 pandemic campus closure, urgent dialog among Student Services personnel, faculty, and student leaders led not only to an array of services greatly expanding their online/remote access or offering services remotely for the first time, but also to an information campaign to reach students and facilitate their transition to unplanned online learning. A new web hub for Student and Support Services was born (5-06), and social media campaigns like the “Enrollment Social Media Takeover” (5-07) to promote late-start classes in Fall ‘20 have used the College’s Twitter, Instagram and other social-media platforms to reach students in new ways. Lessons learned during the pandemic have expanded the College’s communications capacities and consciousness in ways that should be helpful to students moving forward.

***I.C.6** The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard

Laney College informs the public of the cost of a community College education in accordance with APs 5020 (6-01), 4070 (6-02), 5030 (6-03), and 5031 (6-04). The cost of student fees, including parking fees, is published on the Admissions and Records website (6-05) one click past the “Apply & Enroll” link. The College bookstore has clear information about the cost of required and recommended textbooks (6-06). Moreover, the College Catalog and Schedule of Classes provides information about fees and refunds.

Through the College Financial Aid website (6-07), printed and online catalog (6-08) class schedules (6-09) and other publications, and one-on-one communication from Counseling, Admissions & Records, and Financial Aid personnel, the College informs current and prospective students about the total cost of education, identifying key information including tuition, fees, transportation costs, and books/materials costs. Moreover, the College has worked to provide students with the tools to better understand and plan for their educational costs and to

develop financial literacy through interactive tools such as iGrad, CashCost, and the Net Price Calculator (6-10) (a tool provided by the state Chancellor's office) (6-11) and other resources available through the Financial Aid office's Financial Literacy webpage (6-12). During open hours, the Financial Aid office offers a live chat feature (6-13) for students to get support with accessing financial aid.

During the self-evaluation period, the College's registration system and schedule was updated to note for students when a course's textbooks were available at low-cost or no-cost. In the online platform, classes with no textbook costs are easily identifiable with a state-approved "Zero-Textbook-Cost" icon (6-14).

Finally, the bookstore provides students with costs for books and course materials through in-person interactions, by phone during the 2020 campus closure, and via their Laney.edu website, (6-15) which links to the Follett corporate site (6-16).

Analysis and Evaluation

The Laney College Financial Aid office has done tremendous work to develop an extensive, student-friendly website (6-17) with useful information resources for students to understand the net cost of attending the College, to plan accordingly, and to access the maximum possible financial aid.

A commitment to listening to students who share their experiences and recommendations will assure that the College can continue to provide the information and resources students need, and that the information will be accurate and easy to access.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Laney College's catalog either lists verbatim or cites BPs 4030 (7-01) and 4025 (7-02), along with APs 4025 (7-03) and 4030 (7-04), which speak to academic freedom and responsibility, as well as BP 3410 (7-05) and AP 3410 (7-06), which express the commitment to equal opportunity and non-discrimination.

These policies and procedures are subject to review and discussion in venues such as Faculty and Classified Senates and Associated Students of Laney College meetings. Specifically, AP 4030 discusses academic freedom, defining it as "Freedom in research fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with its duties correlative with rights." BP/AP 4030 both speak to faculty freedoms that include "the right to freedom of inquiry and instruction including freedom in the presentation and discussion of their subject. They have the freedom and right to express differing opinions and to foster and defend intellectual honesty."

The Board and Administrative Policies are also found on the Academic Senate website ([7-07](#)). In the catalog, information about academic freedom is published on pages 347-8 ([7-08](#)).

Analysis and Evaluation

Laney College is guided by and adheres to board policies on academic freedom and professional ethics. College publications in both electronic and hard copy uphold the commitment to academic freedom by referencing relevant board policy.

***I.C.8** The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

Evidence of Meeting the Standard

Laney College follows established board policies on ethical behavior for all constituencies. Board Policy ([8-01](#)) and Administrative Procedures ([8-02](#)) speak to specifics that include Ethics, Civility, and Mutual Respect. Additionally, such standards exist for Board Members with District Policies ([8-03](#)).

The Student Code of Conduct as well as discipline procedures from board policies are detailed in the catalog ([8-04](#)). AP 5500 ([8-05](#)) also defines academic dishonesty as one area that can be subject to discipline, describing it as “dishonesty such as cheating, plagiarism (including plagiarism in a student publication), forgery, alteration or misuse of College documents, records, or identification documents, or furnishing false information to the College.” The Code of Conduct includes clear consequences, escalating from a warning to grade impact, and ultimately to expulsion.

The College’s Schedule of Classes and Catalog ([8-06](#)) also contains specific language about academic honesty. The College ensures the authenticity of student identity in distance education courses through Instructure, the company that has created and maintains Canvas and hosts all distance education courses. Canvas is a secure learning management system that uses unique logins for both faculty and students and is password protected.

Analysis and Evaluation

The College adheres to District policies that set an expectation of integrity, responsibility and academic honesty for all constituencies.

***I.C.9** Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of data that meets the Standard

District policy and The College Catalog’s statement on academic freedom clearly articulate the expectation to distinguish between personal conviction and professionally accepted views.

Though AP 4030 (9-01) establishes a definition of academic freedom, it also cautions against use of such liberty to provide platforms away from the Course Outline of Record, the curriculum, or the subject matter being taught. Specifically, it states, “The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.” It also mentions, regarding conflicts of belief, that “most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions, on the other. If such conflicts become acute, and the instructor's attention to his obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, he cannot escape the responsibility of that choice, but should either request a leave of absence or resign his academic position.”

Analysis and Evaluation

As understanding was found to vary among faculty, and with the Senate’s and faculty union sharing concern about their purviews, the District Academic Senate and Peralta Federation of Teachers hosted an Academic Freedom Conference (9-02) at sister college Berkeley City College in spring 2018. This is not and has not been an area of controversy at the College.

***I.C.10** 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 and student handbooks.*

Evidence of Meeting the Standard

Although Laney College does not operate as a religious institution, it has core values and codes of conduct for students, faculty, staff, and administrators. For students, the Code of Conduct is found in the College Catalog, as well as having a dedicated page on the College’s website (10-01). Additionally, BP 7380 (10-02) sets expectations for campus/workplace civility not only for students but all employees in the District.

Analysis and Evaluation

The College’s expectations for student conduct are articulated in Board Policies, Administrative Procedures, the College Catalog, and on the college’s website. Board policy also defines civility for all who work and study in the District.

***I.C.11** Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Evidence of Meeting the Standard

As Laney College does not have any foreign locations, the standard does not apply.

I.C.12 *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

Evidence of Meeting the Standard

Laney College continues to meet all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements to maintain its accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC). The College is committed to continuous quality improvement as demonstrated by the structural alignment of Accreditation Standards with strategic planning responsibilities and processes. The 2015 Institutional Self Evaluation (mid-term) Report ([12-01](#)) led to improvements in the College's assessment of Program Learning Outcomes (PLOs) as well as its work with Integrated Planning and Evaluation. As a result, College assessment, planning, institutional evaluation, and work with PLOs all have become intrinsic elements of the College's goal setting, evaluation, and resource planning.

The College's accreditation webpage ([12-02](#)) is one click away from the Laney College homepage and provides information on present and past accreditation activities dating back to 2009. Its archive provides links to correspondence with the Commission that demonstrates that the College meets its deadlines; files its annual, midterm, and substantive change reports; and discloses information about accreditation to the public, the College community, and the Commission. In addition, it posts dates of key workshops and presentations, as well as plans for the upcoming site visit.

Analysis and Evaluation

Accreditation is a serious matter for Laney College and one it welcomes as an opportunity for self-evaluation toward improvement and compliance. Accreditation Standards have been integrated into institutional planning to ensure sustained and continuous improvement.

I.C.13 *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

Evidence of Meeting the Standard

Laney College publishes its accredited status through its website as well as the College Catalog. ACCJC Action letters and the College's reports and responses are posted on the College Accreditation web page ([13-01](#)) to demonstrate that the College honors its commitments to transparency and takes pride in its accreditation relationships. Information regarding the College's accreditation status is also posted on the bottom banner of the Laney.edu homepage.

When necessary, detailed information is disseminated to the public via the College's Public Information Officer (PIO), and the PIO's website ([13-02](#)) both exemplifies and promotes integrity and consistency in College communications. Consistency is promoted in resources for use by all College personnel including 'Branding Guidelines' and 'Web Editing Guidelines'; integrity is modeled and promoted in a repository for the College's 'Major Strategic Plans', an archive of 'Newsletters', and a schedule for regular 'Information Dissemination'.

The College's advocacy and practice of honesty is addressed in Standards I.C.1, I.C.2, and I.C.3. The College also complies with all federal and state mandates, as well as regulations from the California Community College Chancellor's Office.

Several programs also prepare students to take external licensure and certification tests and exams. These include the following: (*Note: Information about independent licensure programs is detailed in the Introductory section of this report.*)

- Cosmetology prepares students for the state Board of Barbering and Cosmetology Examination.
- Welding prepares students to take the American Welding Society Certification Exams;
- Electrical department prepares students for Journey Level Electrician's Certification as well as OSHA 30 and NAPCEP Certifications;
- Machine Technology prepares students for the SolidWorks Certification Exam as well as certification from the National Institute of Metal-working Skills (NIMS);
- Culinary Arts students take the ServSafe Food Handling Exam
- Environmental Control Technology prepares students for Section 608 Technician Certification for Refrigerants.

Analysis and Evaluation

The College Accreditation website demonstrates the College's commitment to honesty and integrity in its relationship with ACCJC and other accrediting, licensure and certification agencies. The evidence provided in Standard I.C demonstrates the College's honesty and integrity in communicating with other agencies and the public. Laney's Public Information Office maintains a transparent and open conduit for information about the College, and supports all personnel in consistent, integrated communication in performance of their duties.

I.C.14 *The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard

Laney College's planning documents include the "Mission, Vision & Values" and strategic goals, thus demonstrating its commitment to high quality education, as well as continuous self-reflection and improvement. The College also adheres to BP 2710 ([14-01](#)) and APs 2710 ([14-02](#)) and 2712 ([14-02a](#)) as they relate to "Conflict of Interest" and "Disclosure". It does not have

investors, parent organizations, or other external interests that would unduly influence how the College determines the quality of its programs or student learning.

The principles that underpin the District’s policy and procedures were tested in 2017-18, when a local sports entity approached the District about leasing a portion of District property to build a facility adjacent to Laney College ([14-03](#)). Through “listening sessions” ([14-04](#)) at the College, as well as at the other three Peralta Colleges, faculty, classified professionals, and students indicated their clear concern about potential detrimental impacts on the District, and especially on Laney College. Despite potential excitement and financial benefits to the District of such a development, the College community roundly rejected the proposal for a stadium development. An ad-hoc committee was borne, led mainly by Laney College students, faculty, and classified professionals, along with respected community organizations and residents. The College Council moved to enlist a sub-committee to establish guidelines for development in the College’s adjacent neighborhoods ([14-05](#)), which were drafted, clarified, and approved at the Nov. 15, 2017 College Council meeting, and then approved by the District Participatory Governance Committee (PGC) on Nov. 27, 2017 ([14-06](#)). The “Guiding Principles for Development In and Around Laney College” are held on the Facilities Planning Committee website ([14-07](#)).

(Post-script: The ad-hoc committee’s efforts, along with those of the Senates, faculty and classified unions, Associated Students, College Council, and PGC all advocating in a unified manner overwhelmed the proposal, and the former Chancellor ultimately made a public statement committing not to sell or lease any Peralta land during his tenure at PCCD.)

Analysis and Evaluation

Laney College demonstrates its commitment to high quality education in its planning documents and in its *Mission, Vision, and Values* – and the College community backs that commitment up with action and advocacy. The 2017 proposal for a sports stadium adjacent to the College and on District land provided the impetus for significant action by the College Council and Facilities Planning Committee. The resulting set of “Guiding Principles...” now can be referred to early in any future prospective development process to discourage projects that don’t square with the Principles such that the Laney College community will not need to exert precious resources of time and effort to advocate further against them. Importantly, the Principles also can guide and encourage development that fits with the College’s educational mission. This College community has proven that it will protect that mission above other objectives or interests.

Conclusions on Standard I.C. Institutional Integrity

The body of evidence provided in this standard, from the Mission to its Strategic Goals, shows Laney College’s commitment to student learning. It aligns its goals to statewide standards such as the *Vision for Success*, as well as the Peralta Community College District’s Strategic Goals.

Significant work has been done over the past five years to bring the Laney.edu website, as well as its constituent sites, up to a more aesthetically vibrant and easy-to-navigate status. The better websites have inspired other areas, and a friendly competition now exists among departments and various areas of service. The standard for clear, informative pages and practical, clear

connectivity between different areas' pages has been rising steadily, and a trove of information and resource links is now available to students, College personnel, and the public alike.

EVIDENCE LIST I.C.

- 1-01 [LC Catalog 2020-21 home](#)
- 1-02 [Revised AP Email](#)
- 1-03 [Revised BPs Email](#)
- 1-04 [LC Catalog Adden 2019-20](#)
- 1-05 [LC Enrollment Pckg F20](#)
- 1-06 [Stud Services Remote Online](#)
- 1-07 [LC Catalog Pg5 Accreditation](#)
- 1-08 [LC Accreditation home](#)
- 1-09 [LC Class Schedule home](#)
- 1-10 [LC Catalog 2020-21](#)
- 1-11 [PCCD Class Sched Catalogs](#)
- 1-12 [LC Class Schedule M20](#)
- 1-13 [PCCD Passport Class Search](#)
- 1-14 [Curricunet Public Search](#)
- 1-15 [LC ILOs home](#)
- 1-16 [Course Outline PHYS 004A](#)
- 1-17 [Planning Agenda 11-13-20](#)
- 1-18 [LC Catalog Dream Act](#)
- 1-19 [LC Catalog AB705](#)
- 1-20 [LC Catalog AB705](#)
- 2-01 [LC Catalog 2020-21](#)
- 2-02 [LC Catlalog 2013](#)
- 2-03 [LC Class Schedule F20](#)
- 2-04 [PCCD Curric META search](#)
- 3-01 [LAC Prog Outcomes Asses](#)
- 3-02 [LAC Minutes home](#)
- 3-03 [LC Vison Goals 2022 Align](#)
- 3-04 [IEC PR home](#)
- 3-05 [PCCD IR Dash Inter Factbook](#)
- 3-06 [PCCD Stud Grad Transf Rates](#)
- 3-07 [LAC home](#)
- 4-01 [Degrees Certificates](#)
- 4-02 [Academic Freedom Catalog](#)
- 4-03 [CurrIQunet Public Search](#)
- 4-04 [MACH Cert Degrees](#)
- 4-05 [MACH Careers Flyer](#)
- 4-06 [CCCCO PCAH 2019](#)
- 4-07 [BACCC Degrees Cert](#)
- 4-08 [Prog Map Anthro](#)
- 4-09 [LC English home](#)
- 5-01 [Curric Comm Agenda Min](#)
- 5-02 [PCCD Online Equity Rubric](#)

[5-03 Curric Equity Res 9 1 20](#)
[5-04 PCCD CIPD home](#)
[6-01 PCCD BP AP 5020](#)
[6-02 PCCD BP AP 4070](#)
[6-03 PCCD BP AP 5030](#)
[6-04 PCCD AP 5031](#)
[6-05 AR Fees Tuition](#)
[6-06 LC Bookstore home](#)
[6-07 LC Financial Aid home](#)
[6-08 LC Catalog Fin Aide](#)
[6-09 LC Class Sched Fin Aid](#)
[6-10 Fin Aid Net Price Calc](#)
[6-11 CCCCCO Net Price Calc](#)
[6-12 LC Fin Literacy home](#)
[6-13 Fin Aid Live Chat](#)
[6-14 Zero Textbook Icon](#)
[6-15 LC Bookstore home](#)
[6-16 Follet Corp home](#)
[6-17 LC Fin Aid Mission](#)
[7-01 PCCD BP 4030](#)
[7-02 PCCD BP 4025](#)
[7-03 PCCD AP 4025](#)
[7-04 PCCD AP 4030](#)
[7-05 PCCD BP 3410](#)
[7-06 PCCD AP 3410](#)
[7-07 LC Facutly Senate home](#)
[7-08 LC Cat Academic Freed](#)
[8-01 PCCD BP 7380](#)
[8-02 PCCD AP 7380](#)
[8-03 PCCD BP 2715](#)
[8-04 LC Cat Stud Cond](#)
[8-05 PCCD AP 5500](#)
[8-06 LC Catalog Acad Integ](#)
[9-01 PPCD AP 4030](#)
[9-02 Academic Freedom Conf 2018](#)
[10-01 LC Stand Conduct home](#)
[10-02 PCCD BP 7380](#)
[12-01 LC ISS Report 2015](#)
[12-02 LC Accreditation Home](#)
[13-01 LC Accreditation Home](#)
[13-02 LC PIO home](#)
[14-01 PCCD BP 2710](#)
[14-02 AP-2710-Conf-of-Int-Discl](#)
[14-02a AP-2712-Conf-of-Int-Code](#)
[14-03 EB Express Stadium](#)
[14-04 Chanc email Stadm listnsess](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

***II.A.1** All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Evidence of Meeting the Standard

Laney College offers programs that are consistent with its *Mission, Vision and Values* ([1-01](#)), specifically focused on degree and certificate attainment toward career or transfer. All programs may be found in the catalog ([1-02](#)) or midyear addendum, as well as on the College Catalog website ([1-03](#)). They include AS-T, AA-T (associate degrees for transfer), AS and AA associate degrees, and certificate programs. Some certificate programs are terminal, others are stackable, and many can lead to an associate degree with more subsequent coursework.

The College awards degrees and certificates based on successful completion of a prescribed series of courses. The Program Learning Outcomes (PLOs) indicate the most important skills the students will be able to demonstrate by the time they finish their degrees or certificates. Faculty in the discipline develop PLOs very closely aligned with course Student Learning Outcomes (SLOs) in the degrees/certificates. The SLOs align with objectives and graded assignments. The Curriculum Committee ([1-04](#)) approves PLOs and recommends ([1-05](#)) that they be linked to the more advanced, 'capstone' courses of programs. If students do not achieve the PLO, they are highly unlikely to pass the classes for the degree/certificate. PLOs are aligned with ILOs, which are the subject of dialog driven by the college's Learning Assessment Committee ([1-06](#)), through direct coaching, professional development workshops, and extensive training materials held on the Assessment website ([1-07](#)).

The College Curriculum Committee and District Council on Instruction, Planning, and Development (CIPD) have authority over curriculum matters, and through the review process detailed in the Peralta District's Course and Approval Handbook ([1-08](#)) ensures that courses and programs are sufficiently rigorous toward satisfaction of higher education standards while being consistent with the College mission. The approval process requires that all courses and programs identify SLOs, which become part of all Course and Program Outlines of Record (CORs & PORs).

The Curriculum Committee is charged with maintaining currency and appropriateness in Laney's offerings. All career education courses are on a 2-year review cycle, with all others subject to a 4-year review integrated in the program review process ([1-09](#)). The Curriculum specialist keeps disciplines aware of when their curriculum is due for review. Once approvals are made by the Laney College Curriculum Committee, they advance to the District Council on Instruction, Planning, and Development (CIPD) for information or for approval before being placed on the Board of Trustees agenda for Board approval.

The College maintains appropriate standards and rigor of its instructional courses and programs regardless of location or means of delivery, including distance education. (Laney College does not offer correspondence courses.) The District's Course and Program Approval Handbook details the requirements for courses to be offered using distance education (DE), which now is defined in a required 'tab' within the currIQūnet META course proposal template ([1-10](#)), but from 2015-2020 was processed for approval using a separate DE Addendum ([1-11](#)). Both the Curriculum and DE committees provide guidance for faculty developing online curriculum ([1-12](#)) following the State Chancellor's Office DE Guidelines. The separate DE proposals must explain how instructor-initiated regular and effective contact will take place within the course while keeping the "same standards of course quality that are applied to traditional classroom courses." This process is required for all courses including those in career education programs.

From March 2020 through the submission of this report, the COVID-19 pandemic caused nearly all instruction to shift to online learning modes to complete the Spring 2020 term, then to DE modes using "Blanket Distance Education" curriculum addenda and updates for Summer and Fall 2020. During Fall 2020, the College moved toward permanent DE approvals for courses that submitted DE addendum proposals, returning the Curriculum Committee to its standard processes. CTE Online Pathways Grant funding was leveraged to provide Introduction to Online Teaching with Canvas training ([1-12a](#)) for over sixty faculty members.

Analysis and Evaluation

Regardless of location or means of delivery, Laney College's instructional programs are in fields of study that align with its mission and culminate in attainment of identified SLOs and the achievement of certificates, degrees, employment, or transfer. Curriculum is vetted through the development process and reviewed/updated on a regular cycle to ensure continued alignment and identification of learning outcomes as well as appropriateness to the broader world of higher education.

Laney College's DE courses and infrastructure have been a beacon of success that will continue to flourish as it becomes part of the CVC/OEI online consortium ([1-13](#)). During a time in the

review period when many colleges grappled with disparate success rates between online and face-to-face courses, the College boasted a differential of only 3-6 percent ([1-14](#)).

II.A.2 *Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

Evidence of Meeting the Standard

Faculty, both full-time and part-time, regularly ensure that the content and methods of instruction meet generally accepted academic and professional expectations through

- adherence to well-defined curriculum development processes,
- regular participation in professional development workshops,
- contractual evaluations including peer and student evaluations,
- learning assessment, and
- ongoing participation in cycles of integrated program review and planning.

As described in section II.A.1, faculty members of the College Curriculum Committee have campus-level authority over the development of each course's COR which includes elements defining course content, Student Learning Outcomes (SLOs), and methods of instruction. The Curriculum Committee maintains a continuous schedule for reviewing all programs and courses, ensuring timely campus-level approval of curriculum toward subsequent approval by the District curriculum committee (CIPD), the Board of Trustees, and eventual state approval/inventorying. To support faculty as they begin the process, the committee holds regular help sessions, known as "Curricu-camps" ([2-01](#)), often in the hour that precedes their regular committee meetings.

Departments entering the process of program review update curriculum through curriQūnet META. To comply with Title 5 and CSU/UC requirements, the Curriculum Committee recommends that departments and instructors review the Course Outlines of Record (CORs) for their courses every three years. The COR reflects the currency and quality of curriculum.

In Spring the Curriculum Committee voted unanimously to pass a resolution indicating that the Curriculum Committee will not review any new courses or programs from departments with a substantial number of courses in need of updating ([2-02](#)). With recent transitions in leadership has come the mandate as well that, if courses are not updated, they cannot be offered ([2-03](#)).

Once a program has met the exacting standards for approval, it undergoes continuous evaluation. Department chairs write Annual Program Reviews/APRs (formerly "Annual Program Updates"/"APUs"), which inform the curriculum, and Comprehensive Program Reviews (CPRs), which are produced every four years. The Institutional Effectiveness Committee maintains an ongoing review in its validation of APRs and CPRs.

Every four years the Peralta District carries out its comprehensive study including an external and internal scan (as part of Board presentations such as one in 2017 (2-04)) of the demands of its greater community as part of the groundwork for the Educational Master Plan.

Through professional development and equity funding, faculty at Laney College have engaged in substantial dialog and training in equity-minded teaching and learning strategies. In addition to Flex Day activities (2-05), which from 2015-2020 have been deeply informed by an equity framework, faculty participate in ongoing training and interdepartmental, peer-to-peer support and collaboration, such as that offered by the Distance Education, Equity, and Professional Development committees. Notable Flex events focused on equity have included the 3CSN “Culturally Responsive Teaching & Learning” training in Fall 2017 (2-06) and, one year prior, a stirring keynote presentation and workshop featuring Dr. Joy deGruy (2-07) focused on trauma-informed teaching and service.

Concerning DE, Laney College faculty had key roles in designing the Peralta Online Equity Rubric (2-08), aimed at ensuring a beneficial learning experience for all online students. The “Equity Rubric” has won acclaim both at the state and national level and is also being utilized in many face-to-face classes. DE committee leaders regularly host ‘brown-bag’ workshops and drop-in sessions to help faculty build more equitable design into their classes, and during the COVID pandemic their online resources have flourished.

The 2019-approved Laney College DE Plan (2-09) has formed a basis for professional development for faculty teaching online. Activities listed in the plan pursue the following recommendations related to online course and instructor preparation:

- Adopt guidelines as requirements for Laney College online courses
- Clarify expectations about online course development
- Provide support for departments in developing pilot online and hybrid pathways, such as an instructional designer and accessibility expert
- Approve online course (re)design projects
- Hold summer institutes for faculty professional development
- Create and facilitate professional development opportunities related to preparing faculty to design and teach online according to guidelines
- Create infrastructure to support online course redesign.

Analysis and Evaluation

Faculty and administrative leaders have moved the College forward during the past three years by strengthening the integrated planning process in the interest of continuous improvement and documentation. A real awareness of how elements of planning are indeed integrated is now shared by a larger percentage of college employees, and curriculum revisions and updates have become a part of the regular college planning processes. Professional development is also a critical part of faculty engagement in curriculum and planning.

Since the March 2020 campus closure due to the COVID-19 health emergency, Laney College has increased efforts to bolster faculty and student effectiveness in DE classes. As the classes were pivoting en masse to an online platform, the President led the effort to provide faculty and classified professionals to assist those who suddenly had to transition. Called “remote coaches,”

these individuals began immediate service until April, when a remote coaching coordinator and several coaches were hired and paid with stipends through an internal process to hold office hours and conduct workshops. The coordinator also worked with the Distance Education Coordinator and the Vice President of Instruction's office to launch two @One courses – Introduction to Canvas and Humanizing Online Teaching & Learning – to enable faculty one avenue to fulfill the requirements detailed in AP 4105, specifically the requirements to take a Learning Management System training as well as a Pedagogy course to teach online. In addition to Laney Resources, the Vice President of Instruction disseminated training and course opportunities that were also available for faculty at the other Peralta Colleges.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using procedures established through the College Curriculum Committee and with the support of the Learning Assessment Committee (LAC). Participation in outcomes assessment and evaluation is required for Course Outlines of Record (COR) revisions and updates to be approved ([3-01](#)).

The College Curriculum Committee establishes standards and policies requiring the identification of SLOs for all courses and PLOs for all programs, as well as assessment plans for same, as part of the curriculum development process detailed in the District's Program and Course Approval Handbook ([3-02](#)).

As part of an increasingly integrated program review process, assessment reports are completed on a four-year cycle that includes comprehensive program review, curriculum updating, and assessment reporting; ([3-03](#)); currency regarding assessment is required in the Institutional Effectiveness Committee's validation process ([3-03a](#)); and validation is a qualification for any resource requests. The College in turn produces a report detailing both course and program-level assessment ([3-04](#)). Assessment work is entered into currIQūnet META, where it is reviewed and can be accessed by anyone with a currIQūnet META login.

Students are made aware of PLOs in the College Catalog's program pages and on department websites. Prior to each semester, all course-level SLOs are sent on a report ([3-05](#)) to department chairs for dissemination to all active faculty so they may fulfill the requirement of placing Student Learning Outcomes (SLOs) on syllabi. SLOs from the COR appear on each course's syllabus, which is made available to all students, in print form if requested. Syllabi are submitted each term to the offices of the division deans and archived by deans and their staff assistants. At that time, as well as during each faculty member's regularly scheduled performance evaluations ([3-06](#)) syllabi are reviewed in part to ensure that they contain SLOs from the COR.

Analysis and Evaluation

Laney College through its established instructional procedures identifies and regularly assesses learning outcomes. The LAC establishes procedures to promote regular assessment of outcomes, a requirement reinforced by the College's program review process as assessment is required for program review validation and access to resource allocation. Faculty support this fully.

II.A.4 *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from College level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.*

Evidence of Meeting the Standard

In response to State Assembly Bill 705 (AB705), the College significantly reduced the number of pre-collegiate Math and English courses, and for those courses that remain, the College offers very few classes of pre-collegiate courses; correspondingly the English for Speakers of Other Languages (ESOL) department has also reduced its number of levels to transfer. With these changes, attention to embedded tutoring, co-requisite (mainly non-credit) courses, and other interventions for students in transfer-level courses continues.

Pre-collegiate courses are identified as such by their numbering and descriptions within CORs (Course Outline of Record) and the catalog, as well as by their listed pre-requisites or the note "no pre-requisite required." The curriculum for pre-collegiate courses is the primary means of supporting students in their preparation to succeed in the college-level courses.

Students who are registering are made aware that they have the right to enroll in transfer-level English and Math, or they can opt into a pre-collegiate course ([4-01](#)). While there is only one transfer course in English that satisfies the AB705-related transfer requirement, there are four possible tracks in Math: College algebra, trigonometry, statistics, or Math for non-majors. For Math and English, students below a 3.6 high school GPA threshold are guided by Counseling about choosing whether to take a co-requisite support course. Students may still opt to take a class in Math at one level below transfer, or in English at one or two levels below transfer. Information relating to AB705 is on page 22 of the College Catalog ([4-02](#)).

Analysis and Evaluation

Enrollment in English 1A, the first-level transfer English requirement, increased by roughly 100 students in Fall 2019 compared to the previous fall. Course success rates decreased by a statistically significant six percentage points from 63 percent to 57 percent during that same time frame; however, 61 more students were able to complete the course due to the increased enrollment.

AB705 also had an impact on enrollment in first-level transfer Math courses. There were roughly 150 more enrollments in first-level transfer Math in Fall 2019, and students completed 67 more courses than in the previous fall. Course success rates decreased by a statistically significant seven percentage points from 62 percent to 55 percent. However, students who took Math along with a co-requisite support course were more successful, with a success rate of 58 percent. Data concerning success rates and completion totals for English 1A and first-level transfer Math is

detailed in the following table, with Fall 2019 showing the first year of implementation of AB705 (4-03).

	First-level Transfer Math			English 1A		
	Success Rate	Course Completion Total (overall)	Course Completion Total (first-year students)	Success Rate	Course Completion Total (overall)	Course Completion Total (first-year students)
Fall 2017	59%	312	89	69%	438	176
Fall 2018	62%	349	97	63%	370	194
Fall 2019	55%	416	126	57%	431	234
Fall 2020*	No data	No data	No data	No data	No data	No data

Table 10: Transfer Level English, Math Completion Rates Fall 2017 – Fall 2020 Semesters. Note: Fall 2019 was the first semester of the shift to default placement to satisfy requirements of Assembly Bill 705.

II.A.5 *The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Evidence of Meeting the Standard

The College’s degrees and programs contain the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning to follow practices common to American higher education. These practices are facilitated by the Laney College’s Curriculum Committee, which bears primary responsibility for curriculum development. The Peralta Program and Course Approval Process Manual (5-01) provides an overview of the guiding legal codes, regulations, and policies that inform both the College and District curriculum committees. The California Education Code informs the California Code of Regulations Title 5, which guided the compilation of the state’s Program and Course Approval Handbook (PCAH) (5-02), a handbook produced by the California Community College Chancellor’s Office in collaboration with the California State Academic Senate. Correspondingly, the Peralta Board of Trustees has adopted policies informed by state-level code and regulations in support of quality curriculum development.

Laney’s associate degrees require the completion of 18 semester units or more in a certificate pattern, major, or area of emphasis; completion of a general education pattern; and electives and basic skills competency requirement for a minimum of 60 units of College coursework. A full-time student can typically complete 60 semester units in two years.

As of November 2020, the College had developed 23 Associate Degrees for Transfer (ADTs) and certificate programs over the past five years. ADTs currently number 24, and 59 certificates of achievement or proficiency are offered (5-03, 5-04). Laney College does not offer baccalaureate-level degrees or programs.

Analysis and Evaluation

In approving curriculum, the College ensures that degrees contain a minimum of 60 units and that both required and elective coursework constitute appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Most degree and certificate programs approved by the Curriculum Committee have a prescribed sequence or timeline to earn awards, and said timelines are at most four semesters, meaning that full-time students wishing to complete degree studies within two years can do so. Some degrees include courses in the categories of “required,” “required within a group,” and “elective;” others feature first, second, third and fourth semester classes and require students to finish in sequence. Students view these required courses and/or sequences of courses not only in the catalog (e.g., AA-T, African American Studies [6-01](#)), but also within the Program Maps (e.g., Psychology [6-02](#)) found within Laney College’s “Areas of Interest” ([6-03](#)).

Laney College’s Strategic Enrollment Management (SEM) Committee has made recommendations that are detailed in the SEM Plan to further facilitate students’ taking a larger per-semester class load if they wish. This has included implementation of a revised block schedule ([6-04](#)) that allows for consistent start and end times 5 days per week while minimizing overlaps in start times that had previously existed. The Office of Instruction has since ensured that classes follow the revised block schedule through the course scheduling process, thus reducing the waiting time students experience between classes.

During the past three years, the Office of Instruction has emphasized the value of building more streamlined design into the way it schedules course offerings to facilitate efficient completion in line with Guided Pathways concepts. Trainings and work sessions for this design work have been well-attended and productive as part of the 2019 and 2020 “Chairs Academies” established in Fall 2019 by the Guided Pathways coordinators, working with the Vice President of Instruction.

To further facilitate students’ ability to finish their courses in the amount of time that fits the units required (e.g., 60 units in 2 years for an associate degree), the College became involved in the statewide Guided Pathways Mapping Project and completed work that now shows meta-majors (“Areas of Interest”) as well as program maps for specific areas of study. Pathway maps are now found on the College website, promoting greater clarity about requirements for graduation. Moving forward, the College and District are committed to investing in degree audit technology that will automatically award degrees and certificates to students who earn them.

Another concern is the “swirl factor” which has students attending more than one Peralta College in the same semester. Therefore, effective Fall 2020, Laney College shifted its College Hour to align with that of the other three Colleges, and began to study ways of building a better, more student-friendly schedule ([6-05](#)). Additionally, Department Chairs received training in use of the

Peralta Online Scheduling Tool (POST), which provides an analysis of course offerings by time of day and modality, not only at Laney College but among all four Peralta Colleges (6-06).

In addition, the Vice President of Instruction and the instructional deans have access to enrollment data that is refreshed daily (6-07) to identify higher-demand classes that may need additional sections so that students are not delayed in completing their programs or degrees. This data includes fill rates, wait lists, productivity, average class size and even success and retention numbers. Daily enrollment reports also show enrollments with respect to enrollment targets.

Analysis and Evaluation

Laney College has been undergoing a culture shift toward greater clarity and efficiency of our instructional programs' design, focused more on the shared goal of completion and success, and away from unintentional, excessive accumulation of credits.

Informed by principles of the College Strategic Enrollment Plan, Guided Pathways concepts, enrollment data and reports, and data collected in student surveys and focus groups, the College schedules courses in a manner that allows students to complete certificate and degree program requirements within reasonable, established collegiate timeframes. These efforts will continue.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To best meet the needs of a diverse student population, most of whom work at least part-time, Laney College uses a variety of delivery modes, including online and 'hybrid' classes, short-term (mostly 8-week) courses, expanded hours for 'front end' and learning support services, and study abroad. These various modes of delivery support the variety of learning styles and instructional delivery needs of the College's student population. Teaching methodologies are appropriately diversified but have evolved to pair serious rigor with a relaxed, welcoming spirit.

The discipline faculty, department chairs, and Divisional deans determine which courses are appropriate for various modes of delivery through the schedule planning process and comprehensive program review. The Curriculum Committee reviews and provides feasibility of a course being taught as online or hybrid, overseas, and during intersession. It has implemented a rigorous Distance Education (DE) tab (7-01) for Curriculum proposals which ensures that the courses offered online are high-quality, equitable, and accessible. The committee gives faculty guidance concerning DE to make sure the courses meet ADA compliance for the appropriate dissemination of course information. DE coordinators have been driving the concept of "Universal Design" since 2017, as evidenced by this section (7-02) on page 18 of Peralta's DE manual (7-03).

Over the past three years (not including the 2020 campus shutdowns), online learning has increased, as evidenced by the following:

Laney College Online/Hybrid Offerings						
Academic Year	Section Count	Unduplicated Headcount	Enrollment	FTES	FTEF	Productivity (FTES/ FTEF)
2017-18	214	5021	7166	810.77	48.87	16.59
2018-19	251	5461	7943	888.11	56.53	15.71
2019-20	320	6831	10,447	1162.22	73.38	15.84

Table 11: Laney College Online/Hybrid Offerings with Enrollment, FTES/FTEF Data

The higher demand demonstrated above has led the College to provide more online Student and Academic Support Services via virtual modes. The Peralta Equity Rubric for Online Learning (discussed later in this standard) has informed Laney’s DE Plan as well as services to students, recognizing that access to technology and prior online learning experience are not constants among students. To serve student needs, the College offers the following:

- Online Orientation for all students ([7-04](#))
- Online Counseling ([7-05](#)) - Including implementation of Cranium Café by Spring 2021
- Guide to Enrolling Online ([7-06](#))
- Student Online Learning Homepage with Resources - factsheet for online learning ([7-07](#))
- Canvas Orientation Material ([7-08](#))
- Virtual Library Services ([7-09](#))
- Virtual Tutoring Services ([7-10](#))

Faculty are also supported with online resources ([7-11](#)) to assist them in their efforts to teach online, including Learning Management System (Canvas) support and professional development resources. DE workshops and drop-in office hours provide faculty with assistance in utilizing tools available in the online environment to support the maintenance of regular and substantive contact with students.

These resources come because of a District/College infrastructure whereby the District encumbers technology, including the Canvas platform, as well as certain costs, including the College’s Online Learning Coordinator compensation in the form of reassigned time. All College DE faculty also have access to instructional design and educational technology training through onsite support, and these are provided by both the District and the four colleges.

In 2017 the District wide Peralta Distance Education Committee (comprised of representatives from the four colleges) wrote its Distance Education Plan ([7-12](#)). Equity became a core focus and value of the DE plan not just at the District, but also in Laney’s DE Plan ([7-13](#)), and the District wide committee launched an effort that culminated in the creation of the Peralta Equity Rubric ([7-14](#)), a research-based course design / re-design evaluation instrument. The Rubric is structured to foster online learning environments that are inviting, inclusive, and meaningful for all students; additionally, the rubric is designed to support our students’ entire online experience – both in distance education courses and when seeking technical support or student services. The Rubric has been lauded by instructors of face-to-face classes as well, as it leads faculty to consider building greater amounts of inclusive, interactive design elements into their classes.

Two Laney College faculty spearheaded this initiative (7-15) and continue to champion and present on the Rubric around the state. The Rubric itself has received an Online Learning Consortium Effective Practice Award in Fall 2019 (7-16). The College also received a CVC-OEI CTE Pathways Grant (7-17) which has allowed us to build a 5-week training for CTE faculty on the Rubric, and recently was accepted to the state Online Education Initiative's Consortium.

Laney College does not offer correspondence courses.

Analysis and Evaluation

Over the past three years, the College has increased its rate of online courses, and enrollment numbers in the classes indicate that demand is being met. Despite the increase in sections, the differential in success and retention rates between online and in-person classes remains at around 5%, which is significant given the higher likelihood around the state that online students will drop classes more readily than those in face-to-face sections. While the College is working to replicate Student and Support Services to fully mirror face-to-face support, some aspects such as online Counseling are still going through implementation.

The College is prioritizing equity. The College has formally adopted the Online Education Initiative's Course Design Rubric as well as its own Peralta Equity Rubric, and numerous faculty are leading and attending trainings with these tools. Equitable practices run throughout the College's instructional programs, supported by professional development and consistent insistence and concern for students who 'struggle uphill' in pursuit of education.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The Peralta District affords students opportunities to establish valid college credit for Advanced Placement Tests, International Baccalaureate (IB), and the College-Level Examination Program (CLEP). With the passage of Assembly Bill 705, Colleges in Peralta, including Laney College, have opted for default placement into transfer-level English and Mathematics.

Information on the District website (8-01) and within the Catalog (8-02) provides information on petitions students may file to ensure correct placement into a program. With the passage of AB 705, placement instruments are not commonly used, prompting the College's Assessment-for-Placement Center to 'dissolve' from the Laney College Welcome Center. However, Laney College's English department led a 2016 District wide development of a "Writing Placement Test" that was validated as free of bias and gained full state approval in January 2017 (8-03). This tool helped new students place into the transfer-level composition and reading course at a rate of 70 percent, whereas the former placement tool (Compass) barely reached 30 percent.

Placement exams remain for students needing to register for the appropriate level of Chinese, Japanese, Spanish, and French. Placement instruments also remain for non-native speakers of English to test into the appropriate ESOL level. Additionally, the College purchases a bulk of

Chemistry placement exams, validated by national Chemistry education standards, to place students into the appropriate class.

Analysis and Evaluation

Processes for reliable validation have been vetted by District wide discipline groups, who will continue to guard against any form of bias, including cultural biases often inherent in standardized testing. The last large-scale test developed at Laney College met the College, District, and state validation and anti-bias qualifications and was implemented very successfully.

The College has evolved its placement examinations to comply with recent mandates. It also assesses against state and discipline standards to control for bias.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Laney College awards degrees and certificates based on successful completion of a prescribed series of courses. The Program Learning Outcomes (PLOs) indicate the most important skills students will be able to demonstrate by the time they finish their degrees or certificates. Faculty in the disciplines develop PLOs that are very closely aligned with course-level Student Learning Outcomes (SLOs) in the degrees/certificates. The SLOs align with objectives and graded assignments. The Curriculum Committee approves PLOs and recommends that they be 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 institutional learning outcomes (ILOs), which are the subject of regular institutional assessment. These steps allow the College to award course credit, degrees and certificates based on commonly accepted standards for higher education and the attainment of identified SLO outcomes.

The standards applied by the College are formalized in the policies of the Peralta Community College Board of Trustees. These policies are guided by California Education Code and subsequent California Code of Regulations (Title 5) and are developed in collaboration with the Peralta Community College District Academic Senate as well as the Laney College Academic Senate, the local governing bodies upon which the Board primarily relies for such academic and professional matters. Board Policies 4020 (Program, Curriculum and Course Development) and 4025 (Criteria for Associate Degree and General Education) define standards for awarding course credit and degrees ([9-01](#), [9-02](#)). The Program and Course Approval Process Manual for Faculty and Administrators ([9-03](#)) details the curricular requirements for courses and programs. These include expected learning outcomes, units of credit awarded, and hours of work associated with every course in the College's inventory.

In alignment with accepted norms of higher education and under California Code of Regulations Title 5, § 55063(b) students receiving an associate degree must complete a minimum of 18 units

of general education (GE) coursework. The College has identified five Institutional Learning Outcomes (ILOs): *Communication, Critical Thinking and Problem Solving, Global Awareness, Ethics and Civic Responsibility, and Personal and Professional Development*. To ensure that associate degrees are awarded based upon attainment of these institution learning outcomes, all courses designed to satisfy a general education graduation requirement must align one or more course-level learning outcomes directly to one or more Institutional Learning Outcomes. The alignment of course-level learning outcomes to ILOs occurs during course development within the purview of the Curriculum Committee as illustrated in the Peralta Program and Course Approval Process Manual (9-04). In addition, as the College develops programs, every program must have identified Program Learning Outcomes (PLOs) (9-05). To ensure that learning outcomes are meaningfully attained, the College assessment committee has established an assessment cycle for PLOs as part of the Program Review cycle, as well as for ILOs.

The District operates its calendar based on a 17.5-week full semester, as well as a 5-week summer term. Using the Peoplesoft scheduling systems, class start times and meeting times are based on standard hours that are then converted to clock hours that ensure 18 hours of lecture for every unit. Late starting classes are adjusted to ensure equivalence to the 17.5-week semester schedule.

Analysis and Evaluation

Through alignment with California Education Code and California Code of Regulations and working through its Board of Trustees, the College develops policies and procedures to award course credit, degrees, and certificates based upon commonly accepted standards for higher education. Peralta's Board policies also call for the development of procedures for the District Academic Senate and College Academic Senates to have purview over the identification and development of learning outcomes for all curriculum.

II.A.10 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. (ER 10)

Evidence of Meeting the Standard

As transfer of credit and articulation of courses are integral to Laney's *Mission, Vision and Values*, Laney College makes them available to students in clear fashion. In addition to being published in the College's catalog (10-01) and schedules, the information is made available via the "Transfer and Articulation" link on the Counseling Department web page (10-02) and more specifically on the Articulation (10-03) and Articulation or Transfer Agreements (10-04) webpages.

The Catalog Committee ensures that an entire section is devoted to transfer to CSU and UC, as well as to private colleges and universities, and every year the Articulation Officer updates those sections as needed, as well as Associate Degree for Transfer requirements for transfer to a CSU.

The College Catalog also explains ASSIST ([10-05](#)), an online student-transfer information system that shows how courses completed at a California community college can be applied when transferred to a UC or CSU campus, and explains the statewide course identification system (C-ID) ([10-06](#)), whether courses are transferable to CSU or UC, and whether they are approved for C-ID designation. The C-ID descriptors can be found throughout the College Catalog in the Course Descriptions section. An updated list of courses correlated to the C-ID course can be found on page 41. For example, *Art 5, History of Asian Art (Past to Present)* correlates with ARTH 130. The College's articulation officer, a voting member on the College Curriculum Committee as required by committee bylaws, updates articulation agreements annually and ensures that these updates appear in the Catalog and on ASSIST.

Additionally, in alignment with BP/AP 4050: Articulation ([10-7](#)), the College participates regularly, through faculty and discipline input, in articulation agreements that outline which courses (secondary and post-secondary) are sufficiently equivalent in content and SLOs with Laney College courses. These agreements ensure that high school students gain College credit, where appropriate, as they transition from high school to the College. These agreements are monitored through the Career and Technical Education Management Application (CATEMA), and guidance is provided to the four Peralta Colleges, high schools, and students by the District ([10-08](#)). These agreements also guarantee that high school students are seamlessly transitioning into College with properly earned College credit and without the need to repeat coursework, which then helps them to complete their educational outcomes in a more continuous, efficient fashion.

Counseling faculty, department chairs, and deans review transcripts for the sake of crediting equivalencies and tabulating transferable credits; department chairs make regular determinations of credit by equivalence/substitution, as well as adjudicating pre-requisite/co-requisite challenges on a semester-by-semester basis, using the following forms ([10-09](#)):

- Petition for Advanced Placement Credit ([10-10](#))
- Petition for International Baccalaureate (IB) Credit ([10-11](#))
- Petition for College-Level Examination Program (CLEP) Credit ([10-12](#))
- Petition for Credit by Examination ([10-13](#))
- Petition for Course Substitution ([10-14](#))
- Petition for Pre-Requisite/Co-Requisite Challenge Form ([10-15](#))

Analysis and Evaluation

Laney College has developed, implemented, and regularly assesses articulation agreements with other institutions. The College follows board policies by publishing transfer-of-credit policies to facilitate the mobility of students without penalty, including the acceptance of transfer credits to fulfill degree or programmatic requirements.

II.A.11 *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Evidence of Meeting the Standard

In all program disciplines, curriculum maintenance and creation require development, inclusion, and assessment of Student Learning Outcomes (SLOs) mapped to Program Learning Outcomes (PLOs) ([11-01](#)). Through the curriculum process, every course fulfilling a GE requirement must align SLOs to ILOs. Oversight of this process is the charge and purview of the Learning Assessment Committee (LAC), which provides ample training and other information resources ([11-02](#)), and shares the rubric for outcomes approval ([11-03](#)) on their website.

The LAC has steadily informed and instructed faculty in the concepts and language appropriate to SLOs. The LAC's advice ([11-04](#)) includes the following recommendations: "1. SLOs use action verbs from Bloom's Taxonomy with an emphasis on higher-order thinking skills (such as analysis, synthesis, or evaluation). At least half of the SLOs for any course or program should involve higher-order skills... [and] 11. Ideally, each course or program should include SLOs from more than one domain (cognitive, psychomotor, and affective)." During the 2019-20 assessment period, Chemistry was an example of a program whose curriculum work, rooted in outcomes assessment, included such learning outcomes that were assessed ([11-05](#)).

Analysis and Evaluation

College programs include SLOs appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

The College integrates the SLOs articulated in the standard into its programs and connects them to both program outcomes and the institutional learning outcomes identified in 2012 by the Laney College Learning Assessment Committee. Development, revision, assessment, and continuous re-evaluation is an ongoing process that has taken hold as a regular aspect of faculty consideration.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, Mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College's requirements for an associate degree include courses comprising the general education or breadth requirement. These requirements can be met in one of three ways: The associate degree program general education, found on Catalog page 57, the Liberal Arts: CSU/GE Breadth CA, found on page 61, and the IGETC, found on page 63. The General

Education CA has 5 areas of study: Natural Science, Social and Behavioral Sciences, Humanities, Language and Rational, and Ethnic Studies. The CSU/GE Breadth is divided into five major areas with associated sub levels, designated A-E: Communication in the English language, and Critical Thinking; Physical Universe and Its Life Forms, which includes Mathematics; Arts and Humanities; Social Sciences; and Lifelong Understanding and Self-Development. The IGETC has similar categories to the CSU/GE Breadth. Completion requirements for these programs and Certificates of Achievement are updated annually by the Articulation Officer. The GE requirements are designed to provide students with a broad knowledge base consistent with the College's Institutional Learning Outcomes.

Peralta BP 4025 ([12-01](#)) (Philosophy and Criteria for Associate Degree and General Education) authorizes the local Curriculum Committee to rely on faculty expertise to determine the appropriateness of each course and program for inclusion in the general education curriculum. This work is conducted by faculty from departments across the College who serve on the College Curriculum Committee. Committee members review all proposals for new courses or programs to determine their appropriateness in the overall College curriculum, including placement in GE categories.

Laney College's ILOs relate heavily to the second half of the standard which prescribes the nature of such outcomes. Laney's ILO #1 (Communication) and #2 (Critical Thinking and Problem Solving) square with this prescription, as does ILO #5 (Personal and Professional Development); and ILO #4 has especially salient relevance to the 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." ([12-02](#))

Analysis and Evaluation

The Laney College Catalog clearly states GE requirements for graduation. The College relies on the expertise of faculty to create, review, and approve course work and create programs that fulfill the general education requirements. Curriculum and assessment are integrated through program review such that students completing degree and/or certificate programs at Laney College have also satisfied learning outcomes, giving them lifelong learning skills that complement the program-based content they have acquired.

It is worth noting as well that study at Laney College brings students into interaction with one of the most diverse communities in any institution in the United States. This community diversity immersion provides enhanced benefits that maximize the value of outcomes relating to "responsible participation in civil society" – a factor that the College would do well to somehow measure or capture, perhaps with research involving Laney College alumni.

***II.A.13** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard

All degrees offered by the College include one major area of study. The College requires students to complete at least 18 units of core coursework within their declared area of study in order to earn an associate degree (Associate of Arts, Associate of Science), either an Associate Degree for Transfer (ADT) or a local associate degree. The College Catalog ([13-01](#)) describes the learning outcomes for each program.

College degree programs are developed by faculty and vetted through the college Curriculum Committee. During program development, the Curriculum Committee ensures that all discipline courses included in the program have identified learning outcomes and course objectives appropriate to the program's core competencies. Standards for lower division education are maintained through the formal articulation process with University of California and California State University partners.

The continual assessment of course SLOs, coupled with the continual assessment of the PLOs, assures that students in these programs master the key theories and practices within that level of the field of study.

