

## **PEER REVIEW TEAM REPORT**

Laney College  
900 Fallon Street  
Oakland, CA 94607

This report represents the findings of the Peer Review Team that conducted a virtual visit to Laney College from March 1, 2021 to March 4, 2021. The Commission acted on the accredited status of the institution during its June 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Pamela T. Luster  
Team Chair

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Comprehensive Peer Review Visit  
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## Summary of Peer Review Process

INSTITUTION: Laney College

DATES OF VISIT: March 1-4, 2021

TEAM CHAIR: Dr. Pamela T. Luster

An eleven member accreditation team conducted a virtual visit to Laney College on March 1-4, 2021, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

ACCJC's decision to conduct virtual visits for the Spring 2021 comprehensive reviews was based upon state mandated health guidelines, and the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to Laney College relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on February 4, 2021 and held a pre-visit meeting with the college CEO on February 10, 2021. During this virtual pre-visit, the team chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire peer review team received team training provided by staff from ACCJC via Zoom on February 3, 2021.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the team's virtual college visit. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. During the visit, beginning on March 1, team members spent time discussing their initial observations and their preliminary review of the written materials and evidence provided by the College. The college hosted an introductory meeting on Monday, March 1, and the team participated in multiple meetings with stakeholders Monday through Wednesday. The team reviewed additional evidence and gathered information through these meetings. The Distance Education team members reviewed a number of courses with logins provided by the college. The team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team. The team held a final wrap-up meeting on Thursday, March 4th. The team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process which held high standards for the integrity of the peer review process.

## **Major Findings and Recommendations of the Peer Review Team Report**

### **Team College Commendations**

Commendation 1: The team commends the College for innovative and personalized technology and learning support services that augment in-person instruction and support student learning and achievement in online environments. (II.B.1)

### **Team College Recommendations**

#### **Recommendations to Meet Standards:**

None.

#### **Recommendations to Improve Quality:**

Recommendation 1: In order to increase institutional effectiveness, the team recommends the College improve its processes to ensure that all learning outcomes are consistently assessed and the results of the outcomes are used to consistently inform program improvement (I.B.2; II.A.3; II.A.11).

#### **District Commendations:**

None.

#### **District Recommendations to Meet Standards:**

District Recommendation 1: In order to meet the Standards, the team recommends the district have appropriate internal control mechanisms and regularly evaluate its financial management practices and uses the results for improvement to ensure financial documents have a high degree of credibility (III.D.5, III.D.6, III.D.8).

District Recommendation 2: In order to meet the Standard, the team recommends the district respond to all external audit findings and such responses are comprehensive, timely, and communicated properly (III.D.7).

District Recommendation 3: In order to meet the Standard, the district must practice effective oversight of its financial aid programs (III.D.10).

District Recommendation 4: In order to meet the Standard, the team recommends that the Board of Trustees assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1)

District Recommendation 5: In order to meet the Standard, the team recommends that once the Board of Trustees reaches a decision, all board members act in support of board decisions. (IV.C.2)

District Recommendation 6: In order to meet the Standard, the team recommends the Board adhere to their clearly defined policy for evaluating the CEO of the district (IV.C.3)

District Recommendation 7: In order to meet the Standard, the team recommends the governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. (IV.C.4)

District Recommendation 8: In order to meet the Standard, the team recommends that the Board establish a formal process for regularly assessing its policies for effectiveness in fulfilling the district's mission and revise them as necessary. (IV.C.7)

District Recommendation 9: In order to meet the Standard, the team recommends the Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without Board interference (IV.C.12)

District Recommendation 10: In order to meet the standard, the team recommends the District clearly delineate, document and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adhere to this delineation in practice. (IV.D.2)

### **District Recommendations to Improve Quality:**

District Recommendation 11: In order to increase effectiveness, the team recommends the institution continue its efforts to maintain a sufficient number of administrators with appropriate qualifications in order to provide continuity and effective administrative leadership that support the institution's mission and purposes. (III.A.10)

District Recommendation 12: In order to increase effectiveness, the team recommends that the Board regularly review key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)



## Introduction

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. The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. 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. Dr. Rudy Besikof currently serves as Laney College's President. He has been at the college since 2018, when he was hired as its Vice President of Instruction.

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).

Laney College is a national leader in sustainability education. Energy efficiency and related sustainability-themed courses can be found in many different departments including Carpentry, Environmental Control Technology, Engineering, Architecture, Construction Management, Electrical Technology, Biology, and Chemistry. It also has one of the few Restaurant Management programs in the Bay Area and a world-class Baking and Pastry program.

Laney College offers associate degrees and certificates 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.

From March 2020 through the submission of the report, the pandemic caused nearly all instruction to shift to online learning modes to complete the spring 2020 term, then to DE modes using the "Blanket Distance Education" curriculum addenda and updates for Summer and Fall 2020. The CTE Online Pathways Grant funding was leveraged to provide Introduction to Online Teaching with Canvas Training (1-12a) for over sixty faculty members.

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. Faculty had key roles in designing the Peralta Online Equity Rubric, 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. CTE Online Pathways Grant funding was also leveraged to provide Introduction to Online Teaching with Canvas training (1-12a) for over sixty faculty members.

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.

# Eligibility Requirements

## 1. Authority

Laney College is a two-year community college operating under the authority of the State of California, which establishes the California community college system under the leadership and direction of the Board of Governors. The Peralta Community College District (PCCD) Board of Trustees recognizes Laney College as one of the four credit colleges operating in the district. The college is accredited by The Accrediting Commission of Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC). The college received its most recent accreditation in 2018 after the acceptance of follow-up reports submitted and approved by the ACCJC.

## 2. Operational Status

Laney College is operational, with students actively pursuing its degree and certificate programs. The college was established in 1915 and has operated continuously since then. Student headcount in the 2019-2020 academic year was 19,152 students, and has seen an enrollment decline of 7.6% over the past five years.

## 3. Degrees

Laney College offers 41 two-year area-of-emphasis (AOE) associate degrees of arts and sciences, 23 associate degrees for transfer (ADT) and 57 certificates. In the 2019-2020 academic year, the College awarded 742 degrees and 353 certificates. The College catalog, is the principle document establishing degree and other award requirements for students, details the graduation and certificate unit requirements, competencies, course pathways, and descriptions.

## 4. Chief Executive Officer

Dr. Rudy Besikof serves as the permanent Laney College, he was appointed in November 2020, and previously served as the Acting and Interim President since July 2020. Dr. Tammeil Gilkerson served as the permanent President from February 2017-June 2020.

The President reports to Interim Chancellor Dr. Carla Walter who reports to the Peralta Community College District Board of Trustees. Dr. Walter succeeded Dr. Regina Stanback-Stroud who resigned in 2020. PCCD Board policy 2430 Delegation of Authority to Chancellor and Presidents

The Laney College President is a full-time administrator and as per PCCD Board Policy does not serve on the governing board of the district. PCCD is aware of its responsibility to immediately notify the Accrediting Commission when there is a change in the chief executive officer appointment and has done so at each leadership change.

## 5. Financial Accountability

The PCCD is audited on an annual basis by an external certified public accountant. Laney College is included as part of the district audit. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of an Peer Review Team Visit and Third Party Comment**

**Evaluation Items:**

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
X	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:** The College well communicated the timelines, deadlines and opportunities for input to its Institutional Self-Evaluation process throughout the college, district and community. The College has provided multiple opportunities for third party comment in advance of the team visit. Laney College publishes the process for third party comment on its website. There were no third party comments submitted to the commission.

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:** The College has established institution-set standards, including course completion, job placement rates, licensure pass rates, and student achievement. The College has set in its Strategic and Educational Master Plans key performance indicators and regularly assesses performance against those standards.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

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

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:** All credit hour and degree program lengths are in alignment with PCCD Board policy 4100 *Graduation Requirement for Degrees and Certificates*. Board Policy and Administrative Procedure 4020 sets requirements for Program, Curriculum and Course Development; evidence of alignment can be found in the Laney College Catalog, curriculum process handbook and Course Approval Handbook.

**Transfer Policies**

**Evaluation Items:**

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)

X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .
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[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

**Conclusion Check-Off (mark one):**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:** Laney College communicates transfer policies in its College Catalog, including criteria used to accept transfer credits. Transfer policies met eligibility and are further described with evidence in Standard II.A.10.

**Distance Education and Correspondence Education**

**Evaluation Items:**

<b>For Distance Education:</b>	
X	The institution demonstrates regular and substantive interaction between students and the instructor.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>For Correspondence Education:</b>	
NA	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
NA	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
<b>Overall:</b>	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance</i>

*Education and Correspondence Education.*

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

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

**Narrative:** Laney College adheres to the guidelines for Distance Education as outlined in PCCD Administrative Procedure (AP) 4105 on course classification and AP 4020 review and approval of Program, Curriculum and Course Development. The College uses Canvas as its Course Management System, and maintains adequate platforms for distance education.

The Laney College Distance Education Faculty resource page provides examples of instructor-student and student-student interaction with hyperlinked resources. Evidence was supplied concerning faculty training on best practices for "regular and substantive" interaction in distance education. The College does not offer correspondence education courses.



## Student Complaints

### Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

### Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** Laney College has clear procedures for student complaints, processes are outlined in PCCD AP 5530 (Students Rights and Grievance Procedures). In addition, the college follows its own *Student Concerns and Complaint Process-Title IX* which can be found on the college website. The team was able to verify that the College keeps complaints on file, and that the College has followed their complaint processes for student complaints. The College identifies the name of the external accrediting agency or licensing body on their website.

## **Institutional Disclosure and Advertising and Recruitment Materials**

### **Evaluation Items:**

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** Information about programs, locations, and policies is communicated to students and to the public through the course schedule, catalog, and College website. The team examined these materials and found that the information presented is an accurate reflection of the College. The College also provides information about its accredited status, which is easily accessible on its website.

## **Title IV Compliance**

### **Evaluation Items:**

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

### **Conclusion Check-Off:**

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** The College provides evidence of compliance with Title IV requirements as part of the district financial audits. The college student loan default rates were higher than the national average ranging from 28.2 % to a low of 20.9% declining from 2015-2017. In order to address these rates, the college partnered with Educational Credit Management Corporation (ECMC) in 2017 to address default prevention assistance. The college signed an agreement with ECMC to participate in Project Success and uses their curriculum in financial literacy, default prevention and other support strategies for college loan borrowers. The agreement goes through 2022.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

Laney College demonstrates commitment to students through its Mission, Vision, and Values, which articulate educational opportunities available based on identified student and community needs. Through its ongoing data-driven program review, planning, and resource allocation processes, the College aligns its programs, services and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle through participatory governance, updated, approved by the Board of Trustees, and communicated widely.

##### Findings and Evidence:

Laney College's Mission, Vision, and Values describe the institution's broad purpose and types of degrees and credentials offered in its preamble, stating that the 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." The Mission, Vision, and Values supports the College's intended diverse and multicultural student population. (I.A.1).

With the recent establishment of a new Office of Institutional Research, the College increased its capacity for using data to determine how effectively it is accomplishing its mission. Student achievement data related to the mission such as completion and equity is easily accessible and embedded in program review. This student achievement data informs course scheduling and resource allocation, thereby ensuring the mission is aligned with institutional priorities to meet student needs (I.A.2).

