

# **LANEY COLLEGE**

900 FALLON STREET  
OAKLAND, CA 94607

## **INSTITUTIONAL SELF STUDY IN SUPPORT OF REAFFIRMATION OF ACCREDITATION**

DECEMBER 2, 2008

SUBMITTED TO

**ACCREDITING COMMISSION FOR COMMUNITY AND  
JUNIOR COLLEGES  
OF THE WESTERN ASSOCIATION OF SCHOOLS AND  
COLLEGES**

## **Certification of the Institutional Self Study Report**

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

From: Laney College  
900 Fallon Street  
Oakland, California 94607

Date: December 2008

The Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

### **Peralta Community College District**

\_\_\_\_\_  
Mr. Cy Gulassa  
President, Board of Trustees

\_\_\_\_\_  
Elihu Harris, Esq.  
Chancellor

### **Laney College**

\_\_\_\_\_  
Dr. Frank Chong  
President

\_\_\_\_\_  
Dr. Karolyn van Putten  
President, Faculty Senate  
Accreditation Co-chair

\_\_\_\_\_  
Dr. Eñora Webb  
Vice President of Instruction  
Accreditation Liaison Officer

\_\_\_\_\_  
Dr. Matthew Goldstein  
Accreditation Co-chair

\_\_\_\_\_  
Ms. Judy Cohen  
President, Classified Senate

\_\_\_\_\_  
Mr. Ray Henderson  
President, ASLC

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**ABSTRACT OF THE SELF STUDY**

**(forthcoming)**

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# History of Laney College

The flagship of the Peralta Community College District, Laney College stretches across sixty acres in the lively center of resurgent downtown Oakland.

Since 1970, when classes first met at its current location, Laney College has stood alongside the Oakland Museum of California and the Henry J. Kaiser Convention Center, just a few blocks from Lake Merritt. Bay Area Rapid Transit and AC Transit deliver convenient transportation to the college and the surrounding public facilities.

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

The college takes its name from Joseph C. Laney (1880-1948), a journalist, businessman, and former president of the Oakland Unified School District Board of Education. Noting its former president's major contributions to the city's vocational education programs, the Board created the Joseph C. Laney Trade and Technical Institute in 1953. Now serving a student body of almost 13,000, Laney College is the largest of the four Peralta campuses.

Laney offers associate degree in more than twenty liberal arts and science fields, and a significant number of its graduates go on to four-year schools, including campuses in the University of California and California State University systems, local and out-of-state independent institutions, and Historically Black Colleges and Universities. In addition to its commitment to academics, Laney continues to make vocational training and career development a critical part of its mission, offering a wide variety of certificate programs and short-term courses.

## ***Laney College and the Four-college District It Helps Form***

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

Now in its fourth decade, the Peralta Community College District remains true to Oakland Unified's original commitment to service. Even more, Peralta has evolved into a first-rate academic institution and a tremendous educational resource for people of all ages, interests, and backgrounds.

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

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

The mission of the Peralta Community College District is to provide accessible, high-quality adult learning opportunities to meet the educational needs of the multicultural East Bay community.

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

## **Laney College Demographics**

The Laney College service area includes the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. Like the residents of its main service areas, the students of Laney College are a broadly diverse group. At the heart of one of the most diverse cities in America, Laney College reflects and embraces the tremendous human and cultural variety that define its location.

The largest single ethnic group on campus is made up of Asians and Asian Americans, who represent about 32% of the overall student population. African American students form the next-largest contingent, at 29%, while whites and Latinos make up 16% and 13%, respectively. (Around 10% decline to state.) Some 500 international students attend Laney College, and no fewer than 30 different languages are spoken on campus every day. Women compose 56% of the student body, and the age of the average Laney Student has risen over the years to about 31. Only about 40% Laney College student are said to be of “traditional college age” (16-24).

## **Enrollment**

Overall enrollment has declined since the last accreditation report, with total headcount hovering around 12,500 (from about 13,800 six years ago). Just over half of all Laney students attend part-time—that is, take fewer than six units—while nearly a quarter carry loads greater than twelve units.

**PROFILE**  
**(forthcoming)**

# **ELIGIBILITY REQUIREMENTS FOR ACCREDITATION**

## **Laney College**

Laney College continues to be in compliance with the eligibility requirements for accreditation. Compliance with these requirements was validated by the steering committee for the institutional self-study at its April 18, 2008, meeting.

### **1. AUTHORITY**

Laney College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges.

### **2. MISSION**

Laney College's educational mission as a community college is clearly defined and published in its catalog. The educational mission is aligned with the Peralta Community College District's educational mission statement, which has been approved by the PCCD Board of Trustees.

### **3. GOVERNING BOARD**

Laney College is one of the four colleges in the Peralta Community College District. The district is governed by an elected seven-member Board of Trustees; also on the board are two non-voting student trustees.

### **4. CHIEF EXECUTIVE OFFICER**

The president of Laney College is appointed by the Peralta Community College District Board of Trustees and reports to the district chancellor. The chancellor is appointed by and reports to the Board of Trustees.

### **5. ADMINISTRATIVE CAPACITY**

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

### **6. OPERATIONAL STATUS**

Laney College is operational with over 12,457 students enrolled. Most are pursuing associate degrees, transferring to four-year institutions, or seeking vocational certificates.

## **7. DEGREES**

Laney College offers Associate of Arts and Associate of Science degrees and three types of certificates in 45 areas of study. The college awarded 738 certificates and degrees for the academic year 2006-7.

## **8. EDUCATIONAL PROGRAMS**

The Laney College curriculum- and program-review processes ensure that degree and certificate programs support the mission of the college, comply with Title 5 regulations, have a coherent design, and are characterized by appropriate length, breadth, depth, and course sequencing. Associate degree programs require a minimum of 60 units, including 19 units in general education. Most degree programs are designed for completion within two years of full-time study.

## **9. ACADEMIC CREDIT**

Laney College awards academic credits based on accepted practices of Title 5. Detailed information about academic credits is published in the college catalog and class schedules. Criteria for the evaluation of student learning and the awarding of credit are stated in official course outlines and course syllabi. The college uses the Carnegie Unit of credit, which is consistent with standard practice in American colleges and universities.

## **10. STUDENT LEARNING AND ACHIEVEMENT**

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

## **11. GENERAL EDUCATION**

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

## **12. ACADEMIC FREEDOM**

Laney faculty and students are free to explore and test all knowledge appropriate to their discipline or area of major study as determined by the wider academic and educational communities. The college cultivates an atmosphere rich with intellectual freedom and independence. District policies on academic freedom are published in the college catalog.

## **13. FACULTY**

Laney College has a substantial number of qualified faculty with full-time responsibility to the institution, sufficient to support the institution's educational programs. All faculty must meet the minimum requirements for their disciplines based on regulations for the minimum qualifications for California community college faculty established in Title 5.

#### **14. STUDENT SERVICES**

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

#### **15. ADMISSIONS**

Laney College adheres to admission policies consistent with its mission as a public California community college and in compliance with Title 5.

#### **16. INFORMATION AND LEARNING RESOURCES**

Laney College provides sufficient print and electronic information and learning resources through its library to support its mission and educational programs.

#### **17. FINANCIAL RESOURCES**

Laney College, in conjunction with the Peralta Community College District, publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability.

#### **18. FINANCIAL ACCOUNTABILITY**

The Peralta Community College District regularly undergoes and makes available an external financial audit for the district and its colleges by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States.

#### **19. INSTITUTIONAL PLANNING AND EVALUATION**

The college has a clear participatory governance and planning structure. Program reviews and unit plans of departments are carried out systematically, and form part of the integrated strategic and master planning performed in tandem by Laney College and the Peralta Community College District.

#### **20. PUBLIC INFORMATION**

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

## **21. RELATIONS WITH THE ACCREDITING COMMISSION**

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

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## RESPONSES TO PREVIOUS RECOMMENDATIONS

### RESPONSE TO RECOMMENDATION #2

**“The team recommends that the College develop and publicize a clear policy on academic integrity, and delineate the processes for adjudicating issues that arise in these areas for both students and faculty.” (2002 Standard IIB, 7a. & b.)**

Under the leadership of the college’s Academic Integrity Taskforce, the college thoroughly reviewed and analyzed its current policies in light of the Commission’s recommendation. It identified areas needing improvement and gaps in current college policy, and carried out research and analysis of effective practices in academic integrity policies at community colleges and other higher education institutions. It then developed a new policy to address the Commission’s concerns, and published the new policies in several locations, including the Laney College catalog and the Laney College Faculty Handbook. In addition, it delineated the processes for adjudicating issues that arise in these areas for both students and faculty. To emphasize their importance, the college conducted professional development activities to inform the campus community about the new policies.

The adjudicating processes for students and faculty ensure use of and adherence to the Academic Integrity Policy. Those processes focus on (1) *clear academic standards* and consistent use and promotion of the academic truth, respect, honesty, and excellence; (2) *fair academic practices* in academic guidance and assessment of student work; and (3) *demonstrated academic integrity* as modeled, affirmed, and ensured in faculty members’ and students’ academic behavior (e.g., strive for excellence; demonstrate honesty; recognize the contributions and integrity of others; support integrity of source information; and ensure privacy of confidential information) .

#### The Adjudication Process for Students

The adjudication process for students is published in the Laney College catalog under the heading “Student Conduct, Discipline, and Due Process Rights,” with relevant definitions, forms, and detailed steps outlined. For specific ADA matters, additional steps are outlined under “Academic Accommodation Procedures for Students with Disabilities.” These procedures ensure that rules of conduct and disciplinary actions regarding the dishonesty, abuse, disorderly conduct, theft, disruption of teaching or learning or any other area related to the five student principles (see above) are understood and used appropriately. The Laney College Student Academic Grievance Hearing Procedures supports these practices; they ensure students’ views, concerns about fairness, discrimination, grading practices, or other academic integrity matters are addressed directly through a formal institutional process.

Class Level: The adjudicating steps begin at the informal class level, with a faculty member identifying a possible violation, working directly with the alleged student violator to confirm the facts, then determining an appropriate response consistent with the academic integrity policy (and aligned with the expectations provided in course syllabus). If the matter requires more review and a stronger response, then the instructor of record may work with the department chair and/or dean. With this additional support introduced, if needed, the instructor

establishes a meeting with the student to confirm facts and determine an appropriate response, which is dependent on the severity of a confirmed violation. The instructor maintains her responsibility to administer an academic or disciplinary sanction (e.g., warning, lower grade, suspension), and the focus remains on facilitating student learning about appropriate versus inappropriate behaviors and the importance of adhering to academic integrity principles as central elements of student effectiveness and successful educational experience. If the student's behavior proves part of a pattern of flagrant violations to the academic integrity policy, the student shall receive an "F," be required to drop the course, be suspended, or see a more extreme outcome consistent with the violation (e.g., receive a notice of expulsion).

College Level: Laney may use the formal adjudicating process of the college. Throughout the adjudication process, the student is consistently made aware of his rights to a full hearing of the facts and to appeal at various levels. The college-level process also consists of response options, with a faculty member, the president (or vice president of student services), or the Board of Trustees rendering a warning or some other disciplinary decision, including sanctions. The process consists of (1) notice of charges, (2) follow-up conference between student charged with the vice president of student services, and (3) an action taken among the following: "(a) the matter is dismissed...; (b) the student accepts the disciplinary action; or (c) the student does not accept the disciplinary action, and within three school days of the conference with the VPSS, the student's written notice of intent to appeal to the Student Due Process Committee is to be filed at the Office of the VPSS."

As noted earlier, the student maintains his right to appeal a decision (or to grieve if he has been improperly subjected to any disciplinary measures as stated in the policy). In the case of an appeal, specific steps are engaged that can lead to a direct appeal to the Board of Trustees. An appeal can be resolved through informal resolution or a formal hearing process with multiple adjudication options for students. Throughout this process, the rights of the student and all other parties are made clear. Guidelines for both the conduct and the academic grievance hearings are detailed as well.

Records of these transactions are maintained by the instructor and another key institutional unit, such as the Office of the Vice President of Student Services, based on the formal process(s) employed.

#### The Adjudication Process Involving Faculty

The adjudication process addressing faculty violations of the Academic Integrity Policy is embedded within the published college supervisory and evaluation procedures. (These college procedures adhere to the Peralta Community College District Board policies, California Education Code, and Title V, and they align with the policies on academic freedom and freedom of speech, student codes of conduct, processes for adjudicating issues that arise for students, and the academic accommodations policy and procedures.)

When a faculty member is alleged to have violated the academic integrity policy, as in the case of academic dishonesty, lowering of academic standards (Board Policy 5.22 on Standards of Scholarship), using unfair assessment or grading practices, misusing source information, violating privacy, breaking copyright laws (Board Policy 5.17), or ignoring student fee policy (Board Policy 6.45), the supervising dean is informed of the allegation and immediately launches a fact-finding process. The alleged violator is given an opportunity to provide information. The dean maintains confidentiality while gathering facts to determine the validity of the account. Foremost, the dean maintains an environment that supports teaching and learning. If, at the conclusion of the thorough fact-finding process, evidence

establishes that a violation has occurred, then the dean calls a meeting with the instructor. In doing so, the dean gives the instructor an opportunity to bring in a union representative or another faculty colleague as support to help clarify the facts. At this session, a review and discussion of the details occur to facilitate an understanding about the allegations and findings. Depending on the particulars of the situation, the faculty member is given the option to request more time to secure additional evidence.

If after the formal meeting(s), a conclusive finding of violation is made, then a response appropriate to the behavior is developed. If it is clear that there was not a concerted effort to violate policy, and the effect was minor, a performance improvement plan is developed with the faculty member, and an appropriate support system is provided with a follow-up review(s).

In an egregious case of purposeful intent to violate the academic integrity policy, the dean shall take disciplinary action that can include a written notice of reprimand to the employee (with a copy to be placed in his personnel file), or, in a severe case, a recommendation of termination. The dean may also engage other processes as outlined within the Peralta District's policies and procedures and supported by the District Employee Relations Director in compliance with applicable laws. When appropriate, a performance improvement plan is developed with the faculty member, including an appropriate support system and provision for a follow up review(s).

#### Other Safeguards in Support of Academic Integrity at the Institution

The Academic Integrity Policy ensures that conditions at Laney are conducive to high-quality, rigorous, and effective teaching and learning. The many safeguards established by the college and district protect against arbitrary acts, such as changing grades after they have been submitted by instructors. (In this example, the college and the district must receive documented evidence and a signature from an instructor to verify that a grade change is warranted.) One of the most significant safeguards is the faculty evaluation process, which is conducted systematically by qualified professionals who use criteria for measuring competence in a range of academic integrity areas.

#### **RESPONSE TO RECOMMENDATION #3**

**“The team recommends that the College assign the highest priority to completing and substantially implementing an effective, meaningful, systematic, and comprehensive institutional strategic master plan. The plan must incorporate educational, fiscal, technological, physical and human resource components, linked together with research efforts and closely integrated with the College mission statement. It should also identify short- and long-term directions for the College, timelines for implementation, individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes.”** (2002 Standards IB.1,2,3,4, and 5. IVB 1,2)

#### **College Resolution of the Recommendation**

Laney College is fully implementing a comprehensive, systematic and effective institutional strategic planning process that incorporates educational, fiscal, technological, physical, and human resource components and directly supports the core mission of the college. The planning process identifies short- and long-term goals and directions for the college and is informed by analyses of both qualitative and quantitative data. Key priorities and objectives are established through a broadly collaborative process that flows up from program reviews and unit plans at the department level, through college governance committees to the administrative leadership. Strategic goals and objectives are established

collaboratively by the Laney College president, administrative team, and faculty and classified leadership in collaboration with the district-wide shared governance leadership teams and approved by the Peralta District Board of Trustees. In this way, the college's strategic planning process articulates with district-wide planning processes that result in effective district services and operational support for Laney's primary educational mission.

Responding to this key recommendation of the 2003 Visiting Team, Laney College has sharpened and continuously improved its planning processes at all levels of the institution, aligning its plans with its mission statement, its long-term Strategic Directions and Goals (adopted by Laney in 2002 and approved by the Peralta District Board in 2003), its annual strategic objectives, and PCCD strategic initiatives. To assure the success of its planning efforts, Laney has streamlined, intensified, and improved educational planning processes to better inform and integrate annual institutional planning processes. Laney recognizes that effective program review is at the heart of institutional planning and improvement efforts. Goals, objectives, and plans contained in departmental program reviews and annual unit plans identify unit-level objectives and actions and describe the units' student-support and resource needs; the plans are then channeled through shared-governance and senior administrative reviews to inform college-level plans, strategic initiatives, and resource allocation decisions. College-wide planning identifies strategic opportunities and objectives and integrates educational, physical, fiscal, technological, and human resource needs analyses and resource allocation.

Under the leadership of President Frank Chong, the college has taken the final steps toward development and implementation of a fully integrated college strategic planning process. A summer 2007 college-wide planning retreat for administrators, faculty and classified leaders was held to develop strategic plans for the academic year. Planning focused on the development of collaborative strategies to increase effectiveness in three areas vital to the college: outreach, matriculation, and retention.

Then, in June 2008, a second leadership retreat took place to evaluate results from the 2007-08 planning cycle, and to initiate the new strategic planning cycle. Planning for the next academic year now focuses on unit plans and action steps. In addition, broad college planning themes have been identified—e.g., continuous self-assessment as a reflex of the wider college culture—and action plans for these themes will be developed and implemented. As this cyclical process is fully institutionalized, the college will annually set strategic plans, implement these plans, and evaluate the results to inform a new planning cycle.

The completion and perpetuation of the planning cycle have emerged as a fundamental organizational discipline. Evidence of the planning cycle is manifest throughout the organization, most especially at the level of each operating unit.

## **RESPONSE TO LANEY RECOMMENDATION #6**

**“The team recommends that the College articulate a process for learning outcomes assessment and begin its implementation.”** (2002 Standards IIA.1,2,3; IIB.3; IIC.1; III.A.B.C)

### **College Resolution of the Recommendation**

Laney College completed the development of a process for learning outcomes assessment in spring 2007 and began its implementation in fall 2007. The learning outcomes assessment implementation process required:

1. Promoting SLO/assessment discourse and understanding through faculty attendance at Statewide professional development workshops, 2004-present;
2. Creating and installing the Learning Assessment Committee as a formal shared governance body in 2005;
3. Determining with faculty the SLO and assessment priorities of Laney College using various meeting and data gathering forums in spring 2007;
4. Appointing a faculty leader with 50% released time to coordinate college-wide SLO and assessment training for faculty, data gathering, form development and maintenance, collaboration with the college curriculum committee, and communications efforts among faculty, staff, and administrators beginning in academic year 2006-2007 and continuing to the present;
5. Developing SLO/assessment reporting requirements, forms, a faculty handbook, and deadlines, by fall 2007;
6. Ensuring faculty accountability for results and improvement efforts using multiple strategies including online progress reporting and review forum, incorporation of SLO progress reports into program reviews, planning and resource allocation decisions, beginning spring 2007; and
7. Incorporating SLOs into all new and updated course outlines of record, and incorporating program SLOs into all new program descriptions. The overall process followed a timeline for developing course, program, and institutional general education outcomes, which follows.

The process for assessing course and program level learning outcomes is incremental and cyclical, and steady progress is being made. Departments are reminded to perform assessments as an integral part of the update of their curriculum and program reviews. Starting in spring 2008, some departments began reporting on their assessments, results, and improvements made using the assessment reporting forms available online: this process will be updated yearly. In future semesters, more program and course outcomes will be assessed and discussed, and improvement plans will be created and implemented. Assessment reports for courses and programs are posted online on an internal, password-protected website.

Within student services, outcomes were developed beginning Fall 2007 with at least two outcomes assessed by Spring 2008. Part of the assessment involved a survey of users. The results will be reviewed and reflected on to determine appropriate next steps, including implementing necessary changes. This process will be repeated on an ongoing basis.

With the development of Laney College General Education outcomes in fall 2007, the college also began planning for assessment of GE outcomes based in part on the course-embedded assessments. For each GE outcome, a pilot group of instructors choose an assignment to assess that demonstrates that outcome. Each instructor will evaluate the assignment using a grading rubric, and collect and report on the results. The department will be asked to discuss the results and submit a simple composite report. The results will be aggregated, and a general education assessment subcommittee will evaluate the results and make recommendations. The GE assessment process started Fall 2008. The assessment of GE outcomes may be supplemented with surveys of students or other assessment techniques.

## **LANEY RECOMMENDATION #7: DISTANCE EDUCATION**

**The team recommends that the College take steps to ensure that courses it offers through distance education meet the same standards of rigor, quality, and educational effectiveness as courses offered on campus. (2002 Standards II A.1,2,3, 11B.3, IIC.1)**

Laney College has taken steps to ensure that courses it offers through distance education meet the same standards of rigor, quality, and educational effectiveness as courses offered on campus. The standards, educational practices, and review processes of the college ensure this result.

Formalized and institutionalized in the college's course evaluation and planning procedures, the Laney Curriculum Committee has established a special requirement for all existing as well as new distance education classes in which a "Distance Education Addendum" to Course Outlines must be prepared and separately reviewed and approved before any Laney course can be delivered through distance education. The addendum includes information regarding the form of distance education; need/justification; plan for instructor-student contact; SLO, assignments, and assessment comparisons with on-campus version of course; modes of instruction; technical issues; accommodations for students with disabilities; and additional resource needs. Thus, the college has acted to ensure that no distance education course can be offered without full scrutiny and quality assurance with the curriculum committee and appropriate administrator.

### **Background and Analysis of Results**

In addition to the distance education course outline addendum and quality assurance process required by the college, all other standard evaluation and planning processes used to review online courses for quality and integrity are the same as for any traditional method of course delivery. This consists of curriculum review and program review processes, which require completion every three years. Following the completion of program reviews, unit plans are developed which identify the steps for improving and enhancing the rigor and quality of courses and programs. (These processes are documented in the Laney College Curriculum Committee, Districtwide Council on Instruction, Planning, and Development (CIPD) review and approval processes, the Laney College Program Review Guidelines, and the CSEP Unit Planning Guidelines).

A preliminary study of student data found comparable outcome results in terms of enrollment, productivity, and retention data, and a slightly better success rate for distance education classes compared to on campus classes. This result may be in part due to the online learning resources Laney makes available to all students through library and other learning support services.

Service centers of the college offer online students a variety of academic resources. For example, the Laney Library offers access to a variety of electronic resources, including the library catalog, full-text databases and locally-developed web pages designed to provide research guidance and enhance instruction. The library catalog provides fully-cataloged access to the entire library collection, including online links to the table of contents for many newer titles and direct live links to listings of special collections within the library. (Examples include: video/DVD titles, easier to read library materials and cookbooks for the culinary program.) In addition, the library subscribes to twenty-eight full-text online databases. In 2008-2009, the library plans to add an electronic book collection with access to individual titles incorporated into the online library catalog. Most of the databases are accessible off-campus with a user/password list provided by the library. The library is now in the process of establishing remote authentication for all databases through a proxy server. This will eliminate the need for a password list. Librarians work closely with discipline faculty to ensure that appropriate online library resources are available for distance education (DE) students. With the recent hiring of a Media/Instruction Librarian, the library has embarked on several other distance education initiatives including the development of an online library video tour and an online version of the library's core course, Library and Information Studies 85.

*Additional Steps Taken to Ensure Rigor, Quality and Educational Effectiveness for DE Offerings*

1. Laney College prepared a draft document “Distance Education Standards and Practices” for districtwide adoption to provide a set of standards, a broad framework, and measurable goals for DE at the college and districtwide. An early draft was completed in early Fall 2007 (“Online Education Discussion Paper”) and led to the development of the districtwide draft “Distance Education Standards and Practices” document. When fully adopted, these standards will provide an additional layer of quality assurance for distance education throughout the Peralta District.
2. The college established a planning process for DE through the Laney Technology Committee. Included in this process are benchmarks to ensure that well-prepared DE faculty members meet the motivational and learning needs of students.
3. Recognizing the need to broadly assure quality in all distance education courses, the college created a DE philosophy that ensures Laney complies with accessibility and usability guidelines and requirements. Also, it ensures an increase in community access to education, the number of qualified online instructors, and inter-campus collaboration. Furthermore, it promotes the use of state-of-the-art online technology that is integrated with online student services programs.
4. The college developed evaluation criteria that spell out the processes for testing Learning Management Software and other incubator projects.
5. The college addressed accessibility and usability standards to support ADA physical guidelines and guard against test biases while meeting requirements.
6. The college developed a comprehensive set of quantitative and qualitative goals that distance education efforts must follow. (Completed first draft.)
7. The college is committed to supporting instructional deans as they work directly with department chairs and other faculty members to discuss the efficacy of DE classes and to update course outlines to reflect effective curriculum and instruction. Such efforts will be reinforced by faculty leaders and appropriate shared governance committees
8. The college will continue to improve its process for considering new programs or educational initiatives. The curriculum committee established an “educational program development process”, which models the new State standards for new degree and certificate courses. The Laney Technology Committee is co-chaired by a Laney counselor and an instructional dean. This shared governance committee is helping shape the Laney and district distance education policy. The resulting Spring 2008 survey that is being administered collegewide to the faculty and staff by this team was developed to help produce the district wide DE plan.
9. The college and district are committed to improving distance education technologies. The aim is for one portal to access all Peralta colleges’ distance education courses with one common learning management system and a coordinated, districtwide online help desk to achieve economies of scale and provide thorough online assistance.

10. The college will seek to obtain sufficient funding to expand its online education programs and adopt the best practice of California community colleges with successful DE programs (e.g., Santa Monica College, Foothill College, San Diego Community College District, and Los Angeles Community College District).

11. The college will seek to develop strategies to improve online access, especially for low-income students, establish Laney as a fully wireless campus, and attempt to obtain low-cost laptops for economically disadvantaged students.

*Meeting the ACCJC DE Standards*

In the systematic review of the ACCJC standards 4D2, 4D6, and 4D7, the Laney faculty and administrative team determined that each aspect of the standard is being addressed through the curriculum review, program review, unit planning, educational master planning, and institutional evaluation processes. The ACCJC “Distance Learning Manual” (August 2007) has served as an important guide to developing the Laney DE review, steps taken, and planning work.

*Next Steps –Continue to improve the overall quality, rigor, and effectiveness of DE*

The convenience and expanded access for students that DE makes possible have made DE a strategic priority of the college. This is reflected in the Laney College Strategic Plan and is a key priority being developed within the 2008 Laney College Educational Master Plan. As Laney continues to build its DE program through 2010, with expanded online offerings as well as infrastructure improvements to online course delivery capacity, it intends to ensure that faculty members are well trained, that academically rigorous online programs are developed, and that online courses fit its strategic plan. In conjunction with this effort, Laney will increase marketing efforts to effectively reach DE target populations by including DE course promotion in PCCD marketing material (target populations include students with scheduling difficulties, students within district who can not come to campus, students out of district, etc). As part of this marketing effort, Laney will continue to post schedules of online classes on Peralta and college web sites.

**STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS**

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## STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

### A. Mission

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

#### Description

The Laney College mission statement is:

*Laney College is an institution in Oakland, California, providing lifelong learning opportunities in academic and career programs to diverse cultural and socio-economic communities. The College fulfills this mission by offering optimal student support services and working with other organizations to address the local and global educational needs of our community to maximize access and student learning outcomes.*

The Laney mission is elaborated further as a vision to be a vibrant campus where all who seek knowledge are challenged and inspired to actualize their potential to become productive community members and world citizens.

The last section of the mission is expressed as a set of values.

*Students First –The College exists to meet the educational needs of our students. Management, faculty, staff and other students are here to foster success. Everything we do contributes to and promotes the quality of equal access, and dynamic learning.<sup>1</sup>*

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

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

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

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

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

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<sup>1</sup> -Written work group comments submitted on drafts returned 8/19/08.

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

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

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

The Laney mission states that its purposes are to:

- Provide lifelong learning opportunities in academic and career programs
- Provide educational service to diverse cultural and socio-economic communities
- Optimize student support services
- Work with other organizations to address the local and global educational needs of our community
- Maximize access
- [Achieve] student learning outcomes

In all instances, these are appropriate to facilitating higher learning.

Laney College's students are diverse, reflecting East Bay demographics as well as the significant percentage of the Peralta Community College District international students. The college seeks to provide access to higher learning to more than 13,000 students. Laney has been successful in its efforts to date. The summer 2008 draft of the *Summary of Strategic Educational and Facilities Plan* identifies the Laney population in the following manner:

“Each academic year, Laney College supports more than 12,000 students from diverse communities throughout the six service areas of the Peralta Community College District within the County of Alameda and beyond with heavier concentrations of residents from the City of Oakland enrolling in over 70 educational certificate and degree programs. Fall 2007 institutional data reveals that 57% of these students are female, 41% are male, and 2% are unknown. The average age ranges between 19 and 24, and 43% of our students are under age 25. Ethnically, our campus is diverse: Asians represent the largest group (32%); African-Americans are the second largest group (29%); and other ethnic groups include whites (15%), Latinos/Hispanics (12%), unknowns (8%) and Filipinos (2%). Twenty-two percent (22%) of Laney students speak a primary language other than English, and 29% of all students are not United States citizens. New students and new transferring students make up 32% of our total student population and 3% are concurrent high school students. Approximately 31% of Laney students are vocational, and 50% of all students enroll in fewer than 6 units per semester.”

The Laney administration and shared governance constituencies determine the institution's intended population by examining and analyzing the following:

- Enrollment trends over a three-to-four-year period (as tracked by the district Office of Institutional Research)
- Laney student access, retention, persistence, and success rate data from various sources
- Demographic data of the six service areas in the County of Alameda provided by the college research and planning officer
- Program Reviews and Unit Plans from all departments
- Educational trends for all neighboring higher education institutions
- *Laney Student Equity Plan*, which describes strategies for improving the access, retention, and success rates for the colleges intended population.
- Student Surveys
- External scans reports from various sources (e.g., McIntyre, McKenzie, Chamber of Commerce, and East Bay Area Governments)

The identified population is a reasonable match for Laney College’s location, resources, and role in higher education. Laney is situated in an ideal area of the East Bay for the intended population: it is located in downtown Oakland and the center of the district. While parking needs to be increased, the campus is situated in a major artery for public transportation, making it the most accessible college in the district. Also, its Bay Area location means that Laney College shares its role in higher education with numerous community colleges and four-year universities. In order to refine its independent identity even as it works to complement other regional institutions, Laney College is improving resource management to ensure the ongoing success of its distinguished programs and to help it reach its distinct educational and strategic goals.

The college employs college- and unit-level processes to foster college-wide commitment to student learning, processes that have led to faculty, staff, and administration strategically involving increasing numbers of participants in the shared governance and planning processes. College-wide planning retreats, shared governance meetings, departmental/program/college operations, and professional development activities revolve around fostering college-wide commitment to student learning.

Conducted semiannually, the planning retreats bookend the academic year. The first session focuses on establishing benchmarks and action plans for the year; the second session entails a review of progress and assessment of effectiveness. Shared governance meetings are held—and the operational efforts of the college are carried out—throughout the year consistent with the college’s planning calendar. Overall, these efforts allow for the flow of student learning-related information among the faculty, classified, administrative, and student leadership of the college. For example, the curriculum committee requires explicit statements of student learning outcomes and assessment practices on all course outlines, and the facilities planning committee, technology planning committee, faculty prioritization committee, and instructional equipment and library materials advisory committees require justification for requests consistent with college student learning-related priorities.

At the institutional level, educational master planning is carried out with the focus on student learning based on unit-level work on program reviews (every three years) and unit plans (annual).

Key to fostering the institution's commitment to student learning is the college-wide Learning Assessment Committee. This shared governance group of faculty, classified staff, and administrators from across the college communicates widely the expectations, support resources, and action plans of the college. Their role is to ensure proactive engagement among all professionals in developing and using sound student learning outcomes, assessment rubrics, and completion of the assessment cycle to improve the rigor, quality, and results of instruction, student services, and institutional practices. The Learning Assessment Committee's efforts are reinforced by district and college resolutions [evidence], policies, practices, and leadership of the Faculty Senate, Office of Instruction, Curriculum Committee, Office of Student Services, and the Office of the President [evidence].

Laney's professional development activities strengthen and sustain the college's commitment to student learning. Laney professionals work at the district and college to promote student learning via workshops, seminars, special presentations, and strategic initiatives. One of Laney's strategic initiatives, the Basic Skills Learning Collaborative's Carnegie Strengthening Pre-Collegiate Education in Community Colleges (SPECC), developed formal and informal faculty inquiry groups focused on student learning. In doing so, they developed the Reflective Inquiry Program, a regional conference on faculty inquiry during fall 2007. The conference featured over 20 workshops, with experts who presented on such topics as promoting effective practices, starting cross-disciplinary discussion groups, and developing new learning communities.

Collectively, Laney's efforts have affected the knowledge, involvement, and practices of all of its professionals. And while Laney's commitment to student learning is illuminated in the mission statement, it is more fully expressed in the set of values that compliment the mission statement.

The Laney community continuously works to offer, develop, and improve the following programs and services:

A. INSTRUCTION

1. Center for Advanced Green Technology and Sustainability
2. Center for Advanced Manufacturing & Industrial Maintenance
3. Institute of Culinary Arts
4. Center for Business, Mathematics, and Computer Systems Technologies
5. Center for Student and Civic Engagement
6. Center for Teaching and Learning
  - a. Institute for Teacher Training/Faculty Inquiry and Information Competency
7. Center for Physical Fitness & Wellness: Health and Exercise Sciences and Athletic Training
8. Center for the Performing and Visual Arts
9. Center for Applied Arts & Communications
10. Comprehensive Liberal Arts & Sciences Transfer and Life Long Learning Programs

11. Cosmetology Salon and Spa Institute
12. Laney Library
13. Laney Learning Resource Center
  - a. Institute of Pre-Collegiate (Basic Skills) Education
  - b. Institute for Language Learning

B. STUDENT SERVICES

14. Student Services "One-Stop Shop"
15. Student Center
  - a. Cyber Café
  - b. Lounge
16. Student Center Cafeteria
17. Tools for Teaching & Student Learning
18. Conference & Meeting Facilities

During 2001-2, in-depth discussions occurred college-wide as part of developing a mission statement with explicit references to student learning and its importance. The college president launched a taskforce to develop the statement, one that would include the input of all stakeholders. As a result, a 25-member committee studied and recommended options based both on input from over 300 constituents at a college professional development day, and a survey of students and employees.

During 2007-8, college discussions took place among key constituents—namely, faculty, classified, and administrative leadership on the relevance of the mission statement to student learning. The discussions included small-group meetings among self-study team members and the president, public “Joint President Meetings” between the college and faculty senate presidents, a Laney College President’s Advisory Committee, Augmented and regular Administrative Leadership Council meetings, and the Executive Council. In addition, the college-wide survey of the self-study team provided substantive feedback about the mission statement and its relevance. Based on all the findings, the college president developed and charged a new taskforce to strengthen the mission statement during Fall 2008.

The mission statement appears in various college documents, including its catalog and web pages, and it is highly referenced in the formation and discussion of strategic planning documents such as the *Student Equity Plan*, *Basic Skills Initiative*, *Educational Master Plan*, and the upcoming *Assessment Plan*. The mission statement continues to be used as a guide to determine the relevance of planning documents.

The mission statement holds that Laney College is *providing lifelong learning opportunities in academic and career programs...offering optimal student support services and working with other organizations to address the local and global educational needs of our community to maximize access and student learning outcomes.*

The mission identifies “student learning outcomes” explicitly because of the college’s commitment to preparing students to achieve educational objectives. The mission statement is broad, ensuring that the multiple purposes of the college are represented. The vision and values statements give further detail about how the mission will be realized.

The Laney College administration and shared governance constituencies continuously conduct qualitative and quantitative research and analyses of student access, retention, persistence, interest, and success trends. These efforts are carried out consistent with the planning timeline as listed below.

Laney College engages in multiple planning processes to assess the institutional effectiveness. There are several different planning and assessment cycles outlined below.

#### EVERY SIX (6) YEARS

- Accreditation Self Study
- Strategic Planning
- Educational Master Planning
- Facilities Master Planning
- Technology Master Planning

#### EVERY THREE (3) YEARS

- College Wide Assessment & Evaluation Planning
- Program Reviews

#### YEARLY

- Unit Planning & Goal Setting
- College Wide Strategic Goal Setting & Operational Planning
- Resource Needs Assessment

#### ONGOING

- Student Community Needs & Assessments
- Student Learning Outcomes Assessment & Improvement
- Resource Needs Assessment

#### **Evaluation**

The college meets this standard.

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The mission statement helps the college develop its strategic goals and guides its planning processes. The statement sets out the college’s broad educational purposes, identifies its intended student populations, and underlines its dedication to student learning. Laney College has established its effectiveness in achieving its mission by working hard with students, both in

the instruction and student-services areas, to help them reach their personal and educational goals.

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The principles articulated in the mission statement inform virtually all discussions and work done among shared-governance committee members. The vast potpourri of services and classes Laney offers is consistent with the mission's express commitment to the enormously diverse constituencies the college serves.

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The effort underway at the college to improve, focus, and streamline the mission statement demonstrates Laney's commitment to keeping up to date and relevant, and to making its public articulations of its fundamental principles as accessible as the college itself.

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**Plan**

None.

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

**Description**

The Peralta Board of Trustees approved the current Laney College mission statement on January 13, 2004. [confirm date]. It is published in the Laney College catalog and on its website.

**Evaluation**

The college meets this standard.

**Plan**

None.

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

**Description**

The process for periodic review of the mission statement is effective and allows for college-wide input and substantive discussions. Broad-based participation in the mission statement-development process ensures that all stakeholders' views will be incorporated into the final product. A review occurs at least once every six years during the development of the educational master plan, and it is informed by the findings from the college's self study.

Laney determines its effectiveness in developing, approving, and communicating its mission statement to all stakeholders by adhering to its dedication to openness and shared governance. The process is democratically sound as all constituents play a direct role in determining its emphasis, and leadership of all stakeholder groups draft the statement and ensure that shared governance groups—Faculty Senate, Classified Senate, Administrative Leadership Council, Associated Students of Laney College—review the draft and recommend its draft. The final phase of the process requires approval by the District Board of Trustees. Throughout the process, requests for input and feedback are communicated widely through electronic, hardcopy, and verbal means. Once approved, the final statement is published for review and use in the college catalog, which is distributed among all Laney Faculty and Staff and used by students. It is also present on the college's website, as a guide to and incorporated in planning documents.

The college's planning cycle prompts making changes to the mission statement. The Self Study appears to be the most significant incitement to mission-statement revision. The college educational master planning process is another important goad. Both have ensured the development of the fall 2008 Taskforce on the Laney College Mission Statement

**Evaluation**

The college meets this standard.

**Plan**

None.

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

### **Description**

Laney's mission is an effective prompt to planning and decision-making. It reveals the priorities of the college in broad term, and concentrates the institution on its chief goal: student learning. The central focus of the mission on student achievement of is a precondition to ensuring that Laney is carrying out its responsibilities to facilitate higher learning.

Further, within the context of Laney's Integrated Planning Model, the program reviews and unit plans require assessment of the mission-driven priorities, action plans, and resource requests. Once developed, such planning documents become the basis of resource allocation decisions. Therefore, decisions regarding all aspects of the college are refracted through the lens of the mission statement.

As part of strengthening this effort, Laney has developed the Educational Master Planning Committee (LCEMPC). Along with the Learning Assessment Committee, LCEMPC ensures that the new Laney College Assessment Plan is comprehensive and performs ongoing assessments of the mission statement's influence on institutional planning and implementation.

### **Evaluation**

The college meets this standard.

### **Plan**

None.

### ***Standard IB.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.***

#### ***Description of Structured Dialog***

Laney College maintains an ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes. The college has structured this dialogue through use of shared governance committees, professional development activities, operational meetings, and college-wide forums—all have been lead (or informed) by strategic institutional initiatives. These initiatives are student learning outcomes assessment, strengthening basic skills, ensuring student access, equity, and retention, and improving resources (i.e., facilities, human, technology, fiscal). In general, the college community has embraced this sustained engagement and seeks more. Increasingly, more college faculty, classified staff, and students understand the purpose of the discourse.

Each of the initiatives are discussed throughout the year in a diverse range of forms. The strategic forums consist of special sessions such as college-wide retreats, best practices fairs, and professional development days. The operational meetings are held by the councils (administrative leadership, faculty, classified, instructional, student services and college-wide), department chairs/program coordinators, and other shared governance bodies. These sessions include the regularly scheduled meetings anticipated throughout each fiscal year. Below are examples of both sets of sessions where ongoing dialogue occurred about improvement of student learning and institutional processes at Laney College.

#### **College-wide discussion on GE Outcomes**

On the professional development day of April 26, 2007, a professional development was workshop held in the afternoon to discuss Laney's General Education (GE) outcomes. The GE outcomes were not yet developed at this time, and the goal of the workshop was to bring together a significant number of faculty and staff to get input, discuss, and decide on the overall approach to GE outcomes. In an effort to maximize attendance at this workshop, there were no classes held on that day and no other conflicting

workshops. The workshop was well attended by more than 60 participants and included both vocational and academic breakout groups.

(Evidence: workshop handout, workshop notes, photo essay can all be found on the Laney College Learning Assessment Committee website: <http://www.laney.peralta.edu/learningassessment>)

### **The Laney College President's Retreat**

On August 13, 2007, about one week before classes started, a retreat was held at an off-campus location. Participants included Laney administrators, support staff of instruction and student services administrative offices, department chairs/program coordinators, Faculty Senate and Classified Senate leaders, and Associated Students of Laney College leaders. The overarching priority of this retreat was "Meeting the educational needs of students and the greater East Bay community." There were three major themes in this retreat:

- Getting Students In (Focus: *Outreach, Marketing, and Matriculation*)
- Keeping Students In (Ensuring success) (Focus: *Retention/Support Services (e.g., counseling, mentoring, tutoring, instructional aides), Course Offerings, Learning Outcomes/Assessment*)
- Getting Students Out (Focus: *Student Transfer, Student Completion, and Institutional Evaluation of Effectiveness*)

At this retreat, there was much discussion in small groups and then in larger groups. Ideas and action plans were identified in each area. To follow up and get input from the Laney College community at large, there was a presentation and workshop on professional day in August 2007 regarding this retreat. The presentation involved an overview of the retreat topics and general goals. A variety of participants reported on different parts of the retreat discussions. Then people in the audience were invited to speak and share their ideas. It was truly college-wide dialogue.

(Evidence: meeting notes and action plans)

### **Professional Development Day January 2008**

In January 2008, before the semester started, there was a participatory workshop during Flex day. Laney held a college-wide dialogue on improvement of retention, student success, physical facilities, communication, and quality education. There were many participants, and participants split into small discussion groups. Each discussion group had one person assigned to take notes on the discussion. Using this small group format, it was possible for many people to have their views and opinions heard. At the end of the session, each note-taker reported to the entire group on discussions within their group. The notes from these sessions were collected and combined, and that information is being used in the Educational Master Plan of 2008-2009.

(Evidence: Flex schedule, notes from the small group sessions)

### **Professional Development Day March 2008**

In March 2008, there was an additional college-wide discussion of issues relating to the Educational Master Plan, which built on previous college-wide discussions. Discussion topics included strategies to improve institutional effectiveness, prepare for an increase in student enrollment, and retain and ensure the success of more students. Shared governance, strategic planning model, and learning assessment were given serious attention. Participants contributed their ideas and insights, and the discussion was recorded. This information is also being used in the Educational Master Plan.

(Evidence: Flex schedule, notes from the small group sessions)

### **College-wide Retreat, June 3 and 4, 2008**

With a robust schedule, the two-day retreat provided college community with the ability to celebrate successes of 2007-2008 and establish strategic educational priorities for 2008-2008 based on a thorough review of the previous years' priorities, accomplishments and gaps in achieving desired results. The second day in particular was rich with discussions of salient student data (i.e., retention, persistence, undecided, basic skills) and outstanding student needs.

### **Discussions about Student Learning Outcomes and Assessment**

The Laney College Learning Assessment Committee has met twice a month since 2005. In these meetings, there is substantial dialogue about improvement of student learning. Additional dialogue about student learning has occurred during professional development day workshops and trainings on outcomes and assessment, and during several brown bag discussions held throughout each year. In addition, the SLO coordinator has been meeting with individual faculty and small groups to help them with writing SLOs. Dialogue about learning and assessment also takes place during these meetings.

(Evidence: Learning Assessment Committee agendas and minutes)

### **Professional Development – Best Practices Fairs**

District-wide Best Practices/Effective Practices Fairs were held in April 2007 and January 2008 during professional development days. The fairs were an opportunity to affirm what instructors are doing well, make connections with each other, investigate new approaches and begin to celebrate and strengthen what they already know and do. The Laney Student Center was set up with tables. At each table there were detailed handouts and a faculty member or faculty team was available to make 10-15 presentations of a Best Practice. Attendees decided what tables they would like to visit, collected information, listened to presentations and asked questions as time permitted. In this way, teaching and learning was discussed among groups of faculty.

(Evidence: Flex day schedules 4/26/07 and 1/15/08)

### **Basic Skills Learning Collaborative**

Discussions as early as 2000-2001 by the Laney Basic Skills Taskforce—and magnified during the last 4 years—about enhancing student learning in the basic skills led to the formation of the Basic Skills Learning Collaborative (BSLC), a sub-group of the Faculty Senate's Instructional Support Committee. As part of the Carnegie Foundation for the Advancement of Teaching's Strengthening Pre-collegiate Education in the Community Colleges (SPECC) grant, Laney's BSLC worked collaboratively with 10 other California Community Colleges to strengthen basic skills instruction. This three year SPECC grant, which began in 2005 emphasized professional development for faculty, namely providing the release time to basic skills faculty to engage in the reflective inquiry process, curriculum transformation through classroom research, and strengthening the campus tutoring support system. Vocational education faculty were involved, increasing faculty awareness of basic skills issues outside the core basic skills disciplines of English, ESL, math and the learning community of Project Bridge.

The BSLC oversaw two college-wide retreats bringing faculty from both instructional and student services to discuss basic skills issues and solutions to problems regarding basic skills. Monthly, the BSLC offered further professional development opportunities to the wider college community by sponsoring guest speakers during workshops run by faculty from several California SPECC campuses. Additionally, over the past three years, the Carnegie Foundation for the Advancement of Teaching funded the training of nine basic skills faculty in Reading Apprenticeship, a methodology to teach reading, which crosses disciplines and focuses on classroom community and students' metacognitive awareness of the reading process. This trained faculty has in turn delivered workshops on reading during Professional

Development days at Laney. Finally, teaching communities have formed from this group focusing on reading apprenticeship and reflective inquiry. These groups cross disciplines and target basic skills.

The BSLC organized and brought colleagues from 16 northern California community colleges together at Laney College for the first regional conference on Faculty Inquiry held on November 9, 2007, presenting teacher research, faculty inquiry, student resistance, teaching reading across the disciplines, technology and teacher training, and a student panel. Overall, at least 400 professionals received some level of support from this initiative directly, and more indirectly given the diverse methods used to disseminate effective practices, and student data. (Library collection of DVDs of workshop – pending)

#### **Evidence:**

Reports from Meryl Siegal and Catherine Crystal, BSLC Coordinators  
(Note – this is taken from section 2 of the Self Study)

#### **Involvement of Students**

Student government (The Associated Students of Laney College) is included in many of the committees that are a part of the college's operation and structure. Facilities Planning, College Council, Health and Safety, Curriculum, Student Services and the hiring committees are just a few of the monthly meetings that include student representation. Also, at the district level, students are a part of the strategic planning committee and other district-wide committees. Just about every aspect of campus life has students engaged in the dialogue. It is our perception that having this participation helps students develop a sense of ownership of their education. The spring 2008 Laney College survey of students found that of the 266 who completed the survey, over 93% feel very satisfied or satisfied with their experience at Laney College and 83% feel valued. However, 38% did not feel they had a voice in campus decision-making. While the 266 students is not an ideal representative sample of 13,000 students, it does suggest a need to improve communications about students' ability to influence college decision-making. [COMPARE with CCSSE]

#### **Analysis/Planning**

As discussed above, there are many recent instances of ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. These efforts have impacted the practices of Laney's professionals. Overall, we have evidence of: (1) better communications to the college community about college priorities, learning needs, and institutional resources available; (2) improved communications among faculty, administrators, and classified staff; and (3) more faculty and classified involved in college level discussions especially at retreats, and discussing the nature of college conditions and how to improve them to strengthen the capacity of the college to meet student learning needs. Within instruction and student services, the dialog has led to the following constructive results:

- Collegewide coordination of tutoring, which has rationalized and rendered more accessible tutors and other services available through various college tutoring sites
- Better alignment among instruction services and student services resulting in improving services to students
- Improved facilities and technologies (i.e., classrooms, equipment for teaching, lobby TV monitor, welcome center computers for students' use)
- More collaboration within and across departments, programs, divisions, and other units of the college
- More proactive outreach, recruitment, and assessment with clearer communications about options, opportunities, and steps required to persist and succeed

- Development of more learning communities because of their ability to engage students and sustain student engagement in the learning process (i.e. African American Learning Community, ESL for Culinary Arts, Carpenteria Fina Wood Technology)
- Greater use of the reflective inquiry process among faculty
- Greater knowledge of the importance of on-going learning (PD) among professionals to ensure student learning
- Increases in the collaboration among English, English As A Second Language, Math, and the traditional career technical and transfer-oriented faculty in order to integrate sound practices across the curriculum to improve students' fundamental knowledge and skills

Furthermore, the dialogue has led to greater understanding of the meaning of data and research used in evaluating student learning. It has encouraged some growing networks of faculty to commit to using the dialogue in more organized ways. For example, ESL faculty have formalized the reflective inquiry concept by developing their RI group. They developed a highly successful Asilomar Conference and Retreat to strengthen the foundation for reflective inquiry at the college. They intend to use particular class related data and research systematically to improve student learning. Another example is the November 2008 session where at the first of several comprehensive SLO/assessment planning retreat faculty were introduced to the web-based tool, [www.TaskStream.com](http://www.TaskStream.com), which is being used to facilitate the collection and analyses of student learning data. Still other examples exist including the following. As a result of the survey data collected, the college has expanded its use of the innovated computer-based instructional support tool, Kurzweil in its Universal Learning project, which uses the Kurzweil software. Using institutional data, Laney developed a college-wide Basic Skills Initiative Report, thus becoming more clear about the centrality of student-learning data. Also, the Basic Skills Initiative group developed plans for collecting and analyzing specific student learning data. The Laney College Student Equity Plan makes clear how the college will improve access, equity, and success in part through use of the substantive student outcome data. CurricuNet, yet another software program will allow Laney to systematize and manage curricula of the college in ways that will help strengthen the college's instructional capacity. Both TaskStream and CurricuNet decisions were the outcome of faculty's increased awareness of the importance of collecting and managing student success and learning outcomes data as well as supporting an analysis of the fit between course offerings and community needs. The active participation of college constituents in the self study process itself has further heightened their value for and demand for learning related data and ongoing research at the classroom, program and institutional levels.

Laney plans to deepen the dialogue on student learning through regular and recurring college-wide meetings during professional development days to specifically discuss:

- Assessment results for general education outcomes, program outcomes, and course SLOs
- Implications for student learning
- Possible changes and improvements to instructional practices
- Academic standards
- Improvement of institutional processes

In addition, in order to support the assessment work of departments, Laney must schedule time on professional development days for in-depth discussions within departments about what instructors learned from their SLO assessment results and how to use the results to make improvements. Furthermore, the Office of Instruction, with the leadership involvement of the Learning Assessment Committee, is taking steps now to complete the Laney College Assessment Plan by Spring 2009. This assessment plan is a central part of a college-wide institutional effectiveness plan that will be developed to ensure the framework for more in depth discussions on student learning.

In addition, in order to support the assessment work of departments, it would be helpful to schedule time on professional development days for in-depth discussions within departments about what instructors learned from their SLO assessment results and how to use the results to make improvements.

**Standard IB.2 The institution sets goals to improve its effectiveness consistent with its stated purpose. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

***Description of Goal Setting to Improve Institutional Effectiveness***

Laney College sets goals to improve its effectiveness consistent with its stated mission of “*providing lifelong learning opportunities in academic and career programs to diverse cultural and socio-economic communities.*” During the last three years, the College President has established the institution’s goals in ways consistent with the strategic priorities collegially established at the district level. (The District guiding priorities are: advance student access and success; engage our communities and partners; build programs of distinction; create a culture of innovation and collaboration; and ensure financial health.)