Analysis and Evaluation

All degree programs offered at the College include focused study in at least one area of inquiry. Curriculum is developed by faculty and vetted through the college Curriculum Committee. Objectives and learning outcomes are embedded within each course to ensure appropriate content mastery.

The Laney College Catalog clearly states GE requirements for graduation. The College relies on the expertise of faculty to create, review, and approve courses and programs that fulfill the general education requirements. Curriculum and assessment are such that students completing degree and/or certificate programs at Laney College have also satisfied learning outcomes, giving them lifelong learning skills that complement the program-based content that they have acquired.

***II.A.14** Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Evidence of Meeting the Standard

All Career and Technical Education (CTE) programs are built around the industries they serve, and meet annually with an Industry Advisory Committee, as required by AP 4102: Career and Technical Education Programs ([14-01](#)). The Industry Advisory Committees include community members who represent a mix of educators, employers, equipment manufacturers, government officials, small business owners, suppliers, and unions. Advisory committee members have firsthand knowledge of industry standards and expectations for technical competency, professionalism, and licensure that students will need to meet. One of their most important roles is to provide feedback to CTE faculty about industry needs and how Laney College can modify programs and courses to meet these needs. For all new and updated CTE degree and certificates,

the Laney College Curriculum Committee requires Advisory Board minutes ([14-02](#), [14-03](#)) approving the certificate or degree before submittal to the state. The Curriculum Committee also requires Labor Market Information (LMI) data supporting the demand for the occupation the certificates or degrees address ([14-04](#)). The CTE faculty value this input and utilize it to make informed decisions about program structure and content. The advisory minutes are kept at the department and dean-level repositories and are currently being placed on the CTE website.

Outside accrediting or regulatory agencies establish standards for some occupational programs and require external licensure and certification for employment. Employment data, job projections, and licensure rates are obtained from respective licensing agencies, Bureau of Labor Statistics, LaunchBoard, Centers for Excellence and the California Employment Development Department. External licensure requirements and pass rates are clearly notated on websites for Laney's Cosmetology, Machine Technology, Environmental Control Technology, Electronics and Electrical Technology, and Culinary Arts.

College Core Indicator Information by four-digit TOP Codes is available and is used for Perkins IV Grant planning and reporting for CTE programs. The Perkins IV Grant, Title 1, Part C Local Application shows completion rates and progress in certification completion. The information provided by the state of California identifies special population outcomes, compares them to the general College and state-negotiated population outcomes, and provides areas of improvement for CTE programs to focus on. Additionally, with the implementation of the CTE Launch Board outcomes data tracking portal, through "Doing What Matters," the College can utilize database tools to more properly align students' needs with curriculum and labor market data for higher student success measurements.

Analysis and Evaluation

Laney College has a well-established reputation for offering high quality CTE AS and AA degree programs and certificates. Laney College houses the BEST Center (Building Efficiency for a Sustainable Tomorrow), a National Science Foundation center of excellence for CTE programs in HVAC, Building Automation Systems, and energy management. Laney's Electrical and Electronics Technology program is recognized by the state as a full trainee program preparing students for journey-level certification in the electrical trade.

Laney's CTE departments have uniformly high job placement rates in most fields from Culinary Arts to Machine Technology. Laney's Welding program is perhaps the largest in Northern California and offers American Welding Society certifications across a range of welding types.

Preparation for a range of other industry recognized certifications is offered within Laney's CTE programs, including OSHA 30, EPA safe refrigerant handling, NABCEP (North American Board of Certified Energy Managers), ServSafe certification for baking and restaurant management, LEED associate certification, and NIMS certifications (National Institute for Metalworking Skills). Active advisory boards also work closely with departments and programs to validate curricula and program strategies and practices. The East Bay Codes Council works closely with Laney's Construction Management program to award scholarships to students, and members of the Council have been known to offer jobs to Laney College students at the awards ceremony. Using State Chancellor's Office Calpass Plus data, ([14-05](#)) the state recognized some Laney College Career Education programs with Star Awards for 2018 as part of the state's SWP efforts

included Silver Star recognition for Welding for its increases in earnings (79%) and percentage of students attaining the regional living wage (74%). Similarly, Bronze Star recognition went to the following programs for increases in earnings or regional living wage attainment:

- Electronics and Electric Technology: 165% increase in earnings
- Machining and Machine Tools: 75% of students attained the regional living wage
- Accounting: 60% increase in earnings
- Banking and Finance: 84% increase in earnings
- Management Development and Supervision: 95% of students attained the regional living wage
- Architecture and Architectural Technology: 229% increase in earnings
- Environmental Control Technology: 52% increase in earnings
- Civil and Construction Management Technology: 80% of students attained the regional living wage
- Biotechnology and Biomedical Technology: 226% increase in earnings
- Culinary Arts: 83% increase in earnings

II.A.15 *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.*

Evidence of Meeting the Standard

AP 4021 ([15-01](#)) outlines a process that considers issues identified by the Academic Senate for California Community Colleges. The issues include impact on student learning, goals, and needs; effect on the balance of the College curriculum; impact on educational and budget planning; regional economic and training issues; changes in regional economic and training conditions; and collective bargaining issues.

Concerning impact on enrolled students, Section C.2 of the Administrative Procedure calls for “a detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff, and the community. Due consideration will be given to approaches to allow currently enrolled students to complete their programs of study. Students’ catalog rights will be maintained and accounted for in allowing them to finish the program.”

The procedure outlines other steps necessary to follow for both consolidation and discontinuance. Any individual may officially initiate the processes and included within the steps of the process are the roles of stakeholders such as advisory bodies, department chairs or other potentially impacted faculty, the College’s Curriculum Committee, and the Academic Senate.

Analysis and Evaluation

The college and District have not engaged in this process during the evaluation period. However, beginning in Spring 2019, the Vice President of Instruction identified 10 disciplines with historically (3 years’ data) low enrollments and advised both the deans and chairs in the area that following program review, those disciplines could be officially identified as candidates

to be considered for viability studies under AP 4021. Four of the disciplines showed subsequent improvement in the following year.

II.A.16 *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Evidence of Meeting the Standard

Laney's participatory governance structure ensures continuous, broad-based, systemic evaluation and improvement of the quality and currency of its instructional programs, regardless of delivery mode or location. The Institutional Effectiveness Committee works in conjunction with the Curriculum and Learning Assessment Committees, who conduct their respective processes as integrated components of the program review process, as indicated by the calendar (16-01) and comprehensive review cycle list (16-02). Additionally, the IEC works with departments and managers who validate program reviews to provide a robust process that provides opportunity for instructional programs to reflect on program effectiveness, develop goals and action plans, and enhance programs to achieve sustained continuous quality improvement.

Standard II.A.2 explains how faculty exercise collective ownership of program review toward continuous improvement. In short, College planning and assessment is linked to a robust, meaningful program review process, with the evaluation of instructional programs at its heart. Improvements and evaluations of those improvements in subsequent years shows true advancement in quality on the part of the institution. When gaps are identified as part of the assessment process, faculty make revisions and improvement plans, some of which result in updates to Course Outlines of Record (CORs).

During the pandemic of 2020 that led to most offerings moving online, the College submitted a Blanket Distance Education Addendum to the California Community Colleges Chancellor's Office and to the Accrediting Commission. The Curriculum Committee developed a unique approval process that resulted in Consent Agenda approvals of these courses. For Spring 2021 offerings, the Committee returned to a full, normal approval process for 100% online and hybrid courses, now utilizing the Distance Education 'tab' in currIQunet META (16-02a).

Analysis and Evaluation

The work of Laney's governance committees and instructional programs ensure the following:

- Regular, objective, and consistent evaluation and assessment of the effectiveness of Laney's courses and programs, regardless of the type of program or mode of delivery (general education, Career and Technical Education, and Noncredit) to improve quality. Systematic updates to curriculum occur at least every five years (Standard II.A.2). As described in Standard II.A.1., all new programs and courses are vetted by the Curriculum Committee

(CC) through a faculty-driven process, both at the College and District level, and the CC also must approve all curricular changes.

- Learning outcomes at both the course and the program level are relevant and appropriate and are assessed through established curriculum and assessment protocols to inform institutional planning. Assessment reports are scheduled as part of the four-year cycle for program review (16-03).
- Courses and programs are kept current regarding content and teaching methodologies as well as community needs and employment requirements, and discipline faculty continually assess their effectiveness.
- Career and Technical Education programs that fully engage the process serve their students in an optimal manner. Within those detailed reviews, job placement rates are tracked in multiple ways to ensure that graduates and completers are meeting employer expectations. Most CTE programs at Laney offer lab-intensive, hands-on instruction informed by project-based learning strategies, which benefit from the yearly assessment. For example, Culinary Arts students operate a made-to-order restaurant and supply the cafeteria with cold and hot food as well as baked goods and plated deserts.

The emphasis on lab-based instruction ensures that Laney CTE students acquire not only the knowledge but also the skills needed for the contemporary workplace. Laney's CTE programs are committed to continuous quality improvement which includes updating equipment and instructional content to current quality standards.

Conclusions on Standard II.A. Instructional Programs

Laney College offers programs of instruction that align with its mission, regardless of means of delivery. In fact, maintaining instructional quality and student achievement across in-person, hybrid, and fully online learning is a priority whose points are laid out in the College's distance education plan, as well as its pursuit of keeping with the standards outlined in Peralta's Online Equity Rubric. Outcome assessment is a priority that the College has invested into the point of compensating part-time faculty to assess outcomes in their courses, and all of this leads to ensuring the breadth and depth of learning that takes place for degree and certificate completion, transfer, and attainment of skills to enter or advance in the workforce. All these program and reward requirements are stated in public fashion in the College catalog as well as the schedules. With the College's focus on areas of interest as well as its inquiry groups examining the needs of students, it is responding to their changing needs, resulting in an increase in average units per student in the past two years, along with an increase in awards.

EVIDENCE II.A.

- 1-01 [Mission Vision Values](#)
- 1-02 [degrees certificates](#)
- 1-03 [LC Catalog home](#)
- 1-04 [LC Curric Comm home](#)
- 1-05 [LC CC Rubrics home](#)
- 1-06 [LC LAC home](#)
- 1-07 [LC LAC Training Mat](#)
- 1-08 [PCCD PCAH 2018](#)

1-09 [2yr 4yr CurricRev PR](#)
1-10 [DE CurrIQunet META](#)
1-11 [ENG5 DE Adden Supplement](#)
1-12 [LC Curric Comm DE home](#)
1-12a [learn-canvas](#)
1-13 [CVC OEI Resolution](#)
1-14 [LC DE Plan v11](#)
2-01 [Curricucamp 10 22 19](#)
2-02 [Curric Res Upd Comply](#)
2-03 [Curric update email 10 14 20](#)
2-04 [PCCD SEM Data Compend](#)
2-05 [PD Flex Days 2019 2020](#)
2-06 [3CSN Equity training](#)
2-07 [Dr Joy deGruy e-announce](#)
2-08 [PCCD Online Equity Rubric](#)
2-09 [LC DE Plan 2019-20](#)
3-01 [Cur Comm Res 5 10 2019](#)
3-02 [CCCCO PCAH 7th Ed 2019](#)
3-03 [PR Schedule 2020-21](#)
3-03a [IEC APR Valid Rubric](#)
3-04 [Outcomes Assessed Rep F20](#)
3-05 [CurrentSLOs PLOs](#)
3-06 [Admin Facutly Eval Form](#)
4-01 [AB705 Math English](#)
4-02 [AB705 Catalog pg22](#)
4-03 [AB705 SUCCESS](#)
5-01 [PCCD PCAPM Fac 2014](#)
5-02 [CCCCO PCAH 7th Ed 2019](#)
5-03 [LC Cat Degrees Certif](#)
5-04 [LC Sched Degrees Certif](#)
5-05 [LC Transfer Center home](#)
5-06 [Stud Success Scorecard 2019](#)
6-01 [LC Catalog AFRAM pg74](#)
6-02 [PSYCH Program Maps](#)
6-03 [LC Areas of Interest home](#)
6-04 [Sched Block Rev](#)
6-05 [CBT Scheduling Pres F19](#)
6-06 [PCCD POST](#)
6-07 [Daily Enrollment Data](#)
7-01 [DE Tab w fields 9 28 20](#)
7-02 [UnivDes in DE-Manual](#)
7-03 [DE Manual for PCCD](#)
7-04 [Online New Student Orientation](#)
7-05 [Online Appts Counseling](#)
7-06 [PCCD DE Enrolling Classes](#)
7-07 [DE Factsheet Students home](#)

[7-08 PCCD Canvas Student Res](#)
[7-09 Virtual Library Svcs](#)
[7-10 Virtual Tutoring](#)
[7-11 DE Online Faculty Resources](#)
[7-12 PCCD DE Plan 2017-20](#)
[7-13 LC DE Plan 2019 2021](#)
[7-14 PCCD Online Equity Rubric](#)
[7-15 First Friday Stark Cohen](#)
[7-16 OLC Peralta Equity Rubric](#)
[7-17 PCCD CVC OEI Grant 2019](#)
[8-01 PCCD AP IB CLEP home](#)
[8-02 LC Catalog AP IB CLEP](#)
[8-03 CCCCCOApprov WritPlacmt2017](#)
[9-01 PCCD BP 4020](#)
[9-02 PCCD BP 4025](#)
[9-03 PCAPM for Fac Admin 2014](#)
[9-04 PCCD PCAH 4th 2018](#)
[9-05 ProgOutline GraphicDesign](#)
[10-01 LC Catalog Miss Vision Val](#)
[10-02 Counseling Transfer Articul](#)
[10-03 LC Articulation Home](#)
[10-04 LC Articulation Transfer](#)
[10-05 LC Catalog ASSIST](#)
[10-06 LC Catalog C-ID](#)
[10-07 PCCD BP AP 4050](#)
[10-08 PCCD Dual Enroll home](#)
[10-09 LC AR Forms home](#)
[10-10 PCCD AR AP Form](#)
[10-11 PCCD AR IB Form](#)
[10-12 PCCD AR CLEP Form](#)
[10-13 PCCD AR Pet credit by exam](#)
[10-14 PCCD AR Pet for Sub](#)
[10-15 PCCD AR PreReq Chall](#)
[11-01 LAC SLO PLO F20](#)
[11-02 LAC Training Materials home](#)
[11-03 Rubric Outcomes Appr Exam](#)
[11-04 LAC How To SLO home](#)
[11-05 CPR CHEM 2019-20](#)
[12-01 PCCD BP 4025](#)
[12-02 LAC ILO home](#)
[13-01 LC Catalog Degrees Cert](#)
[14-01 PCCD AP 4102](#)
[14-02 ECT Ind Adv Bd Min120319](#)
[14-03 Culinary Dept Min](#)
[14-04 CULN LMI](#)
[14-05 Calpass SWP Data](#)

- 15-01 [AP 4021 PCCD](#)
16-01 [PR timeline tasks F20](#)
16-02 [PR Schedule 2020-21](#)
16-02a [DE Tab w fields 9 28 20](#)
16-03 [PR Schedule 2020-21](#)
-

B. Library and Learning Support Services

II.B.1. *The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

Evidence of Meeting the Standard

Laney College supports its library, tutoring resources, writing center, computer laboratories, and learning technology. Despite fiscal challenges, the services remain sufficient to support educational programs, and steady evaluation of services has led to improvements.

Library

Aligning with the College Mission, Vision and Values, the library developed a new Library Mission in 2019 ([1-01](#)) identifying its key obligations to supporting student learning:

- Teaching students how to find and critically evaluate information.
- Providing an inclusive, equitable, and accessible space for inquiry, discovery, and reflection.
- Providing resources to support research and information needs for both onsite and distance learning.

Its services are as follows:

Hours and Staffing – The library is open Monday–Saturday for a total of 63 hours ([1-02](#)) per week. There are four full-time librarians, seven part-time librarians and eight classified staff.

Instruction – Library instruction is primarily offered based on instructor request through contextualized, assignment-specific orientations. The request form ([1-03](#)) is online and asks instructors to identify the learning outcomes they would like covered. If an instructor selects more than two outcomes, they are asked to schedule more than one orientation. In 2018-19, librarians taught 98 orientation sessions ([1-04](#)) to 2,231 students.

Reference Support – Individual instructional assistance (in-person, online or by phone) is available to students at the library information desk. In 2018, the library instituted an online method of capturing data related to these individual sessions. Beyond reporting the quantity of

these requests, the data tells us what students need. In 2018-19, the library recorded 4,368 sessions ([1-05](#)). Librarians used data from these sessions to create an online FAQ page ([1-06](#)).

Information Literacy Skills Certificate – In 2019, the Library Information Studies program received state approval for a non-credit certificate of competency in Research Skills. The certificate ([1-07](#)) is made up of three 2-hour courses that progressively build information literacy skills.

Collections – The library has a collection of 89,632 books, 2,128 audiovisual materials, 29 print periodical subscriptions, and 5,631 electronic books. Additionally, the library subscribes to 33 electronic databases, ([1-08](#)) including a dynamic electronic book collection geared toward community colleges, which is updated annually. Research databases are available to students on campus or off-campus via an authentication proxy system (Multi-IP WAM).

Streaming Video – The library now offers two streaming video services: ([1-09](#)) Films on Demand and Kanopy. The streaming video format is increasingly popular with the growth in distance education sections and technology improvements to College classrooms.

Study Space – Computing stations comply with the Americans with Disabilities Act (ADA) with compliant workstations, printing, copying, media viewing and a variety of study space. The College installed new study furniture in 2019, improving options and comfort for students and allowing the library to reconfigure study space ([1-10](#)) into manageable quiet and collaborative zones. Wi-Fi is available throughout the building.

Search Resources – Recently reorganized to accommodate OneSearch (a new search tool in the statewide Library Services Platform project) and to improve the student user interface, the library website serves as the launch pad for library services and collections. Librarians create online research guides (LibGuides) ([1-11](#)) to organize instructional presentations and provide guidance to students. The library website ([1-12](#)) also includes an interactive Live Chat icon that links directly to a librarian during library open hours.

Distance Education Support

Resources to promote student learning online include the following, many of which are available on the College's Online Learning Resources ([1-13](#)) page:

- Comprehensive student resources page in Canvas ([1-14](#))
- Student Success Center ([1-15](#)) – a hub for face-to-face and online tutoring
- Web tutorials to support students' access and use of Learning Management Systems
- Student system access in handout form ([1-16](#))

Tutoring

Recognizing the needs of students, especially as the College continues its momentum toward pathways-based scheduling, tutoring support has become an institutional priority, with the area submitting regular program reviews. In 2019-20, discussions about resources including virtual tutoring began to include the Vice President of Instruction and the Guided Pathways workgroup.

Tutoring ([1-17](#)) at Laney College provides instructional support across the College curriculum and is offered mainly in three strategically located centers on campus:

The *Student Success Center* ([1-18](#)) (formerly *Tutoring Resource Center*) is the home of tutoring in a variety of subjects, dependent upon availability of tutors in those subjects, and ‘demand’ by students seeking tutoring. In the COVID-19 pandemic, tutoring for subjects other than Math and English / ESOL has mainly occurred by way of an online tutoring agency, Net Tutor.

Since mid-spring 2020, due to the pandemic campus closure, and with a multitude of students thrust into online learning modes they had not originally chosen, the *Student Success Center* has been focused heavily on supporting students with ‘tech support’ and encouragement, resource referrals to free laptops and Wi-Fi, and links to online resources students can follow up with.

The *James Oliver Community Writing Center* ([1-19](#)) provides drop-in tutoring in reading and writing across the curriculum, hosts writing workshop courses in English for Speakers of Other Languages and English, and provides access to computers, printers, and ‘tip sheets’ for use in completion of writing assignments – as well as paid work experience for student tutors.

The *Math Lab* ([1-20](#)) offers drop-in tutoring in mathematical concepts, a productive study environment, access to instructors, and paid work experience for student tutors.

The *Laney Tech Center* ([1-21](#)) provides students and faculty with drop-in technical support and training for utilizing distance education tools. Tech Center staff provide immediate 1-on-1 support via Zoom, telephone, text messaging, and email, and assist students in analyzing and troubleshooting computer, software, and user related issues, while providing simple and understandable solutions. They also instruct students in developing “best practice” skills and methods for accessing and navigating the current online educational environment. With the Spring 2020 transition to remote learning, the Tech Center staff have helped support the effort by offering students introductory workshops for utilizing Canvas, Office 365, Google apps, and Zoom, and ‘drop-in’ tech support by phone or Zoom with one click on their webpage.

As mentioned above, recent years have brought about a resurgence in “embedded tutors” in classes associated with learning communities and ESOL, Math and English classes that have linked workshops or labs. Tutors work mostly in the workshops and labs and bring valuable knowledge to one-on-one and small-group interactions with students, but also serve as important peer models of success, since they are students themselves.

Analysis and Evaluation

As the College moves forward, it will continue to enhance support services for students, especially those whose circumstances do not allow them readily to come to campus. During the COVID-19 crisis closure, the library continues to meet the needs of students by offering both synchronous and asynchronous online library orientations, online chat support, Zoom research appointments, phone support during weekdays, and a well-organized and comprehensive website designed to provide remote students with the resources and library support services they need to succeed. Tutoring and labs have adjusted to serve students remotely and have found many ways to deliver or facilitate learning support via web-based and tele-conferencing platforms. Giving students remote methods of setting up appointments or initiating contact without physically coming to the campus meets the needs of this emergency, but also provides an efficiency model for when the campus opens again, to meet all students’ needs.

II.B.2 *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.*

Evidence of Meeting the Standard

The Instructional Equipment and Library Materials (IELM) committee (2-01) is made up primarily of faculty, and its charge is to prioritize funding for instructional equipment and library materials. IELM requests, like all other resource requests, are now integrated within a strengthened program review structure, with consideration dependent upon validated completion of all aspects, including success data analysis, outcomes assessment, and well-maintained curriculum. Compelling reasoning combined with availability of resource funding complete the full criteria for IELM requests being fulfilled.

Library

In managing and developing the library collection, the library follows its Collection Development Policy (2-02) which includes criteria for selection, expenditure prioritization, management of gifts, and de-selection. The policy also provides guidance for involvement of discipline faculty in the process of collection development. A librarian sits on the Curriculum Committee and monitors new courses and programs, and requests recommendations from discipline faculty.

The library also solicits recommendations from the College community through email distribution of a Materials Request form (2-03). The Acquisitions & Technical Services Librarian has primary responsibility for coordinating collection development; however, all librarians review library review publications and make recommendations for the collection.

Librarians are also involved in decisions surrounding educational equipment in the library. For example, when the state provided an option for Peralta Community College District libraries to migrate at no cost to a new statewide library services platform, the District's head librarians researched the proposal and made a collective recommendation (2-04) to District and College administrators. Similarly, when the College identified funding for new library study furniture, the librarians reviewed study space needs and worked directly with the vendor to select the furniture.

Tutoring, Writing Center, Math Lab

Through Program Review and meetings, the Tutoring Coordinator provides an inventory of resources (2-05) to the area dean, who also manages budget and resources for the Writing Center and Math Lab, including computers, printers, and personnel. Additionally, equipment repair or maintenance needs are relayed to both the dean and the Director of Information Technology (IT). The Laney IT department is responsible for the maintenance and support of the lab computers. (Technical support for labs is mentioned in detail in Standard III.C.1 for Technology Resources.)

Support for ‘Remote’ and Distance Education During COVID-19

During the COVID-19 crisis, the turn in Spring ‘20 to 100% “remote learning” drove the College and District to purchase laptop computers and arrange for free and low-cost wi-fi for students at their homes. To date in mid-November 2020, Laney College has loaned or given away more than 500 laptops and provided at-home internet access to approximately 250 students. Additionally, areas such as Culinary Arts, Art, and Carpentry prepared kits for students to use when studying harder-to-move online courses in a nonetheless remote setting.

Analysis and Evaluation

The IELM resource allocation process, integrated into all areas’ program reviews, gives all instructional programs and student services programs and areas access to principled consideration in a streamlined, efficient manner. Librarians select library materials based on an established collection policy that encourages input from faculty, students, and staff. The curriculum approval process ensures that the library remains informed and able to respond to curricular changes.

II.B.3 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Laney’s Library, Tutoring, DE support, and other learning support services are evaluated through program review and other specific assessments to assure that they meet student needs.

Library

In May 2017, the librarians revamped the library’s instructional outcomes ([3-01](#)) to align them with the Association of College & Research Libraries framework for information literacy.

For each frame, librarians identified an outcome, a method of assessment, and a corresponding instructor-friendly checklist phrase to be incorporated in a new orientation request form ([3-02](#)). In this way, every orientation has clearly identified outcomes. Librarians review outcomes assessment at least annually.

The library also has service outcomes which are assessed annually. Librarians review a wide range of data points connected with these outcomes, identifying resource needs and ways that we can improve library services.

For example, as an assessment of Service Outcome 1: “The library is a resource for supporting student success”, the Library conducted a survey ([3-03](#)) of 371 students in fall 2016. The survey revealed dissatisfaction with library study space, particularly noting uncomfortable chairs and a lack of charging receptacles. Student respondents also complained about lighting and noise ([3-04](#)). The study furniture was original to the building, nearly 50 years old. Through program review ([3-05](#)), the library requested new study furniture and, in 2018, the College approved

funding. With the furniture purchase, the Library was able to address the major concerns that came up in the student survey, including expanded device charging, cushioned chair options, and a reconfiguration of study space to create a quiet area on the 4th floor and a collaborative area on the 3rd floor (3-06). Previously, students who needed to talk in groups were limited to four study rooms on the 3rd floor. With the new arrangement, those discussions can take place anywhere on the 3rd floor.

Assessment is fully integrated into the work of the library. The library completes either a program review or annual program update every year. In 2016-17, Laney librarians took part in a community of practice (3-07) focused on improving library instruction for students enrolled in pre-collegiate English and ESOL courses. Out of the project came several recommendations that the Library was able to implement:

- Develop an option in the orientation request form for faculty to request a series of orientations rather than a single orientation. (One-shot orientations are less effective than scaffolded orientations that build on knowledge.)
- Integrate a checklist in the orientation request form where faculty identify learning outcomes for each orientation request. The checklist is aligned with the library's instructional outcomes and uses faculty-friendly language.
- Reinstate the non-credit Library Information Studies course. (Ultimately, after discussions with other faculty, this non-credit course morphed into a new non-credit Research Skills certificate of competency (3-08).

Tutoring

The Basic Skills Student Outcomes Transformation (BSSOT) grant afforded the College an opportunity to learn from interactions among students, tutors and instructors in English and Math classes. Quantitative research and focus groups were conducted with the guidance of an external researcher to learn from students who had embedded tutors in their classes, as narrated in the grant team's summary report (3-09):

“In Spring 2018 students in these classes were surveyed to find out which aspects of the tutoring and counseling they found most helpful. In Fall 2018 a series of focus groups were conducted which explored in greater detail student experiences in these classes. In Spring 2019, a statistical analysis was conducted which estimated the impact these services have had on student outcomes...

“Results from all three phases indicate that the embedded services had positive impacts on student outcomes. In English 269, tutors were considered a necessary component of the class by 77% of students (surveyed at end of term) and credited with helping organize ideas and provide critical feedback on assignments by over half of respondents. In Math 230/240, tutors were counted as a necessary component by 85% of students and credited with providing encouragement and explaining material by over 70% of respondents. These findings were corroborated by the results of several focus group interviews (comprised of different students than those surveyed), who reported overwhelmingly positive reviews of the tutors and credited improvement in individual outcomes to guidance they provided.”

The BSSOT team not surprisingly focused on tutoring in two of their four recommendations:

Rec. 2: “Make in-class peer tutoring a standard component of introductory transfer-level courses in Math and English, which has been shown to increase the likelihood of completing with a ‘C’ or better (and thereby increasing the probability that they will complete Math and English requirements in their first year).”

Rec. 3: “Foster communities of practice around the integration of tutors and Counselors into the classroom. Doing so will strengthen the impact these strategies have on student outcomes and enable the college to provide support at the scale needed to reach the population of students identified in the (Laney College) student equity plan.” (3-09a)

To comply with the AB705 mandate, Laney places most new students directly into transfer-level courses in English and Math and has added the necessary support classes in these areas for those students who need assistance. These support classes depend heavily on embedded tutors for their success. In response to the increased need for augmented and increased tutoring on campus, the Faculty Academic Senate passed a resolution (3-10) in Spring 2019 to call for permanent funding of tutoring at Laney. Currently, tutoring is funded by a combination of College resources, including general funds, Student Equity and Achievement (SEA) and Parcel Tax funds. In anticipation of AB705’s mandate being expanded to ESOL, tutors will be embedded in newly designed non-credit and hybrid classes (3-11).

Distance Education

Laney Distance Education (DE) is evaluated through program review and the DE plan, with the program’s first program review (3-12) completed for the 2018-2019 academic year. The goals listed in the program review echo those of the College DE Plan (3-13):

- 1) Increase online student retention and success rates and reduce achievement gaps.
- 2) Provided resources, support and services that are specific to online students; and
- 3) Increase the number of online courses that meet guidelines for equity, quality, consistency, and accessibility.

To ensure that the College is meeting its goals, the DE team surveyed online students (3-14) and online instructors (3-15). The first survey was administered in Canvas in Spring 2019, and the results of the survey have informed decisions regarding professional development needs and validated the goal of increasing access to student services online. The surveys also validated the need to continue working to provide more effective, inclusive learning environments online. Program review also offered a way to evaluate and success and retention data for DE classes and to request resources to help reduce achievement gaps online.

Laney College DE has participated in the California Community College Chancellor’s Office Survey each year (3-16), reflecting on growth and sharing data about enrollment, retention, use of the Canvas LMS, and available student services.

Considering the March 2020 campus closure due to the COVID-19 health emergency, the increased efforts from 2015-2020 to bolster faculty and student effectiveness in DE classes were especially helpful and timely. For instance, the College launched several @One classes in online pedagogy and hired seasoned faculty to serve as Remote Coaches. The work of the

past several years gave Laney faculty a head-start on conceptual understandings that foster success, and even though the emergency caused an unplanned switch to remote learning for nearly all classes in Spring and Summer 2020, the decline in student achievement was not as pronounced as many had feared, or as steep as other area colleges experienced.

Analysis and Evaluation

The library conducts an annual comprehensive program review or update. The library annually evaluates its services and assesses how library services and instruction contribute to learning outcomes. Based on a discussion of student comments in a library survey, the library requested and received funds from the college to transform study space in the library.

Tutoring found research conducted through the BSSOT grant to bolster its case for more solid, predictable funding, which has fulsome support from essentially everyone at the College. And the work of the Distance Education committee and program over the past five years especially have paid off in the form of a strong basis from which to respond to the spring 2019 pandemic emergency, and to carry a strengthened capacity for DE instruction forward into 2020-21 and beyond as, despite one day returning to on-campus instruction, it is highly likely that many more classes will be taught as fully online or partially online “hybrid” classes.

***II.B.4** 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

Evidence of Meeting the Standard

The library maintains records of agreement with the following vendors: ITC (print management software GoPrint and PrinterOn, [4-01](#), [4-02](#)), PC Reservation (computer time management software, [4-03](#)), OCLC (bibliographic records for library catalog, [4-04](#)), Kanopy (streaming video, [4-05](#)), Sierra (legacy library system used for remote authentication, [4-06](#)), and the Library Services Platform (new statewide library system, [4-07](#)).

The library conducts regular evaluations of vendor services. For example, in response to concerns about growing costs in Kanopy, librarians evaluated usage and determined that much of the cost was based on students using Kanopy for recreational viewing. The library modified the agreement so that purchases are now moderated by the acquisitions librarian. In response to student demand for Wi-Fi printing, the library modified its contract with ITC to remove a print station that was not being used and direct the funds instead for Wi-Fi printing services.

Campus custodians and District engineers support the maintenance and repair of the library. A full-time Library Network Coordinator maintains and updates library computers. Student computers were replaced in 2019. Staff computers were last replaced in 2013.

In addition to the library, Laney College has agreements with other entities to support student learning, including the following agreements and licensure:

- Canvas (formal contractual agreement with the District)
- Net Tutor (formal contractual agreement with the District)
- Turnitin (College agreement)
- Adobe Creative Cloud (College agreement to support students and faculty)

Under demands of rapidly expanded DE instruction, the College DE Committee is surveying faculty at the time of this report to determine which interoperable learning technologies (LTIs) are being widely utilized, and whether demand exists for additional LTIs.

Analysis and Evaluation

The college maintains documentation of formal agreements with vendors that provide instructional support services. College personnel regularly review these agreements to ensure that they still meet student learning needs as well as those of the college and endeavor to make adjustments as needed.

As distance education and dual enrollment submit program reviews and requests are identified at the College level as priorities, this information will be disseminated to District Information Technology as well as the Office of Academic Affairs for their budget development.

Conclusions on Standard II.B. Library and Learning Support Services

Laney College's Library and Academic Support departments provide resources and services that align with the mission and goals of the College. With emphasis shifting to a pathways model, maintaining such services to keep students on their educational pathway becomes critical. Toward the end of this evaluation period, our ability to deliver such services shifted out of necessity to a greater amount of remote support that will continue into the next assessment period. Regardless of the funding available each year, each area's needs are articulated because of assessment of student needs and the area's goals, which are then weighed in terms of overall College planning. Also informing our resource allocation is the need for the College to have Library and learning support services, collections, and equipment that are as comprehensive as possible in order to provide the quantity, currency, depth, and variety necessary to support all students regardless of location and mode of instruction.

Actionable Improvement Plan: As the College and District move forward into the next accreditation cycle, they need to ensure that remote support and student services closely mirror and augment what is provided on campus. The COVID-19 emergency has created an opportunity to learn by trial how 'remote' services can be delivered, and the advances made by the library and other learning support areas prior to COVID, plus the new development of remote resources during the crisis have built a very strong foundation for delivering support services both in-person and remotely.

Standard	Improvement	Expected Outcomes	Timeline	Responsible Leads	College Planning Alignment
II.B	Mirror and augment remote support, Student Services to correspond in breadth and depth with what students receive when they receive the same services in person.	Higher retention, persistence, success, program completion rates Based on survey feedback, Greater than 75% satisfaction rates from students utilizing remote/online services	2023-24 (Data to be provided in midterm report)	Dean of Liberal Arts (Responsible for Tutoring, Academic Support) Tutoring Coordinator Distance Education Coordinator Dean of Math & Sciences (Responsible for Math Lab) Vice President of Student Services Dean of Student Services Director of College Information Technology Services	Goal 1: Promote Equity Goal 3: Offer students the highest quality curriculum and services Goal 5: Increase awareness and access to disproportionately impacted communities

Table 12: Standard IIB Actionable Improvement Plan

EVIDENCE LIST II.B

- 1-01 [LC Library Mission 2019](#)
- 1-02 [Library Hours home](#)
- 1-03 [Library Orient Req Form](#)
- 1-04 [Library Stats Summ 2018-19](#)
- 1-05 [Library Refnce Trans 2018-19](#)
- 1-06 [Library FAQ home](#)
- 1-07 [Library Info Studies Prog](#)
- 1-08 [Library AZ Databases](#)
- 1-09 [Library Streaming Serv](#)
- 1-10 [Library Newsletter M20](#)
- 1-11 [Library Resarch Guides](#)
- 1-12 [LC Library home](#)
- 1-13 [LC DE For Students home](#)
- 1-14 [PCCD Student Resources](#)
- 1-15 [LC SSC Online Tutoring home](#)
- 1-16 [F18 Student Access flyer](#)
- 1-17 [LC Tutoring home](#)
- 1-18 [LC SSC Tutoring home](#)
- 1-19 [LC James Oliver Center](#)

- 1-20 [LC Math Lab home](#)
 - 1-21 [STUDENT TECH SUPPORT](#)
 - 2-01 [LC IELM home](#)
 - 2-02 [Lib collection dev policy](#)
 - 2-03 [Lib Request Materials](#)
 - 2-04 [Agen Dist Libr 9 18 17](#)
 - 2-05 [Tutoring Prog Prop19-20](#)
 - 3-01 [Lib Assessmnt Plan 2017-20](#)
 - 3-02 [Library Orientations form](#)
 - 3-03 [Lib Stu Survey F16](#)
 - 3-04 [Stu Survey Cmmnts F16](#)
 - 3-05 [Lib APU 2016](#)
 - 3-06 [Study Space Improvmnts](#)
 - 3-07 [LibCOP Final Report 2016-17](#)
 - 3-08 [Research Skills Prog Outline](#)
 - 3-09 [BSSOT-Research-Sum](#)
 - 3-09a [Student Equity Plan 2019-20](#)
 - 3-10 [TutorResApprov FSmin](#)
 - 3-11 [Minutes ESOL AB705WorkGrp](#)
 - 3-12 [DE PR 2018-19](#)
 - 3-13 [LC DE Plan 2019 2021](#)
 - 3-14 [DE Stud Survey Data 2019](#)
 - 3-15 [DE Fac Survey Results](#)
 - 3-16 [DE Chancellor Survey](#)
 - 4-01 [ITC GoPrint](#)
 - 4-02 [ITC PrinterOn](#)
 - 4-03 [Envisionware PC Res](#)
 - 4-04 [OCLC Sales Order](#)
 - 4-05 [Kanopy Coll Dev Policy](#)
 - 4-06 [Sierra Contract](#)
 - 4-07 [Library LSP Agreement](#)
-

C. Student Support Services

II.C.1 *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

Evidence that Meets the Standard

Laney College offers comprehensive student learning and support services according to its mission. Enrollment support, counseling and financial aid services are the most common services; however, the College offers many services that support students through their academic journey. Students meet with counselors for general, career and personal counseling. Special programs and services such as the Extended Opportunities Programs and Services (EOPS),

Disabled Students Programs and Services (DSP&S), CalWORKs, and learning communities such as APASS, Puente, and Umoja-UBAKA provide counseling services to their student population using a case-management system. ([1-01](#))

One of the most impactful data collection instances was the information and narratives provided by student focus groups that were conducted during the spring 2019 semester as a part of the College's Guided Pathways efforts. They validated the need for evening support services for students, as over half of participants reported that they were over the age of 24, working, attending part time, and desiring evening classes. This qualitative data was also supported by our more quantitative institutional numbers, which show 6.5 in 10 students fall within the same age group. As a direct result, the College extended key support service hours, including expansion of Counseling's evening hours from two nights a week to four, while tutoring support was also augmented to four nights per week. Similarly, several student services offices introduced extended hours during peak enrollment ([1-01a](#)).

Evaluation also has driven other support areas at Laney described within Standard II.C.1.

Student Services

Laney College's Student Service professionals work toward improving student learning and base their efforts on data from assessment and evaluation. They assess their service area outcomes annually and complete a comprehensive program review every fourth year ([1-02](#)). Each planning cycle allows for annual staffing and equipment requests, which are prioritized through the college program review process. At least one outcome is assessed per semester, and programs make changes as appropriate in response to outcomes data. Examples include:

- New workshops in response to student needs identified in outcomes
- Investments in technology allowing students to complete paperwork remotely – With E-Signatures through DocuSign, the College hopes to see more participation in programs such as CalWORKs & EOPS/CARE ([1-03](#)).
- Piloting and implementation of online counseling, most recently with the Cranium Café and Zoom products in Spring 2020 – During this time, students can now make appointments online and by telephone as well.
- Investment in technology that also allows students to submit disability verification paperwork ([1-04](#)) – Specifically, at the District level, the AIM software system allows to have potential accommodations honored at all four colleges with a single submission.
- The Board of Trustees also approved CampusLogic, a program designed specifically for Financial Aid that aims to increase applications and rates of students receiving aid. Students will use the system to submit verification documents and other required information and documentation for the FAFSA ([1-05](#)).

Last year, the Vice Chancellor of Student Services facilitated a discussion with the Financial Aid Supervisors regarding a need to serve students who are applying for financial aid with an online option for submitting documents. The State allocated technology funds to financial aid offices in order to update systems and provide innovative resources that will enhance services for students. The Vice-Chancellor of Student Services provided a demo of Campus Logic to the Student

Services Vice Presidents of all four Peralta Colleges. As a result, the Vice Presidents agreed to combine funds in order to purchase Campus Logic.

Distance Education

The Distance Education Committee has facilitated dialog that has led to several significant impacts on the College. These dialogs and work, found in committee minutes ([1-06](#)), have been essential to the following steps forward the College has taken in distance education:

- Crafting of the Laney Distance Education Plan ([1-07](#));
- Creation of the Online Equity Rubric ([1-08](#));
- Participation in the CVC/OEI online consortium after application was accepted in Summer 2019 ([1-09](#)); and
- Work with the CTE Online Pathways Plan, creating pathways for areas of CTE, including a pathway for ESOL students already taking hybrid courses at the capstone level, to continue in fields that have virtual means of study available to them.

Tutoring

Tutoring is a central concern for the Academic Support Committee (formerly Foundation Skills Committee), which has taken a greater role in planning and evaluating tutoring after the support provided by the Basic Skills Student Outcomes and Transformation Grant ended in Spring '19. Responsibilities include reviewing student success data relative to activities supported by the Committee, such as support classes and tutoring, as well as supporting tutoring resources throughout the College. ([1-10](#))

Tutoring is evaluated every semester through student surveys and focus groups, interviews of tutors and instructors, and data analysis, including collection of SARS data in drop-in centers, as well as research into outcomes from classes with embedded tutoring. (Also see II.B.3.)

Expanded Sense of Student Services

Laney College is proud to have the Eagle Food Pantry and Food Distribution partnership with the Alameda County Food Bank; legal services for undocumented students and their families through the East Bay Community Law Center and Catalyst Grant; and partnership with Oakland Adult Career Education by serving as a site to host GED classes in English and Spanish.

Analysis and Evaluation

Through regular assessment and evaluation, Laney College ensures quality of its support services regardless of whether students access them remotely or in person. Beginning two years ago, Distance Education began writing program reviews each year, and their assessment includes support services not only in evaluation but also resource requests. Tutoring, and the students and tutors involved, have benefitted from the evaluation and planning process during this cycle as tutoring now has a rightful place in regular, 'permanent' College budgeting, though currently Measure E parcel tax funds are still being used as a supplement.

Whether students are enrolled in online or on-campus courses, Laney College provides services to support and educate them, as called for in its Mission. The support extends beyond class platforms to both academic support and Student Services.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence that Meets the Standard

Laney College has identified student learning support outcomes, referred to as Service Area Outcomes (SAOs), and designed appropriate assessment strategies and tools such as student surveys and individual observations of interactions with students. Service areas and programs use the results of the various assessment methods to analyze what works and what does not work to improve the overall success and the day-to-day learning experience for students. This includes establishing and tracking shared indicators to assess the effectiveness of initiatives specifically designed to help under-represented students on campus. These areas, in the interest of aligning their efforts with the College mission, also submit program reviews ([2-01](#)) that are validated in the category of Service Areas.

Financial Aid is an example of an area that used assessment to show marked improvement. This office identified a need for students to understand the consequences borrowing, particularly loan default status. Seeing the data, they introduced an intervention (iGrad Course) and did pre-post-test assessments to help students' financial literacy and address high default rates. With the course, student understanding of borrowing, repayment, and payment schedules, showed improvements in understanding of 10%, 29.7%, and 14.7%, respectively ([2-02](#)).

Categorical Programs – Programs with individual service area outcomes include Student Services Categorical Programs such as EOPS, CalWORKs, CARE and NEXT UP, which present their outcomes data to a bi-yearly advisory board. Each year's program review contains the assessment of outcomes for service areas at Laney College.

Grant-Funded Programs – Identification and assessment of learning support outcomes extend to grants at Laney, sometimes with outcomes that impact more than the scope of special funds. For instance, data analysis and subsequent discussion of services from the Basic Skills Student Outcomes Transformation Grant (BSSOT) demonstrated that embedded tutoring is highly effective in supporting students, especially students with gaps in preparation (See II.B.3. BSSOT summary). Several departments have used this feedback to pivot their approach to basic skills in the wake of AB 705. English and Math have added embedded tutors to support classes, and English faculty had access to embedded tutors in all sections of 1A, the transfer-level composition & reading course, in the 100% online fall 2020 semester. Budgets and survey results have been shared and presented to the College

and are being institutionalized through the work of the Academic Support Committee (formerly Foundation Skills Committee).

Participatory Governance Assessment of Service Area Outcomes – One prominent example is the Academic Support Committee, whose responsibilities include creating a plan for equitably supporting and improving student success in English, Math, and ESOL. The committee has focused on supporting students who need extra reinforcement in basic skills since well before the passage of AB705. It was centrally involved in such support in ‘accelerated’ Math, English, and ESOL classes after the end of BSSOT, which defined goals of increasing access to academic counseling, reducing the time (and units) it takes a student to complete transfer-level classes in Math and English, and increasing course success rates generally. Innovations funded by BSSOT were implementation of accelerated curriculum, in-class (‘embedded’) tutors and Counselor visits in pre-transfer English and Math classes, and Math Camp. BSSOT also supported research into the effectiveness of these strategies. In Spring 2018 students in these classes were surveyed on which aspects of tutoring and counseling they found most helpful. In Fall 2018 a series of focus groups were conducted to explore in detail student experiences in these classes. In Spring 2019, a statistical analysis estimated the impact of these services on student outcomes. The research is summarized in this BSSOT Research Summary ([2-03](#)).

Based on the results of this research, and with the acceleration mandate of AB-705, the committee has stepped up to fund embedded tutoring and to advocate at the College and District level for an institutionalized budget for tutoring ([2-04](#)). The committee also has advised the Tutoring Coordinator on best practices for how to practically integrate embedded tutoring into classrooms, partly through the development of Laney College’s Integrated Plan ([2-05](#)), in which embedded tutoring is prominently featured.

The committee’s efforts ([2-06](#)) have been centered recently on responding to AB705 and guiding the College in how to support students who were formerly placed in basic skills classes. Everything the committee has done has been centered on these students’ needs ([2-07](#)), including funding communities of practice ([2-08](#)). As a new level of support for the fully remote fall 2020 semester, tutors will be integrated into all sections of English 1A linked with the co-requisite 508A workshop.

Analysis and Evaluation

Laney College’s service areas have become a substantial part of integrated planning. Each year, a handful of service areas complete a comprehensive review, while all others do their annual assessments as well. For the first time, all learning support and other student services will conduct program review along with integrated assessment work in the META platform.

Service Area Outcomes and assessment have also become a regular part of the Laney College Program Review/Curriculum/Assessment Reporting Calendar ([2-09](#)). Representation on the Learning Assessment committee has provided training to many Student Services areas on assessment in order to provide more uniform reporting of outcomes data.

II.C.3 *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. (ER 15)*

Evidence that Meets the Standard

The College Catalog ([3-01](#)) provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method. The College does not have satellite locations, but it addresses the challenge of providing appropriate, comprehensive, and reliable services to students both online and on campus. In addition, the student-focused groups used for Guided Pathways, reflected students needed access to evening services. Expanding student support service hours is listed as an activity in the Strategic Enrollment Management Plan. As a result, services such as Counseling, Library, Health Services, Cashier and Tutoring expanded their services to accommodate evening students.

In instruction, submission of a successful Distance Education (DE) Addendum ([3-02](#)) means making a valid case for what will constitute regular effective contact to ensure that providing a course at a distance is equitable. This has been a point of concern among faculty, classified professionals, and administrators at Laney, which led to the development of the Peralta Equity Rubric ([3-03](#)), a resource that provides course-level guidance in delivering sound, equitable online instruction. With the COVID emergency, and the need for hundreds of courses to apply for DE approval, the Curriculum Committee worked with DE leaders to establish a streamlined Temporary DE Approval Form and process ([3-03a](#)),

Online students also have access to student support services both from the District and the College. The table below highlights the robust student support services offered in multiple modalities to meet online student needs. Correspondingly, the College offers virtual counseling through Zoom Video Conferencing format with plans to purchase ConexED, a cloud-based platform for virtual student services and learning for the 2020-2021 academic year. With Net Tutor students may receive tutoring assistance virtually. And as of Summer, 2020, in the wake of the COVID crisis, all transcripts can and must now be ordered online / electronically ([3-04](#)).

Student Support Services	Online	Phone	In-Person
Admission and Records/Welcome Services	X	X	X
APASS	X	X	X
Adult Transition Program	X	X	X
Athletics	X	X	X
Cashier Office	X	X	X
Counseling/Transfer Services	X	X	X
CalWORKs Program	X	X	X
Disabled Students Program & Services	X	X	X
Employment Services	X	X	X
Extended Opportunities Programs & Services	X	X	X
Financial Aid	X	X	X

Gateway to College	X	X	X
Health and Wellness Services	X	X	X
Library & Learning Resources	X	X	X
Math Lab	X	X	X
NextUp	X	X	X
Puente Project	X	X	X
Recruitment, Assessment & School Relations	X	X	X
Restoring Our Communities	X	X	X
Student Life & Campus Activities	X	X	X
Student Success Center- Tutoring	X	X	X
Umoja-UBAKA	X	X	X
Veterans Resource Center	X	X	X
Writing Center	X	X	X

Table 13: Student Support Services Delivery Modalities

Analysis and Evaluation

The standard also speaks to students' limited access to educational services due mainly to poverty, a condition that Laney College, starting with the President's Office, is tackling. As a participatory governance example, though, the Academic Support Committee (formerly the Foundation Skills Committee) experienced success with offering solutions for online students or those in web-enhanced classes who had limited access to technology.

Working in tandem with the Student Success and Equity Committee, the Academic Support Committee reached out to the Distance Education Committee to advocate for a physical space for in-person support for students taking online classes, including access to technology for homeless students or students in Disproportionately Impacted populations. In-person technology tutoring was piloted at the end of Spring '19 semester, in response to student need. In Summer 2020, two non-credit classes were put in place to support students taking online classes, including one specifically designed to serve second/other language learners. And for the nearly 100% remote Fall 2020, the College will begin to operate its new Student Success Center via teleconferencing and remote tutoring, with plans to offer this kind of support face-to-face as early as Spring 2021.

II.C.4 *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence that Meets the Standard

Laney College offers co-curricular programs and activities through Student Life and Athletics.

The Office of Student Activities and Campus Life (SACL), in collaboration with the campus community, provides opportunities for the development of the whole student through "outside the classroom" activities by offering a variety of educational, wellness and social programs.

Student Activities, which includes the Associated Students of Laney College (ASLC) and College clubs and organizations, cater to students' basic needs and provide campus-wide programming for campus social and extra-curricular life. It is an information and resource center as well as a hub for student leadership, community service, and recreational and cultural programs.

SACL, under its Director, collaborates with various support offices such as Learning Communities, Counseling, Mental Health, the Writing Center, Tutoring Services, and Learning Communities. Through these partnerships, SACL hosts several events such as: Fall and Spring Welcome Back Week, Black History Month, Women's History Month, Chinese New Year Celebration, Latinx History Month, Laney Pride Day, Thanksgiving Feast, Mardi Gras Celebration, a series of socio-political Teach-Ins (most recently connected with the national Poor People's Campaign), Blood Drive, Health and Wellness Fair, and Undocumented Student Awareness Week.

Student leaders in the ASLC and student clubs participate in a summer training ([4-01](#), [4-01a](#)) that covers a variety of different topics including budgeting, shared governance, team building activities, goal setting, Robert's Rules of Order, and the Brown Act.