The College's Strategic Goals related to student achievement and learning flow from the mission, and these goals flow into program review goals. Each program is required to create its own mission statement that is aligned to the College's mission, and to link program goals with the College's Strategic Goals. The mission drives resource allocation decisions, as evidenced in the Resource Request Ranking Criteria. The ranking criteria also awards points to goals that support student learning (I.A.3).

The College publishes its mission on the "About" page of its website and in its catalog. The mission is reviewed every other year through its participatory governance process, and was most recently approved by the governing board on March 10, 2020 (I.A.4).

##### Conclusions:

The College meets the Standard.

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### General Observations:

Laney College has created effective evaluation processes that promote collegial dialog. Planning for quality is part of their structure, direction, and instruction. College leadership definitely demonstrates a shift in student-centered decisions and institutional design. In addition, the College has made efforts to increase faculty and staff participation in these processes through professional development, additional compensation, and the purchase of new software, the team found that the college has a calendar for outcomes assessment, however about 25% of programs have not met the calendared timelines for this work. The College has established reasonable Institution-set standards and aligned those standards with its strategic goals. Laney's program review and outcomes assessment processes are data-driven, aligned with its strategic goals, and provide a vehicle for the College to assess accomplishment of its mission. For most of these processes, data is disaggregated. When gaps are identified, the College implements strategies to close gaps. Policies and practices are regularly reviewed through governance committees and other venues and the results of these assessments as well as program review are accessible on the College's website. Overall, the College has created an effective integrated planning process that ensures program reviews are connected to resource allocation and planning, and support the College's mission.

### Findings and Evidence:

Laney College demonstrates sustained dialog on outcomes through campus-wide and program level initiatives and processes as evidenced through Flex Day sessions, the Guided Pathways initiative, student services meetings, BSSOT community of practice, AB 705 implementation teams, various governance committees, and through the program review and resource allocation process. Such dialog is geared toward solutions to better serve students. (I.B.1)

The College has improved its processes to define and assess student learning outcomes as evidenced in part by the implementation of the META software in 2017. The College has taken additional steps to increase the culture of assessment, including compensating part-time faculty, providing additional professional development, and incorporating assessment into the program review process. Interviews confirmed that the college is aware that some programs are still not consistently assessing learning outcomes, thus they have added a validation component to annual program reviews that, once fully implemented, will help ensure future completion. (I.B.2).

The College has established institution-set standards (ISS) for student achievement and provided evidence that the ISS are assessed annually, improved through participatory governance and published. The College has aligned these standards with its other institutional planning documents. The team found the ISS to be appropriate and confirmed that the College is meeting its own expectations (I.B.3).

Laney's program review and student learning outcomes assessment processes ensure student

learning and achievement data is frequently used by providing direct prompts that require reflection on the data. Faculty and staff are provided training on how to access and interpret this data through written guides, workshops, and individual training sessions. The team reviewed a sample of assessment and program review reports and found evidence that programs are analyzing student achievement and student learning data. As a result, Laney College is embracing outcome-based assessment data as a valuable part in their planning and improvement cycle. (I.B.4).

The program review process is the main vehicle for the institution to assess accomplishment of its mission. This process requires programs to reflect on a variety of outcomes data which are disaggregated by demographics and modality. The team confirmed that all programs are regularly completing program review. The Colleges assess progress of its strategic goals and presents findings of those assessments at the fall planning summit (1.B.5).

The College disaggregates student achievement data by various subpopulations such as ethnicity and gender, and asks programs to reflect on this data as part of the program review process. One prompt in the program review asks authors to review if there are “any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.” Resource requests are generated from program plans and receive higher ranking scores when the request “supports student access, equity and success”. Student equity is also integrated in the College’s Strategic Goals. For example, Goal 5 is “Increase awareness and access to disproportionately impacted communities”. While the College is able to disaggregate most types of student achievement data, it is not currently able to disaggregate its SLO data by demographics. The College is taking steps disaggregate SLO data by learning modality.”

While the College is able to disaggregate most types of data, it is not able to disaggregate SLO data by demographics although it plans to disaggregate by modality in the future. (I.B.6)

Policies and practices are regularly reviewed through the participatory governance end of year evaluations. These evaluations include, among other criteria, a question that asks whether committee processes and outcomes are aligned to the College’s strategic plan. Policies and practices are also regularly reviewed through the program review process which cover all areas of the institution. Program goals and resource requests are required to be aligned to the College’s planning documents, and those planning documents flow from the mission. Several statewide initiatives such as Guided Pathways and AB705 have also led to recent evaluations and improvement to student-centered policies and practices that impact academic quality (I.B.7).

The results of all assessment and evaluation activities are available on the College’s website and include program reviews, student learning outcomes assessment reports, and committee evaluations. The College also communicates outcomes on important issues such as enrollment management to key committees such as the College Council. Enlisting in the Guided Pathways

initiative has also enabled the institution to reflect broadly on its strengths and weaknesses. The college communicates progress on its strategic goals at the annual planning summit (I.B.8).

Laney's program review and outcomes assessment processes are aligned with resource allocation. Program goals and resource requests require linkage to the College's institutional planning documents, which ensure this comprehensive process supports the mission. Program reviews are data-driven and lead to short-term and long-term improvement of institutional effectiveness and academic quality. Resource requests are prioritized by five allocation committees which consider the needs of educational programs and services for human, physical, technology, and financial resources. In the College Council Evaluation Survey, the majority of respondents agreed that "The adopted planning and resource allocation model aligns with the College's mission and strategic goals" (I.B.9).

#### Conclusions:

The College meets the Standard.

#### **Recommendations to Improve Quality:**

Recommendation 1: In order to increase institutional effectiveness, the team recommends the College improve its processes to ensure that all learning outcomes are consistently assessed and the results of the outcomes are used to consistently inform program improvement (I.B.2; II.A.3; II.A.11).

### **I.C. Institutional Integrity**

#### General Observations:

Laney College provides accurate and timely information to the public and its students through a variety of print and electronic sources regarding awards, total cost of education, and its commitment to education and learning. The College reviews its policies, procedures and publications on academic freedom, honesty, responsibility and integrity while complying with accreditation standards.

#### Findings and Evidence:

The College provides accurate information to all stakeholders. The College's mission statement, learning outcomes, educational programs, and information on support services is readily accessible on its website and within its catalog.

The college publishes accurate information about its accredited status with ACCJC on its website. The team confirmed through interviews that none of the college's programs have separate programmatic accreditation, and that the ISER erroneously labeled programs with licensure as having programmatic accreditation."

The Catalog Committee ensures the information is kept up to date, and issues errata in the catalog addendum (I.C.1).

The College's catalog is available for students and prospective students online and in print form. The catalog includes accurate and current information on the facts, requirements, policies and procedures listed in the "Catalog Requirements" (I.C.2).

Prospective students and members of the public can access a variety of outcomes data on the College's website including dashboards from the IR office and SLO reports at the course, program, and institutional level. Committee discussions of this data are also posted online. The College publicly presents student achievement data to the Board of Trustees. Data is often disaggregated (I.C.3).

The catalog includes pertinent information on all degrees and certificates, including their program learning outcomes. This information is organized in a logical manner, with courses, degrees, and certificates organized by department. Laney's curriculum development process ensures the information is accurate and up to date (I.C.4).

Policies, procedures, and publications are regularly reviewed. The Catalog Committee reviews the catalog and ensures it reflects the most recent district policies. The Curriculum Committee reviews curriculum and ensure changes are communicated to departments so they can update their websites with accurate information. The College also works directly with district staff and committees to ensure policies are up to date, including Board policies and procedures. The PIO ensure all publications reflect accurate information, and most website changes have to be approved by the PIO. The college provided a helpful anecdote—after a recent discrimination policy change, instead of reprinting all the posters college staff used mailing labels to append all the printed materials with the minor language revisions. (I.C.5).

The total cost of education is accessible throughout the College's website. Fees are published on the Admissions and Records website, and the bookstore provides information on textbook costs. Fee and refund information is provided in the catalog and schedule of classes. The College offers students access to financial literacy tools and also promotes Zero Textbook Cost courses (I.C.6).

The College assures institutional and academic integrity by utilizing and publishing governing board policies and procedures related to academic freedom. The Academic Freedom Policy (BP 4030) clearly indicates Laney's commitment to "free discussion and open inquiry in the pursuit of truth" and is "guaranteed to all staff and students" (I.C.7).

Laney College has clear policies on academic integrity. The Board Policy on Ethics, Civility and Mutual Respect (BP 7380) states that employees and students "are expected to treat each other with civility and respect, recognizing that disagreement and informed debate are valued in an academic community". AP 5500 Student Standards of Conduct, Discipline Procedures and Due Process provides procedures to "address violations of the Student Standards of Conduct" and



covers “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” (I.C.8).

AP 4030 Code of Professional Standard 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.” Furthermore, if “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”(I.C.9).

Laney is not a religious institution, although it does require students to adhere to a published Code of Conduct, and for employees to adhere to BP 7380 Ethnic, Civility, and Mutual Respect (I.C.10). The College does not operate in foreign locations (I.C.11).

Although the College is currently on Probation, it continues to comply with all ACCJC requests including the recently submitted Fiscal Monitoring Special Report. All related ACCJC documentation is readily accessible on the College’s website including the most recent ACCJC action letter (I.C.12).

As evidenced in the ISER, the College demonstrates honesty through self-reflection and identifies areas for improvement. The College’s progress towards meeting ACCJC Standards are discussed publicly in committee hearing, and those discussions are documented in minutes. The College’s Public Information Office has also responded to media interview requests regarding its accreditation status. (I.C.13).

The College is a public non-profit institution and does not have investors. The College commits its resources to fulfilling its mission. BP 2710 Conflict of Interest states that “Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board 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” (I.C.14).

#### Conclusions:

The College meets the Standard.

## Standard II

### Student Learning Programs and Support Services

#### II.A. Instructional Programs

##### General Observations:

All Laney College instructional programs are in alignment with the college's mission, which includes the delivery of high-quality educational programs, regardless of location or means of delivery. The college is working to ensure all curriculum materials are up to date and faculty have purview over all curriculum matters. Course SLOs are aligned to PLOs, and stand-alone or GE course SLOs are aligned to at least one ILO. Courses and instructional programs are regularly assessed and improved through the college's curriculum and program review processes. Faculty continuously assess and improve programs through program review. A new process that requires faculty to regularly review courses was approved in fall 2020 and is currently being implemented. This will help ensure courses are reviewed regularly and all COR are up to date. All requirements are in the college catalog and schedules as well as the website. Laney College makes use of an online equity rubric for distance education and has won the college many awards. All Laney College degrees and programs, as listed in the college catalog, follow standard practices for higher education, including the attainment of at least 60 units for an associate degree. As evidenced by district policies and procedures as well as the college catalog, the college's degrees and programs include appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution has robust processes for curriculum development, faculty training and support (i.e., cuccicu-camps), tools for evaluation (i.e., equity rubric). These processes demonstrate the campus commitment to its Mission and to continuous improvement. It is evident Laney College uses data for informed decision-making and coordinates efforts across student services and academic affairs to ensure instructional programs are appropriately sequenced for timely completion. Additionally, the institution actively reviews programs with trending low completion rates for viability. "Laney College's mission is the centerpiece of its commitment to student learning..." It is evident after reading the ISER that the institution's practices reflect each of the elements of its mission statement.