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

In 2006, the goal setting heavily reflected the results of an inventorying of the Laney stakeholders’ who had shared their responses with the then new President in response to his call for an analyses of Laney’s strengths, weaknesses, opportunities and threats. ( [redacted] letters were disseminated and [redacted] responses were received.) The resulting priorities were: (1) drastic makeover of the Laney campus physical appearance and condition; (2) secure a fair share of overall district resources for Laney College; and (3) increase support for Laney College from the district office.

In 2007, the goals established resulted from the continued concerns about the chief priorities that were better informed by a range of initiatives at all levels of the college including basic skills. The resulting priorities were (1) improve student enrollment rates, retention rates, and completion and graduation rates; (2) conduct a quality self study for a successful re-accreditation; and (3) oversee the successful renovation/reconstruction of college facilities

In 2008, the college continued its end of year assessment practice with a serious review during a two-day college-wide retreat. The new college priorities would reflect plans to improve the colleges planning framework in developing the 2008-2009 Educational Master Plan while continuing efforts to ensure a successful self study process and sound report.

***Understanding the Goals and Working Collaboratively to Achieve Them***

Purposefully, during these years, each set of goals was disseminated college-wide so that all college constituents could discuss how they could influence achievement of each. Articulated by the College President and other agents of the college in formal and informal settings, the goals led to measurable objectives, which have been discussed in college-wide forums to allow for vetting, understanding, and collaborative efforts to achieve each.

The college forums for disseminating the goals varied widely in terms of the audiences, yet many overlapped. For example, at the beginning of each semester, the college president provided the goals in his “State of the College Address.” All shared governance groups—Faculty Senate, Classified Senate, Associated Students of Laney College, College Council, Basic Skills Learning Collaborative, resource planning advisory committees (i.e., budget, facilities, faculty prioritization, technology)—shared, discussed, and in some instances strengthened the goals. For instance, by 2006, the Basic Skills Learning Collaborative had formalized their strong recommendations for establishing a tutor coordinator position and a tutoring center focusing on students with basic skills needs and for improving the organization of basic skills at the college. This set of recommendations were formalized in the college’s basic skills agenda and led to the creation of a Laney tutor coordinator, coordinated tutoring, and a formal assignment of a dean to coordinate the Laney College basic skills initiative. The facilities priority enhanced over the last three years has led to the complete renovation of classrooms, science labs, and some vocational labs as well as significant improvements to the Welcome Center, rebuilding of the Culinary Arts Cooking and Baking facilities in the Beginner’s Inn, market changes to the lighting of the college. In addition, measurable facilities priority has led to upgrades to instructional equipment in computer labs, science labs, and vocational labs.

In addition to carrying out the goal setting and dissemination process, the college engaged in a vigorous examination and improvement cycle of its facilities, capacity to engage in current and new technologies, commitment to measurable outcomes based learning, and improved integration of student support services and academic and career programs.

Analyzing student data for understanding, assessment of efforts, and the setting of new goals was a central focus during the August 2007 college-wide planning retreat. Special attention was given to improving student enrollment rates, retention rates, and completion and graduation rates. Specific college-wide goals were developed for increased enrollment through improved marketing and outreach. Also, goals were developed to address retention, completion, and graduation rates.

In June 2008, an end of year follow-up retreat was held and the leadership reported that while enrollment goals were achieved, student success measured by retention and completion showed little or no improvement. Several presentations outlined new initiatives such as the James Oliver Writing Center, college-wide tutor coordination, and development of learning communities as strategic methods aimed at improving student learning, successful persistence and achievement.

### **Evidence**

Dr. Chong’s “State of the College Address” presentations  
Shared governance agendas and minutes  
Documentation of college-wide forums and retreats, 2006-2008

**Standard IB3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### *Description of Laney's Commitment to Ongoing Planning*

Laney College is committed to the development of an integrated and effective planning model. Led by the Vice President of Instruction, various sectors of the campus community have engaged in rewarding and meaningful dialog over the past years. This exchange has yielded a preliminary document defining key components of the Laney College Strategic Master Planning Process. The major components of this process include a timeline, a statement of the definitions and purposes of each planning body and an identification of responsible groups and individuals. Below is a brief description of this recently devised model:

#### **Laney College Strategic Master Planning Process**

The college's planning process clearly identifies a timeframe for cyclical and ongoing review.

##### Every Year

Each year **Unit Planning** takes place as various departments and programs establish what they want to accomplish in the coming year, making use of relevant data and established educational priorities. Unit plans act as the foundation of our planning process as they make concrete the goals and resources needed at departmental and classroom levels.

Also taking place on a yearly basis, the college community engages in **Strategic Goal Setting**. This process began when our new President asked departments and services to outline the college's Strengths, Weaknesses, Opportunities and Threats (SWOT) when he came on board in 2006. Our administrative team continues the yearly practice of assessing our immediate needs and establishing annual goals. The process is a dynamic one as the shared governance committees informs administrative decision-making and are guided by the Laney administrators' vision of the coming year. Strategic Goal Setting serves as the guiding template for college planning each school year.

In addition, **Resource Planning** takes place each year. In this arena, as with Strategic Goal Setting, shared governance committees play key roles. Among them is the Budget Advisory committee as well as the Facilities Planning, Technology Planning, Instructional Equipment, and Faculty Prioritization committees, all of which participate in regular dialog and make recommendations to the administrative team.

##### Every Three Years

Every three years departments and programs conduct **Program Reviews**. (Instructional programs also carry out reviews of the curricula in the preceding term/s to inform the program reviews.) Program Review is a key piece in the planning process as it helps determine the viability of departments and programs and identifies needs and resources required for these programs to be successful. In this process, departments and programs make use of institutional data to evaluate their strengths and weaknesses. The primary data available is internal and focuses on completion, retention, and persistence rates.

During the same three-year cycle, the Institutional Research and Planning team will initiate an **Assessment and Evaluation Plan**. An important task of the Research and Planning team will be to develop and disseminate assessment and evaluation data. This team will use accumulated institutional data to help in the setting of priorities, goals, strategies and timelines for determining how the college is progressing. The group will also use its findings to ensure the integration of instructional, student services, administrative and business service areas, and that all campus units are guided by the college mission.

#### Every Six Years

On a six-year cycle, Laney College examines and evaluates itself in regular **Self Study** as part of the re-accreditation requirements established by the ACCJC. Every six years the college will also review and evaluate its **Strategic Plan**, its **Facilities Master Plan**, its **Technology Master Plan** and its **Educational Master Plan**.

#### On-Going

While the above-mentioned planning mechanisms move in yearly cycles, other efforts take place on an on-going basis. These include Resource Needs Assessment, SLO Assessment and Student Community Needs and Assessment.

The **Resource Needs Assessment** process. Annually, the college builds its resource allocation criteria based on its mission and strategic priorities, then it uses the unit plans to determine needs within each program and service area. These findings provide the basis on which the college allocates its discretionary resources. For example, the faculty prioritization committee makes its recommendations for faculty allocation decisions based on first whether there is a clear priority for the position—does it support the college’s mission, etc.? Is there a justification made for the position in the unit plan already submitted.

The **SLO Assessment** process. Consistent with the college-wide Learning Assessment timeline, all instructional and student services are charged with developing timelines to carryout assessment of student learning outcomes during each year.

The **Student and Community Needs Assessment** process entails a systematic surveying of key constituents to determine unmet needs, data useful in revealing how the college can effectively address the needs including improving student learning and other institutional outcomes.

#### ***Use of Institutional Data for Planning***

Institutional data is frequently used for planning as evident in program reviews, unit plans, educational master plan, and the facilities plan. Analyses and interpretation of institutional data are essential and highly valued by the college. For example, Laney leaders have consistently urged simplification and transparency of budgets, the budget allocation model and other financial data (e.g., bonds). The Faculty Senate and Office of Instruction supported broad-based review of the State budgeting and decision making process as evident in the 2006 Academic Senate forum. During the last two years, the college has been strategic to assess its progress in achieving goals at the end of each year. For example, the President’s 2006 goals of “Getting Students In,” “Keeping Students In,” and “Getting Students Out” led to an end of the year assessment of results using quantitative and qualitative data that had been both reviewed, analyzed, and interpreted for discussion by stakeholders at the collegewide retreat. This process was repeated during the next year to ensure a substantive understanding of achievements and gaps in achievements. Also Laney used McIntyre and McKenzie reports to help structure outreach and restructure specific career technical programs where productive growth is evident (e.g., green

technology). In fact, Laney encouraged additional studies from McIntrye to improve the base of understanding of niche markets and educational demands (i.e., distance education). The college is strategic in using research data to inform innovations and new programs such as the center for civic engagement and biomanufacturing programs. Institutional data also influenced the college's technology priorities.

While these efforts are significant, college-wide analysis and interpretation of planning related data requires further development. Laney is devising a plan for systematic review and deconstruction of essential planning related data in order that Laney may continue to improve its practice.

### *Analysis/Planning*

Laney continues its historic pattern of program reviews and the use of shared governance committees to ensure ongoing cycle of evaluation and determination of resources essential to the effectively serve students at all levels of the college. In both instances, however, Laney has enhanced its efforts. Starting fall 2004, all programs and service areas are reviewed every three years instead of just a few units every five years. This provides the shared governance planning groups with the ability to make more reasonable assumptions and decisions using the same review timelines for all programs and services. Unit plans are a recent addition to the planning process beginning fall 2007. In some instances, they have proved helpful because the greater details about needs on an annual basis helps to more efficiently assess student needs and resource needs.

Since the Strategic Master Planning Process is a new and evolving model, many components are hypothetical and untested in terms of their viability or effectiveness. As the planning process is refined, we are discovering that it needs to be simplified, in part, due to time constraints. Challenges may also exist for new committees (e.g., overlapping duties of pre-existing committees). For example, committee members involved with Strategic Goal Setting and Assessment and Evaluation planning, though taking place on different timetables, may find that their duties mirror each other's too closely. Asking members of the college community to participate in numerous meetings threatens to overwhelm and hinder participation in the planning process.

As a currently emerging planning model, it is not adequately understood by segments of the college community. Thus, the college leadership shall thoroughly disseminate the plan, ensuring that the entire campus community fully understands all aspects of the model in order to gain broad and democratic participation in planning processes.

This planning process must demonstrate that it is effective and all encompassing; local departments and programs must gain assurance that this model will meet their needs and confidence that it will attend to deferred needs in the future.

Currently, some programs and services exist in silos that make it difficult for other members of the campus to be familiar with programs and services outside their own areas. This isolation can hinder effectiveness. To help eliminate this isolation, a planning matrix is being developed to fully integrate services, especially between the instructional and student services units, so that the combined efforts of all college employees can attend to the holistic needs of Laney students.

Finally, in the past budget allocations have not been transparent. Faculty members lacked knowledge of financial decision-making and often feel that budgetary decisions are not directly linked to unit planning or program review. Administrators have lacked efficient access to their budgets. Laney continues to work with district leadership to remedy this problem. [EXAMPLES]

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

***Description***

The planning process at Laney College is framed by the **Peralta Community College District Strategic Plan**, which was adopted in December 2006, after an estimated total of 50 individuals engaged in the revision process. The Strategic Planning newsletter of April 2008 describes how the district has collaboratively designed and implemented an integrated educational master planning process, with all colleges conducting program review and a consistent process of educational planning that has resulted in an annual process for integrating planning and budgeting. During the \_\_\_\_, the College with the help of district leadership rolled out its planning process. [DESCRIBE WITH DATES]

The District Strategic Management Team, along with the Laney College Educational Planning Committee held a listening session in December 2007 in order to:

1. Communicate strategic plan, vision, goals, assumptions, and progress
2. Understand people's concerns and hopes
3. Increase engagement in Strategic Planning
4. Demonstrate connection between college educational master plans and the district-wide educational master plan
5. Present budget realities

Laney continued these sessions in \_\_\_\_, \_\_\_\_, \_\_\_\_ to build upon the prior discussions as part of illuminating priorities for the college. It was complemented by the review of the program reviews and unit plans of all programs and services as referenced in Laney College's March 15 2008 progress report to the Accrediting Commission for Community and Junior Colleges (ACCJC). In this report, Laney describes how the planning process at Laney College assimilates department level, and Laney and district-wide shared governance committees into district planning processes. These committees include: Facilities Planning Committee; Educational Master Planning Committee; Curriculum Committee; Budget Advisory Committee; Technology Planning Committee; Faculty Prioritization Committee; College Council; Learning Assessment Committee; and the Laney College Policy Advisory Committee.

An outline of the planning process found in this report including the type of planning, time horizons & organizational unit, in addition to who it informs, is informed by, and integrates with is clearly demonstrated in Table 3 below (Planning Overview). The broad-based participation and opportunity for input by college constituencies is quite apparent and extensive.

Table 3. Planning Overview

Type of Planning	Time Horizon & Organizational Unit	Informs, Informed by, and Integrates with...
Unit Plan	Annual —Departments and Programs	Facilities planning, human resources planning, fiscal planning, strategic initiatives such as Basic Skills Initiative, Educational Master Plan, technology planning
Program Review	3-year —Departments and Programs	Unit plans, Curriculum Reviews, Educational Master Plan, long term fiscal, human resources, technology, and facilities plans
Educational Master Plan	6-year —Shared governance process led by the VPI — Intersects with district Ed Master Planning Comm.	Program reviews, unit plans, strategic initiatives, strategic opportunities and constraints, college wide initiatives, district wide initiatives
Fiscal Plan	Annual budget cycle and multi-year projections — Shared governance led by President and Executive Council	Base budget, unit planning, district enrollment growth targets, district revenue and expense planning, college budgeting, human resources planning, district resource allocation plan
Human Resources Planning	Annual hiring cycle — Faculty Prioritization Committee, Executive Council	Core program funding, replacement scenarios for retirements, short term and hourly hiring, program expansion plans
Technology Planning	Short and long term planning cycles — Technology Committee, Departments	Unit plans and program reviews, annual plans and cycles of technology adoption, long term IT infrastructure plans, bond fund planning
Facilities Planning	Short and long term planning cycles — Facilities Planning Committee, Departments, Executive Council	Unit plans and program reviews, Educational Master Plan, Facilities Master Plans, short term facilities upgrades, long term renovations, Bond fund planning
Strategic College Planning	Annual — Shared governance process led by the President	Unit plans and program reviews, Educational Master Plan, aggregation of college wide issues and themes, district-wide goals and initiatives

The Instructional Program Review of 2004, and the spring 2007 Accelerated Instructional Program Review completed by all instructional units at the college are among the strongest examples of an extensive and broad based participation in the planning process. These reports incorporated the program mission and description, with analysis of core data on curriculum, instructional strategies, program improvement needs, as well as community outreach and student success in the program.

The Laney College President's Retreat of Monday August 13, 2007 is another example of broad based planning leading to improvement of institutional effectiveness. The participants in this event included all Laney administrators, support staff of instruction and student services administrative offices, department chairs/program coordinators, Faculty Senate and Classified Senate leaders, and Associated Students of Laney College leaders. The purpose of this retreat was to establish an Integrated Enrollment Development Plan. The main 3 themes of this retreat were:

1. "Getting Students In", through marketing, outreach/recruitment, and matriculation.
2. "Keeping Students In", through retention, improved facilities, curriculum and SLOs.
3. "Getting Students Out", through graduation/transfer, career and job placement, course completion.

Another recent example of input by appropriate constituencies in the planning process was the professional development day workshop held before the semester began in January 2008. Administrators, staff, faculty, and students brainstormed on such issues as student retention, improving the physical plant, and better communication between various constituencies in order to build more collaborative approaches to student success.

***Analysis:***

Findings regarding the quantity and quality of participation in the planning process, and associated allocation of resources clearly indicate that Laney College meets this standard, through what our Progress Report One March 15, 2008 describes as a cyclical process of (1) setting annual objectives, (2) identifying measures of success, (3) analyzing year end results, and (4) creating new planning objectives.

Laney's planning process is board based as it includes the major stakeholders—faculty, classified staff, administrators, and students. Intentionally, Laney seeks input from its constituencies in order to ensure that it allocates resources that are necessary to achieve its priorities. At the college level, the planning process consists of shared governance bodies. At the nexus of these bodies is the college council: it serves as the central body for all shared governance groups to convey priorities and concerns to the president as well as receive from and provide recommendations to him.

Representatives of the College Council are in leadership positions of the Faculty Senate, Curriculum Committee, Classified Senate, Associated Students of Laney College, resources planning committees, and Administrative Leadership Council. Collectively, these groups represent all employees, approximately 600, and ~13,000 students.

Participation is guaranteed through concerted formal and informal efforts of leaders within the college. Leveraging the president's call for "expanding the circle of leadership," most efforts are encouraged through shared governance groups and local departmental and program meetings. All college stakeholders are encouraged to participate in these various bodies through electronic and hard copy documents, word of mouth, public presentations, and local media outlets including the college newspaper, The Laney Tower. Their involvement is strongly encouraged and aided when multiple ways to participate is made available. For example, when physical presence is not possible, surveys of interest, perceptions and needs are administered, results analyzed and used as

in the case of the Educational Master Plan, distance educational priorities, Technology Planning Committee's planning parameters.

Other methods used include providing faculty or classified staff substitutes for meetings, forums, and retreats. The college also uses highly valued colleagues and revered professionals (or organizations) in the field or industry to serve as a draw to an important planning event (i.e., the Carnegie Foundation support of the Faculty Inquiry Conference of fall 2007). Laney also provides release time or other compensation for participation.

The educational plans and resource related agenda of the college are critical to Laney's effectiveness. Given the central role of each constituent to Laney's effectiveness, active buy in is necessary. Thus, Laney allocates a range of resources (e.g., time, funding, facilities, technology, and staff) to fulfill its plans. For instance, as part of ensuring participation, Laney has provides release time for faculty to learn about reflective inquiry, compensation for part-time instructors to engage in SLO/assessment work, and release time from regular classification-specific duties for classified staff to engage in college-wide discussions, and compensation for classified staff to help with self study during non-work hours.

When resources to fulfill plans are not available, Laney identifies and follows strategies to increase its capacity to secure alternate resources. Laney's leadership has help in the development of a district wide strategy for increasing its capacity to address its outstanding needs and priorities. This strategy involves a director of grants working with a host of external partners and the college to identify opportunities to support innovations or ongoing educational programs or services. In the meantime, the college continues to strengthen its existing contacts as it expanded the number of faculty and administrators who actively seek grants and other external funding in support of educational priorities. While the total number of awards sought remains less than idea, the size of the awards have been instrumental in assisting the college in advancing some of its strategic initiatives such as the green technology (\$2,200,000), training for professionals who desire to work in afterschool programs (\$300,000), reflective inquiry (\$352,000), biomanufacturing (\$280,000), basic skills and learning communities, youth and young adult drop outs (\$5,000,000).

### ***Changes Resulting from Implemented Plans***

As a result of implementing this planning process, more college constituents are aware of unmet needs across the college, have a better understanding of the concerns within units and improvements required to institutional systems and processes. Beyond these important outcomes, implementing the plans have led to changes including: more unit-specific information disseminated to shared governance planning bodies about unmet needs, institutional constraints, and resource requirements and increased use of quantitative student data to rationalize requests and argue for improvements. Other changes entail:

- Development of a much more integrated educational master plan from the previous draft of a 15-year plan that consisted principally of unit plans rather than an integrated reflection of the priorities of the college;  
Use of town hall meetings that have resulted in extensive revision to the College's Educational Master Plan;
- Focus on and development of a sound facilities master plan;

- Formal methods of to inform the development of the districtwide educational master plan through the Strategic Planning and Policy Advisory Committee, the college's EMP committee, and professional development day events of 2006 – 2008; and
- Direct involvement by college leaders in the establishment of the strategic educational planning (CSEP) process.

**Evidence:**

1. Strategic Planning Newsletter April 2008 4<sup>th</sup> Edition
2. Peralta Community College District Strategic Plan, December 2006
3. Laney College Progress Report One, March 15, 2008
4. Program Reviews Fall 2004, Spring 2007
5. Agenda and Minutes of Strategic Planning Retreats
6. Copies of the grant approval documents

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**Standard IB.5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

***Description of the Documented Assessment Data***

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

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

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

- Perception of college climate by students and employees;
- Student satisfaction survey;
- Focus group of students to discern what are the most successful factors for them and what requires improvement by the college to help them achieve success;
- Performance on GE outcomes;
- Performance on course and program level learning outcomes; and
- Other data through the following sources: Community College Survey of Student Engagement; CalPASS; and Statewide ARCC.

Currently, Laney's methods for publically sharing its data and analyses internally and externally consist of electronic and print documents (e.g. newsletters, bounded reports, handouts), and increasingly via the Laney website. Since 2007, Laney has devoted a significant percentage of one of its dean's time to working with the district to develop an effective web-based infrastructure to more efficiently disseminate information using the world wide web. Key considerations is the open source paradigm that will be used for the new Peralta website that fits in with the existing open source distance education web-based platform that Peralta is currently developing.

***Quality Assurance***

Laney College assesses whether it is communicating information about institutional quality to the public using a process structured by criteria, a reviewer(s), and a timeline(s).

Relying on experts within the faculty, classified staff, and administrative ranks to judge the quality, the college is careful to review published documents including the College Catalog, handbooks, brochures, and other publications. For example, the Office of Instruction sent out a formal letter to department chairs, program coordinators, and administrators requesting their critical review and feedback of sections of the College Catalog in preparation for a substantive review by the Laney

College Catalog Committee. In order to assure quality, their work will be reviewed up the shared governance process to the College Council and the President. Likewise, Laney staff periodically obtains feedback during their service on local boards, committees and participation in professional activities off campus such as meetings of a K-12 unified school district, non-governmental, community-based organization, union group, or for profit business. Sometimes, Laney secures and reports on the feedback it receives from advisory committees & councils for the Laney career technical education programs (15-20 disciplines/industry units). [EX: CIS]

Given that this assessment process is not standard across the college, Laney's administrative and faculty leadership are developing a more systematic plan for effectively communicating information about institutional quality to the public.

**Evidence:**

1. Laney College Assessment Plan (Spring 2009 draft)
2. Power Point presentation for developing the Web-based infrastructure. A Report by the Dean of Business, Math, and Sciences (Fall 2008)
3. Quality assurance practice of the Laney College Catalog Committee.

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

***Description of the Process Used to Assess Institutional Effectiveness***

The formal process Laney uses to assess the effectiveness of the evaluation cycle includes administrative validation of unit plans and program reviews, college-wide administering of staff surveys to determine their views and experiences with the planning process, and to date limited reviews of the shared governance documents to discern effectiveness of the effort. Considered insufficient by all shared governance bodies and stakeholders, Laney is now developing a more systematic process for assessing the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation. Preliminary discussions evidenced the priority for a more rigorous set of college and other research data to be provided on an ongoing basis to assess effectiveness of integrated planning and implementation of the resource allocation decisions, and use of the results of each effort to improve subsequent evaluations. Also, discussions suggested a need to reinstate formal validation of program reviews.

Informally, Laney also assesses its effectiveness. Laney College developed a strategic master plan that encompasses several processes—development of unit plans annually, reviews of the curriculum and programs every three years, development of educational an educational master plan every 5-6 years, and development of short- and long-term resource allocation plans annually using the results of all other planning processes. Central to these efforts are the institutional and other research efforts. Through this planning process, Laney assures the effectiveness of its ongoing planning and resource allocation processes via an on-going informal assessment of those practices.

While the planning process requires a review every 5-6 years, the nature of the ongoing input required in using the planning process has lead to critical reviews of its functioning—the timeline, the nature of involvement of stakeholders, the integration among all planning related units, the resource decision-making actions of the college, and on-going evaluation and reporting of the

college's efforts. College-wide Forums/Retreats, Joint Sessions of the Presidents of the College and Faculty Senate, Laney College Presidents Advisory Council, Laney College Council, Administrative Leadership Council, and Budget Advisory Committee are just a few of the bodies where deliberate planning-related discussions have occurred that have resulted in recommendations for improvements to the cycle and implementation practices.

### ***Strength of Laney's Planning Process in Fostering Improvements***

Within each shared governance group, we are also looking at ways to improve practices. This is reflected in the work of the faculty prioritization committee, the learning assessment committee, and the curriculum committee. Also, it is evident in the efforts of the deans who use enrollment management data to carry out objective assessment of trends, gaps in scheduling practices, and student demand. Furthermore, it will occur with the self study process during Spring 2009 given the commitment to critically assess Laney's overall efforts with the re-accreditation process.

Laney College's planning process has fostered improvements in the planning process. For example, program reviews were conducted every five years. By requiring all reviews every three years, the college determines its needs more efficiently. The results have included significant improvements to facilities (classrooms, labs, student centers), technologies secured for instructional and student services, the hiring of new classified, faculty, and administrative staff, ratcheting up improvements to the curriculum, and acquiring a range of support of major national, State and local partners. As well, increased discussion and work on student learning outcomes, assessment rubrics and implementation of assessment plans. All of these improvements reflect a heightened level of awareness of the importance of planning and its direct alignment with the priorities of the college.

Laney has work to do to ensure transparency between each the components of the planning process with the Educational Master Plan.

Recommendation: As the college completes its planning process it should find the means by which each area of the plan will be assessed and how changes, when needed, will be implemented. In addition, the planning process and all its linkages should be learned and understood by all members of the organization.

#### **Evidence:**

1. Agendas and minutes of shared governance committees and councils

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

#### ***Description of the Mechanisms Used to Gather Evidence of Effectiveness/Methods Used to Effectively Evaluate How Processes and Outcomes Contribute to Improvements in Programs and Services***

Laney has made a substantive commitment to the evaluation process as of 2008. Expected to consist of a comprehensive college-wide assessment plan, the resulting evaluation process will

assess courses, programs, and services, and provide a means for assessing the evaluation mechanism itself.

Currently, Laney uses multiple mechanisms to gather evidence about the effectiveness of programs and services. At the instructional programs, student support services, and library and other learning support services level, program reviews and unit plans are conducted with reports submitted to the lead administrators and divisional units. At the departmental and course levels, curriculum reviews are carried out and course outlines are updated and submitted to the College Curriculum Committee. Surveys are used systematically to assess perception, determine needs, and learn about the effect of college practices on students and student learning (i.e., surveys by the Laney Library, technology planning committee, regarding Laney web site, and University Learning project). In all instances, these surveys have led to changes or improvements to college efforts. The district has programmed a new Laney Library, and new Learning Resource Center, centralized instructional support services, and dedicated a lab to the Universal Learning Project as a result of feedback from constituents about their needs.

At the employee level, tenure reviews are conducted on tenure track faculty, faculty evaluation carried out on a cyclical basis by evaluation teams of faculty and administrators, administrative evaluations are conducted annually, and classified staff evaluations are scheduled annually on the anniversary dates of hire and maintained by the supervising administrators.

Each of the evaluation processes are structured to describe the conditions and effectiveness of programs and services and assure excellence in all aspects of the academic enterprise. For example, the **Tenure Review** process is a four-year process that uses criteria derived from those academic qualities, skills, and attitudes of professional behavior, that constitute excellence. The tenure review system is founded upon the following principles:

- Recognition and acknowledgement of good performance;
- Enhancement of satisfactory performance;
- Continual improvement of faculty who are performing satisfactorily to further their own growth;
- Improvement in performance;
- Promotion of professionalism

The faculty has the professional responsibility to play a central a role in evaluating their peers. Only through the mutual and well defined effort of faculty and administration can the goal of promoting quality professional staff be met. Successful candidates will be recommended for tenure to the Board of Trustees of the Peralta Community College District. (3.3 Tenure Track Faculty Evaluation Policy Handbook, page 5)

By using several evaluation processes the college is able to: redefine goals for each program, department and course; design programs with objectives appropriate to the goals and ensure that these goals are consistent with the college mission; provide consistency with catalog descriptions once established and updated; and provide feedback from student learning outcomes to continue the cycle of meeting student education needs towards transfer or vocational programs whether they are for associate degree completion or certificate completion. Further, these evaluation processes facilitate the implementation of new ideas and results.

Through these processes the campus community becomes more educated about how our community college system functions and how we can assist in having more efficient, effective results.

**Evidence:**

1. Program Reviews, Fall 2004, Spring 2007
2. Unit Plans, Fall 2007, Fall 2008
3. **Tenure Track & Tenured Contract Faculty Evaluation Policies & Procedures Handbook**
4. Evaluation protocols for part-time faculty
5. Evaluation procedures for classified staff
6. Evaluation procedures for administrators

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**STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

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## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

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

### A. Instructional Programs

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

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

### Description

To address, meet, and uphold the integrity of the mission statement, Laney College offers a full range of educational programs including:

- **General Education** courses, which provide students with knowledge, skills, appreciations, attitudes, and values that each individual needs for an effective and well-balanced life in a democratic society.
- **Occupational Education** courses, which lead directly to employment or job-upgrading after intensive training in theory and practical application in trade, technical, business, and service occupations.
- **Transfer Education** courses, paralleling freshman and sophomore years at four-year institutions. Also included are courses that enable students to make up scholastic deficiencies while preparing for transfer to four-year colleges or universities.
- **Basic Skills Education and ESL** courses. ESL courses are available through the department's large number of courses aimed at the growing populations of learners of English in the area. Offerings through such programs and initiatives as the Career Advancement Academy, Basic Skills Institute, and SPECC Reflective Inquiry Learning Communities for Faculty are more recent efforts to meet the demands for both ESL and basic skills instruction.

- **Cooperative Work Experience Education**, which is a joint effort of the college and the community to provide the student with opportunities to relate his/her college education to a "real" employment situation.

Additionally, the institution provides a variety of educational modes, including hybrid, online, distance, travel abroad, day/evening and weekend learning opportunities.

Laney College ensures that all its institutional offerings fit the stated mission through the program approval process and curriculum review process. Specifically, before a program is approved, it must show the program's appropriateness to the college mission. Before a course is approved, a clear justification for the course should present the role the course was designed to serve in terms of degree, certificate, transfer, or other need. (Laney College Curriculum Handbook)

The systems in place create a thorough and comprehensive process for evaluation of program effectiveness. Program reviews, conducted by all instructional units of the college, ensure the quality of programs and services. Findings from program review are used to secure needed instructional equipment and to make facilities changes to the college, among other things. Improved delivery systems and adequate instructional support all lead to student-centered changes in the way services are provided, and contribute valuable data to support the college's educational master plan and mission. In an effort to maintain curriculum relevancy and effectiveness, various departments on campus conduct these program reviews and analyses in three-year cycles. Unit plans, one-year operational plans for the following academic year, are conducted in conjunction with the program review. These cycles work together to inform the six-year self-study, educational master planning, strategic planning, and accreditation cycles. **(Need evidence linking the program reviews to planning.)**

The PCCD Committee for Strategic Educational Master Planning (CSEP) developed program review standards. Each program shall be rated at three levels: grow (superior), maintain (promising), or watch (needs improvement). The emphasis will be on developing a unit plan for action in response to the reviews. (<http://www.eperalta.org/dwempc>)

The Laney College Educational Master Planning Committee (LEMPC) also keeps programs current through review. LEMPC reviews the program-review findings and recommends strategic, educational, and operational priorities and actions to the college president. Furthermore, the Laney College Educational Master Plan provides details about how it will achieve its desired instructional improvements and classroom technology upgrades. The instructional planning process ties into the budget planning process and also into resources needed to maintain the infrastructure of the campus and its programs. For example, bond measures A, B, and E were passed to bring about funding for improving the infrastructure through reconstruction, modernization of classrooms, and so forth. **(Need documents from the LEMPC retreat, summarizing program reviews and actual LEMP.)**

In addition, the college systematically engages in a process of reviewing curriculum offerings to determine the extent to which the curriculum addresses the needs of the students.

The Curriculum Committee reviews all curriculum, and the departments review curriculum offerings and submit recommended changes and modifications to the Curriculum Committee for adoption. Furthermore, each semester, the instructional programs review course offerings and enrollment data trends to determine which classes are in the greatest demand for the students attending Laney College.

In addition, department chairs responding to a survey of their practices report assessing their programs in a variety of ways. They report assessing for currency and teaching and learning strategies.

The results of these course offerings are partly reflected in student matriculation and transfer rates:

- ( 10 year aggregated matriculation status requested from Bruce Hawkins 11/5/08 )

### TRANSFER

*Measure: Students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students who actually transfer.*

To evaluate transfers, a cohort of new students was created at the beginning of the 2002 academic year and tracked through 2004.

#### Transfer and Transfer Preparation: New Laney Students

Group	Total
Earned any transferable or non-transferable credit	6,298
Completed at least 5 transferable units	3,189
Completed a minimum of 12 units in a transfer-level course	1,140
Completed 12 transfer units, including Math and English	329
Transferred to CSU or UC	451

*(Laney College Student Equity Plan 2007-2008)*

### Evaluation

The College meets this standard.

The instructional programs at Laney College meet its mission statement and uphold its integrity through a wide range of educational offerings. These offerings undergo scrutiny through the program and curriculum review processes performed by individual departments, the Laney College Curriculum and Educational Master Plan Committees, and by PCCD planning committees. During this scrutiny, how the offerings meet the mission of the college is considered. Successful student outcomes from these programs are reflected in matriculation and transfer rates.

**Plan**

None

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

Laney students are extremely diverse and come to the college with varied academic preparation. The college educates an urban population of 13,000 students: Asian (31%), African American (28%), Latino (13%), White (15%), and Native American (less than 1%), with over 39% aged 16-24 and 56% female.

In fall 2003, Laney College enrolled 13,778 students, representing 3.4% of the total adult population between the ages of 18-64 in the Peralta College District service area. The Peralta service area consists of six northern Alameda County cities: Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

Table 1. Comparison of Laney Collage Student Population and the Service Area Population by Ethnicity, Gender, and Disability Status

Total Population <sup>2</sup>		Asian ( i n c  P a c i f  I s l a n d e r s )	African American	Hispanic/ Latino		Women	Disability	
Service Area Population	405,080	68,893 (17.0%)	100,909 (24.9%)	65,946 (16.3%)	166,292 (41.1%)	197,687 (48.8%)	207,562 (51.2%)	<i>No data</i>
Laney College Student Population	13,778	4,360 (31.6%)	3,919 (28.4%)	1,769 (12.8%)	2,100 (15.2%)	5,690 (41.3%)	7,773 (56.4%)	223 (<.02%)

According to the November 2007 McIntyre Report, which studied external factors affecting

<sup>2</sup> US CENSUS DATA, PERALTA COMMUNITY COLLEGE DISTRICT OFFICE OF RESEARCH

the Peralta Community College District (PCCD), the household incomes in the Peralta service area are extremely diverse, showing the lowest household incomes in the Southwest area of the district, where Laney College is located. Furthermore, the many households in the “downtown core” of neighborhoods just north of Laney College have no wage earner and as a consequence report the area’s lowest median household incomes, just over \$20,000 annually. .

The Assessment Office schedules all new matriculating students for assessment testing. This process also gives the college information about students’ educational preparation.

The college assessment test results show that 60% of entering students lack basic English skills, and a high percentage testing below eighth-grade level for math. This is the basis of Laney’s continued commitment to building a robust basic skills program that is integrated throughout all of its educational programs and services. **(2007 ARCC report)**

Department chairs and division deans receive research results about students during the program review process. The Vice Chancellor of Educational Services, with the assistance of the Associate Vice Chancellor of Institutional Research and Planning and the Office of Instruction, provide the data.

Additionally, the District-Wide Strategic Plan, District-Wide Educational Master Plan, and Laney College Educational Master and Strategic Plans are informed by college program review and unit plans and analyses as well as by research and analysis of the Peralta community. Most prominently, the 2007 McIntyre Report<sup>3</sup> researched community college trends in the Peralta district. The report calls for more work on students’ basic skills, staff development to respond to student needs and learning styles, learning communities, more use of technology, more off-campus sites, and training for emerging sectors of the economy.

Furthermore, in the 2007-2008 academic year, a college student equity plan was completed. It responds directly to the values statement portion of the college mission statement. It identifies groups with comparably lower course completion, degree completion, and transfer rates, and then sets goals and specific strategies to enhance access, course completion, basic skills/ESL, degree and certificate completion and transfer rates, particularly for African American and Latino students. Responsible parties in student services, instruction, DSPS, outreach, Puente (a learning community), research and planning, and counseling are identified to carry out these goals and strategies. The college is cultivating funding to support its equity-promoting activities, and has initiated a biannual evaluation process to align with the ongoing strategic planning process.

Department chairs responding to a survey of their departmental practices<sup>4</sup> report using much of the data identified above, such as labor-market analysis, transfer rates, college and community demographics, and retention rates, when identifying student needs.

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<sup>3</sup> CITE SOURCE

<sup>4</sup> CITE SOURCE

During the program-review process, department chairs identify the key needs of students that affect their learning and the services that are needed to improve student learning. Recommendations are made and priorities are established. This report is forwarded first to the division dean for review, and then to the vice president of instruction. The program review chair also shares recommendations and priorities with other colleges in the district that have completed comparable disciplinary program review at district-wide disciplinary meetings.

In a further effort to identify student needs, Laney College administered the 2007 and 2008 editions of the Community College Survey of Student Engagement (CCSSE)<sup>5</sup> to identify student enrollment and interest. As the survey continues in subsequent years, the college will be able to use this data as well to mark trends and make adjustments.

Advisory committees are consulted in business and vocational departments. Members of the committee are employed by businesses in the industry or are self-employed. These members help to inform what student needs are by keeping faculty informed on the skills needed to make students employable and the trends in the industry. Their advice is also used to help create program outcomes, assess and suggest changes and additions to the curriculum, and make decisions regarding new equipment.

In addition to the above efforts to ensure that programs are of high quality and that students are achieving learning outcomes, student learning outcomes have been developed and many have been assessed.

### **Evaluation**

The college meets this standard.

In order to meet the mission of the institution and the needs of the diverse and changing Laney student body and its surrounding community, ongoing and cyclical research and analyses are conducted, and programs are assessed for quality assurance. The Peralta Community College District and Laney College Offices of Institutional Research gather data from the community and the college and offer analyses to inform program reviews, which are conducted by department chairs and instructional deans with oversight by the Office of Instruction and with input from college and district committees, including those parties involved in strategic, educational, and equity planning. These committees are at times also informed by advisory committees and outside entities connected to industry or to the disciplines. In addition to identifying student needs, these processes, together with curriculum review and informal interfacing with colleagues and materials connected with particular disciplines or industries, help to assess programs and ensure quality. The process of developing and assessing SLOs is also producing more evidence to assess student learning progress.

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<sup>5</sup> CITE SOURCE ONLINE.

Although many rich data are now available to inform instructional programs of student and community needs, and program reviews are widely conducted in departments, college- and district-wide systematic planning that responds to those needs and community trends is yet developing. The results of the CCSSE are also fresh, and may not be fully exploited until more year-to-year analysis and comparison are performed. Assessment results of SLOs are also not widely available now. Because the college is still completing its first assessment cycle, it is unclear how department chairs when completing their program reviews and unit plans use the data that are currently available. As the recent District and Laney College Educational Master Plans, the Equity Plan, and SLO assessment are more fully implemented, the systems responding to the mission of the college, including response to student needs and community trends, can become more transparent and can add clarity to their role of continually ensuring quality and integrity.

### **Plan**

None.

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

### **Description**

Curriculum review is an ongoing process that determines how effectively the curriculum meets the student needs. Departments review curriculum offerings and submit proposals and recommend changes and modifications to the curriculum committee for review and adoption. In addition, effective and innovative strategies that engage students in learning are described in program reviews, which are conducted every three years. These processes are followed regardless of location or means of delivery, including instruction delivered via distance education<sup>6</sup>.

The responsibility of seeing that the delivery of instruction fits the objectives and content of the courses lies mainly with the classroom instructors and department chairs, with oversight by the division deans. All department chairs responding to a survey about their practices reported having processes to determine whether delivery of instruction fits the objective and content of their course.

Department chairs and instructional deans responding to the surveys also reported that delivery methods are evaluated for their effectiveness in meeting student needs through various means, including assessment of student learning outcomes, student evaluations, needs assessments conducted within the department, tests, hands-on projects in the lab, student project evaluations, conversations with students, and follow-up with alumni. As a result of the various means of assessment and evaluation of the course offerings, department

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<sup>6</sup> INSERT CITATION? SHOW EXAMPLE OF?

chairs have reported making a variety of improvements in their course offerings, including integrating technology into courses, improving outreach, and altering teaching methods. Furthermore, they report dialoguing about classroom modes of instruction in department meetings, in faculty-driven groups, at Professional Development Day, and informally. Dialogues also occur in teaching communities that have sprung up around basic skills instruction.

An alternative to traditional classroom instruction, distance learning offers a technology-based format for content delivery and interaction. In the 2007-8 academic year, the college offered 32 distance education courses through telecourses and online instruction. Instructors of online courses have access to the Moodle platform to structure assignments, testing, and discussion to promote the achievement of student learning outcomes. Hybrid courses combine traditional classroom and online instruction.

Distance education courses undergo the same scrutiny in curriculum review as described above for traditional courses. In addition, the Laney Curriculum Committee has established a special requirement for all existing and new distance education classes: a “Distance Education Addendum” to course outlines must be prepared and separately reviewed and approved before any Laney course can be delivered through distance education. Thus the college has acted to ensure that the curriculum committee and appropriate administrator can offer no distance education course without full scrutiny and quality assurance. Students enrolled in traditional and distance learning courses have college-wide support services available. Media centers and the library are equipped with Internet- and intranet-integrated computers. Preliminary study of student data found comparable outcome results in terms of enrollment, productivity, and retention data, and a slightly better success rate for distance education classes compared to on-campus classes. (3/15/08 progress report)

Furthermore, in order to keep abreast with technological advances in instruction, SMART classrooms have been added to the campus and more are slated.

### **Evaluation**

The College meets this standard.

Laney College utilizes classroom modes of instruction and some technology-infused delivery systems to meet the objectives of the curriculum and the current and future needs of its students. These delivery modes of instruction are reviewed to determine compatibility of curriculum objectives and student needs through the curriculum review process, program review, and syllabi review, peer and student evaluations of instructors, and input by industry advisors. Given the various means of assessment used in departments, department chairs surveyed rate classroom modes of instruction as highly effective (38.1%) and effective (61.9%). Due to these means of review, institutional change has come about in various ways such as updating curriculum, offering more evening classes, and integrating technology into courses.

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

As of October 2008, Student Learning Outcomes (SLOs) for 340 courses have been identified. This represents 40% of the active courses at Laney College. Program outcomes have been identified for 17% of the degrees and certificates that Laney College offers. Furthermore, Laney College now has a set of GE outcomes developed. Approximately 65% of departments have turned in plans to assess SLOs.

These results have come about largely from the efforts of the Laney College Learning Assessment Committee (LAC), which has worked with Laney faculty and staff to develop SLOs. Formed in Spring 2005, the LAC continues to meet twice monthly. It offers training and support to instructors and staff in developing outcomes and assessing those outcomes. The SLO coordinator has met with many individuals and departments to train them in developing SLOs. Many workshops—on developing course SLOs, developing program SLOs, and assessing SLOs—have been held on professional development days and other days throughout the academic year.

In addition, the Laney community has easy access to guidance for SLO development and assessment. In May 2007, assessment plan and assessment report forms were developed for courses, degree/certificate programs, and non-instructional programs. There are also detailed written directions for completing the forms. These forms include a list of the course SLOs, a description of how each SLO will be assessed, a definition of successful performance, actual student performance on the assessment, and how the results will be used for improvement. A Department SLO Summary form was also developed on which a department lists all courses and programs and indicates whether or not each has SLOs. A rubric was also developed to give people some direction as to what the Learning Assessment Committee is looking for on the forms. A “SLO forms” website was developed that has copies of all forms and directions for completing them.

Furthermore, an “Outcomes and Assessment Manual” was published in August 2007. It covers the reasons behind the assessment movement, how to write course SLOs, aligning course activities with SLOs, assessment of outcomes, developing and using rubrics, and program outcomes and assessment. This manual is available on the Laney College Learning Assessment Committee website<sup>7</sup>.

Additionally, newsletters with guidance on SLO development, assessment, and the latest SLO news are sent out regularly to keep the Laney community informed on the latest developments in SLOs.

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<sup>7</sup> [INSERT WEB SITE URL FOR LAC OUTCOMES/ASSESSMENT MANUAL.](#)

The Learning Assessment Committee verifies that the SLOs for college-level courses are at college level or they will not be approved. The requirement is that most of the SLOs for a particular (college-level) course must begin with verbs from the higher levels of Bloom's taxonomy (Analysis, Synthesis, Evaluation). SLOs submitted to the Learning Assessment Committee will not be approved unless most feature verbs drawn from the higher levels of Bloom's Taxonomy.

Since fall 2007, the Curriculum Committee has been requiring an addendum for all new and revised course outlines. On this addendum, SLOs and assessment methods for the course must be listed. New programs require a similar addendum. These addenda must be approved and signed by the SLO coordinator and by the Chair of the Curriculum Committee. Because of this requirement, SLOs will in relatively short order be written for all courses as the course outlines are updated.

### **Evaluation**

The processes for identification and assessment of student learning outcomes are well in place at Laney College, and the college can now use assessment results to make vital improvements. Since spring 2005, the Learning Assessment Committee has been working to educate and provide guidance for development and assessment of SLOs for courses, programs, certificates and degrees through workshops, retreats, accessible forms, manuals, newsletters, and websites. Furthermore, reviews and approval processes have been set up not only through the LAC, but also through the Faculty Senate and Curriculum Committee. Throughout the process, faculty have been heavily involved in SLO development. As a result, many courses and programs have identified SLOs, GE outcomes have been fully identified, and departments have made plans for assessment. In short, the systems are in place to use the results of SLO assessment for continuous quality improvement.

Furthermore, an agreement between the district and the Peralta Federation of Teachers to give more released time for department chairs has been approved by both parties and will allow for more time for department chairs to complete required departmental tasks such as SLO development and assessment. In addition, the president's office offers stipends to instructors, part- and full-time alike, to get more assessment tasks completed. The president, vice presidents, deans, and department chairs are all more involved in emphasizing the importance of learning assessment.

**PLANNING AGENDA FOR STANDARD IIA1:**

<b>Actions</b>	<b>Responsible Parties</b>
Formalize the role of the Educational Master Plan Committee as the Program Review Council and use evaluations as an additional measure of assessment and improvement.	VP of Instruction Curriculum Committee Faculty Senate
Continue assessment of student learning outcomes and use assessment results to make improvements.	Learning Assessment Committee Department Chairs Faculty
Oversee implementation of Student Equity Plan to provide access to underrepresented groups in the Laney College community and identify sources of funding. <i>Delete if this has been done. Awaiting response from Bracy and Moore 11/06</i>	Student Equity Coordinator

DRAFT

**STANDARD IIA 1.  
Evidence**

<b>Standard</b>	<b>Evidence</b>	<b>Requests</b>	<b>Link</b>	<b>Paper doc.</b>
IIA 1.	Laney College's Mission Vision and Values Statements		<a href="http://www.laney.peralta.edu/Projects/30017/laney_mission-vision-values.pdf">http://www.laney.peralta.edu/Projects/30017/laney_mission-vision-values.pdf</a>	GET PRINTED VERSION.
IIA 1.	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 1.	Instructional Programs Web page		http://www.laney.peralta.edu/apps/comm.asp?\$1=30017	
IIA 1.	Laney College schedule of classes		<a href="http://www.peralta.cc.ca.us/classchd/082/INDEX.HTM">http://www.peralta.cc.ca.us/classchd/082/INDEX.HTM</a>	[HAVE PAPER?]
IIA 1.	<i>Laney College Curriculum Handbook</i>		<a href="http://laney.peralta.edu/apps/docs.asp?Q=1266">http://laney.peralta.edu/apps/docs.asp?Q=1266</a>	[HAVE PAPER?]
IIA 1.	"Educational Program Development Process" Laney College Curriculum Committee		[HAVE eDOCS?]	Standard IIA Chair's Box And 6/20 email attachment. "EPDPTF Recommendations Final"
IIA 1.	"What is Program Review?" Office of Instruction		[HAVE eDOCS?]	Standard IIA Chair's Box And 6/20 email "Program Review wOInstruction"
IIA 1.	Draft evaluation process		[HAVE eDOCS?]	Standard IIA Chair's Box
IIA 1.	CSEP Fish Bowl Flex Day		[HAVE eDOCS?]	Standard IIA Chair's Box
IIA 1.	"Educational Master Planning Process: An		[HAVE eDOCS?]	Standard IIA Chair's Box

	Update” District Staff Development Day August 2007			
IIA 1.	Accelerated Program Review Handbook, Spring 2007		[HAVE eDOCS?]	Standard IIA Chair’s Box And 6/20 email attachment “ProgramReviewHandbookSp07”
IIA 1.	Unit Plans	5/23 VP Webb, KvP	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.	District Strategic Educational Master Plan showing role of CSEP		[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.	Laney Educational master plan	5/23 VP Webb/ Karolyn van Putten	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.	Documents from LEMPC retreat, which summarizes program reviews		[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.	Course Outline Update list for 2005	11/06 to Eleanor Liu and response.	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.	Department Chair Survey March 2008		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlrgDUgkWoAwBVvvaI_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlrgDUgkWoAwBVvvaI_3d</a>	[HAVE PAPER?]
IIA 1.	Instructional Dean Survey of Practices		[HAVE eDOCS?]	Standard IIA Chair’s Box And 6/20 email attachment “Dean Focus Group” “DeanSurveyCra btree” “DeanSurveyOr

				kin” “DeanSurveySa nford”
IIA 1.	Pre-requisite rate	4/29, 5/23 Connie Portero via Karolyn, awaiting return of Bruce Hawkins 10/27 follow up to KVP and VP Webb 11/05 to Bruce Hawkins	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.	10 year aggregated matriculation status	Requested 5/9/08 from Karolyn van Putten, 5/23 11/05/08 from Bruce Hawkins	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.	<i>Laney College Student Equity Plan 2007-2008</i>		[HAVE eDOCS?]	Standard IIA Chair’s Box And 6/20 email attachment “Equity Plan”
IIA 1.	“Laney College Student Profile”	5/9/08 Bruce Goddard, Eliza Chan. Bruce Reported Eliza is currently updating it.	[HAVE eDOCS?]	Standard IIA Chair’s Box (from Bruce Goddard) more current one requested.
IIA 1. a	Highest level of education, and matriculation status	Requested from Connie Portero 5/9/08. Check 5/22 email info coming after Prez retreat 10/27 follow up to KVP and VP Webb and Bruce Hawkins 11/05/08	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1. a	McIntyre report		<a href="http://www.cap-">http://www.cap-</a>	[HAVE

			<a href="http://esp.com/products.htm">esp.com/products.htm</a>	<b>PAPER?</b>
IIA 1. a	Accelerated Instructional Program Review Handout, Spring 2007		[HAVE <b>eDOCS?</b> ]	Standard IIA Chair's Box And 6/20 email attachment "Program Review HandbookSp07"
IIA 1. a	District-Wide Strategic Plan		[HAVE <b>eDOCS?</b> ]	[HAVE <b>PAPER?</b> ]
IIA 1. a	District-Wide Educational Master Plan		[HAVE <b>eDOCS?</b> ]	[HAVE <b>PAPER?</b> ]
IIA 1. a	Laney College Educational Master Plan	5/23 VP Webb/ Karolyn van Putten	[HAVE <b>eDOCS?</b> ]	[HAVE <b>PAPER?</b> ]
IIA 1. a	Unit plans	5/23 VP Webb, KvP	[HAVE <b>eDOCS?</b> ]	[HAVE <b>PAPER?</b> ]
IIA 1. a	2007 Matriculation report	Requested 5/9/08 from Karolyn van Putten, 5/23	[HAVE <b>eDOCS?</b> ]	[HAVE <b>PAPER?</b> ]
IIA 1.a	2007 ARCC report		<a href="https://misweb.cccco.edu/arcc_reports/DispSpdsht.aspx">https://misweb.cccco.edu/arcc_reports/DispSpdsht.aspx</a>	
IIA 1. a	Laney College Student Equity Plan, 2007-08.		[HAVE <b>eDOCS?</b> ]	Standard IIA Chair's Box And 6/20 email attachment "Equity Plan"
IIA 1. a	Department Chair Survey		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlIrqDUgkWoAwBVvval_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlIrqDUgkWoAwBVvval_3d</a>	[HAVE <b>PAPER?</b> ]
IIA 1. a	Program Reviews			Self-Study Office
IIA 1. a	2007 Community College Survey of Student Engagement (CCSSE)		<a href="http://www.ccsse.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007&amp;benchmark=addques">http://www.ccsse.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007&amp;benchmark=addques</a>	[HAVE <b>PAPER?</b> ]

IIA 1. a	Role of Advising Committee	5/12,5/23 requested response from Dean Orkin 5/23 Crabtree Sent memo to Vocational Chairs 11/30. Matt Followed up with Dean Crabtree 11/05.	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1. b	Instructional Dean survey question		[HAVE eDOCS?]	Standard IIA Chair's Box And 6/20 email attachment "Dean Focus Group" "DeanSurveyCrabtree" "DeanSurveyOrkin" "DeanSurveySanford"
IIA 1. b	Department Chair Survey question		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlrqDUgkWoAwBVvval_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlrqDUgkWoAwBVvval_3d</a>	[HAVE PAPER?]
IIA 1. b	List of Distance Education Courses Offered		[HAVE eDOCS?]	3/15 Progress Report Box / Self-Study Office
IIA 1. b	Distance Education Addendum to course outlines		<a href="http://www.laney.peralta.edu/apps/docs.asp?Q=1278">http://www.laney.peralta.edu/apps/docs.asp?Q=1278</a>	3/15 Progress Report Box / Self-Study Office
IIA 1. b	Enrollment, productivity, retention success rate for Distance Ed.	11/05 Bruce Hawkins.	[HAVE eDOCS?]	[HAVE PAPER?]
IIA 1.			<a href="http://www.surveymonke">http://www.surveymonke</a>	[HAVE

b.	Survey of faculty question #21		y.com/sr.aspx?sm=gLv8W_2bB6nE7D8fkifpdq7Oq_2fgAso9F7SRDIxknfhySY_3d	PAPER?
IIA 1. c	“Progress on SLOs/Assessment” (4/19/08)		[HAVE eDOCS?]	Standard IIA Chair’s Box And 6/20 email attachment “SLOProgress0408”
IIA 1. c	Learning Assessment Committee Website		<a href="http://www.laney.peralta.edu/learningassessment">http://www.laney.peralta.edu/learningassessment</a>	
IIA 1. c	SLO forms website		<a href="http://www.laney.peralta.edu/SLOforms">http://www.laney.peralta.edu/SLOforms</a>	[HAVE PAPER?]
IIA 1. c	Outcomes and assessment manual		<a href="http://www.laney.peralta.edu/learningassessment">http://www.laney.peralta.edu/learningassessment</a>	[HAVE PAPER?]
IIA 1. c	Various SLO newsletters		<a href="http://www.laney.peralta.edu/apps/docs.asp?Q=454">http://www.laney.peralta.edu/apps/docs.asp?Q=454</a>	Standard IIA Chair’s Box
IIA 1. c	Laney College General Education Outcomes		<a href="http://www.laney.peralta.edu/GEOutcomes">http://www.laney.peralta.edu/GEOutcomes</a>	[HAVE PAPER?]
IIA 1.c	SLO addendum to course outlines		<a href="http://www.laney.peralta.edu/apps/docs.asp?Q=1278">http://www.laney.peralta.edu/apps/docs.asp?Q=1278</a>	[HAVE PAPER?]