Laney College's student-athlete experience takes place in a supportive and compliant environment and encompasses four areas of study: Athletics, Kinesiology, Sports Fitness, and Health Science. As of Spring 2020, there are eight athletic programs ([4-02](#)) at Laney: men's football, men's baseball, women's water polo, women's swimming, women's cross country, women's track, women's basketball, and women's volleyball. Students must maintain a full, 12-unit class load, with at minimum 9 academic units, to maintain eligibility to participate in any sport, both for training and competition. The staff, coaches and administrators are required to complete annual California Community Colleges Athletic Association (CCCAA) ([4-03](#)) training for the institution to remain in compliance. In addition, the coaches are required to attend a coaching meeting every semester where the Coaches Handbook is reviewed by the Athletic Director. Each coach must sign a confirmation statement that they have been updated on current and new requirements set forth by the CCCAA. Coaches are also responsible for reviewing with their teams the Student-Athlete Handbook ([4-04](#)) which provides information related to eligibility, academic and support services, and the code of conduct ([4-05](#)).

In addition to campus-wide tutoring, specific tutoring support ([4-06](#)) is available to student-athletes every Friday during the regular academic year. Moreover, each student-athlete is assigned to a specific academic counselor and is required to meet with them at least once per semester. As part of the counseling experience, student-athletes must establish a comprehensive Student Education Plan in their initial semester. The disciplines of English and Math have worked in coordination with athletics-focused Counseling faculty to carve out enrollment space for student-athletes in classes that meet at times that have minimal interference with those students' workouts and competition schedules ([4-07](#)).

Laney College further supports the student-athlete experience by supporting the department with funds for travel, meals, equipment, staffing, and additional contractual services such as medical costs, fees for officials, and certification of equipment. The budget also covers conference dues, required conference and meeting fees, and other game management costs. The College is beholden to fiscal responsibility for its athletic programs, and reports usage of said funding to the

College's Administrative Services Office, which provides equal scrutiny to all areas of the College. This responsibility extends to facilities rentals, not only for monetary scrutiny but also ensuring proper coverage for events on campus ([4-08](#)).

The Athletics department also maintains a budget with the Peralta Community College District Foundation ([4-09](#)). As such, its activities are also subject to the attention given to college and District foundations across the state, including certification, approvals, and regular audits.

Analysis and Evaluation

Laney College has co-curricular programs and athletics that align with the mission of the College. Athletics abides by CCCAA (California Community Colleges Athletics Association) Standards and with the services student-athletes receive that encourages full-time attendance and academic success, they benefit from the social and cultural aspects of the College.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence that Meets the Standard

Students meet with Laney College Counseling faculty for academic, career, personal and transfer counseling, and to develop Student Education Plans (SEPs). Counselors advise students on general education and major requirements for certificates and local and transfer associate degrees, and on new factors intrinsic to transfer-level courses in Math and English, ideally attained in the first year of study as prescribed by Assembly Bill 705. This information is also available in the College catalog, with several points of contact from within the Counseling website ([5-01](#)).

The Counseling department has created and updates course offerings ([5-02](#)) to support students with orientation, college success, personal development, and career exploration. These offerings range from one to three units and are offered face-to-face as well as in hybrid and online forms.

Students at Laney receive 45-unit alerts notifying them that they are nearing completion of their program of study. This affords an opportunity to invite students to meet with a counselor to review graduation requirements and petition for graduation. Via announcement emails sent to all students, prevalent signage around the campus and on the Counseling floor of the Tower administration building, and on the Counseling website, students are continually encouraged to meet with Counselors and access special workshops and resources such as the "Writing a great transfer application essay" workshop and innovative career-exploration websites. Some counselors' personal web pages share such resources ([5-03](#)).

Counselors also play an integral role as the College moves toward Guided Pathways. From 2019-2020, their input was invaluable in the design and creation of program maps ([5-04](#)).

Fourteen full-time general counselors advise students on their academic endeavors. Categorical programs also have counselors, including DSPPS (2.5 full-time counselors), EOPS/CARE/CalWORKs/NextUp (two full-time counselors), and dedicated counselors for Gateway to College (serving at-risk high school students to complete high school while earning college credit), Puente, Umoja and APASS (Asian Pacific American Student Success Program). In the last four years, the College has hired counselors to specialize in the areas of Athletics, Veterans, and outreach and community engagement. The counselor-to-student ratio has decreased over time, from 852:1 in 2015-16, to 740:1 in '16-17, to 578:1 in '17-18 (5-05).

Counselors attend professional development events to learn new changes and updates at University of California and California State University as well as private colleges. Counseling faculty attend events to stay updated on support for groups like military veterans and student-athletes, as well as regular statewide and sometimes nationwide conventions, such as once- or twice-a-year conferences and trainings for learning community coordinators and counselors, as with APASS, Umoja & Puente.

Counselors also present and facilitate student-success workshops on time-management, study skills, career- and major-exploration, important deadlines, and understanding Counseling services (5-06). Throughout instructional areas, Counselors serve in a liaison role to specific departments, attending department meetings to provide a deeper perspective on enrollment, transfer requirements, etc. And during the past several years 'integrated Counseling' has been piloted for the sake of introducing and connecting students in English and Math classes with Counseling faculty, or as is often said, "a friendly, familiar face" – and to drive the importance of establishing education plans (SEPs), navigating well to succeed in college, and accessing learning support, wellness services, financial aid and all pertinent programs and services.

Analysis and Evaluation

The College provides counseling to students, but increased understanding of the importance of SEPs, smart enrollment choices, and career pathways for students who are looking for them has led to the Laney College Counseling department taking on more responsibilities and becoming more intertwined with other instructional and student services programs. Since the 2015 Institutional Self-Evaluation Report, the College has hired more counselors who focus on special programs and specific types of service, such as providing dedicated counseling services for newer areas that include Oakland Promise and Restoring our Communities (serving formerly incarcerated students), and taking leadership on retention, transfer and career-exploration. Counselors play a pivotal role in the Guided Pathway process, with eight serving as liaisons to each of the eight 'Areas of Interest' (meta-majors).

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence that Meets the Standard

Laney College is an open-access institution that has increased its dual enrollment offerings. In fact, it has assigned the Dean of Humanities & Social Sciences responsibility for all dual enrollment, recognizing that the program has needs similar to those of an academic department or on-campus program. Students enrolling in closed dual enrollment courses or attending as concurrently enrolled (high school and community college) students must submit a Special Admit enrollment form with approval from the principal or a counselor at the high school. They select disciplines that may have either prerequisites or corequisites that are flagged within the enrollment process, either in-person or online.

Laney College specifies registration and enrollment steps via “iEnroll” (6-01) to provide new students as well as special admission and noncredit students with clear, succinct directions to enroll. These steps specify any qualifications students must meet starting with the direction to visit CCCAPPLY and indicate Laney as their college of choice within the instructions (6-02).

An integral step in the enrollment process centers around the development of the Student Education Plan (SEP). The SEP is developed with the student and counselor outlining courses to take towards their major and/or general education courses for undecided majors. The counseling department has developed YouTube videos on topics such as ‘What is Community College Counseling?’, ‘Counseling Success Tips for Weeks 1 and 2’, and ‘Online Class Success Tips’. For students in special programs such as EOPS/CARE and Puente and Umoja/UBAKA learning communities, completion of the SEP is critical to the academic success of students. Therefore, those programs conduct follow-up with students to ensure completion and that the most current SEP is on file. It is recognized that the general counseling department does not currently follow-up with students for the SEP; however, moving forward with Guided Pathways and assigned Counselor Liaisons for the eight “Areas of Interest”, follow-up related to SEPs along with other high-touch needs will be regular practices.

Traditionally, student pathways have primarily been found in the College catalog, either as grouped requirements (e.g., Required, Required among a Group, Elective) or in a timed sequence of up to four semesters of study. With the approval of Degrees for Transfer during the evaluation period, further care has been and is taken to ensure the integrity of courses required for an ADT so that they are sure to count at the student’s CSU transfer institution.

Analysis and Evaluation

Laney College has admissions standards and course/program requirements that are consistent with other compliant community colleges in California. Requirements, including prerequisites, are made readily clear to students through both the catalog and the print/online schedule, as well as the District technology program which students use to look up classes and complete registration.

Moving into the next evaluation period, these requirements will need to also be part of all creation and advertisement of programs through Guided Pathways, especially the program maps that were launched on the College website in August 2020. More details about Laney Pathways may be found in the Quality Focus Essay.

II.C.7 *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Evidence that Meets the Standard

The Peralta Colleges have several Board Policies (BPs) to ensure that Admissions and Placement practices are institutionalized with minimized bias. BP 5010 Admissions, Special Admissions, and Enrollment ([7-01](#)) describes five categories of admissions requirements including high school diploma or equivalent, age requirements, high school and other special admit students and apprenticeships. BP 5015 Residency Determination ([7-02](#)) defines “residency” in alignment with California Education Code and states that a student’s residency classification shall be made at the time of application. BP 5052 Open Enrollment ([7-03](#)) states that all courses/classes are open to enrollment by any admitted students unless exempted by statute. BP 5055 Enrollment Priorities ([7-04](#)) states that the Chancellor shall detail enrollment priorities. BP 5055 assists to address equity issues and is detailed in the corresponding Administrative Procedure.

Peralta’s Administrative Procedures correspond with BPs and provide details on the practices and instruments to be adhered to throughout the District. AP 5010 (Admissions, [7-05](#)) describes in more detail who is admitted and states that the application and required forms must be submitted for proper admission. AP 5011 (Admission-Special Admission and Enrollment of HS and Other Students, [7-06](#)) extends BP and AP 5010 to provide details on legislation, high school students’ admissions, limitations on enrollment and enrollment steps, elementary and middle school students’ admissions, college classes on each campus, state apportionment, and College and Career Access Pathways (CCAP). Similarly, AP 5012 (International Students, [7-07](#)) extends the same BP and AP to detail steps to admission, F-1 transfer, eligibility, and fee requirements. To ensure compliance with State residency requirements, AP 5015 (Residence Determination, [7-08](#)) details the classifications, definitions and determinations of residency, the rules for determining residency, and the appeal and reclassification procedure, and defines non-citizens and the length of time and procedure for obtaining residency. AP 5052 (Open Enrollment, [7-09](#)) describes the requirements and procedures for meeting prerequisites and co-requisites and describes the advisories on recommended preparation. AP 5055 (Enrollment Priorities, [7-10](#)) describes groups for enrollment that are based on equity/access and Title 5, the appeal process for priority enrollment, the unit load that students can take per term, and the rule that students are ineligible to enroll in classes that have overlapping times.

Peralta evaluates the BPs and APs on an ongoing basis primarily as the result of new or changing legislation. Dates where updates occurred are listed at the bottom of each BP and AP. For example, AP 5011 was updated June 17, 2019, to include AB 288 (CCAP) legislation, AP 5015 was updated December 6, 2019 to meet the January 1, 2020 implementation date of CA Education Code 68086 ([7-11](#)), legislation that created additional exemptions to residency determination. As described in AP 2410 ([7-12](#)), the evaluation process occurs through the District Planning and Budgeting Integration Model (PBIM) committee structure and District Academic Senate to ensure participatory governance; additionally, the evaluation process can be initiated by a committee, subcommittee or administrative lead.

Evaluating admissions and placement instruments also involves technological improvements needed to ensure accuracy and to minimize bias for students. In March 2019, Peralta developed a Student Services Technology Plan (SSTP, [7-13](#)) that lists and describes a prioritized list of

technological projects needed to improve the student experience with a focus on completion. The projects include the development of transfer credit evaluation, test table and equivalency model, degree audit, MyPath (a student onboarding tool designed to help students navigate through their educational journey), password reset and verification, Financial Aid, and transcripts. As noted, within these projects are items impacting the Admissions and Placement process for students where the aim is to ease and inform the student experience.

As Peralta waits to engage in a full upgrade of People Soft 9.2 which will streamline processes and result in a more student-user-friendly enrollment process, these customized projects have allowed Peralta to move forward in critical Student Service-related areas. To date, the Transfer In and Degree Audit Projects ([7-14](#)) have been completed and went live in Fall 2020. The Degree Audit and Transfer In project is aimed at integrating students' transfer course data into their Peralta transcripts and results in the automatic awarding of degrees and certificates. The expected results are more accurate and efficient Student Educational Plans (SEPs) that include courses taken at other Districts, increased completion rates, and positive impacts according to the Student-Centered Funding Formula or "SCFF." Phase I of the MyPath project is partially completed, namely the configuration completion of College portals. Upon completion, this project will modernize the application process to include career exploration, degree and program information, CCC (California Community College) Apply, To Do lists, Guided Self-Placement, Financial Aid, and other customizable tiles to improve onboarding of students.

One of the most transformative and challenging-to-implement legislative items is Assembly Bill 705 (AB 705, [7-15](#)), which removed placement tests for English and Math and requires colleges to design programs so that most students complete college-level coursework in these areas within one year, and within their first year. Prior to mandated Fall 2019 implementation, the District Office coordinated a series of District wide meetings on this legislation to aid communication, decision making, and data review, and to standardize implementation where needed.

Finally, the state Fiscal Crisis and Management Assistance Team (FCMAT) ([7-16](#)) made recommendations related to Financial Aid and Enrollment Services, with some operations taking place at the District or involving both the College and the District. These recommendations include evaluating data, making data projections, understanding data in relation to SCFF revenues, addressing matters in Financial Aid, assessing Financial Aid outreach methods/effectiveness, and implementing all aspects of Guided Pathways legislation. Of these recommendations, six were completed by Fall 2019, and four are in progress.

Analysis and Evaluation

The PCCD has established sufficient and effective BPs and APs and has a participatory governance process for updating them in a timely manner that demonstrates command of state legislation and trends. The SSTP has assisted Peralta in prioritizing the technological improvements needed for more effectively serving the student Admissions and Placement experience, although the Plan resulted from a request from ACCJC as opposed to an internal, systematic, and organized assessment of needs in this area.

At the College level, Laney College staff, faculty and administrators carry out state mandates relative to admissions and placement.

II.C.8 *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.*

Evidence that Meets the Standard

PCCD has established BPs and APs on the maintenance of student records that ensure privacy. BP 5040 (Student Records and Directory of Information, [8-01](#)), mandates the Chancellor’s assurance of privacy, appropriate safeguards and students’ rights to notification. This policy also establishes students’ ability to determine release of records to the public. The corresponding AP 5040 (Student Records, Directory Information and Privacy, [8-02](#)), details the procedures for collection and retention of student information, release of student records, release of records for military recruitment, and access to student records for immigration enforcement. Further, AP 5045 (Student Records, [8-03](#)), outlines processes for students to challenging the content of their records and the requirement to keep an access log for any persons, agencies or “other” requesting student records.

Peralta Community College District’s (PCCD) Office of Information and Technology ensures and monitors secure back up of all technological files. These are supported by BPs, APs, and consistent practices where the following monitoring and safeguards occur:

- To ensure that employees are trained properly in IT systems and to manage their appropriate use, PCCD has established Administrative Procedure 3720 ([8-04](#)), Board Policy 3725 ([8-05](#)), and Board Policy 3720 ([8-06](#));
- For proper monitoring of information systems, including network and software design, as well as information processing, storage, transmission, and disposal. PCCD uses Cisco Next gen Firewall, Open DNS, and Microsoft Azure Security Center;
- To detect, prevent, and respond to attacks, intrusions, or other systems failures, PCCD uses Cisco Next gen Firewall, Open DNS and Microsoft Azure Security Center and Phishing/spam attacks stats ([8-07](#)); and
- Verification that the IT department has implemented appropriate safeguards over the District’s information systems is documented via the BOT-CommVault March 2017 ([8-08](#)) and the BOT-Firewall Project December 2017 ([8-09](#)).

IT ensures that information within the District system is safe from attacks. The process for monitoring the safeguarding of information is done daily as noted in the Microsoft Security Center Daily Task ([8-10](#)), and assessment occurs through evaluation of the Annual Security Assessment Report ([8-11](#)).

Additionally, PCCD secures Admission and Records paper documents in its secure building and through the use of external storage companies.

The College maintains student records through the District wide student platform, PeopleSoft. This system contains each student’s academic record, such as application information, course schedules, transcripts, and other demographic information. The system is maintained by the District Information Technology Department. Student conduct and grievance records are

maintained for seven years. These records are in a paper format and are locked in a secured file cabinet. These records are maintained according to AP/BP 3310 (Student Records, Directory Information, & Privacy, [8-12](#)), which highlights the importance of confidentiality and the parameters of releasing student records, including sending out notifications to students on the policies and procedures for maintaining student records.

Analysis and Evaluation

PCCD has adequate and substantial BPs and APs that ensure student privacy. Monitoring and assessment through IT is ongoing. An area in need of improvement is information regarding students’ rights to release of their records.

Conclusions on Standard II.C. Student Support Services

Laney College offers students extensive student support services that range from meeting basic needs to providing counseling that lead toward degree, transfer, and career attainment and advancement. Its student services programs are consistent with its student demographics and mission. Although programs such as EOPS and DSPS has seen a decrease in program participants comparable to the overall College decrease in enrollment, these programs and others have added services to better support students ([8-13](#)). For instance, EOPS has developed an online application; Enrollment Services has a chat feature on each of their webpages for students and potential students to ask quick questions; students now can schedule in-person, online and phone counseling appointments; and the Financial Aid Office has developed a case management system where students are assigned to a Financial Aid Specialist by their last names. Through the implementation and continuous evaluation of data reports provided by the Office of Research and through program review, the College regularly assesses its services with the same depth and rigor of all College areas to align with strategic goals and institutional values that speak to ensuring equitable access to and support of learning. As the College identifies and assesses outcomes for its administrative and instructional areas, it also evaluates its student population’s needs and provides appropriate student support services and programs to achieve those outcomes. Counseling and other program-specific advising provide orientation for students and support student achievement. Student records are maintained in accordance with board policy and all laws and regulations. Student support services are consistent with the College mission.

Improvement Plan(s)

As the College and District move forward into the next accreditation cycle, they need to ensure that remote support and student services closely mirror what is provided on a classroom level. As of 2020, several platforms such as ConexED Cranium Café are being established at the College to provide comparable support in the areas of academic support and counseling. This work needs to continue. (As this improvement plan overlaps with some of the Standards in II.B, it is written in duplicative fashion.)

Standard	Improvement	Expected Outcomes	Timeline	Responsible Leads	College Planning Alignment

II.C	Mirror and augment remote support, Student Services to correspond in breadth and depth with what students receive when they receive the same services in person.	Higher retention, persistence, success, program completion rates Based on survey feedback, Greater than 75% satisfaction rates from students utilizing remote/online services	2023-24 (Data to be provided in midterm report)	Vice President of Student Services Dean of Student Services Department Chair, Counseling District Director of Information Technology Services Dean of Liberal Arts (Responsible for Tutoring, Academic Support) Dean of Math & Sciences (Responsible for Math Lab) Tutoring Coordinator	Goal 1: Promote Equity Goal 3: Offer students the highest quality curriculum and services Goal 5: Increase awareness and access to disproportionately impacted communities
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Table 14: Standard IIC Actionable Improvement Plan

EVIDENCE LIST II.C.

- 1-01 [Fall2020-SSflyer](#)
- 1-01a [SS Extended Hrs F19](#)
- 1-02 [CPR Schedule 2019-23](#)
- 1-03 [EOPS online Applic](#)
- 1-04 [DSPS Forms Application](#)
- 1-05 [BOT Minutes 1 7 20](#)
- 1-06 [DE Minutes 1 27 2020](#)
- 1-07 [LC DE Plan 2019 2021](#)
- 1-08 [Online Equity Rubric](#)
- 1-09 [CVC OEI Consortium](#)
- 1-10 [Resp Acad Supp Comm](#)
- 2-01 [Ex SS areas APRs](#)
- 2-02 [SLO assess19-20 Fin Aid](#)
- 2-03 [BSSOT Research Summary SP19](#)
- 2-04 [Peralta Tutor Fund Needs](#)
- 2-05 [Emb Tut in LC-IntPlan17-19](#)
- 2-06 [Fdn Skills Charge 2019](#)
- 2-07 [Fdn Skills Basic Needs](#)
- 2-08 [Fdn Skills Request Funding](#)
- 2-09 [Program Review Sched 2020-19](#)
- 3-01 [LC Catalog Student Srvs](#)
- 3-02 [DE Rubric](#)
- 3-02a [Temp DE Approval 2020](#)

[3-03 Online Equity Rubric](#)
[3-04 PCCD Transcript Request](#)
[4-01 ASLC Summer Training](#)
[4-01a Budget Training ASLC](#)
[4-02 LC Athletics home](#)
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[4-04 Student ATHL Hdbk 2019-20](#)
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[6-02 iEnroll Steps Stud Succ](#)
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[7-03 PCCD BP 5052](#)
[7-04 PCCD BP 5055](#)
[7-05 PCCD AP 5010](#)
[7-06 PCCD AP 5011](#)
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[8-05 PCCD BP 3725](#)
[8-06 PCCD BP 3720](#)
[8-07 CISCO App Discovery](#)
[8-08 BOT Comm Vault Pg4 Mar 2017](#)
[8-09 BOT Firew Proj Pg8 Dec 2017](#)
[8-10 MS Security Cent Daily Tsk](#)

8-11 [Ann Secutiry Asmt Rpt 2019](#)

8-12 [PCCD BP AP 3310](#)

8-13 [LC Stud Equity Plan 2015](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited Colleges in multi-College systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff 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 and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Laney College employs qualified faculty, classified professionals, and administrative personnel in accordance with the Peralta Community College District's (the District) documented Board Policies and Administrative Procedures (APs) numerically coded under 7000, which are posted on the Board of Trustees website ([1-01](#)). Guidelines and procedures are publicly posted on the District Human Resources "Procedures" webpage ([1-02](#)), and the Board of Trustees' website. Jobs postings for all four Peralta Colleges and the District Offices are posted at the District Human Resources "Career Site" ([1-03](#)). In posting academic positions, the District aligns the Minimum Qualifications with those listed in the *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges*, and a link to the handbook is provided on the District's Human Resources website.

Each position requires a detailed job description ([1-04](#)) that states essential responsibilities, minimum qualifications, desirable qualifications, and/or environmental demands. The development of new job descriptions and updating of existing job descriptions are reviewed in collaboration between Human Resources, the Classified Bargaining unit, and the District and Laney College Academic Senates so that multiple perspectives can consider the best description of each position in accordance with the College's mission and student population, as well as established working conditions. Likewise, Human Resources requests hiring committee appointments from the leaders of the Classified Bargaining units and the College Academic Senate. Human Resources advises ([1-05](#)) hiring managers to review and update job descriptions when requesting to advertise new or vacant positions, providing the manager an opportunity to add and update any new functions, responsibilities, or qualifications relevant to the position and

department, College, and student needs. Human Resources also reviews committee composition for balance in gender and ethnicity.

Analysis and Evaluation

Laney's hiring procedures, governed by District HR, are strict, well established, and principled. Blessed with a coveted geographical location, the College attracts strong candidates for open positions. Due to the required number of appointments for screening committees, and the diversity and constituencies representation factors that the College and District have committed to, an acceleration of the scheduling of hiring committee meetings and confirmation of employment appointments represents an opportunity to strengthen the Human Resources hiring process.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The District Human Resources Office follows the State Chancellor's *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges* ([2-01](#)) as a guideline for all faculty hires. Desirable qualifications are included on job announcements and descriptions to exemplify the qualities and experience of ideal candidates, including alignment to the mission to candidate qualifications. All faculty job descriptions ([2-02](#)) include professional responsibilities that define the full scope of professional services and expectations, including learning assessment and curriculum development and maintenance. Faculty evaluations policies and procedures are also used to assess performance and skills related to knowledge, skills, and professional responsibility.

Analysis and Evaluation

The Human Resources Department screens all part-time and full-time faculty applications for minimum qualifications in accordance with AP 7211 ([2-03](#)), AP 7121 ([2-04](#)) and the Human Resources Hiring Process for Regular Faculty Position ([2-05](#)) outline the faculty hiring process. AP 7121 is posted on the Board of Trustees website and the Human Resources Procedures are posted on the HR department website.

As part of the faculty hiring process, selection committees review the minimum qualifications, desirable qualifications, and the duties outlined in the job description in order to develop paper-screening criteria and interview questions that are designed to evaluate each candidate's skills, knowledge, and abilities essential to the position and discipline. The faculty interview process ([2-06](#)) may also include a teaching demonstration.

Selection committees consist of appointees with knowledge and experience related to the discipline and include at least three full-time regular faculty, with at least one from the discipline

and the remaining faculty appointed by the College Academic Senate President. The Chair of the selection committee is appointed from the advertised discipline or a related discipline.

Faculty evaluation policies and procedures also set standards of excellence for instructors' development. They include policy on Minimum Qualifications (2-07), hiring processes for faculty (2-08), and a collectively bargained evaluations handbook (2-09). Moreover, job announcements (2-10) communicate these standards to potential applicants.

III.A.3 *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

Evidence of Meeting the Standard

The District follows the minimum requirements established by the state, as noted in III.A.2, (2-01). The District's AP for hiring administrators also consists of a thorough screening and interviewing process to identify and advance only qualified candidates that have the skills and experience to be effective leaders. The selection process involves participation of existing administrators, faculty, and staff.

The effectiveness of management performance is evaluated through performance reviews that include feedback from the first level manager, peers, and an employee self-evaluation. Performance goals and evaluation are correlated with the District's Strategic Goals.

The District has established APs such as AP 7122 (3-01) and Human Resources procedures (3-02) for management selection. The management recruitment process begins with the job announcement stating the purpose of the position, essential responsibilities, and the minimum and desirable qualifications. Executive level job descriptions (3-03) also include a description of institutional needs, professional qualifications, and personal characteristics to demonstrate the model candidate (3-04). Job descriptions for management positions are prepared in consultation with the hiring manager (College President or Chancellor) and Human Resources. New management job descriptions also require the review of the Academic and Classified Senates per AP 7122.

With the assistance and supervision of Human Resources staff, an appointed screening committee consisting of administrators, faculty and classified staff develop screening criteria, interview questions, and supplementary activities (i.e., writing samples or presentations) to identify the most qualified candidates.

Community forums are also conducted for College President and Vice President positions, allowing faculty, staff, administrators, students, and the public an opportunity to ask the candidates questions and to give the hiring manager their perceptions of the candidates' qualifications and suitability. Feedback is provided on a forum evaluation form (3-05) that is distributed and collected by Human Resources Staff at each forum, or by email after the forum.

The District evaluates the competence and effectiveness of its managers through the management evaluation process (3-06). In collaboration with their supervisors, new managers establish goals and objectives within the first 60 days of hire and are evaluated after their first six months of employment. All other managers are evaluated on an annual basis in accordance with the timeline and procedures detailed in the Board's Administrative Procedures for Management Performance Evaluations.

Analysis and Evaluation

The College hires administrators who meet the requisite qualifications. The process includes vetting job announcements with College leaders, including faculty and classified professional leadership, as well as the managers directly related to the area prior to initiating the recruitment process.

One other aspect of meeting this standard is that administrators and managers are required to attend an annual management retreat (3-07) hosted by the Employee Relations and Human Resources offices to review topics related to leadership, harassment awareness and prevention, discipline, and performance management. If department budgets allow, managers are also provided opportunities to attend professional workshops and conferences. One example of a conference is the Association of California Community College Administrators (ACCCA) Administration Transformational Leadership Program (3-08).

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The District ensures degrees held by faculty, administrators, and other employees are from accredited institutions through its documented recruitment (4-01) and equivalency processes (4-02). Applicants for faculty and management positions are required to upload transcripts when submitting their employment applications through the District's career portal. The application procedures on job advertisements (4-03) for faculty and management positions clearly state that copies of transcripts from fully accredited college or university institutions are required for application submissions.

The Office of Human Resources uses the Database of Accredited Postsecondary Institutions and Programs' (DAPIP) website (4-04) to confirm that degrees held by faculty, administrators and other employees are from institutions recognized by accrediting agencies.

The District's Faculty Employment Checklist (4-05) informs new employees that they are required to submit "copies of transcripts from fully accredited college or university institutions" as one of the required documents when submitting the employment application. A written evaluation by an official foreign credentials/transcripts evaluation and translation service must be submitted for foreign degrees.

The District's Administrative Procedure for Equivalencies ([4-06](#)) provides guidelines for the equivalency process. When an applicant completes an application for equivalency review, ([4-07](#)) the District Academic Senate (DAS) President appoints an Equivalency Committee to evaluate the applicant's academic qualifications, pertinent experience, and relevant coursework in determining whether the applicant meets equivalency to the minimum qualifications. The administrative procedure details the committee composition of the Equivalency Committee and specifies criteria for master's required and Non-Master's degree disciplines. The District Human Resources Office provides notification to the candidate or employee about the DAS's determination and places a copy of the letter ([4-08](#)) in the employee's personnel file. Human Resources maintains a tracking log of equivalency files which are saved in the shared department drive.

Analysis and Evaluation

Laney College personnel in positions requiring degrees are vetted by the District Human Resources office using strict policies and controls to assure that all academic credentials are valid and conferred by accredited U.S. institutions, or that they meet strictures to recognize the validity of degrees earned at educational institutions in foreign nations.

***III.A.5** 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.*

Evidence that Meets the Standard

Laney College follows clearly delineated processes and timelines to evaluate personnel in line with the academic and classified unions' contracts. At the college level, faculty evaluations are scheduled and held within the timelines provided in the Faculty Evaluation Handbook ([5-01](#)), with part-time and tenured faculty evaluations coordinated by a staff member in the Office of Instruction, while those of probationary, tenure-track faculty are coordinated by a reassigned faculty member, and both coordinators maintain evaluation files and tracking records: Tenure Review Instructors 2018-20 ([5-02](#)).

Each bargaining unit has standardized evaluation forms with set performance factors and rating scales. Classified evaluation forms are available on the Human Resources website ([5-03](#)). Faculty evaluation forms and procedures are available on the Academic Affairs website for both Tenure-Track ([5-04](#)) and non-tenure-track ([5-05](#)) faculty.

The District coordinates all evaluations for Classified Professionals at Laney College:

- The Department of Human Resources coordinates the performance evaluation process for classified employees. Evaluation schedules are distributed to the colleges twice a year and include employees' information and annual evaluation dates determined by guidelines set in

the Local 39 (5-06) and SEIU (5-07) bargaining agreements. Classified employees are evaluated twice during their 6-month probationary period, and then annually. The evaluation process for Confidential employees is identical to the SEIU and Local 39 processes. Completed evaluations are submitted to Human Resources and tracked on a spreadsheet. The Human Resources Department also logs classified evaluation ratings, completion dates, and next evaluation dates on the Person Profile screen in PeopleSoft.

- The Office of Employee Relations provides guidance and tracking for management evaluations. AP 7124 (5-08) provides the guidelines for management performance evaluations. The process includes goal setting, peer review (during years of comprehensive evaluation), self-evaluation, and the supervising manager's evaluation. Concerning the setting of goals, managers are required to align their goals with those of the College and/or District and meet with their supervisor to discuss. The Office of Employee Relations provides managers with evaluation guidance and tracks the completion of management evaluations. The procedure and timeline (5-09) and evaluation forms are posted on the Human Resources website for reference and access and are emailed to the managers.

Analysis and Evaluation

Laney College personnel are evaluated according to clear procedures and timelines, with processes designed to commend exemplary performance of duties and responsibilities while also encouraging growth and improvement. The outcomes of evaluations form the basis for achievement in forms such as preferred-pool status for part-time instructors, tenure for full-time faculty, and widely practiced personnel actions of promotion and increased compensation, or if appropriate, demotion or dismissal. The processes are coordinated or supported by District personnel, and evaluations are conducted and tracked to ensure timely completion and thorough documentation.

III.A.6 This standard has been deleted as of January 2018.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Using the College's program review and Faculty Prioritization processes in addition to the District's planning and budgeting model, the College maintains a sufficient number of full- and part-time faculty to fulfill its institutional goals and to serve its students in fulfillment of its mission. Declines in Districtwide enrollment and the corresponding decrease in apportionment for Full-Time Equivalent Students (FTES) should result in an adjustment to Full-Time Equivalent Faculty (FTEF) to match the required 'Faculty Obligation Number' (FON).

The District maintains a preferred pool for part-time faculty as part of a negotiated agreement with the faculty bargaining unit to maintain enough qualified, experienced, and outstanding instructors at Peralta. The preferred hiring pool gives preference in assignment to part-time faculty that meet the eligibility guidelines set forth in the collective bargaining agreement (7-01), namely if they have taught in the District for eight of the previous 12 semesters in a discipline and have earned or maintained a “Surpasses” rating on evaluations. Part-time faculty may also enter the preferred hiring pool if they have successfully completed the Faculty Diversity Internship Program (FDIP).

The electronic list of the pool is compiled in collaboration with Institutional Research, Academic Affairs, and Human Resources. The College’s preferred part-time faculty status is indicated on a workload history list (7-02) publicly posted on the Peralta Institutional Research Reports website each semester (7-03). The District also maintains a non-preferred hiring pool in accordance with the bargaining agreement. This list includes part-time faculty that are currently employed by the District, but not preferred, and who meet state minimum qualifications.

The Office of Human Resources further ensures a high number of available part-time faculty by maintaining ongoing temporary pool announcements by discipline on its Human Resources Career site (7-04). College departments contact Human Resources to request applications from the pool. The Human Resources staff screens applicants in the pool to ensure only qualified applicants are considered.

Analysis and Evaluation

The District maintains an appropriate and enough qualified full-time and part-time faculty to support its mission and purposes. Over the last three fiscal years, the District met its Faculty Obligation Number (FON) (7-05).

The District also has negotiated agreements with the Peralta Federation of Teachers (PFT) that aide the Colleges in maintaining a healthy pool of part-time faculty. In accordance with Articles 30.D and 30.H (7-06), the District maintains an eligibility list of all temporary part-time faculty, and has an established part-time faculty rehire preference pool.

***III.A.8** An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard

Upon hire, new part-time faculty receive an orientation from a Human Resources Generalist. During that appointment, they complete and review required new hire documents, discuss salary placement procedures and retirement options, and answer HR-related questions. Intake appointments are scheduled on specific days and times of the week as part of an agreement with the Peralta of Federation of Teachers (PFT), who send a representative to each onboarding meeting. Representatives from the PFT are notified of the intake appointments and invited to meet with new hires to discuss union membership. An overview of the new hire process for part-

time faculty is posted on the Human Resources website (8-01) for public reference. The PCCD Guide for Hiring Part-Time Faculty (8-02) is also published on the Human Resources website to assist hiring managers and department chairs. This document helps maintain a streamlined consistent hiring process for part-time faculty.

The evaluation process for part-time faculty is documented in Part Two of the PFT *Faculty Evaluations Policies and Procedures Handbook* (8-04). Evaluation of part-time faculty is a four-part process involving self-evaluation, faculty/classroom observation/evaluation, administrative evaluation, and student evaluation. Part-time faculty are evaluated within the first year of employment. Thereafter, evaluations are performed once every six regular semesters, unless a summary rating of “Does not consistently meet requirements” or “Does not meet requirements” is received. For part-time faculty, the second evaluation will be used to determine eligibility to enter or remain in the Rehire Preference Pool.

Article 30 (8-05) of the PFT bargaining agreement details specific agreements for part-time faculty relating to assignments and benefits, including the Part-time faculty rehire preference pool which provides assignment preference to part-time instructors that meet the eligibility guidelines.

All faculty, including part-time instructors, are required to participate in Flex Day activities. This requirement is documented in Professional Days’ Agreement under Appendix A.5.D of the PFT Contract (8-06). Part-time temporary faculty participate in Flex Day activities on the same basis as their weekly teaching assignments. For example, if the instructor has an assignment of teaching three hours in-class and Professional Days are on that day, he/she shall participate and report three hours of flex activities.

The Staff Development Office also offers professional development outside of Flex Days and throughout the academic year. Part-time faculty are welcome and encouraged to participate in these activities as well. The Staff Development Office has its own website (8-07) and regularly sends out announcements regarding professional development opportunities. The Staff Development Officer also hosts online office hours (8-08) through Zoom and delivers a monthly newsletter that includes upcoming learning opportunities.

Analysis and Evaluation

While the District meets this standard, Human Resources and the Staff Development Officer are seeking to identify how the onboarding and orientation processes can be improved by distributing an onboarding and orientation survey (8-03) to employees hired within the 2019-20 academic year. This survey will help District Human Resources and the College work together to improve the onboarding experience for new hires. It will also help develop an understanding between the District and the Colleges about who is responsible for providing certain information to new hires.

The District has policies, procedures, and negotiated agreements that provide oversight, evaluation, and inclusion of part-time faculty in the District community. Human Resources has an established orientation procedure for part-time faculty which includes a required intake appointment with a Human Resources staff member. Part-time faculty are included in

professional development activities. The PFT contract includes specific procedures for part-time faculty performance evaluation.

III.A.9 *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard

The District's Staffing Plan (9-01) provides guidance for workforce planning. The District utilizes the Planning and Budgeting Integration Model (9-02) and annual program review to assess and analyze staffing needs. The District and the College identify needed positions using comprehensive program reviews and annual program reviews. When submitting for faculty or classified positions, areas can indicate if the request is being made to fill a position as a replacement due to retirement, resignation, or other sudden vacancy. As a part of the Resource Allocation process, the College's Classified Prioritization Committee reviews requests, utilizes a rubric for ranking, and makes recommendations to College Council.

As with faculty and administrative hiring, job announcements contain the requisite qualifications for the hiring of classified professionals. As the District only holds qualifying examinations (e.g., typing test) at the request of the hiring manager, the District and College rely primarily on stated qualifications within job announcements for classified positions.

Increased benefits costs have made it difficult for departments to hire more permanent full-time and part-time classified positions. Classified bargaining contracts (9-03) require the District to provide benefits to all permanent part- and full-time employees with no proration of costs, which has led to fewer hires at Laney College since 2018-19.

Analysis and Evaluation

Through the utilization of program reviews, annual program updates and a Planning Budgeting Integration Model, the College and the District ensure that they maintain enough staff with appropriate qualifications. These processes are also buttressed by the District Staffing Plan.

III.A.10 *The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

Evidence of Meeting the Standard

The College and District have an adequate number of budgeted management positions with the requisite qualification to provide administrative leadership that support the College's mission. At Laney College, as with faculty and classified professional positions, management positions are vetted through the College's governance processes and brought as recommendations to the College President. For instance, the College followed that very process when creating the Director of I.T., College Services position. However, management turnover is high. The Fiscal Crisis and Management Assistance Team's Report of June, 2019 (10-01) identified high turnover

of management positions over the previous three fiscal years. Due to unanticipated turnover, several administrative positions have been vacant or filled on an interim basis. The District turnover rates for this period are shown below:

FY 2019-20 turnover rate (as of May 2020)	24%
FY 2018-19 turnover rate	40%
FY 2017-18 turnover rate	33%
FY 2016-17 turnover rate	33%

Table 15: PCCD Management turnover rates (in the District), 2016-17 through 2019-20

Despite the turnover, all administrators are hired based on their preparation and expertise to provide services that meet the College’s mission and strategic goals.

Analysis and Evaluation

As part of the District’s Five-Year Integrated Plan ([10-02](#)) that has implications for the College, the District conducted a turnover analysis and developed the following recommendations and actions to retain Executive level staff:

- Establish a Meet and Confer process for management;
- Provide clarity of job descriptions – Specifically, within one month of hire, and annually, managers are required to meet with their Supervisor to analyze job descriptions, to determine if they are in line with actual work performed or expected;
- Institute and define professional development opportunities for management;
- Consult with an outside, third party agency to establish a Leadership Academy for managers at the District level;
- Cease the overuse of Interim appointments;
- Establish organized coaching and training sessions between Managers and their direct reports;
- Review the current Management Evaluation process and consider disallowing Managers to choose their own evaluators.

Additional actions cited in the Five-Year Plan to decrease administrative turnover include:

- Board training sessions – The Board recognizes the need to create an environment that enhances the retention of personnel. The Board has engaged in several training sessions on the topics of Board stewardship and strengthening leadership through the lens of equity.
- Analysis of administrative turnover – A Participatory Governance workgroup has been formed and has suggested some preliminary recommendations for addressing the turnover.

Laney College leadership is committed to developing guiding principles and procedures toward succession planning. Creating policies and procedures at the campus level through participatory governance recommendations will lead to sustainable improvement in this area.

III.A.11 *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

Evidence of Meeting the Standard

The District has established BPs and APs that provide personnel guidelines and policies, all of which are publicly accessible on the Peralta Board of Trustees webpage ([11-01](#)). BPs and APs specific to personnel are found in section 7000 for Human Resources. When these policies or procedures are updated, the Chancellor's Office sends a notice of the changes through the District email announcement service.

The Offices of Human Resources and Employee Relations work in collaboration with bargaining unit representatives to discuss and resolve any personnel actions of concern.

Analysis and Evaluation

Over the past two years, Human Resources has made efforts to document and publish all Human Resources related procedures. The procedures include guidelines for recruitment, reclassification, working out-of-class, leave of absence reporting, submission of required electronic personnel action forms (ePAFs), and student employment. Procedures are posted on the Human Resources page ([11-02](#)) and are available to the public. The Human Resources website also includes a training page which provides process references for specific personnel transactions. These documents are easily accessible and contain detailed instructions and workflow information. The training documents help maintain consistent and standardized process guidelines throughout the District.

III.A.12 *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard

The District is a representation of the community it serves and reflects this representation through its commitment to diversity. This commitment is demonstrated through Policies and Procedures, is recognized in BP 7100 ([12-01](#)), and supports equal employment opportunity with the adoption of its Equal Employment Opportunity (EEO) Plan required by BP 3420 ([12-02](#)).

The EEO Plan ([12-03](#)) is a District wide plan that implements the District's EEO Program, includes the definitions contained in Title 5 Section 53001, and complies with all legal requirements as listed in Title 5. AP 3420 ([12-04](#)) specifies the requirements of the EEO plan. The Plan is approved by the Board of Trustees and posted on the Human Resources website ([12-05](#)). The Plan also provides District wide demographics by employee category.

As part of the requirements of BP 3420 (12-06) and AP 7102 (12-07) the District has in place a Faculty Diversity Internship Program (FDIP) (12-08). The FDIP aims to select and train a diverse pool of potential faculty to effectively teach and serve the wide range of students in the District, address gaps in equity, and develop a faculty body that reflects the diversity of our student population. An FDIP Coordinator (a current faculty member) provides oversight for the program under the guidance of the Vice Chancellor of Academic Affairs. Information, application procedures, and frequently asked questions are posted on the FDIP webpage (12-09). Graduates of the FDIP Program are eligible for the PFT Rehire Preference pool per Article 30.H.1.a (12-10) of the bargaining agreement.

Human Resources participates in diversity activities by offering diversity workshops (12-11) and participating in local diversity career fairs (12-12). HR procedures incorporate equal employment opportunity guidelines through its oversight of the District's hiring procedures (12-13).

Analysis and Evaluation

Laney College is also working to provide support of its diverse personnel, and it looks forward to assessing these efforts:

- The Laney College Professional Development Committee has developed Flex Day calendars that support its diverse community of employees. At the Fall 2020 Campus Flex Day, the focus was on honoring name identities as well as learning about implicit bias. These activities were offered to all Laney employees.
- Given the diversity of the College's management and executive management teams, such professional development was identified as a priority in Summer and Fall 2020. Beginning in September, members of the Management Council (President, Vice-Presidents, Executive Assistant to the President's Office, Deans, Associate Dean, Directors) committed to taking the Black Minds Matter course designed by San Diego State University's Center for Organizational Responsibility and Advancement, with a standing item of discussing the course during Fall 2020 regular meetings.
- Laney faculty have led a District wide effort to begin a series of "Difficult Dialogues" concerning diversity, equity and inclusion among the District's faculty, classified professionals, administrators and students, which will launch in full in Spring 2021.
- At the time of this report, the District Academic Senate is moving forward with a proposed new requirement for faculty hiring: the inclusion of a written statement by all applicants regarding their experience, understanding and/or commitment to diversity, equity and inclusion.

Through its policies and practices, the District is committed to providing an environment that assesses employment equity and cultivates and supports a diverse community of employees, including a commitment to:

- Highlight the District's EEO and diversity policies in job announcements and in its recruitment, marketing, and other publications;
- Include in job announcements language indicating that candidates are required to demonstrate that they can infuse valuing of diversity into their major job duties;

- Review and revise College/District publications and other marketing tools as needed to accurately reflect the community’s diversity in pictures, graphics, and text to project an accurate, inclusive image;
- Require a series of EEO/diversity workshops at all professional development days (‘Flex Days’);
- Provide professional development workshops and growth opportunity programs such as the FDIP.

III.A.13 *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard

Respect is one of the core values of the District. The District has a documented code of ethics and standards of practice that applies to all personnel and Board members: BP 2715 ([13-01](#)). BP and AP 7380 ([13-02](#)) state the expectation that all Peralta community members are treated with civility and respect. Board policies for Discipline and Dismissal for Academic and Classified employees ([13-03](#)) detail the consequences for unprofessional conduct.

The District’s APs outline the formal and informal complaint process for those that experience harassment, discrimination, or retaliation. The Procedure for Prohibition of Unlawful Harassment ([13-04](#)) clearly defines different forms of harassment, and AP 3435 ([13-05](#)) outlines the process for reporting complaints and investigations. Individuals may submit complaints to the College Vice Presidents and Administrators, and to the Vice Chancellor of Human Resources and Employee Relations. Investigations of complaints are conducted by the Office of Employee Relations. The District’s AP 7700 ([13-06](#)) encourages the good faith reporting of unlawful activities and protects those who would raise such reports from retaliation.

All administrators and supervisors are currently required to complete two hours of classroom training and education regarding sexual harassment prevention. The District has recently acquired an online training platform through the Alliance of Schools for Cooperative Insurance Programs. Per Assembly Bill 1825, the State of California mandates statewide harassment and discrimination training for any employee who performs supervisory functions within a company of 50 employees or more. Additionally, the online training satisfies State Bill 1343, which requires State of California employers with five or more employees to provide nonsupervisory employees with at least one hour of sexual harassment training every two years, in addition to the requirements of AB 1825. Previously, the District held such trainings in person. With the addition of the online platform, employees will have continued and immediate access to the required information. In-person refresher courses will continue to be provided by the Department of Human Resources.

Analysis and Evaluation

The College and District uphold expectations for respect and civility. Board members, administrators, faculty, staff, students, and Peralta visitors are subject to these expectations. Unacceptable behaviors are clearly defined in District’s AP for Ethics, Civility, and Respect. Training for new hires is ongoing, as is refresher training for existing personnel.

III.A.14 *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Consistent with its mission and values, the District promotes employee development for all employees. The District provides opportunities for professional development and encourages employee participation. Per BP 7160 (14-01) the goal of professional development is to enhance employee performance and service to students and to assist employees to meet the changing needs in education. Local 39 and Peralta Federation of Teachers (PFT) have negotiated agreements that promote professional development and learning. The District occasionally provides classified staff and managers with opportunities for professional growth through workshops and classes. The District Offices, including Risk Management, Academic Affairs, and Human Resources provide training opportunities for employees at the College. The Staff Development Office focuses on support and development opportunities for faculty, but it often invites other employee groups to participate.

Analysis and Evaluation

The PFT bargaining agreement (14-02) contains negotiated requirements for professional development of full-time and part-time faculty. Per the Contract, the District is required to allocate \$120,000 each year for faculty professional development. A Professional Development Committee (14-03) established at each College makes advisory recommendations for the disbursement of professional development funds for faculty. The Committees meet regularly, oversee the sabbatical leave process, and plan and develop professional day ('Flex Day') activities for the Colleges. The PFT Contract also negotiated an 11-month faculty assignment for a District Staff Development Officer (SDO). The SDO meets with the College Professional Development Committees on a regular basis. The District Officer also communicates on a regular basis with all employees of the District to keep them informed about Professional Development activities, opportunities, issues, and funds. The SDO also prepares reports for the state and coordinates District wide 'Flex' activities. The SDO maintains the District Staff Development Office website (14-04) and composes a monthly newsletter.

The Appendix of the PFT Contract (14-05) contain a Professional Days Agreement that outlines faculty obligations for Flex Days. The total Flex Day obligation for the academic year shall equal the total teaching obligation (or equated load assignment) from which the instructor is released. Part-time temporary faculty shall participate in Flex Day activities on the same basis as their weekly teaching assignments.

By contract, faculty have the option of Professional Development Leave (Sabbatical) (14-06) and Research/Work Experience Leave (14-07). Academic Administrators are also eligible for Sabbatical leave as outlined in Administrative Procedure 7347 (14-08).

The Local 39 contract has negotiated agreements ([14-09](#)) that support employee development. Local 39 are eligible to receive up to three Professional Pay stipends ([14-10](#)) per year as part of a contractual agreement for certification and licensing opportunities. The Office of Risk Management develops, prepares, and advertises an annual calendar ([14-11](#)) of Local 39 trainings and workshops. They track attendance to confirm program completion and stipend eligibility.

The District waives class fees for all active employees for classes taken at any of the four Peralta Colleges. The Fee Waiver ([14-12](#)) is available on the Human Resources website. If funds are available and with manager approval, employees may also attend work related conferences and workshops offered outside of the District.

III.A.15 *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.*

Evidence of Meeting the Standard

Personnel files are stored in locked files in the District Human Resources Department. The high-density cabinets where the files are primarily stored can only be accessed with a secure passcode issued to HR staff members only. Overflow personnel files for temporary staff and I-9 forms are stored in keyed file cabinets. All files and cabinets are locked at the end of the business day. The PFT ([15-01](#)) SEIU ([15-02](#)), and Local 39 ([15-03](#)) collective bargaining agreements outline procedures for employees to access their files. All employees have the right to inspect their personnel file during the District Office business hours. The Human Resources Department has an assigned staff member to accommodate personnel file review requests. Upon an employee request, the HR Assistant confirms a time and day for the employee to review their personnel file. At the time of appointment, the employee is required to provide identification. The Assistant remains with the employee during their file inspection and employees can make copies of documents in their personnel files.

Personnel records are retained in accordance with Administrative Procedure 3310 ([15-04](#)) which specifies requirements in line with federal and state laws.

When Human Resources receives employment verification requests, HR staff members only verify employee title, start date, end date, full-time equivalent, and active or inactive status. Additional information such as salary or accrued leave hours is provided only with written authorization from the employee. Each employee has an eight-digit employee ID number to protect personal information. The District follows Administrative Procedure 3300 ([15-05](#)) when members of the public request copies of public records. The Administrative Procedure is compliant with the California Public Records Act.

Analysis and Evaluation

The District maintains standards to protect the confidentiality of employee information. Personnel records are housed in secure locations in the District Office of Human Resources. All collective bargaining agreements include language regarding employees' right to access personnel files and provide procedures for employee review of their personnel files. Employment verification is limited to general employment information unless Human Resources receives an

authorized document signed by the employee. The District incorporates Administrative Procedures for Public Records Access and Record Retention that reflect compliance with the California Public Records Act and federal and state record retention laws.

Conclusions on Standard III.A. Human Resources

The District has established policies and procedures that are documented and utilized by Human Resources staff in their daily operations and support of the Colleges and District Administrative Center.