##### Findings and Evidence:

Laney College offers programs that are consistent with its mission, vision and values. The college offers a wide variety of programs spanning from certificates to associate degrees. All courses and programs are appropriate for post-secondary education. Additionally, the courses and programs at Laney College, whether traditional or distance education, align with the mission. Program descriptions include expected student learning outcomes and align with the degrees and certificates that can be earned. The alignment of ILOs, PLOs and SLOs are reviewed by the Curriculum and Learning Assessment Committees and are further evaluated during the 4-year program review cycle. A review of the assessment website revealed a robust faculty support system outlining training and professional development activities. Laney's curriculum process is

clear and aligned with district standards as outlined in the Peralta Program and Course Approval Handbook. The student success data in the Distance Education Plan revealed that success rates across modalities of learning are comparable. (II.A.1)

Faculty at Laney College exercise collective ownership of the curriculum through the Curriculum, Institutional Effectiveness, and Learning Assessment Committees. The college has brought all curriculum materials up to date for courses taught online (distance education). A four- year curriculum review cycle was approved by the Academic Senate in fall 2020 and the college is working to ensure any outdated CORs are brought up to date within the next year. This process includes any courses being removed from subsequent schedules until their COR is updated. All instructional departments are required to report on outcomes assessed, and plans for improvements as part of the integrated planning process. There is a four-year cycle of comprehensive program reviews (CPR) and in-between each department does an Annual Program Review (APR). The CPR asks departments to list the last time each course was updated as well as when the course SLOs were assessed and next scheduled for assessment. The APR and CPR process asks departments to do an analysis of student learning assessment results and student achievement data, leading to improvement plans, and requests for resource allocations if needed. The Institutional Effectiveness Committee uses a rubric to validate each APR and CPR (as demonstrated in IEC minutes). Laney College has a rigorous review process for approving courses that can be taught as distance education (DE) that ensures they meet expectations for effective DE teaching methods and regular and substantive contact. An equity rubric for distance education has won the college many awards and is used in the development of new online courses. Student achievement data shows a small differential between online & traditionally taught classes. The College DE Plan is comprehensive and provides ample guidance for faculty. (II.A.2)

Laney College conducts both annual and comprehensive program review cycles. As part of the cycle, each department verifies they have completed their student learning outcome (SLO) and program learning outcome (PLO) assessments and states when they will next assess. The team found inconsistencies on SLO and PLO assessments being completed with some SLOs and PLOs never having been assessed. To address this gap, the college has begun to implement planned improvements to its assessment practices to ensure that all departments regularly and consistently complete assessments through program review.”

In addition, the college assesses its institutional learning outcomes (ILOs) through the assessment of SLOs and PLOs tied directly to an ILO as well as through surveys of students in select classes and graduates. The college participated in professional development around ILO assessment results and the Institutional Effectiveness Committee (IEC) reviewed these results and suggested action plans. Additionally, SLOs are required to be on syllabi and compliance is verified during the peer evaluation process as well as during the semester by administration. To ensure proper SLOs are listed on the syllabi, the campus Learning Assessment Chair provides a spreadsheet with current SLOs to faculty each semester. AP 4120 outlines the requirements for SLOs and the college appears to be in compliance with the AP. As part of the program review process, programs are required to conduct a curriculum content review in year three and follow this up in the COR with how the curriculum will be updated based on that review. In addition, a process for keeping CORs up to date was approved by the Academic Senate in fall 2020. This process will ensure all CORs are not older than four years and if a COR is not updated, the

course will be pulled from subsequent schedules until the update is complete. The team found many CORs out of date, some in CTE areas. The college anticipates that its new process will ensure all CORs will be up to date within the next year.”

. (II.A.3)

All pre-collegiate courses are identified by the course numbering of 200 and above and the college catalog clearly delineates whether a course is pre-collegiate or college-level. There is alignment between pre-collegiate level curriculum and college-level curriculum. The catalog has a page that clearly explains all students are eligible to take transfer-level classes. In order to be placed directly into transfer-level courses in math and English, students must meet with a Counselor to self-report their high school GPA and course taking history. Since many students, especially those historically marginalized, will not follow through with this, these students are more likely to enroll in classes below transfer. The ISER states that students may still opt to take class in math at one level below transfer, however, the schedule has classes at several levels below transfer which may confuse students. The college has created corequisite support classes in English and math to help support students in learning the knowledge and skills necessary to complete college-level classes. As a result, there has been an increase in the enrollment of and student success in first-level transfer English and math. (II.A.4)

Laney College demonstrates the quality of its instruction by following practices common to American higher education institutions and has policies and procedures in place to define these practices. The college follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program it offers. The Peralta Program and Course Approval Handbook provides an overview of the legal codes, regulations, and policies and the Curriculum Committee uses this as its guide. All associate degrees at the college require successful completion of a minimum of 60 semester credits. All associate degrees and certificates require the completion of at least 18 semester units in a major or area of emphasis. (II.A.5)

Laney College has a well-organized scheduling process which includes block scheduling and the use of a college hour aligned across the Peralta District. Supportive tools such as the online scheduling tool, assist with ensuring schedules created mitigate unnecessary conflicts. Scheduling efforts put forth by the college directly support the completion of degrees and certificates within a reasonably expected time frame. Daily schedule reports are available to review, indicating data is readily available for decision-making and monitoring purposes. As part of the college’s guided pathways efforts, they have utilized Program Mapper to map most of their degrees. The team found some degree maps were not available on the website (i.e., physics and math). Pathway maps that are available make it clear to students the requirements for graduation and include the degree PLOs. (II.A.6)

Laney College demonstrates its use of data for informed decision-making processes. For example, they regularly review student data to ensure they are appropriately meeting the needs of their diverse population. As a result of a recent review, the college determined most of their students are older, go to school part-time, and work. As such, the college uses a variety of delivery modes such as traditional, online, hybrid, and short-term classes. Through the comprehensive program review (CPR) cycle, programs review student achievement data

disaggregated between in-person and online courses to ensure parity exists between the two modalities. In addition and in alignment with their student equity plan, programs review disaggregated student achievement data in the CPR to determine if equity gaps exist, and design interventions to address any existing gaps. This data is readily available on the Learning Assessment Committee website. The district Distance Education Plan helps guide the creation of online and hybrid courses. Through the creation of this plan, the Peralta Equity Rubric was developed to help with the design of online courses. Over the last few years, the college has spent a considerable amount of time updating its distance education and hybrid courses and the process for approving these courses to ensure the courses offered online are high quality, equitable, accessible and provide regular and substantive interaction. Given COVID-19, the Laney College Curriculum Committee worked to ensure all courses offered in a remote environment were approved to be offered via distance education. Laney College offers online support services and training to help students taking distance education courses and the faculty teaching those courses. Laney College does not offer correspondence courses. (II.A.7)

Students who have Advanced Placement, International Baccalaureate, and College-level Examination program scores may apply for college credits. Laney College has moved to a process for placement into math and English using self-reported information on high school GPA and classes taken. The placement of students into math and English follows the bands given in AB 705. The college has a self-guided assessment for ESOL that is available on the website, again, following the AB 705 legislation. The college will be collecting and reviewing data for retention, success, and throughput of students in these classes over the next year. In order for a student to place into Chemistry 1A, they must either show success in high school chemistry or take an exam. This exam received approval from the state Chancellor's Office in fall 2017. Processes for students who feel they were not placed correctly into a class are available on the Admissions website and college catalog. Students can find the petition form to challenge a placement on the Admissions website. Laney College has established protocols to ensure the use of unbiased, valid measures of student learning. In addition, programs and departments have clear structures and protocols in place to determine prerequisite criteria and ensure their consistent application. (II.A.8)

The team found Board Policies that define standards for awarding course credit and degrees. The Peralta Program and Course Approval Handbook details the curricular requirements for courses and programs which include learning outcomes, units of credit awarded and hours of work. Laney College course outlines of record (COR) capture the required minimum number of hours for each course, including both in and out of class hours (where indicated) for the appropriate number of credit/units earned. All of this follows Federal standards for clock-to-credit-hour conversions. CORs include student learning outcomes (SLOs) along with the method of assessment. SLOs lead to program learning outcomes (PLOs) as outlined in the college catalog. Laney College awards degrees and certificates based on the successful completion of a series of courses. The PLOs for each program indicate the skills students should have upon completion. In a review of the CORs, most courses have the SLOs listed as well as how the method of assessment. In addition, if the COR was updated as of 2020, the COR demonstrates how the SLOs are linked to PLOs and/or ILOs. (II.A.9)

There are clear policies on accepting transfer credit as well as ensuring courses at Laney College transfer to CSU, UC, and private universities in the catalog and online via the Transfer and Articulation part of the Counseling web page. These policies are reviewed and updated yearly and include certifying that the expected learning outcomes for both courses are comparable. Laney College has a process for and regularly evaluates articulation agreements with institutions where patterns of student enrollment are identified. This process includes Counseling faculty, department chairs, and Deans. (II.A.10)

Every program at Laney College has adopted course SLOs mapped to PLOs that include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. In addition, any stand-alone or GE courses must align at least one SLO to at least one ILO. The comprehensive program review (CPR) includes a plan for assessing both SLOs and PLOs. In addition, the CPR asks programs how the results of the SLO and PLO assessments are used to drive program improvements. The team reviewed a sampling of CPRs, and found inconsistencies in this practice. More intentional and consistent linkage of assessment results to program improvements would strengthen effectiveness in this area. (II.A.11)

All associate degree and certificate programs include a component of general education (GE) as part of the requirements. A philosophy statement regarding general education which reflects its degree requirements is located in the college catalog as well as the Peralta Program and Course Approval Handbook. There are three different ways the general education component can be met at Laney College. AP 4025 authorizes the Curriculum Committee to rely on faculty expertise to determine whether a course should be included in the general education curriculum. All GE requirements and course options are listed in the catalog. The ILOs include participation in civil society, skills for lifelong learning and a broad comprehension of the arts and humanities, sciences, mathematics, and social sciences. And since each GE course must align some of the SLOs to the ILOs these are a part of each students' preparation. (II.A.12)

All associate degrees and certificates offered at Laney College include one area of study. As part of this students are required to complete at least 18 units of core coursework within the area of study. Each degree or certificate has established program learning outcomes (PLOs). (II.A.13)

All career-technical education (CTE) programs are reviewed biennially at a minimum, but most are evaluated annually as part of the Perkins/VTEA application process. Laney College CTE programs are built around the industries they serve utilizing Industry Advisory Committees that meet annually to provide feedback to the faculty about industry needs and how courses and programs may need to be modified. AP 4102 defines the process for CTE programs, as such, Advisory Board minutes are kept on file, and federal gainful employment requirements are met. External licensure requirements and pass rates for Laney's Cosmetology program are clearly stated on the college's website. The CTE comprehensive program review (CPR) asks faculty to discuss the assessment of learning outcomes (both SLOs and PLOs), what they have learned from these assessments, and changes they plan as a result. The CPRs also ask faculty to review achievement data, which includes whether there are equity gaps, state and national licensure exam data, and job placement data. This information is also shared with their advisory committee as applicable. Any new CTE programs require Advisory Board minutes and labor market data

supporting the demand for the program through the Curriculum process. The team was impressed at how the CTE faculty work together to improve their programs and student experiences. Many examples of how the CTE faculty adapted to an online environment in response to the pandemic were given. (II.A.14)

AP 4021 outlines the procedure for what to consider if a program should be eliminated or significantly changed. The procedure says that there must be a “detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff, and the community.” This includes ensuring there is clear communication to students and that currently enrolled students have an opportunity to complete their program of study. (II.A.15)

Laney College’s annual program review process was recently designed to evaluate and assess program and course data/assessments, goals, and outcomes. All programs are tracked on a calendar and undergo comprehensive program review (CPR) every four years with an annual program review (APR) during the other three years. As part of the program review process, programs are asked to review student achievement data, both overall and disaggregated, and discuss where equity gaps exist. Programs are also asked to review student, program, and institutional learning outcome assessments. This is used to inform each program’s action plans. In a subsequent phase of the cycle, program review documents include a review of these action plans. The third year, and first year for CTE programs, of the program review cycle includes a curriculum content review for relevancy of content and requisites. During the CPR, the program then answers questions to ensure all curriculum is kept up to date. Each APR and CPR is reviewed and validated by members of the Institutional Effectiveness Committee following an established rubric. The program review process includes relevancy, appropriateness, and achievement of student learning outcomes, currency, and planning for the future. The team was impressed by the college’s intentional and systematic integration of curriculum content review, learning assessment and alignment of outcomes with the college’s strategic goals into the program review process. (II.A.16)

### Conclusions:

The College meets the Standard.