**II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs continuing and community education, study abroad, short-term training courses and programs, programs for international students and contract or other special programs regardless of type of credit awarded, delivery mode, or location.**

**Description**

The college assures the quality of all of its courses and programs regardless of type, mode of delivery, or location through a deliberate and detailed review process. This process applies to all courses, including collegiate, developmental, and pre-collegiate courses; study-abroad programs; short-term training courses; and distance education courses. For compliance with Title 5 regulations and district policies, the Curriculum Committee reviews all new and revised course and programs proposals. The committee examines the relationship of the content, course objectives, modes of instruction, instructional materials, and course assessment methods, as well as student learning outcomes (SLOs). Validation of prerequisites, co-requisites, and recommended preparation is also part of the review process. Upon approval by the Curriculum Committee, a proposal is considered by the district Council for Instructional Planning and Development (CIPD). Following CIPD and, if necessary, state approval, the college may offer new courses and programs. As an additional quality-assurance measure, all programs conduct program reviews. Curriculum review is an integral part of this process.

To evaluate the effectiveness of their courses and programs, department chairs use a variety of measures. Eighty percent department chairs report using SLOs to evaluate effectiveness. Sixty percent of chairs report using enrollment data. With this information, department chairs make decisions to keep courses or drop them, change schedules, and add more classes. Department chairs further report having made changes, such as adding new courses, dropping classes, clarifying instructions, employing random safety checks, making scheduling changes, and adapting to students who do not read well.

**Evaluation**

The college meets this standard.

Laney College uses its curriculum-review process, on the department, college, and district levels, and follows state regulations to assure the quality and improvement of all its instructional programs and courses. In addition, program and unit reviews are employed. Also, department chairs are developing and/or assessing SLOs, reviewing transfer and persistence data, and getting feedback through peer observations and student evaluations. Vocational programs often consult with advisory boards. The department chairs and instructional deans review syllabi every semester. Upon full implementation of its SLO

assessment program, the college will have additional quality-assurance measures with direct linkage to course and program improvements.

**II.A.2.a The institution uses established procedures to design, identify, approve, administer, deliver, and evaluate learning outcomes for courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

### **Description**

Laney College has established procedures to design, identify, approve, administer, deliver, and evaluate student learning outcomes for courses and programs. Faculty play a central role in carrying out procedures related to the development and evaluation of courses and programs, as well as in identifying and assessing student learning outcomes. The curriculum committee and the learning assessment committee are faculty senate committees composed primarily of faculty members. The charge of these committees is to coordinate the faculty's curriculum and assessment efforts.

The Laney College Curriculum Handbook outlines the process for course approval. Full- and part-time faculty members may develop and propose courses. The process requires the originator to engage in departmental discussions regarding all areas of the course outline. If the course is interdisciplinary, discussions should include faculty and deans in all affected areas. The course outline signature sheet requires a signature from both the department chair(s) and dean prior to consideration by the Curriculum Committee. The Curriculum Committee receives annual training and ongoing review of Title 5 standards.

The Laney College Curriculum Handbook includes a curriculum review process. The process requires a review by department faculty at least once every three years, beginning with the year prior to program review. The curriculum review looks critically at the efforts of the department to review and certify that each course and major within the department is current and meets the local standards (which are based on Title 5 standards). This process includes, among other things, verification that all instructional materials used in associate degree-applicable courses are college-level and that transfer level courses meet CSU and UC standards.

Furthermore, to integrate curriculum and program reviews more smoothly with course and program development, the Faculty Senate has initiated a more formal process requiring a review of labor market data and enrollment projection before college resources are devoted to program development. During spring 2008, the Faculty Senate, together with the Curriculum Committee, established an educational program-development process task force to develop specific criteria by which programs are approved. To further ensure processes are followed, the Faculty Senate President and Curriculum Committee Chair have requested to address instructional deans to review the process and the expectations of faculty.

Departmental faculty are in the process of establishing and assessing SLOs. All departments were required to submit a SLO/Assessment plan with a timeline for when all course SLOs and a plan for their assessments will be completed (evidence source: Assessment/SLO timeline form and web site link). Further, all new and updated courses are required to submit SLOs as part of the curriculum approval process. As of fall 2008, 28 of 63 disciplines (44%) have submitted at least one course assessment plan. Almost all department chairs note the involvement of their faculty in the development of SLOs.

The Learning Assessment Committee (LAC) has to approve the SLOs of a new or updated course before the curriculum committee approves it. Then, the Curriculum Committee routinely compares the exit skills of the course SLOs during the updating and approval process. During the approval process by the LAC, the SLO coordinator reviews the SLOs and checks format and wording and whether or not they are written at the appropriate level of Bloom's Taxonomy. The appropriateness of the SLO is evaluated by referring to the course title and department.

Inclusion of SLOs is expected on the course syllabus. Course syllabi are required for courses taught each term (regular semester, summer session, or intersession). Faculty members have primary responsibility for the development of course syllabi based on the official course outline of record. Distribution to all enrolled students and the appropriate division dean is expected. Deans review course syllabi and measure them against course outlines to ensure that the standards set in the course outlines are manifest in the course content.

After extensive consultation, the Learning Assessment Committee determined that Laney should create one outcome per GE area requirement. A draft of Laney College General Education Outcomes is going through the approval process. Finalization of the GE outcomes is scheduled for spring 2009.

### **Evaluation**

The college meets this standard.

The faculty plays the primary role in designing, identifying, approving, administering, delivering, and evaluating student learning outcomes for courses and programs through the Faculty Senate and Curriculum and Learning Assessment Committees. This procedure often begins among departmental faculty. In general, department chairs rate the college processes for developing, approving, and scheduling courses and programs as effective.

SLO design and assessment is ongoing and the fit between SLOs and course objectives is checked during the Curriculum Committee course approval. As the assessments of SLOs are more fully implemented, the appropriate fit will also be evaluated in conjunction with the evaluation of assessment results and the development of plans for improvement. Furthermore, slated implementation of CurricuNet, which provides online access to course outlines, will facilitate comparison of SLOs with course objectives.

**II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

### **Description**

Faculty in the discipline are responsible for determining competency levels and SLOs. According to the Laney College Curriculum Handbook, full- and part-time faculty members may develop and propose courses. The process requires the originator to engage in departmental discussions regarding all areas of the course outline, including the exit skills that students are expected to achieve. The course outline of record (COR) encourages faculty to identify multiple assessment methods. Every COR specifies that for degree credit courses at least three of the following assessment methods should be used: essay, computation skills, non-computational problem solving, skill demonstration, and multiple-choice exams.

As mentioned previously, departmental faculty members play a central role in identifying and assessing student learning outcomes. In the directions for the course assessment plans, departments are instructed to assess student learning outcomes in two ways. Each SLO in a course, program, or degree or certificate program will be covered in a course/program and will be assessed in a course/program. Each outcome for a degree/certificate will be mapped to a particular course in the sequence and will be assessed in that course. (In vocational programs, competency levels are determined by the faculty, often with information relayed through consultations with advisory committees.)

### **Evaluation**

The college meets this standard.

Faculty expertise and, when appropriate, advisory committees are primary to identifying competency levels and determining and assessing SLOs. As the college moves toward the integration of assessment results with program reviews and unit plans, more emphasis will be placed on aligning SLOs with competency levels for courses, programs, and General Education degree requirements.

**II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

### **Description**

Faculty members in a discipline are responsible for determining the appropriate breadth, depth, rigor, sequence, and synthesis of learning for programs through the curriculum development and approval process described in the Laney College Curriculum handbook.

Program and curriculum reviews, coupled with student evaluations and faculty evaluations by peers and deans, assist in determining the quality of all programs. In addition, capstone courses, which are aimed at synthesizing information from previous courses and often include a final project that demonstrates this, are offered in various departments.

Our program review process should have evidence that shows programs have interacted with their transfer institutions or employers to discuss the depth and rigor of the student's abilities and knowledge at the end of the program. *Evidence requested from VP Webb 11/06*

The length it takes to complete degrees and certificates should also be discussed *Evidence Requested from Bruce Hawkins 11/06*

Department chairs, with oversight by instructional deans check syllabi, observe classes and dialogue with instructors about instructional practices and their alignment with course outlines (see departmental practices survey and survey of deans). In addition to their evaluations of instructors, students, through the CCSSE survey, relay their experience in the classroom about synthesis of learning and academic rigor. As the survey continues on an annual basis, progress can be measured and improvements targeted.

### **Evaluation**

The college meets this standard.

#### **II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

### **Description**

Laney College instructional programs are designed to work across a wide variety of delivery modes and teaching styles to make learning accessible to a diverse population, whether its interests lie in general education, career and technical education, transfer education, English as a Second Language, or cooperative work experience education. Liberal arts, vocational, and basic skills courses are designed to address transfer, vocational, and basic skills functions consistent with the college mission. Most courses are delivered on campus, with a limited number of courses offered through Distance Education. The college recently offered a study abroad course to China through the Foreign Language Department. The college offers instruction in the fall and spring semester as well as a summer session and intersession courses. Courses are offered during the day, late afternoon, evening, and weekends. This permits working members of the community to earn an Associate Degree, to upgrade work skills, to learn new skills for personal development, or to complete transfer requirements. Instructional methods may include self-paced courses, lectures, online resources, audiovisual resources, learning labs, and tutorials to address the various learning styles of students.

Both the 2007 Community College Survey of Student Engagement (CCSSE) and an in-house accreditation survey of students reflect a variety of the delivery modes and teaching methods in the classroom, including pair and group work, audiovisual presentation, demonstrations, hands-on experiences, and independent work.

In addition, the college provides services and communities to address the diverse needs and learning styles of its students. Disabled Students Programs and Services (DSPS) provide specialized instruction and support services for students with special needs. Project Bridge, a learning community for basic skills and at-risk students, where teachers collaborate across subject areas, offers students an opportunity to make the "bridge" to further career technical and academic education, and/or to work. Puente is a learning community for academically disadvantaged students aimed at increasing the number of students who transfer to four-year colleges and universities, earn degrees, and return to the community as leaders and mentors. Because data such as retention, persistence, success, completion, and probation and dismissal find a disproportionate number of African American students underachieving, an African American Retention Program was developed during fall 2007. It aims to increase the retention and persistence rates of African American students, using a cohort learning community model.

In recent years, much emphasis has been placed on meeting the demands of basic skills students, whose needs are being addressed through the Basic Skills Learning Collaborative (BSLC) and the Basic Skills Initiative (BSI). BSLC received financial support through the Carnegie Foundation for the Advancement of Teaching SPECC grant to work on ways to strengthen basic skills instruction. Recent efforts to focus on basic skills instruction at Laney have resulted in increased tutoring opportunities for students, the formation of teaching communities involved with reflective inquiry, curriculum transformation through classroom research, and the training of nine basic skills faculty in Reading Apprenticeship, a methodology that crosses disciplines and focuses on classroom community and students' meta-cognitive awareness of the reading process. The newly trained faculty have in turn delivered workshops on reading during professional development days. Vocational education faculty are also involved, thereby increasing faculty awareness of basic skills issues outside the core disciplines. The BSLC brought colleagues from 16 Northern California community colleges to Laney in the first regional conference on Faculty Inquiry, held November 9, 2007, and presented teacher research, faculty inquiry, student resistance, teaching reading across the curriculum, technology and teacher training, and a student panel. (Library collection of DVDs of workshop.)

***Need to include a short description of BSI and college-funded efforts toward basic skills (11/06 request to VP Webb)***

Furthermore, some professional development workshops have focused on diverse learning styles, including reading and writing workshops, lectures on closing the achievement gap, and teaching students of color. Department chairs reported regular discussions concerning learning needs and styles, pedagogical approaches, and student performance (see survey).

## **Evaluation**

The college meets the standard.

Laney College students experience a variety of classroom modes of delivery, which can include the use of technology and participation in learning communities. In the past few years in particular, much emphasis has been placed on developing the basic skills of students, an effort that has reached across disciplines and which is further being institutionalized through college-funded efforts. *(11/06 awaiting evidence from VP Webb)* Furthermore, a variety of delivery modes, teaching methods, and professional development workshops are ongoing at Laney. All of these efforts are aimed at meeting the diverse needs and learning styles of the Laney student.

**II.A.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans.**

## **Description**

The college has established processes and procedures—including curriculum review, program review, development and assessment of SLOs, and unit plans—for the systematic review of its courses and programs. Existing degree and certificate programs are to be reviewed for consistency during the program-review process by evaluating and validating the appropriateness of degree and certificate requirements and course content.

Currently, program reviews are conducted every three years, with unit plans following annually. After departmental faculty completes program reviews, they undergo analyses by the division dean, and recommendations and priorities are shared with other colleges that have a comparable disciplinary program review at district-wide discipline meetings. Results of these analyses inform the Laney College Educational Master Plan. The Laney Educational Master Planning Committee (LEMPC) will serve as a program review council to review the program review findings and recommend strategic, educational, and operational priorities and actions to the college president. The college educational master plan provides strategic and operational plans that are in effect for at least two years. The educational master plan also informs the district's integrated educational and resource master planning process.

The college has begun implementation of an educational master planning process using information from program reviews and unit plans. In turn, the information from the college educational master plan is to be integrated with the other Peralta colleges into a district educational master plan. The departmental planning template includes evaluation of existing programs with recommendations, including resource allocations.

## **Evaluation**

The college meets this standard.

The college has been engaging in systematic review of its courses and programs through cyclical program reviews and the recent establishment of procedures for SLO development and assessment. This review informs the Laney College Educational Master Plan, which will be integrated into the district educational master plan. Recommendations for resource allocations are a part of the review process.

In coming years, the college will be able to review how effectively the plan is used to make decisions and allocate resources and whether the structures in place for those resource allocations are in line with the decision-making process. Furthermore, there are plans to reconstitute program review validation teams. Revisions to the program review process also need to go to the Faculty Senate for review and approval.

**II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### **Description**

The importance of ongoing planning is clearly outlined in the “Curriculum Review Process” section of the Laney College Curriculum Handbook, which lays out processes for evaluation, renewal, and change. According to the review-process plan, all courses and majors within each department should be reviewed once every three years, beginning with the year prior to program review. Departments should follow a schedule established jointly by the Curriculum Committee, department chairs, and instructional deans. The program review report requires departments to report on SLO assessment results. The college has engaged in regular program review in recent years, with all departments participating in the 2006-7 accelerated program review process.

Departments were provided with basic departmental data (e.g., enrollment, sections, average class size, productivity) for program reviews. Additionally, the college conducted faculty discussions of a recent labor market study, the McIntyre Report, commissioned by the district.

SLOs and their assessment are now required for courses, certificates, and programs, including general and vocational education and degree programs. The college is beginning to assess SLOs for courses, certificates, and programs. Once the process of assessment becomes more widespread, we will make results available to appropriate constituencies to support plans for improvement.

### **Evaluation**

The college meets this standard.

Systematic and cyclical evaluation and integrated planning for courses, certificates, and programs are institutionalized through the curriculum-review process, with widespread participation by departments, and informed by research conducted using internal and external scans. SLO processes are in place and will soon be used to inform decisions and plans for improvement.

**II.A.2g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

### **Description**

There are only a few reported instances of departmental course and/or program examinations. For many years, the English Department has given all students enrolled in English 1A a standard end-of-semester examination. Two raters evaluate each essay holistically, and their scores are summed. An instructor cannot grade the work of his/her own students. The scores are kept on record to make historical comparisons. The Chemistry Department uses standardized exams developed by the American Chemical Society (ACS). An Organic Chemistry ACS exam and a General Chemistry ACS exam are given as the final exam in the organic chemistry sequence and will be given as part of the final exam in the general chemistry sequence. The Cosmetology Department uses the cosmetology board exams, and the Welding Department gives a standardized safety test at the beginning of the semester.

### **Evaluation**

The college meets this standard.

When department-wide exams are used, efforts are made to gauge their effectiveness in measuring student learning and to minimize test biases. These efforts are made through using tests developed and evaluated by professors who do not know the students and by keeping the exams and results for future analyses. Other efforts are made by using standardized tests developed by well-established and reputable professional or academic organizations.

**II.A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### **Description**

In reviewing course outlines, the curriculum committee considers the alignment of SLOs with exit skills. In addition, the content and the exit skills are checked for alignment. Faculty members have primary responsibility for evaluating student learning and are

expected to review their evaluation methods with students at the beginning of each semester.

In addition, criteria for evaluating student learning and the award of credit are published in the college catalog and are based on Title 5 regulations. The college adheres to the Carnegie unit system of credit, which is based upon one unit per lecture hour and one unit per three laboratory hours per week. The Carnegie unit system conforms to generally accepted norms in American colleges and universities.

**Evaluation**

The college meets this standard.

**II.A.2.i The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.**

**Description**

Currently, the institution awards degrees and certificates based on completing a prescribed sequence of courses. To the extent that the courses in the sequences are shaped by the SLOs that appear on their syllabi, earning degrees and certificates depends on achievement of SLOs. Degree- and certificate-level SLOs are under development; these higher-level SLOs will make explicit and formalize the expectations beyond the course level for student achievement.

**Evaluation**

The college partially meets this standard.

Programs are in the process of establishing SLOs. As programs develop outcomes, achievement of SLOs will become an integral part of degree and certificate completion.

**PLANNING AGENDA FOR STANDARD IIA2:**

<b>Actions</b>	<b>Responsible Parties</b>
Evaluate how effectively the Educational Master Plan is used to make decisions and allocate resources and whether the structures in place for those resource allocations are in line with the decision-making process.	VP of Instruction
Revamp the validation peer review process for program review	VP of Instruction Faculty Senate President
Continue to develop and assess SLOs and use results to make improvement in courses and in programs.	Learning Assessment Committee
Institutionalize the criteria created by the Educational Development Process Task Force to guide allocation of resources for program development and program	College President Faculty Senate President Curriculum Committee

approval.	
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DRAFT

**STANDARD IIA2  
Evidence**

<b>Standard</b>	<b>Evidence</b>	<b>Requested</b>	<b>Link</b>	<b>Paper Doc.</b>
IIA 2.	Laney College Curriculum Handbook		<a href="http://laney.peralta.edu/apps/docs.asp?Q=1266">http://laney.peralta.edu/apps/docs.asp?Q=1266</a>	<b>GET!</b>
IIA 2.	PCCD Program and Course Approval Process Manual		<b>Scan and upload and/or burn to team CD.</b>	Standard IIA Chair's Box
IIA 2.	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 2.	Program Reviews			Self Study Office
IIA 2.	"What Is Program Review?" Office of Instruction			Standard IIA Chair's Box And 6/20 email "ProgramReview OInstruction" for Standard IIA1
IIA 2.	Pre-requisite rate	4/29, 5/23 Connie Portero via Karolyn, awaiting return of Bruce Hawkins 10/27 follow up to KVP and VP Webb and Bruce Hawkins 11/05		
IIA 2.	Department chair survey question #1		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZ">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZ</a>	

			<a href="#">IrqDUgkWoAwBVvvaI_3d</a>	
IIA 2.	Department Chair survey #2		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d</a>	<b>NEED PAPER VSN.</b>
IIA 2.	<b>Unit Plans</b>	5/23 VP Webb, KvP		
IIA 2.	“What Is Program Review?” Office of Instruction			Standard IIA Chair’s Box And 6/20 email “ProgramReview OInstruction” for Standard IIA1
IIA 2.	<b>District Strategic Educational Master Plan</b>			
IIA 2.	<b>Laney Educational master plan</b>	5/23 VP Webb/ Karolyn van Putten		
IIA 2.	<b>Documents from LEMPC retreat, which summarizes program reviews</b>			
IIA 2a.	<b>Course Outlines of Record</b>	5/23 VP Webb 5/27 KvP to Eleanor Liu		
IIA 2a.	Laney College Curriculum Handbook		<a href="http://laney.peralta.edu/apps/docs.asp?Q=1266">http://laney.peralta.edu/apps/docs.asp?Q=1266</a>	<b>Paper vsn?</b>
IIA 2a.	PCCD Program and Course Approval Process Manual		<b>Scan and upload?</b>	Standard IIA Chair’s Box
IIA 2a	<i>Curriculum Review Process.</i> Laney College Curriculum Handbook. (p.25-30)		<a href="http://laney.peralta.edu/apps/docs.asp?Q=1266">http://laney.peralta.edu/apps/docs.asp?Q=1266</a>	<b>Paper vsn?</b>
IIA 2a.	“What Is Program Review?” Office of		<b>(See above)</b>	Standard IIA Chair’s Box

	Instruction			And 6/20 email "Program Review OInstruction" for Standard IIA1
IIA 2a.	How many instructional departments have approved assessment plans? What % of active courses have approved SLOs?			
IIA 2. a	Department Chair survey #19		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d</a>	Paper vsn se necesite.
IIA 2. a	Student Learning Outcomes and Assessment Manual		<a href="http://www.laney.peralta.edu/Projects/30343/SLO_and_Assessment_Manual/Cabrillo_SLO_manual_modified_for_Laney.pdf">http://www.laney.peralta.edu/Projects/30343/SLO_and_Assessment_Manual/Cabrillo_SLO_manual_modified_for_Laney.pdf</a>	Paper vsn se necesite.
IIA 2. a	General Education Outcomes		<a href="http://www.laney.peralta.edu/GEOutcomes">http://www.laney.peralta.edu/GEOutcomes</a>	Paper vsn se necesite.
IIA 2. a	Faculty Senate Minutes May 6, 2008	5/27 response from Evelyn Lord. Minutes available after approved in Fall 2008		Paper vsn se necesite.
IIA 2. a	"New Programs in Development Stage"	5/27 response from Evelyn Lord. List now under development.		Standard IIA Chair's Box
IIA 2.a	"Educational Program Development Process" Laney College Curriculum Committee	Need update from Evelyn Lord to see if processes are	To be Uploaded?	Standard IIA Chair's Box And 6/20 email attachment.

		being followed.		“EPDPTF Recommendation s Final” for Standard IIA1
IIA 2. a	“Timeline for Approval and Implementation of CurricuNet Curriculum Management System”			Standard IIA Chair’s Box and 6/20 email “CurricuNet”
IIA 2. a			<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d</a>	
IIA 2. a	Student Survey question #14		<a href="http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6lDAA0YFE7H0H02LtMQu_2bv3kglh_2bVZDrZV0vc_3d">http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6lDAA0YFE7H0H02LtMQu_2bv3kglh_2bVZDrZV0vc_3d</a>	Standard IIA Chair’s Box
IIA 2. a	College Council Mintes showing approval for GE SLOs	10/31 request to Maisha Jameson		
IIA 2. b	SLO Course Assessment Plans			
IIA 2. b	Course Outline of Record		<a href="http://www.laney.peralta.edu/apps/docs.asp?Q=1278">http://www.laney.peralta.edu/apps/docs.asp?Q=1278</a>	Paper vsn se necesite.
IIA 2. b	Learning Assessment Committee Website		<a href="http://www.laney.peralta.edu/learningassessment">http://www.laney.peralta.edu/learningassessment</a>	
IIA 2. b	Evidence as to the assistance of the advisory committees.	Awaiting response from Peter Crabtree to give. (4/29, 6/20) and Mike		

		Orkin (5/12, 6/20) 10/30 Memo sent to Vocational Chairs 11/05 Matt personally requested from Dean Crabtree. 11/20 surveys from vocational faculty submitted.		
IIA 2. c	capstone courses taught	Requested from Dean Crabtree for Vocational programs. 11/05 11/20: a few submitted by vocational faculty		
IIA 2. c	Department Chair survey #20		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d</a>	<b>Paper vsn se necesite.</b>
IIA 2. c	Instructional dean survey #10		<b>To be uploaded?</b>	Standard II A Chair's Box And 6/20 email attachment "Dean Focus Group" "DeanSurveyCrabtree" "DeanSurveyOrkin" "DeanSurveySanford for Standard IIA1.
IIA 2. c	CCSSE		<a href="http://www.ccs">http://www.ccs</a>	<b>Paper vsn se</b>

			<a href="http://se.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007&amp;benchmark=ad dques">se.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007&amp;benchmark=ad dques</a>	necesite.
IIA 2. c	Program Review Summary??? To show programs have interacted with their transfer institutions or employers to discuss the depth and rigor of the student's abilities and knowledge at the end of the program.	11/06 VP Webb		
IIA 2. c	length it takes to complete degrees and certificates	11/06 Bruce Hawkins		
IIA 2. d	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 2. d	Course Outlines of Record	5/23 VP Webb 5/27 KvP to Eleanor Liu		
IIA 2. d	CCSSE		<a href="http://www.ccsse.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007&amp;benchmark=ad dques">http://www.ccsse.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007&amp;benchmark=ad dques</a>	Paper vsn se necesite.
IIA 2. d	Student Survey question #19		<a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a>	Standard IIA Chair's Box

			sr.aspx? sm=uVA9DW6l DAA0YFE7H0 H02LtMQu_2b v3kglh_2bVZDr ZV0vc_3d	
IIA 2. d	Project Bridge Information		<a href="http://laney.peralta.edu/apps/comm.asp?Q=30158">http://laney.peralta.edu/apps/comm.asp?Q=30158</a>	Standard IIA Chair's Box
IIA 2. d	Puente Information		<a href="http://laney.peralta.edu/apps/comm.asp?%241=30180">http://laney.peralta.edu/apps/comm.asp?%241=30180</a>	Standard IIA Chair's Box
IIA 2. d	Terrance Greene African American Retention Program Coordinator		<b>Online presence?</b>	<b>Paper vsn se necesite.</b>
IIA 2. d	Basic Skills Learning Collaborative Report by Meryl Siegal and Catherine Crystal and various reports and recommendations		<b>Should be uploaded</b>	Standard IIA Chair's Box And 6/20 email "Basic Skills Learning Collaborative"
IIA 2. d	<i>Laney College Basic Skills Initiative Report</i>  <b>Short description of BSI</b>	(5/23 request to VP Webb for 1 paragraph description and 11/05 for college-funded efforts)	<b>To be uploaded?</b>	Standard IIA Chair's Box
IIA 2. d	<i>Flexible Calendar Program Activities list</i>		<b>Online presence?</b>	Standard IIA Chair's Box and 6/20 email attachment "Flexible Calendar"
IIA 2. d	Correspondence with Karin Hart, Professional Development Chair		<b>Online presence?</b>	Standard IIA Chair's Box

IIA 2. d	Department Chair survey		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d</a>	<b>Paper vsn se necesite.</b>
IIA 2. e	District Strategic Educational Master Plan			
IIA 2. e	Laney Educational master plan	5/23 VP Webb/ Karolyn van Putten		
IIA 2. e	Documents from LEMPC retreat, which summarizes program reviews		<b>To be uploaded</b>	<b>Paper vsn se necesite.</b>
IIA 2. e	Department program reviews		<a href="http://www.peralta.cc.ca.us/indev/preview/pr0607/pr-col/l.html">http://www.peralta.cc.ca.us/indev/preview/pr0607/pr-col/l.html</a>	Self-Study Office
IIA 2. e	Department unit plans	5/23 VP Webb, KvP		
IIA 2. e	Accelerated Program Review Instruction Handbook			Standard IIA Chair's Box And 6/20 email attachment "ProgramReview HandbookSp07" for Standard IIA1
IIA 2. e	Laney College Curriculum Handbook		<a href="http://laney.peralta.edu/Projects/31277/Laney_Curriculum_Committee/LANEY_COLLEGE_curriculum_guidebook6.21.pdf">http://laney.peralta.edu/Projects/31277/Laney_Curriculum_Committee/LANEY_COLLEGE_curriculum_guidebook6.21.pdf</a>	<b>PAPER!</b>
IIA 2. e	Unit Plans: Instruction	5/23 VP Webb, KvP		
IIA 2. e	Laney College Educational Master Plan	5/23 Office of Instruction		

IIA 2. e	Creating Our Future— Strategic Planning Update, March 2007		<a href="http://www.laney.peralta.edu/Projects/30017/PCCD%20SP%20Update%20PD%20presentation%20S06.ppt">http://www.laney.peralta.edu/Projects/30017/PCCD%20SP%20Update%20PD%20presentation%20S06.ppt</a>	
IIA 2. e	“What Is Program Review?” Office of Instruction			Standard IIA Chair’s Box And 6/20 email “ProgramReview OInstruction” for Standard IIA1
IIA 2. e	Course Outline Update list	5/27 Eleanor Liu /VP Webb via KvP 10/27 response from Eleanor Liu		
IIA 2. f	Curriculum Review Process		<a href="http://laney.peralta.edu/apps/docs.asp?Q=1266">http://laney.peralta.edu/apps/docs.asp?Q=1266</a>	
IIA 2. f	Laney College Curriculum Handbook. (p.20-23)		<a href="http://laney.peralta.edu/Projects/31277/Laney_Curriculum_Committee/LANEY_COLLEGE_curriculum_guidebook6.21.pdf">http://laney.peralta.edu/Projects/31277/Laney_Curriculum_Committee/LANEY_COLLEGE_curriculum_guidebook6.21.pdf</a>	
IIA 2. f	Department program reviews		<a href="http://www.peralta.cc.ca.us/indev/preview/pr0607/pr-col/l.html">http://www.peralta.cc.ca.us/indev/preview/pr0607/pr-col/l.html</a>	Self Study Office
IIA 2. f	McIntyre Report		<a href="http://www.capesp.com/products.htm">http://www.capesp.com/products.htm</a>	
IIA 2. g	Departmental Chair survey #22,23		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm</a>	PAPER!

			<a href="#">4yfJf2mDd6_2bS_2foLVnJbZIrqDUgkWoAwBVvvaI_3d</a>	
IIA 2. g	Show effectiveness of English Dept Exams	5/23, 6/20 request to Wilson & Goldstein		
IIA 2. h	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box

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**II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

The philosophy of the general education component of Laney College's Associate Degree is to develop the capability of being a productive individual and a lifelong learner. Skills include oral and written communication, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

General education requirements for the Associate of Arts and Associate of Science degrees at Laney College are established by the Peralta Community College District Board Policy 5.20 and applied as described in the document *Implementing Board Policy 5.20*. The general education requirements are listed in the Laney College Catalog, on the Laney College website (online catalog), in the Laney College Student Handbook, and in a student advisory handout. Students report that they get information about GE requirements from college counselors (61.6%), from the college catalog (31.7%), and from the Laney College web site (23.8%).

At least 19 units of general education must be completed in all associate degree programs, with at least one course distributed in each of the following areas:

- Area 1 – Natural Science
- Area 2 – Social and Behavioral Sciences
- Area 3 – Humanities
- Area 4 – Language and Rationality
  - a. English Composition
  - b. Mathematics
  - c. Computer Literacy
  - d. Oral or Written Communication. or Literature
- Area 5 – Ethnic Studies

General education courses are offered in five areas. Area 1 (Natural Science) offers 38 courses in 9 disciplines. Area 2 (Social and Behavioral Sciences) offers 92 courses in 18 disciplines. Area 3 (Humanities) offers 116 courses in 17 disciplines. Area 4 (Language and Rationality) offers 154 courses in 15 disciplines. Area 5 (Ethnic Studies) offers 50 courses in 11 disciplines.

Courses considered for inclusion in the general education areas must meet the following criteria:

1. The course must be degree applicable, with no specific vocational emphasis. It may not be numbered in any of the following series: 48, 49, 248, 249, or 300.
2. The course must have a minimum of three semester units, with the exception of computer literacy which is one unit.
3. Attainment of an overall minimum grade point average of 2.0 is required in general education, with a grade of “C” or better in Area 4a, English Composition, and Area 4b, Mathematics.

Courses approved for inclusion in general education areas are processed through several levels of scrutiny and assessment as a part of the course-approval process. Currently the review is based on the course outline, with emphasis on the Student Performance Objectives and the Lecture/Lab Content sections.

In order for a course to be considered for satisfaction of a GE requirement, there are several steps in the review. The faculty member developing or updating a course initiates the first step of the GE review process; the proposed general education area is described as part of the justification section of the course outline. The department chairperson, department faculty, the division dean and members of a Division Technical Review Subcommittee then review the course outline. The course outline is then submitted to the Laney Curriculum Committee for review.

Following PCCD Board Policy 5.20, all courses approved with a designated general education area are then submitted for an annual district-wide review of general education curriculum. A district-wide Council for Instructional Planning and Development (CIPD) subcommittee meets in the spring and submits general education recommendations to CIPD for the coming academic year.

Laney College is in the transition process of developing, implementing, and assessing Student Learning Outcomes for courses, departments, and programs. As courses are submitted for GE approval, course SLOs will be evaluated to be sure they are an appropriate fit for the GE area of interest. Although departments are working on the development of Student Learning Outcomes for existing curriculum, the Learning Assessment Committee requires inclusion of Student Learning Outcomes on all submissions of course updates and/or new course development. As developed, course Student Learning Outcomes and the measurements of achievement will be incorporated into the GE review process. Once the Student Learning Outcomes are determined, instructors will set up an assessment plan and ensure that each outcome is assessed within a two- or three-year cycle. The results of the assessments will be used to demonstrate what percentages of students were able to achieve each outcome, and to support any instructional changes that might be needed for improvement.

**General education has comprehensive outcomes for the students who complete it, including the following:**

**II.A.3.a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### **Description**

According to the Student Learning Outcomes for General Education (GE), students who complete the general education requirements for an AA or AS degree at Laney College will be able to:

#### **Area 1: Natural Sciences**

Apply the principles, concepts, and/or methods of the natural sciences to everyday life.

#### **Area 2: Social and Behavioral Sciences**

Critically analyze personal experiences within the context of historical, cultural, and environmental phenomena.

#### **Area 3: Humanities**

Investigate and appreciate the fine arts and humanities, including the cultural and artistic perspectives of various cultures and times.

**II.A.3.b A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Student Learning Outcomes have been developed in:

#### **Area 4a: English Composition**

Develop individual perspectives in essays that demonstrate critical thinking skills, command of standard grammar, and logical organization.

#### **Information Competency (assessed with English Composition)**

Locate and cite appropriately information from a variety of sources (books, databases, Internet, primary sources) in various formats (print, online, multimedia); evaluate information for relevance and reliability, and incorporate it effectively into written work.

#### **Area 4b: Mathematics**

Solve quantitative problems using numerical, graphical, and algebraic methods.

Area 4c: Computer Literacy

Demonstrate proficiency in using a computer and computer applications, including the Internet, to accomplish personal, academic, and/or professional tasks.

Area 4d: Oral Communication

Construct and deliver a clear, well-organized verbal presentation.

OR:

Area 4d: Written Communication

Organize information coherently in writing, and choose language and format appropriate for the intended audience and purpose.

OR:

Area 4d: Literature

Read critically and analyze various literary genres.

The 2007 Community College Survey of Student Engagement (CCSSE) reported on students' capabilities in the above areas. They not only reported on their Internet use and the emphasis given to using computers for academic work, but also on the emphasis given to analyzing, synthesizing, making judgments, and applying theories, concepts, and information to new situations and skills. Students also reported that their experience at Laney College contributed to their knowledge, skills, and personal development in writing and speaking clearly and effectively, solving numerical problems, using computing and information technology, and working effectively with others.

**II.A.3.c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

According to the developed GE student learning outcomes, students will be able to:

Area 5: Ethnic Studies

Critically evaluate the historical and contemporary experiences of African Americans, Mexican/Latino Americans, Asian Pacific Americans, or Native Americans using interdisciplinary approaches.

Ethics/Citizenship

Demonstrate an increased awareness of ethical behavior, civic and social responsibilities locally, nationally, and globally.

The CCSSE survey also reflects on the students' recognition of what it means to be an ethical human being and effective citizen. They responded that their experience at Laney contributed to their knowledge, skills, and personal development in working effectively with

others, developing a personal code of values and ethics and contributing to the welfare of the community.

### **Evaluation**

The College meets this standard.

The philosophy of the general education component of Laney College's Associate Degree is constructed to develop the capability of being a productive individual and a lifelong learner. Students have access to the GE requirements through the college catalog, through counselors, and through other accessible on- and offline means. The process for evaluating the appropriateness of each course for inclusion in the GE curriculum is outlined in board policy. Course approval for GE inclusion goes through several levels of scrutiny, which includes faculty members, the department chair, division dean, technical review subcommittee, curriculum committee, and district CIPD.

Of the students surveyed, most rely on counselors to get information about GE requirements. According to a recent survey of students, nearly 42% of respondents think seeing a counselor takes too long, and 42.3% think making an appointment to see a counselor takes too long. This result calls for a review of the adequacy of staffing in the counseling department or a review of alternative methods for providing students with the information they are seeking.

According to the 2007 CCSSE survey, students reported on how much their experience at Laney has contributed to their knowledge, skills and personal development in acquiring a broad general education with the following results:

<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very Much</b>
11.2%	31.5%	33.4%	23.8%

Repeated use of the CCSSE will give the college a better sense of how students' engagement in the general education coursework builds their computer literacy skills and what kind of mental activities they engage in. Further, continued use of the survey will shed light on how much their experience at Laney contributes to their knowledge skills and personal development related to the general education areas.

The outcomes for GE requirements have been identified and were approved by the Curriculum Committee in February 2008 and by the faculty senate in March 2008. To develop GE outcomes, the LAC worked with a wide range of faculty members over a course of several months. In an afternoon retreat on April 26, 2007, a professional development day, discussions to determine the college's GE outcomes occurred. Based on these discussions, the LAC decided to specify one common outcome for each GE requirement. During the retreat, several groups worked to develop the outcomes. Each group comprised faculty from related disciplines to work on one common outcome for each GE area. It was decided to use course-embedded assessment of each outcome. Before the GE outcomes were approved, comments on the drafted outcomes were solicited via email, by flyers placed in mailboxes,

and via posters hung in prominent places. The LAC discussed these comments and many were incorporated into the draft GE outcomes.

The next step is to ensure that students are meeting these outcomes through assessment. Departments in the college piloted three of the GE outcomes in spring 2008, and additional GE outcomes are undergoing assessment in fall 2008 and spring 2009. Examining the results of the assessment will give faculty members additional means to determine the appropriateness of each course for inclusion in the general education curriculum.

**PLANNING AGENDA FOR STANDARD IIA.3:**

<b>Actions</b>	<b>Responsible Parties</b>
Review adequacy of counseling staffing as a source for student information for GE requirements.	VP of Student Services

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Standard	Evidence	Requests	Link	Paper doc.
IIA 3.	PCCD Board Policy 5.20		<a href="http://www.peralta.edu/Projects/304/Chapter%205/BP%205.20.pdf">http://www.peralta.edu/Projects/304/Chapter%205/BP%205.20.pdf</a>	Standard IIA Chair's Box
IIA 3.	PCCD Implementing Board Policy 5.20		<a href="http://www.peralta.edu/Projects/31371/Board_20Policy_20-20Implementing.pdf">../projects/31371/Board_20Policy_20-20Implementing.pdf</a>	Standard IIA Chair's Box
IIA 3.	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 3.	Laney College Student Handbook			NEED PAPER VSN.
IIA 3.	"California State University General Education / Breadth Requirements Advising Form"		E-Doc available?	Standard IIA Chair's Box
IIA 3.	"Associate Degree Requirements Advising Form"		E-Doc available?	Standard IIA Chair's Box
IIA 3.	Student Survey question #10		<a href="http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6lDAA0YFE7H0H02LtMQu_2bv3kglh_2bVZDrZV0vc_3d">http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6lDAA0YFE7H0H02LtMQu_2bv3kglh_2bVZDrZV0vc_3d</a>	Standard IIA Chair's Box
IIA 3.	PCCD Program and Course Approval Process Manual		E-Doc available?	Standard IIA Chair's Box
IIA 3.	Course Outlines of Record	5/23 VP Webb 5/27 KvP to Eleanor Liu	E-Docs available?	NEED PAPER VSN.
IIA 3.	Laney College Curriculum Handbook		<a href="http://laney.peralta.edu/apps/docs.asp?Q=1266">http://laney.peralta.edu/apps/docs.asp?Q=1266</a>	PAPER?
IIA 3.	Title 5 Regulations		<a href="http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000">http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000</a>	PAPER?
IIA 3.	CCC Program and Course Approval Handbook		<a href="http://www.ccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/tabid/408/Default.aspx">http://www.ccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/tabid/408/Default.aspx</a>	PAPER?
IIA 3. a - c	Laney College General Education Outcomes		<a href="http://www.laney.peralta.edu/GEOutcomes">http://www.laney.peralta.edu/GEOutcomes</a>	PAPER?
IIA 3. b - c	Community College Survey of Student		<a href="http://www.ccsse.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007">http://www.ccsse.org/survey/public-profile-means.cfm?ipeds=117247&amp;source=2007</a>	PAPER?

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**II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Description**

All degree programs at Laney College include focused study in at least one area of inquiry or in an established interdisciplinary core. The catalog identifies degrees offered in vocational and liberal arts programs and outlines curriculum degree pattern requirements. All degree programs of study include focused areas of emphasis in a particular field or interdisciplinary grouping of courses. Laney offers over 40 Associate of Arts/Sciences degrees and approximately 30 certificates. Departmental faculty, division deans, the vice president of instruction, the Laney Curriculum Committee, and the district CIPD review modified and/or new degree and certificate programs for consistency of program content, degree objectives, and student mastery of knowledge and skills.

**Evaluation**

The college meets this standard.

**Planning Agenda**

None.

**STANDARD IIA4  
Evidence**

Standard	Evidence	Requested	Link	Paper doc.
IIA 4.	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 4.	Laney Course Outlines of record	5/23 VP Webb 5/27 KvP to Eleanor Liu	e-Docs Available?	PAPER?
IIA 4.	Laney Course Syllabi			
IIA 4.	Title 5 Regulations		<a href="http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000">http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000</a>	PAPER?
IIA 4.	CCC Program Course Approval Handbook		<a href="http://laney.peralta.edu/apps/docs">http://laney.peralta.edu/apps/docs</a>	PAPER?

		<a href="#">asp?Q=1266</a>	
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**II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Description**

Vocational and occupational certificates and degrees at Laney College respond to a range of industry-driven labor market needs, industry standards, and external licensure and certification requirements. There is no single model of how industries operate in relation to education and training agencies. In some industries one or more trade organization plays the key role in setting standards or creating licensure processes. In another industry, state government might play a key role. In still other industries there are no nationally recognized certifications, and the college relies on local industry advisory boards to benchmark required professional competencies. Thus, each vocational program addresses the specific conditions of the industry arena in which it operates to determine degree and certificate requirements.

Industry advisory boards are routinely and intensively consulted when vocational program curricula are created, updated, and expanded. For example, at least five departments, Machine Technology, Environmental Control Technology, Graphic Arts, Computer Information Systems, and Culinary Arts have changed or updated all their courses in the last two years, sometimes due to advice from their advisory committees. Several more programs—Wood Technology, Welding Technology, Electrical, Media Communications, and Business—have added or updated a significant number of courses. Biomanufacturing has added two new certificates. In many of these cases, these changes were influenced through on-going contact and consultation with advisory committees.

The vocational programs are:

Architecture and Engineering  
Business  
Carpentry  
Computer Information Systems  
Construction Management  
Cosmetology  
Culinary Arts  
Environmental Control Technology  
Graphic Arts  
Labor Studies  
Machine Technology  
Media Communications  
Photography  
Welding Technology  
Wood Technology

The fact that students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification is evident in successful transfer to four-year institutions, job placements, articulation agreements between UC and CSU, pass rates on industry and certification exams, and career advancement.

In addition to these external indicators of success, student preparation for employment and career advancement is also evaluated using internal measures. These include performance in required courses, performance on capstone projects and assignments, and performance in instructional labs and practical applications.

Finally, in order to ensure that courses, curricula, and learning outcomes are appropriate and necessary, departments keep contact with employers and former students. Through these contacts, by tracking student placement when they leave the program, and by researching area trends, job placement can be evaluated and used to inform the appropriateness of courses, curricula, and learning outcomes.

**Evaluation**

The college meets this standard.

Students completing vocational and occupational certificates and degrees at Laney College meet employment needs and industry standards and are prepared for external licensure and certification. The satisfaction of these needs and standards are demonstrated through analyses advisory board discussions, job placement reports, articulation agreements, and pass rates on certification exams. Furthermore, the process of SLO development and assessment and curriculum development and review interface with external drives and indicators such as employer contacts, alumni reports, and job-placement data.

While the college has the means to assess vocational student preparation for job readiness, these means may vary from one program to the next. Processes are needed to build a more pervasive culture of evidence so that placement data, certification and licensure pass data, and records of industry advisory board interactions are routinely housed and reviewed. Employer satisfaction surveys would also be helpful.

**PLANNING AGENDA FOR STANDARD IIA5:**

<b>Actions</b>	<b>Responsible Parties</b>
Collect and analyze placement data, certification and licensure pass data, and records of industry advisory board interactions.	Dean of Vocational Technology Department Chairs
Continue identifying and assessing SLOs for vocational courses and programs and use results as an additional measure of student	Learning Assessment Committee Department Chairs

preparation for the workforce.	
Conduct employer satisfaction survey	Research and Planning Officer Dean of Vocational Technology

**STANDARD IIA5  
Evidence**

<b>Standard</b>	<b>Evidence</b>	<b>Requested</b>	<b>Link</b>	<b>Paper doc.</b>
IIA 5.	Job Placement data In vocational survey.	5/23 6/20 Peter Crabtree 11/05		Some survey results are available
IIA 5.	Industry Advisory Board minutes. In vocational survey.	5/23 6/20 Peter Crabtree 11/05		Some survey results are available
IIA 5.	Pass rate data In vocational survey.	5/23 6/20 Peter Crabtree 11/05		Some survey results are available
IIA 5.	Transfer Rate In vocational survey.	5/23 6/20 Peter Crabtree 11/05		Some survey results are available
IIA 5.	Local Labor Market Data In vocational survey.	5/23 6/20 Peter Crabtree 11/05		Some survey results are available
IIA 5.	Articulation Agreements		<a href="http://www.assist.org">www.assist.org</a>	<b>PAPER?</b>

**II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.**

**II.A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### **Description**

Comprehensive information regarding all Laney College courses is identified in the college catalog (hard copy and online): course description, grading policy option, degree applicability, prerequisite/recommended preparation, UC and CSU transferability, and general education areas (Laney associate, IGETC, CSU GE/Breadth). Abbreviated components of this information are also available in the class schedule (published each semester in hardcopy and online). Student advisory handouts regarding the course application of general education requirements (Laney AA or AS, IGETC, CSU GE/Breadth) are available in hardcopy and on the Laney Articulation website. All information related to CSU and UC Laney course applicability is also available online at the official repository for articulation of the California public institutions of higher education at [www.assist.org](http://www.assist.org).

The college catalog identifies degree and certificate programs offered (pp. 82-3) and the course requirements for program/major degree completion (see alphabetical listing by discipline). Laney College is transitioning into the “Proficiency” level of implementation, continuing to develop, implement, and assess Student Learning Outcomes for courses, departments, and programs. As developed, department and program Student Learning Outcomes will be incorporated into publications such as the college catalog, catalog addendum, student handbook, and department websites. Furthermore, syllabi for courses are required to include SLOs. Results of the survey of students indicate that 90% of students receive course syllabi for all or most of their courses. Department chairpersons review these syllabi, with oversight by instructional deans.

Students can file a petition for evaluation of degree completion once all requirements are completed or final courses are in progress. A maximum of 48 of the 60-units degree requirement can be transferred in from other institutions. Official transcripts are required for the evaluation of applying any credit from institutions outside the Peralta Community

College District (PCCD). PCCD transcripts include course work from all of the four colleges in the district. District Admissions and Records evaluators conduct the petition evaluations.

Degree applicable units of credit are accepted from other institutions in the Community College System. Lower-division units of credit from the University of California (UC) and the California State University (CSU) systems can also be applied toward degree completion. In addition, lower-division units of credit from all regionally accredited independent colleges and universities, both in or out of state, can be applied toward degree completion. Once implementation of SLOs is fully in place at other institutions and Laney College's own SLOs are completely developed and accessible for review online through CurricuNet, SLO compatibility between the courses at the different institutions and at Laney will be reviewed when accepting transfer credits to fulfill degree requirements.

College and university credit earned outside the United States may also be applied toward degree completion. International transcripts must be evaluated by a foreign credential evaluation service; those units of credit identified as lower division and degree-applicable can be applied toward degree completion (usually with the exception of English composition).

Credit towards degree completion can also be applied through Advanced Placement credit, according to the district Advanced Placement Policy (Laney 2007-09 Catalog, pages 54-55). Veterans requesting credit for military experience during military service receive six elective units toward their associate degree, and may request a transcript evaluation for courses taken during military service.

Out-of-district credit (per review of course descriptions) is applied based on the appropriateness of PCCD general-education guidelines. If there is any question regarding the direct equivalency of course content for application of out-of-district credit towards general education requirements, a "Petition for Initial Evaluation" (with corresponding course descriptions) is completed with a counselor and filed with the district Admissions and Records evaluator. If there is any question regarding the direct equivalency of course content for application of out-of-district credit towards major program requirements, a student is advised to file a "Petition for Substitution/Waiver" (with corresponding course descriptions) with the respective discipline department chair for approval; the chair then forwards it to the district Admissions and Records evaluator. Counselors have electronic access to the results of these evaluations when advising students on their educational plans. Students receive a written response of results of any evaluations filed with the district evaluators.