Procedures for classified, faculty, and management hiring consist of job announcements that specifically state responsibilities and qualifications for each position, a hiring process that includes faculty, staff, and managers who develop appropriate and applicable screening criteria to identify qualified and skilled candidates, and Human Resources oversight to ensure hiring procedures are fair, equitable, and followed in accordance with Board policy. Recruitments can be prolonged due to the need to advertise positions, and due to the number of appointments for screening committees.

Policies and procedures for equivalency, equal employment opportunity, performance evaluation, and professional ethics are documented and published on the Board of Trustees and Human Resources websites, in the collective bargaining agreements, and on job announcements.

The District maintains a sufficient number of qualified faculty through recruitments for full-time faculty and the part-time faculty rehire preference pool.

Actionable Improvement Plans for Standard III.A

A) Through the District's Human Resources Office, the College and District will conduct assessments to better identify employee training needs, while working to identify potential funding sources beyond the general budget. Over the next cycle, it has already identified the need to provide the following trainings with greater regularity:

- Budget Understanding and Management
- Purchasing
- Human Resources-related Topics
- Campus, District Security
- In-house leadership training for those at Laney College aspiring to advance within Peralta, revisiting the year-long Management Leadership Development Academy at Peralta program that was discontinued in 2018
- Ongoing PeopleSoft training for newly hired employees

B) The College and District will strive to fill management positions that are vacant or filled on an interim basis, and limit the use of interim managers.

C) Conduct more frequent exit interviews for management to obtain data to complete a turnover analysis. To that end, Human Resources has created an online survey for exiting employees that will ensure a higher completion rate ([16-01](#)).

D) To ensure the District operates within the parameters of the Faculty Obligation Number, it will follow the June 2019 recommendation of the Fiscal Crisis and Management Assistance Team (FCMAT) ([16-02](#)) for Peralta Community College in June 2019 to establish “a coordinated and effective process for establishing mutually agreed upon annual FTES productivity targets.” FCMAT suggests that productivity targets and the corresponding budgets must be evaluated, and revisions must be made to the practice used for establishing annual FTES productivity targets. The funding measurement metrics and opportunities to improve performance should be carefully considered in all future productivity target discussions since the District is not earning the revenue possible with the new funding formula.

Description of Change	Expected Outcome	Timeline	College Lead	Integration into College Planning
Employee Training	Understanding -Budget -Purchasing -Human Resources -Campus security -Leadership -Peoplesoft	2023 Midterm Report	Division Vice Presidents	Requests and evaluation to be part of Comprehensive, Annual Program Review Reports/ Updates
More permanent manager positions	Lower Turnover	2023 Midterm Report	College President	n/a
Regular Exit Interviews	More data on management positions, including challenges, support needed	2023 Midterm Report	Division Vice Presidents	Data could be used to inform analysis that is part of program reviews toward improving the college.
Process for determining FTES targets	Allocation meeting demand	2023 Midterm Report	Vice President of Instruction	Enrollment Management Data feeding integrated campus planning

Table 16: Standard III.A Actionable Improvement Plan

EVIDENCE LIST III.A.

1-01 [PCCD BP AP home](#)

1-02 [PCCD HR Proced home](#)

[1-03 PCCD Career Site home](#)
[1-04 PCCD BIO Lab Tech Job Desc](#)
[1-05 PCCD HR Hiring Process](#)
[2-01 Min Qual Hdbk Fac Admn 2018](#)
[2-02 PCCD MACH Tech Job Desc](#)
[2-03 PCCD AP 7211](#)
[2-04 PCCD AP 7121](#)
[2-05 PCCD HR Reg Fac Hiring Proc](#)
[2-06 PCCD HR Hir Proc Fac Pg5 8](#)
[2-07 PCCD AP 7211](#)
[2-08 PCCD Hiring Process Faculty](#)
[2-09 Faculty Evaluations Handbook](#)
[2-10 PCCD Job Postings site](#)
[3-01 PCCD AP 7122](#)
[3-02 PCCD HR Proced home](#)
[3-03 PCCD VC AA Job Description](#)
[3-04 PCCD Presid Job Description](#)
[3-05 Forum Comment Form](#)
[3-06 PCCD AP 7124](#)
[3-07 Management Retreat 2018](#)
[3-08 ACCCA Leadership Conf](#)
[4-01 PCCD BP 7120](#)
[4-02 PCCD AP 7211](#)
[4-03 PCCD HVACR Job Posting](#)
[4-04 DAPIP home](#)
[4-05 PCCD HR Empl Fac Checklist](#)
[4-06 PCCD AP 7211](#)
[4-07 PCCD Equivl Application](#)
[4-08 DAS Equivalency Letter](#)
[5-01 Tenure Review Timeline](#)
[5-02 Tenure Rev Instr 2018-2020](#)
[5-03 PCCD HR Doc Forms home](#)
[5-04 PCCD Ten Track Eval Forms](#)
[5-05 PCCD Non Ten Track Forms](#)
[5-06 Local 39 Agrmt Art 19 pg 37](#)
[5-07 SEIU Agrmt Art 5 pg10](#)
[5-08 PCCD AP 7124](#)
[5-09 VC Memo Perf Eval Timeline](#)
[7-01 PFT Succesor Agrmt Artc 30](#)
[7-02 PT Faculty Wrkload Hist F20](#)
[7-03 PCCD IR PT Faculty Wrkl](#)
[7-04 PCCD Job Postings site](#)
[7-05 FON Fall FTF FinRep 2016-18](#)
[7-06 PFT CBA Article 30 D H](#)
[8-01 PCCD New Hire home](#)
[8-02 PCCD PCA Hiring Guide](#)

[8-03 PCCD Onboarding Survey 2020](#)
[8-04 PCCD Fac Eval Hdk Part II](#)
[8-05 PFT Succesor Agrmt Artc 30](#)
[8-06 PFT PD day Agrmt Appen A5 D](#)
[8-07 PCCD SDO home](#)
[8-08 PCCD SDO Office Hours](#)
[9-01 PCCD Staffing Plan 2019 22](#)
[9-02 PCCD PBIM 1 home](#)
[9-03 PFT CBA Artic 11](#)
[10-01 PCCD FCMAT Report Pg 8](#)
[10-02 PCCD 5YR Int Fin Plan Chpt6](#)
[11-01 PCCD BOT BP AP home](#)
[11-02 PCCD HR Procedures home](#)
[12-01 PCCD BP 7100](#)
[12-02 PCCD BP 3420](#)
[12-03 PCCD EEO Plan 2019-22](#)
[12-04 PCCD AP 3420](#)
[12-05 PCCD HR Resources EEO](#)
[12-06 PCCD BP 3420](#)
[12-07 PCCD AP 7102](#)
[12-08 PCCD FDIP Home](#)
[12-09 PCCD FDIP FAQ](#)
[12-10 PFT CBA Artic 30 H 1a](#)
[12-11 PCCD Hub News Winter 2019](#)
[12-12 CCCO Career Fair 2019](#)
[12-13 PCCD AP 7121 7122](#)
[13-01 PCCD BP 2715](#)
[13-02 PCCD BP 7380 AP 7380](#)
[13-03 PCCD BP 7360 7365](#)
[13-04 PCCD AP 3430](#)
[13-05 PCCD AP 3435](#)
[13-06 PCCD AP 7700](#)
[14-01 PCCD BP 7160](#)
[14-02 PFT Contract Article 25](#)
[14-03 LC PD Home](#)
[14-04 PCCD SDO Home](#)
[14-05 PFT APENDX A5 PD](#)
[14-06 PFT Article 26 R](#)
[14-07 PFT Article 26 M](#)
[14-08 PCCD AP 7347](#)
[14-09 Local 39 CBA Art 10 7](#)
[14-10 Local 39 CBA Art 21 10](#)
[14-11 Risk Training Sched 2019](#)
[14-12 Enrollment Fee Waiver](#)
[15-01 PFT CBA Article 13](#)
[15-02 SEIU CBA Article 4 1](#)

15-03 [Local 39 CBA Article 19 3](#)
15-04 [PCCD AP 3310](#)
15-05 [PDDC AP 3300](#)
16-01 [PCCD Employee Exit Survey](#)
16-02 [PCCD FCMAT 2019](#)

B. Physical Resources

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

Evidence of Meeting the Standard

Most of the College was constructed in 1970, and the District and College have partnered to move the campus facilities far forward in the past few years. With a strong, integrated system for reporting and addressing safety, security, accessibility and health concerns, Laney College assures sufficient and safe physical resources for its students and employees.

The District has made plans to address ADA concerns through the Measure A capital improvement bond ([1-01](#)). One project funded by Measure A is the Laney College Locker Room Modernization ([1-02](#)), which will address inequitable access issues for students under Title 9 ([1-03](#)).

Laney College's Health, Safety & Security Committee ([1-04](#)) meets once monthly to review campus safety concerns; assess and recommend policies and procedures for health and safety issues campus wide; assist with accident investigations, inspection of facilities, and the correction of unsafe conditions; assure campus implementation and compliance with District wide Emergency Preparedness Procedures ([1-05](#)); and consult with District General Services (DGS) on general security matters impacting the Laney campus, including safety compliance.

To maintain a safe and secure environment for its students, staff and visitors, the District and Laney College coordinate to provide security and safety teams at the College and District campuses, which are adjacent to one another. Three separate units work together to create a comprehensive system of security: Sworn officers from the Alameda County Sheriff's Office ([1-06](#)), the Student Safety Aide (SSA) program ([1-07](#)), and A-1 Security ([1-08](#)). The Student Safety Aides patrol, observe, and report all suspicious activities on campus. Their presence and visibility help secure campus facilities and prevent incidents. They also provide escort services to ensure safety and security around the campus.

The Risk and Safety Programs Manager at the District oversees institutional safety and compliance. The Office of Risk Management ([1-09](#)) is charged with developing and implementing the District's Risk Management program in a manner that fulfills the mission and strategic goals of the organization while ensuring compliance with state and federal laws and

Accreditation Standards related to safety and risk management. This office is responsible for the following, among other charges:

- Developing and implementing systems, policies and procedures for the identification, collection, and analysis-of-risk related information;
- Educating and training the leadership, staff, and business associates as to the risk management program and their respective responsibilities;
- Collecting, evaluating, and maintaining data concerning patient injuries, claims, worker's compensation, and other risk-related data;
- Investigating and analyzing root causes, patterns, or trends that could result in compensatory or sentinel events;
- Actively participating in or facilitating committees related to risk management, safety, and quality improvement.

The Office of Risk Management also provides information and services to faculty, staff, and students regarding approved medical facilities in the local community, as well as instructions for workplace injuries through the "Company Nurse Injury Hotline" (1-10). As required under the California Code of Regulations Title 8, Chapter 4, Subchapter 7, Section 3203, the Injury & Illness Prevention Program (IIPP, 1-11) provides the framework for the Peralta Community College District to ensure a safe and healthy work environment for its employees with the goal of eliminating occupational injuries and illnesses.

Analysis and Evaluation

The current District Executive Leadership Team is working diligently in concert with the College's Director of Facilities and College Operations to ensure equitable access to Laney College's facilities and has effectively resolved all issues raised in recent years. For instance, the DGS convened an "ADA Strike Team" in 2018-19 (1-12), and the Governing Board immediately supported a resolution making it easier to procure services to complete the work.

Going forward, Alliance Schools for Co-Op Insurance (ASCIP, 1-13), the District's insurance carrier, agreed to comply with Administrative Procedure 5140 (1-14), which calls for the Colleges to have an ADA transition plan. Additionally, the College has developed a Section 504 Plan (1-15), which addresses the need to provide reasonable academic adjustments. In terms of facilities, projects are underway to renovate the campus in a way that provides individuals with disabilities an equal opportunity to participate. For instance, work is moving ahead to renovate the Laney College Theater (1-16). District DGS will help fund a comprehensive ADA transition plan, which will be managed by the newly hired Measure G program management. This program will provide a complete assessment the District's four campuses, with a comprehensive list of mitigation measures to bring each campus into full compliance. In addition, each new capital project will be designed to current ADA code, thus addressing many site and internal issues with the old buildings being replaced or modernized.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the College's Education Master Plan (EMP) (2-01), which was developed in 2016. A revision is forthcoming in 2021, and the District has started work on a new Strategic Plan (2-02) that defines the goals and objectives for the District and provides guiding principles for facilities planning. For example, the Laney College five-year plan includes Goal #3: "make all facilities clean, safe, functioning, well-equipped and attractive". With the passage of Measure G in 2018, the District's \$800M Capital Project Improvement Bond, funds are available to significantly improve the campuses.

The 2017 Facilities and Technology Master Plan (FTMP, 2-03), which the Governing Board approved on March 13, 2018, articulates a set of Facilities and Technology projects across the District that are needed to meet the goals set forth in the Educational Master Plans created by the Colleges. The goal is to ensure that programs, services, and learning facilities are provided for and maintained. Key drivers for this Plan include:

- Needs arising from each College's 2016 Educational Master Plan;
- The need to increase student success, retention, transfer, and completion;
- The need to address 21st century teaching and learning pedagogies;
- The need to increase the recruitment and retention of faculty;
- Facilities improvement needs arising out of the existing facilities condition assessments at all District sites; and
- The need for new and improved spaces such as libraries, classroom lecture, and laboratory spaces appropriate for current and emerging teaching methodologies at the Colleges.

The FTMP serves as a framework for the growth and transformation necessary for the institution for the long term, and contemplates the replacement of older, end-of-life, facilities. As teaching has evolved, new facilities will provide for innovative technologies and learning environments will prepare the students and workers of tomorrow. The plan is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. Updates to both the EMP and FTMP are tied to instructional needs, as demonstrated by facilities projects affecting nearly every discipline and, in the case of the FTMP, at each campus.

The District also engages in two levels of facilities planning: long-term planning which results in updates to the FTMP, and short-term planning, which occurs on a continuous basis and identifies new needs that require near-term action. The Vice Chancellor (2-04) of District General Services (DGS) meets with the Laney Director of Facilities and College Operations, the project manager, bond manager and construction management teams to ensure that projects are on-time and within budget, and then updates the Chancellor. As Measure G bond plans develop, regular meetings will be established between the leadership of each College and appropriate staff at DGS. The Chancellor provides a weekly update to the Board, which includes DGS items. (2-05).

As required per Proposition 39, the District has a Citizen's Bond Oversight Committee (CBOC) (2-06) that has just been convened for Measure G. The CBOC will meet quarterly to receive updates on projects and will review the expenditure of bond funds. Project status of various facility improvements will be shared with the CBOC during meetings, and other areas of interest

will be shared when requested by the CBOC. As is required by Proposition 39, the CBOC will be expected to provide the Board of Trustees with annual reports.

In addition to the FTMP, the 5-year Capital Outlay Plan (2-07) identifies and prioritizes projects that may be eligible for additional State funding. The plan is correlated with the FTMP and is presented to the District's Facilities Committee for input. The projects identified in the Capital Outlay Plan require the preparation of a two-step proposal process in order to move forward.

Shorter term operational and tactical "ground-level" projects which assist in continuing the daily functionality of campus facilities, are based on a rolling five-year Scheduled Maintenance & Special Repairs Plan (2-08) identified by the campus-based Facility Directors and the Facilities Planning Committee. Funding is provided by the State, and additional funds (known as "infrastructure improvement projects") have been earmarked from Measure G (2-09). Both the Five-year Capital Outlay Plan and the Five-year SMSR are informed primarily by the Campus Facility Director, FPC, and data from the College's maintenance work order system.

The District's overall mechanical and electrical infrastructure need replacement. Through a combination of scheduled maintenance and redevelopment and Bond funds, the electrical power and heating, ventilation, and air conditioning (HVAC) systems have been and continue to be replaced or improved as in the Central Utilities Plant Upgrade project (2-10).

To project the personnel needs associated with current and planned facilities, the College will implement standards developed by the Association of Physical Plant Administrators (APPA, 2-11) when setting staffing levels. APPA provides formula-backed recommendations for the staffing necessary to maintain a given area, considering such factors as square footage of building and surrounding landscape. It is worth noting that custodians are college specific employees, and an increase in these positions would need to go through the classified prioritization process.

Analysis and Evaluation

The planning process generated an FTMP that was adequate for creating a basis for the passage of Measure G. However, the plan needs updating and would benefit from data regarding the size and utilization of facility spaces. The District's newly hired Measure G Program Management Team (2-12) will manage a study to ensure that classrooms and laboratories are utilized. The study will also evaluate whether technical spaces that require specialty teaching equipment, such as Science labs, are prioritized and replaced in a timely manner.

The next step in the implementation of the Measure G Bond is to create a Bond Spending Plan (BSP) (2-13) that will be presented and approved by the Governing Board. The emphasis will be placed on health and safety projects, energy projects, infrastructure upgrades, and building replacement projects. The draft BSP has been presented to several committees to date, including the Districtwide Facilities Committee, the Laney College Facilities Committee (2-14, item 11) and College Council, and the Citizens' Bond Oversight Committee. Additionally, the overall program schedule has been reviewed by the District's Program Manager and the schedule and cash flow document has been presented to the Financial Advisors that are assisting the District with the bond sale.

III.B.3 *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.*

Evidence of Meeting the Standard

The District and College use space utilization data and projected programmatic needs to develop institutional plans that support programs and services, including the facilities condition index, scheduled maintenance, and the Five-year Capital Outlay Plan that outlines plans for new and replacement buildings, including state-funded projects and those funded by local bonds, Measure A and Measure G. All building plans, to include Comprehensive and Annual Program reviews and other assessments were used for analyzing and planning for impacts on noise, traffic, and like considerations.

As mentioned earlier in this report, the District will complete a comprehensive ADA Transition Plan, a document that identifies repairs and upgrades needed to clear paths of travel for ADA compliance at each campus. Once a vendor is selected, the assessment, mitigation, identification, and the creation of a “live” database will provide the District with an ADA project tracking database. In addition, site areas immediately surrounding all newly constructed bond projects are upgraded to ADA Standards as a part of each project.

The College will submit this plan every year through FUSION ([3-01](#)) to secure maintenance and repair funds from the Chancellor’s Office. This program will interface with the existing work order system to ensure the regular and timely scheduling of routine maintenance.

The District has been quite successful in obtaining State Capital outlay funding for two projects at Laney:

- Laney College Learning Resource Center (\$74.883M) ([3-02](#)): A new state of the art Learning Resource Center that will replace the existing Library.
- Laney College Theater Modernization (\$26.152M) ([3-03](#)): A much-needed ADA and back-of-house modernization that will significantly improve the access throughout the building.

Analysis and Evaluation

The FTMP is under review, and steps will be taken to implement it. Ideally, these Plans will guide the acquisition, construction, and renovation of District facilities on an ongoing basis. District and College leadership, working with DGS, will be able to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns. It is anticipated that the District and College will be well positioned to proactively assess and correct facility deficits.

Facilities Program Reviews will be the responsibility of management in DGS. Site Managers will be tasked with reviewing their Engineering, Grounds, Custodial, and Security staff to ascertain the level of service that may be provided. The number of maintenance crews will be compared to APPA Standards ([3-04](#)), a common metric in facilities management.

III.B.4 *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard

In 2016 the Peralta District developed Total Cost of Ownership (TCO) Guidelines (4-01) in consultation with each of the four colleges, reviewed by the PBIM District Facilities Committee (DFC) on May 2, 2016 (4-02) and by the PBC on May 27, 2016 (4-03). These TCO Guidelines were a revision of the 2016 PCCD TCO Action Plan (4-04). Throughout Summer 2016, the draft was revised and refined, and a final draft version was presented at the August 2016 Flex Day. The DFC adopted this plan at its September 2016 meeting (4-05).

The TCO (Total Cost of Ownership) Guidelines established the fundamentals for estimating the TCO for existing and new facilities and equipment at each College and the District Administrative Center (DAC), including:

1. A common methodology to evaluate maintenance and operations' needs for existing and proposed facilities and equipment;
2. Utilization of data from District/College Facility Condition Assessment (FCA) drawn from the State Community College Chancellor's Office reporting system known as FUSION (Facilities Utilization, Space Inventory Options Net);
3. Continued development of processes for the ongoing evaluation of the status of facilities and instructional equipment;
4. Consciously attending to and effectively implementing the overarching goal of "assuring safe and sufficient physical resources for students, faculty, and staff";
5. Close collaboration between the District's Service Centers (General Services, Information Technology, and Finance & Administration) and the Colleges.

In 2017, the District's work on a Facilities & Technology Master Plan (FTMP) (4-06) was created to ensure that the long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Action items and timelines in this plan include the following:

1. College Facilities Committees continue to work with DGS to develop lists of scheduled facilities maintenance (along with the Facilities Planning Committee and DFC).
2. DFC continue to revise TCO Guidelines.
3. Design and implement a survey and/or convene focus groups to evaluate Maintenance Connection software with "end users" and implement revisions to improve present system, if needed.
4. Continue to provide Safety Training for Campus Safety Aides, Engineering Staff, Grounds Staff, and Custodial Staff; examine resources needed to achieve level of safety, including "Mass Notification Emergency Alert System" using Black Board Connect; examine relevant suggestions to improve training.
5. Design and implement survey to assess if College Business Offices are in receipt of Instructional Improvement Funds in a manner that facilitates planning; examine need to

include optional resources for Instructional Equipment acquisition; create and implement a plan to refine the process, if needed.

6. Ensure collaboration between Colleges and District regarding the design and implementation of the new Integrated Educational Facilities & Technology Master Plan (IEFTMP); host College forums to discuss the IEFTMP progress (Q&A sessions, surveys, etc. to ensure broad dialog and alignment of College/District Strategic Goals & Objectives; integrate the new IEFTMP Plan with the Sustainability Master Plan.
7. DGS, in collaboration with the DFC (District Facilities Committee), will continue to utilize the recommendations from the 2016 Facilities Condition Assessment (FCA) as a guideline for data-driven decisions.

Analysis and Evaluation

TCO guidelines provided a basis for creating a data driven approach to facilities, and the 2017 Plan provided goals and an implementation schedule, including continued development of the guidelines, multiple surveys for constituent input, and additional collaboration between DGS and the four Colleges. As of Fall 2020 two of the goals were implemented, and the priorities were as follows:

1. The Colleges' Facilities Committee project lists need to be created.
2. Processes need to be implemented to ensure spending of State Scheduled Maintenance Funds.
3. District General Services and Laney College need to make further progress on Total Cost of Ownership (TCO) guidelines.
4. DGS and/or Laney College need to evaluate Maintenance Connection software with the "end users," or implement revisions to improve the present system.

District challenges include appropriate deployment of personnel resources to maintain buildings, accurate calculations of building operating costs, ongoing maintenance of new projects, lack of availability of new funds, and declining enrollment, impacting revenues. It is crucial for the College to understand the District maintenance and operation budget for facility operations and to work with District Department of General Services to help prioritize critical needs.

DGS is collaborating with the Colleges on the development and implementation of the Educational FTMP. The Bond Spending Plan (BSP) ([4-07](#)) is linked to the FTMP.

The BSP was developed in consultation with the District Facilities Committee, presented to Laney College Council ([4-08](#)), and shared on Laney Flex Day ([4-09](#)). DGS is currently scheduling a set of College Forums to discuss FTMP progress (Q&A sessions) and will conduct surveys as needed to ensure a broad dialog and alignment of College/District Strategic Goals & Objectives.

Once the new FTMP is being implemented, it will be linked with the Sustainability Master Plan ([4-10](#)), to be written by the Program Management team. Presentation activities and the Sustainability plans still need to be completed.

DGS needs to collaborate with the DFC to create a comprehensive facilities assessment, using the 2016 Facilities Condition Assessment ([4-11](#)) used as a guideline for data-driven decision making, as suggested in the plan.

Going forward, the Chancellor has directed DGS to work with the Program Management team to revise the existing Total Cost of Ownership goals and schedule. DGS has hired a consultant ([4-12](#)) to provide a facilities utilization study for each campus and provide a data-based set of recommendations. The additional purpose of the study is to provide staff with accurate information on the costs of maintaining end-of-life buildings, the challenges in funding and the cost alternative of removing the buildings.

District standards for design and construction are being developed, considering factors associated with TCO, such as efficiency, lifespan, versatility, safety, and personnel requirements. Efficiencies in expediting the FTMP should be considered to save on “escalation” costs that increase project costs. The District will make use of statewide purchasing programs when possible, such as the CCCCCO “College Buys” program, which combines the purchasing power of all institutions in the CCC system. Another time saving vehicle is delivering capital projects using the “design-build” project delivery method. This delivery method saves time and combines the design team with the contractor, so that issues may be addressed before field work begins.

Conclusions on Standard III.B. Physical Resources

Historically, the District has created legitimate plans that are attainable and have time-bound goals and consistent follow through on implementation is required. Stability in DGS leadership will allow for institutional memory and further meaningful collaboration with the College the Bond and project management teams. Additionally, the benefits of a significant capital improvement bond will allow DGS to make high-impact, significant, positive, change to College facilities. The current BSP (Bond Spending Plan) contemplates completing Measure G by June 30, 2025. There are significant funds to address the infrastructure issues, and both new and modernized buildings will improve the learning environments for faculty and students over time.

Despite limited resources, Laney College does seize the opportunity to leverage the benefits of the TCO model. In Fall 2019, the College completed a technology infrastructure project between Facilities and Information Technology that brought technological components to what had been chalkboard and whiteboard classrooms. Using Measure A funding, 135 instructional spaces were converted to Smart Classrooms, an investment that included classroom furniture, using the Total-Cost-of-Ownership approach. The project was also an accomplishment in that end-user engagement ensured sufficient flexibility in purchased furniture and IT equipment to meet the needs of each program. Information Technology closed the loop by providing ongoing training for all faculty and staff. Also, taking a sustainability approach, the commitment to purchase this equipment came with the return on investment in the form of a three-year warranty, and a three-year cycle refresh.

EVIDENCE LIST III.B.

1-01 [Measure A Bond Capt Improv](#)

1-02 [DGS Taylor Dsgn Locker Rm](#)

1-03 [ICC Title IX Locker Rm Reno](#)

- 1-04 [LC Heath Safety Cmte Home](#)
 - 1-05 [LC Emergency Operations Pln](#)
 - 1-06 [ASCO Sherriffs Agrmt 2020](#)
 - 1-07 [LC Campus Safety Aide home](#)
 - 1-08 [A1 Prot Srvcs Agrmt 2019](#)
 - 1-09 [PCCD Office Risk Mngmt](#)
 - 1-10 [Company Nurse Hotline](#)
 - 1-11 [PCCD IIPP 2009](#)
 - 1-12 [Kitchell ADA StrikeTm Cont](#)
 - 1-13 [ASCIP home](#)
 - 1-14 [AP-5140-DS accomod](#)
 - 1-15 [LC Sec 504 Plan FINAL](#)
 - 1-16 [DGS AECOM Contract](#)
 - 2-01 [LC EMP 2016](#)
 - 2-02 [ICC Dian Harrison SPA](#)
 - 2-03 [PCCD FTMP 2017](#)
 - 2-04 [2020 1201 Laney Proj Coord](#)
 - 2-05 [DGS-Board Update-9-2019](#)
 - 2-06 [PCCD BOT COBC Sept 2019](#)
 - 2-07 [PCCD 5yr Cap Outlay Plan](#)
 - 2-08 [SMRS Plan](#)
 - 2-09 [MeasG BondSpendPlan 6 30 20](#)
 - 2-10 [Laney CUP-HVAC-Upgrade](#)
 - 2-11 [APPA Maintenance Standards](#)
 - 2-12 [AECOM Agrmt Bond Prog Mngmt](#)
 - 2-13 [PCCD CBOC BSP Pres](#)
 - 2-14 [LC FPC Mins 10 1 2019](#)
 - 3-01 [Fusion Laney College \(343\)](#)
 - 3-02 [Build Peralta LRC](#)
 - 3-03 [Build Peralta Theater](#)
 - 3-04 [APPA Maintenance Standards](#)
 - 4-01 [PCCD TCO Guide 2016](#)
 - 4-02 [PCCD PBIM DFC 5 6 2016](#)
 - 4-03 [PCCD PBC Mins May 2016](#)
 - 4-04 [PCCD TCO Action Plan](#)
 - 4-05 [PCCD DFC Meet Mins 9 2 2016](#)
 - 4-06 [PCCD FTMP 2017](#)
 - 4-07 [MeasG Bnd Spend Pln 6 30 20](#)
 - 4-08 [LC CC Mins 5-3 12-11 2019](#)
 - 4-09 [PD Flex-Agenda 1 17 20](#)
 - 4-10 [PCCD Sustain MP 9 14 17](#)
 - 4-11 [FCI Report 12 9 2016](#)
 - 4-12 [ALMA Strategies Contract](#)
-

C. Technology Resources

III.C.1 *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard

Through institutional planning and governance committees, the College's technology resources support Laney's programs and services.

Technology resources are used throughout Laney College to support and increase the effectiveness of learning programs and the quality of services for students, as well as communication and data management among the entire college community.

In March 2017, to streamline technology services and implement the College's technology initiatives, the College established the position of the Director of IT- College Services reporting to the Vice President of Administrative Services. The focus is to create an effective and centralized IT department at the campus to provide services and leadership for technology projects. Moreover, as new facilities like the Library and Learning Resource Center are planned, many computer labs that will be part of this new building, will create a need to centralize IT lab staff to better manage user requests.

The overarching direction for Laney's technology projects comes from the College's Technology Master Plan [\(1-01\)](#), which was developed by the campus Technology Planning Committee (TPC) [\(1-02\)](#) in 2019. Identifying 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 and comprehensive program reviews. These requests are then prioritized by the TPC, which meets monthly to assess the technology needs of the College and has representation at the District Technology Committee [\(1-03\)](#).

At the District level, the IT department used the independent CBT [\(1-04\)](#) and FCMAT [\(1-05\)](#) report recommendations to identify deficiencies and areas of potential growth. It must also be acknowledged that after reviewing the reports, some of the findings were unsubstantiated due to the limited investigation time, misunderstanding of the scope of the IT department responsibilities, or due to insufficient information regarding various issues that were already addressed through other means. Any identified issues are either being addressed currently or have been resolved. Some improvements or resolved gaps are mentioned under the following categories: technology services, professional support, maintenance of appropriate and adequate hardware and software, facilities' needs for the Institution's management and operational functions, academic programs, teaching and learning, and support services. It must be emphasized that many of these findings were at the District level and did not impact Laney College directly.

Technology resources that support student learning programs and services to improve institutional effectiveness are the shared responsibilities of the Peralta Community College District Office of Information Technology (IT, [1-06](#)) and the College's local IT department ([1-07](#)).

The network, some computer services, and computer applications are centralized under the direction of District IT. The College and District IT teams meet weekly to collaborate on projects. The District wide Helpdesk (1-08) was created to respond to IT issues related to student email, Passport, PeopleSoft, Canvas, phones, and voicemails, etc.

Since 2016, Laney College has been using the SolarWinds helpdesk system (1-09) to respond to IT user requests. In 2018, District centralized this ticket tracking system to effectively capture IT requests from Laney College Faculty, Administrators and Classified Professionals. A work ticket is created when users email laneyhelpdesk@peralta.edu. Around 2600 tickets are worked on annually by a staff of 5 full-time Laney College IT technicians (1-10). The centralized system helps to route tickets between the District and the Colleges. The system extends to serve other departments such as Admissions, Institutional Research, and District General Services. The helpdesk is a one-stop portal for submitting service requests for the District and the Colleges.

Professional support

The campus and District network IT teams meet weekly to provide updates, coordinate activities and share knowledge. Each member of the group reports on their campus or area and asks for assistance if needed. Occasionally, vendors are invited to demonstrate recent technology and share information with the group. This weekly communication is invaluable and has created a keen sense of teamwork between the campuses (1-11) and District IT. Prior to 2017 when these meetings began, District IT and the campuses did not have a structure to collaborate on projects and functioned as silos independent of each other. Professional services are engaged on a project basis. At Laney College, 135 smart classrooms were updated with the engagement of professional service vendors.

Hardware and Software

The District wide Technology Committee (DTC) prioritizes technology projects and aligns them with strategic goals. The District provides support and maintenance for the following applications to support the institution's operations, programs, and services:

- Single Sign On for all Peralta students and employees
- PeopleSoft Student Information System (known as "Passport" for students)
- Migration of PeopleSoft and the data center to the Azure cloud platform
- Enterprise Resource Planning (PeopleSoft – known as "Promt")
- PeopleSoft "OnePeralta" – Finance, Accounts Payable, Purchasing, Commitment Control and General Ledger
- Canvas Learning Management System for Distance Education
- Student and Staff portal – Office 365 for accessing Email and other applications
- Centralized IT helpdesk system - SolarWinds for IT ticket tracking
- SARS for online student appointments
- Anti-virus software (Trend Micro)
- Preferred name functionality in PeopleSoft as requested by California State Law, AB 1266 (1-12) for students and scaffolded systems for all Peralta employees

- In March 2017, District IT migrated all email to Microsoft Office 365 and implemented Single Sign On for all Peralta students and employees. This District wide upgrade addressed the problems of inefficiency in the older email platform. On premise email moved to Microsoft 365 cloud email providing a modern, resilient email system for all students, faculty, and staff throughout the District. Single Sign On was also implemented, permitting a user to log in once to access multiple applications (Outlook email, Canvas, Excel, Word, etc.). It also simplifies the management of user IDs and passwords for both users and administrators. During the implementation, District IT provided multiple training opportunities (1-13) for faculty and staff to learn how to use the new system. Sessions were held at all the Colleges and at the District Offices (9).
- District IT migrated PeopleSoft and the data center to the Azure cloud platform in 2018 because the 2012-2015 IT Strategic Plan (1-14) proposed that PCCD IT "Create a strategy for Cloud Computing and Virtualization of the Data Center" improving costs as well as operational efficiency and effectiveness. The strategy states "The concepts of cloud computing and virtualization are now well established and mature." It replaced all or most on-site data center hardware with rented 'virtual' server space at commercially available remote data centers.
- In 2018 Peralta started the implementation of the District wide PeopleSoft modernization and business process improvement project.

In May 2018, the finance module was upgraded to PeopleSoft 9.2. The project was named ONEPERALTA and updated these modules: Accounts Payable, Purchasing, Commitment Control and General Ledger (1-15). According to the CBT report, the goal of completing the upgrade should be clearly articulated within the District Technology Plan. The District is currently working on putting together an IT Master Plan for the District which will be informed by the various college IT plans. Several core operations and mission-critical functions are not yet automated. PeopleSoft versions are outdated in some areas, and key components have yet to be implemented.

The other two pillars of PeopleSoft (Human Resources and Campus Solution, 1-16) have not yet been implemented due to a lack of fiscal resources and several changes in the leadership of the project. On May 29, 2020, the Board approved an agreement with Oracle to complete the technology upgrade and address the business process modernization. The project is in progress and is scheduled to be completed in 18 months. It has been vetted through institutional shared governance committees (District Technology Committee and Participatory Governance Committee, 1-17) and the identified source of funding is Measure G bond funds.

Laney College IT staff lead by the Director of IT (College Services) support the College's network infrastructure, computers, local servers, and smart classroom Audio/Visual technology, as well as campus-wide printers (1-18). The College manages its own network adhering to standards recommended by District IT. The College's IT technicians provide on-site technical support to faculty and staff at the College. Laney College IT supports and maintains these software and hardware technology resources:

- College's network infrastructure including Wi-Fi and Data Closets

- Staff and Faculty computers, laptops, mobile devices
- Local servers
- Smart classroom and meeting rooms audio/visual equipment
- Campus-wide printers
- Software for Instructional use- Canvas, Adobe Creative Cloud, Turnitin, VoiceThread
- PC Reservation system and GoPrint system
- Fortres 101 and Clean Slate (Library)
- Sketchup, AutoCAD (Architecture)
- Live Chat feature on the Laney website

Facilities

College facilities have been upgraded to support emerging technological needs and are adequate and appropriate to serve all aspects of learning, service, and collaboration.

Laney College Smart Classrooms upgrades

In a 2017 stakeholder survey done as part of the Facilities and Tech Master plan, ([1-19](#)) 86% of the respondents noted that Laney College classrooms needed major improvements and that “Classrooms (includes lecture and lab spaces) and Technology need to be modernized and updated.” With the help of Measure A funding, a major project was undertaken to upgrade Laney College classrooms with the latest smart classroom technologies, as well as provide modern furniture to enhance student learning experiences. The District worked with the Colleges and TeeCom, an A/V consulting company, to design and simplify the audio-visual standards. These are defined in the Facilities and Technology Master plan as “standard classroom layouts.” In 2017, as part of Phase I of the Laney College Smart Classrooms project, 65 Laney College Classrooms were updated with new projectors, screens, audio systems, document cameras and educational lecterns; in 2019, Phase 2 of the project was completed to equip an additional 70 locations that include the Theater, Bistro restaurant and meeting space, and the Forum, Laney’s largest auditorium classroom. All classrooms’ A/V systems have the capability to collaborate wirelessly via mobile devices. These enhancements have been vital to the teaching and learning environment at Laney.

Analysis and Evaluation

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 Smart Classrooms’ A/V capabilities alone have been celebrated widely by faculty and students alike as a “game changer” and extremely welcome, long overdue upgrade.

Likewise, the installment of large, crisp projection-scale monitors in all meeting rooms and conference rooms within the Tower (Administration) building has brought increased functionality and interactivity to the important work of College governance and innovation.

Adding the position of a dedicated Director of IT for College Services has strengthened the IT department's ability to respond to help desk requests in classrooms, offices, and meeting spaces, and this Director's service on various College committees has increased the integrity of technology consciousness in our planning and problem-solving.

These impactful improvements, it must be said, have had a profoundly positive impact on the morale of students, administrators, faculty and classified professionals. With the Professional Development committee, the IT staff now can focus on discovering innovative, efficient ways to use these excellent tools for even more interaction, such as training faculty as trainers of students, so that anyone in a class can access the A/V equipment remotely from their wireless devices.

In the District's IT areas, some technology functions, including some modules within PeopleSoft, have not been implemented due to the lack of internal expertise or fiscal resources. District IT is addressing the business process modernization and technology implementation, including a recently approved contract with Oracle to implement additional modules and train District IT personnel to maintain them. Progress in these areas will continue to be vetted through institutional shared governance committees.

Currently the District's helpdesk is only staffed during normal business hours. With distance education increasing and technology used in all teaching on the rise, the District helpdesk staffing resources need to be expanded. This will meet immediate needs to serve students and Faculty more efficiently.

III.C.2 *The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard

Technology planning is part of the College's integrated planning cycle involving program review and resource allocation.

One of the primary responsibilities of the Laney College Technology Planning Committee (TPC) is to create and update the College's Technology Master Plan ([2-01](#)). The committee makes recommendations to the Laney College Council that reports to the President, and further to the District Participatory Governance Committee.

The TPC also works cohesively with the District Technology Committee (DTC) to ensure alignment with the District's technology initiatives. The District has not had a long-term technology plan since 2012, but it is now in an agreement with the Collaborative Brain Trust (CBT) consulting firm to deliver a five-year plan. This new plan will eventually complement the existing 3-year IT operational strategic plan for the years 2018-2020 ([2-02](#)), as well as the 2017 District Facilities and Technology Master Plan ([2-03](#)). Planning will utilize a participatory process based on PCCD's shared governance.

In 2018, the TPC looked at the various technology resource requests from program reviews, the District's and College's Facilities and Technology Master Plans ([2-04](#)), and the Distance Education plan ([2-05](#)), and started working on a Technology Master Plan. In 2019, the Laney College Technology Master Plan ([2-06](#)) was approved through various shared governance committees including the Academic Senate ([2-07](#)) and the College Council ([2-08](#)). The plan lays out the technology projects that the College will undertake in the next three years. The plan highlights staff and other resources required for the projects, which are prioritized based on available funding.

The College's Technology Assets inventory list ([2-09](#)) and program review requests are used to identify equipment that needs to be replaced. Laney College relies heavily on bond funds for computer equipment replacement. Programs and services that have categorical funds get equipment replaced more frequently than other departments. The replaced equipment from those departments is updated and repurposed to other areas with yet older equipment. Eventually, the old equipment is obsoleted as e-waste.

In 2016, the Laney College network infrastructure was refreshed with new 10G core switches, building network switches, fiber optic cabling between buildings, and Wi-Fi upgrades providing enhanced student access as well as instructional and business support. Several programs and services that requested new equipment via annual program reviews and categorical funds were refreshed with new computers.

In the Summer of 2018, the Library was equipped with 105 new computers to enhance its student open lab areas. In the summer of 2019, DSPS was updated with 30 new computers along with updates to the specialized software needed for DSPS students.

Laney College has created a media lab to teach Virtual Reality courses. To meet the needs of the lab, the BOT approved funding on Nov. 12, 2019 ([2-10](#)) to purchase high-end Apple computers for the media lab which were installed in Spring 2020.

Analysis and Evaluation

The integration of technology needs into the program review planning cycle is complete, although some personnel still need to be made aware of the efficacy of participation in that cycle. According to our Director of IT, more work needs to be done in tracking equipment accurately. In 2017, a detailed inventory of technology equipment was done. Items such as warranty, purchase order information and parts used in the repair of the equipment should be used to determine the total cost of ownership of the technology assets. At Laney, efforts are being made towards tracking accurate inventory. Every piece of equipment being repaired/replaced is recorded in the asset system so that, over time, the inventory will be up to date.

While data center equipment (servers, etc.) are maintained, the actual data center components like air-conditioning need to be maintained as well. Many of them need preventive maintenance contracts to keep equipment in good condition.

Since Laney College relies on bond funding for the replacement of technology equipment, a list of technology projects has been prioritized by the TPC and approved by the College Council.

These projects have been presented to the DTC for further discussion and prioritization. Many of these are projects that will benefit the entire College, such as upgrading the Laney College Wi-Fi infrastructure and refreshing the computers for staff, faculty, and computer labs for students.

III.C.3 *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the standard

Currently, Laney College has only one location, at which our IT team assures technology resources are accessible, secure, and in good, safe repair. As of this Spring 2020, due to the COVID-19 crisis, IT resources are reaching into students' homes and personal lives off-campus in an unprecedented way, which will continue through the Fall 2020 term:

Access

- Technology resources at Laney College assure reliable access to academic and enterprise systems for all students, faculty, and staff.
- In December 2017, PCCD designed and implemented the web-based Peralta Community College District Portal ([3-01](#)), a single sign on platform ([3-02](#)) to simplify the user experience. This provides secure access to Peralta email and Canvas for students, faculty, and staff. The entire system is cloud-based to ensure maximum availability and security.
- The Laney website ([3-03](#)) uses the WordPress platform and is hosted in the Rackspace ([3-04](#)) cloud environment rather than being hosted locally. This ensures the utmost security and availability for the website, which is not only a valuable resource, but also acts as a gateway into other applications, such as signing up for counseling appointments, looking up schedules, and accessing Canvas.

Safety

Technology resources at all locations assure safety.

- The Peralta District implemented Cisco Emergency Response ([3-05](#)) District wide to send 911 calls directly to the Public Safety Answering Point, with simultaneous notification to Peralta Police Services (PPS); provide location information and a call-back number to emergency responders, a requirement of the FCC. CER also provides this information to PPS. A new law came into effect February 16, 2020 that requires private telephone systems allow callers to reach emergency services (911) *without* the need to dial a prefix for an outside number first (Kari's Law). Peralta Community College District is already compliant in this area as well.
- A project to replace the non-working emergency blue phones system on campus was completed in the summer of 2019. A total of 14 modern video enabled blue phones were installed. Additionally, a security camera project is underway to replace the head end equipment and upgrade the existing cameras at all sites. Also, a project to install electronic door locks ([3-06](#)) at Laney College has begun, with 80 completed to date.

Security

The following technology projects ensure the security of the College's systems:

- The District upgraded to 10 GB redundant bandwidth and modern firewalls for each campus: CCC Technology Center worked with Cenic (Corporation for Educational Network Initiatives in California) ([3-07](#)) to upgrade the existing 1GB circuits to 10 GB circuits for all California Community Colleges, resulting in a high-bandwidth, high-capacity redundant fiber network.
- All computers maintained by Laney College IT are installed with the TrendMicro anti-virus to scan for any computer viruses, malware etc. This ensures security of our data and devices.
- At the end of FY17/18, over 11,000 student workers were removed from the HR system as part of a Student Worker Account Clean Up project.
- Though the District does not have a comprehensive disaster recovery plan, Laney College has a shared drives backup solution ([3-08](#)) through a service provided by Barracuda.
- In 2017, the Laney College leadership took the decision to host the College website (laney.edu) in the cloud. Since the District website is hosted locally, students may not get to resources such as Canvas in the event of an outage. Canvas access from the Laney College website has helped Faculty and students tremendously in case the District's website is offline.

III.C.4 *The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard

In spring 2017 the College established a new Technology, Teaching and Learning Center (TTLC) ([4-01](#)) for faculty to learn from members of the Technology Planning Committee (TPC), Distance Education (DE) committee, and other knowledgeable colleagues in the use of required applications such as curriQūnet META, WordPress, and Prompt (the faculty lens into PeopleSoft for course management), but also learning management systems Canvas, and innovative, engaging applications such as Remind.com, Padlet, Quizlet, and other integrated applications within Canvas.

Training for Canvas ([4-02](#)), our College-wide LMS, is available both online and on-site. The DE Coordinator offers one-on-one and group training to DE faculty ([4-03](#)) on the use of Canvas for both online and face-to-face classes. Canvas training resources are also available online for all faculty and students. First, free Canvas webinar trainings are available ([4-04](#)), which are live, online Canvas training sessions conducted using videoconference tools. These training webinars help Peralta faculty learn how to use Canvas features to build online courses and enhance hybrid and face-to-face courses. Faculty and staff also can call 24/7 Canvas phone support ([4-05](#)) if they have immediate technical questions about Canvas. The Faculty Resources Site ([4-06](#)) holds links to free and facilitated courses through @ONE ([4-07](#)) that provide instruction on how to use Canvas.

In terms of training with LTIs, the Laney College IT Director and DE Coordinator have collaborated to host trainings on both Turnitin ([4-08](#)) and VoiceThread ([4-09](#)). Recordings for these trainings have been published on the Faculty Resource Site. Faculty and staff who need assistance with LTIs, Canvas LMS, PeopleSoft or other District technologies are referred to the help ticketing system ([4-10](#)), which directs them to the appropriate contact. Faculty and staff can expect to receive responses to their requests typically within 24 hours.

IT training is consistently offered at ‘Flex Day’ events ([4-11](#)). In Fall 2019, the Director of IT launched Tech Tuesdays ([4-12](#)), a series of monthly technology trainings on a variety of topics relevant to students and all educators including Office 365, Excel, the Peralta Portal and more.

Since almost all of Laney’s classrooms are now equipped with Smart classroom technology, regular smart classroom training is offered on demand as well as on Flex Days. Many manuals ([4-13](#)) along with online training videos ([4-14](#)) have been locally created by the Laney College IT staff to assist faculty with the operation of the equipment. Printed copies of the manual are also placed in each classroom. IT staff have been trained on the systems they are required to maintain, such as Extron, Jamf and Cisco.

In 2019, Laney College implemented BoardDocs ([4-15](#)) for tracking their shared governance meetings. A two-day technical training ([4-16](#)) was held onsite to train users on the software setup and usage.

When the PeopleSoft Financial module was upgraded, several trainings were conducted for staff. Job aids for Peoplesoft ([4-17](#)) are also available online.

Many labs have Instructional Assistants and tutors that assist both Faculty and students. Student Passport FAQ's ([4-18](#)) are available for students as well as help guides for them on how to get help and reset passwords. Labs also have a several technical resources printed out ([4-19](#)). Lab managers and instructional assistants have also been trained in the use of Canvas ([4-20](#)) to help students complete their online assignments. Under the COVID-19 remote-learning emergency, Laney College expanded its Student Success Center to offer live technical assistance ([4-21](#)) by phone, chat, email and Zoom, as well as new non-credit workshops being developed to support students.

CurriQūnet META trainings for program review ([4-22](#)) have been created by Institutional Effectiveness Committee members. The Learning Assessment Committee also developed extensive curriQūnet META trainings ([4-23](#)) for faculty and staff, which include video tutorials, written instructions, and a Canvas training module.

Evaluation and Analysis

As elaborated above, many training opportunities are offered for all students, faculty, and staff both online and in person. Several printed and online resources are also available on our website. These trainings and instructional materials are more than adequate and give everyone in the Laney College community ample opportunities to access skills training in ways they prefer.

Various committee and department leads have been especially willing to collaborate to ensure cross-functional technology support is available for all faculty and staff. For example, the

Professional Development Committee at Laney College often works closely with the District's Staff Development Committee as well as Laney's IT Department to plan Flex Days. Trainings span a variety of topics depending on faculty needs. The DE Coordinator and IT team also has collaborated to support all faculty with their technology needs. While the College was undergoing the transition to Canvas, IT and DE worked in concert to provide Canvas training across the service areas at the College: to student groups, the Welcome Center, instructional labs, and departments. In general, IT is incredibly responsive to faculty needs, as when they offer "walk-in" sessions on Flex Days, so that any faculty member can seek on-site help with systems. They also provide email, phone, and in-person support during the semester.

During the COVID-19 pandemic, an urgent need for training for online platforms such as Zoom and Canvas was identified. Laney College IT and Distance Education faculty cohesively provided this much needed training. Several resources (4-24) were created for training. Faculty and staff were issued laptops to facilitate remote working, and services such as VPN (Virtual Private Network) access were provided. A Chromebook lending program (4-25) for students was created and implemented as well.

While there is not a dedicated trainer in the District, the IT staff often act as the trainers for the various applications. Some gaps in training have been recognized, such as ongoing trainings for centralized systems including PeopleSoft. Utilizing the District wide professional development office to facilitate staff training in the use of technology and onboarding and offboarding is another identifiable improvement opportunity.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Laney College and the PCCD ensure that technology services are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Recent years' work has included transitioning all classrooms to have SMART capability and providing staff members in IT with ongoing technology professional development so that campus needs may be served.

The College fastidiously and regularly assesses the state of technology utilization, and its IT planning committee has created a detailed Technology Master Plan (5-01) that it follows for 2019-21. College planning also allows for stakeholders who comprise the TPC to review and make recommendations for resources as part of the program review/resource allocation process.

Board Policy 3720 Information Technology Use (5-02) outlines the rules and responsibilities of students and staff who use Peralta's network, computers, learning management systems and other technology resources.

Administrative Procedure 3720 Telephone, Computer and Network Use (5-03) outlines the rules and responsibilities regarding the usage of all telephone and communication systems, computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes, but is not limited to, telephones, personal computers, laptops, workstations, tablets, servers, network devices, mobile devices, and associated peripherals, printers, fax

machines, software, and information resources, regardless of whether used for administration, research, teaching or other purposes.

Board Policy 3725 Information Security Standard (5-04) states that PCCD adheres to the current California Community Colleges' Information Security Standard. The Information Security Advisory Committee (ISAC) is a systemwide committee focused on information security. Its focus is creating policy and templates that can be used by all California Community Colleges.

At Laney College, several 35-unit sets of laptops for student use have been purchased for classrooms. Laney's IT department has collaborated with faculty to develop policies and related forms to clarify responsible use guidelines for students. Students sign a Device Contract at the beginning of the term in which they will be using laptops or tablets, and instructors sign a Facilitator's Contract, making a commitment to helping the College manage these valuable resources.