### **Recommendations to Improve Quality:**

Recommendation 1: In order to increase institutional effectiveness, the team recommends the College improve its processes to ensure that all learning outcomes are consistently assessed and the results of the outcomes are used to consistently inform program improvement (I.B.2; II.A.3; II.A.11).

## **II.B. Library and Learning Support Services**

### General Observations:

Laney College offers a variety of learning support services in support of student learning and achievement in their Library, Computer Labs, Student Success Center, Tech Center, and Writing

Center. The team reviewed evidence that library and tutoring services can be offered both on and off-campus. The Library has aligned its instructional outcomes with the Association of College & Research Libraries framework to improve information literacy outcomes. The Library and Academic Support departments have embraced and are aligned with the College's Guided Pathways framework, which aligns and supports the mission and goals of the College. Online services such as Net Tutor, online chat support, Zoom appointment capabilities for academic support services, and the learning management system (LMS), Canvas are available to all students regardless of location. The Laney College Library and Learning Support Services have embraced the transition to all online due to COVID-19 and have provided exceptional support for their students.

### Findings and Evidence:

The Library and student support services are furnished with equipment, personnel, and resources to assist students and faculty. The District has obtained State Capital outlay funding for a new Learning Resource Center that will replace the existing Library, and the project is expected to be completed by June 2023. The Library's hours are sufficient to support the needs of the students. The Library's collections have the quantity, depth, currency, and variety needed to help students succeed. The College uses Canvas as its learning platform and is leveraged to support online students and to augment in-person instruction. The library offers both synchronous and asynchronous online library orientations, online chat support, Zoom research, appointments, and phone support during weekdays. In addition to in-person tutoring during non-COVID times, the Student Success Center provides access to tutoring with NetTutor a 24/7 service for students and Laney based tutors online. In addition, Tutoring has responded to the new all online format by providing online embedded tutoring to include embedded tech support, this support is embedded in every online course section. The Tech Center also provides workshops to include Zoom and Canvas Basics, and drop-in tech support. Surveys are used to help to determine this effectiveness and to obtain information on areas which need improvement. The team was impressed with the programs developed to meet the technology needs of the students during this time by providing graphing calculators, Chromebooks, Wi-Fi hotspots to students through coordination with the Library and emergency aid grants. Another notable area is the collaboration with Comcast to provide students a desktop computer and high-speed internet and Wi-Fi access at home.. (II.B.1)

The College uses the Instructional Equipment and Library Materials (IELM) committee to determine the need for new educational equipment and library materials and is composed primarily of faculty. IELM requests have been integrated into the program review cycle. The Librarians select library materials based on an established collection policy that encourages input from faculty, students, and staff. One of the librarians serves on the Curriculum Committee to ensure that its collection is developed and maintained in alignment with curricular and program changes. The team reviewed evidence showing that faculty outside the library are consulted for input on the selection of appropriate library resources to support student learning. The Librarians use LibGuides to create and maintain subject, and course-specific instructional guides. The College has an Academic Support program that aligns closely with the mission and goals of the College and the College's support for Guided Pathways. Librarians, and academic support faculty are included in numerous shared governance bodies and planning committees. (II.B.2)



Laney College Library and the Academic Support program regularly participate in the Program Review process. There is evidence of assessment and evaluation of academic support services, and there is also evidence that the assessment results are used to guide changes in those services. Specifically, the Library changed its instructional outcomes to improve information literacy outcomes. The Student Success Center obtained a Basic Skills Student Outcomes Transformation (BSSOT) grant to increase support for students affected by AB705 and secure stable funding for the tutoring program. The Laney Distance Education (DE) completed the program's first program review in 2018-19, which tied their goals to the College DE Plan. The DE committee and program's recent work will help improve the support for online students in the future. (II.B.3)

The College maintains formal agreements for learning support services, including Adobe Creative Cloud, Alma, Canvas, EBSCOhost, Ex Libris Primo, EZproxy, GoPrint, ITC, Kanopy, Net Tutor, OCLC, PrintOn, PC Reservation, ProQuest, Sierra, and Turnitin. The College maintains a file of these agreements, and regular evaluation is completed by College personnel to determine if the support services are current and tied to the curriculum and mission of the College. Some evidence was reviewed showing that services provided from external sources are evaluated for quality. The College provides evidence that resources intended to support instruction are being utilized and available securely to students through login and use of a proxy server. The Library recently acquired EZproxy, access and authentication software, which will allow the library to improve its connection to Ex Libris Primo, a discovery interface that connects students and faculty to digital content. The College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through a contractual arrangement. (IIB.4)

#### Conclusions:

The College meets the Standard.

#### Commendation 1:

The team commends the College for innovative and personalized technology and learning support services that augment in-person instruction and support student learning and achievement in online environments(II.B.1)

## **II.C. Student Support Services**

### Student Support Services

#### General Observations:

Overall, program reviews and point of service surveys indicate the Standard is met. A program review process for student services is well outlined and up to date. The program review documents list Service Area Outcomes (SAO's). The Financial Aid program review is

particularly strong and may serve as a stellar example for other student services programs in the future. Laney College provides a comprehensive array of student activity programs and support programs for student athletes. Policies and procedures are effectively outlined that align with sound educational policy and standards of integrity.

The College provides counselling and academic advising programs for student success. Students are provided ample and easily accessed counselling materials. Counselors are oriented to the current status of programs. The College has adopted and adheres to admission policies consistent with its mission. Pathways are defined and students are advised of such. The College regularly evaluates admissions and placement instruments. Improvements have been made to ensure minimization of bias through technology. The College maintains student records in such a way as to ensure security and confidentiality.

### Findings and Evidence:

Evaluation of services transpires through the program review process which occurs every fourth year. This indicates evaluation occurs at regular intervals. In 2019-20, the following student service areas conducted reviews: Financial Aid, Umoja/UBAKA, and DSPS, to which evidence is provided. In Spring 2019, the college responded well to focus groups - of over 400 students - where results indicated the desire for evening hours, among other areas of improvement. As evidence, a Guided Pathways newsletter summarized the results adequately. Additionally, several point of service surveys were provided including DSPS, Financial Aid, and tutorial services. In terms of a comprehensive survey of all student services, a Community College Survey of Student Engagement (CCSE) survey was completed in 2017.

Through the interview process, it has been indicated that an updated evaluation process may occur as part of the upcoming Education Master Planning process (II.C.1).

Evaluation of services takes place through the program review process which occurs every fourth year. In 2019-20, the following student service areas conducted reviews: Financial Aid, Umoja/UBAKA, and DSPS, to which evidence is provided. Of the three provided, the Financial Aid program review serves as a model in that it outlines Service Area Outcomes (SAO's) adequately in that the SAO's describe programs' anticipated impact on student learning, from the students' perspective, rather than the program perspective (II.C.2).

The college catalog provides a listing of student support services and how to access them. Additionally, a listing of student support services and modalities indicates services are offered online and in person. Recent Guided Pathways focus groups, and a district-wide technology needs survey evaluated students' equitable access to services. The district-wide survey adequately disaggregates the data. The College responded effectively. Proactive examples of assessing student access include assessing technology tools, embedded classroom counselors to complete education plans, the creation of YouTube videos, and assigning counselor liaisons to

the meta majors (II.C.3).

Laney College provides an array of co-curricular programs and athletics that align with the mission of the College. The college provided ample evidence to confirm that it regularly monitors the finances of its co-curricular programs, and that there are appropriate policies and procedures in place to ensure these programs are conducted with integrity (II.C.4).

The College provides counselling for academic, career, personal enrichment, and transfer. The Student Education Plan (SEP) is central to this advisement. The College offers students courses to help with general orientation, personal development, and career orientation. Students receive timely, useful, and accurate information about academic requirements. Again, the SEP is developed early in the student's enrollment phase. As students near completion of their course of study, a 45-unit alert is sent to students. Program maps have been established through Guided Pathways. There is comprehensive student support for remote/DE students on the college website. The outcomes are higher retention, persistence, success, and program completion. The College has general as well as categorical program counselors. Counselors are offered and attend professional development events to learn of changes in the University of California and California State University systems and private institutions as well as updates and current practices in categorical groups like military veterans and student athletes. Counselors also present and facilitate student workshops for success in college. Counselling staff are kept up to date on current practices by counselors and the dean of student services. (II.C.5)

The College has admissions standards and course/program requirements that are consistent with its mission and specify the qualifications of students appropriate for its programs. Clear pathways for completion are provided. Through iEnroll, CCCApply and the college catalog, all students are provided with clear directions for enrollment purposes. Various YouTube videos are available on topics such as "What is Community College Counselling," and "Counselling Tips: Success for Weeks 1 & 2." The College defines and advises students on pathways to complete their goals. These pathways are clearly and completely defined in the Guided Pathways. The team is especially impressed by the comprehensive nature of the Guided Pathways. The development of the SEP is central to the enrollment process. There is counselor follow-up of the SEP with students in special programs. Currently, there is an effort to incorporate the general population of students to have a follow-up to the SEP. The team encourages the College to expand the current process to include the general student population. (II.C.6)

Instruments for admissions and placement are regularly evaluated for their effectiveness and minimization of bias. The College is guided by several PCCD Board Policies (BP) and Administrative Procedures (AP) to ensure appropriate admission guidelines. There are several placement instruments in place through technology to track student enrollment and progress. These technologies are also implemented to minimize enrollment and placement biases. They include MyPath , iEnroll and People Soft 9.2. Based on evaluation, People Soft 9.2 and iEnroll were updated to better meet the needs of the students and the College. Tracking indicated that these technologies are effective. Assembly Bill (AB) 705 presents a challenge as it removed

placement tests for English and Math and required colleges to design programs for college-level completion of these areas. Self-guided placements for Chemistry and English have resulted in high retention and completion rates.

The College permanently maintains records in a secure manner. These confidential records are backed up and are governed by strict policies for release. The Peralta Community College District (PCCD) is mandated by BP/AP 5040 to ensure “privacy, appropriate safeguards and students’ rights to notification” as well as a student’s ability to release records, and the collection and release of student information. Student information is only released by completion of the Authorization to Release of Student Records form. Secure back-up of files is supported by consistent practices for monitoring and safeguards including training of employees for purposes of use of IT systems, proper monitoring of systems, detecting and responding to attacks and system failures. Digital and paper documents are kept safe via back-up and placement in locked cabinets, respectively. (II.C.8)

Conclusion:

The College meets the Standard.