Laney College articulation follows the procedures established by the California Intersegmental Articulation Council (CIAC) when establishing articulation agreements with regionally accredited baccalaureate institutions. Efforts are made to articulate transferable courses into three types of articulation agreements: general education (CSU General Education/Breadth, IGETC, and UC/CSU campus-specific), lower-division major-preparation, and/or by department (course-to-course). In addition to campuses in the CSU

and UC system, Laney has articulation agreements with numerous independent colleges and universities.

Articulation information is available through the following resources and publications: ASSIST (Articulation System Stimulating Inter-institutional Student Transfer), the official repository for articulation of the California public institutions of higher education ([www.assist.org](http://www.assist.org)); the Laney College Catalog (hardcopy and online); general education advising handouts (counseling faculty, Articulation website, and Transfer Center); Articulation Binder (counseling faculty and vice president of instruction); Laney and district class schedules, and some independent college websites.

Laney College has over 3,000 CSU and UC articulation agreements available to students via ASSIST: 73 general education (CSU/GE Breadth, IGETC, and campus specific), 1,730 by department (course-to-course), and 1,848 by major preparation. In addition, over 30 transfer agreements are maintained with independent colleges and universities (in and out of state). The independent college and university agreements are available via the Laney Articulation website, on the respective college/university websites, student advising handouts from counseling faculty, and the Laney Transfer Center.

Students surveyed report they get most of their information about transferring from counselors, but also refer to the Laney College website and college catalog. Several students report getting their information from <http://www.assist.org>.

### **Evaluation**

The college meets this standard.

Current and prospective students receive information about educational courses and programs and transfer policies through the Laney College website, which has links to the college catalog, class schedule, GE requirements, transfer information page, and Laney Articulation website, with access to statewide databases, among others. Much of this information is also available in hardcopy and available in the bookstore, in the counseling offices, in study-skills classes, in workshops, and during orientation. Articulation agreements have been developed between CSU and the UC system as well as with independent colleges and universities.

**II.A.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Description**

In the event that a program is eliminated or modified, student notification information is disseminated through a variety of means: department faculty, division deans, counseling faculty, college catalog, catalog addendum, advisory flyers, and departmental websites. Efforts are made to guide students through the program changes so as not to adversely affect program completion. Examples of activities may include such things as development of department grids describing the relationship between old and new course requirements, and advisories to district evaluators and counseling faculty. In some cases, solutions are found through the course substitution or waiver process. In addition, students retain catalog rights as long as enrollment is maintained in at least one semester per academic year, excluding summer session and intersession.

### **Evaluation**

The college meets this standard.

**II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

### **Description**

The Office of Instruction is responsible for housing the official course outlines of record and program requirements, including the recording of any modifications or development of new programs. The information is ultimately published in an alternating biannual catalog and catalog addendum; multiple levels of crosschecking are incorporated, including accuracy assessments conducted by department chairs, division deans, instructional and student services vice presidents, articulation officers, district educational services staff, and program coordinators/directors.

In addition, the Office of Instruction is responsible for accuracy of information published in the class schedule (hardcopy and online) for each academic term (fall, spring, summer, intersession). Class offering information is received from department chairs well before the term begins and is crosschecked by department chairs and division deans for accuracy before it is submitted for publication. Every effort is made to ensure that any and all publications include accurate representation of information contained in the catalog—e.g., department brochures, marketing materials, college/department websites, and student advisory forms.

### **Evaluation**

The college meets this standard.

Much effort is made to represent Laney College clearly, accurately, and consistently to its prospective and current students, the public, and its personnel through its catalogs,

statements, and publications. Additionally, there is considerable effort made to review policies, procedures, and publications to assure integrity in all representations. The above efforts are made through crosschecking by concerned and knowledgeable personnel and are overseen by the Office of Instruction.

Plan

None.

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Standard	Evidence	Requests	Link	Paper doc.
IIA 6. a	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 6. a	Laney Course Outlines	5/23 VP Webb 5/27 KvP to Eleanor Liu		
IIA 6. a	Laney/PCCD Class Schedules		<a href="http://www.peralta.cc.ca.us/classchd/082/INDEX.HTM">http://www.peralta.cc.ca.us/classchd/082/INDEX.HTM</a>	Include paper version
IIA 6. a	California Articulation Policies and Procedures Handbook		<a href="http://ciac.csusb.edu/ciac/images/CIAC_Handbook_Revision_4-10-06_FINAL.pdf">http://ciac.csusb.edu/ciac/images/CIAC_Handbook_Revision_4-10-06_FINAL.pdf</a>	Standard IIA Chair's Box
IIA 6. a	Student Advising Forms		Available online?	Standard IIA Chair's Box
IIA 6. a	Laney Articulation Website		<a href="http://www.laney.peralta.edu/apps/comm.asp?S1=30319">http://www.laney.peralta.edu/apps/comm.asp?S1=30319</a>	
IIA 6. a	ASSIST Website		<a href="http://www.assist.org">www.assist.org</a>	
IIA 6. a	Student Survey question #14		<a href="http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6IDAA0YFE7H0H02LtMQu_2bv3kglh_2bVZDrZV0vc_3d">http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6IDAA0YFE7H0H02LtMQu_2bv3kglh_2bVZDrZV0vc_3d</a>	Standard IIA Chair's Box
IIA 6. a	Department chair survey		<a href="http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlRqDUgkWoAwBVvvaI_3d">http://www.surveymonkey.com/sr.aspx?sm=XxCMWm4yfJf2mDd6_2bS_2foLVnJbZlRqDUgkWoAwBVvvaI_3d</a>	Paper available?
IIA 6. a.	Instructional dean survey #10			Standard II A Chair's Box And 6/20 email attachment "Dean Focus Group" "DeanSurveyCrabtree" "DeanSurveyOrkin" "DeanSurveySanford"
IIA 6. a.	"Petition for Initial Evaluation"			Standard II A Chair's Box
IIA 6. a.	Student Survey question #9		<a href="http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6IDAA0YFE7H0H02LtMQu_2bv3kglh">http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6IDAA0YFE7H0H02LtMQu_2bv3kglh</a>	Standard IIA Chair's Box

**EVIDENCE**

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IIA 6. b	Department Advisory Handouts/B rochures	Requested M. Orkin 5/12, 5/23		
IIA 6. c	Laney College Catalog		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 6. c	Laney/PCC D Class Schedules		<a href="http://www.peralta.cc.ca.us/classhd/082/INDEX.HTM">http://www.peralta.cc.ca.us/classhd/082/INDEX.HTM</a>	Printed version?
IIA 6. c	Student Advising Forms			Standard IIA Chair's Box
IIA 6. c	Laney College Department Brochures	Requested M. Orkin 5/12, 5/23, P. Crabtree 5/23		
IIA 6. c	Laney Articulation Website		<a href="http://www.laney.peralta.edu/apps/comm.asp?\$1=30319">http://www.laney.peralta.edu/apps/comm.asp?\$1=30319</a>	

**II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**II.7.A.a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

### **Description**

Intellectual freedom for faculty is guaranteed through Board Policy 5.10. In addition, the Laney College Faculty Handbook (2007-2008) includes a clear statement about academic freedom within the classroom, along with the consequences of overstepping the bounds of free speech protections and veering into behavior that could be considered environmental harassment or discrimination. This statement affirms that “course content and teaching methods remain the province of individual faculty members,” but that it “does not protect classroom speech that is unrelated to the subject matter of the course in violation of federal or state anti-discrimination” or environmental harassment laws. This policy is not meant to “prevent faculty members from rigorously challenging fundamental beliefs held by students and society. However, faculty members may not interject into the academic setting an element of discrimination or discriminatory harassment that is unrelated to any legitimate educational objective.” This same statement on academic freedom and freedom of speech is contained in the *Laney College Catalog 2007-2009*. Academic freedom is also guaranteed in the most recent contract between the Peralta Community College District and the Peralta Federation of Teachers. Complaint procedures for students who feel they have been discriminated against or harassed by faculty are also clearly outlined in the college catalog.

In response to Recommendation #2 by the 2003 ACCJC visiting team, the college established an Academic Integrity Task Force that reviewed and analyzed the college's current policies, identified areas needing improvement, and researched academic integrity policies at other community colleges and higher education institutions (2008 Progress Report). First, the need for an academic integrity policy was presented during a professional development activity; then the task force solicited feedback from the Laney College community by 1) email messages to the faculty listserv, and 2) placing posters around campus on which faculty and staff were invited to write their own definitions of academic integrity. The task force addressed and included feedback from the college community before developing a draft policy statement. This draft was circulated to the faculty and staff listserv before the task force formulated the new policy on academic integrity, which was approved by the Faculty Senate on May 15, 2007.

**II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

The college's academic integrity policy as it pertains to both faculty and students is published in the *Laney College Catalog 2007-2009* (pp. 49-50) and in the *Faculty Handbook* (Section III, p. 3-5). Grievance procedures for both faculty and students in the event of a violation of the Laney College Academic Integrity Policy are clearly outlined in the college catalog (pp. 66-9). This information is also available online through the Laney College website.

The adjudication processes for students is published in the catalog under "Student Conduct, Discipline, and Due Process Rights," with relevant definitions, forms, and steps outlined. For specific ADA matters, additional steps are outlined within the Laney College publication "Academic Accommodation Procedures for Students with Disabilities." These procedures ensure that rules of conduct and disciplinary actions regarding dishonesty, abuse, disorderly conduct, theft, disruption of teaching or learning, or any other area related to the five student principles of academic integrity are understood and used appropriately. The Laney College Student Academic Grievance Hearing Procedures supports these practices; they ensure students' views, concerns about fairness, discrimination, grading practices, or other academic integrity matters are addressed directly through a formal institutional process.

An adjudication process addressing faculty violations of the Academic Integrity Policy is embedded within the published college supervisory and evaluation procedures. These procedures adhere to the Peralta Community College District Board policies, California Education Code and Title 5, and they align with the policies on academic freedom and freedom of speech, student code of conduct, and processes for adjudicating issues that arise for students, and the academic accommodations and policy procedures.

Some deans distribute a Dean's Letter to faculty within their divisions at the start of each semester that contains a statement on student honesty adapted from the Five Principles of Student Academic Integrity in the college catalog. Instructors are encouraged to include this or a similar statement in their syllabi.

**II.A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

### **Description**

Laney College does not require conformity to specific codes of conduct of staff, faculty, administrators, or students or seek to instill specific beliefs or worldviews.

### **Evaluation**

The college meets this standard.

Laney College created and published principles and policies on academic integrity for students and faculty, which can be found in board policy, the faculty handbook, the college catalog, faculty contracts, and syllabi. According to recent surveys, a majority of instructors and students are aware that there is an academic integrity policy; most, though, have less specific knowledge about the recourses available to them if they are accused of a breach in academic integrity. Awareness will be increased through, among other ways, professional development activities and formal discussions at the Faculty Senate slated for spring 2009.

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**PLANNING AGENDA FOR STANDARD II.A.7:**

<b>Actions</b>	<b>Responsible Parties</b>
Reconstitute the Laney Academic Integrity Taskforce to conduct faculty workshops and to continue working on trainings for implementing the Academic Integrity Policy and raising awareness of the recourse instructors and students have if they are accused of a breach in academic integrity	Staff Development Committee Faculty Senate VP of Instruction VP of Student Services
Adopt a college-wide student academic honesty statement that is required to be included in all syllabi, just as SLOs are required as they are completed.	Laney Academic Integrity Taskforce Faculty Senate VP of Student Services
Include the Academic Integrity policy in the Board Policy Manual.	Faculty Senate Board of Trustees

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**STANDARD IIA7  
Evidence**

Standard	Evidence	Request	Link	Paper doc.
IIA 7a.	Board Policy 5.10		<a href="http://www.peralta.edu/Projects/304/Chapter%205/BP%205.10.pdf">http://www.peralta.edu/Projects/304/Chapter%205/BP%205.10.pdf</a>	INCLUDE PAPER
IIA 7a.	Laney College Faculty Handbook (2007-2008)		[MISSING]	[INCLUDE paper vers.]
IIA 7a.	Laney College Catalog 2007-2009		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 7a.	Agreement Between The Peralta Community College District and Peralta Federation of Teachers.		<a href="http://www.peralta.cc.ca.us/contract/pft/art04.htm">http://www.peralta.cc.ca.us/contract/pft/art04.htm</a>	PAPER?
IIA 7a.	Academic Integrity Policy		<a href="http://www.laney.peralta.edu/Projects/30305/Academic_Integrity.pdf">http://www.laney.peralta.edu/Projects/30305/Academic_Integrity.pdf</a>	Standard IIA Chair's Box
IIA 7b.	2008 Progress Report		[available online?]	Self Study Office
IIA 7b.	Laney College Catalog 2007-2009		<a href="http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf">http://www.laney.peralta.edu/Projects/30017/2005-07%20Catalog/LaneyCollegeCatalog_2007-08_7.12.07-rc.pdf</a>	Standard IIA Chair's Box
IIA 7b.	college supervisory and evaluation procedures		VPI Webb	PAPER?
IIA 7b.	California Education Code and Title V		<a href="http://government.westlaw.com/linkedslie/default.asp?SP=CCR-1000">http://government.westlaw.com/linkedslie/default.asp?SP=CCR-1000</a>	

IIA 7b.	“Dean’s Reminder”		Does Dean Linda send hers out electronically, too?	Standard IIA Chair’s Box
IIA7 Analysis	Survey of Faculty #22, 23		<a href="http://www.surveymonkey.com/sr.aspx?sm=gLv8W_2bB6nE7D8fkifpdq7Oq_2fgAso9F7SRDIxknfhySY_3d">http://www.surveymonkey.com/sr.aspx?sm=gLv8W_2bB6nE7D8fkifpdq7Oq_2fgAso9F7SRDIxknfhySY_3d</a>	PAPER VSN
IIA7 Analysis	Survey of Students #16,17		<a href="http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6lDAA0YFE7H0H02LlMQu_2bv3kglh_2bVZDrZV0vc_3d">http://www.surveymonkey.com/sr.aspx?sm=uVA9DW6lDAA0YFE7H0H02LlMQu_2bv3kglh_2bVZDrZV0vc_3d</a>	Standard IIA Chair’s Box
IIA7 Analysis	New Faculty Orientation agendas	6/12, 6/20 Nikki Ellman ?		

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## STANDARD IIA8

**II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Laney College does not offer curricula in foreign locations to students other than U.S. nationals.

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## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

### B. Student Support Services

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

#### Description

Laney College has an open-access policy consistent with state regulations and the Peralta Community College District (PCCD) policy of open access as articulated in Board Policy 4.05. In addition, the policy reflects the Laney College mission statement that the college is dedicated to “providing lifelong learning opportunities in academic and career programs to diverse cultural and socioeconomic communities by offering optimal student support services and working with other organizations to address the local and global educational needs of our community to maximize access and student learning outcomes.”

The college catalog, the schedule of classes, and the college website publish all information regarding admissions procedures and criteria for specific groups of students, e.g. re-entry students, non-resident students, international students, advanced education students, veterans, etc. The specialized criteria for these groups are designed to ensure that they meet the admissions requirements and demonstrate they are capable of benefiting from Laney College programs.

The college catalog, class schedule, and website serve to inform and to recruit diverse students, providing an array of information sources about the college’s educational opportunities through its course offerings each semester. Laney College student support services help new students with college application procedures and deadline dates, as well as with enrollment processes and procedures.

The college publishes an array of information about its comprehensive network of student support programs and services that meet the needs of diverse students and provide supportive gateway services for students able to benefit from its programs.

From outreach to application, from enrollment to graduation and/or transfer, a network of college programs and activities combine to provide an extensive list of resources to ensure that students have positive and successful learning experiences:  
Admissions, Assessment, CalWORKS, Cooperative Agencies Resources for Education (CARE), Counseling, High Tech Center for Students with Disabilities, Disability Resource Center, Each One Reach One Mentoring Program, ESL Learning Lab, Extended Opportunities Programs and Services (EOPS), Financial Aid, James Oliver Community Writing Center, Library Listening and Viewing Center, Orientation, Programs and Services for Students with Disabilities (PSSD, formerly Disabled Students Programs and Services, or

DSPS), Puente Program, Student Activities, Student Employment Services, Technology Center, Open Labs, Transfer Center Services, Tutorial and Academic Support Center (TASC), Transfer Center Study Groups, and Veteran's Affairs.

Student pathways begin with outreach and recruitment programs. Laney College outreach programs includes a fulltime Outreach Specialist, ten Outreach Student Ambassadors who work directly with area schools and community-based groups and with faculty to develop relations with schools and community. In addition, the college uses the Laney College counselor liaison program with feeder high schools, as well as outreach partnerships with local agencies through the Financial Aid Office.

After outreach and recruitment, the student pathway continues with the college application process, currently being redesigned to improve student access. The centralized district-wide process of admissions has evolved from paper-only to online-only access through the web-based CCCApply. Although current application materials are only in English, the college employs student ambassadors and a diverse student services staff proficient in languages such as Spanish, Chinese, Tagalog, and Vietnamese to assist students. Student ambassadors provide direct assistance with web applications and on-site registrations in the Welcome Center, located in the A building.

Laney College faculty, staff, administrators, and student leaders are committed to the continued access, inclusion, and support of its diverse students and their learning needs. College-wide discussions regarding student access, progress, learning, and success occur regularly at meetings of the Academic Senate, Student Services Leaders, Curriculum Committee, and other College Councils. Dialogue is collegial and shared by the college's faculty, classified, administrative, and student leaders. Discussions are research-based and supported by the district and Laney College research offices. New and ongoing data on student enrollment and academic progress patterns are interwoven into planning and support-services discussions to improve the college's delivery of student learning and its academic offerings.

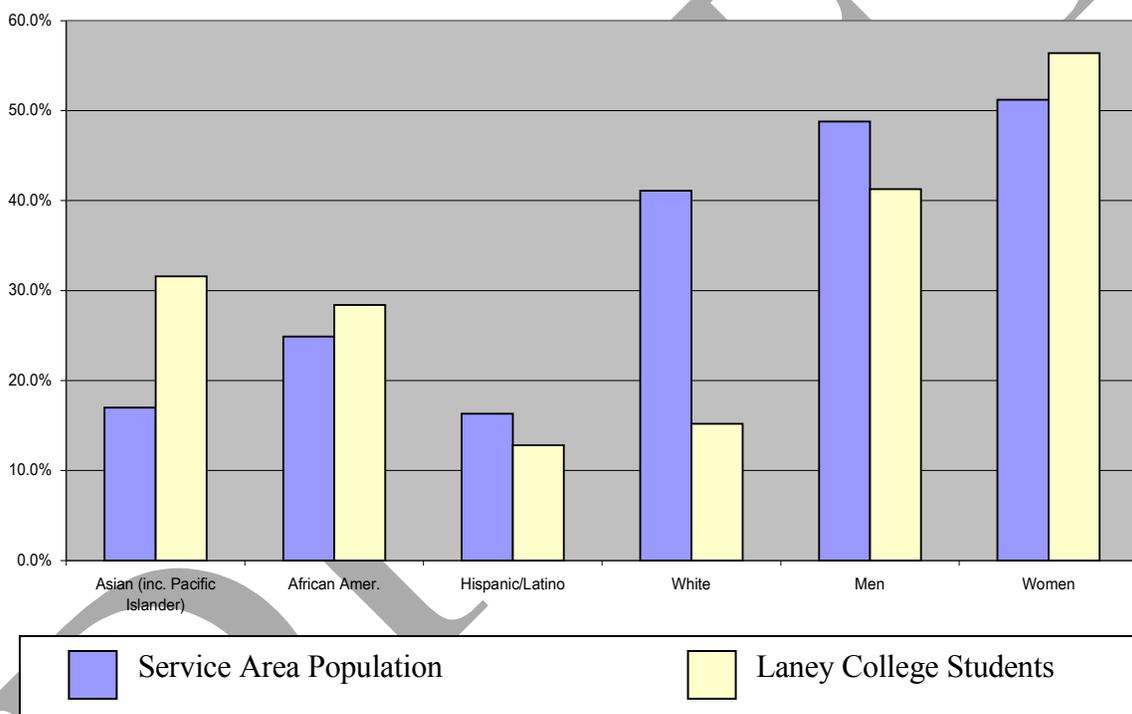
#### *Student Services Self Assessment*

The college continually evaluates student access and student satisfaction through traditional program reviews, unit evaluations, state-required site visits for categorical programs, as well as district-wide internal and external evaluations. The most recent evaluations include the 2007-8 Student Equity Plan, the 2008 Laney College Self Assessment Study, and the 2008 Community College Survey of Student Engagement (CCSSE). Additionally, each student services department engages in a program-review process, develops annual unit plans, and performs annual end-of-year reports.

Institutional research such as CCSSE, the Student Equity Report, self studies, and annual unit plans provide up-to-date information regarding Laney College's profile and its diversity of students and their learning needs. More importantly, these data provide a compass for negotiating the link between support services and the learning needs of Laney College's diverse students. The future direction of Student Support Services is predicated on research-

based priorities and implementation plans designed to ensure student access, equity, and success for all Laney College students. The following table depicts access data comparisons between the Laney College service area with the student population, and is one example of data the college relies on for program evaluation and planning. Laney College is committed to engaging in outreach and retention strategies that promote and retain access to all members of the service area. As evidenced in the table, Laney College’s student population exceeds service area populations for both Asians and African Americans. However, Laney College currently serves a smaller percentage of Hispanics and Whites than is represented in the service area. Additionally, the college serves a greater number of women than men. The college engages in continual evaluation, planning, and program enhancements to maintain and strengthen student access for all groups.

*Ethnic Composition of Service Area Population compared to Laney College Student Population*



Composition of Laney Student Population

- Asian student representation is nearly twice that of the service area, 31.6% vs. 17.0%.
- African-American student representation slightly exceeds the service area, 28.4% vs. 24.9%.
- Hispanic/Latino student representation is less than within the service area, 12.8% vs. 16.3%.
- White student representation is significantly below that within the service area, 15.2% vs. 41.1%.
- In terms of gender, student representation is nearly representative of the service area, 41.3% vs. 48.8% for men, and 56.4% vs. 51.2% for women.

In addition to regularly used sources of data and evaluation, Laney College has actively engaged in instituting Student Learning Outcomes Assessment throughout the college to

provide additional data regarding student learning across the institution. Student Learning Outcomes (SLOs) have been a college priority for the past three years. Institutional or General Education Student Learning Outcomes were developed and vetted throughout the college. As of November 2008, all student services departments have solid drafts of program-level student learning outcomes and are in the process of reviewing and creating final versions. The Student Services Assessment plan includes a timeline for developing Assessment tools and implementing assessment in each unit by the end of spring 2009.

Laney College recognizes the need to continually assess student learning and student development, understanding that the learning pathway and support network for each student is unique. The heart of this ongoing process is dialog and interaction, essential if the college is to guarantee that measures to improve student access and student learning are developed and implemented.

#### *Laney College Institutional/General Education Student Learning Outcomes*

**Students who complete an AA or AS Degree at Laney College will be able to:**

##### **Communication**

- **Develop individual perspectives in essays that demonstrate critical thinking skills, command of standard grammar, and logical organization.**
- **Construct and deliver a clear, well-organized verbal presentation.**  
OR:
- **Organize information coherently in writing, and choose language and format appropriate for the intended audience and purpose.**  
OR:
- **Read critically and analyze various literary genres.**

##### **Critical Thinking and Information Literacy**

- **Solve quantitative problems using numerical, graphical, and algebraic methods.**
- **Demonstrate proficiency in using a computer and computer applications, including the Internet, to accomplish personal, academic, and/or professional tasks.**
- **Locate and cite appropriately information from a variety of sources (books, databases, internet, or primary sources) in various formats (print, online, multimedia); evaluate information for relevance and reliability, and incorporate it effectively into written work.**

##### **Ethics and Civic Responsibility**

- **Demonstrate an increased awareness of ethical behavior, civic and social responsibilities locally, nationally, and globally.**

##### **Global Awareness**

- **Apply the principles, concepts, and/or methods of the natural sciences to everyday life.**

- **Critically analyze personal experiences within the context of historical, cultural, and environmental phenomena.**
- **Investigate and appreciate the fine arts and humanities, including the cultural and artistic perspectives of various cultures and times.**
- **Critically evaluate the historical and contemporary experiences of African Americans, Mexican/Latino Americans, Asian Pacific Americans, or Native Americans using interdisciplinary approaches.**

### *Outreach and In-reach*

College outreach to recruit and attract diverse students is rooted in the high school liaison relationships of the Laney College Counseling Department and the outreach services of Extended Opportunity Program and Services (EOPS) and the Outreach Office, which coordinates an extensive high school visit program, brings prospective students to campus, and supervises the Laney College Outreach student ambassador program, using peer-to-peer outreach to high schools. In addition, in 2007, Laney developed a relationship with an ASPIRE school, Lionel Wilson College Prep Academy in East Oakland, where the college provided courses and student support services to high school students. Educational partnerships with local social services and public agencies as well as businesses also serve as a source for educational referrals to Laney College. These cooperative efforts include liaisons with the Alameda County welfare-to-work program as well as the Veteran's Administration. With the infusion of Board of Financial Assistance Program (BFAP) funds from the State Chancellor's Office in 2004, the outreach efforts of the college extended to include the college Financial Aid Office's efforts to touch more nontraditional students in the service areas as well as "in-reach" to contact underserved students already enrolled at the college.

The Office of Financial Aid initially hired student ambassadors to disseminate information about financial resources available to all students in the college and local feeder high schools. This in-reach and outreach function was later instituted by the college, and a full-time Outreach Coordinator was hired in fall 2007 to meet the recruitment needs of the college. Outreach efforts to underserved populations have increased as a result of this position.

### *Placement Assessment, Orientation, and Counseling*

Upon admission to the college, students are assessed for appropriate course placement and go through an orientation that informs them about academic programs and student support services, office locations, and hours of operation. The goal of orientation is to provide students with information as well as options as they begin to consider the selection of courses and plan towards their educational goals. Counselors then work with students one-on-one to provide multiple-measures assessments and assist in determining more appropriate placement of students into classes and develop a self-education plan. Each student works with a counselor to assess his or her individual set of identified needs.

## Evaluation

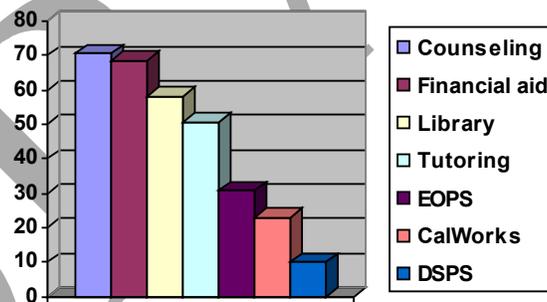
The college meets this standard.

The college systematically assesses student support services using faculty and staff input through program review, and unit plans, and intensive surveying. Student input is also gathered and used for planning purposes. The college is in the process of defining student learning outcomes in all student support units, with the goal of implementing assessment by the end of spring 2009.

### *The Self-Assessment Study Student Survey*

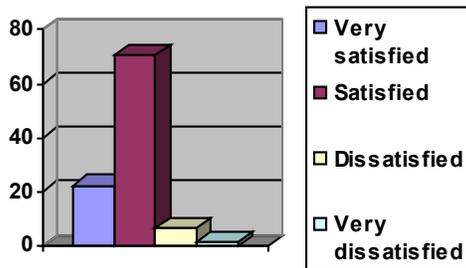
Laney College conducted a self-assessment student study in 2007 to evaluate student engagement with, use of, and satisfaction with student support programs and services. As indicated in the graph below, more than 70% of the students surveyed indicated that counseling is important for their academic success. Approximately 50% of the students indicated that tutoring is important, nearly 60% indicated that library services are important, and just below 70% felt that financial aid was important to their academic success.

While the results show that a majority of students are aware of student support services and feel they are important to their success, they also indicate a need to increase awareness of the importance of counseling, financial aid, library services, and tutoring to improve student success across the college. Based on results, it is evident that in-reach for EOPS, CalWORKs, and PSSD is needed to increase awareness of their roles in student success.

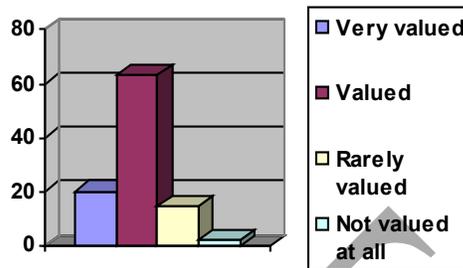


Percent of students who find the above services important for their academic success.

The following two graphs represent student responses regarding satisfaction with their college experience and whether they feel valued as a student at Laney College. As seen in the graph below, nearly 80% of the students surveyed indicated they are satisfied with their college experiences. Less than 10% of students surveyed indicated they were dissatisfied or very dissatisfied with their college experience at Laney. Slightly more than 80% of students surveyed indicated they felt very or valued as students by the college, whereas less than 20% of the students indicated they rarely felt valued or felt they were not valued at all.



Student satisfaction with their college experience.



Students' feelings of value by the college.

**Plan**

All Student Services departments will assess a minimum of one program-level Student Learning Outcome by June 2009.

**II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhances the achievement of the mission of the institution.**

**Description**

The college ensures that the quality of its student services supports student learning and enhances the achievement of the mission of the institution through several methods, including program review, annual unit planning, and end-of-year reports. In addition, the college is actively defining student learning outcomes and implementing assessment throughout the college to assess the effectiveness of each unit in supporting student learning.

Laney College Headcount

	2005-2006	2006-2007	2007-2008
<b>Unduplicated Headcount</b>	11,763	12,033	12,457
<b>Percentage Increase over previous year</b>		3%	3.5%
<b>Total growth fall 2006- fall 2008</b>			

California Community College Chancellor System Office's Data on Student Demographics

As evidenced in the above table, Laney College has experienced steady growth in students since 2005; however, faculty and staff have not increased proportionately. As a result, the college struggles to meet the needs of its increasing student population as it strives to ensure the quality and effectiveness of student support areas. One trend the college has experienced with this growth is the increase in basic skills students who require in-depth and ongoing student support services. This growth in basic skills students has greatly impacted all areas of Matriculation, particularly Assessment and Counseling.

The institution initially determines the support needs of its students through the online application process. Student needs are further addressed through departmental unit plans which are compiled annually. This information is communicated at department and college planning meetings.

Laney College offers comprehensive, reliable, and accessible student support services to students Monday through Friday, 8 a.m–5 p.m. Services are provided on a targeted basis to students taking classes in the evening, weekends, online, or at off-campus sites. All support services are available for students on weekdays and during some evening hours throughout the week. The following student support services are accessible to students on the Laney College campus: Admissions, Assessment, CalWORKS, Cooperative Agencies Resources for Education (CARE), Counseling, High Tech Center for Students with Disabilities, Disability Resource Center, Each One Reach One Mentoring Program, ESL Learning Lab, Extended Opportunities Programs and Services (EOPS), Financial Aid, James Oliver Community Writing Center, Library Listening and Viewing Center, Orientation, Programs and Services for Students with Disabilities (PSSD/DSPS), Puente Program, Student Activities, Student Employment Services, Technology Center Open Labs, Transfer Center Services, Tutorial and Academic Support Center (TASC), Transfer Center Study Groups, and Veteran's Affairs.

Student access is a Laney College priority. Consequently, student services are available to all students regardless of gender, socioeconomic background, or ability. Student support services and the information about these services are accessible for students who do not attend classes the college. Off-campus and online students may obtain information by telephone, email, or through the Laney College and PCCD websites.

Student support needs are identified in a variety of ways. Students identify their own needs during the college application and admissions process, and counselors and instructors regularly partner with other student support services on campus and refer students as appropriate. Student needs may include help in defining specific career and transfer goals (Transfer/Career Center), childcare (EOPS/CARE/CalWORKs), acquisition of basic skills, accommodations for disability (PSSD/DSPS), veterans assistance, tutoring, counseling and advising of appropriate courses, ESL assistance, financial aid, and information about student activities.

Laney College engages in ongoing formal processes such as program review, annual unit plans, and the college student equity plan, allowing the college to engage in quality

assessment of its services to assure that the needs of all students are met. Student learning needs are also identified as the students are referred by instructors through early alert (for classroom at-risk performance), or through individual referrals from college staff throughout the semester.

*Laney College Student Support Services:  
Admissions*

Beginning April 2008, Laney College implemented a new student administration system and a web-based application process. Student Ambassadors, some proficient in Spanish, Cantonese, and Vietnamese, are trained to provide assistance with the online application and registration process. Laney College staff members proficient in several languages are available to assist students with the application process. The district plans to assess the CCCApply Spanish version to provide further access for students. To support new and continuing students with this new process, the college established a Welcome Center staffed by student ambassadors with assistance by Student Services staff.

The district-wide transition from a legacy mainframe computer system to a new online administrative tool—the PeopleSoft Student Administration System (PASSPORT)—has created numerous challenges for the admissions and enrollment process in summer and fall 2008.

*Assessment and Orientation*

The college administers computerized and non-computerized placement tests in mathematics, English, and ESL for all matriculating students. Concurrently enrolled high school students also complete an assessment to ensure they are placed in appropriate courses. In 2007-8, the Assessment and Orientation Center provided orientations for 3,304 students, and administered 7,263 COMPASS tests. Further, 253 Ability to Benefit (ATB) tests— for students without a high school degree—were administered, well as 1,150 ESL standardized and holistic writing assessments. In order to meet increased student need, the Assessment and Orientation Center has increased assessment offerings for the 2008-9 academic year. The Laney College orientation at the beginning of each assessment session is designed to empower students to make informed decisions about their academic experience. To accommodate diverse learning styles, information is presented through PowerPoint, handouts, and lecture/discussion. Students are presented with clear and useful information about their academic skills and the college environment so that they can make the choices necessary to achieve their educational goals.

*Associated Students of Laney College (ASLC)*

Laney College has an active student government. The ASLC president serves on several college and district shared governance committees, as well as the college Leadership Council. Throughout the academic year, various programs and activities are sponsored by the Associated Students. Efforts are continuously made to engage students in shared governance throughout the college.

#### *CalWORKs*

CalWORKs is a state-funded program that provides assistance to students who receive Temporary Assistance to Needy Families (TANF) benefits. At Laney College, CalWORKs is a case-management program that advocates for students with county workers to eliminate barriers to success. Direct support services for CalWORKs students include monetary assistance for child care, books, and supplies, as well as work study opportunities. One-on-one and group counseling sessions designed to support academic, career, and personal needs of CalWORKs students are also available.

#### *Counseling*

Laney College offers a variety of counseling services to help students reach academic, career, and personal goals, including personal counseling (grief and crisis counseling), career advising, academic planning, and transfer counseling. General counselor specializations include matriculation, transfer, career, and basic skills counseling. The diversity of the college's professional counseling faculty reflects the diverse student population at Laney College, providing counseling in English, Spanish, Russian, Vietnamese, and Chinese. Currently, there are 11.0 FTE contract general counselors.

Counseling is available to students Monday and Tuesday 8 a.m.–7 p.m., Wednesday through Friday 8 a.m.–4:30 p.m.

The college has a high school liaison program where counselors work with local high schools for the purpose of partnering with and educating high school counselors about concurrent enrollment policies and procedures as well as matriculation at the community college.

The counseling department maintains strong partnerships with neighboring four-year universities to ensure students at Laney College receive up-to-date and accurate transfer information. At present, students at Laney College participate in the concurrent enrollment program with UC Berkeley, Mills College, and CSU East Bay. Through concurrent enrollment, Laney College students have the opportunity to experience the educational environment and workload at a four-year university for community college fees.

#### *Programs and Services for Students with Disabilities*

Programs and Services for Students with Disabilities (PSSD/ DSPS) are under the auspices of the Vice President of Student Services. The offices of the counselors, Learning Disability Specialists, Interpreter Services, Alternative Media Technology, and Workability all assist students in developing and learning self-advocacy skills within the students' range of abilities. The staff currently includes 4.0 FTE non-instructional faculty, 4.0 full-time staff, four adjunct faculty members, and more than a dozen part-time staff.

The college serves students with a wide range of disabilities, including those affecting mobility, vision, hearing, speech, and learning. The college also offers assistance to students

grappling with acquired brain injuries, developmentally delayed learning, psychological disabilities, and other chronic or health-related conditions.

Students in the program meet with a counselor and/or learning disabilities specialist to develop an educational plan that includes academic accommodations related to the disability that will facilitate access and success at the college. Services may include registration assistance, counseling, priority registration, test accommodations, adaptive equipment, assistive technology, alternate media, as well as access to sign language interpreters, note-takers, and referrals to other resources.

Accommodations based on the student's individual educational limitations include extended time on tests (including placement assessment tests), the help of note takers, the use of tape recorders, and access to assistive technology. Accommodations may include the loan of equipment such as Daisy players, MP3 players, and tape recorders, and the availability of specialized furniture in classrooms, such as stand-alone tables and chairs.

The Learning Disability Program provides students with assessment and evaluation of eligibility for a learning disability designation, helps students identify their learning styles, provides a weekly drop-in study-strategies lab, assists with accommodation and services appointments, and holds learning disability orientation sessions each semester.

The Alternate Media Program provides printed materials such as textbooks, exams, handouts, and syllabi in Braille, large print, and MP3 formats.

#### *Each One Reach One Mentoring Program*

This Laney College mentoring program provides a unique opportunity for college and community members and leaders to make a difference in the lives of Laney students.

Students are matched with mentors according to career interests. Mentors meet with students each week and provide personal, one-on-one interaction and support. Mentors commit to the program for an entire semester, and mentor volunteers receive a program orientation as well as mentor training.

#### *Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)*

Two major state-funded programs, EOPS and CARE, provide an avenue for access, retention, and completion of educational goals for students who are low income and educationally disadvantaged. EOPS counselors provide counseling services, including orientation, development of a Student Education Plan (SEP), probation workshops, motivational workshops, and career and personal counseling, to all eligible EOPS students. One-on-one tutoring services, transfer assistance, book vouchers, and a computer/study lab are available to create a supportive and nurturing learning environment, and to inspire and empower students to achieve their academic, career, and life dreams.

The EOPS program has consistently served approximately 1,200 students each year since fall 2005. While there are likely more students on campus who would qualify and benefit from the program, state funding is capped and is not predicated on program enrollment. As a result, Laney College struggles to meet the increasing demand of eligible students on campus.

#### *Financial Aid*

Most federal and all state grant, work study, and loan programs are available to students at Laney College. Outreach student ambassadors and a Financial Aid Outreach Specialist conduct outreach and in-reach to encourage students to apply for financial aid. Financial aid services provide students who meet federal, state, and institutional requirements access to

programs that will help defray their educational costs, assisting them to become productive, valuable, contributing members of a rich, thriving, and multicultural community. Serious problems arose in fall 2008 with regard to a district-wide implementation of a new software package to process financial aid awards. As a result, throughout the district students were unable to obtain their awards in a timely manner.

### *Health Services Program*

The Health Services mission is to enhance the physical, emotional, and social well-being of the college community in order to increase their potential for success. Services are available for students as well as Laney College staff, and includes nursing assessment, first aid and emergency care, wellness counseling for emotional and physical issues, blood pressure screening, T.B. testing, and pregnancy testing.

### *Learning Communities*

- East Bay Career Advancement Academy: This one-semester basic skills program is designed to increase performance levels in reading, writing, and math. CAA is a cohort program where students and faculty form a supportive learning community designed to provide opportunities for successful transition to careers in Allied Health and Human Services, Automotive Technology, Construction and Building Trades, and Biotechnology.
- Project Bridge: This nationally recognized basic skills program established in 1979 offers reading, writing, mathematics, computer science, ethnic studies, and sociology in a supportive learning community for students who want to prepare themselves for success in vocational or academic college-level courses.
- UBAKA: A cohort-model African American learning community that focuses on academic, personal, and historical issues facing African American students through culturally relevant curriculum and activities.

### *Instructional Support Centers*

- Computer Laboratory for Library Information Studies: One-on-one assistance for students who are researching books, articles, and websites.
- Computer Information Systems Lab: A priority lab for CIS classes as well as an open lab for students.
- ESL Learning Lab: Drop-in lab for workshops on grammar, writing, vocabulary, and pronunciation.
- James Oliver Community Writing Center: Drop-in center providing learning support, including one-on-one tutoring for writing. Computers are available for student use.
- Technology Center: Drop-in computer lab for general student use.

- Transfer Center Study Groups: Peer-directed cooperative learning in an academically informal group setting for students in various subjects.
- Tutorial and Academic Support Center (TASC): Free individual and group tutoring in various subjects. Appointment only.

### *Puente Program*

Laney College's Puente Program is an award-winning national program that supports students as they work toward transferring to four-year universities. The program mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn college degrees, and return as mentors and leaders for future generations.

The program includes accelerated English courses, with a content focus on Latino literature and experience. Ongoing and in-depth counseling provides invaluable support and assists students in navigating the college culture as well as transfer process.

Mentoring is a major component of Puente, and students are matched with professional and academically successful members of the community.

### *Student Activities*

Student activities are an integral part of the college curriculum and student experience. Student government as well as student clubs are available for students to partake to enrich their experience at Laney College.

### *Student Employment Services Center*

Laney College is committed to providing a bridge from training/education to employment. The Student Employment Services center holds an annual Career Fair and provides referrals to full-time and part-time positions, résumé preparation and interviewing technique workshops. Students are also supported in completing Internet-based job searches.

### *Transfer Center*

Laney College provides comprehensive transfer services, resources, and activities to support students as they explore their academic, career, and transfer options. The Transfer Center conducts an in-reach effort to ensure that all students, particularly those who are traditionally underrepresented, are aware of and use all of the resources available for achieving academic and career goals. The Transfer Center provides both one-on-one conferences and small-group workshops for students interested in learning about transfer options. The Transfer Center also arranges student informational sessions with four-year college representatives. Students have access to four-year college Transfer Admissions Guarantees (TAGs), concurrent enrollment opportunities, and a University of California at Berkeley Starting Point Mentoring program, as well as the Transfer Alliance Program. The college has TAGs with California State University East Bay, most University of California campuses (excluding the University of California, Berkeley, and the University of California, Los Angeles), and Golden Gate University. The TAG agreement contracts are designed to help students meet their general-education and lower-division transfer requirements while enrolled at Laney College.

### *Transfer to UC and CSU 2004-2007*

Laney College's total transfer rate to California public four-year institutions continues to be fluid. While transfer rates to the University of California System remain the same over the past two years, 2007-2008 transfer rates to California State University System institutions

decreased by 12% over the previous year. The college is dedicated to increasing transfer rates to four-year institutions.

#### Transfer Rates to California Public Four-Year Institutions

4-Year Pathway	2004-2005	2005-2006	2006-2007	2007-2008
University of California	144	126	134	134
California State University	334	252	307	270
Total Transfer to California Public Institutions	478	378	441	404

#### *Veterans Services*

Veterans Services assists eligible students to complete the application for benefits through the Department of Veterans Affairs. The college is authorized by the Veterans Administration to certify students who are completing their educational goals and objectives at Laney College. An adjunct counselor is trained in reporting requirements of the Veteran's Administration and provides one-on-one counseling for veteran students; a 1.0 FTE staff person provides ongoing support and reporting to the Department of Veterans Affairs.

#### *Welcome Center*

A student intake center, beckoning warmly from a corner at one of the college's main entryways, was developed to provide information and assistance for new, continuing, and returning students regarding admissions, matriculation, registration, financial aid, and student services.

#### **Evaluation**

The college meets this standard.

Laney has established and is building upon a solid foundation of student support services to ensure that the college consistently meets high standards for quality and integrity throughout the institution. The college's emphasis on providing efficient and professional student services, regardless of location or delivery method, is essential to its ability to achieve its institutional mission.

The college Educational Master Plan (2008) integrates student services unit plans with institutional planning. Additionally, the student support services areas are in the process of defining SLOs and implementing assessment.

Turnover in staffing, including Vice President of Student Services and two Deans of Student Support Services, has also created some instability. While the Vice President position was filled in July 2008, and the Dean of Matriculation and Student Support Services position was filled in October 2008, the turnover in student services personnel has affected the continuity of services and the cohesiveness of the student services team.

The Regents Financial Aid Management software package recently implemented across the district has slowed distribution of current financial aid; the timeliness of the fall 2008 disbursement has been compromised, with adverse consequences for students and staff alike.

**Plan**

All Student Services departments will develop assessment tools and implement assessment by the end of spring 2009.

District IT will provide ongoing training to the financial aid department in financial aid operations.

**II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

- A. General Information: official name, address(es), telephone number(s), and Web site address of the institution; educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; names of governing board members**
- B. Requirements: admissions; student fees and other financial obligations; degree, certificates, graduation and transfer**
- C. Major Policies Affecting Students: academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; refund of fees**
- D. Locations or publications where other policies may be found**

**Description**

Laney College publishes a college catalog every two years and a catalog supplement in the off years. The college catalog provides precise, accurate, and current general information, and sets out requirements, policies, and procedures on all items listed above, as well as other information that allows students to be well informed about academic and student support program requirements and services. Parts of the catalog are written in Spanish, Vietnamese, and Chinese. Many of these policies are also published in the student handbook and in the schedule of classes.

The college catalog and class schedules are distributed to students free of charge during assessment and orientation, are available online, and are provided free of charge in “College Success” classes. In addition, the college catalog is distributed in hardcopy to Transfer Center Director and Articulation Officer, high schools in our service area, local libraries, and nonprofit organizations. Catalogs are mailed if a request is made by phone, provided at local and district-wide events, and are available in the college library and the Career/Transfer Center. The catalog is also accessible online and is sold in the college bookstore.

The college has a system in place to periodically review all material in its publications for accuracy and currency. This process includes a review of the catalog, the class schedule, and the student handbook. The public information officer oversees the final editing and production of the catalog and the class schedule. The initial material for these publications is provided by the department managers who are responsible for the accuracy and currency of their respective sections of the catalog. Many instructors also publish the college policies in their course syllabi.

### **Evaluation**

The college meets this standard.

The college catalog is thoroughly examined for adherence to accreditation and legal requirements. The class schedule is reviewed in a similar manner two times per year. Both documents contain all of the required information and the information is consistently accurate and current.

### **Plan**

None

### **II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

### **Description**

The learning support needs of students are researched, identified, and collected through several processes, including direct referrals and recommendations by students and systematic research mechanisms such as the student equity plan, basic skills initiative research, and CCSSE. Information about student needs is collected during the admissions process, at assessment and orientation, during individual counseling sessions, at early alert intervention and probationary student services, during EOPS student progress reviews, and from financial aid academic progress reporting. Through the college admissions process, students declare their initial learning needs and an educational goal, even if only to identify themselves as undeclared. Student responses at the time of matriculation help identify the type(s) of services needed for the student's learning pathway to be successful. Counselors use multiple-measures criteria to place students appropriately and provide referrals as needed to other services.

Students are encouraged through early-alert services to meet with instructors, see a counselor, and/or seek additional services if they are at risk for failure. Students who are on probation or in danger of suspension from college or disqualification from programs receive follow-up services in the Counseling Department.

Annual unit plans and department program reviews, as well as the student equity plan and the CCSSE, include research regarding learning support needs. The Basic Skills Initiative (BSI) committee conducts research to assess learning support services of basic skills students across the college. The college admissions application through CCCApply also includes a section for students to self-report their learning support needs and interests.

The college has developed UBAKA, a cohort program, to meet the learning support needs of African American basic skills students. This cohort-model program infuses instruction and student support services to ensure that students are fully supported in the successful achievement of their goals. Faculty, administrators, and staff continually evaluate student and program data and implement refinements accordingly.

In addition to formal processes of program review and unit-plan review, informal methods of evaluation through student verbal feedback and instructor feedback also provide data leading to the identification of student needs. Student services council meetings provide a forum to discuss and share ideas for improving the delivery of services. In addition, regular student services department meetings provide opportunities to discuss student needs and to explore strategies to enhance and improve student learning and success. One-on-one student interactions with student services personnel provide a rich source of information regarding student learning support needs. College-wide department chair meetings also provide a forum for a wider discussion of student learning support needs.

### **Evaluation**

The college meets this standard.

The college has a well-developed and varied process, both formal and informal, for identifying the learning-support needs of its students. The college is in the process of defining student learning outcomes, selecting appropriate assessment methods, and implementing assessment throughout all student support services departments. This will provide further research to assist in identifying student learning support needs across the college.

### **Plan**

None

### **ILB.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

#### **Description**

Laney College offers day, evening, and weekend services to meet the needs of all its students equitably. Campus-based student support services departments are open Monday and Tuesday 8 a.m.–7 p.m., Wednesday through Fridays 8 a.m.–5 p.m. The college provides comprehensive services for students, beginning with outreach and continuing with admissions, orientation, assessment, counseling, and student follow-up. In an effort to further student access, the college offers online services, including online applications, registration, and advising.

Students with disabilities who need assistance with orientation and assessment may arrange for accommodations through Programs and Services for Students with Disabilities (PSSD). Students with disabilities may also use the Welcome Center, where student ambassadors will assist them. Designated computers with adaptive technology are available for students.

The student services division outreach activities meet prospective students' needs in a variety of ways. Visits to local high schools are conducted regularly by the Outreach Specialist and student ambassadors. Student ambassadors function as mentors and role models for new students, emphasizing the importance of staying in school and pursuing higher education at the community college.

The outreach program at Laney College is engaged in several projects with the local school community, including working with Oakland middle schools. The goal of these outreach activities is to inspire students who would not normally pursue higher education to consider career and technical programs in the community college.

The quality and effectiveness of student support services are reviewed regularly through Student Services Council meetings. Each month, the department leads meet to discuss issues related to programs and services and to share information. The Vice President of Student Services and the two Deans of Student Support Services meet to review issues and priorities with department and program units. Each unit of the student services department provides an annual report that summarizes the unit's programs and services, the number of students served, the types of services provided, the unit's accomplishments for the year, and future plans and actions.

#### **Evaluation**

The college meets this standard.

The college is developing student learning outcomes and implementing assessment across all student services departments; this process will provide valuable data regarding the contribution of student services to student learning.

The college is also in the process of developing comprehensive online services as delivery methods change with technology.

#### **Plan**

None.

### **II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

#### **Description**

Laney College encourages and supports opportunities for student leadership and for the development of personal and civic responsibility and intellectual and aesthetic understanding. The following Laney College institutional student learning outcomes are aligned with this standard.

Ethics and Civic Responsibility: Demonstrate an increased awareness of ethical behavior, civic and social responsibilities locally, nationally, and globally.

Several areas where the institution promotes personal and civic responsibility and personal development for all students are:

- The Student Activities Department. The Associated Students of Laney College (ASLC), various clubs, and college academic departments sponsor a variety of events and activities that enrich the learning environment. Programs and activities are designed to address current issues, promote participation in the Laney College community, and celebrate special events such as African American History Month, Cinco de Mayo, and Asian/Pacific Heritage month, while others are designed to address current issues, such as the Speakers Series on Sustainability and the college promotion of an annual campus-wide celebration of Earth Week. At such events, both personal and civic responsibilities are stressed and intellectual and critical thinking are cultivated.
- The Laney College student ambassador program. This outstanding program actively promotes personal and civic responsibility and service. Ambassadors are involved in recruiting, outreach, and mentoring in service-area high schools and middle schools.

Campus-wide dialogue about teaching and learning, as well as what constitutes a good learning environment, is ongoing. The institution has determined that the college hour, speakers bureaus, student activities, and collaboration between instruction and student services all contribute to a fertile learning environment. At the core of such an environment is dialog and collaboration. The college also plans a Teaching and Learning Center to promote dialog among faculty on ways to improve student learning, achievement of outcomes, and effective assessment.

The college is in the process of defining program-level student learning outcomes in all student support services units. Beginning fall 2008, departments across the college will begin performing assessments. The results of these assessments will be used for improvement beginning spring, 2009.

### **Evaluation**

The college meets this standard.

The college has identified that having more active faculty participation with campus clubs would improve the environment and provide examples of personal and civic responsibility. The Student Activities Advisor will work closer with department chairs, deans, vice presidents, and the Laney College president to perform more outreach within the faculty population.

### **Plan**

None.

**II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

## **Description**

Laney College maintains comprehensive counseling services to support student development and success, and the counseling department regularly evaluates the effectiveness of these services in meeting student needs. All counselors meet the minimum qualifications outlined in the California Education Code and Title 5. Counselors working in special program areas have the additional education and experience mandated by Title 5.