District wide, AP 4105 (5-05) outlines training requirements for instructors of Distance Education classes. A special push was made in spring 2020 to urge more instructors to meet these requirements as they prepared for Fall 2020 when all lecture classes would be DE classes. The requirements will be fully implemented effective spring 2021.

Analysis and Evaluation

The District is currently collaborating to enhance and improve administrative policies by aligning them with state policies. Security is an institutional responsibility that requires the District to outline enforcement and accountability measures appropriate for students, faculty, staff, and administration aligned with their designation. Currently, Human Resources provides AP 3720, the Administrative Procedure detailing Telephone, Computer and Network Use, to all new on-boarded employees.

Per the Collaborative Brain Trust recommendations, an employee onboarding procedure needs to be created, engaging the necessary departments to ensure the process has been completed prior to the first day of employment. New staff should receive training on District policies during their onboarding with Human Resources and students should receive Peralta policy information during their orientation to the Colleges.

District IT should more formally collaborate with Human Resources and the District's professional development committee to provide both the policy and guidance for experiential learning.

Conclusions on Standard III.C. Technology Resources

The institutional self-evaluation and its evidence listed above demonstrates improvement in some areas of technology, as well as some requiring significant improvements to support instructional technology, enrollment services and business administrative services.

Moving forward, the College's technology areas will continue to assess personnel resources to provide efficient campus support while modernizing the infrastructure of the technology area, which has included and will continue to include training staff and users.

Areas requiring significant improvement will be addressed during the development of the long-term Information Technology Master Plan Districtwide. FCMAT and the Collaborative Brain Trust provided an assessment of the District technology and recommendations for improvement of the District's technology services in collaboration with the business stakeholders. PCCD's PeopleSoft business process modernization with the 9.2 upgrade, for example, will enhance user engagement for more efficient outcomes in enrollment services and business administrative services. Currently, the District's business processes around enrollment and administrative services are inefficient and inconsistent which impact the District's ability to provide adequate service to our constituency. Implementing the PeopleSoft 9.2 upgrade and business process modernization with streamlined engagement will enhance accessibility for users for more efficient outcomes in enrollment services and business administrative services.

The District shall ensure that all existing and future classrooms are appropriately equipped with instructional technology per the 2017 Smart Classroom standard.

Actionable Improvement Plan

- Provide more professional development to its administrators, faculty, and staff in addition to Flex Day opportunities and administrators retreats. Both the District and the College will take responsibility.
- Address infrastructure to benefit systems including servers, data back-up & cybersecurity
- Enhance Laney College Master Technology Plan to address gaps in inventory, maintenance, & replacement (esp. to preserve replacement cycles).

EVIDENCE LIST III.C.

- 1-01 [LC Tech Master Pln 2019-21](#)
- 1-02 [LC TPC home](#)
- 1-03 [PCCD Dist Tech Cmte](#)
- 1-04 [CBT IT Asmnt 06 06 19](#)
- 1-05 [FCMAT Pg 19](#)
- 1-06 [PCCD IT home](#)
- 1-07 [LC IT home](#)
- 1-08 [PCCD IT Helpdesk](#)
- 1-09 [SolarWinds Helpdesk Syst](#)
- 1-10 [Laney IT tickets annual](#)
- 1-11 [IT Teams Mtg mins 1 14 2020](#)
- 1-12 [AB 1266 Preferred Name](#)
- 1-13 [Office 365 Training 2017](#)
- 1-14 [CLOUD PCCD Info Tech Strat](#)
- 1-15 [BOT Mins PeopleSoft 12 12 17](#)
- 1-16 [IT BOT Upgrade 11 12 19](#)
- 1-17 [PCCD DFC DTC 11 1 2019](#)
- 1-18 [LC TPC home](#)
- 1-19 [TMP Clrm Stakeholders pg28](#)
- 2-01 [LC Tech Master Pln 2019-21](#)
- 2-02 [PCCD Oper Strategy 2018-20](#)

[2-03 PCCD LC FTMP 2018](#)
[2-04 PCCD LC FTMP 2018](#)
[2-05 PCCD DE-Plan 2017-2020](#)
[2-06 LC Tech Master Pln 2019-21](#)
[2-07 Fac Sen Mins TMP 11 5 20](#)
[2-08 CC mins 4-1 TMP 11 21 20019](#)
[2-09 IT Tech Inventory List](#)
[2-10 BOT Agenda 11 12 2019](#)
[3-01 Peralta Portal Login](#)
[3-02 BOT Mins Pg 8 12 12 2017](#)
[3-03 LC web home page](#)
[3-04 Rackspace home page](#)
[3-05 BOT Mins CER 9 13 2016](#)
[3-06 BOT Min doorlocks 2 27 2018](#)
[3-07 Cenic vendor site](#)
[3-08 Barracuda vendor site](#)
[4-01 TTLC-calendar](#)
[4-02 LC DE Faculty webpage](#)
[4-03 PCCD DE Faculty Resources](#)
[4-04 PCCD Canvas Training Resc](#)
[4-05 PCCD DE Faculty-Resources](#)
[4-06 LC DE Faculty webpage](#)
[4-07 @One Trainings](#)
[4-08 LTI Turnitin](#)
[4-09 LTI VoiceThread](#)
[4-10 Peralta Portal Fac help](#)
[4-11 Flex Day Agenda Jan 2019](#)
[4-12 IT Tech Tuesdays](#)
[4-13 Smart Classroom Manual](#)
[4-14 Smart Classroom Training](#)
[4-15 LC BoardDocs site](#)
[4-16 BoardDocs 2day training](#)
[4-17 SEP Peoplesoft Train Video](#)
[4-18 Passport Student FAQ](#)
[4-19 Peralta Portal Stud help](#)
[4-20 Canvas Guide Training](#)
[4-21 Student Tech Support Wrkshp](#)
[4-22 CurrIQuent Meta trainings](#)
[4-23 LAC Assmt training page](#)
[4-24 Covid 19 Training Resources](#)
[4-25 Chromebook Lend Prog](#)
[5-01 LC Tech Master Pln 2019-21](#)
[5-02 PCCD BP 3720](#)
[5-03 PCCD AP 3720](#)
[5-04 PCCD BP 3725](#)
[5-05 PCCD AP 4105](#)

D. Financial Resources

III.D.1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.*

Evidence of Meeting the Standard

Over the past two years, the College has worked to respond to fiscal challenges that were identified. Since being placed on Fiscal Monitoring status by the ACCJC in Fall 2018, the College participated in the Five-year Integrated Financial Plan ([1-01](#)) that was submitted by the District in May 2019 (updated in December 2019), and then submitted a November 1, 2020 Special Report that spoke to deficiencies outlined by the ACCJC in its January 27, 2020 response letter. The Special Report reflected actions taken to address fiscal challenges with action plans and more concrete projections, informed not only by the Commission but also recommendations that came from the Fiscal Crisis and Management Assistance Team (FCMAT) Report (June 2019) report ([1-02](#)) and the Collaborative Brain Trust (CBT) Report Phase I and Phase II Final Report reports ([1-03](#), [1-04](#)). This report, particularly the response to Standard III.D, demonstrates that the College treats its fiscal health with the utmost seriousness and has planned, made improvements, and set goals as well as action plans to make the needed improvements to ensure stability.

As evidenced by sound fiscal management practices as stated in each of the Adopted Budgets for the last 5 years ([1-05](#)), Laney College has garnered sufficient resources to meet the needs of students. Laney College receives its apportioned financial resources because of the Peralta District's budgeting processes, including employment of the Board-adopted Budget Allocation Model (BAM) ([1-06](#)). The District effectively manages its resources, balancing its budget and keeping with expenditure requirements, using a plan for revenues and expenditures through sound fiscal management practices as stated in each of the adopted budgets. Title 5 and the California Community Colleges' Budget Accounting Manual dictate the District's financial practices. The District's financial accounts are managed in accordance with these practices. Funds are distributed to the Colleges and District using the BAM. The District plans for future expenditures using a Five-Year Planning Cycle.

As mentioned above, Laney College receives its apportioned resources through the Peralta Community College District (PCCD, referred to as the "District") BAM, based on its fulltime equivalent student (FTES) count. In August 2010, the District Planning and Budgeting Council (PBC) took up the task of developing the Model, and subsequently adopted it in May 2011. The purpose of creating the BAM was twofold: first, to move to a model that would better serve the Colleges, and second, to fully respond to previous accreditation recommendations. The original BAM has been reviewed four times since May 2011.

The current BAM model dictates that certain deductions occur before the revenues are dispersed. These include, but are not limited to retiree benefits, Other Post-Employment Benefits (OPEB) debt services, Disabled Students Programs & Services (DSPS) contributions, and bad debts. Further deductions are made for full-time and part-time faculty salary and benefits. The District then allocates the remaining revenues to each of the four colleges, including Laney College, based on a three-year FTES rolling average.

When the Student-Centered Funding Formula (SCFF) came into effect in fiscal year 2018/19, efforts to revise the BAM began in the Fall 2019 semester. During the August 13, 2019 Planning Budget Integration Model (PBIM) Summit ([1-07](#)), the topic was discussed as a priority item for the academic year and PBIM committee recommendations ([1-08](#)). The PBIM uses participatory governance for operational planning and resource allocation. The four elements include Planning, Budgeting, Resource Allocation and Evaluation.

Discussions involved using the metrics of the SCFF to revise the BAM. During the first PBC meeting on September 20, 2019 ([1-09](#)) the Committee reestablished a working group to begin a BAM analysis and reevaluation.

At Laney, the budget development process includes: the program review and the budget augmentation process, and an allocation of the discretionary budget. Input and recommendations flow from the resource prioritization committees, Division Deans, Vice Presidents, the Budget Advisory Committee, and finally College Council to the President.

Annual financial reports, including audited financial statements, indicate that the District has utilized its funds in each area as specified by the program and the funding source. Accounts are balanced and there is financial integrity built into the process of fund management. The District has also instituted internal controls that allow for the separation of duties and appropriate accounting practices. The District internal auditor has an internal audit webpage ([1-10](#)) and has noted an observation of and reference to both internal controls and an adherence to Generally Accepted Government Auditing Standards.

Budget assumptions are tied to the mission, institutional goals, and program reviews, and needs are funded at levels provided through apportionment revenue and categorical or grant funds. Each fiscal year, the District receives program review and prioritized budget planning from each College as part of the budget development cycle. Those budget requests include personnel and materials directly tied to program and operational needs. Requests are then incorporated in the adopted budget or planned fiscal expenditures that support or have supported the achievement of institutional plans or goals that occur each fiscal year and have been occurring for the last five years or more. Regarding reallocation of resources, the College has embedded this in its Program Review process. Comprehensive and Annual Program reviews culminate in the prioritization of resources, completed by five committees: Faculty & Classified prioritization, Instructional Equipment & Library Materials, Technology, and Facilities. The prioritized resource lists flow to the Budget Advisory Committee which in turn, makes a recommendation to College Council and the College President. This is outlined in the Participatory Governance & Organization Manual ([1-11](#)).

On March 20, 2019, the Budget Allocation Rubric recommended by the Budget Advisory Committee was approved by Laney College Council. The following considerations were

approved load all operational budgets (discretionary) from the previous year at 90% and use the 10% to fund a budget pool to fund current budget allocation requests ([1-12](#)).

The plans and evaluation findings are published online on the District website. Plans and their implementation are aligned with the State's *Vision for Success* Goals and the District's Strategic Goals and are supported by budget where possible. Resource allocation is driven by financial forecasts, budgetary projections, and strategic allocation of available resources identified through the planning process.

Analysis and Evaluation

The college's fiscal management processes – in concert with those of the District, are moving forward with integrity. In June 2019, the Fiscal Crisis Management Assistance Team (FCMAT) submitted a report (Peralta Community College District: Financial Review and Fiscal Health Risk Analysis) ([1-13](#)).

The District responded to all 78 FCMAT recommendations with an Integrated Financial Plan 2019-2024 ([1-14](#)) detailing an action plan to stabilize the fiscal issues. They have also provided ongoing planning/reporting has been provided through the District's Planning and Budgeting Integration Model ([1-15](#)), and Cash Flow reports ([1-16](#)).

The Collaborative Brain Trust (CBT) consultants examined operations and in June 2019, they published a Phase I Report ([1-17](#)) followed by a Phase II Final Report ([1-18](#)) in September concerning the District and its Colleges. This information along with the FCMAT Self-Assessment-November 2019 ([1-19](#)) served to evaluate financial processes, enrollment management practices to address issues and provided guidance to best practices throughout the District.

III.D.2 *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Evidence of Meeting the Standard

Laney College's 2018-23 ([2-01](#)) Strategic Plan establishes its Mission as the foundation for its financial and resource planning. Specifically, its first objective in the Goal "Promote Equity" calls for the college to "Align the budget and resource allocation process with the College's Mission."

Laney College's mission and goals provide the foundation for financial planning, and this financial planning is integrated with and supports all institutional planning. In cooperation / coordination with the District, Laney's instructional programs, student support and administrative services units complete a comprehensive program review or annual program review process on a yearly basis. Program reviews serve as the basis for resource requests, which are prioritized and then funded in part through a budget allocation process.

At the outset of each academic year, a program review timeline ([2-02](#)) is constructed and publicized for the completion of the program review process. Program reviews are validated and resource requests within those reviews are prioritized by the following committees: Instructional Equipment and Library Materials, Facilities Planning, Technology Planning, and Classified and Faculty Prioritization Committees. As a rule, these committees meet in early Spring semester (the exception being Faculty Prioritization, which meets in the Fall) to conduct their prioritization work and make their recommendations to Budget Advisory Committee (BAC). The BAC conducts a prioritization which, when concluded, makes recommendations to College Council and, in turn, the College President.

Laney College practices a budget allocation process that permits discretionary budgets to be loaded at 90% of the allocation from the District. With the completion of the prioritization process, the 10% pool of funds are then re-allocated based on the highest priorities as reviewed and recommended ([2-03](#)) by the college Budget Advisory Committee.

In January, post the release of the Governor's budget, a District budget calendar ([2-04](#)) is approved by the Board, and Budget decisions are made. Laney College manages all expenses, revenues, and payables with the support of the District's Finance & Administration team, in alignment with the District budget calendar, Board Policies (BPs) and Administrative Procedures (APs) to ensure sound financial practices and financial stability. Employees can access business forms and procedures through the Laney College Business and Administrative department website ([2-05](#)), or through the District's Finance & Administration website ([2-06](#)).

Policies or procedures for budget development that identify the institution's mission and goals are the foundation for financial planning that resonate in District planning as well. BP 6250 (Budget Management, [2-07](#)) was revised and approved on April 23, 2019 in order to adopt sustainable fund balances and reserves. This adopted BP together with BP 6305 (Debt, [2-08](#)) and related APs 6250 (Budget Management, [2-09](#)), 6300 (General Accounting, [2-10](#)), and 6305 (Debt Insurance and Management, [2-11](#)) are evidence of meeting this Standard.

Concerning timely dissemination, financial information is shared on a frequent, timely basis throughout the year in order to assure that cost center managers have the information necessary to monitor and make critical resource allocation decisions related to their budgets.

Laney College disseminates timely information on the budget in several ways. All Cost Center managers have access to the budget and can conduct queries, monitor spending, and check available balances with daily updates. Monthly fiscal reports on encumbrances, pre-encumbrances are provided along with the status of fund updates (budget vs. actual, [2-12](#)) and grants and categorical monies ([2-13](#)) are provided to the Cost Center managers. Budgets and position control are further reviewed with Cost Center managers in more formal meetings that take place on a quarterly basis ([2-14](#)).

The Budget Advisory Committee, whose charge includes recommending procedures for budget planning and fund allocation consistent with the institutional priorities and monitoring budget planning procedures and fund allocation, holds monthly meetings open to the public. Committee co-chairs email all personnel regularly in advance of their meetings, and the committee's charge, meeting schedule, agendas, and minutes are all published on the Budget Advisory Committee (BAC) BoardDocs site ([2-15](#)).

Analysis and Evaluation

Planning and budget, including the resource allocation process, are central to Laney's integrated planning structure. As with all campus-level planning, this work is linked closely to program review. Budget information is also shared in timely fashion with Cost Center managers and the campus community at large.

III.D.3 *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.*

Evidence of Meeting the Standard

The District uses a participatory governance model for operational planning and resource allocation, referred to as the Planning and Budgeting Integration Model (3-01). The Colleges work in partnership with District Academic Affairs, Student Services, Facilities, Information Technology, Human Resources, Enrollment Management, and Fiscal Resources. The College works in partnership with the District and carries the primary responsibility for developing educational and resource plans that meet the needs of students. In addition to the regular District and college related committee meetings There is a formal summit that takes place each year (3-02).

Laney College follows a systematic timeline and process for completion of financial planning and budget development and timelines (3-03) each year as outlined in AP 6250 Budget Management (3-04), and in the Laney College Budget Development Calendar (3-05). Its place as a part of integrating planning has reached a point in which enrollment and resource reporting come together when discussed with the campus community (3-06). The Budget Advisory Committee (BAC) charge, responsibilities and membership list can be seen on the BAC webpage (3-07). The BAC membership and role in participatory governance is integral to providing valuable constituent feedback for the College budget and planning processes.

To support the effective oversight, management, and allocation of college funds to support Laney's educational programs and services in accordance with Laney College's mission and values, the Budget Advisory Committee is charged with:

- Reviewing general and categorical fiscal reports on a regular basis.
- Recommending structures and procedures for budget planning and fund allocations that are consistent with agreed upon institutional priorities.
- Recommending allocations of existing available funds that are consistent with agreed upon institutional priorities.
- Monitoring College and District budget planning procedures and fund allocations.
- Advocating for the necessary capital resources from the District and other funding sources for Laney College to effectively support and carry out its educational mission.

Additionally, the work of the Budget Advisory Committee feeds into District budgeting, planning and participatory governance. The chief responsibilities of the BAC include:

- Inform and engage the campus community in budget preparation and planning.

- Evaluate and make recommendations as necessary for College and District budget preparation and planning.
- Review fiscal reports and College spending to make recommendations as appropriate.
- Review requests for resource allocations and make recommendations as necessary.
- Ensure that resources are allocated in a manner to best support the College’s mission and Strategic Plan.

The Budget Advisory Committee also interacts with other governance groups at Laney. Five Resource Allocation committees (IT, IELM, Facilities, Faculty & Classified prioritization) present their prioritization rankings to the BAC. The BAC then prioritizes the requests (as in this list, [3-08](#)) and a recommendation is made to College Council. The Resource Request Ranking Rubric ([3-09](#)) was arrived at in cooperation with the various resource committees as well as the Institutional Effectiveness Committee (IEC). Finally, recommendations from the committee such as the use of Parcel Tax dollars are presented to the College Council as in this Measure E two-year spending plan ([3-10](#)) for a final recommendation to the College President.

Analysis and Evaluation

The program review process details resources requested by instructional departments, student support and administrative service units. Program reviews are validated by the Institutional Effectiveness Committee prior to being prioritized by several committees: Classified, Facilities, Technology, and the Budget Advisory Committee. Requests for prioritization are also completed by the Faculty & Instructional Equipment and Library Materials Committees. The access instructions, timeline and rotation schedule and validation rubrics are outlined on the Program Review - Information & Resources webpage ([3-11](#)).

Recommendations are presented by the Budget Advisory Committee to College Council and in turn recommended to the College President. These recommendations are used in the formulation of the Laney College budget. The budget is presented to and approved by District participatory governance bodies: Planning and Budgeting Council and Participatory Governance Committee, for recommendation to the Chancellor and on to the Board of Trustees.

The principal responsibility for overall financial planning lies with the District, with the colleges providing their own needs to inform larger planning, and Laney Colleges reflect what is happening in District planning. For example, Laney College is represented on the District Career Education Committee, where decisions about Strong Workforce, Perkins, and other District wide or regional grant recommendations and decision-making take place. In the end, Laney’s representation on this group is informed by the participatory structures found on bodies such as the Budget Advisory Committee.

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning is reflective of available resources, which are informed by allocations as they are reported by the state, then the District, and at the College. Chiefly, the District provides the colleges with the following year's scheduling allocations and enrollment targets (4-01), as well as and preliminary budget outlook reports (4-02) that are used for schedule and financial planning that takes place at the colleges in the Peralta District.

This planning carries over to Laney College processes. For instance, cost center managers participate on committees alongside faculty, staff and administrators that are critical in institutional planning. Further, they serve as members of the management team, President's cabinet, or the executive cabinet where they receive additional budget information as in the Laney College Budget Development Calendar (4-03) and related budget presentation (4-04). These items include the monthly fund status report (4-05) and a monthly summary report of grants and categorical dollars (4-06). In addition, they have access to current budget reports in the ONEPeralta finance system. Cost center managers also are required to initiate/approve requisitions, budget journals and transfers in their cost center. They are provided with monthly budget reports and participate in quarterly budget meetings.

The foremost example comes from the budget reductions for the last three fiscal years. The five-year budget reduction was decided through the participatory governance process as reflected in the March 8, 2019 PBC Minutes (4-07). The first part of the process was the commitment of the committee members to agree upon an adequate reserve target. It was decided to increase the fund balance from 5 percent (the state requirement) to 10 percent as appears in Board Policy 6250 (Budget Management Reserves, 4-08). The second step in the process was that committee members reviewed several different reduction scenarios and the majority voted on the following:

- Allocate an additional 2% (roughly \$2 million annually) to the budget for contingency reserves (completed in December 2019);
- Reduce expenditures by an additional \$2.1 million by FY 2023/24, which is on track to be realized according to this timeline;
- Reduce expenditures by \$8 million District wide in FY 2019/20, which was completed.

The District has developed a Plan with the goal of achieving fiscal health by reducing overall spending from the General Fund. This Five-Year Integrated Financial Plan (4-09) proposes several scenarios: the total reduction may spread over between one- and five-year periods. The District is considering among these proposed scenarios and will continue to vet them through the participatory governance process.

The District is embarking on a structural deficit reduction strategy. It includes utilizing tools and dashboards to monitor changes in budget assumptions, organizational structures that optimize critical roles and reporting, meeting the Faculty Obligation Number and achieving the 50 percent law, restructuring the OPEB debt obligations, and considering offering an early retirement program. The plan looks to incentivize ideas that generate significant revenues and enterprises. On June 9, 2020, the Board of Trustees approved exploring an early retirement plan and the District in the process of holding webinars to gather information from employees and assess their interest. The first webinar was on June 19, 2020.

Analysis and Evaluation

Laney College plans and allocates resources fully aware of any limitations, including the more recent times of reduction. The District and Laney College carefully monitor the Governor's Budget release continuing through to May revise and final state adoption. The main source of funding comes to Laney College through the SCFF and the District's BAM model.

On that basis, the discretionary allocations to the College are determined. These are provided to the Laney College in the late February, early March time frame, allowing Cost Center managers time to plan for the coming year.

Through the year, the College's regular monthly budget, and encumbrance reports along with our quarterly meetings assist in keeping Cost Center managers on track with expenditures, grants, categorical funds, and partnership dollars. Our monthly meetings of the Budget Advisory Committee and updates to Cabinet and College Council allow to accurately monitor our resources, expenditures, and partnerships.

***III.D.5.** To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

Evidence of Meeting the Standard

Laney College ensures the financial integrity of its financial resources through AP 6250 (Budget Management, [5-01](#)).

Laney College receives funds from the state through the PCCD established Budget Allocation Model (BAM) as outlined in the PCCD's annual budget book ([5-02](#)). Resource requests are made through the College's or Comprehensive or Annual Program Review Process ([5-03](#)). The requests for resources ranging from supplies to personnel and technology are evaluated by multiple resource allocation committees to include: Facilities, IT, Instructional Equipment and Library Materials, Classified and Faculty Prioritization and the Budget Advisory Committee. The flow of this process of participatory governance approvals is outlined in the College's participatory governance and organization manual ([5-04](#)). Recommendations are carried to College Council and move on to the College President for approval as noted in a sample of the College Council Agendas and Minutes ([5-05](#)). This process takes place in alignment with the College's annual budget development calendar ([5-06](#)).

Cost Center managers receive dependable and timely information through the ONEPeralta software system, which tracks all transactions and budget balances. Cost Center managers also receive regular monthly reports from the Business Office to include a summary of the budget actuals by fund ([5-07](#)) a monthly summary of grants and categorical funds ([5-08](#)) and meet with Business Office personnel to review quarterly departmental updates ([5-09](#)) to include position control.

All transactions at the College flow through ONEPeralta, have multiple approvals, and go onto the District Office for further review and approval if necessary. All transactions have activity codes as per the California Community College Budget and Accounting Manual (5-10), and Laney College manages its financial processes in coordination with PCCD's Finance and Administrative Services Department.

The District maintains a relationship with an external auditor which visits the College multiple times on a yearly basis. The audit is conducted 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, and the 2018-2019 Contracted District Audit Manual, issued by the California Community Colleges Chancellor's Office. The independent audit report (5-11) provides an opinion on the financial statements along with any findings or questioned costs.

Analysis and Evaluation

As per the evidence section, the ONEPeralta system records all financial activity, approvals in the process down to the time, date and personnel touching the record. Cost Center managers provide the final approvals for their area, while the corresponding VPs provide review and approvals for the areas under their purview, to provide the correct set of checks and balances, ensuring internal controls and integrity.

The VP of Administrative Services at Laney College meets with the Vice Chancellor Finance and Administration at the District twice monthly, along with other College Business managers to review processes, answer questions, ensure compliance, and secure support on transactions that occur at the colleges. This allows for the timely dissemination of information for decision-making a review of practice .and resolution of any outstanding or sudden issues.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The District creates a tentative and adopted budget as indicated in the budget development process and required by government code. During the development process, PCCD Fiscal Services provides the individual Colleges with copies of their tentative budgets. College Administrative Services then provides department managers with copies of their discretionary budgets (6-01) and history of past expenditures (6-02) so they might accurately assess the allocation of their resources to best support student learning, programs and services. These tentative budgets are approved by the College BAC, College Council and recommended to the President before being submitted to District level committees and in turn, the Chancellor. Budgets are submitted for Board public hearings and Board approval.

To ensure accuracy of financial documents, the Vice Chancellor of Finance and Administration reviews monthly projections and provides a quarterly financial report to the Governing Board. The District undergoes an annual external audit, which helps to ensure accuracy of and appropriate allocation of resources. The auditor reports the results of the audit to the Board of

Trustees in an open meeting. External audits are performed annually with the auditor providing a report at an open Board meeting. The most recent audit was for the fiscal year ending June 30, 2019. The Board accepted the June 30, 2019 annual audit report on January 21, 2020.

At this writing, the District Adopted Budget Book 20-21 (6-03) has been presented as balanced, and with a caveat that the District may experience impacts from the California Legislator's fiscal year 2020/21 budget. Community College Districts in this state may experience deferrals or budget cuts due to the COVID-19 pandemic. However, one of the recommendations from the CBT Phase II Final Report is to implement an early retirement system that will help to address the structural deficit. The District is in the process of evaluating such a program.

Budget versus actual variance reports have been presented to the Board of Trustees and are calendared for quarterly reporting to the board. The first report was on May 14, 2020. The reports demonstrate the degree of cash balance and spending patterns, as well as budget expenditures planned to actual. The District is on track over the year in its budgeted spending and cash is sufficient to meet expenses.

The most recent report from CBT states, "An internal analysis conducted by the District at the conclusion of the project verified that recommendations by all three agencies (CBT, FCMAT, and ACCJC) are in fact being addressed, and progress is being made, as explained in this report." (p.5). Furthermore, this report which was received in June 2020 states "While the CBT Phase II Final Report was not due until June 2020, due to the urgency of this section of the project, the work was conducted over a four-week period (late August to early September) to assist the District in its (a) presentation of the District's Final Budget at the September 10, 2019 Board Meeting, and (b) preparation of materials for the Board of Governor's report September 16, 2019." Therefore, the CBT Phase II Final Report (6-04) makes commendations that the District has moved forward since September 2020 and notes that "There were no FCMAT or budget items refuted as a result of CBT's review, and several areas were discussed that will help clarify future budget development and presentations (p. 44)."

Concerns addressed by CBT, FCMAT, and ACCJC were addressed at a recent FCMAT Town Hall (6-05) at which actions and progress on the recommendations in purchasing, technology, financial aid, and internal controls were detailed by both College and District Office personnel, all serving to heighten the credibility, accuracy, and integrity of our processes and procedures.

The District completes CCFS-311Q and CCSF-320 reports (6-06). The Q2 December 31, 2019 CCFS-311Q audit (6-07) was completed and submitted to the State Chancellor's office on time and presented to the Board of Trustees at the public meeting on March 10, 2020 (Item No. 8.1) (6-08). The CCSF-311Q is the State Chancellor's Office Quarterly Financial Status Report summarizing and communicating the results of the budgetary decisions and transactions made by the District through the second quarter of fiscal year 2019-20. This quarterly financial status report was signed by the Executive Fiscal Director on February 11, 2020 and by the Chancellor the next day.

The District hired an internal auditor and contracted with an outside audit firm in April and May 2020, respectively (6-09). The use of technological interfaces to keep track of documents and to assure accountability with the audit requirements is being used. Each area has an identified individual who is responsible for the upload of the appropriate documents in a timely fashion.

Analysis and Evaluation

Financial documents such as the adopted budget have been made public, reviewed and approved in accordance with Section 58305, Title 5, of the California Code of Regulations. To ensure accuracy of financial documents, the Vice Chancellor of Finance and Administration reviews monthly projections and provides a quarterly financial report to the Governing Board. The District undergoes an annual external audit, which helps to ensure accuracy of and appropriate allocation of resources. The auditor reports the results of the audit to the Board of Trustees in an open meeting. External audits are performed annually with the auditor providing a report at an open Board meeting. The most recent audit was for the fiscal year ending June 30, 2019. The Board accepted the June 30, 2019 annual audit report on January 21, 2020.

Further fiscal compliance items delivered to the State Chancellor's Office include the 311Q report, which includes information on general fund revenues, expenditures, fund balances along with annualized FTES along with general fund cash balances.

These actions/evidence demonstrate the high degree of credibility and appropriate allocation of resources to student learning programs and services in our financial planning. The high degree of participation of personnel and participatory governance in the development of the budget through our budget development process ensures that the budget is credible.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

To further improve the District's financial management and administration, in accordance with Board Policy 6400 (Financial Audits, [7-01](#)), the District conducts internal audits within the system and employs external auditors by contracting with a certified public accounting firm. For the fiscal year 2019/20, the District has moved from Eide Bailly LLP to Clifton Larson Allen LLP.

The District's internal audit, led by a newly hired Internal Auditor, assumes the responsibility of assisting the District in accomplishing its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.

The independent auditors' responsibility is also to express their professional opinions based upon financial statements prepared by the District. The audit findings may be categorized either as material weakness or significant deficiency, based upon risk assessments of the appropriateness of accounting policies used by the District and the reasonableness of significant accounting estimates made by the District's management. Auditors can also evaluate the overall presentation of the financial statements prepared by the District and shared with the auditors.

Although the number of audit findings have decreased in recent years, the District has experienced a budget Net Decrease in the Unrestricted General Fund where expenditures exceeded total revenues. This may suggest that the District needs to ensure its internal control

structure has appropriate mechanisms. Furthermore, it needs to regularly evaluate its financial management practices and use the results of that evaluation to improve internal control systems.

For the fiscal year ended June 30, 2019, there was one finding at Laney College (7-02) detailed in the annual audit report prepared by the independent auditor, which noted a deficiency in the Financial Aid area, which had to do with providing documentation to show reconciliation of a direct loan.

Since that time, the College has developed policies and procedures to ensure institutional Direct Loan records are being reconciled with the School Account Statement (SAS) data file received by COD on a monthly basis. In addition, the College has hired a Director of Financial Aid and has been proactive in reviewing the reconciliations to ensure the accuracy of the data for the Direct Loan. Staff has been trained to effectively and efficiently understand and reconcile the Direct Loan records. The updated Laney Financial Aid Policies and Procedures Manual (7-03) also provides clear guidance.

Analysis and Evaluation

Audit findings are examined by the Chancellor and Cabinet, the Board of Trustees, the Vice Chancellor of Finance and Administration, the Laney College President, the Vice President of Administrative Services, and relevant department managers.

The Board has accepted the financial audits for the last five years. The Annual Financial (Audit) Report (7-04) for the prior fiscal year, was received on January 21, 2020. Auditors also delivered a Final Communication Letter (7-05), and Management Letter (7-06).

When the District receives an audit finding, it takes steps to respond in a timely manner, and has worked to produce a “corrective action plan” (7-07) to address them. As of December 2020, the most recent Annual Financial Report (7-08) provided an “unqualified opinion”, a judgement that financial statements were fairly and appropriately presented. However, the District is in the process of attending to furthering internal controls. One aspect of this is through a more robust accounting program that is being implemented with an Oracle upgrade.

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District has internal control systems and they have been largely paper based. In 2018, the system was moved to a PeopleSoft platform incorporated into “OnePeralta”. ONEPeralta is an upgrade to the existing student and administrative technology platform that will allow us to migrate to a common suite of policies, processes and technologically advanced core systems. This common suite will allow us to become more efficient in our use of resources across academic affairs, human resources, business services and general services functional areas as well as systems operations. The finance system has been upgraded; the remainder of the implementation is in process.

This has been a huge undertaking and required adherence to Board Policies and Administrative Procedures regarding expenditures, contracts, and purchase orders is now being driven into goals and outcomes for staff. With key positions filled, the information and accounting system is set to be upgraded in fiscal year 2020/21, with an estimated completion and migration time of February 2021. The upgrade will include finance modules, position control modules, student financial aid, and student accounts receivables integration.

The Accounts Payable Department has streamlined and standardized the process of invoice payment and is utilizing the Oracle system for approval of requisitions and verification of receipts to accommodate a timelier processing of vendor payments as outlined in the move to the ONEPeralta Finance System ([8-01](#)).

Key staffing positions have been filled to provide oversight for vendor payments and processing in a timely manner. These positions include the Director of Purchasing and Principal Budget Analyst, internal auditor, and Finance Analyst. The internal auditor will provide training for the staff. The Purchasing Department has been moved from the Department of General Services to the Finance Department. A business process analysis was completed for the development, implementation and execution of contracts, purchase requisitions and payment of invoices. The technology-based procedure has been implemented facilitating timely processing of contracts, clear accountability of the progress of the contract and the ability to run reports, troubleshoot and issue and to discover bottlenecks and/or barriers.

External auditors review financial and internal control systems in annual audit conducted by an external auditor ([8-02](#)). The auditors evaluate systems for validity and effectiveness, and report on any material weakness in internal control, if found. The District maintains internal controls through review of emerging needs and regulations. The recent reorganization of Finance at the District level addressed the need to fill several vacancies to ensure separation of duties including:

- Purchasing Director
- Payroll Director
- Payroll Manager
- Senior Accountant
- Internal Auditor
- Vice Chancellor of Finance and Administration

The District is in the process of bringing a clearer internal control mechanism through automated systems and the use of upgraded Oracle cloud-based computing. This system is expected to be implemented by February 2021.

Laney College regularly reviews its financial management process through effective and regularly required state and federal annual audits using an external auditor as required by the District's BP 6400 on Financial Audits ([8-03](#)). These audits include any special or categorical funds or an audit of bond dollars ([8-04](#)) as well as unrestricted funds. The audit reports are presented to the District's Board of Trustees (BOT) at their public December meeting and the reports are posted on the publicly accessible the District's Internal Audit website under Annual Financial Reports - PCCD ([8-05](#)).

In comprehensive and annual program review process (8-06) each unit evaluates the impact and effectiveness of resource allocations from the previous year as well as trend data from previous years in their justifications for resource requests in the coming year.

Analysis and Evaluation

The audit reports show that Laney College's financial management practices - including internal control systems - are evaluated and assessed for validity and effectiveness. The results of this assessment are used for improvement. Laney College had one finding at the College (8-07) related to reconciling direct loans and in cooperation with the District worked towards an immediate remedy, as discussed in Standard III.D.7.

The Laney College Vice President of Finance and Administrative Services, the District Director of Accounting Services, and the District's Chief Financial Officer meet regularly to review current fiscal issues at the Colleges and the District operations: weekly teleconference meetings to discuss financial matters and monthly face-to-face meetings to review issues in more depth.

***III.D.9** The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard

The District's adopted budgets are established each year. Within them there are anticipated revenues and expenses, with Administrative Policy 6250 (Budget Management, 9-01) guiding the calendar, directives, presentation, consolidation, and adoption. With each category of revenue generated by apportionment, categorical funding, or other funding through the state Chancellor's office, the District receives cash on a predetermined apportionment schedule (9-02).

The apportionment is anticipated in the adopted budget. Expenditures are monitored carefully and on a monthly basis. The District annual adopted budgets (9-03) are posted online and cash flow monthly current and projected reports (9-04), are shared with the Chancellor and the Board of Trustees (9-05).

Former Interim Chancellor Fran White worked with the Board to ensure that reserves were increased during her tenure, resulting in a revision of Board Policy 6250 (Budget Management – Reserves, 9-06), and a commitment to maintain reserves at the 10 percent level and to restore them immediately should they fall below this level: “When the...fund balance falls below 10 percent, the District shall...replenish it to 10 percent within one year.” BP 6250 was revised and approved in April 2019 (9-07). The District's current level of reserves allow for sufficient cash flow under normal circumstances, unfunded liabilities, risk mitigation, significant emergencies, and a buffer against budget reductions.

In the midst of a ten-year era that has seen two parcel taxes and two facilities improvement bonds passed by Alameda County voters, the District in May 2016 established AP 6305 (9-08), which sets forth guidelines for the careful issuance and management of debt including recent general obligation bonds. This AP establishes principal objectives on proposed debt issues to

include necessity, cost effectiveness and risk profile, efficiency, and compliance with state and federal law.

Analysis and Evaluation

The District has actively planned for changes in the Student-Centered Funding Formula (SCFF) through projections ([9-09](#)) which include all considerations of funding: (1) full-time equivalent student (FTES) enrollment (2) supplemental allocation, to include California Promise-qualifying students and (3) Student Success award-based metrics, including program completion. The projections span five years projections and have been shared in the annual adopted budget book.

The District has also worked towards increasing reserves through Board Policy action, expenditure control, management of reserves and conservative budget planning. The District also has established procedures regarding both debt issuance and management as well as procedures in effectively managing debt obligations.

III.D.10 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.

Evidence of Meeting the Standard

When funds are received in the District accounts, they are appropriately recorded in revenue accounts. These accounts are coded as per the contracted budget and accounting manual. These include apportionment, categorical, financial aid, federal funds, tax revenues, bond funds, grants, foundations, student organizations, and externally funded programs.

The District's Fiscal & Administrative Services Department provides financial oversight for the District and College investments and assets. Assets are invested with the County of Alameda for revenues that are in District accounts, working with departmental budget managers as appropriate, and the District Fiscal Services staff maintain oversight for all funds, including financial aid, grants, and trusts. The Vice Chancellor of Finance & Administration and the Executive Fiscal Director apprise the Chancellor and the Board of Trustees through monthly financial reports and special reports for bond expenditures as in the Measure G Bond Spending Plan ([10-01](#)) at regular Board meetings.

Laney College finances are monitored by the Vice President of Administrative Services, and the Business Services Department, to include a Principal Financial Analyst and two Support Service Specialists (Fiscal). Department Deans, grant/program and Cost Center managers monitor the funds that are under their purview. The Budget Advisory Committee (BAC), College Council, the Vice Presidents and President of the College all have input into budget related decisions.

At Laney College, Financial Aid is monitored by the Director of Financial Aid with the support of the Dean of Enrollment Services, and the Vice President of Student Services. During the Spring 2020 semester, the Director of Financial Aid position was hired.

Department Deans, grant/program and cost center managers have oversight of daily tasks related to grant funding, reporting and compliance, with the support of Administrative (Business) Services. Monthly reports are provided to track spending and the associated deadline dates. BP 5130 Financial Aid ([10-02](#)), AP 5130 Financial Aid ([10-03](#)), PCCD Financial Aid Policies & Procedures Manual ([10-04](#)).

The District also provides oversight for Laney College through the Budget Director and the Coordinator of Grants and Special Programs, who monitors state, federal, local grants, and expenditures along with other categorically funded programs such as Career Technical Education (CTE), matriculation, contract education and other private, corporate, foundation and community grants for fiscal and programmatic compliance.

The District works with Laney College regarding special projects compliance and provides guidance with the interpretation and use of budget funds to ensure fiscal control compliance with grant and contract regulations. BP 3280 Grants ([10-05](#)) PCCD Grant Manual Spring 2012 ([10-06](#)). There are a few externally funded programs to include Follett Bookstore Management and the AC Transit EasyPass.

At Laney, contractual agreements are reviewed by cost center managers who are engaging with the vendor, they flow through the Vice President of Administrative Services. The Laney President is the final approver, sole signatory and designee for the Chancellor. The District offers support and legal review of large contracts which must also undergo Board approval.

A Laney College auxiliary organization/foundation of note is the Peralta Community College District Foundation, which is an independent 501 (c) (3) nonprofit. The District provides guidance for this organization and helps to ensure compliance with contracts. The PCCD Foundation uses its own software programs to keep its finances separate from the College. Each year the Foundation is audited by an independent outside firm for compliance with state and federal mandates.

A firm of certified public accountants conducts yearly audits on an annual basis that cover compliance and accounting of the District's finances. Audits of District and College finances, financial aid, grants externally funded programs, contracts, investments, and assets to include Local Agency Investment Fund (LAIF), Associated Student Body (ASB) and Other Post-Employment Benefits (OPEB) funds are also provided.

Analysis and Evaluation

As part of the District, Laney College has well-established financial policies and procedures that ensure it remains in compliance with relevant state/federal regulations, including those governing Federal Title 4 financial aid. Program review evaluation and audits reveal any problems in processes that are subsequently remedied.

Board Policy sets thresholds on contracts for work to be done, services to be performed, and goods, equipment or supplies that require approval by the Board of Trustees (BOT). In 2019-20, the amounts for construction are \$50,000 and for non-construction items \$95,200 BP/AP 6340

(Bids & Contracts, [10-07](#)), BP 6345 (Approval of Special Contracts/Extensions, [10-08](#)), AP 6350 (Construction Contracts, [10-09](#)) and the PCCD Procurement Process ([10-10](#)).

The District uses the Board Action approval system in BoardDocs ([10-11](#)) to ensure that all levels of management have reviewed and approved or ratified contracts according to the threshold limits.

BP 6320/AP 6320 ([10-12](#)) govern investments. District investments are primarily associated with future debt payment. The investments are managed by external investment firms, which give regular updates on the status of the investments to the BOT Finance Committee and the full Board.

III.D.11 *The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard

The District's short-range financial decisions are made considering its long-range financial priorities. Planning for payment of liabilities and future employee-related obligations is addressed within the District's annual budgeting process. See sections III.D.9, III.D.10 and III.D.12.

The District's apportionment funding is based on the SCFF calculation, and funds are allocated to Laney College through the adopted Budget Allocation Model (BAM) ([11-01](#)). As noted in Section III.D.9, The District's reserves were increased to 10 percent in order to allow for sufficient cash flow under normal circumstances, unfunded liabilities, risk mitigation, significant emergencies, and a buffer against budget reductions.

The District's cash flow is not affected by the deferral of State apportionments at this time. Based on District projections, the deferral of State apportionments may impact us in May of 2021. To mitigate this, the District has applied for the California School Finance Authority's Tax and Revenue Anticipation Notes pool ([11-02](#)).

Short and long-term fiscal priorities are examined on a yearly basis. Liabilities and obligations to include public employees/state teachers' retirement, and Disabled Students Programs and Services (DSPS) contributions, OPEB debt service, self-insurance and medical premiums and utilities are also examined on a yearly basis to assure financial stability.

In the annual budget development cycle, a multi-year projection is prepared that assures the maintenance of fiscal solvency and an adequate number of reserves. The budget is developed through the participatory governance bodies and budget committees at each site, District Governance Bodies (including: Planning and Budgeting Council (PBC), and the Participatory Governance Committee (PGC)) as well as the Board of Trustees. A tentative budget is adopted in

typically adopted in June and the final budget adopted in September. In the 2020-21 budget year these deadlines were moved to August and October.

Analysis and Evaluation

An analysis of the District/Laney College's short and long-term financial planning through the budget management process, policy on reserves, debt issuance and management as well as the work on SCFF revenue projections demonstrates that District and the College have identified, planned, and allocated resources to ensure stability and provide for the payment of liabilities and future obligations.

III.D.12 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

The District has a complex Other Post-Employee Benefits (OPEB) program that serves the contractual commitments contained within the collective bargaining agreements covering health benefits. Each year the District conducts an actuarial study ([12-01](#)) to determine the degree to which it should plan for covering the present value cost of these benefits. Bond proceeds are invested by the District Retirement Board ([12-02](#)).

The current OPEB structure calls for the payment of the annual debt service (annual principal and interest payments) and the current expense of retiree medical costs to be made up from the unrestricted general fund. To the extent permissible, the OPEB Trust which is overseen by the Retirement Board then reimburses the unrestricted general fund for the annual expense of the retiree medical cost. These are administered centrally because retiree costs are not associated with the annual operations of an individual college ([12-03](#)).

The District recognizes future liabilities related to OPEB. The District continues to provide retirees who were hired prior to July 1, 2004 with lifetime medical benefits. For employees hired after July 1, 2004, medical benefits upon retirement are provided until age 65 or Medicare eligibility. As of June 30, 2018, the District's total OPEB liability was \$202.7 million, with \$189.8 million for the pre-2004 hires and \$12.9 million for the post-2004 hires. As of June 30, 2019, the liability was \$189,821,787 for pre-2004 hires and \$10,277,949 for post-2004 employees. In order to continuously and effectively administer this commitment, in 2016 the District revised its Board Policy ([12-04](#)) and Administrative Procedure ([12-05](#)) with respect to Debt Management with BP/AP 6305. The District has continued to follow the 2014 audit recommendations and developed an action plan to fund OPEB liabilities, including associated debt service.

Beginning fiscal year 2010/11, the District implemented an OPEB charge of 12.5 percent to each position's salary to assist with funding the unfunded actuarial accrued liability of \$221 million (per Bartel and Associates' report dated 3/21/2011). The application of this employer-paid-benefit charge is consistent with guidance provided by both the United States Department of

Education and the California Department of Education. The annual charge has continued but has declined to 7.50 percent for the last several fiscal years. The withheld percentage fluctuates annually as it is based on an approved actuarial study. Each year, with the formation of the annual budget, the General Fund, the OPEB Fund (69), and the Trust Fund (94) are charged the appropriate expense to cover the debt service payments. The District contributes to the Irrevocable Trust II (Fund 95) in the amount of \$250,000 per the OPEB long-term funding plan.

In 2005, the District issued \$153.7 million OPEB bonds, \$133.7 million of which were issued as convertible auction rate securities. These OPEB bonds, initially structured as zero-coupon bonds or capital appreciation bonds (CABs), increase in principal value until specific predetermined dates, at which time a group or tranche of them then convert into auction rate securities with variable interest rates. In 2006, the District entered forward starting interest rate swaps in connection with the bonds to mitigate future increases in interest rates.

In 2008, the fiscal crisis significantly impacted the market for municipal auction rate securities. Investors since then have generally not purchased auction rate securities from municipal issuers. If not, enough investors purchase the bonds every 35 days, the default interest rate of 12 percent per State usury laws would occur. This has led to the need for the District to refinance or convert each tranche of bonds. In 2011, the District refinanced the B-1 Tranche into fixed rate bonds, extending the final maturity from 2015 to 2031. In 2011 the District created a substantive plan and revised it in 2014 regarding its OPEB debt ([12-06](#)). In 2015, the District converted the B-2 Tranche into variable rate bonds backed by a letter of credit from Barclays Bank plc.

In fiscal year 2019/20, the District began working with its financial advisors to revise and refund the OPEB debt. The tranche of B-3 Bonds was addressed at Board meetings in June and July 2020 ([12-07](#)). The District is proposing to convert the B-3 Tranche to variable rate bonds backed by a letter of credit from Barclays Bank. The Letter of Credit provides investors a source of funds at every remarketing period (weekly) to sell their position to, if desired. Investors will look to the credit strength of the bank providing the letter of credit alongside the District's credit.

The District's plan is to convert the outstanding B-3 Bonds to variable rate bonds with a Letter of Credit. This is like the plan that Finance used in 2015. This conversion will not extend the final maturity of the B-3 Bonds. On May 26, 2020, the Board approved a resolution authorizing the conversion of the B-3 tranche from auction rate securities to variable rate demand bonds and associated legal documentation. The Chancellor leads weekly working group meetings for the OPEB Bond Program, inclusive of District staff, external counsel, bond counsel, and a municipal advisor. The Vice Chancellor of Finance and Administration is leading efforts to budget general fund sources to decrease future reliance of draws from the Retiree Health Benefit Trust to pay bond principal.

Evidence of Meeting the Standard

The District receives unrestricted general funds as per the state guidelines and expends them as required and allowed by law. Accordingly, the District publishes its financial documents, including the budget, that reflect appropriate allocation and use of financial resources to support student learning programs and services. These are reflected in the 2015-2020 Adopted Budgets ([12-08](#)). There are three major sources of revenue that provide the resources necessary to fund

the general operations of the District. These major sources are 1) general apportionment, 2) local property taxes, and 3) enrollment fees and tuition that account for approximately 83 percent of the revenue received.

Salaries and benefits comprise the lion's share of expenditures, and these are balanced with the mandated 50% law. Expenditures for OPEB represented 3 percent, while fringe benefits less OPEB represented 21 percent of the expenditures and Retiree Benefits another 6 percent of expenditures. This means salaries and fringe benefits accounted for 80 percent of PCCD's general fund expenditures. The remaining expenditures included 14 percent for books, supplies, and services; and 4 percent for equipment and capital outlays, debt service, and other transfers. The remaining 2 percent are contingency funds.

The District receives restricted funds and expends them as required by the respective guidelines. PCCD manages all its Restricted Funds by following the BPs and APs contained in the 6000 series under Business and Fiscal Affairs ([12-09](#)). General Restricted Fund accounts for the revenues and expenditures for the operation and support of programs that are specifically restricted by laws, regulations, and donors' or other outside agencies' funding terms and conditions.

During 2019/20, PCCD's total General Fund Restricted Revenues were \$51,282,300. Expenditures were \$51,223,749, which covered salaries, benefits, OPEB, and discretionary spending. Other expenditures were comprised of books, supplies, and services. These expenditures were \$58,551 less than the amount that the District received from the funding sources.

Compensated Leave

PCCD uses the California Community Colleges Contracted District Audit Manual ([12-10](#)) for guidance regarding compensated leave. PCCD accrues compensated absence costs earned by employees and recognizes accumulated unpaid employee vacation benefits at year-end as liabilities. PCCD also accrues "load banking" with eligible academic employees, allowing employees to teach extra courses in one period in exchange for time off in another period.

PCCD does not recognize accumulated sick leave benefits as liabilities of the District. PCCD policy records sick leave as an operating expense in the period taken and adds unused sick leave to the creditable service period for calculation of retirement benefits for eligible employees.