## **Standard III**

### **Resources**

#### **III.A. Human Resources**

##### General Observations:

The District and the College have policies and procedures in place to ensure the integrity and quality of its programs and services by hiring qualified employees. This included the team confirming that policies guided the hiring of Faculty and Administrators that meet the Minimum Qualifications for Faculty and Administrators in California Community Colleges. The team confirmed that there were written criteria for evaluating personnel. The college tracks evaluations and provides reminders, but managers were inconsistent in evaluating all personnel systematically. The college does maintain a sufficient number of faculty to assure fulfillment of faculty responsibilities. There are opportunities for part-time faculty to participate in the life of the institution. The District and the college have had issues retaining administrators, but they have been working on improving, and their retention rates are improving over the last three years. The team confirmed there are policies and practices that support diverse personnel. The District Human Resources Office verifies the qualifications of applicants through an established process in accordance with California Community Colleges minimum qualifications for faculty and administrators. The District reviews transcripts to ensure they are from accredited institutions recognized by U.S. accrediting agencies, per AP 7211. The Vice Chancellor of Human Resources and Senior Human Resource Analyst confirmed that the District follows the equivalency review process outlined in AP 7211 that is used to verify equivalency to minimum qualifications for faculty and administrators. The College's personnel policies and procedures are published and available on the website of the Board of Trustees. Board Policies and procedures ensure compliance with employment practices, and the Human Resources office acts as the subject-matter expert for all the personnel-related policies. Over the past two years, Human Resources (HR) posted all the procedures in the HR web page and they are also available on the Board of Trustees web page. The college and the District work together to ensure that personnel policies are applied consistently and equitably. Fairness, equity, and consistency of policies are further supported through the collective bargaining process and agreements. The College provides for the security and confidentiality of personnel records, in accordance with Human Resources Policy and bargaining unit contracts.

##### Findings and Evidence:

The team confirmed the college and District have policies and procedures to ensure the hiring of qualified employees. There are public Board Policies and Administrative Procedures for the hiring of Faculty and Administrators to ensure that procedures are clearly and publicly stated.

There is a manual outlining the process that guides the hiring of Managers and Classified employees, but there is no published AP for classified hiring. When jobs are posted, the posting includes the mission of the college. The Academic Senate, classified unit, and District have input on job descriptions to align them with the college mission. (III.A.1)

The team confirmed the District has policies and procedures in place to ensure new faculty meet the qualifications stated in the Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges. The team reviewed faculty job descriptions and evaluation policies and confirmed that they included the development and review of curriculum as well as assessment of learning. (III.A.2)

The team reviewed job descriptions and hiring processes and support that the District selection process is set up to hire Administrators and other employees responsible for educational programs and services that possess the qualifications necessary to perform their duties required to sustain institutional effectiveness and academic quality. (III.A.3)

Peralta Community College District follows Title 5 regulations to ensure all employee positions meet minimum qualifications and associated degrees. These policies require that degrees must be from institutions that are fully accredited by federally recognized agencies. The process of accessing minimum qualifications and degree requirements of faculty service areas are outlined in Administrative Procedure (AP7211). Foreign transcripts must be translated and evaluated by a U.S.-based credentials evaluation service must be evaluated by an official foreign credentials/transcripts evaluation and translation service. (III.A.4).

The District has written criteria for evaluating personnel. These include performance evaluation forms that include criteria for evaluating the performance of assigned duties. The team determined that the college tracks and sends reminders for evaluations. A review of the tracking sheets demonstrated the completion of evaluations by managers was not consistent across all employees and recognize this may align with challenges due to the pandemic. (III.A.5)

The District maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs. There is a process in place to prioritize faculty hiring through the Faculty Prioritization Committee. The District has exceeded the Faculty Obligation number over the past three years. (III.A.7)

The District has guidelines for the evaluation and oversight of part-time faculty. Part-time faculty are required to participate in FLEX day as a means of professional development. The college provides an annual orientation for part-time faculty, and the District provides onboarding support. (III.A.8)

The District has developed a Staffing Plan to provide guidance for workforce planning. College departments can request new classified positions through program review as part of the college's resource allocation process to support effective educational, technological, physical, and administrative operations. The college notes they have had fewer classified hires since 2018 due to high health benefit costs. (III.A.9)

The colleges and District have had historical challenges maintaining enough administrators to ensure appropriate expertise to provide continuity and effective administrative leadership and services to support the institution's mission due to administrative turnover. The District and colleges have developed recommendations to retain executive level staff, developed Board Training Sessions, and convened a participatory group to analyze administrative turnover.

The team reviewed the management turnover rate and noted the rate has improved, reducing from 33% in 2017-18 to 23% in 2019-20. While the District and Board have committed to mitigating the high administrative turnover, the team could not identify evidence of activities related to the goals that are listed in the PCCD Institutional Five Year plan to improve these outcomes. While turnover is starting to slow down, the administrative, turnover at the District Office particularly in finance is contributing to the lack of adequate financial oversight. The turnover remains high, and at Laney College, there has been exceedingly high turnover of its President (Five since the last accreditation cycle). (III.A.10)

The District's website publishes its human resources policies and procedures for the public to review, and new employees receive this information during orientation. The District's shared governance structure regularly vets, reviews, and revises, when necessary, policies and procedures in accordance with Board Policy 2059 to ensure that they are fair and equitably and consistently administered. The colleges follow the district's established policies and procedures, which are posted on both the Board of Trustees and Human Resources web page. (III.A.11).

The team reviewed District policies and procedures and confirmed the college and District maintain appropriate programs, practices, and services that support its diverse personnel. They have a current Equal Employment Opportunity plan with trends in District-wide demographics compared to the county they serve. The District has a Faculty Diversity Internship program with a focus on increasing diversity in future faculty hiring pools. (III.A.12)

The team confirmed the District and college have BP/AP 7380 Ethics, Civility and Mutual Respect as well as an AP 3430 the Prohibition of Unlawful Harassment. (III.A.13)

The team confirmed the college plans for and provides all personnel with appropriate opportunities for continued professional development. The District allocates \$120,000 per year for faculty training and has an assigned District Staff Development Officer. Faculty also have the opportunity to apply for sabbatical leave. One of the classified bargaining units has Professional Pay stipends built in their contract and the Classified Senate participates in planning professional development. The District waives fees for active employees to take classes in the Peralta CCCD. (III.A.14)

The District follows Administrative procedures AP3300, AP3310 both of which describe the storage, treatment, and security of confidential information. The collective bargaining agreements with faculty and classified employees address the confidential treatment of personal records, and processes are in place for employees to access to personnel files in a secure setting as required. (III.A.15).

Conclusion:

The college meets the standard.

**Recommendations to Improve Quality:**

District Recommendation 11:In order to increase effectiveness, the team recommends the District continue to maintain a sufficient number of administrators with appropriate qualifications in order to provide continuity and effective administrative leadership that support the District’s mission and purposes. (III.A.10)

**III.B. Physical Resources**

General Observations:

The college maintains and ensures facilities are safe and there is a healthful working and learning environment through the efforts of its Health, Safety, and Security Committee. Facility planning is guided by the Facilities and Technology Master Plan ensuring its physical resources are focused on continuing quality necessary to support its programs and services. This includes taking space utilization into account in the development of its projects. The college has long range capital plans that support institutional improvement but notes there is an opportunity to enhance the use of Total Cost of Ownership in those plans.

Findings and Evidence:

To ensure facilities are maintained to assure safety, security, and a healthful working and learning environment, the college has a Health, Safety, and Security Committee. The committee meets monthly to review safety concerns and ensure there are corrections for unsafe conditions. The Risk and Safety Programs Manager at the District oversees a District-wide Risk Management Program. The college has Student Safety aids that provide escort services around campus and a private security firm to ensure security. The college is in the process of developing an ADA transition plan to improve access. The college has General Obligation Bond Measures that provide funding to improve access and safety. (III.B.1)

The team reviewed the District’s 2017 Facilities and Technology Master Plan and its most recent five-year plan. It confirmed the college plans for upgrades to its facilities to support its services and achieve its mission. The Facilities and Technology Master plan tie back to the college’s Educational Master plan. The college has also maintained a list of future scheduled maintenance projects. In 2018 the college passed an \$800 million General Obligation bond to help fund the various plans. The college recently hired a Measure G Program Management Team to manage a study to ensure classrooms and laboratories are effectively utilized. This is to include analyzing prioritizing the replacement of specialty teaching equipment in technical spaces. (III.B.2)

The District and College used space planning through Fusion to develop its Five Year Cap Outlay plan and it’s Scheduled Maintenance Plan. The college successfully used space utilization



and programming to obtain State Capital Outlay funding for its Learning Resource Center project and its Theater Modernization project. (III.B.3)

The college does long-range capital planning supported by its General Obligation bonds that support institutional improvement goals. The District updated its total cost of ownership guidelines in 2016. Limited elements of those guidelines were reflected in its 2017 Facilities and Technology Master Plan update to help ensure long-range capital plans reflect projections of the total cost of ownership. In interviews, the Director of General Services confirmed they take into consideration all costs of new and old buildings, including utilities, routine maintenance, and personnel costs. The District also recently developed Building Design Standards, in part to standardize maintenance elements. (III.B.4)

Conclusions:

The college meets the standard.

### **III.C. Technology Resources**

General Observations:

The evidence supports that the technology resources at Laney College are appropriate and adequate to support the institution's programs and have efficient and effective IT staff to support the IT infrastructure. The Program Review process facilitates requests, and the Technology Planning Committee (TPC), which includes members from every constituent group, is responsible for recommendations and prioritizing technology purchases and projects. The prioritized list is then sent to the College Council for approval. Once approved, they are forwarded to the District Technology Committee for a final decision and funding. The college has identified areas requiring significant improvement that will be addressed during the five-year technology plan development.