Laney College counseling faculty receive ongoing training and staff development opportunities to ensure that high-quality, accurate, and comprehensive counseling services are provided to students. Regular professional updates on student development issues and concerns are provided at the weekly counseling department meetings or via email. Counselors attend annual statewide and regional counselor conferences such as Ensuring Transfer Success Conferences, University of California Transfer Conference, and California State University Transfer Conference. The district holds an annual training workshop for counselors. This shared endeavor affords new counselors an opportunity to learn from more experienced counselors within the district.

With the implementation of PASSPORT, a team of counselors—the Counseling Business Readiness Team (CBRT)—was formed to function as the lead users and to provide ongoing training and support for other counselors. The CBRT also worked together to develop “Frequently Asked Questions” (FAQs) to assist counseling faculty in the transition. All new counseling faculty are required to participate in PASSPORT training.

Counseling faculty provide academic, career, and personal counseling services to students. They conduct classes focused on student development, participate in the delivery of matriculation services, and coordinate with special programs to serve students as they first enroll at Laney College all the way to graduation, transfer, and/or completion of stated educational goals.

Services are provided year round by full-time and adjunct faculty and are available Monday through Saturday. Counseling services are available in a variety of formats, including drop-in, by appointment, and online. Appointments run 45 minutes, drop-in services 15. During peak registration periods, only drop-in services are available. Electronic counseling is provided by a full-time faculty counselor and is designed to promote access and quality for hybrid, online and campus-based students.

Laney College has comprehensive counseling, transfer, and career web pages for student use. Classroom visits by counselors make students aware of services.

The Counseling Department completed a program review and unit plan in 2007 and has completed updated unit plans in fall 2008. Student surveys and college student retention and persistence data served to evaluate student satisfaction and need for program reviews and unit plans.

In 2007 the college implemented a new Student Success Program administered by counseling faculty. The student success program is an intervention program for students on probation and/or dismissal and was developed to focus on retention and persistence issues in the college. The program requires students to meet one-on-one with a counselor to address success strategies, to modify their Student Educational Plans (SEP), to attend a student success workshop or counseling course, and to complete a Student Success Contract.

## Evaluation

The college meets this standard.

Counseling and advising programs are designed to support students in attaining educational success. These programs are maintained and regularly evaluated. Student input is valued for the information it provides about services and accessibility. Laney College has implemented the CCSSE, as well as a student climate survey, to assess student needs and satisfaction. Counseling has defined program-level SLOs and will implement assessment in spring 2009.

The counseling department continues to function well despite the shortage of counseling faculty and classified staff. However, this shortage makes it increasingly challenging to qualitatively meet all the support needs of the college's growing student population.

## Plan

None.

**II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

## Description

The college Institutional SLOs that demonstrate the institution's commitment to support and enhance student understanding and appreciation of diversity are:

### Global Awareness

Students will be able to:

- Apply the principles, concepts, and/or methods of the natural sciences to everyday life.
- Critically analyze personal experiences within the context of historical, cultural, and environmental phenomena.

- Investigate and appreciate the fine arts and humanities, including the cultural and artistic perspectives of various cultures and times.
- Critically evaluate the historical and contemporary experiences of African Americans, Mexican/Latino Americans, Asian Pacific Americans, or Native Americans using interdisciplinary approaches.

Laney College, located in a diverse community, has a very diverse student population. In 2007-8, student demographics consisted of 28.4% African-American, 31.6% Asian/Pacific Islander, 12.8% Hispanic/Latino, and 15.2% White. The student services division actively designs and maintains programs, practices, and services that support and enhance student understanding and appreciation of diversity. The Student Activities Department, the Associated Students of Laney College (ASLC), various clubs, and academic departments sponsor a variety of events and activities that meet this need. Programs and activities are designed to address current issues, promote participation in the Oakland community, or celebrate—as noted above—special events such as the African American History Month, Cinco de Mayo, and the Asian/Pacific Island Heritage Month celebration events. Many other campus events and activities are designed to address cultural and societal issues.

### **Evaluation**

The college meets this standard.

Laney College actively promotes diversity for all campus constituents.

Laney College values diversity and its multicultural and rich blend of people and ideas on campus. The college is a place for all people, an environment devoted to fostering and embracing the diversity of all staff, faculty, and students. The college provides students with an environment that supports diversity in learning and self-expression, and features a curriculum supportive of multiculturalism. Laney College hires faculty and staff that reflect the diversity of its communities and students. Within student services departments, as we have noted elsewhere, bilingual faculty and staff have the capability to communicate in Chinese (Cantonese and Mandarin), Tagalog, Russian, Spanish, and Vietnamese and to understand the students' diverse perspectives and worldviews. The diverse faculty and staff in Student Services promote open communication, role modeling, and a comfortable environment for students of diverse backgrounds.

The college demographics in general parallel the ethnic breakdown of its service area. In personnel decisions related to staff and faculty, diversity is among the factors considered in engaging the services of qualified potential employees.

Global Awareness and Valuing Diversity is one of Laney College's four institutional or general education student learning outcomes.

**Plan**

None.

**II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**Description**

The college assesses students for placement in mathematics, English as a Second Language, and English classes, using instruments approved by the State Chancellor's Office, per state matriculation guidelines, in accordance with the college matriculation plan. Assessment instruments are used along with clearly defined multiple measures to determine appropriate placement for students, in accordance with district governing board policy on matriculation, and as outlined in the Assessment Handbook. All colleges in the Peralta Community College District use the same placement instruments in order to allow students to move freely from one college to the next without retesting.

Laney College employs a number of assessment instruments to assist in providing students with course placement recommendations. Matriculating students are advised to take the computerized ACT Compass test offered through the Assessment Services Office if they wish to enroll into English or mathematics classes. The CELSA assessment and a locally developed writing assessment are offered for potential ESL students. Other assessment tests are available to assist students in making decisions about classes requiring previous academic preparation. The Ability to Benefit (ATB) test is provided for students who have not completed a high school degree or equivalent and who need to establish federal financial aid eligibility. All of the commercial assessment tools are on the State Chancellor's Office for California Community Colleges approved list of test instruments.

Following the state's matriculation policies and regulations on assessment, the district evaluates the assessment tools every six years for age, ethnicity, and gender bias. This ongoing endeavor helps the college improve the effectiveness of testing procedures and practices for students.

No single test score or assessment measure is used to place students into courses. Counselors use the test results in combination with other measures to form a more complete assessment before advising students with course recommendations. Students may apply for exemptions to this requisite component of matriculation. Previous outside academic work by the student is evaluated for equivalency by the college instructional departments who are best suited to make a determination of the student's current status and abilities. The final recommendations for such evaluations and course placements provide the college with another means of

feedback to minimize bias and to improve effectiveness of placement practices of the college.

### **Evaluation**

The college meets this standard.

The computerized test most frequently used for assessment by the college, the ACT Compass, is due for a six-year validation renewal to ensure its effectiveness in recommending placement. While the district is responsible for validating the assessment tools, the college assessment and placement practices are generally guided by the college matriculation processes. The improvement of assessment tools is essential to ensure effective, equitable, and consistent placement.

The college will review and update the 2005 Matriculation Plan, including the Assessment and Research and Training components. During this update, the assessment and orientation services at the college will explore the use of more updated and validated tests and investigate online assessment tools. In addition, the English, mathematics, ESL, and other college-level courses with prerequisites and co-requisites will be reviewed as part of the Matriculation Plan Update.

The college will integrate Laney College Basic Skills Initiative research into admission and placement instruments, integrating data from the evaluation of student success based on recommended course placement.

### **Plan**

None.

**II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Description**

The college adheres to the provision of the Education Code and Family Education Rights and Privacy Act (FERPA) regarding access and confidentiality of student records, as well as to PCCD board policy. The college and district policies regarding student records are clearly stated in the current college catalog.

The implementation of the PASSPORT has standardized access to student records for staff and faculty, and given students greater access to their own records through personal computers (campus computer labs and the Welcome Center give students without their own machines access to their online records).

Electronic student records are stored in the mainframe (or legacy system) and in secure servers at the district information technology office. All prior data has been converted to the new system, but will also remain in the mainframe for three years.

Students can only access their information with a student number assigned by the PASSPORT system; Social Security Numbers are not used to access this system, except for purposes of providing financial aid information.

Paper records kept at the college are kept for one semester at most, and then are sent to the district office of Admissions and Records for permanent filing. Official paper education records are permanently secured by the district's Office of Admission and Records. Paper records prior to 2000 are stored by a private data storage organization.

To access their academic records at the district or college office of Admissions and Records, students must provide their student identification number and a government-issued picture ID.

The Financial Aid Office and PSSD/DSPS use a higher standard to preserve the confidentiality and security of records.

- Financial aid paper and electronic files and documents are only accessible by financial aid staff. The Regent software system that is integrated with PeopleSoft to deliver financial aid requires additional security for access.
- No information about the nature of a student's disability or that the student is a recipient of services from the program is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems, and notes kept by PSSD/DSPS counselors on SARS cannot be viewed by non-PSSD/DSPS Counselors.

### **Evaluation**

The college meets this standard.

All records are kept securely in Laney College and district offices. Security is a high priority for administrators and staff at the college.

### **Plan**

None.

**II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Description**

Laney College student support services programs conduct program reviews every three years and develop annual unit plans to evaluate services for adequacy in meeting identified student needs. Student support services departments rely on data and findings from the Student Equity Report as well as ongoing student satisfaction surveys, the CCSSE, the student climate survey, and retention and persistence reports to develop and maintain comprehensive services for all students. Data obtained for program review and unit plans are used for resource allocation to assure adequacy and quality of student support services.

The college is defining student learning outcomes in all student support services departments and will begin implementing assessment in spring 2009. Assessment results will be available to improve services in fall 2009.

**Evaluation**

The college regularly meets this standard.

Evaluation results are typically used to improve or change services once the college has clearly identified the needs of the students. The college will continue to define student learning outcomes across all student support services departments and implement assessment to strengthen program level evaluations.

**Plan**

All student support services departments will have defined student learning outcomes and will implement assessment by the end of spring 2009.

## STANDARD II.C Library and Learning Support Services

### C. Library and Learning Support Services

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

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

#### Description

**The library is committed to providing quality services to its diverse student population and to the residents of the Peralta Community College District. In accordance with the college's mission statement, the library faculty and staff strive to:**

- 1. Provide consistent, high-quality services, resources (print, electronic, and media), equipment, and facilities in support of the college's occupational, basic skills, transfer, and lifelong learning curricula.**
- 2. Encourage and facilitate the development of information-competency skills related to independent inquiry and information retrieval to enhance student-learning outcomes in all curricular areas.**
- 3. Use technology to expand classroom instruction, individualize instruction, promote independent inquiry and research, and enhance the scope and quality of library services.**

**Spring 2008 approval of Information Competency as a college general education outcome (Area 4a: English Composition) demonstrates the college's recognition of the library as a service/instruction component that has contributed to student learning and success.**

**Librarians are active members of and/or chair key committees on campus which keeps the department abreast of issues and actions that affect the library**

**budget, services, and instruction. Membership and participation increase the profile and visibility of the library as an equal partner and active participant in the educational process. (Document II.C.1 Committees)**

**With allocations from Measure A, augmented by the state's Instructional Equipment and Library Materials fund, the library is making a concerted effort to improve the library's book, audiovisual, and database collections so that students have sufficient access to quality materials to enhance their learning experience at Laney. Measure A funds have been used to improve the library building, making it more pleasant and conducive for learning in a variety of ways, including: new computers for the public service area, the Listening-Viewing Center, and the Library Classroom (L104); new and better quality carpet throughout the building; new furniture in the Browsing Area; new and more comfortable chairs to replace 36-year-old chairs in the Reference and Study Areas; and new venetian blinds. Recently, the state approved funding with matching funds from Peralta for a drop-and-replace new library building. A bond measure is slated to go on a state ballot in 2010. The new building will meet the instructional, technological, and accessibility needs of a twenty-first-century community college library. The librarians have already begun working with a team of architects and developed a plan for the new facility. The vice chancellor of general services is planning to hire a library program consultant to work with the library staff. The new library is slated to open in 2012. (Document II.C.2 New Library )**

**Instructional faculty and staff may request library materials to support their instruction via Library Materials Requests forms available on the library's website as well as in the bimonthly Laney College Library Newsletter. Requests for library materials are also made directly to the acquisitions librarian via email. Faculty members proposing new courses or revising or updating existing courses are required to obtain the signature of a librarian who reviews the library's holdings related to the courses. Additionally, librarians request that faculty make recommendations for new titles related to the course content. Librarians also make such recommendations. Faculty members requesting library orientations for their classes are asked to submit copies of assignments. Reference and Instruction Librarians review library holdings related to assignments and make recommendations for purchase.**

**The Laney College *Library Collection Development Policy* outlines criteria by which the library seeks to build the highest quality print and non-print collections. (Document II.C. 3 Library Collection Development Policy)**

**All materials acquired are subject to the following general criteria:**

- a. Suitability of subject and style to the college curriculum.**
- b. Appropriateness and effectiveness of content treatment for lower-division undergraduate students.**

- c. **Relevance to the instructional needs of faculty.**
- d. **Clarity of presentation and overall readability.**
- e. **Skill, competence, purpose, and reputation of author, issuing body, and/or publisher.**
- f. **Timeliness and lasting value of material.**
- g. **Relevance to existing collection. Information already in the collection is carefully compared to materials under consideration.**
- h. **New perspectives or current treatment of a field of knowledge.**
- i. **Inclusion in standard bibliographies, indexes, and databases.**
- j. **Opinions of critics, reviews, and public.**
- k. **Current in-print publications are given priority over out-of-print materials.**
- l. **Cost in relation to current budget allocations.**
- m. **Availability of material in other district and/or local libraries.**
- n. **Duplicate copies of a title will be purchased only when high demand is anticipated.**

**Within the criteria outlined above, the library creates and maintains a collection that contains:**

- **Standard reference materials related to general areas of knowledge and to the specific curricular areas offered by the college.**
- **Materials in a variety of formats including print, audio-visual, and electronic.**
- **Adequate basic, retrospective, and current materials to meet the needs of each curricular area.**
- **An adequate collection of materials relevant to the general information needs of students on topics which may not be treated in the college curriculum.**
- **A collection that reflects the college's diverse population, including materials on a variety of reading levels.**
- **An adequate selection of materials for leisure use to encourage the habit of reading and the recognition of books and libraries as sources of information.**

**The library conducts collection analyses by broad curricular areas to assess the quantity and quality of holdings in various areas. Selection and de-selection are ongoing processes to maintain collection quality. Librarians engage in continuous collection evaluation as they seek to meet the information needs of students and faculty during reference interviews and class orientations. Additionally, the library maintains collection size and utilization data that inform the selection and acquisition processes.**

To ensure that information resources are of sufficient quality and quantity to augment course textbooks throughout a multidisciplinary college curriculum, the library regularly conducts statistical analyses of the library collection with the aid of the querying and reporting tools available through Horizon, the automated library system. The library avails itself of complementary tools such as Excel, as well.

### *Learning Support Services*

Laney College learning support services are distributed across the campus. Two of the sites, the Math Lab and James Oliver Community Writing Center, support their respective skills across the curriculum. The Tutorial and Academic Support Center supports instruction in various subjects. The ESL Learning Lab and CIS Lab primarily support instruction in their own subject areas. The Universal Learning Lab primarily supports students participating in classes using text-to-speech support, but is open to all students. The High Tech Center for Students with Disabilities, Disability Resource Center and Extended Opportunities Program and Service (EOPS) offer support for students enrolled in special programs. The Technology Center provides access to computers.

- Tutorial and Academic Support Center

The Tutorial and Academic Support Center offers learning support to students across the curriculum and reports to Students Services. It is open 42.5 hours per week. It has one full-time coordinator, eight student tutors, and five computer workstations. Staff currently provide tutoring in the following subjects by appointment: French, German, English, math, history, physics, economics, accounting, geography, and culinary arts. Folders are created to track student progress throughout the semester.

- James Oliver Community Writing Center

The James Oliver Community Writing Center provides reading and writing support to students across the curriculum and reports to the English department and the Division Dean of Humanities, Language Arts and Social Sciences. It is open 56 hours per week and has one full-time lab technician, one full-time instructional assistant, and 19 student tutors. Currently, one ESL and two English faculty members tutor for three hours each per week. Some 95% of the tutors have completed LRNRE 30: Introduction to Tutoring, and ongoing training is provided through weekly “brown-bag” meetings facilitated by instructors and the instructional assistant. The Writing Center has grown significantly since the last accreditation report, now occupying four classrooms in the B building, allowing for a secure office, two computer labs, and one larger classroom with several tables for writing and small group work. There are 60 computer workstations, with typing software available on 10 computers. The Writing Center offers drop-in tutoring (LRNRE 501:

Supervised Tutoring), supplemental instruction (five sections of ESL 218 and one section of English 253), and classroom orientations

•Math Lab

The Math Lab provides learning support for students across the curriculum and reports to the math department and the Division Dean of Business, Math and Sciences. It is open 47 hours per week, and has one full-time instructional assistant and 23 student tutors. The department chair or an arithmetic instructor serves as the instructor of record during hours of operation. Many of the tutors have completed LRNRE 30 Introduction to Tutoring and the instructional assistant meets with the tutors on a monthly basis. Computer workstations are available, and the Math Lab offers drop-in tutoring and self-paced arithmetic courses.

•Universal Learning Lab

The Laney College Universal Learning Lab offers two levels of support. On the first level it supports students in participating classes who are using text-to-speech technology (Kurzweil) as a component of their class. This software creates a multi-sensory learning experience. Using this tool, students edit papers, listen to their text books, and access their teacher's embedded study support, a virtual "Teacher within the Text" that links teachers and students together in a dynamic, digital learning environment. These innovative textbooks provide students crucial study strategies and bridge the digital divide by transforming reading into an interactive, multisensory experience vital for today's technology-savvy learners. On the second level it is an open access, drop-in lab. The lab is open Monday through Thursday 10 a.m.–2 p.m., Fridays 10 a.m.–1 p.m. (LRNRE 501: Supervised Tutoring). The lab is connected to a large student mentoring community. Student mentors assist students with using the software and provide student led trainings. The goal is to improve the quality of education today by using technology in unprecedented ways to be a step ahead, making education relevant to our global community and providing students the tools to take charge of their education.

•Technology Center

The Technology Center provides 108 PC and 22 Mac workstations. Lab hours are Mon. 9 a.m.–12 p.m. and 2:30–9 p.m.; Tues. 9 a.m.–9 p.m.; Wed. 11 a.m.–9 p.m.; Thurs. 9 a.m.–9 p.m.; Fri. 9 a.m.–3:30 p.m.; and Sat. 9 a.m.–3:30 p.m.

•ESL Learning Lab

The ESL Learning Lab provides drop-in workshops on selected topics in grammar, writing, reading, vocabulary, and pronunciation. One-hour workshops are held at noon and 1 p.m. Monday through Friday and are taught by ESL instructors.

- CIS Lab

**The CIS lab is primarily used for CIS classes, but also provides an open lab for students on a space-available basis. It is open 22 hours a week.**

- High Tech Center for Students with Disabilities

**The High Tech Center provides instruction in the use of adaptive software; software for facilitating reading, writing, and math skills for students with learning disabilities; and computer literacy. It is open, to instructional classes only, 30 hours per week.**

- Extended Opportunities Programs and Services

**EOPS provides support services for educationally disadvantaged students, including counseling, tutoring, orientation, support groups, peer advising, workshops, and childcare assistance. It is open from 8 a.m.–4:30 p.m. Monday through Friday.**

- Disability Resource Center

**The Disability Resource Center offers tutoring services to students who require it as a result of a verified learning disability. It is open 8 a.m.–4 p.m. Monday through Friday.**

### Evaluation

**The college meets this standard.**

**Although the library's materials budget from the college's general budget has been unstable in the last few years, the collection has remained useful and largely up to date. A commitment of categorical funds has been made to cover materials and equipment; a similar general-funds commitment from the administration would further vouchsafe the library's overall health. (For two of the last three years there was no money for books or media, with a small budget for periodicals. In the past, the Library received 15% to 20% of the college's Instructional Equipment and Library Materials funds; this figure dropped in 2007-8.) The state continues to fund the electronic databases. Measure A has been the library's most reliable source of funding for the last year and a half. It funds a variety of items: books, media, furniture, and equipment.**

**Since 2001, the library has conducted an annual analysis of the age of collection by decade. Thus far, the results show that the percentage of pre-1980 books in the collection has declined from 72% in 2001 to 66% in 2007. The library also conducts periodic analyses of the collection by looking at the number of titles in specific curriculum areas. This analysis is done using a call-number search with SQL query language. The library recently modified and expanded the process for querying, and going forward comparative data will be available to show how various areas of the collection are developed over time, in conjunction with the curriculum. For now, the library has valuable information showing how well the**

curriculum areas of the college are represented in the collection. The library uses the Horizon system on an as-needed basis to determine the usage of targeted areas of the collection. For example, the library analyzed the usage statistics for the ESL collection and determined there was a need to purchase additional materials for this collection.

Linkages between library acquisition and course- and program-level needs are made when new and/or revised courses and programs are presented to the College Curriculum Committee for approval. In addition, the library actively collects course syllabi for collection development to ensure acquisitions support course recommended readings. As the college educational planning processes are institutionalized, the library will develop a systematic process by which library acquisitions are informed by the college unit plans, linked in turn to the college resource allocation process.

On the learning support services front, the number of computers available in learning support areas has increased since the last accreditation report. The James Oliver Community Writing Center, for example, now offers 60 computer workstations compared to 25 in its former location.

II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

#### Description

The library has adapted the *ACRL Information Literacy Standards and Program Guidelines*, the *Santa Rosa Junior College Information Literacy Standards*, and the *CSU/CCC Information Competencies Checklist for Lower Division and Upper Division Students* to maintain integrity and consistency in information literacy program and course content. The library provides ongoing instruction—courses, orientations, and drop-in labs—to deliver the competencies below (Documents II.C.4 Standards and Checklist):

#### COURSES

LIS 85 (CSU, UCB transferable); LIS 90 helps students to:

- Determine relevance and reliability of print, online and web sources, using evaluative criteria.
- Construct print, online, and web citations, using the appropriate documentation style for the discipline.
- Identify main concepts for a research topic to formulate search statements for online catalog, database and world wide web searches.

The Number of students enrolled in LIS 85 has declined since fall 2005, when the Instruction/Media Librarian who taught the course transferred to College of Alameda. The library has continued to offer the course, because it lends legitimacy to our input with fulltime classroom instructors. For the spring 2008 section of LIS 85, 80% of the students completed the class with a grade of 86% or higher.

LIS 500 helps students to:

- Identify appropriate resources to meet specific information needs.
- Formulate search strategies and conduct effective searches using computer-based information resources, including the online catalog, databases and the Internet.

LIS 500 enables the library to reinforce orientation content and leads students to demonstrate satisfactory achievement of information competency outcomes necessary to complete their assignments. The Drop-in Research Lab (LIS 500) is typically open 11.5 hours weekly, with hours varying to accommodate the library orientation schedule. Schedule fluctuations complicate efforts to account for open hours; the lab implemented strategies for more precise management and recording of actual weekly open hours during the fall 2008 semester.

Over the course of the spring 2008 semester, 55 students visited the lab a total of 70 times—41 visits (45.50 hours) were to work on English assignments, with the remaining 29 visits coming from various disciplines (26.25 hours). Total hours spent in LIS 500: 71.75 (see attached spreadsheet). Assessment was done via a verbal exit interview. A written assessment questionnaire has now been developed and will be distributed to lab users once a month for one-week period.

LIS 90

- To be offered fall 2008 as a linked course with the English 1A pilot study.

ORIENTATIONS

- Identify relevant keywords for an information need/research topic.
- Execute a search for topic in an interdisciplinary database, using the Boolean operator AND.
- Evaluate relevancy of search results, and revise search statements.
- Retrieve (print, email, save) Information
- Construct appropriate citations for MLA/APA/Chicago Style

**When an instructor requests an orientation, he or she must submit a written assignment or course syllabus to the librarian, who determines the information needs of the students and matches the needs with the orientation learning outcomes above and with other pertinent ACRL/Santa Rosa/CSU-CCC outcomes. Skills needed to complete the assignment and class period length determine the structure and content of an orientation. Librarians reinforce skills using a variety of classroom strategies: verbal class exercises, questions, relevant examples, demonstrating search strategies and strategy revisions, and hands-on exercises. (Document II.C5 Orientation statistics)**

#### **PROGRAMS**

**The library delivers orientations to DSPS, Puente, Ubaka, ESL and developmental courses. For Basic Skills and the African American Learning Community programs, the library needs to establish basic, intermediate, and advanced competencies to link to courses sequentially and present them to instructors for discussion. These programs present an opportunity for librarians to expand systematic delivery of information literacy beyond the English1A course requirement and to the critical mass of students identified in Laney's Student Equity Plan and the Basic Skills Initiative Report (Document II.C6 Laney College Student Equity Plan, 2007-08. Library Services to Basic Skills Students: Preliminary Results . . .).**

#### **INFORMATION COMPETENCY REQUIREMENT**

**After submitting Information Competency outcomes to the "General Education/ College-wide Outcomes for Laney College" workshop on April 26, 2007, the college officially recognized the importance of Information Competency as a set of skills necessary for student success. By spring 2008, in accordance with the college's general education outcomes, Information Competency was added to Area 4a to be assessed with the English composition:**

**Locate and cite appropriately information from a variety of sources (books, databases, internet, primary sources) in various formats (print, online, multimedia); evaluate information for relevance and reliability, and incorporate it effectively into written work.**

**To prepare for new GE outcomes which become effective fall 2009, the library will conduct a pilot study during the 2008-9 school year with volunteer English 1A instructors and students to test and evaluate the delivery mode and teaching materials, and to promote, publicize, and garner support among department instructors for the new Information Competency (IC) requirement. (Documents II.C.7 Laney College General Education Outcomes; Memo to English Dept Co-Chairs; LIS 90 Content Memo).**

**Librarians met with English Department co-chairs to discuss implementation of the IC requirement. Librarians and co-chairs agreed to change mapping of the requirement to English 1A only, and to delete mapping to the 1B, 2, 5, and 211**

electives. Librarians need to discuss with the ESL chair deletion of IC mapping to ESL 21A and ESL21B (electives), because most ESL 21A students enroll in the English 1A transfer requirement.

The Library has used the *ACRL Information Literacy Competency Standards for High Education*, the *CSU/CCC Information Competencies Checklist for Lower Division and Upper Division Students*, and the *Santa Rosa Junior College Information Literacy Standards* to establish SLOs and performance criteria to evaluate student performance and teaching effectiveness. Changes are made in content, presentation and/or assessment tools to improve teaching effectiveness and student performance. Librarians also access listservs, attend conferences, workshops, and examine professional literature for information and ideas to improve/increase content, presentation, and assessment tools. (Documents II.C.8 Standards, Outcomes and Assessment Plan Library Services & Instructional Program Assessment & Evaluation, 2007-8)

II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Library staff consists of 4.5 contract librarians (FTE), 1.68 FTE hourly librarians, 9.5 full-time classified staff members, .2 hourly classified staff, and 205 hours of student assistants per week. In fall 2007, hiring was completed for a vacant full-time librarian position. In addition, two .5 classified positions were collapsed, creating one full-time evening classified position; that position was also filled in fall 2007.

During the academic year, the library is open six days a week, for a total of 72 hours. In fall 2006, Saturday hours were extended from four to eight hours. The Listening/Viewing Center is open six days a week, for a total of 68.5 hours, and its Saturday hours were also extended when the library hours were extended. Current hours are sufficient to meet student demands.

The library offers access to a variety of electronic resources, including the library catalog, full-text databases and locally-developed web pages designed to provide research guidance and enhance instruction. Full access to the library collection and the online catalog are available to walk-in library users whenever the library is open. Remote access to the databases is available to students via the web with the use of passwords provided at the reference desk.

Currently no reference service is available though the web, but phone questions may be handled whenever the library is open. The library catalog provides access to the entire library collection, including online links to the table of contents for many newer titles and direct live links to listings of special collections within the library. (Examples include video/DVD titles and easy-to-

read library materials and cookbooks for the culinary program.) In addition, the library subscribes to twenty-eight full-text online databases. In 2008-9, the library plans to add an electronic book collection with access to individual titles incorporated into the online library catalog. Most of the databases are accessible from off campus with a user/password list provided by the library. The library is now establishing remote authentication for all databases through a proxy server, an improvement that will eliminate the need for a password list. Librarians work closely with discipline faculty to ensure that appropriate online library resources are available.

Since the December 2007 hiring of an Instruction/Media Librarian, the library has embarked on several other electronic access initiatives, including the development of an online library video tour and an online version of the library's course, Library and Information Studies 85. Ideally, staff would increase by two to three librarians to provide equitable web reference services to distance education students, and to assist with the GE outcomes related to Information Competency as librarians work with students enrolled in English 1A/LIS 90 (linked class) and LIS 85.

The library provides instructional support in its L104 classroom on a drop-in basis for students across the curriculum. A librarian provides point-of-need instruction and assistance to students, using the library's print and electronic collection, the Internet, and software to retrieve, save, and format information. The 24-computer-workstation classroom enables students to search for and word-process information on all the workstations. In spring 2008, the number of hours the lab is open increased from eight to twelve hours after the district completed hiring for a vacant full-time librarian position (December 2007). The library collects FTE for the drop-in lab through LIS 500: Computer Lab for Library Information Studies. Drop-in hours are not offered during intersession and summer school because of limited funds. Librarians deliver orientations to day, evening, weekend, summer, and intersession students. Most orientations are delivered in the library classroom (L104); when classes are too large for L104 (more than 24 students), they are delivered in the Technology Center.

Centers that offer instructional support for all courses on campus provide computers to access the library's electronic resources, the Internet, and word processing. These centers include the James Oliver Community Writing Center, the Technology Center, the Computer Information Systems (CIS) Lab, and the Tutorial and Academic Support Center (TASC).

Beyond the library, writing and technology centers accommodate the instructional support needs for the majority of our evening, weekend, and summer students, supplying computers with access the library collection. The CIS and Business Labs, by policy open even to students not enrolled in CIS or Business courses, provide some access to summer students.

**The new full-time librarian hired in December 2007 will enable the Drop-In Research Lab to remain open longer hours to accommodate all students on campus. The Drop-In Research Lab is open four hours a week: Monday and Friday, 12 noon to 2pm.**

**A Library technician and AV assistants provide service to the classrooms by delivering, setting and picking up AV equipment (monitors, projectors, laptops, etc.) days, evenings, and weekends. Since the last accreditation visit, the Library has implemented several changes in the AV Department and Listening and Viewing Center. AV delivery and scheduling procedures have been updated by purchasing online scheduling software. Further, the library organized the purchase of TV Video/DVD equipment in several classrooms on campus; procedures for circulating AV materials and media have been formalized, and staff and student workers have been trained accordingly.**

#### **Programs**

**Programs that provide support for students in special programs (e.g., Disabled Students Program and Services, English as a Second Language, Project Bridge, and Extended Opportunity Programs and Services) have offices, classrooms, or labs with computers that provide access to the library's electronic resources and the Internet. The Library-Listening-Viewing Center provides access to the collection with technology to assist students with disabilities. Librarians deliver orientations to students in the ESL, DSPS, Project Bridge, and Puente programs. In spring 2008, the library delivered a COUN 24: College Success orientation to students in Ubaka, the African American learning community, a new addition to the college.**

#### ***DSPS Program***

**The library developed captioning policies and procedures and coordinates with the Alternate Media Department and Technical Services on campus to provide closed captioning for the existing video collection (ongoing). Collection development procedures encourage future purchases of VHS/DVD materials in captioned formats whenever possible. The library has six assistive technology computer workstations available for students with disabilities.**

#### ***Basic Skills***

**Librarians attended a regional training workshop at Diablo Valley College (fall 2007). They participated in the college-wide assessment of basic skills/ESL, and the development of action plans for the ESL/Basic Skills Initiative (spring 2008). The Action Plan for *Section D: Instruction* includes the statement: Establish a working group of librarians and instructional faculty to integrate information competency skills into course outlines and curriculum. (Document II.C.9 Laney College Basic Skills Initiative Report, 45.) Specifically, the library wants to:**

**Integrate/link information competency skills sequentially in composition courses, to build progressively information seeking/evaluation through problem based learning using critical thinking themes.**

**Order more fiction and non-fiction targeted for adult readers to improve and enhance their reading skills/reading experiences. (Document II.C.10 Basic Skills Initiative March 5, 2008 memo)**

**Librarians will continue to work with this group to determine how Laney should coordinate developmental education.**

*Distance Learning Program*  
See II.C.1.c , above.

Tutor Training  
**Librarians have delivered training sessions for student tutors enrolled in LRNRE 30: Tutor Training Course. (Document II.C.12 Orientation Statistics)**

Evaluation

**The college meets this standard.**

**Electronic resources and word processing are on separate floors and workstations in the library to maintain security of the network. The small number of computers in the Listening-Viewing Center (13) requires students to use larger labs on campus to accommodate their information/word processing needs on single workstations. The library classroom (24 computers) will be open additional drop-in hours fall 2008 to accommodate students in the pilot study, the LIS course, and students in all courses. The Writing Center and the Technology Center provide access to the majority of summer session students, while the CIS and Business Lab provide limited hours. Observations and complaints from summer students at the library's Information Desk about lack of computer access during the day when the Tech and Writing Centers are crowded, while the CIS and Business Labs remain closed, signal the need for the college to evaluate summer funding and staffing priorities for student support.**

**Since Horizon provides access to the library's entire collection, future access to the library collection may become problematic due to the plan to discontinue Horizon development and support within the next five years. In November 2007, the Horizon system administrator attended the last CODI Conference (the users group conference for the Horizon and Dynix library systems). The SirsiDynix company is officially phasing out the Horizon library system, in favor of a new Sirsi system (Symphony). Unfortunately, the Peralta libraries will lose significant functionality if we migrate to the Symphony system. Since maintaining Horizon is impossible, it is imperative that the libraries consider migrating to another integrated library system.**

**Regarding learning support services, there has been a history of a lack of coordination among its various programs, services, and centers. However, the current administration has demonstrated an awareness of these issues and a commitment to solving them. Coordination of learning support services was deemed a top priority at the planning retreat in summer 2008 and by the Basic Skills Initiative work group. The allocation of released time afforded to a faculty member to serve as Tutoring Coordinator demonstrates the administration's commitment to improving the management and coordination of learning support services at Laney.**

II.C.1.d The institution provides effective maintenance and security for and its library and other learning support services.

#### Description

**The Library has a 3M security detection system to safeguard the collection. All books and audio-visual materials are targeted. The Library plans to upgrade the system to improve ADA accessibility. The Library has a full time network coordinator who maintains security for the library computer network. Measure A funds have been allocated to replace unsafe library stacks with earthquake secure 12 inch shelves.**

#### Evaluation

**The college meets this standard.**

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

### Description

**The library relies on a number of library vendors and organizations to support library services. The library (or, in some cases, District Data Center) maintains and reviews contracts with these vendors on an annual basis. Among the vendors are SirsiDynix (Horizon integrated library system), CODI (the Horizon library user group), GoPrint (print management software), EnvisionWare (time management software), OCLC (catalog utility providing MARC catalog records), and Community College Library Consortium (library databases).**

**The Horizon system administrator attends the annual CODI conference, which provides an excellent opportunity to evaluate and plan for development of the library system. As a result of information obtained at the last CODI conference, the system administrator has recommended that the Peralta libraries begin the process for migration to a new system. The library has implemented upgrades and changes to the configuration of the EnvisionWare and GoPrint systems to improve service to students. The library regularly upgrades the OCLC connection software and has been able to streamline much of the technical services workflow thanks to this utility. Library databases are evaluated by librarians before purchase and at the time of renewal relevance to curriculum and usage, and for ease of use.**

### Evaluation

**The college meets this standard.**

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### Description

**As the college educational planning processes become institutionalized, the library is working concomitantly to establish a plan. It has developed services outcomes, realigned its instructional outcomes, created an assessment plan, collected assessment data and made recommendations for improvement. Previously, the library used a self-study report (2003), program review (May 2004, Spring 2007), and unit plan (October 2007) for ongoing planning, development, and implementation of services and instruction.**

**A key component of the library's efforts to evaluate itself and improve its services involves its conduction of detailed surveys of its patrons. In spring 2008, the library distributed four surveys: a general student survey, an in-house student survey, a faculty survey, and a distance education faculty survey; and it**

also contributed a question to the general self-study survey. (Documents II.C.13 Surveys) Discussions generated by survey results have included, among other crucial topics, serious consideration of ways to improve retrieval of books and increase librarian-student contact.

To reach a representative sample of students in each division with the general student survey, the Library identified 25 instructors to distribute surveys inside their classrooms. More than 450 students completed the survey (See Document: All Surveys/Student Survey). The 2-5 times per week category constituted the highest category of users (26.8%). The highest category of non-users said their courses did not require library use. Frequent users (2-5 times per week) used the library to: borrow textbooks (30.7%), find information for personal needs/interests (27.5%), find information for assignments (19.7%), and use the media collection (10.4%). Frequent users used library computers to: access textbook websites (61.65%), instructor websites (60.55%), word process (51.4%), find information for personal needs (43.9%), and find information for assignments (40.7%). Respondents said they found books (non-textbooks) for course assignments only 38% of the time, and seldom/never asked the librarian for help (32.6%). When students did ask, though, librarians received an “always helpful” rating (41.6%).

Discussions and suggestions to improve retrieval of books, and increase librarian-student contact include: More closely monitored shelf-reading, shorter turn-around time of declaring a book lost for reorder, more signage at the Online Public Access Catalogs (“opacs”) encouraging students to ask the librarian for help, and librarians circulating among students at the opacs every 45 minutes, asking if they need assistance. Librarians will distribute a mini-survey toward the end of fall 2008 to assess improvement of librarian-student contact and retrieval of books. The highest number of comments included those related to noise in the library, and the highest number of comments on how to improve the library said the library needs more computers (46), more textbooks (33) and more study space (19).

Students rated “avoiding plagiarism” (61.3%) and how to narrow/focus a topic (61%) as the top two important information gathering (literacy) skills necessary for course success. This rating supports the concern (uneasiness, confusion, etc.) students reveal in orientations during the preliminary stages of a research project, which is described in *Kaulthau’s Model of the Stages of the Information Process*. Ratings for additional skills included citing sources correctly (54.4%), integrating information from various sources for a paper (critical thinking 45.2%), and finding information in the library (40.6%). Only one instructor requests an orientation specifically on plagiarism, so the Reference/Instruction librarian will develop a handout to distribute in the Drop-In Research lab, and at the Information Desk. Librarians will continue to provide strategies, exercises, and handouts for choosing topics in orientations, and cover citing sources and evaluating information critically

**(Document II.C.14 Kaulthau. Model of the Stages of the Information Process. )**

**For the in-house survey, five Library Technicians distributed surveys the week before finals at 9 a.m., noon, and 2 p.m. Subjects' willingness to participate and their positive encouraging demeanor enabled the library to collect 353 responses. As an incentive, the library sponsored three prize drawings for a choice of a book or iTunes gift card. For publicity, we took photos of the winners being awarded their prizes and a specially designed certificate.**

**During that week, the top three reasons students used the library were to: study (78.4%), use the textbook/reserve collection (34.9%), use computers (30.4%) and use computers to work on papers (20.2%). (Because the survey did not identify computers by their location, we associate "use computers" with opacs, and "use a computer to work on my paper" with those in the Listening/Viewing Center.) Students were very satisfied (36.4%, 127 respondents) and satisfied (45.6%, 159) with their activities in the library. They described the librarians at the Information Desk and Drop-In Research Lab as helpful (41.9%, 148) and very helpful (36.3%, 128). Library Technicians at the Loan Desk, Reserve/Textbook Counter and Listening/Viewing Center were described as helpful (43.1%, 150) and very helpful (37.6%, 131).**

**The most useful information about the degree of user satisfaction with the collection, services and staff was found in the comments section. We asked students to comment on their answers and make suggestions for service improvement. Categories and number of comments included: Access (38), Collection (29), Facility (48), Internet (2), Noise (23), Praise (61), and Staff (7). After praises, students made the highest number of comments about the facilities: Users want more study space, better lighting, higher security for themselves, a more attractive and clean environment, comfortable furniture for the study areas, a change machine for the copier, and clocks that work. Regarding access, users want access to USB ports for their flash or floppy drives, more electrical plugs conveniently located for their laptops, Microsoft Word 2007 on the library computers, more computers in general, longer time at the opacs, more copiers, and longer and/or earlier hours for the library. As far as the collection goes, users want more time to use textbooks, newer general collection books, and longer loans for textbooks. And noise remains a concern: users say people are too noisy in the Browsing Area and on the Fourth Floor.**

**The highest percentage of respondents in the faculty survey (71.4%) reported using the library to borrow media for their courses; the next-highest percentage (39.3) reported examining the "New Books" display as they travel to and from the copy counter. An equal percentage (35.7%) reported reading, borrowing materials, and searching the book catalog and databases. Sixty-six% of comments requested more media resources, and 41% of suggestions to improve the library requested we buy more media. Thirty-one percent frequently recommend purchases, 40.6% do not, and when asked if the book collection**

supported their teaching/information needs, the highest percentage (31%) of respondents checked seldom/don't know. Low response rate to teaching/information needs item is likely due to 74% of teaching faculty being adjunct, with limited time and/or commitment to any campus.

A majority of comments and suggestions for improvement expressed need for more print and non-print media resources (collection development/equipment), and the implied need for the library to examine its order processes (acquisitions). The library cannot order from publishers/suppliers not on the district's approved list, and some fail to respond to the district's formal request for approval and inclusion on the list. Before fall 2007, state instructional support funds were distributed to the colleges, so no orders could be processed until the school year was half over. Since fall 2007, Measure A bond monies have enabled the library to order and process media requests for the fall and spring semesters.

In advance of the campus-wide self-study survey, the library set a criterion that students would rate the library as one of the four services most important to their academic success (Outcome No. 1 in the Library's *Outcomes and Assessment Plan*). And, indeed, the response to Question No. 13 in the Campus Self Study Survey ("What support services do you consider important for your academic success at Laney College? Check as many as apply.") saw the library meet and exceed the benchmark above. Some 157 of 262 responses who answered No. 13 rated the Counseling, Financial Aid, and the Library as the three top services (Document II.C.15 Outcomes and Assessment Plan – Student Services/Non-Instructional Units; Community College Survey of Student Engagement).

Learning support services were evaluated by the institution in the spring 2008 Self-Assessment Study Student Survey. The findings confirmed the need for greater accessibility to learning support services, specifically to more tutors, more computers, and more open hours—all issues that have now been addressed to some degree by the administration, faculty, and staff.

#### Evaluation

The college meets this standard.

#### Plan

Librarians will continue to develop methods of information-gathering consistent with college-wide planning initiatives so that they may improve the library's ability to respond to patrons' needs generally, the needs of students in particular. Further, the library will work with college administration to ensure that adequate resources are made available to cover staffing and materials

**needs in a timely fashion, and to manage library space most effectively. In light of survey responses and anecdotal evidence gathered by librarians, concerted and documentable initiatives to limit noise and disruption in the library will be undertaken.**

DRAFT

**STANDARD III: RESOURCES**

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### **STANDARD III: RESOURCES**

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

#### **A.HUMAN RESOURCES**

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

##### **A.1**

**The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

##### **A.1.a**

**Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

##### **Description**

The Peralta Community College District has developed policies for ensuring that all personnel are qualified by appropriate education, training, and experience to provide and support all programs and services. The policies are in the Board Policy Manual: B.P. 1.18 and 1.18b for administrative hires; B.P. 1.20 for selection of a chancellor; B.P. 3.18 for certificated and classified hiring; and B.P. 3.26 for faculty hiring. These policies are accessible to all via the Peralta website. Further, the governing board ratifies union contracts that also address hiring.

These policies include, but are not limited to, providing full, objective, and equal access for all applicants; actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment; complying with all federal, state, and local laws; ensuring participation by faculty, classified staff, and administrators in their respective roles throughout the process; ensuring diversity on all screening committees; ensuring that members have knowledge in the position area, reviewing all components of the process to ensuring the integrity of the process; and maintaining confidentiality throughout the process.

The guidelines for the selection of employee groups- classified staff, faculty and administrators - covers the development of the job announcement, selection of the screening committee, development of screening criteria and interview questions with desired responses, the screening of application materials, the screening of candidates, the recommendation of finalists, final interviews, reference checks, and the candidate-approval process.

District Human Resources works closely with college and district-wide constituencies, starting with the job announcement. All job announcements provide a description of the college or district. All job announcements emphasize the importance of an applicant's being able to demonstrate sensitivity in working within a multicultural, multilingual educational environment.

Specific duties and responsibilities of each position are clearly outlined in all job announcements. Job announcements for contract faculty positions are written by college faculty, relying on discipline experts, and clearly state minimum qualifications, as determined and published by the state academic senate. These announcements, signed off by the Faculty Senate president and Peralta Federation of Teachers representatives, emphasize the importance of discipline knowledge, current pedagogy, and commitment to student learning. The process for classified staff and managers are created based on the needs of the college and edited by the Human Resources department so that the job announcement states the necessary knowledge, skills, and abilities needed to carry out the duties and responsibilities of the position in an effective manner.

District procedures ensure that faculty play a significant role in the selection of new faculty. Screening committees for faculty positions include at least three faculty in the discipline or an aligned discipline and an administrator. Classified committees have at least three members, while management selection committees have a minimum of five members comprised of faculty, classified staff, and administrators.

The paper-screening process for all hires includes a checklist based on the job announcement and provides a review of the applicant's minimum qualifications, including educational and professional backgrounds, and a systematic assessment of each applicant's materials, as it pertains to the duties and functions as required of the position. The Office of Human Resources monitors each phase of the selection and interview process.

For faculty positions, an equivalency process has been established for applicants who do not directly meet minimum qualifications to determine equivalence, based on academic background equivalence. All applicants holding degrees from non-U.S. institution must have the degree evaluated through an external evaluation agency and provide the written evaluation with the application materials. The equivalency process includes review by an equivalency committee, made up of discipline experts. The job applicant is responsible for submitting the required forms and supporting documents to provide the rationale for an equivalency. Board Policy 3.26 provides the general guidelines for determining equivalency.

Prior to the screening process, the screening committees develop interview questions to assess the knowledge, skills, and abilities of each applicant as they pertain to the duties and responsibilities of the position. The screening committee also develops key response elements to provide a common basis for what is sought in an applicant's response. Many faculty screening committees include a skills demonstration such as some type of teaching demonstration as part of the screening process. Those candidates forwarded to final interviews are evaluated and assessed for their potential to contribute to the mission and goals of the department and the institution.

The college president, with the appropriate vice president, the academic senate president, and the chair of the selection committee, conduct the final or hiring interview for faculty focusing on issues of expertise in the discipline, and what the candidate can contribute to the greater college community. Following the final interview appropriate reference checking is conducted by the appropriate parties to verify the qualifications of the finalists. The College President, in consultation with the final interview committee, shall recommend the finalist to the Chancellor for final approval.

In order to seek qualified applicants, Human Resources staff routinely advertise classified, faculty, and administrative positions through the District Human Resources website, the California Community Colleges Registry, and through flyers to our local colleges. Dependant on the position, additional outreach may include resources such as The Chronicle of Higher Education, Women in Higher Education, Diverse Issues in Higher Education, as well as many on-line websites such as Craig's list for vocational and select classified positions. Listservs have been an added tool for recruitment as well as the utilization of the California Community Colleges Registry database, primarily for administrative and faculty positions.

### **Analysis**

The college meets this standard.

The processes for employing personnel operate successfully. Each constituency is well represented in the selection process of its members and those of other groups with which it may have a connection; for example, faculty and classified staff serve on screening committees for administrative positions. To that end, the process is one which is inclusive and represents the various thoughts of the constituents.

Further, the integrity of the screening process is highly valued, as members of screening committees are encouraged to review the selection procedures guidelines and to report any infractions of the process to the District Human Resources Department. The Office of Human Resources is expected to provide ongoing training sessions in the area of recruitment and selection. The college looks for improved consistency in these training offerings.

### **Plan**

None.

#### **A.1.b**

**The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Description**

All personnel are evaluated systematically and at stated intervals as outlined in the Local 1021 and Local 39 Collective Bargaining Agreements (FIND Articles X and Y) and the Peralta Federation of Teachers AFaculty Evaluation Guidelines@, Appendix A20.

Administrators are evaluated on an annual basis pursuant to the Management Evaluation Handbook and the Implementing Procedures of Board Policy 3.65. Management evaluation packets are provided to senior administrators for guidance, in both hard copy and electronic format. Each evaluation process follows specific guidelines, which include evaluating performance with the intention of encouraging improvement. Faculty and management evaluations incorporate a shared governance approach where appropriate.

During the four-year tenure review process, new full-time faculty are evaluated by a four-member committee, including the division dean or vice president, and three faculty members from the discipline or closely aligned discipline. Probationary faculty undergoes systematic evaluation, including evaluations by faculty, administrators, and students; the candidate also performs a self-evaluation during each of the four years before a recommendation is made. All materials are reviewed by the committee, including the candidate, and filed in the office of the vice president of instruction. The tenure track faculty evaluation process is coordinated by a tenure review facilitator. The tenure review facilitators for the four colleges meet regularly with the Vice Chancellor of Educational Services. Each fall semester the tenure review facilitator and the academic senate president sign a form for each candidate stating that the tenure review process has been followed. Based on the Tenure Review Committee recommendations, the appropriate vice president and the college president annually sign a certification form asserting non-continuance, continuing probation,

or granting tenure. Processes are in place to challenge or appeal the college's recommendation. As noted, monitoring the evaluation of tenure track candidates is collaboration between the tenure review facilitator, the appropriate dean or vice president, and the committee chair.

There is a process for evaluating tenured faculty every three years. The process is similar to the tenure-review process. The evaluation process provides opportunity to give commendations and recommendations for improvement. If a rating below satisfactory is assigned, a plan for improvement is developed and a re-evaluation is scheduled for the next academic year. Monitoring the evaluation of contract faculty rests with the division offices.

Procedures have been established for evaluating adjunct faculty during the first semester or first year of service, and at least once every six semesters thereafter. The evaluation includes peer evaluation, student surveys/evaluations, administrator evaluation, and self-evaluation. For initial evaluations the evaluation committee consists of two faculty members (full- and/or part-time) and an administrator. For subsequent evaluations, the committee consists of one faculty member (full- or part-time) and an administrator. Monitoring and documentation for the evaluation of adjunct faculty resides in division offices. Adjunct faculty who have taught six out of the last ten semesters and who receive a rating above satisfactory are eligible for the part-time faculty preferential hiring pool.

The Office of Human Resources manages procedures for the annual evaluation of classified personnel. District developed forms may be found online at [http://peralta.edu/apps/comm.asp?\\$1=482](http://peralta.edu/apps/comm.asp?$1=482)

College managers are evaluated annually. Evaluation instruments are sent to 25 employees identified by the manager, including other managers, faculty, and classified staff. The evaluation process is an open process and others, in addition to the 25, can complete an evaluation form. The performance evaluation addresses the strategic planning goals of the District.

### **Analysis**

The college meets this standard.

The processes for evaluating personnel are well-established, detailed, and comprehensive in scope. The evaluation tools adequately measure the effectiveness of personnel in performing their duties. Mechanisms for improvement and goal setting are in place to improve job performance, if warranted through the evaluation process. There is a connection between the personnel evaluation and department, division/ program, and institutional effectiveness.

Procedures will be developed with SMT to strengthen the return of classified evaluations.

### **Plan**

None.

#### **A.1.c**

**Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

#### **Description**

In evaluating instructional faculty, teaching effectiveness is evaluated in the peer observation in the categories of subject matter knowledge, appropriateness of methods of instruction, organization of class, appropriateness of assignment for the objectives of the course, effective communication, and promoting independent and critical thinking. Student surveys/evaluations also address teaching effectiveness. Student learning outcomes are directly addressed and considered in the program-review process and indirectly considered in faculty evaluation. Program review is fundamental to institutional planning and the evaluation of institutional effectiveness. Laney College has established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods for ascertaining if these outcomes are realized. Faculty members are evaluated, in part, on whether they follow course outlines for their classes, which can include reviewing syllabi and sample assessment tools.