Analysis and Evaluation

While the District has completed its budgeting process and follows its budget development schedule each year, the forward process incorporates projected revenues and expenditures for the next five years, evaluation of the ending fund balances, and the goal of adopting balanced budgets. This takes into consideration the impacts of the Student-Centered Funding Formula and enrollment projections. In the 2020/21 Tentative Budget, these revisions are included, and were adopted at the June 23, 2020 Board meeting. The District has begun to address the need to more clearly budget for expenditures and manage to them. At the same time, the District in conjunction with the Colleges looks to strategies for increasing enrollment.

The District provided the ACCJC with a summary ([12-11](#)) which detailed the history of OPEB Benefits (Trust I), the funding level and the allowable draws. Details on OPEB Benefits (Trust II) were also provided, along with the summary timeline, total debt service costs and cash flow projections.

The College detailed OPEB items in its November 1, 2020 Special Report to the Accrediting Commission. Pages 44-48 of the Special Report ([12-12](#)) address the following:

- an audit of annual enrollment eligibility in the program;
- an annual OPEB actuarial study;
- a separate funding valuation (with Board approval) at the estimated rate for more realistic liability numbers;
- an elimination of annual general fund payments to the OPEB trust funds;
- a termination and restructuring of the more volatile bonds;

The College response demonstrates the District's efforts to improve in the management of the PCCD OPEB Bond Program.

III.D.13 *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.*

Evidence of Meeting the Standard

In addition to the actions the District takes to ensure it meets its Other Post Employee Benefits (OPEB) obligations, as discussed in section III.D.12, PCCD utilizes bond funds for new facilities.

In keeping with BP 6740 and AP 6740 (Citizens' Oversight Committee, [13-01](#)), legal guidance/regulations a Board or Oversight Committee is formed to assist in legally managing the funds and complying with requirements of the applicable measures and constitutional requirements. The Citizen's Oversight Committee for Bonds ([13-02](#)) and Parcel Tax has been formed for property tax-based funding mechanisms. The Retirement Board ([13-03](#)) is a committee dedicated to oversight of the OPEB investments and Trust Funds. The Retirement Board was established on April 13, 2011. It is charged with the discretion, responsibility, and authority to oversee the management of OPEB. Other Post-Employee Benefits were covered in III.D.12 of this report where it is explained how the District is proactively handling the debt for those benefits.

To effectively manage its budget and expenditures in years to come, the Finance Office developed a Five-Year General Fund Projection ([13-04](#)) in Spring 2019 and an SCFF Five-Year Projection ([13-05](#)). With this mechanism estimated both potential revenues and all obligated expenditures between 2019/20 and 2023/24 have been described and outlined. The Finance Office plans to work with the District and the four colleges to develop and implement strategies in order to assure the financial integrity of the District and the responsible use of its financial resources.

In terms of the general obligation (“GO”) bonds, on April 7, 2020 the Board authorized [\(13-06\)](#) the issuance and sale of GO bonds. On April 22, 2020, the District successfully sold \$115 million of GO bonds authorized under the Elections of 2006 (Measure A) and 2018 (Measure G) to finance capital projects throughout the District.

The Election of 2006 series totaled \$65 million, which was the remainder of the Measure A authorization. The Election of 2018 series totaled \$50 million and was the inaugural issuance under the Measure G authorization. The bonds were rated AA (Associate in Arts) by Standard & Poor’s and AA by Fitch Ratings. The District did not apply for a Moody’s rating. The bonds priced with an all-in cost of financing of 2.05%, reflecting their short maturity structure. Despite volatility in the municipal bond markets due to the ongoing pandemic, completing the sale of the new money bonds was important for the District because it allows the District to maintain cashflow for construction projects that are underway and allows future construction projects to stay on schedule.

The District is guided by AP 6306 (Interest Rate Risk Management, [13-07](#)) regarding bond financings both to manage interest rate risk and provide budget certainty. On May 27, 2020, the District refunded \$22.9 million of its Series 2009 GO Bonds to generate debt service savings for taxpayers. Towards the end of May the municipal bond market experienced a historic rally, resulting in interest rates hitting their all-time lows. As a result, the District saved taxpayers \$5.1M in reduced debt service, [\(13-08\)](#) which is approximately \$694,000 more than the amount that the District would have saved taxpayers had it proceeded with pricing its refunding bonds in April. The all-in cost to taxpayers for the refunding bonds is 1.24%. Like the District’s new money issuance, the refunding bonds were rated AA- by Standard & Poor’s and AA by Fitch Ratings.

Analysis and Evaluation

The District handles its debt structures and obligations proactively and is seeking ways to lower former debt burdens incurred in prior years, and its overall costs and provide resources needed to the District. By engaging in systematic processes to lower its debt service costs and to meet taxpayer expectations, the District is exercising its fiduciary responsibilities. It is planned that over the next five years, the OPEB debt will be fully restructured and decreased so that there are no open tranches.

The District uses an external auditor to evaluate financial statements and performance. The objectives of the performance audit are to determine whether expenditures charged to the Measure A Bonds’ Fund have been made in accordance with the Bonds’ project list approved by the voters through the approval of the Measure A General Obligation Bonds; determine whether salary transactions charged to the Measure A Bonds’ Fund were in support of Measure A General Obligation Bonds and not for District general administration or operations; and determine whether proceeds from the sale of bonds have been appropriately recorded within the Measure A Bonds’ Fund.

The District engaged certified public accountants to perform financial and performance audits [\(13-09\)](#) as of the year ended June 30, 2019. The independent auditor’s report expressed the following opinions based on the audits: “In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure A General

Obligation Bonds' Fund (Measure A Bonds' Fund, Election 2006) of the District at June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America...The results of our tests indicated that the District expended the Proposition 39 Measure A General Obligation Bonds' Fund only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.”

III.D.14 *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.*

Evidence of Meeting the Standard

Laney College does not manage short- or long-term debt instruments – these are handled by the District. The District uses its financial resources, including those from its General Obligation Bond funds, Foundation, and Grants to further its mission and goals. BP/AP 6305 (14-01) was designed to guide the issuance of debt and debt management, in coordination with BP 3280 (Grants, 14-02) and AP 6320 (Investments, 14-03).

The issuance and sale of General Obligation Bonds is a process that only happens through Board approval (14-04) for issuance and sale of the bonds (14-05), and the accompanying resolutions 19/20-38 (14-06) and 19/20-43 (14-07) as well as the establishment of new treasury funds (14-08) to house the proceeds.

The District contracts with an external accounting firm to perform an annual financial and performance audit (14-09) on all funds, including its General Obligation Bond Funds. These audits ensure that funds are used in a manner consistent with their intended purpose. Monthly updates are provided to the Board (14-10). Input from the Citizens’ Bond Oversight Committee provides additional assurance (14-11) that bond funds are used for their intended purpose.

All other funds that Laney College receives, auxiliary monies (bookstore and facilities rental income for example), grants, and categorical monies are subject to audit. The District is audited annually, and the audits are coordinated with Laney College.

Auditors’ visits include a review of the Financial Aid and Cashier’s (Bursar’s) office activities. As a result of the number of grants and categorical funds that the College receives, the District offers additional personnel support from the District office in the form of a Coordinator of Grants and Special Programs who assists in monitoring, reporting, the calculation of carryover amounts and the spend down of monies in special funds that are expiring. Laney College also works in partnership with the District internal auditor who strives to provide the college with objective assurance and advisory services to improve and strengthen operational practices.

At Laney, Cost Center Managers are provided with monthly reports on the status of the funds at the College, as well as individual grants and categorical programs under their purview. They are also provided with monthly pre/encumbrance reports, furnished with quarterly meetings to review accounts, and position control to effectively track and budget personnel.

Analysis and Evaluation

Laney College strives to manage all financial resources with integrity and in a manner consistent with the funding source. The one significant audit finding ([14-12](#)) regarding the reconciliation of institutional Direct Loan records with the School Account Statement (SAS) data file ending in fiscal year 2019 was addressed promptly and in cooperation with the District, to now be reconciled on a monthly basis with the Department of Education through the Common Origination and Disbursement (COD) system.

The College operates in accordance with both federal and state mandates, and according to the most recent audit report, the audit was completed in accordance with accounting principles generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the standards and procedures identified in the 2018-2019 California Community Colleges Chancellor's Office District Audit Manual.

III.D.15 *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title 4 of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard

The District has an AP 5130 (Financial Aid, [15-01](#)) to guide eligibility and applications, through to delinquency of obligations, loss and appeals. Information on direct loans is provided to include information on borrowing amounts, current interest rates, and loan fees ([15-02](#)), and direct loan terms and conditions ([15-03](#)). Laney also has an updated policies and procedures manual ([15-04](#)) to guide decisions and actions and properly administer the Financial Aid program.

For compliance purposes, Laney College is within the acceptable range of loan default and within the guidelines of our Cohort Default Rate as defined by the United States Department of Education. Compliance with Title 4 regulations is also addressed in Eligibility Requirement 5, Standard III.D.10, and Standard III.D.15. Institutions with a 30 percent or higher default rate over a 3-year period, are subject to sanctions or loss of eligibility for federal student aid programs. The College's most recent official rate was 20.9 percent in 2017, showing a 3-year decline, as described in the section on the Certification of Continued Institutional Compliance with Commission Policies, under Title 4 Compliance.

The College is working to develop a default management plan. Furthermore, delinquent borrowers are communicated ([15-04a](#)) with monthly regarding repayment options, deferment/forbearance options, servicer contact information and school staff assistance. Laney College Financial Aid staff works with loan services to update contact information and skip tracing requests to maximize communication with borrowers.

Where required, Laney College reviews the Incorrect Data Challenge process annually, reviewing all defaulted students during the draft rate cycle and submits challenges for students who should not have been included in the calculation.

Laney College also complies with all federal regulations for the William D. Ford Direct Loan program. Loan files are audited annually during the financial audit. The College has checks and balances to monitor all financial aid through the appropriate guidelines of the federal government.

In 2018, the US Dept. of Education conducted a Comprehensive Program Review on the administration of programs related to Title IV was conducted and Program Review Report ([15-05](#)) was generated. Findings related to the verification of Last Date of Withdrawal for students and Drug and distribution of information on the Drug Alcohol Abuse Prevention Program were addressed. Revised policies and procedures were put in place and documentation furnished to support & confirm compliance.

For the fiscal year ended June 30, 2019, there was one finding at Laney College ([15-06](#)) detailed in the annual audit report prepared by the independent auditor, which noted a deficiency in the Financial Aid area - providing documentation to show reconciliation of a direct loan. This issue has also been remedied as outlined in Standard III.D.7 and III.D.8.

Analysis and Evaluation

Laney College monitors and manages all types of financial aid through the appropriate guidelines of the federal government.

The College works in cooperation with ECMC through the Minority Serving Institution Project Success ([15-07](#)) for monitoring and guidance assistance and default prevention management practices, in addition to providing financial literacy to loan borrowers as a proactive measure to ensure our default rate continues to decrease while remaining under the federal standard. The College has seen a 3-year decline in the loan default rate and has instituted activities such as the iGrad Financial Literacy tool as part of the partnership with ECMC. Processes are in place to reach out to defaulted students to review repayment options and deferral and forbearance options. The College recognizes the need to develop a Default Management Plan. Although not required, a plan will help educate students who have defaulted about their repayment options and financial literacy and, in return, lower the default rate for the College.

III.D.16 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District has policies and procedures that govern contract management BP 6340 Bids and Contracts/AP 6340 ([16-01](#)) as well as BP 6345 Approval of Special Contracts and Contract Extensions ([16-02](#)), AP 6350 Contracts-Construction ([16-03](#)), AP 6365 Contracts-Accessibility of Information Technology ([16-04](#)).

Recently, in May 2020, implemented a Contract Tracking System (CTS) as part of the process before contracts are moved forward for signature. Each contract also must have a budget

allocated to it before it can move forward for signature. All contracts that are approved by the board are then returned to the District office for signature and filing.

Contracts must align with the mission and goals of the District and Laney. Contract agreements must comply with the appropriate Board policies and procedures and must maintain the integrity of programs, services, and operations.

Contracts are reviewed by the appropriate administrator, the Laney College Business Office, Vice President of Administrative Services, and the Laney College President. Where necessary, the contract will be forwarded to the appropriate District office/department for review (16-05). The District legal agent will ensure that liability risk has been mitigated prior to authorization.

Laney College contracts must align with the strategic plan for the College and must have the following components: start and end dates for the services to be provided provisions for indemnity and liability (including an appropriate level of insurance), for a termination clause with reasonable limits to allow each party to exit the contract if necessary and for compliance with state and federal laws.

The District maintains Board and Administrative policies that establish dollar thresholds, that are aligned with Education Code 81641 (16-06) and Public Contract Codes 20650 and 20651 (16-07). The District also maintains bid-limits and enforces applicable laws for public bid processes and Board of Trustee Approval requirements.

Analysis and Evaluation

When entering into contractual agreements with external entities, the District uses standard contract forms and Instructional Service Agreements (ISAs) to help ensure consistency with the BP 1200 PCCD mission and goals (16-08). The District's legal counsel reviews contractual forms and ISAs to help ensure all legal provisions are included and the District is appropriately indemnified from any damages as a result from outside parties.

Instructional Service Agreements are specifically written to ensure the District adheres to regulations contained in Title 5 of the California Code of Regulations (16-09). The District may terminate contracts and ISAs if the external entities are found to be out of compliance. Standard contract forms and agreements also help the District ensure contracts with external entities are consistent with the District's interests and policies and maintain the integrity of the institution. The District works to ensure its contractual agreements with outside agencies are consistent with the mission and goals of the institution. To maintain the integrity of the institution and quality of its operations, the District uses the adopted budget as the primary vehicle to fund contractual agreements and capital expenditures. Per policy, the Chancellor and Vice Chancellor of Finance and Administration are the only persons given general authority by the Board as legal signatory for contractual agreements.

Conclusions on Standard III.D. Financial Resources

The District's Board of Trustees, internal administration, fiscal auditors and the ACCJC agree that declining enrollment, a relatively new state Student Centered Funding Formula (SCFF),

OPEB related expenses and facilities bonds obligations pose some challenges that should be further examined, and that external assistance would be beneficial.

The Collaborative Brain Trust (CBT) Fiscal Improvement Plan Services Project began in February 2019. The Board of Trustees engaged the services of Fiscal Crisis Management Assistance and Training (FCMAT) through the state Chancellor's Office, and technical support by CBT to conduct an in-depth institutional assessment and provide recommendations for improvements. The FCMAT and CBT reviews assisted PCCD with its internal analysis and provided insights for development of the actionable fiscal improvement plan required by ACCJC as well as an emerging, dynamic Five-Year Integrated Financial Plan 2019-24 ([17-01](#)) for the District, and further providing work on addressing all the FCMAT recommendations ([17-02](#)).

The District is moving forward in managing its finances and holding to internal controls. It follows its processes and adheres to Board Policies and Administrative Procedures. While the District has been under the guidance of CBT and responding to FCMAT, as well as being monitored by the State Chancellor's Office appointee, it has made strides in upgrading its systems, documenting its processes, and holding staff and administration accountable to following policy and procedures. The budget development process includes working with the participatory governance groups, and the District will need to continue to revise these processes and meet consistently to review the budgetary needs. The District looks forward to effectively continuing to manage the OPEB debt, and the development of new and modified facilities using its general obligation bonds. There is a need for greater anticipation and planning by all staff, rather than being reactive.

Moving forward, it will be important to monitor the District's fiscal and management health with FCMAT rubrics, and to plan for a decrease of funding because of the hold harmless aspect of the SCFF should that provision end as is anticipated in fiscal year 2023/24. The District will continue to monitor its faculty obligation number and productivity as it realizes its mission. Using facilities and assets to generate revenues that can be available for a variety operational needs will be helpful. District Finance plans to return to providing standard and predictable professional development and training and support the work of Financial Aid at the College.

EVIDENCE LIST III.D.

- 1-01 [5year Intg Fin Pln 2019 2024](#)
- 1-02 [PCCD FCMAT 6 18 2019](#)
- 1-03 [PCCD CBT PhaseI 6 6 19](#)
- 1-04 [PCCD CBT PhaseII 9 27 19](#)
- 1-05 [PCCD Bus Srvs Adptd budget](#)
- 1-06 [PCCD BAM 12 17 14](#)
- 1-07 [PBIM Summit Agenda 8 13 19](#)
- 1-08 [PBIM Summ Rec Matx 8 13 19](#)
- 1-09 [PBC-Agenda Approved 9 2019](#)
- 1-10 [PCCD Internal Audit home](#)
- 1-11 [LC PGOM 2019-2020](#)
- 1-12 [CC Mins 3 20 2019](#)
- 1-13 [Peralta CCD final report](#)

[1-14 5year Intg Fin Pln 2019 2024](#)
[1-15 PBIM Integ Calen 2019-20](#)
[1-16 PCCD Cash Flow.pdf](#)
[1-17 PCCD CBT PhaseI 6 6 19](#)
[1-18 PCCD Ann Fisc Rpt 6 30 20](#)
[1-19 FCMAT Self Asmnt Nov 2019](#)
[2-01 LC Stratg Goals Obj 2018 23](#)
[2-02 CPR Ann PR 2019 20](#)
[2-03 Res Req Rank Rubric FINAL](#)
[2-04 BOT Agenda 7-5 1 21 20](#)
[2-05 LC Bus Srvs forms home](#)
[2-06 PCCD Bus Srvs home](#)
[2-07 PCCD BP 6250](#)
[2-08 PCCD BP 6305](#)
[2-09 PCCD AP 6250](#)
[2-10 PCCD AP 6300](#)
[2-11 PCCD AP 6305](#)
[2-12 Summary Bgt vs Act 2019-20](#)
[2-13 Sum Grnts Catgs FY 2019-20](#)
[2-14 Nov Q2 2019 Budg Mtg](#)
[2-15 BAC BoardDocs Agenda](#)
[3-01 PCCD PBIM home](#)
[3-02 PBIM Summit Agenda 9 11 20](#)
[3-03 PCCD Tent Bud Cal 2020-21](#)
[3-04 PCCD AP 6250](#)
[3-05 LC Tent Bdgt Calender](#)
[3-06 Pres Bdgt Rev 2020-21](#)
[3-07 LC BAC home](#)
[3-08 BAC Rank Resr Req 5 2020](#)
[3-09 Res Req Rank Rubric FINAL](#)
[3-10 LC CC Agenda 10 7 2020](#)
[3-11 LC IEC PR Rubric home](#)
[4-01 FTES FTEF Alloc BAM 2017-18](#)
[4-02 Tent Budg Book 2020-21](#)
[4-03 LC Tent Bdgt Cal FY 20-21](#)
[4-04 Bdgt Pres FY21 FINAL](#)
[4-05 Summ Bdgt vs Act FY2019-20](#)
[4-06 Sum Grnts Catgs FY 2019-20](#)
[4-07 PBC minutes 3 8 2019](#)
[4-08 PCCD BP 6250](#)
[4-09 5year Intg Fin Pln 2019 2024](#)
[5-01 PCCD AP 6250](#)
[5-02 PCCD Ann Bdgt Book 2020-21](#)
[5-03 LC IEC PR Rubric home](#)
[5-04 LC PGOM 2019-20](#)
[5-05 LC CC Mins 4 15 2020](#)

[5-06 LC Tent Bdgt Cal FY 20-21](#)
[5-07 LC Tentative Budget Calendar](#)
[5-08 Sum Grnts Catgs FY 2019-20](#)
[5-09 Funds as of 6 8 2020](#)
[5-10 Bdgt Accting Man 2012](#)
[5-11 PCCD Annual Fiscal Rept](#)
[6-01 FY21 Disc Budget Instruct](#)
[6-02 3YR Disc Budget CC](#)
[6-03 PCCD Adpt Budget FY20 21](#)
[6-04 PCCD CBT PhaseII 9 27 19](#)
[6-05 FCMAT Resp TownHall OCT2020](#)
[6-06 PCCD Bus Srvs 311 Rep home](#)
[6-07 311Q 2nd Qter 9-20](#)
[6-08 BOT Agenda 8-1 3 10 20](#)
[6-09 BOT Agend 8-2 5 12 2020](#)
[7-01 PCCD BP 6400](#)
[7-02 PCCD Pgs CCD Fin Rep](#)
[7-03 PCCD FinAid Procd Man](#)
[7-04 PCCD Ann Fin Rep 6 30 2019](#)
[7-05 CCD Fin Comm Let 12 20 2019](#)
[7-06 CCD Fin Mang Let 12 20 2019](#)
[7-07 PCCD Correct Plan 6 30 2018](#)
[7-08 PCCD Ann Fin Rep 6 30 2019](#)
[8-01 PCCD OnePeralta home](#)
[8-02 PCCD Ann Fin Rep 6 30 2019](#)
[8-03 PCCD BP 6400](#)
[8-04 PCCD Bond Perf Audit 6 2019](#)
[8-05 PCCD Internal Audit home](#)
[8-06 LC IEC PR home](#)
[8-07 PCCD Fed Awards Findings](#)
[9-01 PCCD AP 6250](#)
[9-02 CCCO Apportionment Rpts](#)
[9-03 PCCD Bus Srvs Ann Adptd Bdg](#)
[9-04 BOT Agend 5 26 2020](#)
[9-05 BOT Agend 7 28 2020](#)
[9-06 PCCD BP 6250](#)
[9-07 BOT Agenda 5 23 2019](#)
[9-08 PCCD AP 6305](#)
[9-09 5yr Proj End Fund Bal 2021](#)
[10-01 MeasureG Spend Plan](#)
[10-02 PCCD BP 5130](#)
[10-03 PCCD AP 5130](#)
[10-04 PCCD Fin Aid Pol Procd Man](#)
[10-05 PCCD BP 3280](#)
[10-06 Writ Mang Grants Guide 2012](#)
[10-07 PCCD BP AP 6340](#)

10-08 [PCCD BP 6345](#)
10-09 [PCCD AP 6350](#)
10-10 [PCCD Purch Procur Proc](#)
10-11 [BoardDocs home](#)
10-12 [PCCD BP AP 6320](#)
11-01 [BAM Pg33 FY-2020-21](#)
11-02 [CSFA TRANS Site](#)
12-01 [Actuarial Final 2018](#)
12-02 [Retirement Board home](#)
12-03 [Actuarial Final 2016](#)
12-04 [BP 6305 PCCD](#)
12-05 [AP 6305 PCCD](#)
12-06 [Substantive Plan SR](#)
12-07 [BOT Mins Itm3-1 7 14 2020](#)
12-08 [Annual Adopted Bud web](#)
12-09 [PCCD BP AP home](#)
12-10 [CDAM for 2016 17 final](#)
12-11 [OPED Response ACCJC](#)
12-12 [FCMAT Nov SP REP](#)
13-01 [PCCD BP AP 6740](#)
13-02 [PCCD Bond Reports home](#)
13-03 [PCCD Retirement Board home](#)
13-04 [Five YR Projection Mthdolgy](#)
13-05 [SCFF Five Yr Fund Proj](#)
13-06 [BOT Agenda 4 3 2020](#)
13-07 [PCCD AP 6306](#)
13-08 [Build Peralta Meas A G](#)
13-09 [PCCD MEAS A Bond Audit](#)
14-01 [PCCD BP AP 6305](#)
14-02 [PCCD 3280](#)
14-03 [PCCD AP 6320](#)
14-04 [BOT Agenda 4-07-20](#)
14-05 [BOT Res Bond Refund](#)
14-06 [BOT Res NO 19 20-38](#)
14-07 [BOT Res-NO 19 20 43](#)
14-08 [Res 1920-51 Meas G](#)
14-09 [PCCD-Bond-June-2019](#)
14-10 [PCCD Bond Upd to BOT](#)
14-11 [Ovrsgt Comm Agda-4820](#)
14-12 [PCCD Fed Awards Fndgs 2019](#)
15-01 [PCCD AP 5130](#)
15-02 [Direct Loan Prog Info](#)
15-03 [Direct Loan Trms Cond](#)
15-04 [LC Fin Aid Pol Proced](#)
15-04a [Fin Aid Deliq Borr Comm](#)
15-05 [Program Review Report](#)

- 15-06 [PCCD Fed Awards Fndgs](#)
 - 15-07 [Project Success Ltr Agrmt](#)
 - 16-01 [PCCD BP AP 6340](#)
 - 16-02 [PCCD BP 6345](#)
 - 16-03 [PCCD AP 6350](#)
 - 16-04 [PCCD AP 6365](#)
 - 16-05 [Proced for Submit Agrmts](#)
 - 16-06 [CA Ed Code 86641](#)
 - 16-07 [Cont Codes 20650 20651](#)
 - 16-08 [PCCD BP 1200](#)
 - 16-09 [Title 5 CA Code of Reg](#)
 - 17-01 [5year Intg Fin Pln 2019 2024](#)
 - 17-02 [FCMAT Resp Town Hall](#)
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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-College Districts or systems, the roles within the District/system are clearly delineated. The multi-College District or system has policies for allocation of resources to support and sustain the Colleges.

A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

Over the past five years, Laney College has encouraged innovation through deep, inclusive participatory governance processes to fulfill its Mission, Vision, and Values. All constituencies – classified professionals, faculty, students, and administrators – are invited and urged to participate, and all have representation on committees whose meetings are held as open events, which together constitute the systematic processes that are used for effective planning and implementation.

A recent example shows how such innovation benefits students. During the 2019-20 year, for example, the Chair of the Business Department brought a proposal forward involving a partnership with a local bank. It was approved as a recommendation by the College Council on April 17, 2020 (1-01) and later by the Board of Trustees at its October 22, 2020 regular meeting (1-02). Once the campus reopens and renovation work is complete, the College will have the only on-campus bank branch in the state, which will be an innovative learning space for students and provide potential employment and industry networking opportunities. Also included in the proposal will be the creation of a Wardrobe Closet and Food Pantry to meet students' Basic Needs.

This proposal-turned-project shows that the Laney College participatory governance model is respected and utilized such that any member of the campus community has opportunities to participate, provide innovative recommendations, and promote student achievement. Governance committees are shown in the Participatory Governance and Organization Manual (PGOM) (1-03) which details Laney's Planning and Decision-Making Process structure. The structure is built to bring recommendations to a central, overarching group that meets monthly to coordinate strategic planning and implementation: the College Council (1-04). It serves as the final approving body for recommendations that go to the College President.

Before most recommendations are considered by the College Council, they are first reviewed and vetted in one of the nine College committees that have representation of all four constituent groups. Most committees are directed by administrative and faculty co-chairs who work in coordination with each other. Appointees from all four constituent groups participate in decision-making as voting members.

The goal of this structure is to include all stakeholders, invite ideas and initiatives from all participants, and welcome them into discussion and decision-making. Once formally approved at committee-level, recommendations or plans go to the College Council for two reads, and, if approved, they then go to the President for a decision that is communicated to the College community, often as part of the President's report at a subsequent Council meeting.

The College also encourages stakeholders who are not formally part of this structure to attend summits, town-halls, planning retreats, and meetings that are geared toward getting more members of the College aware of and involved in the strategic planning process and particular initiatives. This allows for individuals who may have innovative ideas for institutional improvement to lend their voices and contribute to the planning process ideas that otherwise may not be raised through the formal governance process. For example, each Spring, the College hosts a planning retreat (1-05) and welcomes the entire campus community. While the agenda includes reports of all committees and their work to date, it also makes room for general discussion that invites participation.

Analysis and Evaluation

The College has excelled in many aspects of the standard. Since the senior leadership transition of 2017, the participatory governance process has been reviewed and updated constantly, with those changes going through those very same processes. Meetings with committee chairs and regular outreach to them by an ad-hoc PGOM leadership team has resulted in significant

updating of and revision to the College’s Participatory Governance & Organization Manual ([1-06](#)) a document that has been updated and shared widely among the campus community.

Coming into 2019-20, Laney College reached a point of having college business go through its participatory governance processes in a fashion that promptly produced needed outcomes or deliverables. For instance, the just-formed Strategic Enrollment Management Committee took on the immediate task of creating a Strategic Enrollment Management 2-year plan ([1-07](#)). The document was vetted in its own committee but also shared as information to the Academic Senate and then went before the College Council, which recommended approval to the President. The plan went through the same process twice: once to address its original charge in Spring 2019, but a second time in Fall 2020 to address enrollment management recommendations made by the Collaborative Brain Trust and the state Fiscal Crisis Management & Assistance Team ([1-08](#)).

Moving forward, Laney College’s participatory governance committee members and chairs will be engaging in the next steps toward continuous improvement by doing more widespread reporting of committee items and discussion to constituent groups that they represent. Committees transitioned to using BoardDocs in 2019-20 and are striving to keep committee web pages updated in fuller, more timely fashion.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the way individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Laney College establishes and implements policies and procedures empowering individuals from all four constituency groups -students, administrators, classified professionals, faculty - to participate in decision-making processes. In nearly all cases, committee members serve limited terms, allowing for greater opportunities for different individuals to serve.

The following College leaders appoint members from their constituent groups:

Vacancy	Appointed by
Student	ASLC President
Classified Professional	Classified Senate President
Faculty Member	Academic Senate President
Administrator	College President

Laney College encourages participation of all constituency groups on its participatory governance committees ([2-01](#)), as shown in the College’s Participatory Governance Organization Manual (PGOM) ([2-02](#)). The manual provides the composition of all committees shown in the figure below.

Planning and Decision Making Process

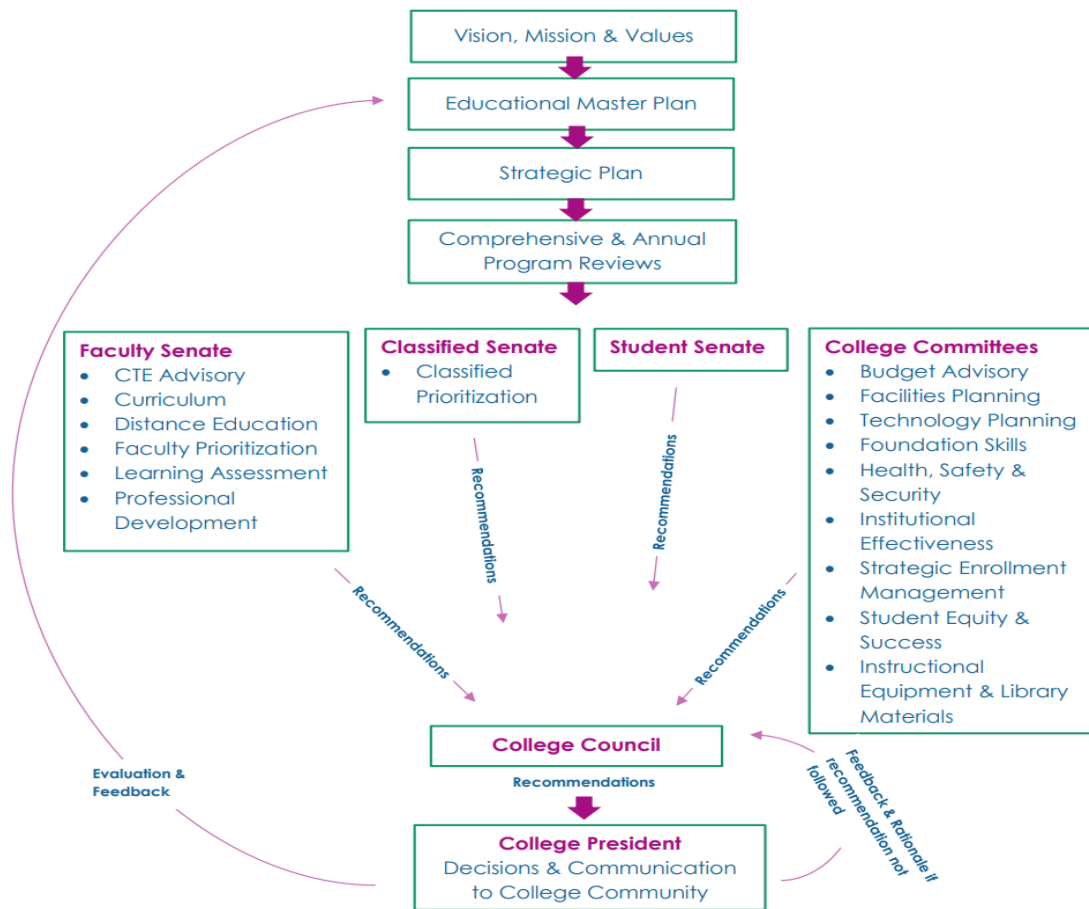


Figure 15: Laney College Planning and Decision-Making Process, Including College Committees.

The PGOM also shows that committees have faculty, classified professional, administrator, and student representation. Representation among these groups increased during 2018-19. For instance, in the November 2018 College Council meeting, (2-03) the Strategic Enrollment Management Committee composition was approved, but only after the membership was modified to have equal numbers of classified professionals, faculty, and administrators, along with student appointees. Each governance committee at Laney College has student representation, as noted in the PGOM Manual, and in 2020-21 despite most classes being online and campus being closed, students were represented on many governance committees. (2-04).

Technology has aided to committees in understanding the way individuals bring forward ideas. In 2019-20, the College invested in the BoardDocs technology platform, which brings all committee agendas, minutes, and work to potentially the same place virtually. Also benefiting those who serve on committees is that the meeting templates call for submitters to confirm the process through which the idea had arrived at the specific agenda. Whether it is technological help such as this or broad communications about Laney’s committees through our website or social media, the understanding of decision-making processes has grown at Laney College.

Analysis and Evaluation

A renewed sense of purpose relative to college-wide innovation has been growing, beginning in 2017 during Dr. Tammieil Gilkerson’s presidency, as she collaborated with senior leadership and college stakeholders for a more inclusive, integrated structure of governance and planning. She also led the College toward a culture of regular planning and assessment, as well as implementation of approved initiatives such as Guided Pathways. With Dr. Gilkerson’s departure in Summer of 2020 and the appointment of Dr. Rudy Besikof as College President in November 2020, Laney College continues to commit itself to both collective leadership and a culture of continuous quality improvement, especially as it navigates the opportunities of the Student-Centered Funding Formula and challenges like the COVID-19 crisis.

With increased seats for students on the College Council and eight other committees, the College has moved in a direction that truly respects and empowers students. The College Council will continue to work toward having student representation on 100% of its participatory governance groups.

IV.A.3 Administrators and faculty, through policy and procedures, 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.

Several District Board Policies and Academic Procedures (BPs & APs) inform the roles that administrators and faculty members play in institutional decision-making. Most specifically, BP 2510 Participation in Local Decision Making ([3-01](#)) articulates the roles of the stakeholder groups in shared governance. In BP 3250 Institutional Planning ([3-02](#)), the District creates the foundation for a District wide planning process in which “The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research.” The District offers its statement regarding the role of the Academic Senate in shared governance in AP 2511: Role of Academic Senates in District and College Governance ([3-03](#)). The policy draws on Title 5, with special emphasis placed on §53200’s “10+1,” which delineates the Academic Senate’s purview regarding “academic and professional matters” and states in Section B that each College’s Academic Senate “may consult collegially with the Board of Trustees about College matters,” and in Section E that “The Board, Chancellor, and College Presidents and their Management Teams shall “consult collegially” and “rely primarily” on the DAS and the College Academic Senates in ‘academic and professional matters’ areas.”

The College affirms the District’s commitment to giving faculty and administration a “substantive voice” by having representatives of the two groups work as co-chairs on several shared governance committees. The College Vice Presidents co-chair several councils and committees with faculty members:

- The Vice President of Instruction co-chairs the Institutional Effectiveness Committee, with the other seat occupied on an annually rotational basis by a faculty member, classified

professional, and a student. As such, the Vice President can provide collaborative leadership and College support to both the program review and one aspect of the Resource Allocation Processes.

- The Vice President of Administrative Services co-chairs the Budget Advisory Committee with a co-chair rotation like that of the Institutional Effectiveness Committee.
- The Vice President of Student Services and the Vice President of Instruction co-chair the Strategic Enrollment Management committee, a decision that had the support of the Academic Senate President in Fall 2018. The composition and leadership of the committee were approved by the College President based on a recommendation that was approved by the College Council at its November 2018 regular meeting ([3-04a](#)).
- The Vice President of Student Services co-chairs the Student Success and Equity Committee with a Faculty member appointed by the Academic Senate President.

In August 2018, a dozen Laney College Faculty Senators engaged in a District wide retreat ([3-04](#)) involving the four colleges' Academic Senates and the District Academic Senate (DAS), with a focus on delineating the purview of the Academic Senate's "10+1" areas of responsibility in relation to the purview of the Faculty union (Peralta Federation of Teachers), and the relationship of the Colleges' Academic Senates and the DAS. This retreat galvanized the senators' sense of empowerment and their knowledge base regarding participatory governance functions, Board Policies and Administrative Procedures.

Additionally, the College CEO ensures that each administrator serves on at least one (usually more) of the College's shared governance committees. The assignments are discussed and confirmed in Executive Council each year, and administrator service terms are tracked by the President's Office. Discussion of "Shared Governance Committee Constituency Report-Backs" are a standing agenda item at the College's Management Council meetings, chaired by the College President ([3-05](#)).

Analysis and Evaluation

The College clearly describes the substantive participation of administrators and faculty in our institutional governance and policy, planning, and budgeting processes in the Participatory Governance & Organization Manual, as well as the committee charges. The College also ensures that the connection between these respective groups and their relation to the Academic Senate's role under Title 5 is clearly expressed.

A renewed sense of purpose and responsibility has colored the activities and attitudes of the College's Academic Senate and College Council over the past several years. Participation has been robust and enthusiastic, and participants have increased their understanding of the power and responsibilities held by all members of the College community. (Evidence: Number and nature of resolutions passed, attendance at College Council meetings.)

***IV.A.4** Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Evidence of Meeting the Standard

Laney College's faculty, Division Deans and the Vice President of Instruction (VPI) have responsibility for recommendations about curriculum. Faculty, Student Services Deans and the Vice President of Student Services (VPSS) hold responsibility for recommendations about student learning programs and services. Faculty, often in consultation and collaboration with their area Deans and/or the VPI, propose new course and program curricula that is vetted by the Curriculum Committee, which is chaired or co-chaired by Faculty members and includes 11 other Faculty members as well as the VPI and one Dean appointed by the President (4-01).

The VPI and an instructional dean join faculty colleagues as voting members of the Curriculum Committee and Learning Assessment Committees (4-02). Beyond attendance at meetings, however, an increased sense of accountability for institutional planning rests with academic administrators. Just as chairs are required to submit program reviews for instructional programs, the same is required of all academic managers. In 2019-20, the VPI submitted a Comprehensive Program Review (CPR) for the area (4-03), and as with all program reviews, the VPI was provided a CPR Coach – a member of the Institutional Effectiveness Committee, who also served as one of two validators.

Analysis and Evaluation

Laney College has a leadership model in which faculty and administrators support each other. For instance, since 2018-19, the Vice President of Instruction and Academic Senate President have worked closely with the Institutional Effectiveness Committee during the Program Review process to provide training, collect submissions, coach IEC members and managers on validation standards, and forward validated resource requests to the College's five Resource Allocation Committees (Faculty Staffing, Classified Staffing, Instructional Equipment and Library Materials, Technology, and Facilities). Other instances further show such joint yet defined efforts since 2018-19:

- Administrative and Service Area units now complete program reviews each year.
- Deans validate all program reviews, which are structured to include information about curriculum and assessment.
- Department Chairs, Deans and the VPI all play major roles in schedule development.
- The VPSS & VPI Co-chair the Strategic Enrollment Management Committee (4-04), which has substantive faculty membership. Decisions about strategic scheduling and the offering of services are collaboratively discussed and developed in this committee.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

The foundation for the District's strategic planning is articulated in BP/AP 3250: Institutional Planning (5-01), which clarifies that the planning process should involve a "broad-based comprehensive, systematic and integrated system of planning." At the College, this process

involves all stakeholders and ensures that input from all affected populations is considered. The College's governance structure promotes participation, falling directly in line with the institutional values of Respect, Diversity, and Innovation. It also aligns with Goal #2 of the 2018-23 Strategic Goals and Objectives (5-02): *Promote a collaborative institutional culture for communication, governance and decision-making*. Once approvals related to areas such as curriculum are made at the campus level, they continue through District processes that culminate with approval by the Board of Trustees.

- All major decisions, policies, curriculum changes and College Plans are developed through the College's participatory governance structure. All appropriate constituent voices are sought out for inclusion and feedback. As feedback is received, updates are made accordingly.
- The membership composition as published in the Participatory Governance and Organizational Manual of each of the College committees is strategically developed in order to consider the appropriate perspectives for the charge at-hand. Committee membership is changed when deficiencies in existing committee composition is identified.
- Depending on the proposed decision or policy, the appropriate College committee is involved in the review and feedback, and most formal recommendations to the College Council and further (District governance bodies, up to the Board, is appropriate) are initiated at the committee level.

Analysis and Evaluation

Approval decisions of items such as College plans are made by the College President and then the Board of Trustees after going through Laney's participatory governance processes. For example, the Laney College Equity Plan took the following steps before approval:

- Approval by the Student Equity and Success Committee
- Approval by the Faculty and Classified Senates, as well as the Associated Students Leadership Council (ASLC)
- Review by the College Council, resulting in a Recommendation to Approve
- Acceptance of College Council's Recommendation to Approve
- Approval by the Peralta Board of Trustees

Moving forward, the College and District need to continue reconciling their governance processes to build greater synergy and avoid issues such as redundancy. For instance, the question of why curriculum is scrutinized at both the college and the District level was raised in Spring 2020 during meetings of the Council on Instruction, Planning, and Development (CIPD, serving as the District Curriculum Committee). During the last two Spring 2020 meetings, CIPD devoted time to discussing its role, rather than looking at more global issues such as statewide curriculum legislation and policies such as Credit for Prior Learning and how they could be implemented at the four colleges.

IV.A.6 *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

The College's Participatory Governance web page ([6-01](#)) contains information about its overarching decision-making processes. The page also contains a link to the Laney College Participatory Governance Organization Manual (PGOM), includes the College's overall commitment to participatory governance, diagrams that provide a picture of the decision-making process, and the following details for each committee that makes up the College's participatory governance structure:

- Charge
- Responsibilities
- Membership Composition
- Committee's reporting structure
- Website URL
- Standing meeting day/time/location
- Absence Policy (if applicable)
- Term Limit Policy (if applicable)

The College President reports final decisions on recommendations that are brought through College Council at the beginning of each College Council meeting as part of the President's Report item on the agenda, and they are included within the minutes. These minutes and meeting agendas ([6-02](#)) are posted on the College's website, with special announcements and new policies communicated via email and other mediums. Also, a Mid-Year report ([6-03](#)) and End-of-the-Year Report ([6-04](#)) are developed and shared with the Council and on the College Council website ([6-05](#)) to list all decisions that come through the Council.

Additionally, Board Policy 2510 ([6-06](#)) provides an overview of the District's commitment to participatory governance.

The College Strategic Plan and the structure articulated in the Laney College Participatory Governance and Organizational Manual clearly articulates the procedures that establish institutional decision-making and the roles of participants.

The agendas and minutes for meetings of the College Council, governance committees, the Academic Senate, and other strategic planning bodies are sent to College stakeholders through College email ([6-07](#)) and are posted on specific committees' pages within the extensive College website. Upcoming decisions, retreats, and conferences are communicated through email and are advertised during College Flex Days.

For critical information, additional communications are sent out for meetings or broader dissemination of the following:

- Budget updates ([6-08](#))
- Campus-wide Presentations on Reduced Budget, Scheduling Allocations for 2020-21 (January 29, 30, 2020) ([6-09](#))
- Rubrics for resource prioritization (October 21, 2019 email from Vice President of Administrative Services to Program Review Writers, Validators) ([6-10](#))
- Announcement of Program Review Process for 2019-20 (August 30, 2019 email from Vice President of Instruction) ([6-11](#))
- Board Policy 2510 (Role of the Academic Senate, [6-12](#))

Analysis and Evaluation

As with other aspects of participatory governance, the College's movement toward documenting and communicating decisions has recently improved. The College has adopted BoardDocs, (the same tool used by the Board of Trustees) for committees and workgroups to publicize agendas and to house meeting minutes in a more uniform way, resulting in a process improvement.

Moving forward, the College is committed to sharing final decisions made through College Council in the weekly newsletters disseminated by the College's Public Information Office.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

Laney College participatory governance groups and administrative units are examples of areas that regularly evaluate policies, procedures, and processes.

- At midpoint of each academic year, committee chairs attend a special College Council meeting to share activities to date, but more importantly to share progress toward goals that were set at the beginning of the academic year. Following their reports, they field questions and receive feedback from members of the Council. At the conclusion of the year, these same committees report back either during College-wide planning retreats held by the President or College Council meetings (7-01). Additionally, the President's Office distributes a committee evaluation to attendees, (7-02) and the results are reviewed and discussed at the beginning of the year prior to reviewing the committee's charge and goals. Post-retreat evaluation collection is a newer process.
- Administrative units at Laney College are similarly introspective. Over the past three academic years, they have begun conducting Administrative Unit Annual or Comprehensive Program Reviews (7-03). In their case, there is an assessment of Administrative goals as well as outcomes (administrative unit outcomes). In some cases, areas are learning to conduct more assessments to complement the task-based reporting they do.

Laney College's commitment to continuous quality improvement is at the heart of its governance processes. Committees set goals at the beginning of each year, and at the midway point and then the end, assess the work done to measure if goals were accomplished and any improvements are needed moving forward. Communication of a master calendar template (7-04) and a regular cycle of evaluation for governance is sent from the President's office to committee chairs for dissemination to committee members. This is reviewed as an action item during meetings of the Shared Governance Committee Chairs. Beginning Fall 2017, the College President has held these meetings with the Committee/Senate Leads twice a year – an orientation meeting at the beginning of the fall semester (7-05) to discuss creating a master calendar using the Integrated Planning Calendar template, (7-06) and another meeting towards the end of the spring semester to discuss “year-end close-out” business.

The College Council agendas are planned to allow mid-year and end-of-year presentations and discussions of each participatory governance committee's progress (7-07). Committee members can also reflect on their work by completing online end-of-year surveys. The responses are reviewed by both the committees themselves and the Institutional Effectiveness Committee.

Analysis and Evaluation

The College is meeting this standard and is improving annually. The College has adopted the practice of annual (and in some instances bi-annual) assessment of the College's shared governance bodies (committees, senates, councils, etc.). This assessment includes a survey to committee members of how the College is setting goals, assessing those goals, and then developing subsequent goals to ensure continuous improvement.

The College President meets with the Chairs of the College's shared governance committees twice a year to discuss, among other things, ways to make the College's participatory governance structure, bodies, and practices more efficient.

The College continues to assess and update its Participatory Governance Organization Manual in order to ensure that it is current and appropriate for the institution. Recommendations for updates have gone through the College's shared governance process for approval by the College Council, and ultimate placement in the manual. The manual is emailed to the campus community and has been presented as part of several Flex Day plenaries and workshops, as well as being posted on the College's website.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Laney College has created an inclusive approach to institutional decision-making and governance that integrates its processes with the Mission, Vision, and Values of the College. Through its committee structure, it clearly delineates the roles that relevant stakeholders play, while providing both professional development for Program Review along with regular assessment of committees and the committee structure. Through its established policies, procedures, and practices, the College demonstrates its commitment to promoting student success, sustaining academic quality, integrity, and fiscal stability.

EVIDENCE LIST IV.A

- 1-01 [LC CC Mins 5 17 2019](#)
- 1-02 [BOT Agenda 10 22 2019](#)
- 1-03 [LC PGOM 2019 2020](#)
- 1-04 [LC College Council home](#)
- 1-05 [College Plan Retreat](#)
- 1-06 [LC PGOM 2019 2020](#)
- 1-07 [LC SEM Pan 2019-21](#)
- 1-08 [LC SEM Plan 2019-21](#)
- 2-01 [CC Minutes 10 17 20](#)
- 2-02 [LC PGOM 2019-20](#)
- 2-03 [LC CC -Minutes 11-21-18](#)
- 2-04 [ASLC Comm Pos 2020-21](#)

3-01 [PCCD BP 2510](#)
3-02 [PCCD BP 3250](#)
3-03 [PCCD AP 2511](#)
3-04a [CC Mins 11 21 2018](#)
3-04 [DAS Fac Retreat 8 15 2018](#)
3-05 [Administors Appts Cmmte](#)
4-01 [Curriculum Commte home](#)
4-02 [LAC Cmmte Charge](#)
4-03 [LC CPR OOI 2019](#)
5-01 [PCCD BP AP 3250](#)
5-02 [Strategic Goals Obj](#)
6-01 [LC Part Gov home](#)
6-02 [LC CC Agendas home](#)
6-03 [Mid Year CC Report 2018 19](#)
6-04 [End Year CC Report 2018 19](#)
6-05 [LC College Council home](#)
6-06 [PCCD BP 2510](#)
6-07 [Committee Agenda Email](#)
6-08 [Budget Presen FY21FINAL](#)
6-09 [Bdgt Pres Jan 2020-21](#)
6-10 [Email VP Fin Res Rubric](#)
6-11 [Email VPI 8 30 19](#)
6-12 [PCCD BP 2510](#)
6-13 [CC Committee Docs home](#)
7-01 [CC Report Back Shared Gov](#)
7-02 [Fall Retreat Reflec 2020](#)
7-03 [LC CPR Admin Units](#)
7-04 [CC Integ Plan Master Cal 2017-21](#)
7-05 [Pres Agd Cmmte Lds Aug2019](#)
7-06 [LC Integ Plan Master Cal home](#)
7-07 [CC Agendas Cmmte Updates](#)

B. Chief Executive Officer

IV.B. 1 *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

Administrative Procedure 2430 ([1-00](#)) specifies the authority that the Chancellor delegates to the Laney College President. Additionally, the Laney College President Job Description (2007) ([1-01](#)) calls for the Chief Executive Officer to have primary responsibility for the College. Specifically, it states that 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 Laney College President takes on such roles, beginning with setting the direction of the institution at each College opening Professional Development Flex Day (the Friday before the start of the semester). The message resonates at monthly College Council meetings (chaired by the College President), at annual planning retreats, and at committee meetings. At the beginning of each College Council meeting, the President’s Report contains 1) final decisions on recommendations made by the council, often with the mission and strategic planning at the heart of rationale provided, and 2) as appropriate, a general report-out on any important matters being discussed/decided by District leadership. For instance, at the March 2020 College Council meeting during the President’s Report (1-02), information was shared with the group about campus decisions such as a campus safety policy (1-03) and changes to District processes such as travel. The AP 7400 Travel Authorization and Laney College Travel process (1-04) was updated in 2018 to allow a greater latitude for the College President to approve and better facilitate in-state travel under \$3000.

The Laney College President also promotes participation in program review and resource allocation processes by empowering participatory governance committees to provide leadership to both processes. Having collective participation ensures the College follows the Educational Master Plan (1-05) while planning drives to achieve its Mission and Vision. For instance, in 2018-19, the President tasked the Institutional Effectiveness Committee (IEC) with greater oversight of program review, charging the group with coaching and facilitating the submission and validation processes. Members of IEC have since begun the annual practice of coaching Comprehensive Program Review writers and validating their reviews upon completion. They also provide training to all program review authors, ensuring that all College areas hold a better understanding about the overarching relevance of program review. In 2019-20, the committee devoted more attention to providing campus-wide trainings for program review authors, as IEC members hosted help sessions on both using the submission platform (SharePoint in 2019-20; curriQūnet META in 2020-21) and understanding the rubrics for resource requests and validation. Communicating the language in the rubrics helped participants understand how planning activities such as curriculum updates, assessment data/reporting, and resource requests are key to centralizing institutional planning at Laney College.