Findings and Evidence:

To streamline and improve Technology services and professional support the college added a Director of IT to create a centralized IT Department in 2017. The District has a centralized ticket tracking system that the college uses to generate tickets for its IT Technicians. This help desk system supports the District at large, serving Admissions, Institutional Research, and District General Services. The District and college IT teams meet weekly to coordinate activities. There is both a District-wide Technology Committee (DTC) and a college Technology and Planning Committee (TPC) that is used to help ensure technology is appropriate and adequate to support operational function, academic programs, teaching and learning, and support services. The DTC prioritizes District level projects and aligns them with Strategic Goals. The District, through its planning, has recently updated its PeopleSoft software to the most current version 9.2. The college also notes some challenges at the District level in module implementation due to a lack of internal expertise and financial resources. The District recently approved a contract with

Oracle to help address business processes and complete the technology implementation. The project's funding was identified as Measure G bond funds and is scheduled to be completed in July 2021. The college recognized through its 2017 stakeholder survey a need to update classrooms and lab spaces. This was included in the college's 2019-21 Technology Plan. The college recently updated 135 classrooms; Phase 2 was completed in 2019 and will be the campus classroom standard moving forward. (III.C.1)

The District is working with a consultant to develop a new five-year technology plan. During this process, the College Technology Planning Committee (TPC) is working with the District to ensure the college goals' alignment with the District goals. Comprehensive and annual program reviews inform the TPC as part of the College Planning and Decision-making process. These program reviews also helped inform the development of the District's Facilities Technology Master plan and the college's 2019-2021 Technology Master Plan, ensuring the institution continuously plans for technology replacement. The college has made an effort since 2017 toward developing a detailed inventory of technology equipment, which will help determine the total cost of ownership of all college technology assets. These lists, along with Program review requests, are being used to identify equipment needs as well. The college recognizes there is still more work to be done in improving equipment tracking accuracy. The college uses Bond funds as a primary way to upgrade technology along with categorical funds where possible. (III.C.2)

The college and District are committed to safe, secure, and reliable access to technology. In 2017, the District implemented a single sign on cloud-based system to ensure access to email and Canvas. The college chose to host its website in the cloud to ensure access to Canvas in the event of an outage. The District upgraded its bandwidth from 1GB to 10GB for its primary and back circuits. The college has a shared drive backup system through Barracuda, a cloud-based storage and network security company. The PCCD Technology Master Plan outlines the 5-year replacement cycle for faculty, staff, and labs. The college uses integrated planning, and all technology requests must be initiated during the program review cycle. Once a technology need is identified, it is forwarded to the Technology Planning Committee for consideration. The committee uses a resource request rubric to help prioritize requests. Once prioritized at the college, the requests are forwarded to the District Technology Committee for funding. As mentioned above, Bond funds are the primary way technology needs are funded. (III.C.3)

The college provides appropriate instruction and support for faculty and staff in the effective use of technology. In 2017, the college established the Technology, Teaching and Learning Center (TTLC) to learn from TPC members the use of required applications. There are training opportunities available for Canvas and classes to develop knowledge for teaching online and hybrid courses. The Professional Development Committee has included IT training as Flex day opportunities. Training has been provided as new Technology initiatives have been completed for the PeopleSoft Finance upgrade, BoardDocs, and the use of upgraded SMART classrooms. Students are provided the opportunity to attend Zoom and Canvas Basics workshops. The college identifies that there are some gaps in ongoing training needed for centralized systems, including PeopleSoft. (III.C.4)

The college and the District adhere to Board Policies and Administrative Procedures it has in place that guide the appropriate use of technology in teaching and learning. The team has

reviewed BP 3720 Information Technology Use, AP 3720 Telephone, Computer, and Network Use, AP/BP 3725 Information Technology Accessibility, and AP 4105 Distance Education confirming the District has policies and procedures that guide the appropriate use of technology in the teaching and learning process. (III.C.5)

Conclusions:

The College meets the standard.

### **III.D. Financial Resources**

General Observations:

The college has implemented a budget development process that aligns the distribution of resources to support the enhancement of programs. The annual planning process ensures the college's mission and goals are the foundation for financial planning and provides appropriate opportunities for campus constituencies to participate. The college has made an excellent effort to develop a five-year Integrated Financial Plan to assess financial resource availability realistically. In reviewing the plan and the 2020-21 budget, there was an overestimate of funding available from the Student Centered Funding Formula of approximately \$2.8 million. The District plans for and allocates for the payment of liabilities and future obligations, including its OPEB obligations. The District has improved its ending fund balance, which exceeds the 10% required by its Board Policy. The District has made an effort to improve its internal controls by investing significant resources in hiring new personnel, including an internal Auditor. These efforts are good, but the 2020 District Audit findings show a need for continued improvement. There are particular concerns, as repeat findings demonstrate a lack of validity and effectiveness of its financial and internal control systems.

Findings and Evidence:

The District allocates resources through the PCCD Budget Allocation Model (BAM), which is calculated on a three-year average FTES for each college, after consideration for districtwide costs, funding liabilities, and instructional costs. This supports a fair and transparent allocation of resources across the four colleges while still funding districtwide operations. At the college level, the budget development process is tied to program review and the budget augmentation process to allocate discretionary funds. This was reflected in the minutes of the college Budget Advisory Committee. They recommended loading budgets at 90% for all operational items and recommended using 10% to fund budget allocation requests to sustain student learning programs and services and improve institutional effectiveness. (III.D.1)

The District's AP 6250 sets timelines guiding the annual budget development process ensuring financial information is disseminated in a timely manner. At the college, the program reviews are

used as the starting point for resource requests. As part of the planning process, the program review resource requests then flow to one of five committees that prioritize the requests using a rubric that rewards alignment with the Educational Master Plan, Strategic Institutional Plan, Equity Plans, Facilities, or Technology Master Plans. This ensures the college's financial planning is in line with its mission and goals. (III.D.2)

The PCCD Budget Allocation Model is followed annually, and assumptions are clearly communicated in their budget documents. With the rollout of the state's new funding formula, the Student Centered Funding Formula (SCFF), the District created the Planning & Budgeting Integration Model Summit, which provided a venue to discuss, review, critique and support PCCD's Budget Allocation Model. Input from stakeholders districtwide has been incorporated into their model. The college has a budget development calendar that outlines the timelines for completion of annual Program Reviews that are then validated by the Institutional Effectiveness committee. These program reviews inform several prioritization committees to include, Technology, Facilities, Faculty and Classified, Instructional Equipment and Library Materials. The various committees then submit their prioritizations to the Budget Advisory Committee for a final prioritization prior to being presented for College Council. This process ensures the institution has clearly defined guidelines and processes for financial planning, with all constituencies having appropriate opportunities in budget development. The team has reviewed committee minutes and confirmed the college follows its guidelines. (III.D.3)

To ensure institutional planning reflects a realistic assessment of financial resources, the District developed a Five-Year Integrated Financial Plan that provides multiyear reduction scenarios and targets to improve under the student-centered funding formula. This is important as the District is in Hold Harmless under the Student-Centered funding formula and has had enrollment declines over the past three years. The District increased its fund balance at the end of 2019-20, ending at over 14%. The District brought a balanced budget forward for 2020-21, incorporating a Total Computational Revenue Estimate for its SCFF funding of \$124.5 million. This is about \$2.8 million more than actual, and will impact its five-year plan. The District brought an adjusted budget in January 2021 to the Board resolving this. (III.D.4)

The college uses the OnePeralta system, which tracks all transactions and budget balances and has appropriate BP/AP's in place to ensure appropriate control mechanisms are in place. The college disseminates dependable and timely information by ensuring cost center managers receive regular monthly reports to include budget actuals by fund, a monthly summary of grants, and categorical funds. Additionally, they meet with the Business Office to go over quarterly updates, including position control. In recent years, and as a result of staffing instability as documented in the districts response to their audits, the district has had a number of significant audit findings. Two of the District's findings were repeat findings noting weaknesses in District financial and internal controls indicating the District is having challenges improving internal control systems. As further noted in their audit corrective action plans, the district understands the need to improve in this area and are taking steps to remedy the issues. (III.D.5, III.D.8)

The recent audit adjustments have eroded the integrity and reliability of the district's planning assumptions, as significant adjustments to fund balance have occurred in multiple years. It is

critical the district reduces the magnitude of audit adjustments to have an accurate understanding of their fund balance prior to mid-year audit adjustments. (III.D.6)

The District had ten findings in the 2020 District Audit, and has had a similarly high number of finding in recent years. Three of the 2020 findings were repeat, and two of the repeat findings were material weaknesses in internal controls over financial reporting. While the district has made efforts to resolve audit findings in recent years, they continue the trend of having multiple repeat audit findings annually. It is critical for the District to correct audit findings in a timelier manner. (III.D.7)

The District improved its position in the last few years to ensure it has sufficient cash flow and reserves to maintain stability. Recently the District updated Board Policy 6250 Budget management to require an ending fund balance to be a minimum of 10% of the unrestricted fund balance. In 2019-20, the District ending fund balance was 14.61% was up from 10.37% the prior year. The increased fund balance has ensured a healthy cash flow and has eliminated the need for mid-year external borrowing. (III.D.9)

In 2019, the college and District had challenges with effective oversight of finances and has made fundamental changes in an effort to improve. This included hiring additional staff as noted in Standard III.D.8. The district is lacking effective oversight over their financial aid programs. In review of the district's audit for 2019-20, the team determined that there were three audit findings reflecting lack of effective oversight in the financial aid programs. The district lacked internal controls and compliance by not reporting changes in new presidents and directors of financial aid to the US Department of Education within 10 business days. Additionally, there is no formal documented review process for Return to Title IV (R2T4). Lacking these internal controls results in noncompliance related to effective oversight of financial aid programs and the US Department of Education requirements. The 2019 Measure a Bond Audit reflected no questioned costs but did identify a continued Material Weakness as errors were made within the closing process. The 2020 Bond Audit found this issue did not repeat. (III.D.10)

When making short-range financial plans, the District considers long-range financial priorities. The District looks at multiyear projections as part of the annual budget development process and distributes funds through its Budget Allocation Model. Additionally, it recently adopted a board policy requiring a minimum 10% ending fund balance requirement. The District plans for and allocates for the payment of liabilities and future obligations. This includes allocating funds for its OPEB liabilities. The team reviewed the 2020 Actuarial Reports and noted the District has an estimated \$230 million total OBEP liability for its Pre-2004 employees, which it funds through a bond. The District has an estimated \$16.6 million total OPEB liability for its Post-2004 employees, of which it has funded approximately \$1.1 million as of June 30, 2020. The District identified funding sources in the 2020-21 Budget, which includes a budgeted general fund OPEB contribution combined with Trust funds. (III.D.11, III.D.12, III.D.13, III.D.14)

To help manage its student default rates, the college has a contract with Educational Credit Management Corporation. Student default rates show a three-year decline, from 28.2% in 2015 to 20.9% in 2017. This is within the 30% compliance requirement. The college had a significant deficiency noted in the 2019 Audit Report related to Direct Loan reconciliations. The team reviewed the 2020 Audit report and confirmed this issue was resolved, but they did have a

significant deficiency related to the timely reporting of Direct Loan disbursements and incorrect disbursement dates. (III.D.15)

The appropriate administrator, College Business Officer, Vice President of Administrative Services, reviews the college contracts and College President ensuring contracts are consistent with the mission and goals of the institution. The team reviewed and confirmed board policies are in place that governs contracts. Additionally, the District implemented an electronic tracking system that ensures contracts are tracked from submission to legal review, board approval, and final signing to help maintain the integrity of the institution. (III.D.16)

Conclusions:

The college meets the Standard except for III.D.5, III.D.6, III.7, III.D.8, and III.D.10

**Recommendations to Meet Standards:**

District Recommendation 1: In order to meet the Standards, the team recommends the District have appropriate internal control mechanisms and regularly evaluate its financial management practices and uses the results for improvement to ensure financial documents have a high degree of credibility. (III.D.5, III.D.6, III.D.8)

District Recommendation 2: In order to meet the Standard, the team recommends the District respond to all external audit findings and such responses are comprehensive, timely, and communicated properly. (III.D.7)

District Recommendation 3: In order to meet the Standard, the District must practice effective oversight of its financial aid programs. (III.D.10)

## Standard IV

### Leadership and Governance

#### IV.A. Decision-Making Roles & Processes

##### General Observations:

Laney College has processes, policies, and participatory governance structures in place that encourages involvement from all stakeholders in college related decisions. The college's Participatory Governance Organization Manual (PGOM) provides a roadmap for how decisions are made and communicated across the college. Students are encouraged to participate in college governance and there are administrative procedures (AP) and board policies (BP) in place to ensure broad participation from the campus community. Laney College's highest level of governance is their College Council. This involves recommendations from the college's nine committees and the general campus. The college has a website where meeting times, decisions, notes, and agendas from College Council are posted and communicated widely across the campus.