Non-instructional faculty, in an indirect way, is evaluated on achieving student learning outcomes specific to the program in which the non-instructional faculty member works. Observation of the faculty member working with students includes assessing whether the faculty member addressed and met the needs of the students, helped the student to understand the full range of services available to the student, and whether the interaction with the student was appropriate. Non-instructional faculty is involved in the development of student learning outcomes and their assessment and must include a review of the process in their program reviews. Program reviews are faculty evaluation in a broader sense and are key to evaluating program and institutional effectiveness while providing the basis for annual planning to increase effectiveness.

The college has taken student learning outcomes and assessment of those outcomes seriously as demonstrated in the recent work accomplished by Laney College. This work and is explained in detail in the following paragraphs. Inclusion of student learning outcomes on the course outline of record addendum, the focus on student learning outcomes at department meetings, and the broad conversation and dialogue on student learning outcomes and assessment throughout the district are indication of how seriously faculty takes this issue.

“The Learning Assessment Committee is the chief forum through which Laney has devised an aggressive plan to ensure development and use of learning outcomes and assessment practices within all sectors of the institution, particularly in the educational programs and services areas. Co-led by the Chair of the Chemistry department and the Vice President of

Instruction,<sup>3</sup> one overarching aim is to facilitate College-wide dialog, critical discourse, high expectations and engagement with a reasonable support system so that faculty increase the numbers of ambassadors from among the faculty who possess the expertise in these areas to influence their colleagues to so engage. While the core group of faculty is small—the 15 member team, the College expects significant results because, collectively, these professionals are using their expertise to help enhance the efforts of their Laney colleagues especially among their over 40 department chairs and program coordinators. (2007 Progress Report)

Most departments have, at this time have thought about, discussed, proposed and articulated SLOs for at least some of their courses. In addition, SLOs are being developed for some Certificate and the General Education Programs at Laney. This clearly supports the assertion that many/most faculty at Laney are actively engaged in deep thinking about how well students are learning in courses and programs

Apart from this specific type of discussion, faculty as individuals, and collectively as part of professional development workshops, and as part of the SPECC Grant, the Basic Skills Initiative, Reflective Inquiry, in department meetings, and informally almost constantly, give deep thought to how well students are learning in their courses and programs.

“The Learning Assessment Committee recommended and the Faculty Senate adopted a resolution requesting that all departments develop student learning outcomes (SLOs) for one of their core courses and publish these outcomes in syllabi for all sections of this course. With the support of the Office of Instruction and the Curriculum Committee, some departments met the deadline for completing this task. All departments are expected to complete this request no later than Fall 2007 with the understanding that earnest efforts must occur in updating all course outlines with SLOs and assessment methods no later than Fall 2008. “

Many departments have not only implemented SLOs for courses, but have developed assessment strategies and instruments by course and Department, and are (slowly) reporting results and data to the Assessment Committee, who will forward the results when they have them compiled.

“The Learning Assessment Committee has been operating for almost 3 years. Professional development workshops, brown bag lunch and department discussions were held. In addition there has been a strong commitment and discussion associated with the basic skills student learning outcomes and issues. Interest in these workshops and discussions has been growing. Many more departments have been participating in writing outcomes in the past few months, since it was made a requirement. Joined by the Faculty Senate, leaders within instruction and student services, and the jointly established Learning Assessment Committee, the College President and the Vice President of Instruction has established this development and assessment of SLOs a chief priority.

Most of the above data and discussion is based around the SLOs and the Learning Assessment Committee efforts, training, and conversation with faculty, but certainly ALL

professional development workshops, all efforts of the Carnegie group, Reflective Inquiry, Reading Apprenticeship, many formal and informal meetings are taking place every day, on campus and off, about how to improve learning.

Members of the Learning Assessment Committee have facilitated brown bag lunch discussions during this academic year on various assessment and SLO topics. Workshops dedicated to SLOs have been offered on Professional development days over the past three years. These workshops instruct faculty how to develop and how to assess learning outcomes. All department SLOs are submitted to the Learning Assessment Committee who checks the outcomes for quality and results. If not acceptable, the committee will send back for revision.

The 2008 faculty self assessment survey results noted that most departments measure student learning outcomes in the following ways. Some 44.3 % of faculty felt that their department devoted discussion to student learning at least once a month. The primary issues raised within departments concerning learning are ( need access to the details of survey to add here). Most Faculty (53.0%) felt that discussions within their departments concerning student learning *sometimes* resulted in improvements in teaching and methodologies. 19.3 felt such discussions always resulted in improvement, while, 13.3 felt discussions did not.

### **Analysis**

The college meets this standard. Faculty effectiveness is currently measured using a variety of criteria. Faculty self-evaluation regarding involvement in the process of developing and assessing student learning outcomes and evaluating assessment results might be the most effective way of focusing the evaluation. Formal evaluation standards and processes are negotiated between the district management and the faculty union, The Peralta Federation of Teachers. The college does not directly evaluate faculty effectiveness on achieving student learning outcomes because the contract does not expressly provide for the use of SLOs as a tool in evaluating faculty performance.

So far the primary methods used for evaluating learning outcomes have been selected text questions, surveys, and analysis embedded assignments. While there is a clear and fully thought out procedure for assessment, evaluation and implementing change, Laney College is presently in the middle of the process. Most departments have yet to have the opportunity to evaluate their results or make significant plans for the future.

The College needs to create more time within departments and workshops or flex days to have the meaningful discussions needed to complete this work. While the Vice-President, the chairs of the departments, the learning assessment committee and a learning assessment faculty leader, there needs to be more initiative to expedite the process.

When faculty completes this process, they will naturally engage in a process that requires the deep thinking needed for quality assessment and possible change. The administration will take a more active role as their involvement becomes part of their overall evaluation.

**Plan**

None.

**A.1.d**

**The institution upholds a written code of professional ethics for all of its personnel.**

**Description**

Board Policy 5.15, Code of Instructional Standards, makes the Ethical Standards of the American Personnel and Guidance Association® and the Code of Ethics of Ethics for Librarians of the American Library Association® policy for the Peralta Community College District. These administrative procedures for B.P. 5.15 provide the full text for each.

**Analysis**

The District needs to adopt a broader policy. The District via its Board Policy Committee will adopt a broader policy (not sure if we should add this).

**Plan**

None.

**A.2**

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

**Description**

Staffing levels for the college were at the following levels as of (date)

NOTE TO INSTUTIONAL RESEARCH/COLLEGES:  
PUT IN A CHART SHOWING ACADEMIC ADMINISTRATORS, CLASSIFIED ADMINISTRATORS, TENURED FACULTY, TENURE TRACK FACULTY, ADJUNCT FACULTY, CLASSIFIED, CONFIDENTIAL. DO ONE FOR EACH COLLEGE TO USE IN THIS WRITE-UP

**Analysis**

NEED TO INSERT

### **A.3**

**The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

#### **A.3a**

**The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

#### **Description**

The Peralta Community College District has established policies and procedures via its Human Resources Department. While there are policies in place i.e., Board Policy 1.18 and 3.26, the HR Department also provides detailed guidelines to all committee members, which address the need for non-discrimination, equity and fairness in the process.

#### **Analysis**

The district, working with the colleges, needs to review the fairness of the hiring process. There is a perception that hiring practices in our district are too often not based on needs and qualifications, but on finding employment for specific individuals. The district's priorities are not always in alignment with those of the college and the challenges of working in a multi-college district have an impact on the college's ability to have its needs adequately met. [Use the faculty prioritization process as it relates to what happens next as an example. Include DWEMPC here?]

#### **Plan**

*We want to form a new district-level committee dedicated to addressing faculty hiring issues.*

#### **A.3.b**

**The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Description**

All employees have access to the contents of their own personnel files. All information is held in confidentiality by the Human Resources Department at the district office. The process for reviewing personnel files may be located in the various collective bargaining agreements and Education Code. The release of personnel records (outside of public information) must be approved by the employee through a signed statement. Employees are

encouraged to add to their personnel file additional training and other supplementary documents to complement their records.

Any employee may request to review his/her personnel file in the presence of Human Resources staff.

**Analysis**

The college meets this standard.

**Plan**

None.

**A.4**

**The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**Description**

Issues of equity and diversity are part of the strategic goals and the college's core values, and permeate every aspect of college life. The District is strongly committed to achieving staff diversity and the principles of equal employment opportunity. The District encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation in any of its policies, procedures or practices.

**Analysis**

The college meets this standard.

**Plan**

None.

**A.4.a**

**The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**Description**

Issues of equity and diversity are part of the District's core values and permeate every aspect of college life. Many policies and practices are in place that address both.

## **Analysis**

The college meets this standard.

## **Plan**

None.

### **A.4.b**

**The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

## **Description**

The district follows Equal Employment Opportunity policy in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with the diverse academic socioeconomic, cultural and ethnic backgrounds of students, faculty, staff, including ethnic minority group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.

The district monitors the success of equal opportunity in its recruitment, selection, retention, and promotional policies and procedures by monitoring outcomes to assure that there is no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, sexual orientation, gender or race.

In a 2008 Self assessment survey, faculty were asked to respond to the following statement: "The value of diversity is emphasized and demonstrated in practices such as teaching, hiring, planning, decision making, and allocating resources. 45.3 % of faculty polled felt that the statement was *accurate*, while 32.1 felt the statement was *very accurate*."

### **OBTAIN STATS BELOW FROM INSTITUTIONAL RESEARCH**

The District assesses information on employment equity and diversity for all district personnel. According to the latest information, employee demographic statistics for \_\_\_\_\_ COLLEGE show that college personnel are

Women  
Men,  
White  
Non-white  
Hispanic  
Asian  
African American  
Native American  
Decline to state

## WHAT DO THE STATISTICS SAY FOR EACH COLLEGE?

### **Analysis**

*[Text needed here.]*

### **Plan**

*[Text needed here.]*

#### **A.4.c**

**The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

#### **Description**

Through its representative bodies, the institution has established avenues for advocacy for administrators, faculty, staff, and students. The advocacy groups are the Peralta Federation of Teachers Local 1603 and the Academic Senate for faculty; SEIU Local 1021, I.U.O.E Local 39, and the Classified Senate for classified staff; the Associated Students for students. District-wide policies assure integrity in the treatment of administrators and non-represented employees. Also, the Office of Human Resources and Employee Relations is responsible for

In addition to advocacy groups, the institution is guided by policies, procedures, and statutes, such as the Americans with Disabilities Act, in its treatment of all constituencies.

The PFT Contract has a specific section: Article 5- entitled Non -Discrimination. The PFT also represents faculty that face discrimination charges or feel that they have been discriminated against during their employment with the District. At some point those cases would go to the director of employee relations.

The PFT helped bring the Faculty Diversity Internship Program to Peralta. Every year the District recruits interns from diverse backgrounds to come and teach in the District and the interns are mentored by full time Peralta faculty. The intent is to diversify our teaching pool and get a more diverse group of instructors trained.

*Be good to add stats on number of interns and outcomes, who have been hired permanently or are then included in the hourly pool (in a different than they were before).*

### **Analysis**

The college meets this standard. The institutions treatment of its administration, faculty, classified staff, and students is guided by advocacy groups and district-wide policy and procedures, which are clear and consistently followed. Furthermore, the District has hired a Director of Employee Relations to provide oversight in non-discrimination and equal opportunity.

### **Plan**

*[Text needed here.]*

### **A.5**

**The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

### **Description**

*Take what follows out and focus a (brief?) statement on the college, especially faculty.*

In 2005-06, the Peralta Board of Trustees developed several directions and priorities for district strategic planning. One of these priorities is Human Resource Development: to provide training and professional development for all employees (D6 of Strategic Planning Document). The Peralta Community College District currently provides training for all. Faculty training is by far the most comprehensive. Much of the professional development at Peralta is located in the Office of Educational Services, but some is not. Current training efforts will be discussed at length below.

#### **e Managers College**

PCCD has implemented ongoing management training in the spring of 2007. The managers college meets one time during the winter and 2-3 times per year though the academic year. The Managers College has covered strategic planning issues, team building and leadership training, as well as a “Nuts and Bolts” training, with an overview of the budget, union contracts, facilities planning and purchasing procedures, and an introduction to the new district Student Passport System. Additional sessions covered Reasonable Accommodations, Employee Productivity, Effective Meetings, Enrollment Management, and Negotiating and Developing Contracts.

### Leadership Succession Program

In fall 2007, the Peralta district has started a new management mentoring program to help develop leadership and possible succession planning. Participants in the program met monthly and included classified staff, Faculty and administrators (primarily as mentors). The first cohort “graduated” in October 2008 and a second cohort began in \_\_\_\_\_.

### T Selected Topics Managers Training

In addition to the Managers College and the Leadership Succession Program, ~~the, the~~ District has held training on selected topics, as needed, including Student Grievance and Discipline Procedures, Contract Negotiations, Sexual Harassment, and Reasonable Accommodation, ~~to, to~~ name a few.

### Classified Training Program

Classified Handbook (located at [http://www.peralta.edu/apps/comm.asp?\\$1=264](http://www.peralta.edu/apps/comm.asp?$1=264)) has been written by Employee Relations. A formal employee orientation program for new employees is currently being developed.

### WMF/KAREN TO ADD SPECIFIC TOPICS

A Classified Training Academy has been developed for classified employees in cooperation with Employee Relations and the Peralta District Staff Development Office.

### w Faculty Training

Currently most of the training activities are scheduled for faculty; most of which provided for under Staff Development. Started in 1989 with a mandate from SB1725, the faculty gave up a raise and the district implemented Flex Day training for faculty using these monies. The Peralta Community College District Staff Development Office runs six flex days per year, and a host of varied training and staff development projects.

### y Individual Projects

Currently faculty may earn up to 60% of their obligation through Individual Projects. These projects are good for a project that would require individual participation or would not adapt itself to a workshop format and/or would take more time than a workshop. In 2006-07, the district staff development office supported 30 Individual Projects.

### d Miscellaneous Hourly Accrual

Currently faculty may earn a total of up to five hours towards their yearly staff development obligation by attending district-wide and campus-based meetings, trainings, workshops, and concerts. There is no doubt that this form of participation is very popular, since most of campus governance, department meetings, assessment, discipline currency, technological training, and strategic planning is part of staff development but does not happen during Flex Days, but rather on a periodic basis throughout the semester. The District Staff Development Office gave staff development credit for 126 meetings, trainings, workshops, and speakers during the 2006-07 academic year.

### a Tuition Fee Waiver

The District has implemented tuition waiver reimbursement for faculty and classified staff who takes classes within Peralta to further professional development.

## H Conference Clearinghouse

The District Staff Development Office sends out electronic notices of professional conferences or workshops that are not held at Peralta throughout both the fall and spring semesters through the Peralta e-mail system.

## s Staff Development and Faculty Diversity Internship Program Workshops

The District Staff Development Office and the Faculty Diversity Internship Program partnered and sponsored the six workshops on the Multicultural Classroom in 2007-08, and five other trainings including working with Asian and Asian American Students, Working with African American Students, Getting Past the Gate Keepers: Tips for you Cover Letter, CV, and Interview.

## ***Additional Training***

Employee Relations has run a series of workshops on *Employee Benefits*. Outside of Staff Development period, the Office has provided training sessions for managers on *Employee-Employer Relation matters, Sexual Harassment, Union Grievances and Contract Compliance, Evaluations, and Employee Discipline*.

- C Since fall 2006, Employee Relations has been sending out Employee Relations Bulletins via email to all employees related to equal opportunity and workplace issues and employment laws. ([http://www.peralta.edu/apps/comm.asp?\\$1=402](http://www.peralta.edu/apps/comm.asp?$1=402)). An additional publication presents information for managers (Managers Journal).
- a Risk Management has run a series of workshops on: *Emergency Preparedness, CPR Training, Forklift Training, Smoking Cessation, and Handling Blood Products*. We are currently attempting to do some scheduling on Flex days for these workshops.
- a Human Resources has provided various training topics include contract negotiations, hiring of classified and academic personnel.
- h Last year, the District Academic Senate provided one or two workshops during the year on technology.
- y *New faculty orientations* (for both contract and adjunct faculty) usually take place on each campus during the second flex day of each semester.
- e *Sustainable Peralta* runs workshops during Flex Days and has a grant that faculty may apply for to develop Sustainable curriculum units in their existing classes. They also host their own workshops and conferences in the district.

Much has been achieved in providing staff development throughout the fiscal year. There have been expansions in training for managers, and the faculty program already meets the requirements of AB 1725. The Classified Training Plan has been developed and will need to be further reviewed and adopted and implemented. The District will review the Classified Training Plan, as well other workshops as required. **INTERNAL NOTE: Develop a master training calendar????**

## Analysis

*[Text needed here.]*

## Plan

*[Text needed here.]*

### **A.5.a**

The institution plans professional development activities to meet the needs of its personnel.

### **Description**

*Strip out district language below and offer brief description of college-based PD activities.*

Please see the above section for specific descriptors of activities and managers for employees. The institution plans provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

- The institution plans professional development activities to meet the needs of its personnel.
- With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
  - a. What professional development programs does the institution support?
  - b. How does the institution identify teaching and learning needs of it faculty and other personnel?
  - c. What processes ensure that professional development opportunities address those needs?
  - d. How does the college ensure meaningful evaluation of professional development activities?
  - e. What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?

Laney College, in conjunction with the PCCD, makes available to faculty, classified staff and administrators various opportunities for professional development. There are six scheduled professional development (“flex”) days scheduled throughout the year, funding for individual and group projects, conferences and continuing education activities. One of the six scheduled PD days each year became mandated by the Chancellor (and negotiated as part of the PFT contract) as a “mandatory” professional day for faculty in Spring 06.

Currently Thuy Nguyen, the General Counsel, is providing the management training – I think she’s calling it Manager’s College. (From Nola Hadley – Torres, District PD)

Professional Development Committee (PDC) funding comes from AB1725, PFT Collective Bargaining Agreement and, in 2007 Spring we received funding from SB 1131 monies for Staff Development augmentation. This money was distributed in 2007 Fall. Additional sources of support and funding have come from Partnership for Excellence, categorical program budgets (EOPS, DSPS, CalWORKS), VTEA, administrators’ discretionary funds, and other grant monies. In 2005, Laney College, through the Basic Skills Learning Collaborative, received a grant from the Carnegie Foundation to strengthen basic skills instruction on campus. A portion of those monies were directed at basic skills professional development, which was on-going (reflective inquiry, workshops, etc.). Also, the Carnegie Foundation trained 9 basic skills and vocational faculty in reading pedagogy called “reading apprenticeship.” Faculty trained in reading apprenticeship put on RA workshops each year for Flex day. In Spring 2007, the District announced that classified staff and faculty (both full time and part time) were eligible for a fee waiver for classes taken within the District.

DRAFT

The Laney College Professional Development Committee (PDC) is comprised of three faculty, three classified staff and three administrators. The faculty members are appointed one each by the Academic Senate and the Peralta Federation of Teachers and one joint appointment by these two entities. Classified staff members are appointed by the classified senate president and administrators are appointed by the college president. Appointments are for 2 years and are renewable for another 2 years. The chair is a faculty member and is voted on by the Committee. The Chair meets with the District Staff Development officer (a position for faculty members in the district) monthly to plan flex day activities. The committee meets biweekly and plans, evaluates and oversees various professional development activities. These activities are: individual personnel conference requests, group and individual projects, sabbaticals, retraining leaves, professional subscriptions and memberships, tuition for continuing education and professional development flex day activities. Evaluation of activities is conducted via post-conference reports and participants' feedback and evaluations of workshops.

Laney's PDC often discusses particular kinds of professional development activities they would like to encourage and sponsor; these have included Bay Area Nonviolent Communication, technology use and foreign language teaching, and Amherst Writers among others. PCCD PD sponsored a "Best Practices" Fair for two years in a row. Managers and administration create their agendas on 3 professional days a year; the other 3 days are left for faculty driven PD. In recent years, the push to require SLOs on course syllabi has found PD days covering SLO related activities including assessment, a discussion of general ed SLOs, etc.

There are evaluations forms for PD flex day activities and there are "activity forms" that Laney faculty are asked to complete after they attend an individual professional development activity such as a conference. These forms are retained in the district PD office.

### **Analysis**

The District has increased its level of training for personnel and continues to engage in planning and expanding training opportunities. Training services will be most effective when they support the employee throughout their professional life.

Training services will be most effective when they are well coordinated. The development of a Master Training Calendar each year would be very helpful and will be explored.

The District Staff Development Officer, the Campus Staff Development Chairs, and Staff Development Committee members are staffed by Classified, faculty, and administrators who rotate in and out of the positions. As such, the campus chairs and District Officers are developing procedural manuals.

### **Plan**

*[Text needed here.]*

#### **A.5.b**

**With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

#### **Description**

The Peralta Community College District Staff Development workshops are evaluated. Data gathered from the evaluation forms are used to determine agendas for future professional development events.

Periodic need surveys are designed, administered, and completed for each of the training areas; administration, staff, and faculty.

Every session of the Managers College is evaluated. Evaluation forms are drawn up that are specific to the training. The Classified Training Plan has yet to be adopted and implemented. Evaluation forms have been recommended for those trainings.

Each of the faculty Staff Development Flex day workshops are evaluated by using the Workshop Evaluation forms. Attendance Rosters are examined for participation. The evaluations are discussed within the campus staff development meetings and in district chair meetings. The District Office can generate various reports about staff development participation for the Chancellor and Vice Chancellor of Educational Services as needed. The District Officer submits a Flex day Calendar report to the state at the end of the year. The district flex day program is developed and evaluated by the Vice Chancellor of Educational Services.

The college Staff Development Committee answers directly to and is evaluated by the college president. In addition, it publishes updates of Staff Development activities on its web site.

Every year the District Staff Development Officer is required to submit a Flex Day Calendar Activities Report for the academic year to the State Chancellors Office, which asks that the Flex Day Calendar activities be organized by the nine criteria for staff development activities established in AB1725. There has been enormous growth in Flex day participation each year. The final Flex day of Spring 2008, had scheduled over forty workshops in five locations throughout the day. Of the nine Flex Day Activity areas over the past two years, the four largest growth areas, in order, have been: 1). Departmental or division meetings, conferences and workshops, and institutional research; 2). program and course curriculum or learning resource development and evaluation; 3). Staff development, in-service training and instructional improvement; and 4). The necessary supporting activities for the above.

## Analysis

The process of assessment for Staff Development is structured through standardized forms, and is used to determine future training needs. The District should ensure that professional opportunities are evaluation and assessed for training effectiveness.

## Plan

*[Text needed here.]*

### **A.6**

**Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

## Description

Peralta Community College District regularly assesses its human resources needs in a number of ways which integrate human resources planning with institutional planning. Levels of staffing are reviewed by managers through information generated in discussions at the various constituent levels, faculty, classified, and managers; through the college faculty prioritization process, through College Budget Committee discussions and recommendations and through consideration of college mission and goals.

The process for hiring new faculty starts with a request prepared by division deans, based on consultation with the department. A Faculty Prioritization Committee consists makes recommendations to the College President and is then presented to the District for discussion and approval.

In the case of new classified positions, proposals are developed at the department level. The request is ultimately reviewed by the College President or District Vice Chancellor, and subject to Chancellor approval and funding. The College works with Human Resources concerning college needs and the appropriateness of the classifications.

Additionally, Desk Audits are available to classified staff to determine the scope of duties and functions as performed.

Hiring decisions for replacing administrators are made by the College President or District Vice Chancellor, which is then brought to the Chancellor for approval. There is consultation with the local classified senates pursuant to Board Policy 1.18 and its implementation procedures concerning the job announcements.

## Analysis

The college meets this standard. The decisions for prioritizing hiring requests are firmly rooted in the shared-governance process, campus wide. Ultimate decisions are usually shaped by fiscal constraints.

**Plan**

*[Text needed here.]*

DRAFT

## B. Physical Resources

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

### Description

Laney strategically plans, programs, builds, maintains, upgrades and replaces its physical resources to meet mission-related priorities in ways that ensure the quality and integrity of programs and services and improve institutional effectiveness. Because physical resources are a central priority of Laney College, it is fully integrated in the planning process of the college and district.

At the district level, Laney helped develop the district-wide strategic plan that supports the educational needs of Laney's constituents. With this plan, **and as important implementation indicators**, Laney develops its facilities master plan which informs the district-wide facilities master plan.

Using the district-wide strategic plan as the guide, and relying on the program reviews and unit plans of the college, Laney then develops its educational master plan. Both the strategic plan and educational master plan are the basis for developing the facilities master plan. External and internal professionals are used to provide the necessary additional education and facilities-related expertise, a sound assessment of needs, and use of appropriate data; development of effective recommendations and solutions is thus secured, advice integral to the evolution of the resulting facilities master plan, including its timeline. The strategic and educational plans inform the timeline established for facilities planning. Typically, these experts provide external and internal data scans, facilities needs projections, safety and cost projections, resource allocation recommendations, and models for improving efficiencies in managing information, programming, and maintaining facilities, etc. (REF).

As part of the master scheduling plan, the district annually updates its five-year construction plan, with direct input and leadership from Laney shared governance leaders, the president chief among them. Once decided upon and recommended by the Chancellor and his executive team, it is considered and approved by the Board of Trustees. As a central part of the capital outlay plans, details in this plan are submitted to the State Chancellor's Office for review and approval (REF).

The district also annually ensures completion of an inspection of all college facilities, with direct input from college administrators: \_\_\_carried out this work 2007 and 2008. WLC, Inc., developed its thorough survey of all facilities. Fall 2008 MAAS Companies, Inc., is integrating all facilities plans and physical resource reports to present a coherent facilities

master plan. The results of the inspection, including requirements for repairs or other changes, are shared with the college community, and the Business Office ensures proper actions are taken to address each matters (REF).

The shared governance processes at the college and district levels help to ensure the success of these planning efforts. Monthly meetings of facilities planning committees of the college and district, along with the meetings of other constituent groups (Faculty Senate, Classified Senate, Administrative Leadership Council, College Council) continuously inform and are informed about the steps in the overall development and implementation phases of the physical resource planning (REF).

During the monthly meetings of the Laney College Health and Safety Committee, jointly chaired by the Business Manager and the college nurse, necessary regulations and concerns are reviewed to ensure that the campus meets its commitment to provide a healthy and safe learning and work environment. Many other forums are used to share information and updates; they are also used to obtain information about priorities—generally illuminated in the program reviews and unit plans—concerns, and distress about unmet needs.

The college president has held college-wide retreats and joint meetings with the faculty senate president, and has requested feedback electronically in response to his newsletters and public presentations. As a result, the president obtains a diverse range of input from faculty, classified staff, students, program coordinators, deans, vice presidents, and others. Further, college stakeholders who are not actively involved in the shared governance process obtain insights and learn where shared concerns or opportunities may exist (REF).

From 2005–2008, the college developed aggressive 60-, 90-, and 120-day facilities improvement plans to address health and safety concerns that ranged from minor to major. The campus second-level deck was replaced, its central square renovated. Insulation abatement of thermal systems was completed, and main domestic water service was replaced. Building A exhaust underwent replacement, and mechanical systems at the swimming pool were upgraded. Science labs were completely renovated, with repairs and replacement of eye and shower wash stations and chemical storage cabinets. Repairs of several leaky roofs, vacuum circulation, and air filters were made, and baseball and softball fields were renovated. Lighting was installed in previously dim areas throughout the lower corridors of the college. Hazardous materials were removed from the college. All classrooms were painted, light fixtures repaired, diffusers installed, flooring replaced, and modern shades installed. Entire wings of buildings were taken offline for significant renovations. The Culinary Arts cooking and baking programs' Beginner's Inn kitchen and dining room facilities were completely taken offline to render them a state-of-the art facility for fine dining, thus eliminating the many unsafe conditions, and meeting the college's strategic and educational master plan priority for this signature program. The Welcome Center, Office of Assessment, Admissions and Records, and EOPS units all got window improvements. Restrooms were refurbished. Theater seating was repaired, with unsafe conditions removed. Negative-pressure AC system and CO2 gas lines were corrected.

Laney has been able to engage in the “total campus makeover” because of the county’s passage of Measure A Bond of \$352 million. To date, Laney is maximizing its share of the allocation to direct improvements to physical resources of the college. Approximately \$8.2 million has been allocated for equipment and additional assets. Once prioritized at the college level, Measure A bond funds for equipment and facilities improvements are approved by the Board of Trustees. Similarly, all other major physical resource changes are approved by the Board of Trustees. In the case of capital improvement construction projects, board-approved requests that are identified in the five-year construction plan that are also eligible for (and require) review at the State level are funded only if approved by the State. Even with the Measure A bond, most funding for construction projects must come from the State. The same situation obtains vis-à-vis facilities maintenance and improvement with specific guidelines and restrictions informing the actions of the college and the district.

The physical resources of the college help improve institutional effectiveness principally by ensuring environmental conditions conducive to facilitating student learning, achievement, and success. Current facilities master planning is taking these facts into account. Moreover, it considers that the current weekly student contact hours (WSCH) are 109,335 (2008). With enrollment growth projected at 1.5% by 2022, the WSCH is expected to be 136,104. Headcount is 12,457 (2008), and expected to be at 15,564 (2022). Also, it considers capacity/load ratios and projects requirements.

<b>Laney College – 2022 Target Year Space Requirements</b>				
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2022 TILTLE V QUALIFICATION	NET NEED
100	Classroom	41182	42765	1583
210-230	Laboratory	140451	109716	-30735
235-255	Non class laboratory	90	1480	1390
300	Office/conference	48388	36294	-12094
400	Library	21839	43962	22123
520-525	Phys ed (indoor)	38468	35000	-3468
530-535	AV/TV	2575	14144	11569
540-555	Clinic/demonstration	5900	10877	4977
590	Other	2065	4647	2582
610-625	Assembly/exhibition	10807	15574	4767
630-635	Food service	14896	9344	-5552
650-655	Lounge/lounge service	7133	6079	-1054
660-655	Merchandising	7159	11935	4776
670-690	Meeting/recreation	6201	5186	-1015
710-715	Data processing/comp	2577	5000	2423
720-770	Physical plant	2267	18589	16322
800	Health services	139	1200	1061
	TOTAL	352137	371792	19655

Source: PCCD Report 17; Maas Companies projections- Calculations based on CA Code of Regs. Title5, Chapter 8, Section 57028

## **Evaluation**

Laney opened its doors in its current location in 1970, and experienced much deferred maintenance for over 30 years. By 2004, Laney began aggressively working to transform all aspects of its facilities and provide the necessary equipment and material resources in instruction, student services, and library and administrative areas, while maintaining and improving on the use of its land. Funding from Measure A and E bonds has assured the college of these improvements.

Over the years, Laney has been recognized as an important and significant asset to the Peralta Community College District. More than \$20 million in facility improvements have been invested in the campus. Exterior improvements to the physical plant were made in the following areas: abatement of weather damage on exposed decks, repair of various campus-wide roads and walkways to ensure safety, replacement and enhancement of cabling for improved voice and data transaction, and installment of improved signage, such as program directories, maps of the physical plant, and information kiosks. Other improvements were made to fulfill health and safety requirements, including asbestos abatement and upgrades to the campus alarm and emergency systems. Additional renovations were made to meet ADA requirements and to upgrade Laney's heating, ventilating, and air conditioning system.

During the 2005-06 academic year, the new Fine Arts Center was built and completed.

Though these improvements have definitely enhanced the physical integrity of the campus, Laney must still address facility-related challenges.

The library and AV/Media Center continue to be over-utilized, a problem that will be addressed by the construction plan for the new library and AV/Media Center in 2009-2010.

However, "lack of space" and "deteriorating facilities" are two issues cited in the *Laney College Educational Plan 2001-2016*. Physical space has become a scarce commodity on campus. Despite efforts to utilize the physical plant during the late afternoon, evening, and weekends through a variety of short-term classes and by scheduling classes and programs to accommodate working students, there remains the need to increase the number of classrooms during the peak morning hours. The community college student population continues to grow, even with fluctuations in fees and added admissions requirements. The demand for more physical resources occasioned by enrollment growth strains the resources of Laney's 19 buildings and their 265 classrooms and labs.

Planned efforts are underway to determine possible office space for Laney's large cadre of 400 part-time hourly faculty. Though much effort has gone into the development of the college's educational and facilities plans, program reviews, and committee work that focused on tying specific facility projects to funding sources, frustration continues to build about the state of facilities at Laney College.

Despite the promised funding for maintenance, the 2008 *College Employee Survey* indicates that facility maintenance continues to be an issue.

The college's planning process strengthens the capacity of the college in its advocacy role—internally and externally. In addition, because of the focus on leadership across the college among all stakeholder groups, constituents demand sound planning and organization to actualize measurable objectives, and to ensure adherence of priorities (or agreement on needed change to a priority) consistent with the health, safety, quality, and integrity requirements of their program or service areas of the college.

## **Plan**

As Laney completes its Facilities Master Plan, it will continue to improve its scheduled facilities improvement and plans for securing necessary equipment and material resources. In addition to the projects on the five-year construction plan timeline, special focus remains on completing the outstanding short-term projects some of which are listed below:

- All buildings: Remove asbestos floors and chalkboards, repair ceilings, paint walls, install new floors, provide new furniture, repair roofs, etc.
- Cosmetology-Redesign and upgrade the classrooms and offices
- Theater building: Address the numerous refurbishments and health and safety issues identified
- Office spaces, storage, and remaining classrooms throughout the college: Refurbish offices and storage spaces. Ensure energy efficient T-8 fixtures, painting of doors, and accent walls per model classrooms
- Tower building: Refurbish the administration tower with new carpets, paint, lighting, bathroom tile, and furniture
- Lower and Upper A Building: Address outstanding facilities constraints in graphic arts and photography; reconfiguration and renovation of classrooms and office spaces—namely, A 201, A202, A203, A204, for geography and physics labs in A271 and A274; removal of tiered flooring and seating in A233, 266, 273; and retrofitting of shelf space in A274 and the adjacent storage areas.
- College signage: design and install high-quality signage throughout the campus facilities
- F Building: Replacement of all window blind covering in all classrooms/labs on the second floor of the F Building. Repair/remodel all restrooms on the second floor of the F Building. Replace current blackboards in all classrooms and labs with large whiteboards. Clean and inspect for health/safety standards the air ventilation ducts. Provide air conditioning system for all classrooms and labs. Replace and upgrade lighting in F Building classrooms. Upgrade all electrical plugs and outlets in classrooms and labs in the F Building.
- Upper G Building: Upgrade facilities including painting, new desks, and new blinds, and provide AC system for all areas.<sup>[1]</sup>
- Lower G Building-Facilities improvement needs persist for all units including the Music department including renovation of existing performance rooms, classrooms, and practice rooms as well as inspection, repairing, and upgrading of the wiring that was put in place for a recording studio, when the building was originally constructed.
- C Building: Complete the renovation

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- Smart Technologies: Complete renovations to the classrooms, D200, and the Forum by installing the smart technologies
- Tower building: Add two high-tech conference rooms.
- Conference & Meeting Facilities: Design and program sufficient meeting spaces to conduct the increasing demand for conferences, workshops, seminars, and shared governance forums. At least 15 high-quality conference rooms are needed for seminars, workshops, and trainings that also can function as rooms connected by integrated technologies for teleconferences, videoconferencing, etc. (These rooms include D-200, the Forum, Tower facilities, Laney Library, Technology Center, and other select locations across the college. (D-200, the Forum, etc. require fixed audio-visual equipment and solutions to the noise problems resulting from outstanding facilities issues.)

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

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

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

### **Description**

Resource planning at Laney ensures that the college is safe and provides healthy conditions for learning and working. Importantly, Laney's resource planning ensures integrity and quality in the instructional, student services, and administrative programs and services offered, independent of location or methods of delivery. Laney is careful to inventory its conditions and resources regularly to determine if adequate and improved levels of health, safety, and security are maintained (REF).

The college was built by 1969, in compliance with the contemporary building codes of the state, county, and city, and in compliance with the requirements of the State Chancellor's Office. The college maintains its location at 900 Fallon Street, as it supports over 70 degree and certificate programs and educational services and administrative operations. This 40-year-old campus has 19 contiguous buildings with 265 classrooms, situated within the northeastern edge of Fallon Street to its southeastern limits on 5<sup>th</sup> Street. The campus is accessible by public transportation from AC Transit buses and a Bay Area Rapid Transit (BART) subway system. The Lake Merritt BART station is located one block from the north entrance. The college is in the city's development zone, and it is conveniently located across the street from the Oakland Museum and the Henry J. Kaiser Convention Center.

Laney's main complex of 517,475 square feet is an arrangement of two-story reinforced concrete and brick buildings arranged in quads around small, planted courtyards. On the ground level are the vocational offices, classrooms, labs, and shops; the upper level houses general education, liberal arts, and science facilities. In 2005, Caltrans approached the college, requesting to stage construction material where the Butler Fine Arts Building was housed. In order to do this staging, Caltrans agreed to build an art building in another location and of the same size, 15,000 square feet. Caltrans paid for all but 1% (1.2 million dollars). The additional 4,000 square feet for classrooms came from Measure E funds. The new Fine Arts Building (AC) is located between the tennis courts and swimming pool on the 10<sup>th</sup> street side of campus. The new Fine Arts Building houses three additional classrooms, two drawing studios, two painting studios, two sculpture studios, and a printmaking facility.

The student center, gym, theatre, and library form the boundaries of an open plaza at the center of the campus. The student center opens up to and looks down on this newly renovated plaza. It is a four-story structure, with the bookstore/supplies on the ground level, and the cafeteria, run by the Culinary Arts Department, on the second level. Student government/school function offices occupy the third and fourth levels.

The Library/Learning Resource Center is a four-story structure which houses the 80,000 book collection, the Tutorial Center, Audio-Visual Services, Instructional Media Center, study rooms, and an educational display area. This building is slated to be rebuilt with Measure A Funds during the 2009-2010 academic year. The library will most likely be housed on the 7<sup>th</sup> Street side of campus, where the portables for the Culinary Program are currently located.

The nine-story Tower Building, just to the north of the open plaza, houses the Steingart Art Gallery, which was updated during Spring 2008 with new bamboo floors, floor-to-ceiling paint, new lighting, vent coverings, and new curtains. The Tower Building also has staff and faculty mailboxes and an information booth on the first floor lobby. Student services offices are housed on floors two and three, faculty offices on floors four, five, and six, and administrative offices on floors seven and eight. The top floor of the Tower houses the school's cable television studio, which requires a receiver dish now located on the roof of the administration building (2008). A fluorescent Laney College sign was installed in March 2008.

Each full-time faculty member is provided an office, mostly in the Tower Building. Adjunct faculty members are offered shared space on an as-available basis. Offices range in size from 70 square feet to slightly more than 120 square feet, with the majority in the range of 70-90 square feet and shared by two faculty members. New carpeting and paint is slated for fall 2008.

Laboratory space devoted to specific program instruction is provided in the following departments: art, architecture/engineering, biology, business, carpentry/wood technology, chemistry, computer information systems, cosmetology, culinary arts, and physical science. Instructional computer labs are provided in architecture/engineering, basic skills, business, and English, graphic arts, math, and science departments. In addition, a four-room, networked inter-disciplinary Technology Center (F 170) with over 100 Macs and PCs went online in 2002. The Technology Center has not been used to its full capacity; it is hoped that with new full-time IT personnel, the facility will be used to its full potential.

Sports facilities include a football field with bleachers, an outdoor track, a baseball field, a competition-size swimming and diving pool, lighted tennis courts, weight-training rooms, and locker rooms. All except the women's locker room have been remodeled.

Student services units have a history of being dispersed across the college, often in locations that were hard to find. For example, financial aid, counseling, transfer center are found in the tower, CalWorks and career center in the student center, and assessment, EOPS, and admissions and records in the lower level of the A building. In all instances, poor signage further compromised students' ability to find facilities. During the last five

years, aggressive planning occurred that resulted in the reprogramming of student services with clear priorities for major physical resource changes within the next decade. The planning framework of program reviews and these work groups allowed for the sound use of bond funds. Already Measure A- and E-aided renovations have resulted in a one-stop Outreach, Welcome Center, Assessment, Admissions & Records, and EOPS site. Plans for a one-stop student services building and new student center are to follow.

Each year, the college assesses its physical resource conditions through use of the program- and service-level unit plans and Business Office facilities maintenance schedule to ensure that facilities, equipment, and materials resources are sufficient to meet needs in the instruction, student support services, and library and learning support service areas of the college.

**[DESCRIBE MAINTENANCE SCHEDULE PROCEDURES]**

Outstanding equipment and materials needs that are discovered are addressed by several funding sources. By January 2006, the Board of Trustees approved \$8.2 million of Measure A funds to Laney to address urgent equipment and major materials needs. In addition, the college prioritizes allocation of its career technical education (formally VTEA) funds during spring terms, instructional equipment requirements every fall. Funds allocated were based on the college’s justification and consisted of the following categories and allotments:

ADA	–	Compliant	\$86,287.69
AVE	–	Audio Visual Equipment	\$253,894.09
CHS	–	Computer Hardware & Software	\$2,612,443.62
FUR	–	Furniture	\$2,716,495.58
LIB	–	Library Material	\$140,137.38
OIE	–	Other instruction Equipment	\$2,349,775.00

In addition to drawing on the Measure A funds, the college receives State funding to support equipment and materials requests. Laney’s allocates these funds through a shared governance process led by the **instructional equipment and library materials** advisory committee. It establishes criteria, announces them to the college community, establishes timelines for submitting requests to the office of instruction and providing justification in an open forum to the members of the committee. The committee, through a deliberative process, determines its priorities and forwards its recommendations to the vice president of instruction, who makes the final decision on the allocations. Once confirmed, approved units submit formal electronic requisitions through the college business and district **procurement processes** and await delivery of the items.

**[REF]**

Outstanding facilities-related needs are addressed in strategic ways. At the top of the facilities improvement lists are (1) health and safety concerns, (2) impact on the quality and integrity of student learning programs and services, and (3) alignment with the educational

priorities of the college. Using all planning processes of the college, short-term health-and-safety-related projects are addressed first within 60, 90, and 120 days.

[need to explain the difference between short-term safety process versus long-term (deferred) maintenance process: How do we handle routine maintenance? Work orders, etc? Who is responsible?]

[REF]

To ensure the effective use and continuing quality necessary to support college programs and services, the district, with direct input from the college, engaged the services of facilities and consulting experts. McIntyre carried out comprehensive external and internal environment scans to illuminate significant physical resource opportunities. WLC conducted an in-depth survey of all facilities to determine need. The MAAS Companies, Inc., are integrating the findings of McIntyre, WLC, Scala Design, and other reports with the college educational master plan to ensure the integrated strategic plan and the ability of the college to meet its quality and integrity requirements.

To assure adequate facilities for PCCD's educational mission far into the future, the first of three development phases of Peralta's Facilities Master Planning—assessment, analysis, and construction—has been completed. Through this thorough and comprehensive initiative, the foundation is being laid to renovate or replace the district's declining infrastructure, outdated technology, and increasingly decrepit structures.

Planning Phase One, Assessment of Existing Facilities and Infrastructure, establishes a foundation by thoroughly documenting current conditions. Visual inspections were conducted of existing structural, mechanical, plumbing, electrical, technological, landscaping, and civil engineering components of every building on every campus, except for those either in design for substantial modernization or under construction. Although no extensive intrusion was done, sewers and other accessible places were inspected and tested through the use of cameras.

PCCD maintenance and operations staff members were consulted to document known problem areas and issues. Identification of existing situations that create ongoing maintenance challenges or require excessive amounts of repair contributed greatly to initial repair-or-replace indications. This assessment was also aided by PCCD's existing—and, according to the planning consultant, exceptionally good—drawings library. Further, in line with PCCD's Sustainability Policy, the District's energy conservation consultant provided information on the district-wide energy audits that helped the analysis of equipment from an energy-usage perspective.

The Assessment Phase delivered a good sense of building, infrastructure, and equipment conditions to guide repair, upgrade, and replacement decisions. The Master Plan will move the District's Facilities Department forward while helping to balance immediate needs, such as those protecting health, safety, and accessibility, and responses to unforeseen emergencies demanding quick action. When completed, the multifaceted, district-wide Facilities Master Plan will deliver guidelines and standards that can be implemented in

numerous areas, including sustainability; energy efficiency; landscaping; information technology and communications; infrastructure; utility and mechanical systems; graphics and signage; security; circulation; parking; smart classrooms; modernized science laboratories, and more. The Facilities Master Plan will be completed by February 2009.

Projects Update: Peralta continues to make notable progress utilizing Measure A proceeds. For the second year in a row, the Community College Facility Coalition (CCFC) publicly recognized the exceptional work being done by our Facilities Department and its partners. On November 5, 2008, Dr. Sadiq Ikharo accepted an Award of Merit for Projects in Design for the Laney College Student Center project. Peralta was one of only two community college districts in the state to be honored during the CCFC annual conference in Sacramento. The Laney Student Center project, which is ready to move forward with construction documents, will deliver a bright and cheerful, state-of-the art, three-story Student Center that includes a bookstore, private, quiet places for students, flexible multipurpose space, and additional room to support the culinary arts program. (Facilities Update by Sadiq Ikharo, Vice Chancellor, General Services, Peralta Community College District)

The planning described above is Laney's practice to assure effective use of its physical resources and means to improve its resources to support its programs and services.

Laney ensures that all the off-campus sites where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. While the college currently does not lease facilities, at its off-campus sites (e.g., community centers, K-12 districts, county offices, and business and university centers), Laney maintains agreements including memorandums of understanding and district-level insurance. Those agreements ensure conditions are appropriate for educational purposes. For example, Laney holds classes at several high schools, including the Lionel Wilson Prep Academy in South Oakland. Embedded in the MOU are expectations for a safe, healthy, and equipped learning environment. At the community Cypress Mandela training center in West Oakland, the MOU reflects Laney's longstanding agreement to the same conditions while sharing technologies to facilitate high quality on-site learning. In all instances, the sites where Laney offers its courses, programs and/or services are regularly inspected by Laney professionals.

With all its sites, Laney adheres to building codes of the State Department of State Architects (DSA), County of Alameda, and City of Oakland. As well, Laney's buildings are in compliance with the State Chancellor's Field Act Seismic safety program, local environmental impact reports, the Peralta Community College District's Board of Trustees' policies, and the Laney's Educational Master Plan and Facilities Master Plan.

Laney's 2008 survey responses of students and employees regarding facilities reveal general satisfaction with safety on campus. This is consistent with the low crime rates on campus as reported by Alameda's County. The college maintains campus police presence daily, with coverage secured through a contractual arrangement with the Alameda County

Sheriffs department. College staff augments this support as ambassadors and safety aides, who provide daily support services to students and employees.

**Evaluation**

The college meets this standard.

**Plan**

None.

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

**Description**

Strategically, the district office of general services guides the chancellor with his Strategic Management Team in the development of the physical resource plans, with direct input from the colleges and district-wide shared governance groups (i.e., the Strategic Planning and Policy Advisory Committee, SPPAC, the District-wide Educational Master Planning Committee, DWEMPC).

The facilities planning committee of the college meets monthly to review data and prepare for district-wide facilities planning committee in addition to communiqués to the college community or recommendations to the president. The instructional equipment and library materials advisory committee meets monthly during each fall term to prioritize needs and plan for use of instructional equipment funds for the year. Using pre-established criteria, it makes recommendations to the vice president of instruction who then allocates resources (REF).

As background materials, space utilization summaries, facilities planning options, equipment and materials requirements are outlined, discussed and, through an iterative process, are prioritized (and sometimes reprioritized) consistent with time-sensitive demands or constraints. (REF)

**Evaluation**

The college meets this standard.

**Action Plan**

None.

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

#### **Description**

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

With the guidance of experts, the Peralta Board and its executive team function strategically to secure sufficient funding to support the educational agenda of Laney College. Annually, the district submits a board-approved capital-outlay report to the State Chancellor. It outlines the capital improvement projects of the college, such as site development, library, equipment, or seismic corrections. The capital-outlay report, along with the board-approved five-year construction plan, are used as a basis on which the State determines general bond obligations, commitments by the Legislature to fund Laney projects. Even with successes, State funding is insufficient to meet all of the needs of the college. Thus, the Peralta Community College District has sought successfully the approval of local bond measures during the past decade, including the most recent bond, Measure A.

Due to these resources, especially the Measure A bond funding, Laney carried out major renovations. Without them, the science labs would not be in compliance with OSHA requirements, the Culinary Arts facilities would be shut down indefinitely, the athletic facilities would be less safe, the welding department would be unacceptably dangerous, the largest theater in the district would lack adequate seating and lighting, and classrooms would have chairs unsafe for average and full-sized bodies. These are just a few of the many issues that made the learning environment challenging. Cost-wise, the bond and other funding sources resolved these and many other problems efficiently.

Long-term goals are being addressed as well. For example, State approval was given to replace the Laney library with a new building and to design and program a new instructional resource center—both of which had been on Laney’s list of priorities for over eight years.

Below is an abbreviated list of the long-range projects on which the district and college are working:

- Alter the Beginner’s Inn Dining Room
- Modernize the library
- Modernize the theater
- Modernize gym and lockers
- Renovate A Building , Student Services Renovation
- Renovate B Building
- Renovate the Student Center
- Program and build a Language Lab
- Complete the Athletic Fields Complex

- Design and build a teaching and learning center
- Design and program a new science building
- Modernize the infrastructure (e.g., utilities, networked systems, sewers, fire and security alarm systems, emergency communication system, etc.)

The college continues its scheduled maintenance program to address HVAC; electrical; plumbing; roofing and other matters.

The board of trustees annually approves its five-year construction plan based on college's needs as reflected in the Laney College EMP. This is evident in the 2010-14 five-year construction plan presented by the chancellor on June 27, 2008. [REF]

### **Evaluation**

The college meets this standard.

### **Plan**

None.

### **III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

### **Description**

Physical resource planning is integrated with institutional planning to assure institutional effectiveness. The college and its district have resource-assessment and planning parameters that guide their overall efforts.

The "Resource Allocation and Facilities Master Plan" (October 2008) makes clear that "the future program of instruction along with related support services are the primary determinants for defining the future space needs of the college." It is built upon the Educational Master Plan, takes into account the relationship between the college and district and the financial plan, and guides the development of future facilities. (It is also driven by the overall facilities master annual planning process that has been refined over the years during the development and implementation of the 1999-2015 Facilities Master Plan, the Five-Year Construction Plan of 2005-2009 and other physical resource related planning processes [REF].) It identifies long-term goals and short-term objectives, program needs, resources required, and space allocation requirements. It bases its plan on curriculum study, environmental scan analysis, and growth projections, then renders recommendations for improvements and report-generation. [REF]

This and the overall planning framework of the college and district ensure that the institution systematically assesses the effective use of physical resources and uses the

results of the evaluation as the basis for improvement to the physical resources of the college. [REF]

Key to the district-wide strategic plan is accountability. The Peralta Board of Trustees requires a solid timeline, ongoing reports, and planning parameters as it considers and approves plans and projects. The Chancellor and his executive team, the Strategic Management Team, adhere to this requirement, in part by developing and implementing an infrastructure that is comprehensive to drive this physical resource planning district-wide. At the core is the plan. It is complemented by several strategic and operational tools. The State Chancellor's Internet-based facilities information system, Fusion, "allow facilities to be planned, developed and managed with improved efficiency. It provides the Legislature with useful information about use of facilities, future funding needs, and progress of funded projects." Further, it can ensure that information generated by the system will meet legislative and administrative needs, as well as those of Laney.

The PCCD uses Primavera, a leading construction-management scheduling software, to provide a "just-in-time" central repository for project status to increase access to current project information that can be accessed by the district and college leadership and project management firms ([www.primavera.com](http://www.primavera.com)). It provides the college and other key constituents with the means to learn about all aspects of the development of the facilities master plan, including timelines for contract negotiations, pre-contract work, target dates for completion of projects, site assessment, and infrastructure analysis; it also provides details on each construction project at the college, including timelines, percent completion, name of the project, cost figures (e.g., budget commitments, projected variance), and responsible parties (e.g., project engineer). Most central, Primavera provides advance notice on project risks, issues, and potential delays and claims.

Shared governance groups operationalize the ongoing assessment and planning for facilities improvement. The Facilities Planning, Technology Planning, Curriculum, Instructional Equipment and Libraries Materials Advisory, and Instructional Support Committees all inform physical resource needs of the college, as does the Faculty Prioritization Committee as it functions to improve the human resources of the college and recommends related commitments regarding facilities improvements and program improvements. The data from all of the shared governance sources are provided to the Administrative Leadership Council and the College Council for vetting and prioritizing. These decisions are discussed in presidential meetings with the senates and the college council for further refinement. The president then takes his decisions to the district and negotiates for short- and long-term improvement actions.