Beyond planning, the President uses the governance process to have consultation regarding decision affecting the College itself and/or the student body. An example of this process was when a professional sports team brought forward a proposal to build a stadium immediately adjacent to the campus and on District property. The President, through the governance process, considered a recommendation brought forth from the Academic Senate, which then was approved and recommended by the College Council, prior to deciding and communicating to the College community. The decision was to support efforts by others on the Council to draft and refine Guiding Principles for Laney College partnerships and collaboration regarding any proposed developments at the College or in the neighborhoods surrounding the College. Those principles were approved by the Council at its November 15, 2017 meeting (1-06).

The Laney College President also makes directional decisions about the College, including chairing final interview hiring committees for all faculty and management positions. Although the final recommendation is the President's for new full-time faculty and management hires, it is common practice to have senates appoint a representative to sit in the final interviews, along with the area's Vice President. Most recently, for the Interim Dean of Student Services position that was filled in Fall 2020, the College President invited all the President's Cabinet to participate.

During times of budget reduction, the President worked with the College's President's Cabinet, Management Council, Budget Advisory Committee and College Council to confirm the best path forward, and to determine communication methods for the institution. All decisions related to reductions have been data informed. Also, during the years 2017-2020, while facing falling enrollments, leadership called for the College to receive technical assistance as part of the Institutional Effectiveness Partnership Initiative (IEPI) Strategic Enrollment Management Project. An investment was made in professional development and faculty release time to begin the College's entry into Guided Pathways, supporting this effort through collaboration.

The Laney College President also leads the College in its partnership and development efforts. The previous College President cultivated a number of external relationships for Laney College, including the following:

- Collaboration with several external partners in order to leverage support for moving initiatives and projects forward that would benefit the College and its student body but would otherwise not be fiscally realistic for the College. One example is the partnership with Union Bank to build what will be a student-run bank branch on campus. The recommendation for the Union Bank Initiative was brought forward by Laney's Business Department Chair and approved through the College Council at its April 17, 2019 meeting ([1-07](#)).
- Fundraising, including the establishment of a President's Emergency Grant, used for meeting urgent needs of individual students to begin cultivating relationships toward bringing in potential donors to the College.
- Securing private grants, including in Spring 2020, when a private foundation funded free computers and Wi-Fi service for students in need during the pandemic of 2020 ([1-08](#)).

The current Laney President worked with internal staff including Vice President Administrative Services and the Food Services Manager to partner with the Peralta Foundation, and two local non-governmental organizations, Eat.Learn.Play Foundation and World Central Kitchen to serve food to our needy students. The project was staffed by Food Services personnel and at its peak was serv 2000 meals (total) 4 days per week during the time that the College campus was closed with the COVID-19 crisis. Additionally, the President engages community members who serve on the Peralta Colleges Foundation Board.

Analysis and Evaluation

The Laney College President's role is to foster growth in the College's culture of continuous quality improvement, with committees evaluating themselves and presenting their work at mid- and end-of-year meetings of the College Council as well as at planning retreats.

The President also has driven the IEC and participatory governance committees to make the program review and governance processes more meaningful, more fully integrated with their

work, and tied to resource allocation and budget development. Moreover, the College's Strategic Plan is now at the core of the planning processes, as the report template requires that all program goals and resource requests be aligned back to one or more of the institution's strategic goals.

Some areas for growth include the need for Board Policy language that streamlines guidance and regulation as it relates to the work of the CEO. Also, there may be with this authorship an opportunity for the District to develop a leadership academy and/or orientation to the District for new incoming CEOs.

The Peralta District's Board Policies and Administrative Procedures language speak directly to having a required organizational structure (BP3100, [1-09](#)). Other language (BP 3250, [1-10](#)) speaks to Institutional Planning that the Chancellor must ensure at the District and the Colleges, and BP 7250 ([1-11](#)) speaks to the responsibilities and working conditions of administrators in general. However, no Board Policy or Administrative Procedure discusses the role of the College Chief Executive Officer specifically.

On the College level, new planning processes need continued evaluation (short-term improvement that can continue to and through Fall 2020. Added training and assistance "coaches" for program review was a robust improvement in 2019-20, but moving forward, the need for a directional handbook or guide has become apparent.

Also, given the competitive nature of hiring faculty and other College employees, the vacancy-to-hire process needs to be shortened in terms of total time.

IV.B. 2 *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Evidence of Meeting the Standard

The President oversees an administrative team ([2-01](#)) that is structured to most effectively carry out the administrative operations to reflect and address the College's mission, size, and unique complexities, as well as to ensure college-wide understanding and support of the strategic priorities of the District. The structure is intended to facilitate efficient operations across all divisions/units; the rational flow of work throughout the institution; and sound support systems to advance and guide integrated planning and resource prioritization throughout the College and in alignment with the District. Towards this end, the administrative structure is organized 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.

Laney's three College divisions include the Office of Instruction led by the Vice President of Instruction (VPI), the Office of Student Services led by the Vice President of Student Services (VPSS), and the Office of Business and Administrative Services led by the Vice President of Administrative Services (VPAS). The President empowers and holds accountable each of these senior-level administrators, who then hold all other levels of management, including

instructional and services Deans, the Associate Dean and Directors accountable for their respective areas. The College President drives and manages the campus' implementation of the District's comprehensive annual management evaluation process, ensuring that each manager is evaluated and held accountable to their position responsibilities and goals every year.

In late Spring 2020 two key transitions took place, but with succession the College has maintained organizational stability.

- In Summer 2020, the College President resigned. The Vice President of Instruction became the Acting/Interim President before becoming the permanent President in November 2020. During this time, the Dean of Humanities, Social Sciences, and Applied Technologies has been serving as the Acting Vice President of Instruction. The College anticipates filling the position with a permanent VPI by March 2021, or shortly after 2021-22 schedule planning and development is complete.
- In March 2020, the Dean of Math & Sciences was reassigned to be Acting VPI at another college in the District. The remaining deans and VPI covered those areas until Fall 2020, when an Acting Dean was hired. This individual's experience with Accreditation also led to his appointment as Accreditation Liaison Officer by the President.
- The Dean of Student Services resigned in Summer 2020, and the position is held by an Interim Dean on a one-year assignment, with administrators backfilling the vacated Associate Dean and Director positions during this time as a result of strategic planning and discussion at the President/VP level.

The College President works together with this administrative team and delegates authority for various tasks, as appropriate and consistent with their various responsibilities. Some examples of College operations that are delegated amongst the administrative team include budget development, grants management, professional development, accreditation, and enrollment management. Communication to the College community is often funneled through the President's management team, throughout their respective areas/staff. The President meets regularly with the College's leadership team to actualize oversight, provide strategic direction, and garner input from these leaders as detailed below:

- The Executive Council meets twice a week ([2-02](#)). Members represent and advocate for the broad interests of the college and meet to discuss high-level planning, policy, and operational considerations. This is the standing meeting of the executive leadership of the college. Membership includes the College President and the three Vice Presidents (Instruction, Student Services, Administrative Services).
- The Management Council meets monthly ([2-03](#)) to discuss and strategically plan the effective operations of the College and collaborate on College-wide matters. The meetings also provide the venue to review policies and procedures, give updates on division/unit activities, and receive management consultation and peer feedback on various unit issues and challenges by working together to address instructional, administrative and student services concerns. Administrative-level professional development activities - such as expert guest speakers and assigned reading - also take place within the Management Council. Membership includes all management positions of the College (president, vice presidents, deans, associate dean, and directors/managers).

- The President's Cabinet meets monthly (2-04) to advise the President on issues requiring coordination among the major operational areas of the institution: instruction, student services, administrative services. This standing meeting facilitates the exchange of information between both the executive administrative and shared governance leadership of the college and promotes increased communication and collaboration on joint initiatives or information before it is introduced to the college community. Membership includes the College President, all members of Executive Council and the three Presidents of the College's senates (Academic Senate, Classified Senate, Associated Students of Laney College).

Over the past several years, the College has assessed its need for additional staffing and/or restructuring of existing staff in order to most efficiently and effectively operate as an administrative team and provide quality programs and services. The following changes have been made:

In Fall 2016, the College recruited to hire the position of Public Information Officer (PIO). This added classified professional position is critical to improving communication with both the internal and external community, and to ensuring a more consistent level of transparency. Since the College has had a PIO, there has been better communication on College-wide happenings such as facilities and technology updates, as well as in reach/outreach and marketing to address enrollment growth and retention.

The College's business unit was under the responsibility of a Business Manager, later upgraded to a Director of Business & Administrative Services.

- In January 2018, the position was upgraded to a Vice President of Administrative Services (most appropriate for the College's size), and key components of the previously overwhelming area of responsibility were separated into two new positions, Director of Facilities and College Operations and Director of College Information Technology Services, in order to provide high-level management for these vital areas of the College. With strong personnel in all three positions, the College has run much more smoothly, responsively, and in a more orderly fashion than under the previous structure.
- In 2017, at the District Chancellor's direction, the College added the Associate Dean of Educational Success (Student Services Division) to provide critical leadership in the College's effort to improve student success. This new position's duties include oversight of learning communities, adult transitions program and student equity program, and provides support for overall student success and enrollment management efforts.
- In June 2018, the College added the position of a College Research and Systems Technology Analyst to improve the College's ability to make more data-informed decisions, especially as it relates to enrollment management, continuous quality improvement, program review and integrated planning.
- In Spring 2019, the College prioritized through its program review process and recruited to hire the position of Staff Assistant to the Office of Student Activities and Campus Life. This added classified professional position is critical to providing support for the Associated Students of Laney College and student clubs, and ultimately to improve the student life experience on campus (2-05)

In addition to responsibility for their respective areas of assignment, every member of the management team is required - and strategically assigned - to serve on one or more of the College's participatory governance committees. Each member serves a term of 2 years. Constituency report-outs of pertinent information from their respective committees is a standing Management Council agenda item. This has been implemented to encourage collaboration across units, and to also ensure that the Management group is aware of, and able to provide input in, the important work being carried out College-wide through governance.

The CEO holds the staff of the College accountable for their areas of responsibility, annually evaluating her executive team, and reviewing, providing feedback, and signing off on the annual evaluations of all other administrative and classified College staff, as well as on the tenure review forms for faculty.

Analysis and Evaluation

The College is organized in a manner that allows the College President to delegate authority to positions such as a Vice President of Student Services. Despite recent turnover that included the departure of the College President, the College has not experienced any lapse in leadership, and as the evidence section demonstrates, internal hires were made with an eye on maintaining stability.

In addition, as areas identify needs through program review and the resource allocation process, additional staff needs are prioritized and then filled when there are available resources. The Institutional Effectiveness Committee, Budget Advisory Committee, and College Council, through their respective purview over program review, resource allocations, and final recommendations to the President, play key roles in the appropriate delegation of authority in support of meeting this Standard.

IV.B. 3 *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the College sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The President sets the tone and agenda for institutional improvements in all aspects of the teaching and learning environment, including establishing the process that sets the values, goals, and priorities of the College. Institutional improvements are brought through the College Council

(which the President chairs) for consideration by the institution's key leads and appointed constituency representatives. The President participates in all levels of institutional planning as outlined in BP 3250: Institutional Planning within the College and in the District (3-01) as appropriate. The strategic planning structure promotes a culture of dialog and shared responsibility from the President to all levels of the organization to strengthen institutional effectiveness, dialog that takes place in event such as the Spring 2019 College-Wide Planning Retreat (3-02). The President is responsible for monitoring progress, considers changes, makes modifications to structures, and acts on information generated to ensure continuous quality improvement.

Evidence supporting this response is bountiful and includes the following:

- ***Establishing a collegial process that sets values, goals, and priorities*** – The College's educational master planning process was a collegial process that garnered participation from all constituents and areas of the College. Collaborative work sessions were held to develop the College's EMP overarching goals, which were approved through the College's participatory governance process, and used as a guideline for developing the College's institutional strategic plans (2016-18 and 2018-23). Additionally, one of the criteria for ranking the College's resource requests (and hence determining the institutional resource priorities) are to ensure that they are mapped back to the College's strategic goals.
- ***Ensuring the College sets institutional performance standards for student achievement*** – One of the College's strategic goals is to "Offer students the highest quality curriculum, instruction and services." The objectives under the goal are all related to how well the College meets and improves its student achievement related performance standards. The College's Research Analyst worked with the Vice President of Instruction to set metrics for each objective, all of which were approved by the College Council in May 2018.
- ***Ensuring high-quality research*** – By advocating for the addition of a college researcher position to the College's staff, the CEO has better prepared the College to carry out planning and evaluation that is data informed and relies on high-quality research. The College has effectively provided the entire District with data on student swirl, a key to discussing issues accompanying oversaturation of scheduling in the four colleges' collective schedule. The research has also helped the District with its move towards District wide scheduling for strategic enrollment management. Inside the campus, the President's emphasis on a culture of continuous improvement has led to the Snapshot analysis, a report that presents individual faculty with not only their student achievement data in a gross number, but also in disaggregated form in order to show how disproportionately impacted students are being served by the classes they take.
- ***Ensuring educational planning is integrated with resource planning and allocation*** - Each year the College undertakes the process of institutional planning "from the bottom up" as departments, service areas, and administrative units submit program reviews. Since 2016, the College has required units in all divisions – Instruction, Student Services, Administrative Services, and the President's Office – to complete program reviews. Previously, program review was geared towards our instructional units. Through this process, all departments/units of the College ensure their resource requests are aligned with their educational/institutional planning. Validation criteria for program reviews include ensuring assessment is being done, that curriculum is reviewed and updated, that student achievement data is being considered, and that department goals and actions are mapped back to the

mission and strategic goals, which are centered around student success and continuous quality improvement. To facilitate efficiency, the program review process is configured for immediate funneling of resource requests to the College's five resource allocation committees (Faculty Prioritization Committee, Classified Prioritization Committee, Facilities Planning Committee, Technology Planning Committee and the Instructional Equipment and Library Materials Committee) for ranking and then submission through the College's governance process. Some recent improvements made in the program review process itself, though, include:

- ***Approving/Adopting a New Program Review Process*** – It was determined that a 4-year staggered cycle for program review would work best for the College. This allowed for more time and attention to be provided for review and feedback on these critical planning documents, given that only ¼ of the College will be going through the comprehensive program review process during any given academic year.
 - ***Program review training provided to authors*** – Training was identified as a need after evaluation of the 2018-19 process. Subsequently, one session per month was conducted by members of the Institutional Effectiveness Committee (IEC) during Fall semester, including during two department chairs and coordinators meetings. Coached to provide one-on-one help to CPR authors were also commissioned to supplement training needs.
 - ***Mandating validated submissions of program reviews for resource request considerations*** – Administrators over an area validate Annual Program Reviews (for instance, the Dean of Math and Sciences validates Biology's review), while two members of the IEC validate each Comprehensive Program Review. Results of the validations were disseminated to the College's five resources committees (listed above). In each case, only programs submitting validated reviews were eligible for consideration to receive allocation of additional resources.
 - ***Norming, training of validators*** – In October 2019, IEC members conducted sessions to disseminate the rubrics for program review authors as well as managers and Institutional Effective Committee members who would be validating reviews. Assessment of student achievement data analysis was one topic within these help sessions.
- ***Ensuring that the allocation of resources supports and improves learning and achievement*** - Most of the questions within the comprehensive program review - that all departments/units are required to sufficiently complete in order to be validated, and hence considered for consideration of resource requests – are centered around increasing student learning, achievement, and engagement. CPRs are validated on how well they respond to the various questions. Questions explore a departments ability to address student success metrics, enrollment trends, technology used, curriculum review and development, assessment of Student Learning Outcomes (SLOs), etc.
 - ***Establishing procedures to evaluate the overall institutional planning and implementation efforts to achieve the mission of the institution*** – At the end of each program review cycle, the Institutional Effectiveness Committee (IEC) reviews and evaluates the program review process and its management of the overall process. Also, as a part of the validation process for the College's program reviews, feedback is provided to the program review authors on best practices, any critiques, and suggestions for moving forward. Although great strides have been made to improve this process, for example, by developing and using a validation

rubric for both APRs and CPRs, additional enhancements can be made as it relates to formalizing not only the IEC's evaluation process in a more detailed manner, but also including more of the College community in this evaluative effort.

Analysis and Evaluation

The College employs a comprehensive, integrated planning process supporting the achievement of its mission and goals. At the beginning of the Flex Day gathering for the 2020-21 academic year, the College President informed the College Committee in the opening plenary address ([3-03](#)) that Laney College's planning processes – especially program review – were the vehicle by which the College planning could work toward the 2020-21 goals of increasing graduates, restoring enrollment numbers, supporting students through the pandemic, and continuing implementation of Guided Pathways. The College continues to use student achievement data at events such as the Fall 2020 Planning Retreat ([3-04](#)) to evaluate the effectiveness of its efforts to serve students.

IV.B. 4 *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard

The Laney College President works to ensure that the institution complies with policies set forth by the Commission. Furthermore, they engaged other campus leaders in the effort to affirm compliance while engaging them in the self-review process. In 2018, the President led the drafting and submission of the midterm report to the Commission. Upon receipt of the response to the Commission, its findings were disseminated to the campus both through posting on the Accreditation webpage ([4-01](#)) and in presentations to bodies such as the Institutional Effectiveness Committee in Fall 2018. ([4-02](#))

Preparation of the 2020 Institutional Self-Evaluation Report

Note: This narrative is also presented in the introductory section of this Report.

The Laney College President engaged the entire participatory governance structure of the College in the collection of evidence as well as the crafting of responses to each of the Standards. The process took place as follows:

In February 2019, ACCJC held an offsite specialized training for the four Peralta Community College District Colleges, as all were scheduled to submit their Institutional Self Evaluation Reports in Fall 2020. The fourteen individuals who attended became the original steering team, and this core group grew to 79 throughout the drafting process. As this contingent represented a broad cross-section of the College, it was determined that our participatory governance committees would become the stewards of each of the Standards for the ISER, a model that was approved at the August 2019 Institutional Effectiveness Committee meeting. As such, Standards were assigned, with a senior manager providing support as needed.

To bring further consultative leadership to the self-study process, the College hired a faculty member as its Accreditation Coordinator on a service contract from Summer 2019 to Spring 2021. In this capacity and with the ALO, this faculty member co-authored the ISER.

After receiving planning session input from Executive Council (College President and Vice Presidents) and then the Academic Senate, the College held an August 14, 2020 Accreditation Kickoff Retreat, which took place the week before the start of instruction in Fall 2019, followed by a brown bag Q&A at the August 16, 2019 Flex Day that was attended by 42 faculty members. At this time, the working group received an orientation to the Laney College Accreditation Canvas Shell from Laney College’s Accreditation Liaison Officer (the Vice President of Instruction), which included resources created by the ALO as well as the ACCJC.

In September 2019, the College’s ACCJC liaison, Dr. Stephanie Droker, held an open forum with the campus community to provide an overview of accreditation and field questions from the campus community, particularly those who had become contributors to the accreditation process. The following structure emerged, with all bodies’ work to be reviewed by Laney’s Collective participatory governance groups, the Faculty and Classified Senates, and the Associated Students Leadership Council before being presented to the College Council for final College approval and signatures by campus leadership:

Standard	Lead Committees	Individual Standard Assignments	Senior Admin Contact
I.A: Mission	College Council Workgroup (to include College Researcher, especially for 1.a.2.)	I.A1-4: College Council Workgroup	Vicki Ferguson (Vice President of Student Services)
I.B: Assuring Academic Quality and Institutional Effectiveness	LAC/IEC/PDC	I.B1. Professional Development Committee 1B2-4, 8: Learning Assessment Committee 1B5-6, 9: IEC	Vicki Ferguson
I.C: Institutional Integrity	Catalogue Committee (Including Public Information Officer)/ Academic Senate ALO, AC	I.C1-6: Catalog Committee 1C7-10: Academic Senate 1C11: n/a 1C12-14: ALO/AC	Vicki Ferguson
II.A: Instructional Programs	Curriculum Committee (LAC in support role)	IIA1-5; 7-13; 16: Curriculum Committee IIA6: Strategic Enrollment Management Committee IIA14: CTE Advisory Committee IIA15: Office of Instruction	Rudy Besikof (Vice President of Instruction)/ Mark Fields (Acting VPI)
II.B: <u>Library and Learning Support Services</u>	Distance Education Committee/Library Full-Time Faculty Group/Tutoring Coordinator	II.B1: Distance Education Committee, Library II.B2: Library Faculty Group II.B3: Library Department Chair, Tutoring Coordinator II.B4: Library Department Chair, Director of Information Technology	Rudy Besikof/ Mark Fields

II.C: <u>Student Support Services</u>	Student Equity and Achievement Committee/ Foundation Skills Committee	II.C1: Student Equity and Achievement Committee II.C2: Foundation Skills Committee II.C3: Student Equity and Achievement Committee II.C4: Vice President of Student Services (Dean of Athletics) II.C5: Counseling co-chairs, Dean II.C6-8: Enrollment Services	Rudy Besikof/ Mark Fields
III.A: <u>Human Resources</u>	ALO/AC working with College, District Academic Senates along with District Human Resources	III.A1-14: ALO/AC working with College, District Academic Senates along with District Human Resources	Derek Pinto (Vice President of Administrative Services)
III.B: <u>Physical Resources</u>	Facilities Planning Committee	III.B1-4: Facilities Planning Committee	Derek Pinto
III.C: <u>Technology Resources</u>	Technology Planning Committee	III.C1-5: Technology Planning Committee	Derek Pinto
III.D: <u>Financial Resources</u>	Budget Advisory Committee	III.D1-16: Budget Advisory Committee Working in Cooperation with Business Services Office	Derek Pinto
IV.A: Decision-Making Roles and Processes	Institutional Effectiveness Committee	IV.A1-7: Institutional Effectiveness Committee	Tammeil Gilkerson (College President (2017-2020) /Rudy Besikof (Acting/Interim President, July 2020- October 2020; Permanent President, November 2020 – Present)
IV.B: Chief Executive Officer	President’s Office, Cabinet	IV.B1-6: President’s Office (Report-out directly to IEC)	Tammeil Gilkerson/Rudy Besikof
IV.C: Governing Board	President’s Office, Cabinet	IV.C1-13: President’s Office, Cabinet	Tammeil Gilkerson/Rudy Besikof
IV.D: Multi-College Districts or Systems	President’s Office, Cabinet	IV.D1-7: President’s Office, Cabinet	Tammeil Gilkerson/Rudy Besikof

Table 17: Accreditation Standard Assignments by Responsible Participatory Governance Committee, Senior Administrator

The ACCJC September 26th Presentation/Question & Answer session served as the springboard to the rigorous process in the fall. Twice a month, there were milestone dates for the roughly 78 members of committees to participate and contribute through two venues:

A) **“Coffee and Doughnuts” Work Sessions on Friday mornings during Fall Semester 2019.** September was devoted to training on boiling down the language in the Standards and evidence gathering followed by work sessions to compile evidence in the Canvas shell. Each of the

Standards had its own Word document where links and language were added. In October, those in the group met to form bullet point reactions to the evidence, with November being the beginning of the actual forming of prose that would serve as contributions to the initial draft.

B) *A Canvas Shell containing not only the work of the 78 stakeholders but also resources from the Commission, training videos, and minutes of meetings related to drafting the ISER.*

Beginning in Spring Semester 2020, drafts and feedback continued, with the following events:

- February 2020 – College received initial draft of District portions of narrative, evidence
- February 2020 – Compilation of work done by stakeholders toward the creation of a first draft of the ISER, which was vetted at the Institutional Effectiveness Committee and shared with governance groups.
- March 2020 – Creation of the three points in the Quality Focus Essay (QFE)
- March 2020 – Accreditation Coordinator held Flex Day training on reporting of outcomes for non-instructional areas
- April 2020 – Release of the second draft of the ISER, with the ALO and Coordinator visiting Senates and governance committees to vet the draft and provide overview of process, areas for commendation and actionable improvement, and summary of the QFE.
- May 2020 - College Council received report on April draft, including subsequent revisions from governance committees
- July 2020 – College received second draft of District portions of ISER.
- August 2020 – Despite the campus closures due to the pandemic, work continued throughout the summer and was capped by a “Mock Site Visit” virtual evaluation of Standards I and II.
- Fall 2020 College Flex Day (August 21, 2020) - President’s Address provided update on ISER.
- September - “All Hands-on Deck Meeting” was held for final edits.
- September 7, 16; October 7 – ISER vetted and approved by Laney College Council
- October 20: ISER presented to campus community during Flex Day
- October 27: Presented for first read at Peralta Board of Trustees regular meeting
- December 8: Approved by the Peralta Community College Board of Trustees

Analysis and Evaluation

The filing of both the midterm report and the ISER came after processes in which the CEO ensured compliance with the Standards of the Commission. Throughout the processes of compiling the Midterm Report, 2020 Special Report, and the ISER, participatory governance stakeholders and campus leaders from all constituent groups were involved to ensure a truly participatory process.

IV.B. 5 *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

The College President works in various venues at the institution to ensure implementation of policies and practices, including the responsible management of resources.

Twice a week, the President holds Executive Council meetings with the Vice Presidents of Instruction, Student Services and Administrative Services. During these meetings, high level instruction and guidance is provided as it relates to any timely and relevant initiatives, regulations and/or policies that the institution must ensure are carried out. Additionally, any information or guidance that is provided to the PCCD District's College Presidents at any of the District's leadership meetings (i.e., Chancellor's Cabinet meetings, College President's meetings, Participatory Governance Committee meetings and the Planning & Budget Council meetings) are shared by the College President with both the Executive Team, as well as with the College's management team in their monthly Management Council meetings. Guidance of, and discussion about, how best to carry out required policies and procedures are regular agenda items within these institutional leadership meetings. In these meetings, the College President holds the administrative team accountable for ensuring that their respective areas of responsibility are managed to ensure that their staff are carrying out the work of the College, as required.

Some examples of items discussed in Executive Council include updated information from the Chancellor's Cabinet about District policies and procedures as well as new state initiatives or guidelines, college planning and budget needs. The meetings often include campus budget updates from the Vice President of Administrative Services, or updates on legislation and trainings from the Vice President of Student Services in areas such as Title 9 (as the Title 9 Officer) ([5-00](#)) or Title 5.

In addition to working with and through the administrative team, the College President provides direct context and direction to the College community as the Chair of the College Council, as well as at events like College-wide professional development or plenary sessions, College-wide town-halls and College-wide Planning Retreats. In these College-wide sessions, the College President has provided guidance and clarity to the attendees about institutional requirements like accreditation, guided pathways, AB705, strategies for strategic enrollment management, participatory governance and integrated planning, and the new Student Funding Formula. Additionally, the President often serves on groups that are convened to plan how to carry out State statues/initiatives. Some examples include participation in the College's Guiding Pathways Workgroup and working with the Director of Facilities and Vice President of Student Services to address Department of Education Office of Civil Rights compliance measures.

Also discussed in leadership and College-wide sessions is how the College can influence improvement in District policies. An example was when the College President led discussions at the College-level as it relates to the District's policy for travel approvals during 2018-19. Recommendations were made for improvement, and the District instituted the suggested changes. This, in effect, made securing approval for travel much more efficient at both the College and District levels.

The College President models behaviors for adoption college-wide, and new policies and practices that are adopted in the effort to ensure continuous quality improvement and enhanced institutional effectiveness are frequently initiated by the CEO, and advanced through the College's collaborative system of participatory governance. Examples of this kind of ingenuity include the College's program review process, the budget allocation process, the development/

adoption of College-wide goals for supporting undocumented and mixed status students, and the formulation of a Laney College CARE Team.

The College President also works closely with the Vice President of Administrative Services (VPAS) to lead the College as it relates to development and maintenance of the budget. The VPAS's office work to ensure that the College community and respective cost center units are aware of fiduciary expectations, as well as the need to ensure inclusion of participatory governance input into any recommended changes to institutional policies and procedures while confirming alignment with the College's Mission and District policies.

Actions in Response to CBT, FCMAT Recommendations

In January 2019, the Board invited the Collaborative Brain Trust (CBT) and the Financial Crisis Management Assistance Team (FCMAT) to conduct a management assistance study and provide professional development training for the Peralta Community College District. FCMAT prepared an analysis using their 2019 Fiscal Health Risk Analysis and identified Peralta's specific risk rating for fiscal insolvency. To address the recommendations of CBT and FCMAT, the District took the following actions:

- Provided training ([5-01](#)) on financial health for the Board of Trustees, the District administration and others identified by the District Chancellor. The training focused on managing finances in a community college District, including efforts to improve fiscal accountability and competency ([5-02](#)).
- Analyzed the organization and staffing levels of the employees responsible for District finances at the Peralta District office and made recommendations ([5-03](#))
- Provided recommendations on best practices for communication between the District administration and the Board of Trustees on issues related to the District's financial health ([5-04](#)).
- Developed a corrective action plan to address audit findings ([5-05](#)) for Peralta for the most current (2017-18) and prior four years and conducted an internal control review of Peralta's reporting and monitoring of financial transactions, including an evaluation of policies, procedures, and transactions performed by the District.
- Evaluated spending patterns, including other postemployment benefit (OPEB) liabilities ([5-06](#))
- Projected funding for Peralta under the Student-Centered Funding Formula and made recommendations for actions the District can take to maximize funding ([5-07](#)) (FCMAT Report) ([5-08](#)) (ACCJC 5-Year Fiscal Sustainability Plan) ([5-08a](#))

With the delivery of the CBT ([5-09](#)) and FCMAT recommendations, ACCJC requested a 5-Year Financial Sustainability Plan. (ACCJC Actionable Fiscal Improvement Plan Request) ([5-10](#)). The Colleges developed and executed the plan, presenting a progress report to ACCJC on December 2, 2019 and presenting before the Commission on January 16, 2020.

The District hired a consultant to provide leadership in addressing the CBT and FCMAT recommendations. (Dr. Steve Crow, Consultant) ([5-11](#)). To date all of the recommendations are either in progress or completed. (FCMAT Status Matrix) ([5-12](#)) The District also used the Standards of the FCMAT assessment to change the practices such that the next assessment should demonstrate that the District's practices will have addressed all recommendations.

Analysis and Evaluation

As the College continues to navigate its challenges, its President has held the institution to a standard that ensures compliance with legislation, regulations and policies. Regarding issues of finance, Laney College has maintained its local policies and practices as they relate to fiscal responsibility, whether it has involved additional training for employees, communication of policies, and adherence to budget rules and limitations.

IV.B. 6 *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard

The College President keeps in close communication with the communities served by the institution via participation on various community-serving organizations, as well as in meetings with the College's community partners/potential partners. The President also serves on the District Foundation Board.

The College President also engages many mission-aligned organizations in communities served by the institution, with those relationships communicated to the campus community and via social media through the Public Information Office. Some of those organizational affiliations are listed below:

- *Community College League of California (CCLC) Affordability, Food & Housing Taskforce* – State and community college leaders organizing to proactively engage in discussions and interventions to alleviate food and housing insecurities that affect community college students by providing system-wide recommendations to address them.
- *CA State Chancellor's Office Distance Education & Educational Technology Advisory Committee* – Advises the Chancellor's Office on the vision, policy, and planning in support of distance education and education technology. The group's goals are to improve student success in and access to distance education programs, and effective use of education technology in all methods of instruction provided by the California Community Colleges.
- *Oakland Rotary* – A membership of local professional, business, and civic leaders that work together to create big and lasting impact on the local community and across the globe. Member support and partnerships are built to provide support in challenging times.
- *CA State Chancellor's Office Foundation for CA Community College's Advisory Group for Undocumented Students* – In order to create systemic change that benefits all of California, this group develops recommendations for how to better serve undocumented students, and pairing these with current promising practices, works to provide strategies for implementation at the individual, group, and institutional levels.
- *Peralta Colleges Foundation Board of Directors* – the Peralta Colleges Foundation has enhanced the intellectual, cultural, and educational needs of the Peralta District's students, faculty, and staff, by providing scholarships, supporting the professional development of faculty and staff, and fostering innovation in the educational programs.
- *CA Campus Catalyst Fund Evaluation Advisory Board* – Provides stakeholder input into understanding the impact of the Catalyst Fund and works to identify opportunities for

improvement. The Catalyst Fund provides funding for institutions that are working to better support and serve their undocumented and mixed status students. Laney College was a grantee of the Catalyst Fund.

- *Bay Area Workforce Funders Collaborative Equity at Work Council* – The mission of this group is to increase the number of historically marginalized Bay Area residents who have quality, empowered employment. The BAWFC envisions and works to support a diverse and equitable Bay Area where all residents can live and thrive.
- *Oakland Dialogue Group* – Unofficial group of high level professional local influencers (Oakland business leaders, leaders from the educational community, and some of the City’s key political and administrative leaders) that convene periodically for the sole purpose of information and idea exchange as it relates to local matters and how to best benefit the local community.

Additionally, the College President takes leadership in seeking and developing partnerships with entities that allow the College to leverage their uniquely provided resources to expand the institutions offerings to the student body. Some examples of those partnerships are listed below:

- *Union Bank* – Student run bank branch to be built on campus. The College’s Business Department curriculum will prepare students, and the bank branch will provide jobs/workforce development and career paths for Laney College students.
- *Alameda County Food Bank* – Weekly food giveaway events providing produce and needed groceries for the College’s food insecure student body
- *Oakland Rotary* – Volunteers to help with the weekly food giveaway events
- *Berkeley Rotary and Solo Mio* – Basic need toiletry care packages provided to the College’s student body and surrounding community members in need.
- *Comcast* – Internet service and laptops arranged for approximately 750 Laney College students to ensure that they can continue their studies online once COVID-19 forced the College to operate virtually.

Analysis & Evaluation

The College President fosters relationships and communicates such activities in public fashion, through announcements in venues accessible by the general public. For instance, an announcement about the President’s successful efforts in 2019 to have Laney College host the statewide Basic Needs conference was shared in College Council during the President’s Report (6-01). The President makes similar updates to the Board of Trustees (6-02), and updates are provided on the College Website (6-03) and social media.

Conclusions on Standard IV.B. CEO

Laney College has had five presidents from 2015-2020, with the current President having previously served as the college’s Chief Instructional Officer for two and a half years. However, there was solidified leadership during this time, as the executive team retained three of its four members dating back to 2017. Also, participatory governance took several steps forward toward stronger integrated planning that was built on an emerging infrastructure that allowed for more data-driven analysis of key issues impacting student achievement.

The role of the Laney College President remains embedded into the College's integrated strategic planning structure, and the position is still a central constituent in ensuring primary responsibility for the quality of the institution. In that role, the President monitors, assesses, and evaluates all levels of the institution and holds administrators and others delegated with authority accountable in order to ensure institutional effectiveness.

EVIDENCE LIST IV.B.

- 1-00 [PCCD BP 2430](#)
- 1-01 [LC President Job Descp](#)
- 1-03 [CC Min Scooter 2 13 2019](#)
- 1-04 [PCCD AP 7400](#)
- 1-05 [LC EMP June2 2016](#)
- 1-06 [LC CC Mins 11 15 2017](#)
- 1-07 [LC CC Mins 4 17 2019](#)
- 1-08 [LC Stud Equity home](#)
- 1-09 [PCCD BP 3100](#)
- 1-10 [PCCD BP 3250](#)
- 1-11 [PCCD BP 7250](#)
- 2-01 [LC Administration home](#)
- 2-02 [Exec Cncl Agenda 8-12-20](#)
- 2-03 [Mang Cncl Agenda 7 22 20](#)
- 2-04 [Pres Cabinet Agenda 10 9 18](#)
- 2-05 [LC Stud Activites Team home](#)
- 3-01 [PCCD BP 3250](#)
- 3-02 [LC Plan Retreat S19](#)
- 3-03 [LC Flex 10 20 20](#)
- 3-04 [LC Fall20 Plan Retreat](#)
- 4-01 [LC Accreditation home](#)
- 4-02 [IEC Mins 11 29 18](#)
- 5-00 [TitleIX Training 7 20 2018](#)
- 5-01 [PCCD BOT Training](#)
- 5-02 [FCMAT Exec Summary](#)
- 5-03 [FCMAT Comp Staffing](#)
- 5-04 [FCMAT Budgt Dev Adpt](#)
- 5-05 [FCMAT Internal Ctrls](#)
- 5-06 [FCMAT OPEB](#)
- 5-07 [FCMAT Spend Analysis](#)
- 5-08 [FCMAT 6 28 2019](#)
- 5-08a [5yr Intg Fin Plan 2019-24](#)
- 5-09 [PCCD CBT PhaseI](#)
- 5-10 [ACCJC-Act Pln Dec 2018](#)
- 5-11 [ICC Steven Crow 2019](#)
- 5-12 [FCMAT Matrix Dept](#)
- 6-01 [CC Minutes 11 20 2019](#)
- 6-02 [CTE Expo Rpt 11 10 2020](#)
- 6-03 [LC President Message home](#)

C. Governing Board

IV.C.1 *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

Evidence of Meeting the Standard

The Peralta Community College Board of Trustees (BOT) is the policymaking body for the District and provides oversight and direction to the District as stated in Board Policy (BP) 2200 (1-01). Additionally, they are charged with assessing District institutional effectiveness per BP 3225 (1-01a) and have authority on financial controls to ensure the financial stability of the college per BP 6300 (1-01b).

All Board Policies are posted/published online (1-02) and they “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations.”. All policies are adopted, amended, and revised according to the process outlined in BP 2410 (1-03). The Board of Trustees appoints the Chancellor, who serves as the District’s Chief Executive Officer (CEO) and has the delegated authority to implement and enforce BPs, establish District APs, and authorize employment subject to Board approval for certain employees per BP 7110 (1-04).

BP 2200 (1-05) establishes the authority of the Board of Trustees over nine key areas of District and College functions. They include “monitoring institutional performance and educational quality, establishing policies that standards for the colleges, assuring fiscal health and stability, and hiring and delegating authority to the Chancellor.” Additional governing policies affecting institutional integrity include conduct of Board elections (BP2100) (1-06), code of ethics and standards of practice for managing conflicts of interest, appropriate Board meeting conduct, maintaining confidentiality in closed sessions, exercising authority as trustees and handling of administrative matters.

The Board of Trustees maintains a master calendar containing required topics that are covered throughout the year at their regular meetings. The calendar serves as a basis for required agenda items and as a means of keeping the Board abreast of the quality of institutional performance, including student learning programs and services and financial stability. At meetings, the Board of Trustees receives updates that include presentations about student success, specific programs designed to aid students, documentation about curriculum updates and innovation, budget presentations, revenue and audit reports, enrollment reports and reports from the College Presidents that highlight effective programs (1-07).

The Board ensures academic quality and effectiveness of student learning and support programs and services by adopting a strategic plan with a shared vision, mission, principles, and values. In 2019 the Board adopted five strategic priorities to align with the California Community Colleges Chancellor’s Office Vision for Success – 1) advance student access, equity and success; 2) engage and leverage partners; 3) build programs of distinction; 4) strengthen accountability,

innovation, and collaboration; 5) develop and manage resources to advance the District's mission ([1-08](#)).

The Board has adopted a set of metrics that correspond with the California Community Colleges Student Success Scorecard and publishes them on the District website ([1-09](#)) to allow for regular monitoring, review, planning and public access. The Board receives updates on the progress of the metric goals ([1-10](#)).

To assure the overall financial stability of the institution the Board sets the overall District annual budget, receives quarterly financial statements and reports, provides monthly approval for budget transfers, and receives reports from District leaders on issues impact the fiscal integrity of the District. Independent, external audits are performed to assess whether the District's internal processes and controls, guidelines and policies are consistent with accepted standards for higher education. The annual audit is presented to the Board annually in a public session ([1-11](#)).

Analysis and Evaluation

The Colleges meets this Standard. The Board of Trustees through BP 2200 ([1-12](#)) and during Board meetings can monitor the programs, services for students and be aware of key budget related items. Also, to remain current and abreast on policies and practices, the Board holds special meetings and periodic retreats.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board adheres to the Brown Act ([2-01](#)) when publishing agendas and associated meeting materials. During its meetings, it considers business matters in public Board meetings allowing full and open discussion. After full discussion of the issues, the Board considers the recommended motions and takes a roll-call vote. Confidential matters are considered in closed session. Any actions taken in closed session are reported out to the public (BP 2315, [2-02](#)). BP 2715 (Code of Ethics and Standards, [2-03](#)) defines that legal and effective functioning is determined by the Board a whole, as District matters are not governed by individual actions of Board members. The Board acts and speaks on behalf of the District when acting as a whole. The Board acts by majority vote except as noted in BP 2330 Quorum and Voting ([2-04](#)). The Board conducts an annual self-evaluation that reflects the Board's opinion about whether members act as a collective unit.

Analysis and Evaluation

The Board of Trustees publishes its agendas and accompanying materials in compliance with the Brown Act. Adopted policies provide a framework for collective decision making and effectively guides Board processes of open discussions, voting and actions. Board meeting agendas closed session and open meeting operations adhere to Board Policy and corresponding California Education Code. The Board comes to collective decisions on all matters and supports those decisions once reached.

IV.C.3 *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system.*

Evidence of Meeting the Standard

BP 2431 (3-01) establishes the process for selecting the hiring of a new Chancellor. The policy describes the process, committee composition and public forums. As stated in the policy, the District does a national search, holds one or more open forums, and organizes a selection committee with parameters that define the number of members from each constituent group.

In the 2019 Chancellor search, the Board engaged a consultant to execute the search process (3-02). The approach was designed to be inclusive and transparent. While the process only required one public forum, the Board requested five public forums to increase the opportunity for public input and engagement. The Board requested that the search consultant interview College and District governance leaders to prepare the draft position description (3-03). More than 25 leaders were interviewed. The search consultant then conducted forums including more than 100 individuals including students, faculty, staff, and community members. To ensure continued stakeholder involvement, at the Board's request, the search consultant developed a calendar for candidate interviews to be held at the beginning of the fall term (3-04).

The Board executed a Chancellor Selection Process that culminated in fall 2019. During the process, the selection committee forwarded two finalists rather than the five required by BP 2431. In so doing, the Board determined that a statement (3-05) during its September 2019 Regular Meeting was needed to announce its decision to temporarily waive the policy, allowing the Board to hire a new Chancellor.

The Board adheres to BP 2435 (3-06), which requires the Board to review and evaluate the performance of the Chancellor at least once every year. The CEO evaluation is designed to foster open communication and to clarify expectations, roles, and responsibilities. The Board and the Chancellor mutually agree upon the process and tool that incorporates the District's goals, objectives and expectations. The evaluation is to be based upon the Chancellor's job description, implementation of Board policy, and performance in goal attainment, and objectives and expectations that were developed in accordance with BP 2430 (3-07) – Delegation of Authority to the Chancellor.

The College President hiring process follows a similarly systematic procedure that follows District Policies and Procedures. The most recent Laney College President vacancy was posted in summer 2020, and the District followed the process specified in Administrative Procedure 7122 (3-08). The Board approved the Chancellor's recommendation at its November 2020 regular meeting and appointed Dr. Rudy Besikof as permanent President. Prior to the appointment, Dr. Besikof served as the Interim College President. The search, as well as his appointment to that temporary position, took place in accordance with Administrative Procedure 7123 (3-09).

Analysis and Evaluation

The Board adhered to BP 2431 (3-10) in conducting the search for the Chancellor. The Board adheres to BP 2435 (3-11) and conducts an annual evaluation of the Chancellor. The Board evaluates the CEO with a focus on how their performance and priorities contribute to the effectiveness of educational programs and services for students, and the community, including how well the institution is fulfilling its mission. The expected outcomes of the evaluation process include clear expectations, realistic goals, strengthened communications, role/responsibility clarification, and clarification of the District's agenda.

The District follows Policy and Procedure in similar fashion relative to appointment of its College Presidents, who are evaluated annually in accordance with Administrative Procedure 7124 (3-12) as it relates to Management Performance Evaluations.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for, defends the institution, and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

On behalf of the citizens of the Peralta Community College District, the Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board does so in accordance with the authority granted and duties defined in Education Code Section 70902 (4-01).

The Board's commitment to reflecting public interest is exercised by regular and formal communications with the public regarding Board activities and decisions through its public meetings. The Board provides an opportunity for the public to speak at Board meetings at the beginning of closed session, at the beginning of open session and during the consideration of public agenda items. The Board posts all Board meeting agendas, minutes of meetings and policies and procedures on the District website (4-02).

BP 2345 (4-03) provides for members of the general public to participate in the business of the Board. Public members are asked to submit a written request, provide their name and organizational affiliation, if any. The public may bring District related matters to the Board by addressing the Board before a vote is called on the item as allowed by the Brown Act. Members of the public may place items on the prepared agenda in accordance with BP 2340 (4-04) titled Agendas.

The Board abides by a conflict-of-interest policy to ensure the Board reflects the public interest. According to BP 2710 (4-05), "Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members. Board members shall avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships."

Analysis and Evaluation

The College meets this Standard. When the Board faces challenges from the community that may not agree at times with their actions, the Board strives to listen and respond to the public

while maintaining the overall well-being of the institutions as a priority. The Board has clear policies and practices that provide for public input and avoidance of conflict of interest.

IV.C.5 *The governing board establishes policies consistent with the College/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard

PCCD Board Policies ([5-01](#)) cover a range of topics related to educational policy, legal matters, and financial integrity and stability. They are organized into seven categories: District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources. BP 2410 ([5-02](#)) establishes rules for adopting and/or changing Board policies. Specifically, the Board considers for approval items at the College that include curricula, master plans, and other documents that require approval (e.g., most recently, the Laney College Institutional Self-Evaluation Report).

The Board ensures appropriate members of the District have a means to participate in the development of recommended policies. It further intends that no policies shall be construed to interfere with governing laws related to employment or educational acts and that Peralta participatory governance bodies shall be allowed to consult on policies. This policy also establishes that all Administrative Procedures are under the authority of the Chancellor.

BP 2200 ([5-03](#)) defines the responsibilities of the Board to include establishing policies that define the institutional mission, set prudent, ethical, and legal standards for College operations, and monitor institutional performance and educational quality. The Board regularly reviews the mission statement, and engaged in a thorough, inclusive review process in 2019 ([5-04](#), [5-05](#)).

The District subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([5-08](#)).

The Board has several policies focused on ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. BP4020 ([5-09](#)) – Program Curriculum and Course Development – establishes that programs and curricula within the District shall be of high quality, relevant to multicultural East Bay student and community needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. BP 4025 ([5-10](#)) establishes the criteria for the Associate Degree and General Education. Additional policies that impact academic integrity include BP 4030 Academic Freedom ([5-11](#)), 4040 Library Services ([5-12](#)), 4050 Articulation ([5-13](#)), 4100 Graduation

Requirements ([5-14](#)), 4210 Student Learning Outcomes ([5-15](#)), 4260 Prerequisites and Co-requisites ([5-16](#)), 5050 Student Success and Support Programs ([5-17](#)), 5110 Counseling ([5-18](#)), 5120 Transfer ([5-19](#)) and 5300 Student Equity ([5-20](#)).

Analysis and Evaluation

Board policies are developed consistent with the mission. The policies ensure overall quality, integrity, and improvement in student learning. The Chancellor and staff advise the Board on all legal, financial, and educational issues. The Board exercises authority to provide oversight for all District and College operations, especially educational quality, legal matters, and financial integrity and stability.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The PCCD Board of Trustees has established policies to define its composition and operating procedures. All Board Policies are posted on the Peralta Community College District website and are accessible to all, including the public.

- BP 2010 outlines the membership of the Board ([6-01](#))
- BP 2100 and BP 2110 describe the board makeup, elections, terms of office and filling of vacancies for the Board ([6-02](#))
- BP 2015 outlines the selection, duties, term of office and compensation for the student trustee ([6-03](#))
- BP 2200 establishes the duties and responsibilities of the Board ([6-04](#))
- BP 2210 (Board Membership, [6-05](#))
- BP 2310 establishes the location of meetings and manner for publishing meeting agendas ([6-06](#))
- BP 2315 defines the topics to be discussed in Closed Session ([6-07](#))
- BP 2340 describes the agenda development and posting process including the process for “emergency meetings” ([6-08](#))
- BP 2350 establishes a policy for public speaker and the decorum required ([6-09](#))
- BP 2360 describes the mandate for minutes and recording of meetings ([6-10](#))
- BP 2725 describes the compensation and benefits of the Board ([6-11](#))
- BP 2715 describes how Board members are expected to conduct themselves as members of the Board ([6-12](#))

Analysis and Evaluation

The Board of Trustees has publicly accessible policies in place that define rules of governance, including the Board’s composition and operating procedures. The Trustees website would benefit from a normal update cycle, with archiving of dated documents and consideration of additional information and features that would facilitate access to information of interest to District constituencies and the public, including easy-to-find calendars, agendas and mee

IV.C.7 *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/District/system mission and revises them as necessary.*

Evidence of Meeting the Standard

The Board of Trustees is subject to the California Educational Code *Section 70902* (7-01) and is thus required to establish policies and adhere to both law and policy to support the mission of the District. BP 2410 (7-02) establishes the authority of the Board and the requirement to establish policies consistent with the law. This policy also gives executive responsibility for executing Administrative Policies to the Chancellor and assures that all APs are in alignment with Board Policies.

The Board regularly assesses its policies through a participatory governance process outlined in the Planning and Budgeting Integration Model Manual (7-03). As part of the policy formulation and review process, the Board has also outlined in BP 2510 Participation in Local Decision Making (7-04), outlines the role of the constituency governance groups in policy matters. Various committees, including the District Academic Senate, Planning and Budgeting Council (7-05) and Participatory Governance Committee (7-06), provide input on the BPs and APs that are selected for revision. The Board has ultimate authority over changes to BPs are reviewed and voted on by the Board at regular meetings (7-07).

The District subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California (CCLC Policy Subscription Services) (7-08).

Analysis and Evaluation

The Board acts in a manner consistent with its policies and regularly assesses its policies, regularly assesses its policies for effectiveness, and revises them as necessary.

IV.C.8 *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

BP 2200 (8-01) establishes the Board of Trustees as committed to fulfilling the responsibilities of monitoring institutional performance and educational quality, including the review of programs for students, enrollment, and student success. To comply with this Policy and to ensure Board members are kept abreast of College functions related to student success. Student success informational presentations are noted on the annual Governing Board Meeting Schedule (8-02)

where presentations on student success occur at a minimum three times per year. These presentations are from the College's executive leadership and can include faculty and staff who work directly in the many programs that focus on the success of students.

The Board receives an annual presentation on the Scorecard Report ([8-03](#)), which includes degree, certificate and/or transfer-related completion rates, persistence, 30-unit completion, CTE completion, Math and English metrics, basic skills and ESL metrics, and transfer level achievement.

Analysis and Evaluation

The Board regularly reviews and discusses student performance data in support of continuous improvement.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

BP 2100 ([9-01](#)) provides for the election of seven Trustees to be staggered so that, as practical, one-half of the Trustees are elected at each consolidated general election falling on an even numbered year. Board membership has been very stable, with each of their years of Board election, and number of years of Board experience, as follows: 2002, 18 years; 2009, 11 years; 2012, 8 years; 2016, 4 years; 2018, 2 years; two Board members were elected in 2004 and each have 16 years of Board experience. The PCCD Board of Trustees has 75 years of collective Board experience among them ([9-02](#)).