##### Findings and Evidence:

Laney College's College Council serves as the highest level of governance at the college (IV.A.1). College Council is outlined in the district's APs and BPs. The membership is comprised of students, faculty, classified professionals, and administrators making recommendations to the college president. Members of College Council and college's nine other governance committees are appointed by their respective constituency groups, which includes student government (ASLC), classified senate president, academic senate president, and college president. College Council makes recommendations to the college president for consideration of approval, and when necessary reporting to the district and/or the board of trustees. The college's PGOM provides an overview of the composition of all committees (IV.A.1).

College Council approves plans brought forth by committees such as the Strategic Enrollment Management Committee. The college's committees and governance structures are aligned with the college's mission, vision and strategic plans. Recommendations are vetted by one of the college's nine committees before being presented to College Council and the college president for considered. Committees are led by administrator and faculty co-chairs. Classified professionals serve on committees and student voices are included when and where possible (IV.A.2).

The college's Participatory Governance webpage contains information about decision-making processes. The page contains a link to the PGOM, includes the college's overall commitment to participatory governance, diagrams of the decision-making process, and the site clearly defined roles in the college's governance process (IV.A.3).

The college president reports final decisions on all recommendations that are brought to College Council. These reports appear on meeting agendas, and are included within the minutes (notes) for each College Council meeting (IV.A.4).

The minutes and meeting agendas are posted on the college's website. This includes any special announcements, new policies, and reporting that ensure that substantial voices are part of the college's decision-making processes. For example, the Facilities Committee expressed concerns with the safety of having scooters on campus. The matter was discussed in the committee and brought forward to College Council in October 2019. College Council approved the recommendation, which resulted in a new policy being adopted by the college president and communicated to the campus (IV.A.5).

At midpoint of each year, the chairs from the nine college committees attend a special College Council meeting to share the progress toward accomplishing goals. Following their reports, the chairs field questions and provide feedback from the members of College Council. The chairs provide updates on the status of goals and evaluate accomplishments during the college's annual planning retreats. The President's Office distributes committee evaluations to attendees of the planning retreats. The results are reviewed and discussed at College Council and the respective committee meetings at the beginning of each year, prior to reviewing and evaluating the committee's charge and goals. (IV.A.7)

Conclusions:

The College meets the Standard.

#### **Standard IV.B: Chief Executive Officer**

General Observations:

Laney College is part of the Peralta Community College District. The district's APs and BPs delegate authority to the chancellor who in turn authorizes the president of Laney's College's to provide leadership over the college's affairs. Laney College's president has primary responsibility for the quality of the institution's academic, student support services, budget, and planning. The college has experienced significant turnover in administration in recent years, which has impacted college planning. The hiring of the current president and other key administrative positions appears to be a sign of much needed stabilization for the college.

Findings and Evidence:

Laney College's president serves as the chief executive office of the college. The president plans, organizes and provides leadership for the college's mission, vision, and strategic plans (IV.B.1). The president presides over College Council, President's Cabinet, the Management Council, the Executive Council, and works with Board the campus and community in ways to promote the college's educational programs. These committees are comprised of the college's four constituency groups who are charged with approving the college's plans, evaluating related processes, and communicating to the broader campus (IV.B.1).



The team found evidence that the college CEO effectively plans, oversees, and evaluates the administrative structures pertaining to the broad goals and outcomes expected of the institution. The college is organized in a traditional three Vice President structure, and then corresponding administrative units therein. The college utilizes both an Executive Council and Management Council to assess and implement operations of the college. The president works with campus governance processes to make decisions that affect the college and its educational programs; The President's Cabinet meets monthly to align governance, operations and exchange of information across the institution. (IV.B.2).

Laney College's Educational Master Plan has several overarching goals that the president and the college works to accomplish via shared and participatory governance. The president works with the college's vice presidents and other campus leaders to set and evaluate institutional set standards. These standards are evaluated on an annual basis via the college's institutional strategic plans, areas metrics that are overseen by the vice presidents, and the college's annual planning retreat. These efforts led to the hiring of an institutional researcher and public information officer via the college's hiring prioritization process. In addition to the governance structures, the president also provides updates on the college's goals and planning via flex days and other college planning retreats (IV.B.3).

The president and the accreditation liaison officer work collaboratively to ensure that the college meets accreditation standards. The president worked with ACCJC to host campus forums for developing the college's self-assessment document. This included the president visiting with the associate students of Laney College to gather input from students. The president and the college hosted a series of information sessions to gather community feedback and educate the campus about the various accreditation standards. This included things such as Coffee and Doughnut Work Sessions with campus stakeholders (IV.B.4).

The College President provides leadership through several governance and management structures to implement policies and practices relevant to the college and district. All decisions that are made are well communicated and align with college and district mission and goals, to include effective budget and resource allocation processes. (IV.B.5)

The College President keeps in close communication with the communities served by the institution through participation in various community-serving organizations and in meetings with the College's community partners/potential partners. The College has multiple organizational affiliations relevant to the operations and mission of the institution. Furthermore, the College President takes leadership in developing partnerships with entities that leverage resources offered to students to include the Alameda County Food Bank, Oakland Rotary, Berkeley Rotary, and Solo Mio, and Comcast (IV.B.6).

#### Conclusion:

The college meets this standard.

## Standard IV.C

### IV.C. Governing Board

#### General Observations:

The Peralta Community College District Board of Trustees is made up of seven members whose responsibilities are codified in Board Policies. The Board of Trustees (Board) of the Peralta Community College District (PCCD) has two newly elected board members as of November 2020 and an Interim Chancellor as of August 2020. There has been significant transition of leadership at the Chancellor position with four Chancellors in the last 5 years as well as four new college presidents within the last year. Turnover in administration is has been very high in previous years, appears to be better, as there has been work done to recruit and hire adequate administration. The turnover and interims in the District Office particularly the Chancellor and financial administration has been directed linked to the dysfunction of the Board of Trustees behaviors and lack of support of administration. The seven-member Board is still working to understand the delineation of roles, responsibilities and clear lines of authority in the District and at the Colleges. While the District has a well-defined set of Board Policies (BP) and Administrative Procedures (AP) to aid in the decision-making process, it is not clear to what extent they are reviewed on a regular basis and are followed.

#### Findings and Evidence:

The Board has the responsibility for ensuring that the district's policies align with the district's goals for student success. This includes the board hiring and delegating responsibility to the district's chancellor to ensure academic quality, the effectiveness of student learning, planning, and financial stability of the organization.

The Board receives quarterly financial reports to monitor the fiscal health of the district. The Board maintains a master calendar of reports, board trainings, and presentations that are covered throughout the year. The calendar serves as the basis for the chancellor and board chair to develop board meeting agendas that allow for district staff to provide updates on institutional performance, planning, budgeting, and student success. The Board has authority for developing and approving policies that assure the financial stability of the institution. The district is currently under Accrediting Commission for Community and Junior Colleges' (ACCJC) enhanced fiscal monitoring. This resulted in a December 16-17 Fiscal Monitoring site visit. ACCJC met in January 2021 and acted to Defer Action on the accredited status of the institution maintaining the current probation status. (IV.C.1)

The Board Code of Ethics and Standards of Practice (BP 2715) provides that the governing authority rest with the entire Board, not with individual members. The board held a board retreat December 15-16, 2020 with an agenda that included Building Trust, Civility and Respect among Board Members, Reaching Agreement and Adhering to Accreditation Standards. This retreat was facilitated by Dr. Helen Benjamin and resulted in a PCCD Board Statement of Cooperation which was adopted at the January 5, 2021 Board Meeting. This statement was signed by all the board members, committing them to adhering to BP 2715 Code of Ethics and Standards of

Practice and a number of other items leading them towards functioning as a high-performing team. The Retreat also resulted in the development of Board Protocols of Communication that informs the processes Board members are to use when communicating with each other, CEO/Staff Members, the public and how to address complaints from the public. All the board members present (6 of 7) at the December retreat agreed to abide by the Board Protocols of Communication they developed with Dr. Benjamin. Since that time, the faculty union filed a complaint, and the protocols are in legal review. There were multiple issues raised in interviews as evidenced through administrative turnover at the district office and apparent when watching Board meetings regarding the Board advancing the agendas of certain groups over the interest of the entire District wellbeing and effectiveness. It is noteworthy the Board of Trustees is actively working on these concerns. (IV.C.2).

Board Policies (BP) 2431 and 2435 outlines the Chancellor Selection process and Evaluation of the Chancellor. The Board approved a temporary waiver in BP 2431 for the current Chancellor Search, to authorize proceeding with two finalists instead of requiring five finalists as noted in BP 2431. The Board is reviewing a permanent change to BP 2431 through the shared governance process. BP 2435, Evaluation of the Chancellor indicates the Chancellor, and the Board shall mutually develop a timely evaluation process and tool that incorporates the District's goals, objectives and expectations. There is no evidence in the ISER's that an annual evaluation of the Chancellor took place nor is there evidence of an agreed upon evaluation tool, incorporating the necessary elements noted above. There was a special board meeting held July 18, 2020 for Public Employee Evaluation, Chancellor, and this was after the resignation letter of July 16, 2020 from the Interim Chancellor. There is no evidence in the Board Agenda as to whether or not an agreed upon evaluation tool was used during this Board meeting and it is clear through interviews that a Chancellor evaluation was not completed following the board policy. (IV.C.3).

PCCD Board meetings hold space for public comment. PCCD has seven duly elected trustees through area-based elections. The District has policies in place establishing election procedures. BP 2710 and AP 2712: Conflict of Interest is supposed to prevent conflicts of interest and that Trustees are not unduly influenced. Board members are required file an annual Statement of Economic Interests. All Board members filed their Statements of Economic Interests. There is concern within the District reflected in interviews, and evidence in high turnover in administration that some Board members advance the interest of certain groups over the interests of the entire District. This has resulted in high turnover of administrators particularly in the District Office. This results in lack of continuity in fiscal and process oversight. (IV.C.4).

The Board has established a number of policies and administrative procedures to support the District mission and ensure that it has ultimate responsibility for the educational quality, adequacy of resources and legal expertise. The Board's policies include setting policies for institutional effectiveness, graduation, curriculum development, and standards of scholarship. These BP's 1200: Mission, 2200: Board Duties and Responsibilities, 3225: Institutional Effectiveness by regularly assessing the District's institutional effectiveness, 6300: Fiscal Management and Accounting requiring quarterly fiscal and budgetary conditions of the district to the Board. (IV.C.5).

PCCD has developed twelve Board Policies to specify the board's size, duties, responsibilities, structure and operating procedures. These policies are available to the public on the Board of Trustees webpage on the Peralta District website. Board policy 2010 defines Board membership as consisting of seven members elected by the qualified voters of the District and BP 2015 provides for two non-voting student members. Board policies also dictate the process for board elections, trustee duties and responsibilities and the manner in which meetings take place. (IV.C.6)

The District has BP and AP 2410: Board Policy and Administrative Procedure that identifies the Districts process for development and review of Board policy. The Board is a member of the Community College League of California Policy Subscription Service, which provides bi-annual updates. The District relies on a faculty member to serve as the liaison/coordinator with CCLC's Policy and Subscription Service and to ensure the District stays in compliance with legally mandated policy changes. In addition, the ISER states that the District reviews all policies and procedures on a six-year cycle, based on the date of last review and is tracked by the Chancellor's office. This Policy and Procedure lists each BP and AP and the date when they were last reviewed or revised. This is a very good process for tracking review and revisions; however, many of the BP's listed have not been reviewed in the last six-years. It appears the faculty coordinator is not responsible for ensuring board policies are reviewed every six years but primarily for keeping the District in compliance with legally required mandates. (IV.C.7).