The efforts at the college and district levels make clear both a commitment to the systematic assessment of the use of physical resources and a strong determination to rely on the results of evaluation as the basis for improvement.

### **Evaluation**

The college meets this standard.

**Plan**

None.

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### III.C. Technology Resources

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

*III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

*III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

#### **Description**

Laney College identifies and evaluates its technology needs in a variety of ways. These include:

Unit plans and Program Reviews – Departments identify and assess technology needs as part of their action plans and long-term planning for learning, teaching, and research.

Department meetings – Departments discuss technology needs that are presented to the Academic Senate, administration, and other appropriate committees, or put into unit plans and program reviews.

Division meetings – Faculty specify technology needs to administrators.

Administrative committees (e.g., Instructional Council, Academic Leadership Council) – President, Vice Presidents, Deans, and other administrators discuss technology needs, in order to make policy decisions, such as resource prioritization.

Technology Planning Committee – The Laney College Technology Planning Committee is a shared governance body that gathers evidence of and discusses the college's technology needs, which it uses to make recommendations to appropriate administrative and shared governance groups.

Shared Governance Groups – In addition to the Technology Planning Committee (TPC), other shared governance groups actively participate in needs evaluations processes. They are: Faculty Senate, Classified Senate, Associated Students of Laney College (ASLC), College Council, Instructional Support Committee, Instructional Lab Task Force, and Passport Business Readiness Team (BRT).

Technology surveys – In an effort to identify Laney College technology needs and to assist in the development of a college-wide technology plan, Laney administers technology surveys. A Laney Web Site Survey was administered to Laney faculty, administration, and staff in fall, 2007. The results of this survey provided valuable information about the need for new campus web sites. A Laney Technology Survey was administered in October 2008, and is discussed in the Evaluation section below.

## **Evaluation**

Technology needs identified by Laney College faculty, staff, and administrators are vetted in appropriate committees, and evaluated as to their importance. Laney administrators and faculty leaders base their technology decisions on the desire to meet the needs of teaching and learning, as well as college-wide communications, research and operational systems. Long-range planning and consensus-building are important components of Laney technology planning.

After technology needs are identified, the college attempts to meet them in a variety of ways. The Laney College Technology Planning Committee (TPC) is a shared governance body that recommends solutions to various technology issues. The TPC contributes to decisions regarding distance education, new web site development, faculty computer allocation, instructional lab support, policy and procedures, and other related issues.

The Peralta district strategic plan encourages distance education and, as the result of a year of deliberation by shared governance committees, the district has adopted MOODLE as its online course management software. MOODLE is open source software and will allow Laney (and Peralta) to draw from the open source community for training and support. Peralta has already developed a series of MOODLE sites for distance education purposes (e.g., eperalta.org, eberkeley.org) and has procured domain names to enhance Laney College's distance education web presence (elaney.org, elaney.net, elaney.com). Laney recently hired a Distance Education (DE) coordinator at 25% release time. Hiring another DE coordinator in spring, 2009, will augment this position. DE coordinators will help faculty develop online and hybrid courses, maintain a database of all Laney distance education offerings, and perform related tasks (see DE job [description in appendix](#)).

An increasingly urgent need for a new college web site was informed, in part, by the Laney Web Site survey administered to Laney faculty, staff, and administrators in fall 2007 ([see appendix](#)). In response to this need, Laney will soon begin development of new college web sites also using open source technology. This technology will allow Laney faculty, staff, and administrators to easily develop and maintain their own web sites, with the support of extensive, free online training and technical support through the open source community, and will complement our distance education efforts. Cost efficiencies, including free software, technical support, and training fit in perfectly with difficult economic times. Laney faculty, staff, and administration will be empowered by their ownership of these new web sites and freed from the costs associated with the ongoing consultation necessary for a site developed by a commercial entity. A PowerPoint presentation included in the appendix to this report illustrates our plans for implementing the open source web paradigm.

Student application for admission to Laney and registration for classes is done online through CCC Apply and Passport (PeopleSoft) student administration systems. Using this

technology, instructors can submit grades, view rosters, and communicate with students online. The newly refurbished Laney Welcome Center, staffed with student ambassadors and equipped with dozens of computers with Internet access, allows students who don't have off-campus computer access or who may have difficulty with the online registration process to register for Laney classes with personal assistance. During these trips to the Welcome Center, students also learn how to obtain counseling and other student services support.

Laney College provides tutoring instructional support by maintaining open entry/open exit computer and writing labs with faculty staffing. These services are described more fully in Standard IIC (Student Learning Programs and Services).

Laney College is advancing technology in education by focusing, not simply, on technology, but rather on how to effectively integrate it into our classes. We are responding to our next generation by pushing the boundaries of innovation and creating a learning platform that integrates technology with a student support network (<http://www.collegeinfofocus.com/>). The innovative Universal Learning Design (ULD) project, created by a Laney professor, has developed a Universal Learning Lab at Laney. The Laney College Universal Learning Lab offers two levels of support. On the first level we support students in participating classes who are using text-to-speech technology (Kurzweil) as a component of their class. This software creates a multi-sensory learning experience. Using this tool, students edit papers, listen to their text books and access their teacher's embedded study support, a virtual "Teacher within the Text" linking teachers and students together in a dynamic, digital learning environment. These innovative textbooks provide students crucial study strategies and bridge the digital divide by transforming reading into an interactive, multi-sensory experience vital for today's technology-savvy learners. On the second level we provide a general drop-in lab for everyone.

Our goal is to improve the quality of education today by:

- ✓ *Using technology in unprecedented ways to be a step ahead*
- ✓ *Making education relevant to our global community*
- ✓ *Providing students the tools to take charge of their education*

This program is supported by the Laney college administration along with numerous faculty members across disciplines. This concept is also being developed on other college campuses throughout the state, and has gained interest from countries in Europe.

Laney enrollment management is accomplished with the support of modern database management tools, such as spreadsheets, pivot tables, graphs and basic statistical analyses (see appendix). The Peralta district is currently developing business intelligence tools to provide web-based query ability for extracting information that Laney administrators can use to make data-driven enrollment management decisions.

The recent Technology Survey provides an example of how Laney obtains technology information to inform decision-making and provide assessment. The survey was

administered online in October 2008, using Survey Monkey. It was emailed to Laney department chairs, program coordinators and those responsible for the planning and day to day operations of the college's technology resources. Of the 46 people who received the survey, 33 responded (72% response rate), including 24 department chairs and one program coordinator. The Survey consisted of 29 questions that addressed all aspects of campus technology, ranging from distance education to computer labs. Highlights:

- 42% of respondents felt that 50% or fewer of Laney students are prepared to use technology at the college entry level.
- 52% felt that students did not have adequate access to technology on campus outside the classroom to perform their required work.
- 58% felt that students did not have adequate access to technology off campus to perform their required work.
- 52% thought that the technology resources available to their departments were “fair” or “poor,” whereas 48% felt that the technology resources were “adequate,” “good,” or “excellent.”
- 70% stated that their department’s instructional computers had Internet connectivity.
- 76% felt that their departments did not have adequate IT support.
- 56% felt that their departments did not have sufficient financial resources to obtain software licenses to meet your instructional needs.
- 53% felt that there were insufficient professional development opportunities for faculty/staff to stay up-to-date in using their technology assets.
- 53% said that their departments plan to offer distance education courses.

### **Plan**

The results of the Laney Technology survey, along with similar information obtained through committees and anecdotally, clearly show that Laney needs more technology support, including IT staff, financial resources for purchasing new software, training and professional development support, and support for offering distance education classes. We will work with the Peralta district in the coming year to identify and obtain resources to address these issues. In addition, the survey reinforced the notion that many Laney students need assistance in using technology at the college level. During the coming year, we will introduce new opportunities for students who need help with technology, both on the instructional side (basic computer classes) and the student services side (counseling).

***III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.***

### **Description**

The District Staff Development Office conducts periodic surveys of employees to determine self-identified technology training needs of faculty, staff and administrators.<sup>8</sup> As new technologies are introduced, shared governance bodies recommend training opportunities to the college administration. Such training is directed at faculty, classified staff, administrators or students, depending on the nature of the technology and the source of the recommendation (the representative body).<sup>9</sup> In addition, the District Staff Development Office provides technology training during professional development “flex” days. The District Data Center provided extensive training on the PROMT business management system soon after it was implemented and continues to offer periodic training *[insert citation to evidence, examples above, reference a calendar of training sessions offered to be located]*.

For more than two years, the college has been actively engaged in an extensive campaign of changing its culture with respect to identifying and assessing student learning outcomes in the areas of student services and instruction. Based on the increasing need to monitor, track, assess and report on these outcomes, the Learning Assessment Committee (LAC) identified and recommended the purchase of an assessment reporting application to facilitate these processes institution-wide. To meet these needs, TaskStream ([www.taskstream.com](http://www.taskstream.com)) was deployed in November 2008 and during an all day “retreat” the LAC offered the first of several planned training sessions on its purpose, functions and capabilities *[insert evidencia here?]*.

In response to a similar need in the area of curriculum, and in alignment with other California community college districts, faculty recommended and the District purchased another web-based application, CurricUNET ([http://www.governet.net/home/higher\\_ed/](http://www.governet.net/home/higher_ed/)), to enhance and streamline college and district-wide curricula management. This dramatic change in the way the college originates, develops, reviews and approves curriculum will necessitate an extensive investment in faculty and staff training. In order to transform the long-standing and complex paper-driven processes that we currently use, and based on the experience of other colleges/districts (<http://www.league.org/leaguetic/express/inn0211.html>), we can anticipate a 2-3 year period of intense developmental labor to fully actualize CurricUNET. This process will require faculty advocacy for continued District support determined by a well thought out transition plan.

In previous years, with the support of TTIP funds, Laney provided training for some new technologies as they were introduced. Beginning spring 2008, the institution provided

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<sup>8</sup> PCCD PROFESSIONAL DEVELOPMENT SURVEY FALL 2008  
([HTTP://WWW.SURVEYMONKEY.COM/SR.ASPX?  
SM= 2BD5N6WODUZZJKMNGKLMV 2BI2RRNZ2BOTUHKL1IPO34o 3D](http://www.surveymonkey.com/sr.aspx?sm=2BD5N6WODUZZJKMNGKLMV2BI2RRNZ2BOTUHKL1IPO34o3D))

<sup>9</sup> REPRESENTATIVE BODIES THAT HAVE MADE RECOMMENDATIONS FOR TECHNOLOGY TRAINING INCLUDE: DISTRICT TECHNOLOGY PLANNING COMMITTEE, LANEY TECHNOLOGY PLANNING COMMITTEE, DISTRICT ACADEMIC SENATE, LANEY FACULTY SENATE, LANEY CLASSIFIED SENATE, LANEY COLLEGE COUNCIL, LANEY BUSINESS RESPONSE TEAM (PASSPORT IMPLEMENTATION).

course offerings to prepare faculty for teaching online, for teaching hybrid classes, and on using Moodle. Since then, the district has been expanding those offerings into a professional development track that of regular training opportunities to support its expansion of distance learning classes, an institutional strategic direction, using distance education modalities. This approach allows faculty and others to become engaged with the software tools from a student perspective, e.g., a course on teaching with MOODLE uses MOODLE software to deliver course content. In addition, from 2006 to 2008, a California Educational Technology Collaborative Ambassador Program introduced the college community to a large catalog of free and low cost training opportunities focused on Microsoft Office Suite, Adobe and Web 2.0 applications, and more *[does this need/warrant documentation? If so, provide CETC background, and @ONE training schedules]*. Several faculty and staff members took advantage of these opportunities to improve and develop their technology skills. The exponential rate of development in the system's use of technology has put increased emphasis on the need for ongoing technology training for both faculty and staff.

The college hired a new distance education coordinator in November 2008, to help faculty learn to use course management software and develop new distance education courses.

The Universal Learning Design project CONDUCTS REGULAR PROFESSIONAL DEVELOPMENT TRAININGS TO PROMOTE COLLEGE WIDE INTEREST AND TRAINS FACULTY ON: USING THE KURZWEIL TEXT-TO-SPEECH SOFTWARE AND ANNOTATING E-TEXTS TO SUPPORT STUDENT LEARNING.

### **Evaluation**

With the recent implementation of the Passport student administration module, the District Administration hired RWD Technologies to conduct training for staff. RWD staff worked in conjunction with the college Passport Business Readiness Team (BRT), a task force composed of faculty and appointed by the Faculty Senate President. Based on feedback from faculty who attended the RWD training, the BRT conducted additional hands-on training during the summer and fall implementation. Faculty who attended the hands-on training became comfortable with the system. The number of questions from faculty to the BRT diminished significantly following the hands-on training.<sup>10</sup>

Similarly, a Passport Super User group recommended training and support for students registering on the new system.<sup>11</sup> The College provided additional training and support for students at the Welcome Center throughout the summer and fall registration periods. In conjunction with the hiring of a large group of new contract faculty, the Faculty Senate and Office of Instruction coordinated formal orientations on a variety of topics, including email, PROMT and the web editing software for new and returning faculty.<sup>12</sup> The faculty

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<sup>10</sup> INTERVIEW WITH KATHY WILLIAMSON, LANEY BRT CHAIR (OCTOBER 8, 2008)

<sup>11</sup> "GO LIVE SUPPORT" EMAIL FROM ANITA BLACK, DISTRICT BRT COORDINATOR (MARCH 20, 2008)

hires who received the training are regular users of the email and PROMT systems and many of them regularly update their department and faculty web pages.

With the coming launch of the new administrative Business Intelligence (BI) software that will support querying the PROMT system for enrollment data, it will be important for the district to accelerate and expand beginning and advanced training for users of this product, as well as for the other business applications recently instituted.

As Laney increases its distance education offerings, faculty will require training in how to use the MOODLE course management software. Since MOODLE is open source, there is extensive, free online training and support. In addition to these resources, Laney recently hired a faculty member to be Distance Education Coordinator for 25% release time. In spring, 2009, we will hire another Coordinator at an additional 25% release time, bringing the total funded coordination effort to 50% release time. In addition, the District has provided 50% release time to a district-wide faculty trainer who will be available to all four colleges.

In support of its distance education curriculum, marketing initiatives and student/customer relationship management, Laney will participate collaboratively in the development of new web sites for each college in the Peralta district. As this project gets underway, we will use the extensive online training and support available through the open source community. In addition we are requesting funding for webmasters and trainers who will provide on-site training to faculty, staff, and administrators.

All of the preceding technology changes, improvements and enhancements require knowledgeable users and a coordinated training strategy if they are to work well. At the same time the college is dramatically upgrading its technology infrastructure, so that we/it will have the ability to sustain these increasing demands. There is a continuing and expanding need for widespread training on efficiently using the tools now available.

### **Plan**

In the coming year, we will work closely with the District to improve the efficiency and usefulness of district-wide training efforts, with an emphasis on more hands-on training opportunities. We will work with the Peralta district to identify and obtain resources for addressing these issues. We will also work to ensure adequate staffing for training faculty in the use of new technologies as they are implemented. We will advocate for funding to increase our distance education efforts and to hire a Webmaster and trainer to assist in the open source web sites project, and we will begin to actively seek external funding sources for these necessary technology improvements.

***III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.***

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<sup>12</sup> SERIES FLYERS. (FALL 2005 ORIENTATION AND TRAINING SCHEDULE FOR FACULTY.)

***III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.***

**Description**

Laney shared governance groups such as the Technology Planning Committee, the Facilities Planning Committee, the Budget Planning Committee, the College Council, and the Instructional Equipment and Library Materials Committee assess the use of technology resources in order to improve student outcomes. The results funnel into the College Strategic and Educational Master Plans. Recently, a District-wide Educational Master Plan Committee has been meeting to coordinate District-wide planning. Recognizing the need for specific college and district oversight and coordination of instructional technology, the District Academic Senate (DAS) is preparing a recommendation for the formation of a representative district-wide educational technology committee. The Technology Planning Committee and the Faculty Senate will provide Laney College representation on this district-wide governance body.

In 2006 an Instructional Lab Task Force of the Faculty Senate completed a detailed plan for structure and maintenance (Lab Protocols) of campus instructional labs.

All departments are asked to include their plans for technology resources needs in Unit Plans and Program Reviews. The Technology Planning Committee will use this information as it formulates a college technology plan.

The Laney Administrative Leadership Council (ALC), consisting of the president, vice presidents, deans, and other managers, meets regularly to consider technology infrastructure upgrades and maintenance of technology programs and services. With recommendations from the Technology Planning and Budget Advisory Committees, the Council prioritizes needs and meets with contractors, architects, designers, and others to plan and implement technology upgrades.

**Evaluation**

Many Laney technology needs have been met in the past two years with funding from local bond Measure A (passed in 2006). Bond money has been used for major infrastructure upgrades, including Laney computer labs, networks, smart classrooms, a campus wireless project, and classroom refurbishments to support new technologies. As part of this major technology upgrade, full-time faculty members received new computers, either Apple or HP (laptops and desktops), to replace those that were at the end of their useful lives. Approximately 300 new computers were recently installed in the Laney Math, CIS, and Business computer labs. Two model smart classrooms are already in operation, with more on the way soon. In September 2008, the Faculty Senate approved bringing twelve more classrooms to both a “basic” and a more advanced level of smart technology. The District is in the process of refining and publicizing its three-level standards for what is now being

called Interactive Learning Environments Technology. It is expected that those standards will be applied in the next phase of smart classrooms installations, beginning in 2009.

### **Plan**

The Peralta Board of Trustees has recently approved spending additional bond money for Laney infrastructure upgrades. We have begun planning the renovation of the Laney Tower, which will include major technology upgrades, refurbishing of conference rooms, adding wireless capability, audiovisual presentation technology, and improving faculty offices. In addition, computer labs will be enhanced with audiovisual presentation capability, and it is our intention that Laney will become a fully wireless campus in this next phase of infrastructure upgrades. As mentioned previously, twelve smart classrooms are included in this project.

This school year (2008-2009), the Laney Technology Planning Committee (TPC) will prepare a comprehensive technology plan. While developing this plan, the TPC will review the Instructional Lab Protocols report and where the data remains valid incorporate its findings. The technology plan will reflect support of current resources as well as future needs that will result from advances in technology, adequate staffing requirements, and possible new facilities.

***III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.***

### **Description**

As mentioned earlier, instructional departments, shared governance committees, and administrative leadership teams play a crucial role in technology planning. These planning efforts are documented in unit plans, program reviews, the educational master plan, facilities master plan, and will be included in the college technology plan.

### **Evaluation**

Laney technology planning is becoming integrated with our institutional planning through unit plans, program reviews, educational master plan and facilities plan. Since bond money is limited, it is increasingly important to ensure that prioritizations are data-driven decisions based on widespread shared governance involvement. Having that responsibility will help attract a broader interest in participation on the college's planning committees.

The 2008 Technology Survey provided an approach to assessing our technology efforts from the perspective of department chairs and program coordinators. A student satisfaction survey, currently being prepared by the Vice President of Student Services, will assess student opinions on technology at Laney, strong and weak points of technology availability and implementation, and how Laney technology efforts can be improved. In addition, during fall 2008, Laney is participating in the System Office survey of faculty and students

who are teaching or taking distance education courses. The purpose of this survey is to assess satisfaction with distance education at the local level. When complete, the System Office will compile and provide the results of this survey for Laney College.

Shared governance committees and the administrative leadership team regularly assess the use of technology resources and use our current and past implementations to inform and improve our technology planning efforts.

### **Plan**

Within the coming year, we will administer surveys to students, faculty, staff, and administrators that will help assess the effectiveness of our technology use. The Technology Planning Committee will use these survey results in the development of a college technology plan, which will include a prioritization of technology projects. We will also use survey results to determine training needs and create a plan for how and where that training will occur.

DRAFT

### ***STANDARD III.D. - Financial Resources***

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

#### **Overview:**

Laney College has benefited from financial stability and growth during the past six years which has led to an improved learning environment and increased institutional effectiveness. Laney College's budget has increased, primarily, as a result of increasing student enrollments and revisions in the funding model used by the State of California in allocating revenues to community colleges. This has allowed Laney to hire new full-time faculty, **another benefit**, and **another benefit**. Additionally, Laney College has received bond revenues which have funded significant and long overdue campus improvements, including classroom renovations, technological upgrades, new and updated educational labs, and a new Art Center. Further, Laney College has sought and obtained grant funding which allows for the development and maintenance of special programs such as Project Bridge, Gateway to College, and Career Advancement Academy. While, in general, Laney College would benefit from increased revenues, the past six years have been framed by financial stability, growth, and effective management such that Laney College remains an institution of dynamic and diverse educational programs and services.

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### ***III.D.1 THE INSTITUTION RELIES UPON ITS MISSION AND GOALS AS THE FOUNDATION FOR FINANCIAL PLANNING.***

***III.D.1.a. Financial planning is integrated with and supports all institutional planning.***

#### **Description:**

Financial planning at Laney College is based on multiple and integrated planning processes, at both the college and district levels, which ensure that financial planning is integrated with all institutional planning.

Laney College's financial planning processes are structured to reflect and support broad institutional planning. Most importantly, financial planning is linked with the Educational Master Planning Process. Education Master Planning is designed to lay the foundation for all resource decisions. The Laney College Educational Master Plan reflects a strategic assessment of what programs will best support student needs now and in the future, and how existing programs need to be adjusted to better address changing needs. Program

reviews, including qualitative assessments of program methods, currency, and relevance, are conducted every three years by all instructional, student service, and business service units of the college. These Program Reviews, as well as annual revision/updates called Unit Plans, are central to Educational Master Planning and allow for both short and long term planning. Additionally, they are the baseline document for programs and units to outline resources needs. The Laney College Educational Master Planning Committee (LCEMPC) reviews Program Review and Unit Plan findings and recommends strategic, educational, and operational priorities and actions to the College President and the district. The President uses these priorities and actions in developing annual budgets and budget adjustments. Additionally, the college president consults with the College Council, Facilities Planning Committee, Faculty Hiring Prioritization Committee, and the Faculty and Classified Senates as he develops annual budgets, and when mid-year adjustments are needed. The College President also presents budget and financial data at periodic planning retreats for review and recommendation by a broad representation of campus constituents (cites).

As part of a multi-college district, Laney College’s institutional and financial planning processes are tied to, and dependent upon, the institutional and financial planning of the district. PCCD has a well defined budget development process and timeline that are integrally linked with Educational Master Planning processes as well as Strategic Planning processes. Current processes were developed as part of improvements to planning at PCCD during 2005-2008. In part, these improvements were prompted by previous recommendations by ACCJC and external auditors; however, planning improvements were also the reflection of a genuine desire, and commitment, on the part of district constituents to develop comprehensive institutional and financial planning processes that integrate financial decisions with all district and college planning, and make resource allocation a systematic and transparent process (cites).

PCCD’s annual financial planning has three general phases (cite planning and budget calendar). Phase one is composed of research; phase two includes college and district planning; and phase three is budget development.

#### Financial Planning Overview

Phase 1: Research (start of fall term)	<ul style="list-style-type: none"> <li>• Review and assessment of previous budgets and expenditures</li> <li>• Compilation and assessment of external scans and data</li> <li>• Compilation and assessment of data on enrollment patterns and trends</li> <li>• Review of preliminary state budget</li> </ul>
Phase 2: Integrated College and District Planning (Oct-Dec)	<ul style="list-style-type: none"> <li>• Colleges complete unit and/or program reviews and set institutional priorities as part of annual updates to Educational Master Plans</li> <li>• DWEMPC and SMT review College planning reports and make recommendations regarding overall district goals and priorities</li> </ul>
Phase 3: Budget Development	<ul style="list-style-type: none"> <li>• District planning bodies (DWEMPC, SMT, SPPAC, and</li> </ul>

(Jan-Sept)	<p>BAC) review, reformulate, and make final recommendations regarding budget and allocations</p> <ul style="list-style-type: none"> <li>• Board of Trustees planning tied in?</li> <li>• Tentative Annual Budget reviewed by Board in June</li> <li>• Final review and adjustments after State Budget approved</li> <li>• Board approves PCCD Annual Budget in fall</li> </ul>
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This process links budget development with Board Planning, Educational Master Planning (DWEMPC – District-wide Educational Master Planning Committee), Strategic Planning (SPPAC – Strategic Policy and Planning Advisory Committee), and administrative planning (SMT – Strategic Management Team). As such, this process ensures that financial planning represents, and is designed to support, PCCD’s mission and goals.

**Evaluation:**

Laney College generally meets this standard but will benefit from improved adherence to process guidelines for financial planning at the college and district levels in the future.

College and district financial planning processes are designed to be integrated with other institutional planning, however, in order for financial planning to be fully integrated with other planning, effective communication and data sharing must happen among planning bodies in a timely way. Because current planning processes are multiple and time consuming, financial decisions are sometimes made concurrent to other planning, instead of integrated with it. While this is imperfect, past expenditures demonstrate that, generally, budget and financial decisions at the college and district do indeed reflect institutional planning, but this happens in an informal way. Give examples. However, both Laney College and PCCD continue to improve adherence to planning processes in order to allow financial planning to be fully integrated with other planning.

**Plan:**

The college and district will continue to improve systematic and effective implementation of clearly defined financial planning and budget processes.

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

**Description:**

Financial planning for annual operations is based upon realistic, and conservative, assessment of district resources. At the district level, budget planning and resource allocation cover baseline operating expenses first; these include fixed operating costs;

salaries and benefits for permanent, contractual faculty, staff, and administrators; and other contractual and legal obligations (e.g. bond related liabilities, etc.). Budgets are then built around these baseline costs, based on expected revenues from the State of California, as well as other funding sources.

Funds are allocated to the four colleges by the district based on: a) previous years' expenditures, b) FTES targets for each college, and c) the level of state funding. In the past, allocation decisions have been made by the Chancellor, in consultation with the CFO and the four college presidents. However, in 2005, district shared governance bodies advocated for a more systematic and transparent allocation model. A task force was formed ([cite task force docs](#)) to develop and propose a formal model for allocating district resources among the four colleges. The model was revised and approved by the District Budget Advisory Committee in fall 2008 ([cite actual date](#)) and will be the basis for budget allocations in the future. The model is flexible, and final allocation decisions remain the responsibility of the Chancellor, but the new model allows for a more consultative process, where decisions about resource allocations are transparent and reflective of other decision making processes.

In addition to general operating costs, PCCD and Laney College have been able to plan and increase spending on special programs, new equipment and technological upgrades, and infrastructure renovations through grant revenues, special allocations, and bond sales ([cites](#)). For example, Alameda County voters approved a \$390 bond measure in 2006 for capital improvements for PCCD. The bond was approved by a 74.7 percent approval rating, one of the highest approval rates for a community college bond measure in the state of California ([cites](#)).

### **Evaluation:**

While PCCD and Laney College generally function well within accurate resource assessment, at times Laney College exceeds its annual budget for some cost codes ([terminology?](#)). This is due, in part, to the lack of financial data that would allow Laney College to monitor and adjust expenditures mid-year. Cost overages are often covered through line item adjustments within Laney's budget; others are covered by increased allocations from the district.

As the use of PeopleSoft continues to improve, system improvements will allow the Laney College Business Officer to more closely monitor revenue allocations and operating expenditures in a timely manner.

### **Plan:**

Complete effective and efficient implementation of PeopleSoft financial management software.

***III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.***

**Description:**

Liabilities and future obligations are documented and monitored as independent funds by the Office of Finance and Administration, which produces quarterly and annual reports regarding the status and management of such funds (cite board policy and financial docs). All decisions regarding management of these funds are reviewed by the Board Audit and Finance Committee and require full board approval.

Conservative use of resources has allowed PCCD to accumulate a reserve of \$X (date) which represents approximately X% of the annual operating budget for the district. This reserve is higher than the state average for California Community Colleges, and higher than the 5% minimum required by Board Policy. And, while some district constituents have critiqued the reserve as too large, it allows stability during uncertain financial times. For example, during the 2007/2008 year, the State budget crisis created a X\$/X% reduction in funding mid-year. While PCCD was able to adjust and reduce spending in many areas, reducing labor costs is difficult mid-year. This was especially true for at Laney College where reducing labor costs might have meant eliminating seven newly approved full-time faculty hires. PCCD decided to use reserve funds to supplement revenues in order to minimize the impact of mid-year reductions.

PCCD's largest future liability remains its contractual obligation to meet future retiree health care benefits. In 2005, PCCD sold a series of bonds to fund this future obligation (cite docs). Effective management of the OPEB allows PCCD to meet this obligation without using general fund or other operating revenues. Expand? – Offer analysis on status of refunding?

**Evaluation:**

Laney College meets this standard

**Plan:**

None

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***III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.***

**Description:**

From 2005-2008, PCCD embarked upon a thorough process of review and revision of all district planning processes in order to improve institutional planning. This process was integrative, collaborative, and represented a broad representation of district constituents (i.e. all four colleges, the district office, the Board of Trustees). The outcome is a well defined and integrative institutional planning process, which includes a detailed financial planning process and timeline. District financial and budget planning is now clearly outlined in multiple documents (cite docs). Additionally, in 2008, the district Budget Advisory Committee completed review and revision of its membership, mandate, and bylaws, and also approved a new allocation model for the district (cite BAC docs). This allocation model was developed in 2005/2006, but set aside as the district focused on completing other planning revisions (above). The budget Advisory Committee completed its review and recommendations on date(?).

As Chief Executive Officer of Laney College, the college President is responsible for all decisions regarding college budget and expenditures. In order to honor College and District commitments to shared governance, and in order to ensure that financial planning remains driven by the College's Mission and Goals, the College President works collaboratively with college planning bodies in budget development and adjustments (e.g. Faculty Senate, Classified Senate, LCEMPC - Laney College Educational Master Planning Committee, Facilities Planning Committee, Faculty Hiring Prioritization Committee, etc.). Laney College Participatory Governance and Administrative Structures handbook (revised 2005) outlines the budget development process as part of Educational Master Planning (cite doc). Additionally, the booklet outlines the membership and role of the Laney College Budget Advisory Committee which is composed of administrators, faculty, classified staff, and 1 student. The committee's primary charge is to make recommendations regarding budget and allocation planning processes (cite handbook), however, the BAC is also often consulted on budget development and mid-year adjustments.

### **Evaluation:**

In order to fully meet this standard, Laney College and PCCD need to follow, with consistency, financial planning and budget processes as outlined for the college and the district.

Because PCCD's institutional planning revisions are relatively recent (within the last couple of years), full and effective implementation is less than complete, and financial planning sometimes happens simultaneous to other planning, instead of integrated with it. PCCD currently follows Board Policy related to financial planning and budget, however improvement is needed with respect to following new/revised institutional planning guidelines so that financial and budget planning are systematic, well integrated with other planning, and transparent to community and district constituents.

Laney College must also improve its financial planning and budget processes. First, the financial planning process is somewhat unclear because it is delineated differently in different college documents (cites); review and revision of these documents and the financial planning process is needed. Second, Laney College's financial planning is

dependent upon financial decisions and data from the district office which, in the past few years, have been difficult to obtain in a consistent, timely, and usable fashion (see analyses/evaluations in III.D.2). The availability of financial data from the district is improving, and it is hoped that the district will continue to improve its management and dissemination of financial data. Finally, consistent financial planning and budget processes at Laney College were impeded due to the fact that the position of Business Officer was held by four different individuals in a five year period. The current Business Officer is a permanent appointment which will improve stability of processes.

**Plan:**

The college and district will continue to improve systematic and effective implementation of clearly defined financial planning and budget processes.

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***III.D.2. TO ASSURE THE FINANCIAL INTEGRITY OF THE INSTITUTION AND RESPONSIBLE USE OF FINANCIAL RESOURCES, THE FINANCIAL MANAGEMENT SYSTEM HAS APPROPRIATE CONTROL MECHANISMS AND WIDELY DISSEMINATES DEPENDABLE AND TIMELY INFORMATION FOR SOUND FINANCIAL DECISION MAKING.***

***III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

**Description:**

In progress

**Evaluation:**

**Plan:**

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***III.D.2.b. Appropriate financial information is provided throughout the institution.***

**Description:**

Each year, in June (cite board policy & docs), the CFO produces a “Tentative Budget Handbook” which outlines year to date expenditures, projected state revenues for the

following year, and a tentative budget for PCCD for the following year. After review and comment by the Board of Trustees, and after a final budget is approved by the State of California, a final “budget handbook” is produced for review and approval by the Board of Trustees in the fall (cite docs). This handbook is detailed and contains changes to all funds maintained by the district, as well as historical data and a clear budget for all expected revenues and expenditures. The handbook is available in hardcopy from the Office of Finance and Administration and via e-copy upon request.

In addition to annual budget documentation, board policy requires that district administration produce, at a minimum, quarterly and annual financial statements for review by the Board of Trustees (cite board policy 6.13, 6.15).

At the college level, financial reporting is dependent upon data provided through district financial management systems. The Laney College Business Officer extracts data from the PeopleSoft system in order to prepare and monitor college budgets and expenditures. Because the bulk of the college’s operating costs are salaries and benefits (put % here), monitoring those costs is crucial to effective financial management. During the transition to PeopleSoft software, real time data was often unavailable and therefore monitoring college costs was difficult. As the PeopleSoft system has improved, the college is better able to access financial data and produce financial reports.

**Evaluation:**

Laney College generally meets this standard; however continued improvement of financial management software will allow improved reporting of finances at the district and college levels.

Additionally, Laney College should produce a set of comprehensive (but relatively simple) financial statements on a periodic basis (perhaps quarterly), and disseminate them to the college community. These documents would be useful for shared governance processes and would foster an environment of collaborative investment in financial matters.

**Plan:**

Complete effective and efficient implementation of PeopleSoft financial management software. Facilitate shared governance processes and foster an environment of collaborative investment in financial matters by producing and regularly distributing easily comprehensible financial statements.

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***III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.***

**Description:**

Laney College has had, and continues to have, sufficient cash flow to maintain consistent and growing educational programs. In the past four years (2004-2008), Laney College’s revenues have increased **X%**. This is due, primarily, to growth in enrollments as well as changes in the allocation model used by the State of California in allocating community college funding (**cites**). Laney College has periodically exceeded its annual budget allocations in some categories from the district, but the district has always approved and then covered the over expenditures.

Laney College pays for the bulk of operating costs through the General Fund, which is funded primarily through “apportionment” (SB361) revenues from the State of California, as well as funding from federal, state, and local agencies to pay for specific programs and services (e.g. EOPS, CalWorks, etc.). General fund expenditures grew from **\$XXXXXX** in 2003 to **\$38,833,768** in 2008 (**cites**). In addition to General Funds, Laney College receives revenues for special programs, new equipment, facility maintenance, renovations, and new construction. These revenues come from a number of sources, primarily grants from the State of California, private entities, and bond revenues.

**Evaluation:**

Laney College meets this standard.

**Plan:**

None

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***III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.***

**Description:**

The district CFO is responsible for ensuring that district finances are managed according to district policies and procedures, state and federal regulations, and in accordance with generally accepted accounting practices. Under the direction of the CFO, the Office of Finance and Administration provides the district with financial management services, including accounts receivable, accounts payable, institutional investments and assets, financial aid, etc. The office of Human Resources also functions under the direction of the CFO. Special grants and contract projects are managed by the Office of Educational Services; however financial management of grants and contracts happens within the Office of Finance and Administration. Additionally, the Office of Finance and Administration develops budgets, monitors cash flow, and produces all district financial documentation.

PCCD uses PeopleSoft software to manage the complex cost accounting of a multi-college district. Budgets and financial transactions are entered and tracked by the Office of Finance and Administration, which then distributes financial data to constituencies throughout the district, including the Chancellor, the Board of Trustees, the Colleges, and other entities as needed. PeopleSoft was purchased and implemented in 2005. Due to a number of internal and external factors, the transition was imperfect and the ability to fully utilize the system in an efficient and effective manner has not been realized. The district continues to work towards increased efficiency and efficacy in using PeopleSoft. In 2008, PCCD implemented Regent software designed to improve upon the management and efficacy of financial aid programs at the colleges. Again, implementation was imperfect and the Regent system has proven ineffective and inefficient, causing problems for the colleges and, more importantly, students who are eligible for financial aid.

At Laney College, the Business and Administrative Service Manager [correct title?] is responsible for managing college finances. Because the college receives revenues through multiple funds from the district (for different programs with different regulatory and monitoring requirements) the college develops and maintains its own financial tracking systems. This is necessary because PeopleSoft does not allow sufficient financial data management and budget tracking at the college level. While this situation is not ideal, college managers develop and maintain excellent financial record keeping systems for the college (e.g. give examples).

The Peralta Colleges Foundation is a non-profit organization dedicated to fundraising in support of the four Peralta Colleges. Its primary goals are to provide scholarships to students, and to support excellence in professional and vocations training programs within the district (cite foundation docs and website). As an independent organization, the Peralta Colleges Foundation has its own Board of Directors, sets its own agenda, and manages its own finances. However, as an affiliate of PCCD, it undergoes an external audit annually and its finances and activities are reviewed regularly by the Chancellor and PCCD Board of Trustees.

### **Evaluation:**

Laney College meets this standard of practicing effective oversight of finances. However, systems and processes used at the district level don't translate into efficient financial management at the college level. Currently, data accessible through PeopleSoft and Regent must be manipulated into data that is usable to the college. This involves many hours of work by end users. In order to improve upon this standard, PCCD must complete full and effective implementation or replacement of financial management software (PeopleSoft and Regent) such that Laney College can practice more efficient financial management.

### **Plan:**

Complete effective and efficient implementation of PeopleSoft financial management software; identify and implement fully functional, efficient and robust financial aid software.

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***III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.***

**Description:**

PCCD manages expenditures of financial resources in a manner that ensures they are utilized with integrity. All revenues are deposited into funds designated for specific use. The General Fund, which makes up approximately 70% of total revenues and covers the bulk of operating costs at the district, is managed independent of other revenues. It is divided into unrestricted and restricted funds and each are managed according to specifications that are stipulated as part of revenue receipt. Other revenues are managed in independent funds, including Children’s Center Funds, Capital Outlay Funds, Bond and bond related Funds, the Student Financial Aid Fund, the Associated Students Fund, etc. (cite budget books). All funds are allocated to the colleges within this structure.

Laney College monitors its expenditures similarly. College revenues are divided into two categories, unrestricted funds and restricted funds. Restricted revenues pay for special programs and services, and often have specific monitoring and reporting requirements. In order to ensure integrity of restricted revenue expenditures, the college manages these through independent accounts and maintains detailed financial reporting for each. Examples of special program funds are CalWorks, EOPS/C.A.R.E, Project Bridge, the Childcare Center, etc [include actual fund #s here?]. Unrestricted funds are also managed independently of each other, but usually have less rigid monitoring and reporting requirements. State allocation revenues, which are used to cover X% of general operating costs, are used in accordance with state regulations, and according to district and college policies.

District financial oversight is the responsibility of the Office of Finance and Administration. The Office of Finance and Administration produces quarterly and annual reports on each fund’s expenditures and changes in balances (cite board policy 6.15 and cite docs). At the college level, budgets are developed and monitored by Business and Administrative Services manager, with oversight by the college president.

Annual external audits confirm that funds are expended according to district reporting, and in accordance with district, state, and federal policies and regulations (cite board policy 6.10 and actual audits).

**Evaluation:**

Laney College meets this standard.

**Plan:**

None

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***III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.***

**Description:**

District policies and procedures ensure that contractual agreements with external entities mirror and support the mission and goals of the institution; the district has clear guidelines regarding contractual agreements. Board Policy (**cite specific policies**) regulates the conditions under which contracts can be entered into, and clearly delineates procedures for bidding, negotiating, and monitoring contracts. Additionally, Board Policy has clear guidelines that prevent conflicts of interest and prohibit discrimination in contractual relationships (**cite specific board policies**).

Generally, contracts are reviewed by the CFO to ensure that planned expenditures are in accordance with budgets and financial planning. All contracts are reviewed by the Chancellor or designee, and all contracts over specified amounts (\$25,000 generally or \$72,400 for Bond revenues) must be approved by the Board of Trustees (**cite board policy**). All contracts forwarded to the Board of Trustees for approval appear on Public Agendas which allows district constituents to stay apprised of contract negotiations and provides additional assurance that agreements with external entities are consistent with the mission and goals of the institution. As an additional safeguard, the Board of Trustees has an internal audit function under the auspices of its Inspector General, who is charged with identifying and documenting potential areas of noncompliance.

**Evaluation:**

Laney College meets this standard.

**Plan:**

None

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***III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.***

**Description:**

In progress

**Evaluation:**

**Plan:**

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***III.D.3. THE INSTITUTION SYSTEMATICALLY ASSESSES THE EFFECTIVE USE OF FINANCIAL RESOURCES AND USES THE RESULTS OF THE EVALUATION AS THE BASIS FOR IMPROVEMENT.***

**Description:**

In progress

**Evaluation:**

**Plan:**

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**STANDARD IV: LEADERSHIP AND GOVERNANCE**

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#### **STANDARD IV: LEADERSHIP AND GOVERNANCE**

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

##### **A. Decision-Making Roles and Processes**

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

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

##### **Description**

Laney College has created and maintains an environment of participatory governance for decision-making roles and processes. Through the Faculty Senate, Classified Senate, Associated Students of Laney College (ASLC) and the Administrative Leadership Council, the College utilizes the expertise of faculty, classified staff, student and administrative representatives to inform the College decision-making process and to make recommendations for College policy. (ref. the Laney College Participatory Governance and Administrative Structures policy, the Faculty Senate Handbook, the Classified Senate By-Laws, and the ASLC Constitution)

“Governance roles are designed to facilitate decisions that support educational programs and student learning. Effective leadership through participatory governance enables... [the] institution to improve... and achieve its goals. Systematic participative processes are used to assure effective discussion, planning and implementation. The College relies on faculty, administration, classified and students for recommendations about programs and services. Governance and decision-making processes are regularly evaluated to assure their integrity and effectiveness.” (ref. EdMPP: Strategic Directions & Goals, Strategic Direction II)

The Laney College Participatory Governance and Administrative Structures policy was adopted and implemented in fall 2002 and revised in 2006. (Ref. Laney College

**Participatory Governance and Administrative Structures Policy**). This document delineates the mechanisms through which the ideas, opinions and concerns of the campus constituencies inform campus decision-making. The College Council and the Laney College Policy and Advisory Committee (LCPAC) are the leading collaborative leadership bodies for participatory governance. The College President chairs the College Council and LCPAC, which meet once monthly during the academic year. The standing sub-committees of the participatory governance structure, such as the Budget Advisory Committee, Facilities Planning Committee, Faculty Prioritization Committee and Professional Development Committee, advise the campus decision-making process and provide campus constituents a system for participation, discussion and planning (Ref. **Laney College Participatory Governance and Administrative Structures Policy**)

### **Evaluation**

The Laney College value statement titled “Collaboration” illustrates the College’s commitment to the shared governance process. (Ref. **Laney College Values Statement**) “We work cooperatively in a shared governance environment and value individual ability and diversity in thinking, as essential to promote open communication, active participation, exchange of ideas, and collaborative decision-making.” Nearly 90% of faculty, classified staff and administrators surveyed indicate that in their experience at the College, this is an accurate statement. (Ref. **Self-Assessment Study: Faculty, Staff and Administrator Survey – Question #7**) The commitment to shared governance is also evidenced in the College President’s Fall 2007 welcome address entitled “Expanding the Circle of Leadership” in which faculty, classified staff, students and administrators were exhorted to become more active participants in a “thoughtful, transparent, and inclusive” shared governance process.

The College’s collaborative governance structure facilitates the decision-making process at the College level.

**Needed - LANEY EXAMPLES THAT DEMONSTRATE:** *The governance roles serve to facilitate campus-level decisions that support educational programs and student learning.*

The most recent, collaborative review of the College’s shared governance process took place at the Educational Master Planning Retreat in June 2008. (Ref. **Educational Master Planning Retreat- Day One June 3, 2008- Agenda Item: Review & Discuss the Shared Governance Framework of Laney College**) Workgroups were formed that included faculty, classified staff, administrators and students. The workgroups engaged in activities to evaluate the shared governance process at the College. The workgroups’ responses revealed that there were some concerns about the process; however, they also yielded recommendations for improvements. (Ref. **Document: Shared Governance Work Group’s Questions to Answer**)

## **Plan**

*(Ref. Educational Master Planning Retreat- Day Two June 4, 2008- Agenda Item: Action Plan to Develop College Goals for 2007-2008 & Determine Next Steps)*

2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*
  - a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

## **Description**

The participatory governance structure is comprised of the College Council, the Laney College Policy and Advisory Committee (LCPAC), and the College President. The College President provides leadership and serves as the chief communication liaison between the College Council and LCPAC.

College Council membership has broad-based representation from the following constituent groups: faculty, classified staff, students and administrators. The College President acts as the chairperson (ex-officio). Also included in the College Council membership are the chairs of other governance committees, such as the Budget Advisory Committee, Curriculum Committee, Facilities Planning Committee, Planning Coordinating Committee, Technology Committee, Educational and Student Services Planning Committee, and the Accreditation Steering Committee. (Ref. Laney College Participatory Governance and Administrative Structures Policy)

College Council is the primary participatory governance body of the College and has, as its charge, the responsibility of recommending policy and procedures for implementing initiatives to the College President. College Council Procedures prescribe the manner that issues can be brought to the College Council by an individual or standing committee for placement on the agenda and action.

The LCPAC is a smaller governance group that also has the broad-based participation of faculty, classified staff, student and administrative members and is primarily composed of the chief leadership of these campus constituencies. The LCPAC is charged with identifying issues and problems for consideration to the College President, as well as conveying to the College President the views of the campus community on issues relevant

to College operations. (Ref. Laney College Participatory Governance Structures Policy)  
All LCPAC members also serve on the College Council.

Substantive and defined roles in institutional governance bodies for faculty and administrators are provided in documents such as the Laney College Participatory Governance and Administrative Structures policy and the Faculty Senate Handbook. The mechanism for student and staff participation is also included in the Laney College Participatory Governance and Administrative Structures policy, as well as in the ASLC Constitution and the Classified Senate By-Laws.

### **Evaluation**

College Council's representative membership from all of the College's constituencies provides the opportunity for multiple viewpoints to be expressed and allows for the broadest base of consensus possible.

At its inception, College Council carried out its charge of being the primary participatory governance body for Laney College by recommending policy to the College President and providing suggestions for implementation of the recommended policy to the President. However, the Shared Governance Workgroups, formed during the Educational Master Planning Retreat held June 2008, assert that College Council has devolved into being mostly a "reporting out" mechanism. (Ref. Document: Shared Governance Work Group's Questions to Answer) Other workgroup comments call for the College Council to re-commit to its original responsibility of prioritizing, advising and recommending policy to the College President as well as providing implementation strategies for policy. Consistency of leadership, now that most campus administrative vacancies have been permanently filled, should help the College Council to re-focus and execute its original charge.

Responses to a series of questions in the Self-Assessment Study: Faculty, Staff and Administrator yielded a snapshot of the current state of participatory governance at Laney College. While an overwhelming majority of respondents, 76.5%, believe that shared governance exists at Laney College, an almost equal number, 75.3%, of respondents reveal that they do not possess or have not seen a copy of the Laney College Participatory Governance and Administrative Structures document. (Ref. Self-Assessment Study: Faculty, Staff and Administrator Survey – Question #61)

### **Plan**

The College will disseminate information to the campus community through a variety of methods to increase awareness of and participation in the shared governance process. In consultation with the public information officer, college governance committees will develop Web site and e-bulletin board notices. During the 2009-2010 school year, the Faculty Senate will create and maintain a MOODLE site for capturing faculty and staff thoughts requiring further discussion and scrutiny using a blog. There will also be areas for collaboration using Wikis, and information sharing tools (e.g., announcements, videos, calendar of events). This site will serve a dual purpose by maintaining a virtual log of comments, collaborations, events, and issues warranting further attention, thereby

facilitating ongoing college-wide review and documentation of shared governance processes.

- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.***

### **Description**

Student learning programs and services are largely developed and sustained by recommendations from the Faculty Senate and academic administrators. The Laney Faculty Senate makes recommendations with regard to academic and professional matters. Subcommittees of the senate include the Curriculum Committee, the Learning Assessment Committee, the Vocational Advisory Committee and the Instructional Support Committee. The Faculty Handbook lists over 20 committees and participatory governance bodies. (Ref. Laney College Faculty Handbook 2007-2008) The membership of these committees is composed mostly of faculty and academic administrators who co-chair a majority of the committees. Demonstrating the collaborative nature of the College's shared governance process, a number of the committees have student services administrators and classified staff membership as well.

### **Evaluation**

The Curriculum Committee is an example of a faculty-driven group that works in concert with academic administrators and classified staff, to review and approve new courses and programs. Changes to existing courses and programs are also in the scope of responsibility of this committee. In spring 2008, the Faculty Senate approved an Educational Program Development Process. (Ref. Laney College Curriculum Committee -Educational Program Development Process) The process was developed by the Curriculum Committee in consultation with the College President and the Vice President of Instruction. This document structures a formal approval process for new certificates and associate degree majors and a review process for other programs, including innovative outreach programs, learning communities, academies or course(s) offered under the auspices of Laney College.

### **Plan**

None

- 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.***

### **Description**

Laney College has established governance structures and practices that allow faculty, classified staff, students and administrators to engage actively in campus decision-making

processes. The governance bodies of the campus constituents include: the Faculty Senate, the Classified Senate, and the Associated Students of Laney College.

The chief participatory governance structure is the College Council. The College Council embraces all segments of the campus constituencies and provides a forum where multiple viewpoints can inform the decision-making process. The College President (ex-officio) chairs the College Council. The College Council has broad-based membership and includes representatives of the Faculty Senate, the Peralta Federation of Teachers (the faculty union), the Classified Senate, Locals 39 and 1021 (the classified unions), and the Administrative Leadership Council; plus, the chairs of other standing governance committees and sub-committees. (Ref. Laney College Participatory Governance Structures Policy). Even though the various constituent groups are independent, representatives from each group work together collaboratively, under the auspices of the College Council, to discuss campus issues and develop solutions. The College Council's charge has been defined as follows: to be recognized as the primary participatory governance body for the college; to serve as the primary source of college-wide opinion in the decision-making process and to recommend policy to the College President; and to recommend procedures for implementation of policy. (Ref. Laney College Participatory Governance Structures Policy)

Governance sub-committees of the College Council, such as the Budget Advisory Committee, the Facilities Planning Committee, in addition to standing committees of the Faculty Senate, such as the Curriculum Committee and the Faculty Prioritization Committee offer a variety of forums for the open exchange of information and ideas.

### **Evaluation**

In place for six years, and revised in 2006, the Participatory Governance and Administrative Structures policy specifies processes that facilitate discussion among the campus constituency groups and enables faculty, classified staff, students and administrators to work together to make decisions for the good of the College. During this time, the participatory governance structure has served the college well by promoting collegial collaboration among campus constituency groups and providing broad-based participation. The latest review of the Participatory Governance and Administrative Structures policy shows further revision may be necessary to assure that it continues to be an effective mechanism through which campus decisions are made. (Ref. Educational Master Planning Retreat- Day One June 3, 2008- Agenda Item: Review & Discuss the Shared Governance Framework of Laney College)

### **Plan**

The campus constituent groups will continue to review the Participatory Governance and Administrative Structures policy and make any needed revisions.

- 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements***

*for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

### **Description**

*Laney College values its accreditation status and is resolute in its efforts to continue in good standing. Activities toward this effort for the 2009 Accreditation cycle included the appointment of self study co-chairs, the designation of self study standard co-chairs and their teams, comprised of faculty, staff, administrators and students, was completed during Summer 2007.*

The College demonstrates integrity by complying with the requisite Mid-Term and Progress Reports stipulated by the Commission's published guidelines. The College hosted a visit from Commission representatives in April 2008 and received a favorable written response as a result in May 2008. (Ref. Mid-Term and Progress Reports?)

### **Evaluation**

The College responses to Commission requests and recommendations are timely and generally forthright.

### **Plan**

None

- 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Description**

College decision-making processes and procedures are evaluated to assure the effectiveness of leadership roles in the College's participatory governance structures. A variety of evaluation methods are employed in this endeavor to gather feedback so that recommendations for improvement can be made.