New Board members attend the Community College League of California (CCLC) training for new community college trustees and learn about trustee roles and responsibilities. Trustees maintain access to online presentations and materials. Trustees attend the annual Effective Trustee workshop sponsored by CCLC, which includes a handbook with a section highlighting governing board responsibilities and effective trusteeship ([9-03](#)).

Training has been provided to the Board members on a consistent schedule including:

- Board Workshop – Accreditation & Leadership and Governance December 9, 2014 Board Retreat ([9-04](#))
- November 17, 2017 – At the request of members of the Board of Trustees, a budget training presentation ([9-05](#)) was prepared. The presentation was provided at the statewide CCLC Annual Conference of Trustees by the Vice Chancellor of Finance and a Trustee.
- The presentation on Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees was subsequently presented by the VC of Finance at the Peralta Board Retreat on November 28, 2017 ([9-06](#)). The VC of Finance discussed the fiscal health of the District and evaluated the District's stability. The training covered the state regulatory guidelines and apportionment funding based on Full Time Equivalent Students (FTES) and

explained how the development of an annual proposed budget was governed by the State Chancellor's Office select Budget Work Group.

- Governance Workshop – January 30, 2018 Board Retreat [\(9-07\)](#)
- Governance Training – Provided March 13, [\(9-08\)](#) and 27th 2018 [\(9-09\)](#) at the regular meetings of the Board of Trustees
- Board Handbook – Presented and adopted at the March 27th, 2018 regular meeting of the Board of Trustees [\(9-10\)](#)
- Excellence in Trusteeship Program Certificate of Accomplishment – Two members of the Board have earned the CCLC Certificate of Accomplishment for the successful completion of the Excellence in Trusteeship Program.
- CCLC Professional Development Training – Peralta Trustees regularly attend the Annual Trustee Conferences for professional development, and members of the Board report on the professional development that they received during Board Meetings [\(9-11\)](#).

CCLC professional development for Trustees provides training on eight areas of competency with subtopics to complete the knowledge and skills learning to support strong leadership. Participants attend sessions in each of the eight competencies which define the roles and responsibilities of governance boards and provide tools that keep efforts focused on student learning. Competencies taught in CCLC Trustee Professional Development include:

- Accreditation
- Board/CEO Relationship
- Board Evaluation
- Brown Act Training
- Ethics Training
- Fiscal Responsibilities
- Governance
- Student Success & Equity

Analysis and Evaluation

Board policy provides for staggered terms. Trustees engage in regular training, and new Board members are provided with a rigorous orientation as well as the support of more experienced members.

IV.C.10 *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. BP 2745 ([10-01](#)) provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July. The goal of the self-evaluation is to share views, values, concerns, priorities, and recommendations among the Trustees. The results of this process are used to identify accomplishments in the past year and goals for the following year.

The Board engaged a consultant to oversee the process, administer the evaluation tool, and collect the results. The evaluation process gives the Board an opportunity to consider its practices, its participation in training as a Board, and its effectiveness in carrying out its roles and responsibilities. The 2019 Board evaluation was not completed on time. A process has been put in place to ensure timely completion each year consistent with Board policy.

Analysis and Evaluation

The Board engages in an annual self-evaluation.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. Most of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP 2715 ([11-01](#)) outlines the Code of Ethics and Standards of Practice for Board members. The Code of Ethics embodies the Board's commitment to maintaining high standards of ethical conduct for its members. It includes specific tenets on acting as a whole, managing conflicts of interest, handling special interest groups, and maintaining confidentiality of closed sessions. It also defines the legal and effective functioning of the Board and prescribes how to maintain appropriate conduct at Board meetings, exercise proper authority as Trustees, and handle administrative matters. The Code of Conduct outlines the process for addressing any violation of the Code of Conduct.

BP 2710 ([11-02](#)) prescribes the conditions of conflict of interest. The policy addresses the Board's obligation to avoid conflicts of interest or the appearance of such between their obligations to the District and private business or personal commitments and relationships. The policy prescribes conditions of disclosure and recusal for Board members who have, or may have, or appear to have a conflict of interest in matters being considered by the Board.

Board members annually file statements of economic interest with the Fair Political Practices Commission (FPPC Form 700) as a public statement for review.

Analysis and Evaluation

The PCCD Board has a published Code of Ethics policy that is adhered to by the Board, as well as a published conflict-of-interest policy. During this evaluation period, there have been no violations of these Board policies or public political procedures.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or College, respectively.

Evidence of Meeting the Standard

BP 2200 ([12-01](#)) delegates the power and authority to the Chancellor to effectively lead the District. The Board respects 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. The Board delegates authority to the Chancellor to issue regulations and directives to the employees of the District. The CEO provides the Board members with weekly updates on various issues in the District, including questions members may have posed that require information from the Executive staff.

The Board and Chancellor have leveraged this new relationship to maximize its effectiveness as a Board and CEO. The Board and the Chancellor have a mutual understanding and commitment to the effective delineation of responsibilities for policy setting at the Board level and managing the operations of the District at the CEO level. The Board understands and respects the distinction between policy and operations.

The Chancellor delegates responsibility and authority for Laney College to its President. To ensure accountability, the President is evaluated annually in accordance with Administrative Procedure 7124 ([12-02](#)) as it relates to Management Performance Evaluations.

Analysis and Evaluation

The Board delegates full responsibility and authority to the CEO to implement Board policy without interference. The Board holds the CEO accountable through CEO goal setting and evaluation. The Board and Chancellor have leveraged this new relationship to maximize their effectiveness as Board and CEO. The Board and the Chancellor have a mutual understanding and commitment to the effective delineation of responsibilities for policy setting at the Board level and managing the operations of the District at the CEO level. The Board understands and respects the distinction between policy and operations.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the Colleges. BP 3200 ([13-01](#)) outlines the responsibilities of the Board and the Chancellor regarding accreditation. The Colleges update the Board on progress with the Institutional Self-Evaluation Reports, including status updates ([13-02](#)) and formal presentation of drafts for review ([13-03](#)).

On September 24, 2019, the Board received training by the ACCJC Vice President. The training topics covered included: 1) recent changes at ACCJC; 2) accreditation 101; 3) accreditation's purposes, processes and Standards; and 4) the roles and responsibilities of the Governing Board ([13-04](#))

Analysis and Evaluation

The Board of Trustees stays informed and updated about issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from the accreditation teams at the Colleges regarding the process.

Conclusions on Standard IV.C. Governing Board

Acting as a collective, the PCCD Board of Trustees establishes and adheres to policies ensuring the quality, integrity and improvement of student learning programs and services. The Board makes policies, agendas, and meetings available to the public. The Board has ongoing training and development to ensure effective engagement with duties and responsibilities as a Board and as individual Board members. The Board regularly evaluates its performance and uses the evaluation to achieve continuous improvement. The Board adheres to a clearly defined Code of Conduct and Code of Ethics and Standards of Practice, found in BP 2715 ([C-01](#)).

The Board delegates authority through the adoption of an extensive set of Board Policies. The Board freely engages in discussions on issues, initiatives, and efforts of the Colleges and District. The Board has clearly defined policies for the selection and evaluation of the Chancellor, and holds an approval role regarding some hires, including the hiring of “management employees”. The Board ensures transparency by posting all policies and discussion on the District Board website. Assessment of Board Policies and Procedures to ensure compliance and relevance occurs regularly during District Participatory Governance Committee meetings, and the Board delegates full responsibility and authority to the CEO to implement Board policies without interference. The Board stays abreast of Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes and the Colleges’ accreditation status.

EVIDENCE LIST IV.C.

- 1-01 [PCCD_BP_2200](#)
- 1-01a [PCCD_BP_3225](#)
- 1-01b [PCCD_BP_6300](#)
- 1-02 [PCCD_BP_AP_home](#)

[1-03 PCCD BP 2410](#)
[1-04 PCCD BP 7110](#)
[1-05 PCCD BP 2200](#)
[1-06 PCCD BP 2100](#)
[1-07 Pres Board Hghlts Nov 2020](#)
[1-08 PCCD Strategic Pln home](#)
[1-09 PCCD IR Reports](#)
[1-10 PCCD SS Scorecard 2017](#)
[1-11 PCCD BOT Agenda 3-1 1 21 20](#)
[1-12 PCCD BP 2200](#)
[2-01 PCCD BOT home](#)
[2-02 PCCD BP 2315](#)
[2-03 PCCD BP-2715](#)
[2-04 PCCD-BP 2330](#)
[3-01 PCCD BP 2431](#)
[3-02 BOT Agenda 3 26 2019](#)
[3-03 PCCD Chanc Search Timeline](#)
[3-04 PCCD Chanc Search Update](#)
[3-05 BOT Agenda 7-4- 9 10 2019](#)
[3-06 PCCD BP 2435](#)
[3-07 PCCD BP 2430](#)
[3-08 PCCD AP 7122](#)
[3-09 PCCD AP 7123](#)
[3-10 PCCD BP 2431](#)
[3-11 PCCD BP 2435](#)
[3-12 PCCD AP 7124](#)
[4-01 PCCD BP 2200](#)
[4-02 PCCD BOT home](#)
[4-03 PCCD BP 2345](#)
[4-04 PCCD BP 2340](#)
[4-05 PCCD BP 2710](#)
[5-01 PCCD BP AP home](#)
[5-02 PCCD BP 2410](#)
[5-03 PCCD BP 2200](#)
[5-04 PCCD Mission State Process](#)
[5-05 PCCD Mission State Timeline](#)
[5-08 CCLC Policy Sub Services](#)
[5-09 PCCD BP 4020](#)
[5-10 PCCD BP 4025](#)
[5-11 PCCD BP 4030](#)
[5-12 PCCD BP 4040](#)
[5-13 PCCD BP 4050](#)
[5-14 PCCD BP 4100](#)
[5-15 PCCD BP 4210](#)
[5-16 PCCD BP 4260](#)
[5-17 PCCD BP 5050](#)

[5-18 PCCD BP 5110](#)
[5-19 PCCD BP 5120](#)
[5-20 PCCD BP 5300](#)
[6-01 PCCD BP 2010](#)
[6-02 PCCD BP 2100 2110](#)
[6-03 PCCD BP 2015](#)
[6-04 PCCD BP 2200](#)
[6-05 PCCD BP 2210](#)
[6-06 PCCD BP 2310](#)
[6-07 PCCD BP 2315](#)
[6-08 PCCD BP 2340](#)
[6-09 PCCD BP 2350](#)
[6-10 PCCD BP 2360](#)
[6-11 PCCD BP 2725](#)
[6-12 PCCD BP 2715](#)
[7-01 Ed Code 70902](#)
[7-02 PCCD BP 2410](#)
[7-03 PBIM Manual 2017](#)
[7-04 PCCD BP 2510](#)
[7-05 PBC Agenda 2 22 2019](#)
[7-06 BOT Agenda 5 26 2019](#)
[7-07 BOT Agenda 4 23 2019](#)
[7-08 CCLC Policy Sub Srvs](#)
[8-01 PCCD BP 2200](#)
[8-02 PCCD-GovBoard Mtg 2020](#)
[8-03 PCCD Scorecard 2017](#)
[9-01 PCCD BP-2100](#)
[9-02 PCCD Meet the BOT](#)
[9-03 CCCL Learning Guide](#)
[9-04 Board Workshop 12 9 2014](#)
[9-05 CCLC Pres 11 7 17](#)
[9-06 BOT Agenda 11 28 2017](#)
[9-07 BOT Agenda 1 30 2018](#)
[9-08 BOT Agenda 3 13 2018](#)
[9-09 BOT Agenda 3 27 2018](#)
[9-10 BOT Hnbk Draft SP18](#)
[9-11 BOT CCLC Rep 5 14 2019](#)
[10-01 PCCD BP 2745](#)
[11-01 PCCD BP 2715](#)
[11-02 PCCD BP 2710](#)
[12-01 PCCD BP 2200](#)
[12-02 PCCD AP 7124](#)
[13-01 PCCD BP 3200](#)
[13-02 BOT ISER Update 5 26 20](#)
[13-03 BOT Mtg 10 27 2020](#)
[13-04 PCCD Accred Board Training](#)

D. Multi-College Districts or Systems

IV.D.1 *In multi-College Districts or systems, the District/system CEO provides 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. Working with the Colleges, the District/system CEO establishes clearly defined roles, authority and responsibility between the Colleges and the District/system.*

Evidence of Meeting the Standard

The Chancellor serves as the Chief Executive Officer (CEO) for the four Peralta Community College District (PCCD) colleges, including Laney College. In addition to speaking about the visions of educational excellence at events such as Districtwide Flex Days, the Chancellor communicates such expectations in several venues, reporting publicly on the work of the District at Board of Trustee meetings and serving in governance as the co-chair of the Participatory Governance Committee. Moreover, expectations of educational excellence and integrity are communicated through regular communications with the Chancellor's Cabinet, the College Presidents' group, and the District wide management team. While College expectations have aligned with the Peralta Community College District's mission and values, more specific expectations are also communicated, including the Leadership Standards of Excellence and Integrity ([1-01](#)) that were vetted through the District-wide management team in 2019-2020.

Through authority delegated by the Board of Trustees in BP 2430 ([1-02](#)), the Chancellor is responsible for implementing and enforcing Board Policies (BPs) and establishing District Administrative Procedures (APs) to ensure effective college operations in part through centralized services such as Human Resources, Information Technology, Institutional Research, Distance Education, and Admissions and Records. While some services are completely centralized, other areas have staff assigned to the Colleges. The District Participatory Governance Committee makes recommendations to the Chancellor regarding delineation of such functions ([1-03a](#)) as Item #9 of its Committee Charge ([1-04](#)).

Under BP 2430 the Chancellor delegates authority for Laney College to the College President, who is described as the decision-making authority for the College and is a part of the organizational structure that is noted in organizational charts over which the Chancellor has authority according to BP 3100 ([1-05](#)); yet the Board approves the appointment of management employees per BP 7110 ([1-03](#)).

Laney College's organization chart ([1-05a](#)) illustrate the organizational roles and responsibilities for decision making that are also outlined in BP 2510 ([1-06](#)). In addition to discussing the Chancellor and designees, the policy outlines the roles of the Academic Senate, staff, and students.

Analysis and Evaluation

The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity through District wide communications ([1-07](#)) as well as regularly scheduled District and College meetings. Various Board Policies delineate roles and responsibilities between the District and the PCCD colleges, and an ongoing dialog about services occurs among the District Office and Colleges on a regular basis. In the case of Laney College, District planning discussions around delineation of responsibilities resulted in the decentralization of Financial Aid, which led to the Spring 2020 hiring of a Director to lead Laney's office under these new conditions. Prior to that, with the increasing administrative service responsibilities impacting a college as large as Laney, the College created a Vice President of Administrative Services position in 2018 to ensure greater effectiveness in operations.

IV.D.2 The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the Colleges receive effective and adequate District/system provided services to support the Colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Peralta District Functional Map, revised in 2018, defines the roles and responsibilities among Peralta Community College District (PCCD) colleges and the District Office, consistent with BP 7110 ([2-01](#)) and BP 2430 ([2-02](#)).

The District works to provide adequate services to support the four PCCD colleges and their missions, which includes human resources, fiscal affairs, facilities, research, and planning, as well as information technology. At the College level, authority, and responsibility for incorporating Board policies and District Administrative Procedures, as well as Chancellor directives, is the responsibility of each College President. The College Presidents implement policies and procedures at the College level.

To ensure that the colleges receive adequate resources to support their institutional missions and functions, the District's practice over the bulk of time from 2015 to present has been to rely on program review and resulting resource prioritizations from the colleges. At the close of the Laney College program review and prioritization processes – in mid-Spring prior to the May budget revise, the College President would report to the District on any budget augmentation needs, along with resource requests that would in part be fulfilled by District centralized services. These requests are in keeping with AP 6250 (Budget Management, [2-03](#)). Such requests could fall into centralized or shared services such as Human Resources (for faculty and classified staffing), Information Technology, and Finance. Requests would then be subject to approval by the Chancellor as CEO.

Additionally, these more centralized District areas work with the Colleges on their institutional self-evaluation reports, with the Academic Affairs Office serving as the single point of contact that works with the Colleges' Accreditation Liaison Officers (ALOs). The Vice Chancellor of Academic Affairs and Student Services held periodic meetings with the ALOs, and in February and July 2020, the District sent evidence and narrative to inform each Peralta College's ISER.

Analysis and Evaluation

As the College works to ensure its resource needs are met, the realization of resource delivery to the College continues toward refinement. In its response to the Fiscal Crisis & Management Assistance Team (FCMAT), the District shared in a detailed report ([2-04](#)), as well as a matrix ([2-05](#)) that it addressed the following issues related to delivering District/system- provided services to support the College in achieving its mission:

- Position Control
- Accountability
- Accounts Payable
- Budget Development/Monitoring
- Communication
- Comparative Staffing
- General Ledger Monitoring
- Inventory Asset Management/Recordkeeping
- Policies and Procedures
- Purchasing and Warehouse
- Spending Pattern Analysis
- Related Staff Development
- Technology Systems and Access

IV.D.3 The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and District/system. The District/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Board Policies detail District fiscal policies, including budget management to support effective operations and sustainability of the colleges and District, as well as the Chancellor's authority and responsibility for effective control of expenditures.

BP 6300 ([3-01](#)) grants authority to establish procedures "to assure that the District's fiscal management is in accordance with the principles contained in Title 5, Section 58311 of the California Code of Regulations...." The policy also lists the following as principles:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.

- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

To demonstrate compliance, a quarterly report of these activities is presented to the Board of Trustees. In alignment with this policy, the Board of Trustees receives a monthly financial report comparing prior year actual financial activity, adopted and revised budget information, and current year-to-date financial activity for each District fund. The Board receives a monthly Capital Program Executive Summary report showing Measure C project commitments, quarterly CCFS-311Qs and the annual CCFS-311 financial and budget information required by the state Chancellor’s Office, and the annual Tentative and Final Budget documents, as shown in recent agenda items for presentations about the District’s budget as well as the state budget.

Demonstrating that the District reviews and controls system-wide expenditures, the most recent independent auditor reports ([3-02](#)) for the District, Measure C, and Peralta Foundation express unqualified opinions on the financial statements, internal controls, and federal and state compliance as applicable at the end of each fiscal year.

Dollars for the PCCD colleges are allocated through Budget Allocation Model (BAM) ([3-03](#)) which was produced through vetting at the Planning and Budgeting Council (PBC) and recommended for Chancellor approval the Participatory Governance Committee (PGC). It allocates resources to Laney College. At the end of each fiscal year, should monies remain in those budgets, those remaining funds are used to pay budget shortfalls elsewhere in the District, with any remaining money carried over to the next fiscal year. These activities are detailed in the year-end-closing memo ([3-04](#)) which outlines purchasing deadlines.

The Board also delegates authority to the Chancellor to supervise the District’s general business practices and procedures (BP 6100, [3-05](#)). The policy states further that the Chancellor ensures effective control of expenditures through delegated authority, oversight, and “consultation with Districtwide committees.”

One such committee, with representation from the District Office and the four Colleges including faculty, students, staff, and management, is the PBC. Among the goals and objectives of this group ([3-06](#)), at times through an appointed task force, has been evaluation of the BAM, which bases the allocations to the Colleges and the District on the three-year average percentage of the previous three years’ enrollments. Other goals are to improve efficiency of the accounts payable process, to review and revise Board Policies and Administrative Procedures, and to evaluate the District’s Planning and Budgeting Integrated Model (PBIM). Approvals from the PBC are then sent forward to the Participatory Governance Committee, another Districtwide participatory governance group, on which the Chancellor serves as cochair. Committee responsibilities ([3-07](#)) include major participatory governance issues and assures dissemination of information, including the recommendations of the PBC, to the Colleges, the District, and the public.

Analysis and Evaluation

Policies and procedures, including the structure of District-level committees whose membership includes college representatives, are designed to ensure effective control of expenditures. In its response to the Fiscal Crisis & Management Assistance Team (FCMAT), the District

shared in a detailed report (3-08) as well as a matrix (3-09) that it addressed the following issues related to delivering District/system- provided services to support the College in achieving its mission:

- Accounts Payable
- Budget Development/Monitoring
- Communication
- General Ledger Monitoring
- OPEB
- Policies/Procedures
- Student-Centered Funding Formula

Moving forward, Laney College looks forward to having its representation contribute toward the fiscal management practices that lead to a sustainable budgeting and allocation model that funds the colleges.

IV.D.4 *The CEO of the District or system delegates full responsibility and authority to the CEOs of the Colleges to implement and administer delegated District/system policies without interference and holds College CEO's accountable for the operation of the Colleges.*

Evidence of Meeting the Standard

Delegation of authority to the Presidents flows through the Board and the Chancellor. Specifically, Board Policy/Administrative Procedure 2430 (Delegation of Authority to the Chancellor, 4-01) states that the Board of Trustees delegates the executive responsibility for providing leadership for the District to the Chancellor to carry out District programs, administer policies, execute decisions of the Board, and ensure compliance with state and federal regulations and statutes.

In turn, the Chancellor delegates authority for the administration and operation of the colleges to the Presidents. Other Board Policies identify areas of delegation of authority without interference to the College Presidents. BP/AP 6100 (Delegation of Authority for Business and Fiscal Affairs, 4-02) stipulates that the College Presidents retain certain authority for business procedures. The Laney College President is held accountable for the operation of the College, not only by the Board of Trustees during regular and special meetings but also as part of the President's performance evaluations (4-03).

Analysis and Evaluation

Policies and procedures define the roles of the Chancellor and the Laney College President, establishing a system that enables them to perform their responsibilities of overseeing and making decisions at the District and College levels, respectively. Through the evaluation process, both are held accountable for effectively carrying out their responsibilities.

IV.D.5 *District/system planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness.*

Evidence of Meeting the Standard

Laney College's Strategic Goals and Objectives ([5-00a](#)) are aligned with the College's Mission, Vision and Values ([5-00b](#)), which in turn are aligned with the goals stated in the District's Strategic Plan ([5-01](#)), which were also aligned in 2018-19 with the state Chancellor's *Vision for Success* ([5-02](#)).

The annual Strategic Planning ([5-03](#)) process includes administrators, faculty, and classified staff. District goals are developed first to ensure broad Institutional Objectives for the entire District. All five District wide Strategic Goals focus on improving student learning and achievement, and are as follows:

- A. Advance Student Access, Equity and Success
- B. Engage and Leverage Our Partners
- C. Build Programs of Distinction
- D. Strengthen Accountability, Innovation and Collaboration
- E. Develop and Manage Resources to Advance our Mission

Each August, the District holds a summit to assess the goals and presentations to the Board of Trustees that demonstrate progress in achieving these goals ([5-04](#)). The most recent update to the goal development process occurred in the Fall 2018 semester and was approved May 28, 2019.

District policies and procedures guide institutional effectiveness processes to develop, adopt, and publicly post goals that address a. accreditation status, b. fiscal viability, c. student performance and outcomes, and d. programmatic compliance with state and federal guidelines ([5-05](#)). BP 3250 (Institutional Planning and Administrative Procedures, [5-06](#)), states the numerous plans that are required at the Colleges, including an Educational Master Plan, Student Equity Plan, Student Success and Support Program Plan, Transfer Center Plan, EOPS Plan, and an Enrollment Management Plan ([5-07](#)). District wide plans include the 2019 Strategic Enrollment Management Plan which is an integration of the College plans ([5-08](#)).

Annual College resource requests occur in the College and District Program Review or Annual Program Update process ([5-09](#)). The requests begin at the Department Chair (faculty) level and thus reflect a focus on student learning. The culmination of the requests is integrated into College-wide planning and resource requests that are also presented as informational items each spring term at a Planning and Budgeting Council meeting in alignment with the Planning and Budgeting Calendar. Each College President presents resource requests that include personnel, technology, professional development, supplies and equipment and facilities ([5-10](#)).

Analysis and Evaluation

The District uses the strategic planning process to guide decision-making focused on student success, which is accomplished through annual planning summits, integration of College plans, and the Program Review process. Improvement is needed in two key areas:

1. A more thorough assessment of progress in achieving the 2015-16 District Strategic Goals;
2. Revising the current District Strategic Goals to reflect current, ongoing statewide initiatives and set new goals for future years consistent with the State Chancellor's Office *Vision for Success College Goals* submitted in 2018-19 ([5-11](#)).

IV.D.6 Communication between Colleges and Districts/systems ensures effective operations of the Colleges and should be timely, accurate, and complete in order for the Colleges to make decisions effectively.

Evidence of Meeting the Standard

Laney College personnel deeply understand the importance of effective communication between and among the District Office and the four colleges. BP 3250 ([6-01](#)) calls for the Chancellor to ensure a that system of broad-based, comprehensive, integrated planning exists which includes at present 13 District wide plans. Communication is essential to the development and implementation of these plans, and AP 3250 ([6-02](#)) specifies that District governance committees serve as the official vehicle for discussions, recommendations, and communication through minutes posted on the District website, which are available to the public. These committees flow up to the Participatory Governance Committee (PGC), which makes recommendations to the Chancellor.

The process is structured around two-way communication between the Colleges and the Planning & Budget Integrated Model (PBIM) subject-matter Committees, all of which are detailed the PBIM Manual ([6-03](#)). The Model consists of District participatory governance committees leading up to the Planning and Budgeting Council and then the Participatory Governance Committee, which is co-chaired by the District Academic Senate President and the Chancellor.

To promote transparency, PBIM committee meetings are open to all, with opportunities for public comment. Adopted minutes are published and posted on the web on a timely manner. Committees can use a variety of methods to broaden dialog and enhance communication. Such communication with the Colleges has been enhanced by inviting guest presenters, making site visits, scheduling listening sessions, and holding meetings at the Colleges.

The Academic Senate also has District-level governance groups. Reporting to the District Academic Senate are the District Career Education Committee and the Council on Instruction, Planning, and Development (CIPD). The latter serves as the District wide Curriculum Committee. A District Classified Senate is comprised of the Presidents and other officers of the Colleges' Classified Senates.

Also of importance is the communication that takes place through administrative groups. The examples below demonstrate how District and PCCD college administrators connect and collaborate in order to strengthen alignment, efficiency, and effectiveness across the District:

- The Vice Presidents of Instruction meet monthly to engage in District wide coordination and standardization of practices. Areas addressed include enrollment management FTES goals, productivity, degrees, and certificates offered, Guided Pathways strategies, block scheduling, instructional research needs, learning communities, student equity plan implementation and professional development needs for deans and department chairs.
- The Vice Presidents of Student Services meet weekly to address student service updates and needs as they relate to technology, administrative policies, and enhancing support services, such as mental health and staffing needs. The purpose of the meetings is to provide District wide collaboration, share best practices, build consistency in programming, and decrease barriers to enrollment for the students we serve.
- The Vice Presidents and Deans meet twice a semester to communicate updates in Admissions and Records, Administrative Procedures, laws and regulations, technology, and Institutional Research. During these meetings, data in areas such as student achievement are reviewed.
- The Executive Director of Marketing, Communication and Public Relations (MCPR) facilitates a monthly meeting with the Public Information Officers and other email stakeholders from each of the colleges to coordinate messaging, share enrollment marketing activities and best practices, and work to continuously improve overall communication with employees, students, and community members.

Analysis and Evaluation

Communication is essential to the operation of the District and the four PCCD colleges. Through formal and informal channels, the District and the Colleges gather, process, and share information and effectively communicate matters in a timely and appropriate manner. As a result of the FCMAT report that recommended improvement to communication (discussed above in IV.D.1), the District has worked to engage multiple constituency groups in the communication process, utilizing these representative groups as an additional mechanism for gathering and disseminating information. To address this need, the Chancellor now sends a Chancellor's Report to all PCCD personnel and a weekly update to the Board of Trustees. The newsletters include updates on initiatives, successful programs, and challenges the District faces, and serve as another tool of communication; similarly, the Chancellor's Board of Trustees updates provide critical items related to Board purview.

IV.D.7 The District/system CEO regularly evaluates District/system and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these

evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Beginning Spring 2018 the Chancellor and the College Presidents began a process of revising the Delineation of Functions, District/Colleges to serve as the basis of considerations for restructuring. The updated Peralta Community College District (PCCD) Delineation of Functions Map (7-01) was then vetted through the Presidents College Council and Academic Senate and distributed through a collaborative process among the four colleges and the District Office. The PCCD/College Function Map is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map served as the first step in considerations for restructuring. For PCCD to choose appropriate steps forward, two teams of experts assisted the District in not only developing a viable restructuring plan, but also operationalizing the plan with expected positive outcomes. The two teams provided services to PCCD from different perspectives but complemented each other.

As part of this process, PCCD has engaged in discussions with Collaborative Brain Trust (CBT) about approaches to decentralization and centralization decisions. CBT helped to guide the initial phases of the decentralization/centralization process which began in earnest at the beginning of the Fall 2019 semester. CBT initiated an overview of the process (7-02) and assisted in facilitating needed discussions to ensure input solicited and obtained from impacted units and through the participatory governance process. The PCCD Board of Trustees approved the District unit timeline and Chancellor's Office reorganization at the September 10, 2019 meeting (7-03). The timeline indicated a completion of the District Office reorganization by December 10, 2019 and College reorganization by May 2019 but was extended to the Fall 2020 Semester.

Participatory governance committees, along with many PCCD faculty, staff, and administration, were asked to respond to surveys, discussions and/or engaged in other collaborative activities throughout the process and communications were shared District-wide about decisions made.

Central to this process is improving the student experience and increasing student success, reflected in the PCCD Philosophy Ethics on Restructuring (7-04) established by a short-term PBIM working group October-December 2019.

The PBIM workgroup built upon the prior work of the PBIM Summit and developed design principles for the Executive Administration to use in reorganizing District services and functions. The principles were presented to the Participatory Governance Committee and recommended to the Chancellor. The Executive leadership engaged in multiple exercises/meetings to develop the organizational structure. As a result, services including facilities, maintenance and operations were centralized. Financial Aid was decentralized, and Admissions and Records is slated to be decentralized once the college infrastructures are prepared to provide the services to students without a disruption in service. The Legal Department was reconstituted, and the Finance Department was reorganized to be consistent with the FCMAT and CBT recommendations (7-05).

The governance structure at the District continues to work toward improvement and greater efficiency. The PBIM workgroup was tasked with making recommendations to address the governance structure issues raised in the CBT report. CBT recommended that the District “re-examine, analyze, realign, and clarify governance structures (e.g., PBIM, BAM, etc.) with decisions on centralization and decentralization. *Fiscal Improvement Plan Services: Phase I* ([7-06](#)). The changes implemented include, removing the budget approval role from the Planning and Budgeting Council. The role of the Committee is redefined to be responsible for providing recommendation on the creation of the budget assumptions, calendar, allocation model and annual budget. The Facilities Committee will be emphasized at the campus level. The modification of the governance structure is ongoing work and will be evaluated regularly for updates.

Analysis and Evaluation

The Chancellor evaluates the District and college roles and delineation of function, governance and decision-making processes. The District engages in unit program review and communicates the results to the PCCD colleges. Technical assistance groups (e.g., FCMAT, CBT) offered recommendations to modify District processes.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The District Chancellor provides leadership to the District and the colleges. This involves setting clear expectations of educational excellence, defining roles, and delegating authority to the College Presidents. Through the direction of the Chancellor, the colleges and the District engage in dialog to delineate operational responsibilities and functions of the District, and then communicate them.

The Chancellor has full responsibility and authority to administer District and system policies without interference. The Chancellor keeps the Board apprised of issues through weekly updates. Correspondingly, communication between the District and colleges has been enhanced through District wide meetings, updates, and newsletters.

Improvement Plans

- Build, assess, and adapt the District Budget Allocation Model to optimize the colleges’ ability to serve students.
- Conduct a thorough assessment of District Strategic Goals to reflect current, ongoing state-wide initiatives. Upon completion of the assessment, set quantitative student achievement goals for future academic years that are consistent with those reported by Laney College related to the State Chancellor’s Office *Vision for Success* College goals that were submitted in 2018-19.
- Continue to address FCMAT recommendations relative to District and college operations. The District has engaged in several assessments to measure effectiveness of operations and received recommendations in summer 2019. Since then, it has reported addressing or beginning to address issues, particularly those found in the FCMAT report. To make real

progress, the College and District plan to sustain these improvements and report on them as part of the College's midterm report in 2023.

EVIDENCE LIST IV.D

- 1-01 [PCCD Stand Of Excellence](#)
- 1-02 [PCCD BP 2430](#)
- 1-03 [PCCD BP 7110](#)
- 1-03a [PCCD Dilin Srvs Funct](#)
- 1-04 [PGC Charge PBIM](#)
- 1-05 [PCCD BP 3100](#)
- 1-05a [LC Org Chart](#)
- 1-06 [PCCD BP 2510](#)
- 1-07 [Peralta Gems Comm](#)
- 2-01 [PCCD BP 7110](#)
- 2-02 [PCCD BP 2430](#)
- 2-03 [PCCD AP 6250](#)
- 2-04 [PCCD FCMAT Update Sept 2020](#)
- 2-05 [FCMAT Updated Matrix](#)
- 3-01 [PCCD BP 6300](#)
- 3-02 [Ind Audit 12-1-2020 BdMtg](#)
- 3-03 [PCCD BAM FY20-21](#)
- 3-04 [FY20 Year End CloseMemo](#)
- 3-05 [PCCD BP 6100](#)
- 3-06 [PCCD PBC Goals 2016 17](#)
- 3-07 [PCCD PBIM Part Gov](#)
- 3-08 [PCCD FCMAT Update Sept 2020](#)
- 3-09 [FCMAT Updated Matrix](#)
- 4-01 [PCCD BP AP 2430](#)
- 4-02 [PCCD BP AP 6100](#)
- 4-03 [Manager Eval Guide](#)
- 5-00a [Strategic Goals 2018-23](#)
- 5-00b [Mission Vision Values](#)
- 5-01 [PCCD Strategic Plan home](#)
- 5-02 [PCCD Chanc Vision Success](#)
- 5-03 [Strat-Pln-Recast 5 01 2020](#)
- 5-04 [PBIM Summit 2017 2019](#)
- 5-05 [PCCD Strat Gls Obj 2015-16](#)
- 5-06 [PCCD BP AP 3250](#)
- 5-07 [PCCD SEM Plan 2014-19](#)
- 5-08 [PCCD SEM SP219-25](#)
- 5-09 [PCCD Prog Review home](#)

- 5-10 [PCCD PBC Mins 3 8 2019](#)
 - 5-11 [CCCCO Vision Success](#)
 - 6-01 [PCCD BP 3250](#)
 - 6-02 [PCCD AP 3250](#)
 - 6-03 [PCCD PBIM Man 2017](#)
 - 7-01 [PCCD Accred FunctionMap](#)
 - 7-02 [CBT PhaseII CentDeCent Serv](#)
 - 7-03 [BOT Mins 9 10 2019](#)
 - 7-04 [PBIM WrkGrp 11 14 2019](#)
 - 7-05 [BRJ REP Org Rev Recomm](#)
 - 7-06 [CBT PhaseI Fisc Impv Plan](#)
-

H. Quality Focus Essay

Introduction of Projects

As Laney College embarks on its next seven years, it will be working within the framework of the state Chancellor's Office's *Vision for Success* – but Laney College will also be moving forward within its own context and in many ways on its own terms, due in part to the inquiry it has done to know and understand its students from 2017-19. The College has done a great deal of inquiry and analysis to learn more about its students, and while many pursue the “traditional” goals of transfer and/or career attainment and advancement, data on students shows that 2 in 3 do not fit within the 18-22 “traditional” student profile. To move forward with more informed steps and a community of educators whose collaboration is a trademark of Laney, the College will be building out from a strong foundation in Guided Pathways and basing its projects on two key pillars: *Clarifying the Path* and *Supporting Students on the Path*.

Project 1: Clarifying the Path through Implementation of Program Maps for Students

Laney College will continue its efforts to emphasize a Schedule of Programs in presenting its offerings, moving further away from the “cafeteria-style” presentation of classes that had Laney students completing 99 units on average to complete a 60-unit degree. Deans, department chairs, and counselors have already created two- and three-year degree attainment schedules for full-time and part-time students that have taken the form of pathway maps on the College website. While the work toward featuring and further developing program maps lies ahead, it is important to first understand how the work of the last two years has Laney College already underway with implementing key aspects of its Guided Pathways vision. The next few years will be a time to implement strategies based on early efforts and models, following the ideation and planning goals that have been identified with a high level of engagement among the College community.

As part of the implementation, the College will confront head-on the conditions of life that underpin students’ real opportunities for getting on and staying on whatever education-fueled journey they choose.

Background

Laney College's efforts toward its program maps began with an inquiry into who its students are and what challenges they face. During this inquiry phase, the Guided Pathways Workgroup created questions for students in six categories:

- Pell Grant recipients
- 25 years or older
- First-year students
- Part-time students
- Full-time students
- Undeclared students

The Workgroup wanted to know what students' needs were and what barriers they faced. Additional Laney employees beyond the Workgroup joined inquiry groups that collected data from the College Research Analyst and triangulated it with responses garnered by written surveys and focus groups. The efforts netted over 500 pages of data that were summarized for the College community.

Group members also collected videos of student interviews and audio recordings of focus group interviews. Laney students, two-thirds are over 24, working, and attending part-time, shared that they needed a College design that did not closely resemble the more traditional student profile associated with being 18-24 and attending full-time. The video interviews provided additional insight that showed some misperceptions about college information. For instance, when asked about the College Catalog, some student responses showed that they were confusing it with the Schedule of Classes. Also, although others knew about the catalog, *none* responded that they had actually consulted it, as it was not a student-friendly source of information that allowed them to access all their options. This revelation highlighted the need to radically improve the way the College communicates information to students, not only in more audience-conscious publications, but also through a variety of media including social media.

Using this perspective, the Guided Pathways group built and marketed "metamajors," giving them the Laney College name "Areas of Interest." Then it led an institutional commitment to join the statewide Program Mapper Project, becoming a member of the third cohort of colleges. Next steps include:

1) *Piloting Area of Interest maps for three subjects / areas of study:* Business, the Social Sciences degree, and Media Arts in Spring 2019.

2) *Creating eight Areas of Interest to inform planning and implementation of Guided Pathways efforts:*

- Science, Engineering, and Math
- Language and Communication
- Human Services
- Culture and Society
- Visual and Performing Arts
- Building and Skilled Trades

- Business, Entrepreneurship and Management
- Computers, Information & Technology

3) *Branding of the Areas with a Twitter handle creation activity* at Spring 2019 mid-semester Flex Day. The activity was called “What’s the Tweet?” It resulted in student-centered descriptions of no more than 140 characters for each Area of Interest. Groups competed against each other with Starbucks gift cards as incentives for the "winner" based on the Workgroup’s aural “applause meters”. More importantly, the activity engaged educators and clarified the value of effective, inspiring communication about *pathways*.

4) *Disciplines self-selected their areas of interest* and created hashtags for the disciplines and areas as part of the Spring 2020 Department Chair Retreat.

5) *Building Guided Pathways Maps* (80 total) using the Concentric Sky templates that were paid for in part with matching state funds during Summer 2020.

6) *Launching Program Maps* on the college website.

These efforts were recognized by EdSource and the American Association of Community Colleges in their publications during Fall 2020.

Moving Forward

Laney College’s initial release of its program maps will be assessed with the intent of working toward continuous improvement. Also, featuring its programs of study through the website and social media-related events such as the Fall 2020 *Areas of Interest Jam* - hosted by a DJ – aligns with planning relative to enrollment management at Laney and its enrollment management plan. In fact, pathways-based scheduling and the promotion of Laney’s programs with this approach connects strongly with the goals articulated in the plan, especially its key areas for focus, which include *Scheduling, Curriculum and Program Pathways, Support and Services, and Marketing and Outreach*.

Fall 2020 features a redesign of the College’s website to include pathway maps for all Areas, each including a degree profile description, suggested course sequencing by term, course rotation information, milestones, career opportunities, and transfer guidance. Yet this enhancement only begins to show where the College is headed in its efforts relative to pathways-based learning. The work with Guided Pathways will help students choose a path based on their interests and career goals, eliminating the extra units many students have taken because they were not aware of the possibilities and requirements within their majors, degrees, and certificates in pursuit of potential careers. As such, the work of Clarifying the Path for students will be measured in the following areas:

A) *Math and English Success Rates* - Will more students take Math and English in their first year? Will success rates increase, both for newly enrolled students and those who have spent more than a year at Laney? When the AB 705 initiative was first discussed within the pathways workgroup and discipline discussions, the rate of students attaining success in both Math and

English at the transfer level was a single-digit percentage. The College recognizes that the metrics with these two key disciplines are areas for improvement.

B) Financial Aid Award Rates – With more students investing in programs of study rather than signing up for classes, the College will have an opportunity to increase its award numbers.

C) Degree and Certificate Completion – The College does not only seek to improve success in Math and English, but also in the number of degrees, transfer degrees, and workplace entry or advancement certificates it awards as a result of making its pathway maps so publicly available, prominent, practical, and attractive to students.

Project #2: Supporting Students on the Path to Success

A) Providing Academic and Student Services Support for Distance Education Students Enrolled in Applicable Career and Technical Education Disciplines

Laney College's need to meet distance education demand in a manner that promotes student success was happening long before the 2020 COVID-19 crisis that forced colleges to move to remote instruction on a mass scale. With collaboration between College and District distance education stakeholders, improving distance education at Laney College is a priority.

In support of Laney College's Strategic Goal #1, the College's Distance Education Plan ([QFE-1](#)) calls for the College to increase online student retention and success rates through research-based strategies while providing resources, support, and services for online students – especially those in disproportionately less successful groups – and meeting guidelines for quality, consistency, and accessibility. More specifically, it outlines projects the College will complete:

- Set up and implement early alert initiative for online learners.
- Prepare Laney College students for online courses and online learning activities.
- Identify and address gaps in support for online learners.
- Confirm and adopt guidelines for online course review.
- Create and facilitate professional development to address disparate success rates, student support gaps, and course redesign.
- Work with Peralta staff and committees to avoid duplicating efforts, and share Laney College data collection results.
- Develop distance education policies and procedures.
- Provide additional resources to support distance education initiatives at Laney College.

The College has seized opportunity with its award of the CVC-OEI grant. Work began with outreach to students enrolled in English to Speakers of Other Languages (ESOL) courses who have been exposed to hybrid learning, inviting them to consider careers in Legal and Community Interpreting, Business, and Construction Management, all of which were using grant resources to implement online curriculum. As the scope of the grant increased, the focus has shifted away from curriculum design projects and more toward professional development that prepares faculty from a larger spectrum of disciplines to teach and support students in an online environment.

In addition to creating a schedule informed by our students and their needs, the College is continuing our work to support them through academic support and student services, including those studying online and/or needing support remotely.

Next Steps

As Laney College prepares and supports CE students on their path, activities will need to include the following:

- Developing a clear understanding of the needs of online students in CE (Career Education) programs that resembles the work of the Guided Pathways Inquiry Groups
- Considering new opportunities for development of DE classes in CE programs
- Full implementation of online student support platforms such as NetTutor and Cranium Café
- Embedded tutors and counselors in Math, English and other disciplines
- Providing resources for students such as Canvas and Zoom tutorials to assist those new to learning online or struggling with technology
- Leveraging resources to provide laptops or other technology to students
- Online Counseling support for students taking CE courses
- Providing visible, clear, and effective online tutoring and other academic support for CE students
- Assessing and improving online support for CE students

Laney's yardsticks for measuring success among distance education students will be the same as those reported for Pathways implementation, but among students who have enrolled in more than 10 units of fully online or hybrid instruction as of 2019-20.

B) Addressing Student Basic Needs

Tutoring and Counseling are commonly seen as ways to support students on the path to success, but the new reality in community colleges is that Financial Aid is not supporting students enough. With associated costs for education including books, housing, food, transportation, and fees such as parking and activities fees, students often find that food and housing insecurities make success in college very difficult. In December 2019, Laney College took leadership on the issue in part by hosting the statewide #RealCollege California Basic Needs Summit ([QFE-2](#)), a conference attended by approximately 300 people representing 60 colleges.

The impact of basic needs insecurity is keenly felt within the Peralta District and at Laney, as demonstrated by a survey concluded in 2017 that involved a sample of around 200 Laney College students in Fall 2016 ([QFE-3](#)). Roughly *6 in 10 students reported some type of food insecurity*, while *only 37 percent reported being able to make full rent or other dwelling payments*.

As the table below from the survey shows, the consequences of financial insecurities go beyond food and housing. Students with housing and food insecurities miss classes and study sessions, do not become involved in campus life through extracurricular activities, and very commonly do not buy required textbooks (7 in 10). This leads to at least one in two students not completing

their classes, and nearly 9 in 10 reporting that the insecurities led to what they believe was a lower grade than they could have achieved.

Table 3
Educational Impact of Food and Housing Needs on Insecure Students, Last 12 months

"Yes" response	Food insecure respondents ^a		housing insecure respondents ^b	
	(n = 302)		(n = 471)	
	n	%	n	%
Have hunger or housing problems had an impact on your education? ^c	197	65.2%	238	50.5%
Have hunger or housing problems caused you to: ^d				
Done any of the following:	191	97.9%	227	97.0%
Miss a class	134	68.7%	151	64.5%
Miss a study session	139	71.6%	160	68.7%
Opt not to join an extracurricular activity	148	77.1%	173	74.9%
Not buy a required book	141	72.7%	162	69.5%
Drop a class	110	57.0%	127	54.7%
Not perform as well in your academics as you otherwise could have	172	88.7%	202	86.7%

Note. These questions refer to respondents' educational experience in general, within the indicated timeframe, and are not necessarily specific to their experience as a student at the Peralta Community College District. Missing data not included in frequencies and percentages in this table. Totals for those who reported doing any of the following are indicated in boldface. This table displays district-wide frequencies and percentages for each item among food insecure respondents and housing insecure respondents (i.e. each column).

(2017 Peralta Study on Housing Insecurity, page 4)

Combating Food and Housing Insecurity

As Laney College moves forward, it will continue the leadership it provides in addressing these student issues as a matter of both meeting need and promoting student success.

- Food Distribution efforts will continue to grow at Laney. In addition to addressing needs with the College's food pantry, weekly produce is available to students at no charge, ([QFE-4](#), [QFE-5](#)) and these efforts are so central to the College's efforts that full pages advertising these resources to students are found in the printed version of College schedules. (For instance, the back cover of the Spring 2020 schedule featured a full-page graphic advertising the weekly produce giveaway to students.)
- Laney College will continue to innovate to meet other associated student costs to complement efforts such as the Solo Mio campaign ([QFE-6](#)), which called for donations and efforts to pack toiletry kits for students in need, along with a President's Emergency Fund to provide general assistance to students.
- The College will innovate to provide technology resources for students, especially with the likelihood that online and 'hybrid' instruction will account for a large portion of Laney College's course offerings.

Measuring the Results of Clarifying the Path and Supporting Students on the Path

As the next four years bring implementation of more enhanced, publicized program mapping, further support for online students, and increased efforts to address housing and food insecurity

issues, Laney College expects to see visible returns on the work the College is doing as it takes these next bold steps. The College will monitor the following metrics:

(a) Financial Aid Participation Rates - The College will measure students based on a number of indicators that measure how many students are receiving financial aid. Metrics to be measured include completion of applications (FAFSAs), recipients of the California College Promise Grant, Pell Grant Recipients, and AB540 Aid Recipients.

Identified Goals or Activities	2018-2019	2019-2020	2020-21 (Projection)	2021-22 Goal	2022-23 Goal	2023-24 Goals
Increase FAFSA Completion Rate <i>Activity:</i> Offer FAFSA Completion Workshops- Fall 2020-Spring 202	82%	76% (-7%)	70%	80%	84%	87%
Increase California College Promise Grant <i>Activity:</i> Promote the new online CCPG application for easier completion through social media and email blast- Fall 2020-Spring 2021	8063	6,858 (-14.9%)	6,035 (-12%)	6,858 (+12%)	7,269 (+6%)	7,705 (+6%)
Increase Pell Grant Recipients <i>Activity:</i> Promotion of case management approach and individual student appointments with FA Specialist- Fall 2020-Spring 2021	4773	4362 (-8%)	3850 (-12%)	4400 (+12.5%)	4773 (+7%)	5012 (+5%)
Increase AB540 Aid Recipients <i>Activity:</i> Promotion of case management approach and individual student appointments with FA Specialist- Fall 2020-Spring 2021	262	213 (-19%)	187 (-12%)	220 (12.5%)	262 (+7%)	275 (+5%)

Table 18: Financial Aid Award Data (2018-19, 2019-20), Goals (2020-21 through 2023-24)

(b) Award Completion Rates – As students are supported with an approach to College design that emphasizes program mapping, the College will use the awards earned as a yardstick. In addition to degrees, the Midterm Report will provide the number of certificate completions, both credit and noncredit.

Year	Transfer Degree Awards	Non-ADT Associate Degree Awards	Certificates of Achievement	Certificates of Proficiency	Non-credit certificates	Awards
2018-19	149	590	289	38	16	1082
2019-20	166	576	353	36	29	1160
2020-21 (projected)	150	500	300	30	20	1000
2021-22 (goal)	205	500	380	50	60	1195
2022-23 (goal)	250	485	410	60	75	1280
2023-24 (goal)	345	475	475	85	100	1480

Table 19: Degree, Certificate Award Data (2018-19, 2019-20), Goals (2020-21 through 2023-24)

(c) Success Rates in Transfer English and Math

	First-level Transfer Math			English 1A		
	Success Rate	Course Completion Total (overall)	Course Completion Total (first-year students)	Success Rate	Course Completion Total (overall)	Course Completion Total (first-year students)
Fall 2017	59%	312	89	69%	438	176
Fall 2018	62%	349	97	63%	370	194
Fall 2019	55%	416	126	57%	431	234
Fall 2020 (projected)	58%	397	119	61%	364	197
Fall 2021 (goal)	61%	461	161	65%	491	265
Fall 2022 (goal)	64%	484	194	69%	522	282
Fall 2023 (goal)	67%	507	253	74%	559	302

Table 20: Transfer English, Math Success Rate Data (2018-19, 2019-20), Goals (2020-21 through 2023-24)

Conclusion

The 2021-27 period will be a time of leveraging our solidified processes and infrastructure and bringing the already-existing advocacy for students that has always been a trademark of Laney College to a higher level. We look forward to continuing to serve our students while meeting the Standards of the Commission, and our 2024 report will share what has sprung from the seeds we have planted in the areas of Guided Pathways, Career Education Student Achievement in Online Learning, and addressing the Basic Needs of students. *We look forward to sharing the success!*

EVIDENCE

QFE-1 [LC DE plan 2019-20](#)

QFE-2 [#RC BasicNeeds Summit](#)

QFE-3 [Student Food Hous Srvy 2017](#)

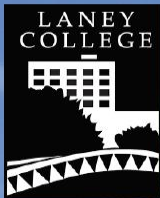
QFE-4 [LC Food Pantry home](#)

QFE-5 [LC Fresh Produce home](#)

QFE-6 [Solo Mia Flyer](#)

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