The Board has policies in place indicating a review of student success and mandating the colleges regularly and publicly post success indicators. The ISER states that student success, student learning, and achievement presentations are scheduled on the Board meeting topic sessions and scheduled for three times a year but in checking the Board of Trustees Meeting Schedule, only two student success reports were listed. In reviewing additional evidence provided, the Board has received presentations on enrollment trends, student success and the impact of COVID and fiscal issues. However, the board's self-evaluation indicates that they do not regularly review key indicators of student success as eighty percent of the trustees responding, feel that this standard is partially met or not being met. The board wants reports that provide for leading indicators of student learning and achievement, fiscal issues and other presentations that would allow them to review policies as necessary to make improvements before issues become problems. (IV.C.8)

Board Policy 2740 indicates that the Board should receive ongoing development as a Board and receive an orientation as new Trustees. The Board development program includes a new trustee orientation, study sessions and conference attendance. The Board members regularly attend the Community College League of California (CCLC) Effective Trustee Conference and Association of Community College Trustees (ACCT) Conferences where workshops on the roles of trustees are presented. The new board members elected in November 2020 received a two-hour orientation to the District on Dec. 7, 2020 and were given a Trustee Handbook outlining the Roles and Responsibilities of a Trustee. (IV.C.9)

Board policy 2745: Board Self Evaluation provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July. The Board uses the results from the self-evaluation to set goals for the upcoming year. Two evaluations were presented for

spring 2020, one was specific to how the Board perceives itself meeting ACCJC Standards and the second one was used during a Board retreat to discuss issues within the Board and develop Board goals for 2020-2021. It does not appear that all seven Board members participated in either Self-Evaluation. One had six members participate and the other had five members participate. The Board held a two-day Retreat on Dec. 15-16 with a facilitator to review their self-evaluation and had an honest and in-depth discussion about board effectiveness. The result of this retreat was a signed PCCD Board Statement of Cooperation and the development of a Board Vision. It will be important to continue this process of regular evaluations and support the board's current efforts to establish goals for improvement. (IV.C.10)

Board Policy 2715, 2710 and AP 2712 are the Code of Ethics and Standards of Practice and Conflict of Interest Code policies. Board Policy 2710 requires Board members to disclose any conflict of interest in items before the Board and recuse themselves from the discussions. AP 2712 requires the Chancellor to ensure the District complies with conflicts of interest reporting requirements for designated employees. The District has Board Policy 2715 that is a code of ethics/standards of practice that should be followed by all board members. Board members also file annual statement of interest Form 700. During the December 15-16, 2020 Board Retreat, the Board recommitted itself to uphold the code of ethics and adhere to the PCCD Board Statement of Cooperation. (IV.C.11)

BP 2430 and BP 7110 delegates Authority to the Chancellor for administering the policies adopted by the Board and implementing decisions of the Board requiring administrative action. BP 7110 delegates authority to the Chancellor with the exception of appointment of management employees, non-academic temporary substitute, and short-term employees who are paid less than 75 percent of the fiscal year (except for professional experts, apprentices and student workers). Board members have discussed qualifications of recommended management hires and conducted internet searches on recommended hires. Results of evaluations of recommended management hires were requested by board members to ascertain whether a person was qualified for a particular management job. BP 7110 is more prescriptive than Standard IV.C.12 and is not delegating full authority to the Chancellor to implement and administer board policies. Although these policies exist, the interpretation on what they mean differs among board members and they should be discussed, reviewed and revised as appropriate. ACCJC met in January 2020 and acted to Impose Probation on the accredited status of the institution. The ACCJC action letter indicated that it was not evident from the special report that the District had addressed foundational issues including the lack of adherence to Board policies and administrative procedures. A Fiscal Monitoring Special Report was submitted for the Jan. 13-15, 2021 ACCJC Meeting. The Commission also considered the Fiscal Monitoring Peer Review Team Report prepared by the fiscal monitoring team that visited the institution December 16 – 17, 2020. As a result, ACCJC February 2021 letter acted to Defer Action and continue the Probation period for the Peralta District until after the comprehensive review of the team visit scheduled for Spring 2021. (IV.C.12) In preparation for the 2021 ACCJC accreditation visit, the Board members received training from Dr. Stephanie Droker, President of ACCJC on September 24, 2019. The Board received several updates on the ISER's being prepared by the colleges. The Board also attended CCLC and other Trustee related conferences where they received additional training on

accreditation. During the interview process, the Board members indicated they had received numerous ACCJC trainings over the last three years. (IV.C.13)

Conclusion:

The College does not meet the Standard.

**District Recommendations to Meet Standards:**

District Recommendation 4: In order to meet the Standard, the team recommends that the Board of Trustees assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1)

District Recommendation 5: In order to meet the Standard, the team recommends that once the Board of Trustees reaches a decision, all board members act in support of board decisions. (IV.C.2)

District Recommendation 6: In order to meet the Standard, the team recommends the Board adhere to their clearly defined policy for evaluating the CEO of the district (IV.C.3)

District Recommendation 7: (IV.C.4) In order to meet the Standard, the team recommends the governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. (IV.C.4)

District Recommendation 8: In order to meet the Standard, the team recommends that the Board establish a formal process for regularly assessing its policies for effectiveness in fulfilling the district's mission and revise them as necessary. (IV.C.7)

District Recommendation 9: In order to meet the Standard, the team recommends the Board delegate full responsibility and authority to the Chancellor to implement and administer board policies without Board interference (IV.C.12)

**Recommendations to Improve Quality:**

District Recommendation 12: In order to increase effectiveness, the team recommends that the Board regularly review key indicators of student learning and achievement and institutional plans for improving academic quality. (IV.C.8)

**Standard IV.D.**

Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and expectations for the college presidents to operate their college independently and effectively. Roles, responsibilities are clearly defined in the delineation of function and in board policies and administrative procedures. The District ensures budgeting and resource allocations that support college operations, are aligned with the mission of the District, and are informed through the district's Planning and Budgeting Integration Model annual summit. Communication between the colleges and the district occurs primarily through participatory governance committees and informs decision-making and improvements.

The Interim Chancellor and College Presidents, a relatively new team of executive leaders, are working extremely hard to improve communication and processes for districtwide integrated planning and resource allocation. They are building the systems that with time will produce positive results.

#### Findings and Evidence:

The Chancellor provides leadership in setting and communicating expectations to support the effective operation of the colleges. Leadership Standards of Excellence outline five leadership expectations: Commitment, Trust, Courage, Culture and Accountability, and Results-Oriented Excellence. The Chancellor clearly defines roles, authority and responsibilities between the colleges and the district through board policies, the delineation of functions, and the college president job description. (IV.D.1).

The Chancellor ensures colleges receive effective and adequate services to support the colleges in achieving their missions through board policies and administrative procedures. The district provides centralized information technology, human resources, fiscal affairs, and research and planning services to the colleges. The district holds a Planning and Budgeting Integration Model summit and program review process annually to inform allocation of resources. Delineation of functions is evident through college functional maps, however, there is no consistency on which operational responsibilities and functions are owned by the district, colleges, or are shared functions. (IV.D.2).

The District follows board policies and administrative procedures for allocation and reallocation of resources to support effective operation and sustainability. Resource allocations are determined using the District's Budget Allocation Model and through the Planning and Budgeting Integration Model. The District's Participatory Governance Council and other participatory governance committee advise on District budget and planning decisions. The Chancellor provides regular fiscal updates to the Board and independent audit reports and audited financial statements demonstrate the district reviews and ensures effective control of expenditures. (IV.D.3).

College Presidents are delegated full responsibility and authority to implement and administer District policies without interference. Presidents are responsible for full oversight of their colleges and ensuring board policies and administrative procedures are implemented. Presidents are expected to provide leadership to their constituencies and create a climate of partnership and accountability and be actively engaged with constituents through participatory governance groups.

The Chancellor is responsible for evaluating performance and holding presidents accountable and does this through the evaluation procedure and timeline established for all managers in accordance with Administrative Procedure 7124 and discussed during an interview with the Chancellor. This process includes development of annual goals related to the objectives in the district strategic goals and institutional objectives, 360 peer review and a review of core leadership competency areas.

The team suggests the evaluation tool and process be specific to the job description, roles and responsibilities of the college president. (IV.D.4)

The District and the Colleges work together to ensure planning and evaluation is integrated to improve student learning and achievement and institutional effectiveness. A crosswalk was created that aligns college strategic goals to district strategic goals and the State Chancellor's Vision for Success goals. This crosswalk has been used by the District and Colleges to guide their strategic plan development. The District and colleges follow board policies and administrative procedures for institutional effectiveness and annually assesses goals and progress at the annual Planning and Budget Integrated Model summit. The last approved strategic plan was completed in 2015. The board is currently revising their mission and a stop gap strategic plan to provide guidance to colleges for planning.

Once the District establishes a clear and consistent delineation of functions in Standard IV.D.2, the team suggests that the participatory governance process, workflow and communication be documented to better support integrated planning and evaluation. (IV.D.5).

The Peralta Community College District utilizes a number of District-level participatory governance committees and standing operational groups to communicate facilitate two-way communication between the District and Colleges. Communication also occurs through districtwide administrative meetings such as the District Administrative Leadership Team and Manager Meetings. Other parts of the structure include the Planning and Budgeting Integrated Model (PBIM) as well as a number of District-wide planning committees. The District includes important information and updates in their Peralta Gems weekly newsletter and through districtwide emails and utilizes its webpage and social media for external communication.

College presidents regularly communicate to the Board on issues of student success and other items of institutional importance. Through reports at college governance committees and regular written communications, college presidents ensure that college constituencies are well informed of district matters and are able to provide college perspectives through two-way communication.

Once the District establishes a clear and consistent delineation of functions in Standard IV.D.2, the team suggests that a communication process and strategy be created to ensure effective operation of the colleges. (IV.D.6).

The District evaluates role delineations, governance and decision-making processes annually through the Planning and Integrated Budget Model summit. As a result, recent changes to improve services were made including the decentralization of Financial Aid, the coming decentralization of Admission and Records and the reconstitution of the Legal Department.



These evaluation outcomes were communicated widely through reports at board meetings and in shared governance district wide committees.

The team suggests the district formalize the outcome evaluation process once a clear and consistent delineation of functions is completed in Standard IV.D.2. (IV.D.7).

**Conclusions:**

The College meets the Standard except for IV.D.2.

**Recommendations to Meet Standards:**

District Recommendation 10: In order to meet the standard, the team recommends the District clearly delineate, document and communicate the operational responsibilities and functions of the District from those of the Colleges and consistently adhere to this delineation in practice. (IV.D.2)

## **Quality Focus Essay**

The Laney College Quality Focus Essay is well written and identifies sufficient planning goals to address a number of key areas of self-improvement. The Essay has measurable goals, and gives the college a clear roadmap for improved processes, policy development and outcomes.