### **Evaluation**

The roles of faculty, classified staff, student and administrative leadership in the College's governance structure are addressed by multiple methods that allow increased opportunities for discussion and scrutiny. (Ref. Self-Assessment Study: Faculty, Staff and Administrator Survey – Questions #52 & #59; Educational Master Planning Retreat- Day One June 3, 2008- Agenda Item: Review & Discuss the Shared Governance Framework of Laney College) The lunchtime brown bag meetings held jointly by the College President and the presidents of the Faculty and Classified Senates, respectively, are open forums that provide opportunities for listening, sharing and strategizing.

**Plan**

None

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Laney College Participatory Governance and Administrative Structures Policy

IV.A.1 – Description ¶1,3

IV.A.2a – Description ¶2

IV.A.2a – Description ¶4

IV.A.3 – Description ¶2

Faculty Senate Handbook 2007-2008

IV.A.1 - Description ¶1

IV.A.2b– Description ¶1

Classified Senate By-Laws

IV.A.1 - Description ¶1

ASLC Constitution

IV.A.1 - Description ¶1

Educational Master Planning Proposal: Strategic Directions & Goals, Strategic Direction II

IV.A.1 - Description ¶2

Laney College Values Statement

IV.A.1 – Evaluation1

Self-Assessment Study: Faculty, Staff and Administrator Survey – Question #7

IV.A.1 - Evaluation¶1

Educational Master Planning Retreat- Day One June 3, 2008- Agenda Item: Review & Discuss the Shared Governance Framework of Laney College

IV.A.1 - Evaluation¶3

IV.A.3 – Description ¶2

IV.A.5 – Evaluation¶1

Document: Shared Governance Work Group’s Questions to Answer

IV.A.1 - Evaluation¶3

IV.A.2a – Evaluation¶1

Educational Master Planning Retreat- Day Two June 4, 2008- Agenda Item: Action Plan to Develop College Goals for 2007-2008 & Determine Next Steps

IV.A.1 – Action ¶1

Self-Assessment Study: Faculty, Staff and Administrator Survey – Question #61

IV.A.2a – Evaluation¶3

Laney College Curriculum Committee -Educational Program Development Process

IV.A.2b – Evaluation¶1

Mid-Term and Progress Reports

IV.A.4 – Description ¶2

Self-Assessment Study: Faculty, Staff and Administrator Survey – Questions #52 & #59

IV.A.5 – Evaluation ¶1

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## STANDARD IVB : BOARD AND ADMINISTRATIVE ORGANIZATION

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

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

### Description

**The Peralta Community College District consists of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The governing board of the Peralta Community College District is a seven-member board. Each member is elected from a specific geographic region in North Alameda County and each serves a four-year term. Board member terms are staggered, with biennial elections in accordance with California Education Code (Board Policy 1.01). Though elected by geographic region, governing board members represent the interests of all county residents (Board Policy 1.06, Board of Trustees Code of Ethics and Behavior). Two student trustees are elected by the student body of the four colleges for a one-year term (Board Policy 1.02). On an annual basis the Board of Trustees elects a president and vice president (Board Policy 1.04). The foundational responsibilities of the Board of Trustees vested in them by the voters of Northern Alameda County are to provide the best possible learning experience for students of the four colleges; to assure that the district and its colleges are effectively and efficiently managed; to maintain fair and equitable policies for employees and students of the district and its four colleges; to represent the general interests of the entire college district; to be knowledgeable of and support the mission and philosophy of the California community colleges; and to support the work of the district office and the colleges in meeting the district mission, vision, values, and strategic planning goals (Board Policy 1.05, 1.16, and District-wide Strategic Plan).**

**The Board of Trustees keeps up to date on the district-wide strategic planning process and implementation of the five strategic planning goals: in 2007, it approved hiring a consultant (Chuck McIntyre, Computer-Aided Planning) to conduct an extensive external and internal environmental scan to aid in unit planning and educational master planning; it approved hiring a consultant (WLC) to assist the district in formulating a district-wide facilities plan; it keeps informed of the implementation of the PROMT and PASSPORT components of the PeopleSoft system; and it received regular reports in the 2007-2008 academic year on the creation of an updated district-wide educational master plan and college educational master plans.**

**Periodically the board conducts study sessions and workshops to examine key initiatives and provide overall guidance. In addition, the governing board holds formal, posted, and publicized “listening sessions” at each of the four colleges at least once a year to obtain direct input from faculty, staff, students and the public. On a monthly basis, the Board Standard and Management Committee is briefed on accreditation and strategic planning.**

**The Board of Trustees is regularly updated on the status of district finances. Such reports are provided both at meetings of the Board of Trustees, as well as the meetings of the Board of Trustees Audit and Finance Committee. Reports include an update on the status of state funding and the state budget, the status of the district budget including the district reserve, external audit reports, and expenditure of bond monies. In accordance with state regulations, the board has established a bond oversight committee to directly oversee Measure A funds.**

**The Board Policy Review Committee, with the assistance of General Counsel three years ago, began the task of reviewing and updating all board policies and has been regularly forwarding policy revisions to the full board for review and approval. Board policy has a clearly defined procedure for**

hiring the Chancellor (Board Policy 1.20) and the college presidents (Board Policy 1.18). In addition, Board Policy delineates the role of the Chancellor (Board Policy 2.05) and the role of the college presidents (Board Policy 2.10).

The Board Facilities and Land Use Committee reviews all facilities action items and land use initiatives prior to review by the full board. This process has allowed for effective oversight by the board.

Annually, the Board of Trustees conducts an evaluation of the Chancellor and the Chancellor evaluates the college presidents. Evaluations are conducted to assure that the job performance of each individual is assessed and communicated to the individuals being evaluated in accordance with established procedure. The review and evaluation process includes an annual performance contract, which serves as the basis for the annual performance review of all district administrators, with the governing board solely responsible for the Chancellor's review and evaluation. Other performance reviews are presented to the governing board in closed session as part of administrative contract renewal. With the implementation of integrated strategic planning, performance evaluations are correlated with the five district-wide strategic planning goals.

#### Evaluation

The college meets this standard.

The Board of Trustees works together to support the interests of the district and takes an active role in advocating for the interests of the community as a whole. The Board has taken seriously its role in and oversight of integrated strategic planning, an ACCJC recommendation to which the district and colleges have responded on an annual basis. The Board also has taken seriously a previous ACCJC recommendation not to micromanage and relies on the Chancellor, as the chief administrator, and the college presidents to operate the colleges in accordance with the policies and implementation procedures of the governing board. The Board has consistently funded any additional or outside assistance the district and colleges need to write and implement an integrated strategic plan, as well as to update district and college educational master planning, facilities master planning, and technology planning. The Board has requested regular reports on the various planning processes. In the process of updating educational master plans, the Board has asked the colleges to make monthly presentations at board meetings on programs of distinction and to comment on student and program learning outcomes. With the new California community colleges curriculum approval process, the board receives monthly reports on curriculum changes and individual board members ask pertinent questions regarding curriculum actions.

The Board of Trustees acts as a board of the whole and even when votes are not unanimous individual members honor the decision of the whole.

#### Plan

None.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

#### Description

The Board of Trustees is an independent policymaking body. The board president and vice president adhere to their roles and responsibilities as per Board Policy 1.04. The Board of Trustees members adhere to their appropriate roles and responsibilities as per Board Policy 1.05. In this regard, each member of the board works to "base decisions upon all available facts in each situation, vote their

honest conviction, and abide by the final majority decision of the board.” (Board Policy 1.06, Board of Trustees Code of Ethics and Behavior). Individual members of the board observe the policies that govern decision making; board members have authority only when acting as a board legally in session.

The Board of Trustees, as outlined in Board Policy 1.10, Meeting of the Board of Trustees, section I, Public Participation, seeks advice and opinions of the community it serves by providing opportunity for “Communication from the Public” at all open sessions of the Board of Trustees and permits public comment on individual board agenda items (see also, Board Policy 1.11, Standing Rules for Public Hearings). Further, the board in recent years has begun to hold “listening sessions” at the colleges to provide additional opportunity to hear the advice and opinions of the college constituencies.

As previously stated, once the Board of Trustees reaches a decision, it acts as a whole.

#### Evaluation

The college meets this standard.

The Board of Trustees acts as a whole to represent the public interest in the four colleges of the district and takes care, through effective policies and transparency, to preclude conflicts of interest.

#### Plan

None.

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

#### Description

The district, per its mission statement, strives to “provide educational leadership to empower our students to achieve their highest aspirations and to become community leaders.” The district envisions meeting the mission “by providing learner centered educational experiences and by being committed to innovation and continuous improvement.” During the process of developing a district-wide strategic plan, an updated mission statement was created emphasizing that “our programs and services enhance the human, economic, and social development of our communities.” The five strategic planning goals of the district provide for implementing the mission of the district (A: Student Access, Success, and Equity; B: Community and Partner Engagement; C: Programs of Distinction; D: Culture of Innovation and Collaboration; and E: Ensuring Resources to meet our Mission). Board policies related to academic programs (Board Policy Manual, Chapter Five, Educational Services) and student services (Board Policy Manual, Chapter Four, Student Personnel Services), developed and reviewed by the board, are consistent with the district and college mission statements and Title 5 requirements.

The board has adopted the District-wide Strategic Plan comprised of five (5) strategic goals (as noted above), all of which address student learning programs and services and the resources necessary to support them, and it reaffirmed the strategic plan at a special board workshop on November 27, 2007. The governing board directs the colleges and district staff to compile reports on program review, educational master planning, enrollment, curriculum changes, and programs of distinction.

With the development of a District-wide Strategic Plan and the updating of the district-wide and college educational master plans, which are driving the completion of a comprehensive district-wide facilities master plan and a new resource-allocation process and calendar, the district, under the purview of the Board of Trustees, demonstrates its commitment to the quality, integrity, and improvement of student learning programs and services aligned with the district’s mission, vision, and values.

The board directs the Chancellor to work closely with the college presidents to coordinate resource allocation and to identify short-term and long-term resource needs. Since September 2006, the Chancellor has been meeting bimonthly with the Vice Chancellor of Educational Services, the Vice Chancellor of Finance and Administrative Services, the Vice Chancellor of General Services, and the four college presidents, as the Strategic Management Team, to ensure ongoing accountability for meeting the mission of the district and to ensure ongoing implementation of district-wide strategic planning and resource allocation based on educational master planning.

#### Evaluation

The college meets this standard.

The Board of Trustees, through the Board Policy Review Committee, for the last three years has been performing a deliberative review of all board policies. One focus of this review is to assure that the district meets its mission, in keeping with the mission of California community colleges, and to ensure quality, integrity, and improvement of student learning programs and services. Further, this review of board policies ensures conformance with existing laws, regulations, court interpretations, and best practices. The Board Standards and Management Committee regularly reviews the implementation of strategic planning and receives reports from the colleges regarding accreditation. The Board Audit and Finance Committee receives regular reports regarding the district-wide budget and the state of the State budget providing oversight of resources necessary for student learning programs and services. These board committees report directly to the full board. Through these various processes this standard is met.

#### Plan

None.

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

#### Description

Final approval and responsibility for the educational programs and fiscal integrity of the district rests with the Board of Trustees. As stated in Board Policy 1.06, Board of Trustees Code of Ethics and Behavior, the board works with the Chancellor to “recognize the importance of understanding and evaluating the educational program of the District and of providing long term educational planning,” as well as “shape the direction of the District through strategic planning, setting goals and priorities.” Various board policies in Chapter 5 of the Board Policy Manual speak to educational quality. Those policies include: B.P. 5.11, Review Policy for Instructional Program; B.P. 5.12, Articulation Policy for Instructional Programs and Support Services; B.P. 5.15, Code of Instructional Standards; B.P. 5.20, Requirements for Degrees and Certificates; B.P. 5.22, Standards of Scholarship; and B.P. 5.61, Educational Advisory Committees, to name a few.

As mentioned previously, the board is regularly updated on the strategic planning process, educational master planning, programs of distinction, and curriculum changes. The board is also provided the findings of the State Chancellor’s Office Accountability Reporting for the Community Colleges (ARCC).

In conjunction with the chancellor and district general counsel, the board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the colleges and the district office. As needed, the district hires other counsel to take on specific tasks.

The Board of Trustees bears responsibility for monitoring all aspects of the district and college finances. An independent audit of the district’s financial statements and accounting practices is made annually by an external auditor and reviewed by the board. The Board Audit and Finance Committee

and the full board are regularly updated on the OPEB investments which meet GASB 45 regulations. The board receives an annual report on the financial condition of the district, as required by the state and following the guidelines of the State Chancellor's Office for California Community Colleges.

Evaluation

The college meets this standard.

The Board of Trustees, functioning as an independent body, bears ultimate responsibility for educational quality, legal matters, and financial integrity. The board's decisions are made with adherence to federal, state, and local policies and guidelines.

Plan

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

Bylaws and policies specifying the governing board's size, duties, responsibilities, structures, and operating procedures are approved by the board and published in the Board Policy Manual: B.P. 1.01, Membership; B.P. 1.02, Student Trustees; B.P. 1.04, Board Officers and Duties; B.P. 1.05, Duties and Responsibilities of the Board of Trustees; B.P. 1.06, Board of Trustees Code of Ethics and Behavior; B.P. 1.09, Parliamentary Procedures; B.P. 1.10, Meetings of the Board of Trustees; B.P. 1.11, Standing Rules for Public Hearings; and B.P. 1.21, Committees.

Evaluation

The college meets this standard.

The policies related to this standard are published in the Board Policy Manual which is posted on the district's Web site and available in hard copy at each college in the Office of the President.

Plan

None.

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

The Board of Trustees for the Peralta Community College District is charged with establishing broad policies, which govern the operation of the district, and has the expectation that all policies and procedures are followed properly. The Board Policy Manual which contains policies and implementing procedures, as previously noted, is posted on the district website and is in the president's office at each of the four colleges. As previously noted, the Board Policy Committee is involved in a process of reviewing and updating all board policies as necessary, a process which began three years ago. Board Policy Committee meetings, as per the Brown Act, are open meetings. Representatives of the various district constituencies attend these meetings to provide input and recommendations in the review process. In addition, when appropriate, proposed policy revisions are additionally reviewed at other

board committees. As the past-president of the board noted, “All board policies are reviewed, discussed, and debated in at least one of the board committees in an open, quasi-informal, and posted forum that includes the various stakeholders, the public, and the media.” All revisions to policy are taken to the full board for review and adoption. In the fall of 2007 the board developed a new self-assessment instrument and has taken seriously the need to conduct such a self-assessment.

Evaluation

**The college meets this standard.**

**The current board policies review process the Board Policy Committee has undertaken shows their commitment to meeting this standard.**

Plan

**None.**

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

**The Board of Trustees has a process for board member development and new member orientation. This process was recently codified as Board Policy (NEED CITE) New Board Member Orientation, and Board Policy (NEED CITE)Board Development. Individual trustees are expected to regularly attend workshops and forums conducted by the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the Association of Community College Trustees (ACCT) for professional development and to keep current on issues and trends effecting post-secondary education. Board membership and staggered terms of office are stated in B.P. 1.01, Membership.**

**The president of the governing board, the chair of the Board Standards and Management Committee, and the Chancellor formally meet, on a semiannual basis with congressional representatives and with senior staff of the Federal Departments of Education, Labor, Homeland Security, Health and Welfare, Justice, and the National Science Foundation to advocate for initiatives and programs on behalf of the Peralta colleges. These representatives meet with the district’s Washington, D.C. lobbyist on a regular basis, either in person or by telephone conference call, to define and refine strategies to pursue legislative earmarks and federal grants. Board members and the Chancellor also meet with State of California legislators, agency staffs, and the district’s state lobbyist to advocate on behalf of the four Peralta colleges and California Community Colleges in general. Individual board members are expected to “carry the flag” of the Peralta colleges at a broad array of functions and forums within the district’s service area. Board members also visit other community colleges to gain insight into best practices which can be adopted by the Peralta district.**

Evaluation

**The college meets this standard.**

Plan

**None.**

IV.B.1.g The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description

**In the past, the board held a fall semester board retreat which served as a team-building session and an opportunity for informal self-assessment. In fall 2007, the board officially engaged in a formal self-assessment process. The self-assessment instrument focused on board organization and leadership, board policy, community relations and advocacy, board-chancellor relations, standards for operations and performance of the Peralta district, and board education. These areas were responded to using a Likert scale of evaluation. Open-ended questions addressed board strengths, accomplishments, areas in need of improvement, board operation, and setting board goals. The process was officially codified as Board Policy (NEED CITE) Board Self-Evaluation Policy.**

Evaluation

**The college meets this standard.**

**With the initiation of an official self-evaluation process in fall 2007 and the codification of this process into board policy, the college and district came into compliance with this accreditation standard.**

Plan

**None.**

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

**Board Policy 1.06, Board of Trustees Code of Ethics and Behavior, details the expectation of board members' behaviors. The policy covers a range of topics including confidentiality of information discussed in closed session, to work in harmony and cooperation with other board members when there is a difference of opinion, base decisions on the available facts, and to resist use of the position of trustee for personal gain.**

Evaluation

**The college meets this standard.**

**The current board of trustees works to be collegial, collaborative, and professional**

Plan

**None.**

IV.B.1.i The governing board is informed about and involved in the accreditation process.

Description

**The Board of Trustees has been informed and involved in the accreditation process through regular reports from the Chancellor, vice chancellors, and college presidents. As is well known, the four Peralta colleges have filed annual progress reports with ACCJC, as well as a focused mid-term report, since the time of the last accreditation site visit. In this regard, the board has probably received more reports than many other governing boards regarding district and college efforts to meet the accreditation standards. Various reports have been provided to the board on integrated strategic planning, educational master planning, resource allocation, student learning outcomes and programs**

of distinction, facilities master planning, technology planning, and many others. Based on board response to the various reports provided, it is evident that the board takes the accreditation process seriously and wants to be knowledgeable of all the work that is being done to meet accreditation standards. Board members have seriously reviewed progress reports and the focused mid-term reports and have reviewed the present accreditation self-study report. The governing board assumes full responsibility for ensuring that all ACCJC recommendations for “corrective action” are effectively and efficiently responded to in a timely manner. Further, the board has taken an active role in writing the responses to Standard IV.B. a-j, which pertain to the governing board.

#### Evaluation

The college meets this standard.

#### Plan

None.

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

#### Description

The governing board has the responsibility for selecting and hiring the Chancellor of the district per B.P. 1.20, Chancellor Selection. This procedure was adopted in 2005. The board conducts annual evaluations of the Chancellor in closed session. The role and responsibilities of the Chancellor are outlined in B.P. 2.05, The District Chancellor/Superintendent, and the role and responsibilities of the college presidents are outlined in B.P. 2.10, College Presidents. The selection process for college presidents is outlined in B.P. 1.18, Management Hiring Policy.

The governing board delegates full responsibility and authority to the chancellor to implement and administer board policies without board interference and holds the chancellor accountable for operation of the district. The governing board has taken seriously a previous ACCJC recommendation to not micromanage the district and has charged the chancellor with full responsibility for administering the district. The Chancellor in meeting the charge of the board meets twice a month with his Strategic Management Team, comprised of the three vice chancellors and the four college presidents. These meetings provide the forum for addressing district strategic and educational planning and for providing and maintaining quality educational programs and services for the community.

#### Evaluation

The college meets this standard.

Procedures are in place for the selection and evaluation of the Chancellor and the college presidents. These procedures have been followed, clearly and successfully, in the hiring of all chief executive officers since their approval. The board has and upholds a policy for delegation of authority. Shared governance representatives have expressed concern that the process that has been used to evaluate the Chancellor has not provided an opportunity for input from college stakeholders.

### **Plan**

None.

**IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Description**

The President serves as the chief administrative officer of Laney College and is directly responsible to the Chancellor of the District for the administration of the College in accordance with Peralta and Laney College policies and procedures. He is ultimately responsible for institutional leadership, planning, and implementation of policy. The President, as the duties of the office are enumerated, develops the College administrative structure; supervises and evaluates the educational program and facility operations; oversees preparation of all college publications, and the compilation of all reports and other data, as required; recommends facility requirements, including additional facilities or modifications to existing ones; ensures that the college creates and works to perfect ongoing and integrated strategic planning such that there is a set of clear vision statements, goals, and objectives with measurable outcomes and timetables for the implementation of such strategic plans; reviews and insures the accuracy, completeness, and competence of staff reports submitted to the Chancellor and Board of Trustees of PCCD, ensuring that the Chancellor and Board members are provided with accurate, complete, and timely information such that they may competently and responsibly exercise their roles and fulfill their responsibilities; takes actions necessary to insure that long- and short-term fiscal health of the College, including but not limited to funds from private foundations and individual donors; provides opportunities for involvement by all segments of the college community in consideration and discussion of the development of college policy; makes recommendations concerning all matters that affect the college, and participates in the development of policy recommendations for the total District; ensures the supervision and evaluation as well as recommendation for appointment, promotion, demotion, or dismissal of all personnel assigned to the college; takes responsibility for all professional and classified staff assignments within the college; is responsible for in-service training programs for faculty and staff; supervises the preparation of the college budget; administers the budget, and is accountable for its administration; has responsibility for the development and implementation of effective community services and public information regarding

those services; establishes appropriate college committees, represents the college at official meetings, and participates on other district and college committees as necessary or assigned by the Chancellor; ensures a safe campus; establishes partnerships with private entities, non-profits, and other public agencies; serves as spokesperson for the college; ensures that standard operating procedures are established and adhered to throughout the college; sets performance goals and standards and evaluates employees based on those goals and standards; sets environmental sustainability goals and benchmarks, ensures awareness of such goals college-wide, and establishes procedures to ensure that they are met; assures the effective implementation of district policies and procedures for a prompt resolution of student, faculty, and staff concerns and grievances; performs other duties as assigned by the Chancellor of the District (Board Policy 2.10).

Evaluation

**The college meets this standard.**

Plan

None.

**IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**Description**

The college's administrative structure provides for positions of Business and Administrative Service Manager, Vice President of Student Services, and Vice President of Instruction to work collaboratively with the President's office for leadership and planning (Laney College Organizational Chart, 2007-8). These senior administrators serve at the pleasure of the Peralta Board of Trustees and are tasked with ensuring institutional effectiveness and quality education (Board Policy, 3.60). Each senior administrator manages designated college functions.

The Business and Administrative Manager oversees the bookstore; budget and finance; business services; copying services; custodial services; facility rentals; mailroom/switchboard; management information systems; parking services; property management; student center and cafeteria; safety and police services (Laney College Organizational Chart, 2007-8).

Laney College's Vice President of Student Services supervises articulation; college catalog production; class schedule; counseling services; DSPS; District A/R relations; enrollment management; intercollegiate athletics; learning resources; program review; readmission and visas; registration coordination; staff development; student services master plan; and the student success project. The Vice President of Student Services oversees and works in collaboration with the Dean of Student Support Services: Matriculation and Dean of Student Support Services: Programs (Laney College Organizational Chart, 2007-8, <http://laney.peralta.edu/apps/comm.asp?%241=30014>).

The Vice President of Instruction directs the accreditation process; college catalog production; curriculum development; educational master plan; enrollment management;

learning resources; library services; program review; staff development; tenure review. Supporting the Vice President of Instruction are the Dean of Business, Math and Science; Dean of Fine and Applied Arts, Communication, and Physical Education; Dean of Humanities, Language Arts and Social Science; Dean of Vocational Technology; Dean of Community Partnerships and Work Force Development (Laney College Organizational Chart – 2007 – 2008, <http://laney.peralta.edu/apps/comm.asp?%241=30017>).

Working in collaboration with the vice presidents, the Laney College President fulfills administrative responsibilities in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. This leadership and action manifests in the office of research and planning; the Laney College Research and Coordinating Committee; Education Master Planning: Strategic Directions and Goals; Laney College Participatory Governance, College Council; Laney College Policy Advisory Committee (LCPAC); Budget Advisory Committee; Facilities Planning Committee; Technology Planning Committee; Planning Coordinating Committee; Professional Development Committee.

The President honors a distributive model of leadership. He supports a system of delegated responsibilities and personal accountability. To ensure functional, coordinated activities of the college, the President depends on the collaboration and contributions of the two vice presidents, division deans, and department chairs. In order to facilitate mutual aid and vital input from these positions, Laney College maintains clearly outlined positional responsibilities, formal consultations, and delineated practices for shared governance (Laney College Participatory Governance and Administrative Structures). Examples abound as to how the process manifests: each year the President conducts summer retreats for college opinion leaders (VPs, deans, department chairs, essential classified staff, classified union leaders, faculty union leaders, academic and faculty senate representatives, and selected students) wherein discussions focus on educational master planning and outlining goals for the coming academic year. With these practices in place, the President is able to effectively plan, oversee, and evaluate the primary functions of the institution.

Individuals holding positions of leadership within the college, such as the President, vice presidents, and division deans, regularly undergo an evaluation process to ensure quality performance. Through both program reviews and a formal work-review process, which allows for feedback from college faculty and staff, the efforts of Laney's executive administrators are assessed each academic year. The broad and inclusive course of review allows for significant reflection and critical scrutiny.

To gather data and comment regarding the strategic goals and directions of the college, the President's office directs and participates in the situation-analysis process (SWOT: strengths, weaknesses, opportunities, and threats analysis). The process incorporates an internal scan wherein strengths and weaknesses are assessed in terms of program review and outcomes, human resources, and facilities and equipment. An external scan, looking at opportunities and threats, assesses community needs, legislative directions, and accumulates input from significant college stakeholders. In terms of success gathering SWOT information, the President's office sites a 95% response rate for distributed staff, faculty, and student evaluations in 2006. The President uses the information obtained from this broad array of sources to deliver practices and policies in step with community and institutional aspirations and requests.

College assessment also takes place during the President's monthly meetings with the Faculty Senate, Classified Senate, and Student Senate. The President conducts formal meetings with the Peralta Federation of Teachers leadership and union leaders for the classified staff. On at least three occasions each semester, the President attends classes to solicit input from students. Of particular interest to the President is one class wherein students present evaluations of college student services as a component of their course work. Here, the President receives an unfiltered view of how student services are achieving its goals and responsibilities.

A primary example of the way the President directs policy to coincide with feedback and findings is evident in a number of changes currently taking place at Laney. The President notes that upon arriving at Laney in the fall of 2006, SWOT analysis and discussions with Laney college stakeholders helped him set three primary goals: (1) modernizing the campus; (2) ensuring the college receives its proportional share of district resources; (3) orienting college practices toward data driven decisions. All of these goals are presently being carried out.

#### Evaluation

**The college meets this standard.**

#### Plan

**None.**

**IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.**

#### Description

The President is ultimately responsible for the quality of education at Laney College. During the tenure of the current President, the college has undertaken a series of program reviews and unit-planning initiatives aimed at evaluating and fulfilling its general educational objectives. These reviews are approached in self-reflective and self-critical fashion. Working with the Vice President of Instruction and other elements of the Laney College shared governance leadership teams, the President sets standards and accountabilities for a functional and vibrant educational facility.

There are a number of tools utilized by the college, and administered by the President and Vice President of Instruction, to ensure quality instruction. The faculty tenure review process for full-time faculty is particularly elemental in advancing good teaching. In spring 2006, the college implemented an evaluative review process for part-time faculty. Both full-time and part-time review processes provide terms for administrative oversight, peer and student evaluation, and best practices mentoring aimed at improving pedagogy and instruction. Program reviews are likewise at the heart of improving the quality of education. The President, working in collaboration with the Vice President of Instruction,

who is directly responsible for setting instructional goals and priorities, drew a list of goals from the most recent program review. Basic skills initiatives, modernization of the facilities, and an updated educational master plan emerged as the primary areas worthy of address. With goals set, the President identifies the available resources and avenues of assistance to accomplish the tasks at hand.

One recent example of goal-setting, resource allocation, and task accomplishment exists in the implementation of the Basic Skills Learning Collaborative (BSLC) findings. Using a grant and research information from the Carnegie Endowment, Laney College undertook a reflective inquiry on how best to improve basic skills education and account for student needs in terms of reading and writing and math proficiency. Responding to the BSLC recommendations and input from faculty and staff, the President, working through the shared governance process, allocated resources to establish an expanded tutorial center. Educational planning takes place congruently with resource planning. According to the Laney College Multi-level Integrated Planning Model for Institutional Effectiveness, each year the college enumerates its various objectives within the bounds of budgetary developments. The President, as effectively the chief steward of the institution in terms of both finance and instruction, takes ultimate responsibility for well-designed distribution of capital. Allocations are dispersed based on data-driven decisions and community and faculty articulated priorities. An example of this allocation process can be seen in the use of Measure A funds to improve facilities and secure faculty needs in order to achieve student learning outcomes.

In order to communicate the values, goals, and direction of Laney College, the President utilizes a range of platforms. The President composes a weekly electronic newsletter, “The Eagle Flies,” to inform faculty and staff on college happenings and goals. Each semester begins with a presidential address to the college that is likewise posted online. This address reinforces institutional values and sets the course for the academic term. As mentioned above, the President conducts regular meetings with each major element of the college leadership structure. These meetings offer the President the opportunity to solicit insightful contributions from faculty, staff, and students while also providing a forum for the President to air his concerns and objectives. The President is widely recognized as the primary campus leader in articulating and pursuing the college’s values and goals. Recognition of presidential leadership showed up clearly in the “Self-Assessment Study Faculty Survey.”

While acknowledging institutional shortcomings and limits regarding data collection, the President clearly places significant weight on data and analysis in the decision-making process. While the research department at Laney College could be strengthened—the department is overburdened and underfunded—it nevertheless offers valuable information regarding the most essential issues facing the college. A recent emphasis has been applied to mining data on student demand, student retention, and student success. All the information gathered is evaluated in terms of successful fulfillment of Laney’s educational mission and bolstering student enrollment. In assessing figures on retention and persistence, for example, the President notes that programmatic interventions or policy shifts can occur to reconcile flat or downward trajectories in numbers. To process specific data, the President works with the Division Dean of Business, Math, and Sciences to compile and analyze “pivot tables” covering departmental productivity. These pivot tables allow the President to discern trends and particular strengths and weaknesses within the

college. There are clear signs of proper assessment and policy reformation in terms of enrollment figures. Two years ago, the school was experiencing a downward trend in enrollment. That trend has been reversed and the college is now meeting its enrollment goals.

The President also uses data collected by student services regarding the socio-economic makeup of the college community to ensure all student needs are met. For example, by recognizing the numbers of students who qualify for tuition waivers, work study assistance, or other elements of financial aid, the President's office can marshal various resources to best accommodate individuals facing particular obstacles. Students are also provided with opportunities to critique college functions through the student survey attached to the accreditation process. In the Self-Assessment Study: Student Survey, students responded to fifty-three questions covering the key promises and functions of the college; the President's office garnered from their responses keen insights into how well the school fulfills its mission in numerous categories.

Beyond the formal mechanisms for analyzing institutional performance, student focus groups and personal discussions with students in classrooms and around the campus also inform the President's decision-making process. The President maintains a high profile on the campus and it is readily apparent that many students and faculty appreciate his strong presence and willingness to converse on issues facing individuals and the college. These on-campus encounters with students, faculty, and staff provide the President with valuable anecdotal evidence regarding the state of affairs at Laney.

The President presses the importance of a culture of evidence and a focus on student learning in a number of ways. In collecting, analyzing, and distributing findings based on combination of qualitative and quantitative data, Laney College abides by culture of evidence practices. Essential data detailing the school's functions are processed by the President's office in coordination with the Vice President of Instruction, Vice President of Student Services, Business and Administration manager, and research department. The processed data are then dispatched to the deans and department chairs for further evaluation and action. Division deans and chairs subsequently disseminate the findings to faculty and staff, and then work collaboratively to address weaknesses and capitalize on strengths. Examples of using a culture of evidence to address weaknesses and capitalize on strengths can be found in the way Laney evaluates student persistence, matriculation, degree completion, course success rates, and retention. When deans, chairs, and faculty are provided with figures regarding these measures of success, they then have numerical means for self-assessment in terms of student learning. The curriculum process also offers an example of the prevalent culture of evidence. Within the curriculum process, Laney College administrators, faculty, and staff consistently review what programs the college offers and assess how these programs fit into community and industry needs.

Laney College maintains a full-time Research and Planning Officer directly linked to the President's office. The President and Research and Planning Officer meet twice a month for formal consultations. Informal meetings take place two or three times per week. Most recently, the President and Research and Planning Officer created Laney College's Student Equity Report. In the past term the President and researcher also worked together on a number of state reports, and college and district documents. While the Research and Planning Office is highly functional, the President would like to strengthen the college's research capabilities by hiring additional staff to assist the chief research and planning

officer. In light of the state's economic condition, funds for such staff expansion do not appear readily forthcoming. Consequently, the college has utilized grant money and other forms of discretionary funding to hire temporary researchers for larger projects. The President directly employs institutional research in the planning processes and resource allocation processes. The functions of participatory governance provide the particular mechanisms for moving from research evaluation to practical application. Working within the model of participatory governance, as detailed in the Laney College Participatory Governance and Administrative Structures policy manual, the President sets policy and practices according to demonstrated needs. An example of the President applying institutional research to resource allocation came about during the present round of faculty hiring. In the past year, the Faculty Allocations Committee forwarded recommendations to the President for hiring new fulltime faculty; absent from the list were ESL and math positions. Based on the research figures from the College Research and Planning Office and findings from the Basic Skills Learning Collaborative, the President decided that the math and ESL departments warranted immediate expansion with full-time faculty. In this instance, the President ensured that college resources would be distributed based on a data-driven decision, in recognition of student demand, and with paramount attention to the educational needs of the community. Data-driven allocation of resources and the mechanisms employed to facilitate the process are also apparent in the way the President consults with division deans and department chairs to create each semester's class schedule. Figures detailing demand and trends drive schedule decisions. On matters of class scheduling and program size, the President notes that the scope of Laney's course offerings coincides with the fiscal health of California. When the state economy is robust, the College can maintain programs that have modest enrollment. Clearly, when the economy is less healthy, certain programs are curtailed in order to meet statewide budgetary constrictions. These factors play a role in forward-looking resource apportionment. The senior administrative staff also serves as a vital element of the mechanism linking institutional research with the institutional planning processes and resource allocation processes. Over the past few years the senior administrative staff has undergone significant change: a new Vice President of Instruction took over in 2005; the current President arrived in 2006; in 2007, a new Business and Administrative Service Manager came on board; and as of July 2008, the position of Vice President of Student Services has a permanent occupant. The College recently hired a permanent business manager as well. This leadership team, which symbolizes a healthy circulation of fresh bodies and fresh ideas, is now complete and well-situated meet the College's needs.

#### Evaluation

**The college meets this standard.**

#### Plan

**None.**

**IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission policies.**

### **Description**

Working in collaboration with the Peralta District Chancellor, Board of Trustees, administrative officials of the Peralta District, and the Laney College Council, the President ensures that the institution complies with all statutes, regulations, and governing board policies. The President meets this responsibility first by being familiar with all measures coming from the state and the Peralta Board of Trustees; and second by knowing how best to execute the stated goals and directives. A lengthy career as a college administrator provides the President with a broad understanding of practices, protocol, and legal and institutional guidelines. Drawing on his own wealth of experience, and that of the senior administrative staff and various college opinion leaders, the President operates from a position of knowledge in matters of policy implementation.

In terms of assuring that institutional practices are consistent with institutional mission and policies, the President cites the tenure review process, new faculty orientation, staff development programs, peer evaluations of teachers, the part-time faculty review process, and department chair training as evidence of addressing quality education at Laney College. Quality education is, after all, the primary mission of the institution. While the President may not be directly involved in each of these areas, he does nevertheless set the tone for professionalism throughout the campus and facilitates each element of evaluation and improvement. The President also notes that the college could do a better job of impressing on new faculty the mission and vision of the institution. Many of the values conveyed in the mission and vision statement are self-evident: valuing diversity, training leadership, teaching good critical thinking, preparing good citizens of the world. But the College can be more specific in how these values are arrived at and how Laney facilitates that process. The President has launched an effort to revisit the mission and vision statements, revise them, and to circulate them better in the public forum.

### **Evaluation**

**The college meets this standard.**

### **Plan**

**None.**

## **IV.B.2.d. The President effectively controls budget and expenditures.**

### **Description**

As chief executive office of the college, the President plays an active role in all major decisions regarding budget and expenditures. The President conducts weekly meetings with the executive council (Business Manager, Vice President of Student Services, and Vice President of Instruction) to discuss spending and planning. For formal budget and expenditure decisions the Budget and Planning Committee acts as the President's central advisory body. This committee holds regular meetings once per month, with the mandate to recommend policy and procedures for budget planning and development for general funds and new discretionary revenues; establish procedures for resource/budget allocation that are consistent with agreed upon institutional priorities; and document and review budget planning processes for all funded programs, and recommend to the President modification necessary to assure appropriate participation (Laney College Participatory Governance and

Administrative Structures). Membership of the committee is comprised of four administrators appointed by the college President, four faculty appointed by the Faculty Senate President, three classified staff appointed by the Classified Senate, and one student representative appointed by the ASLC. Major matters pertaining to budget and expenditures are likewise vetted by the College Council, who advise the President as part of the shared governance practices. The President also seeks recommendations from the Faculty Senate and Classified Senate to ensure multiple levels of collaboration and broad input.

Recent examples of efficient expenditure management and collaborative decision making can be seen in the budget reduction scenarios created for the district and the spending of Measure A funds. The budget reduction scenarios were created with input from all levels of Laney College staff and faculty. Measure A dollars were likewise distributed in an open, transparent, and collaborative fashion. The college arrived at guidelines for improving the facilities with Measure A money through a process of end-user consultation and focus group research. One significant issue at stake at Laney College is the building of a “green” (or at least “greener”) campus. The President has made this “green” transformation one of the college’s top priorities and he evaluates applicable spending measures accordingly. Certain strides have been taken to improve Laney’s “sustainability” and environmental commonweal, such as purchasing replaceable, biodegradable bamboo flooring for art center classrooms and low-emission paints. At each step in the aforementioned processes the President functioned as a key voice in outlining needs, allocating resources, and setting the goals that the spending sought to achieve.

#### Evaluation

**The college meets this standard.**

#### Plan

**None.**

### **II.B.2.e The President works and communicates effectively with the communities served by the institution.**

#### **Description**

Reporting directly to the President, the Public Information Officer (PIO) manages Laney’s internal, external, and student communication efforts. The PIO creates and implements a strategic communication plan, which is integrated with the college’s institutional roadmap. The public information office is directly linked to the President’s office and acts as a primary liaison to local media and the community at large.

To further promote the Laney brand, the PIO has begun a strategic marketing program, “Laney Works for Me.” The objective is to establish Laney as the campus of choice in the East Bay. The PIO is collecting personal testimonies from current and former Laney students. Today, Assemblyman Sandre Swanson has joined an award-winning photographer and dozens of individuals in documenting their Laney experiences. Peralta TV has also videotaped public service announcements for local broadcast. The plan is to market these success stories, in multi-media format, to Bay Area residents. This campaign will focus on the Latino population and Oakland downtown residents/workers.

The PIO's work, although somewhat limited by a lack of funds, is supplemented by the personal efforts the president makes to keep the college in the public eye. The President represents the college at numerous community functions each academic year. He conducts speaking engagements at local churches, social organization, and political meetings. Laney College's administrators, deans, and faculty are also enlisted by the President to do outreach initiatives into the community. The President represents the college at local government when issues regarding Laney are a stake. Recently, the President was involved in discussions with Oakland city government regarding the state of the Lake Merritt Chanel, which bisects the campus and connects Lake Merritt to the Oakland estuary, and city plans to better utilize this area.

Additionally, the President represents Laney at numerous community functions. He conducts speaking engagements at local churches, social organizations, street fairs, and political meetings. Laney College's Administrators, Division Deans, and faculty members also join the President in numerous community outreach initiatives. The President also represents the College at local government when issues regarding Laney are at stake. Most recently, the President was involved in discussions with Oakland city government regarding the state of the Lake Merritt Chanel, which bisects the campus and connects Lake Merritt to the Oakland estuary, and city plans to better utilize this area.

In order to communicate with the community, the President posts his public addresses online. He maintains a regularly updated webpage; and distributes a weekly electronic newsletter, "The Eagle Flies."

#### Evaluation

**The college meets this standard.**

#### Plan

**None.**

**IV.B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**IV.B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

#### Description

The publicly elected Board of Trustees, the governing board, for the four Peralta colleges is the policymaking body for the district. The authority of the governing board is delineated in the Education Code of California and its mandate is to provide oversight of and direction to the district. The governing board has established a Board Policy Manual, is currently in a process of reviewing and updating the Board Policy Manual, and strives to have policies in place which address key operational issues of a California community college district. The governing board appoints the Chancellor, who serves as the "chief administrative

officer” of the district, and to whom is delegated authority to implement and enforce the policies and procedures of the governing board. The role and responsibilities of the Chancellor are delineated in Board Policy (B.P.) 2.05. At the college level, authority and responsibility for implementing the policies and procedures of the governing board, as well as directives from the Chancellor, rests with the college president. The role and responsibilities of the college president are delineated in B.P. 2.10. District office direct reports to the Chancellor are the Vice Chancellor of Educational Services, the Vice Chancellor of General Services, and the Vice Chancellor of Finance and Administrative Services. The roles and responsibilities of the Vice Chancellors are delineated in job descriptions which are housed in the district office Human Resources department. Direct reports to the college president are the vice president of instruction, the vice president of student services, and the college business officer. The roles and responsibilities of these administrators are delineated in job descriptions which are housed in the district office Human Resources department. Meeting this standard was a recommendation of the last accreditation visiting team. Several progress reports, to the satisfaction of the visiting teams and subsequently ACCJC, addressed the delineation of district office roles and responsibilities versus those of the colleges.

The Chancellor, in an effort to build strong working relationships within the district and among the district office and the colleges and to facilitate dialogue, transparency, and effective planning, in fall 2006 established the Strategic Management Team. The team consists of the Chancellor, the three vice chancellors, and the four college presidents. This team serves as an additional method of ensuring a clear delineation of the role of district office administrators versus the college presidents.

### **Evaluation**

The college meets this standard.

The Chancellor is clear about his role as “chief administrative officer” of the district and the role of the college president as “chief administrative officer” of the college. The college presidents, through the Strategic Management Team, collaborate with district office staff on integrated strategic and educational planning, the budget, and other matters affecting the colleges and the district. The presidents are given wide latitude in managing college planning, the college budget, and decision making regarding expenditures on instructional programs and student services that supports the mission of the individual colleges.

### **Plan**

None.

**IV.B.3.bThe district/system provides effective services that support the colleges in their missions and functions.**

### **Description**

The district's primary purpose is to provide operational and logistical support to the four colleges. In this effort, the district office offers key support services to the colleges. The main services involve instructional and student services support, including institutional research, admissions and records, and international students; human resources and employee relations; business services; financial services; legal services; public relations and marketing; facilities planning; information technology; and community and governmental relations. These services support the colleges in their missions and functions.

The District Office offers district-wide coordination and support of educational services through the Vice Chancellor of Educational Services in conjunction with the Associate Vice Chancellor of Institutional Research and Planning, the Associate Vice Chancellor of Student Services and Admissions and Records, and the Associate Vice Chancellor of International Student Affairs. Educational Services is responsible for coordinating district-wide educational master planning, reports to the governing board, and for compiling and filing routine reports to the State Chancellor's Office of the California Community Colleges. Also under the purview of Educational Services are curriculum and instruction, student services policies and procedures, Tech Prep, grants, financial aid, a faculty diversity internship program, staff development, and tenure review processes. Recently, through the advocacy of Educational Services, the district purchased CurricuNet to provide a twenty-first-century method of curriculum management; acquired SARS for use by counseling services at all four colleges; and worked with administrative services in implementing the student administration system component of the PeopleSoft system. The district has also undertaken the acquisition and implementation of software for the coordinated management of Student Learning Outcomes and their assessment.

Additional services to support the colleges in meeting mission and function are provided by the vice chancellor of general services. The department of general services provides facility and property services as well as purchasing, warehousing, duplication, facilities maintenance and operations, capital planning, and police services. The facility and property services include capital planning and management, real property leasing, maintenance of facilities and equipment, engineering, energy management, custodial and security services. Additional services include central purchasing and contracting, mail, and surplus property and warehousing.

Coordinated services are also provided under the direction of the vice chancellor of finance and administrative services. These services include human resources and employee relations, finance, payroll, and information technology. One major initiative in this area has been the implementation of the PeopleSoft system, both the finance and human resources component (PROMT) and the student administration component (PASSPORT). A new ACCJC recommendation was given in June 2007 regarding implementation of the finance portion of PROMT; this was addressed in the March 15, 2008, Progress Report from the four colleges.

District staff members are active in a variety of institutional and administrative committees. The Strategic Management Team engages the college presidents and the Strategic Planning and Policy Advisory Committee engage other college constituencies in dialogue regarding

district services and district-wide planning. Beginning in fall 2007, the various district office units began unit review to address the services provided and how these assist the colleges in meeting their mission and functions. Administrators are annually provided an orientation and training on the varying roles and responsibilities of administrators throughout the district.

### **Evaluation**

The college meets this standard.

The district office provides coordinated support in the various areas reported above. Face-to-face meetings among the Chancellor, vice chancellors, college presidents, and other administrators provide opportunity for dialog regarding these district services to the colleges. District-wide attention will have to remain trained on the full implementation of the PROMT and PASSPORT systems, with the realization that the process may last nearly a decade. Further, adequate resources must continue to be allotted to supporting the new systems fully.

### **Plan**

None.

### **IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

### **Description**

For many years the distribution of resources first focused on fixed costs at the district office and at the colleges, and those fixed costs were generally salaries. Then the next step in budget planning focused on the allocation of discretionary funding so that each college could meet its FTES targets, which were set to maximize the return on state funding for FTES (factoring in growth and cap). An additional consideration was maintaining a necessary reserve.

With the active engagement in district-wide integrated strategic planning, a calendared method of looking at resources and distributing resources to meet the planning goals of the district and the four colleges was adopted. The process is more deliberative and allows for more input and dialogue. This budgeting and resource allocation process was spelled out in detail in the Progress Reports the four colleges submitted to ACCJC on March 15, 2008. The new process begins with a research phase under the direction of the Vice Chancellor of Educational Services, who develops an *Annual Planning Budget Framework* that provides data on a variety of areas central to resource allocation. The process involves the District-wide Educational Master Plan Committee, college councils, college budget committees, the District-wide Budget Advisory Committee, and the Strategic Management Team making budget and resource allocation recommendations to the Chancellor and the governing board. In this process each college is provided a base budget which includes funding for fixed costs and funding determined necessary to meet FTES and productivity goals for the

academic year. This funding is made available on July 1, the start of the fiscal year. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this affects the base budget. Beyond providing a base budget for each college, there is an annual determination of available discretionary funds which are allocated based on priorities set in the educational master plan (e.g, faculty positions, classified positions, funds for new program startup) and determined through a review process wherein the District-wide Educational Master Plan Committee and the District-wide Budget Advisory Committee make recommendations to the Strategic Management Team with a final decision by the Chancellor on the allocation of the discretionary funds. The process is a beginning attempt to combine a necessary base budget and program-based funding.

### **Evaluation**

The college meets this standard.

### **Plan**

None.

## **IV.B.2.d The district/system effectively controls its expenditures.**

### **Description**

External audits for the last number of years have produced no adverse financial findings and the district has consistently had a positive ending balance. However, the most recent review by the external audit did determine "material findings" specifically related to the PeopleSoft system, and noted that the system was not fully functional and that the system could not perform required "checks and balances." Systematic and procedural controls at the district and college levels also help to prevent overspending and reinforce accountability from budget managers. As an educational institution, the district uses governmental accounting with emphasis on the uses of resources to attain the institution's objectives. With specific fund numbers for each source of funds, funds are tracked to account for revenue and expenditures. As previously noted, the district launched a PeopleSoft financial system in order to have an up-to-date relational database system to manage funds.

The Chancellor has overall responsibility for the management of the district's budget. The vice chancellor of finance and administrative services is responsible for the general management of the budget, budget controls, and the accounting program of the district. Such oversight led to a 14% reserve in 2007-8, which provided a fortunate safety net when the State recalled \$1.5 million during the middle of spring 2008. The president of each college is responsible for operating the college within the limitations placed by the budget. College administrative responsibilities include adherence to procedures established by the district office of finance; compliance with deadlines; and adherence to generally accepted accounting principles. It should be further noted that the district is in compliance with

GASB 45 through the establishment of OPEB bonds, which provide adequate funding for expenditures.

**Evaluation**

The college meets this standard.

**Plan**

None.

**IV.B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

**Description**

The college presidents' responsibilities and authority for implementation and administration of district policies is outlined in Board Policy 2.10: "The President is directly responsible to the Chancellor of the District for the administration of the College in accordance with District and College policies and procedures." The Chancellor gives the presidents this authority and holds the presidents accountable for the operation of the colleges through an annual performance evaluation process. As part of the evaluation, the president establishes goals in keeping with the strategic planning goals of the district and the Chancellor and president annually assess the progress on these goals. The Chancellor in closed session briefs the governing board on the presidents' progress toward their goals.

Additionally, as noted before, the Chancellor meets bimonthly with the three vice chancellors and the four college presidents, as the Strategic Management Team, to discuss concerns related to the individual colleges, the district office, or issues that may be of concern district-wide, as well as planning and resource allocation. The presidents also attend meetings of the governing board and report on college initiatives, programs, and other pertinent issues.

**Evaluation**

The college meets this standard.

The Laney President confirms that the Chancellor gives him full responsibility and authority to implement and administer delegated district policies without the Chancellor's interference and holds him accountable for the operation of the college. For example, the Chancellor annually provides the college president with a discretionary fund and the president has complete autonomy in using it. Further, once college budget allocations related to faculty positions have been determined at district level, the president through a

shared governance process makes the final decisions regarding where the need for those faculty are within the college and finalizes those determinations accordingly.

**Plan**

None.

**IV.B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

**Description**

The Chancellor, as chief administrative officer of the district, is the liaison between the colleges and the governing board. The Chancellor submits all college matters on behalf of the colleges to the full board for consideration.

The district and the colleges use effective means of communication in a timely manner to relay information to the board and others about upcoming board agenda items. Items to be considered at board meetings are widely distributed electronically via the board packet to the board, college presidents, the district academic senate president, union presidents, and other interested community members in advance of a board meeting. The board packet contains documentation which are summaries, prepared by the responsible college or district personnel, and the Chancellor submits them to the board for consideration. Board meeting minutes are posted on the district's website and past minutes are archived on the site. Board agendas, likewise, are posted on the district website and posted at the entrance to the district office building. The college presidents and the district academic senate president attend board meetings and report on college and senate initiatives and programs. The governing board includes two student trustees who at board meetings voice the issues and concerns of the students in the district.

In addition to the meeting of the governing board, there are board committees through which communications between the district, colleges, and ultimately full board may occur. Those committees are the Audit and Finance Committee, Student Services Committee, Policy Committee, Standards and Management Committee, and Facilities and Land Use Committee.

**Evaluation**

The college meets this standard.

**Plan**

None.

**IV.B.3.g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Description**

The district has various governance and decision-making structures in place, which include the Strategic Management Team; the Strategic Planning and Policy Advisory Committee; the District-wide Educational Master Planning Committee; the Council on Instruction, Planning, and Development; the District-wide Budget Advisory Committee; the District-wide Facilities Committee; a District-wide Distance Education Committee; as well as ad hoc groups. Excluding the Strategic Management Team, which was designed to bring the Chancellor and high-level manager together in a regularly scheduled manner, all committees are collegial and inclusive, with constituents working together to help the colleges and the district reach their goals. All of the listed groups have a written charge and set informal goals. Faculty and staff are well represented on district-wide committee. Students have a voice through the two student trustees, who are members of the various district committees. In 2008, the Strategic Management Team conducted a formal evaluation using surveys that provided the opportunities to write statements of evaluation regarding the work of the team. In spring 2008, a survey was forwarded to the membership of the Strategic Planning and Policy Advisory to begin a formal assessment of the work of the group. No formal assessment of the other groups has happened.

**Evaluation**

The college partially meets this standard.

Once more systematic, regular evaluation mechanisms are put in place for all decision-making bodies, the district will fully satisfy the demands of this standard. Improved accountability, evaluation, and reporting will be aided and advanced by the further development and integration of the District-wide and College Educational Master Plans, well underway.

**Plan**

None.